

Development of Arabic Language Learning Syllabus

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ABSTRACT

A well-designed syllabus can be the key to successful teaching. With a good syllabus, teachers and students will more easily achieve the learning objectives as set out in the curriculum. The syllabus is a source of information for students. The purpose of this study is to examine the development of an Arabic language learning syllabus. This research method uses a literature review technique approach. The data collection technique is through reviewing books, journal articles, and other scientific works which are then analyzed thematically. The results of the study indicate that this Arabic language learning syllabus still requires elaboration in a more concrete form in the form of a lesson plan (RPP), because the syllabus contains the general learning process for one semester. Elements that need to be developed in the syllabus are the syllabus identity, SK, KD, indicators, time allocation, materials / teaching materials, learning methods and media used, and books / learning resources needed. Because language learning has different characteristics from exact learning, it has its own syllabus design. However, the language learning syllabus also varies, including grammatical/structural syllabus, situational syllabus, notional/functional syllabus, topical syllabus, skills syllabus, process syllabus, task-based procedural syllabus, and mixed syllabus.

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1. INTRODUCTION

If the curriculum is understood as a systematic set of tools and activities, both inside and outside the educational field, used to achieve educational goals, then this is the curriculum broadly understood. However, in a narrower sense, the syllabus is perhaps the component that plays the most direct role in systematizing learning activities in order to achieve educational goals (Melillan et al., 2023).

The syllabus is one component, although other components, such as the teacher, also significantly determine the success of the learning process. A well-designed syllabus can be key to successful teaching. With a good syllabus, teachers and students will more easily achieve the learning objectives set out in the curriculum (Syarnubi et al., 2023). The syllabus is a source of information for students. In addition to providing important information, a student-oriented syllabus can also be a crucial learning tool that reinforces the goals, roles, attitudes, and strategies used by teachers to achieve active, meaningful, and effective teaching (Gallagher & Savage, 2023).

This paper attempts to examine one of the problematic aspects of Arabic language learning (Huda et al., 2024): the curriculum in general and the Arabic language syllabus in particular. This is crucial considering that, although various learning methods have been introduced so far, they have not been able to meet the expectations of Arabic language learning in Indonesia. This paper will also outline various language learning syllabi and the syllabuses used in Arabic language learning in Indonesia. However, at the beginning of the discussion, the author will provide a brief overview of the concept of the syllabus as an introduction to the following discussion (De la Vall & Araya, 2023).

The aim of this research is to examine the development of an Arabic language learning syllabus. The results of this study are expected to be a consideration and contribution in the development of Arabic language learning syllabuses, especially those that still require more concrete explanation in the form of lesson plans, because the syllabus contains the general learning process for one semester.

2. METHODS

The present study employs a literature review research design, which focuses on collecting, examining, and synthesizing theoretical perspectives and empirical findings related to the development of an Arabic language learning syllabus. The research was conducted from March to May 2025, with the main setting being the academic environment of Universitas Islam Negeri Kiai Ageng Muhammad Besari Ponorogo, Indonesia. The data were gathered through an extensive review of books, peer-reviewed journal articles, conference proceedings, and other scholarly works relevant to curriculum design, language teaching methodology, and specifically Arabic language education. The sources were selected based on their relevance, credibility, and contribution to the discourse on language learning syllabus development.

The process of data analysis was carried out through thematic analysis, in which the researcher identified, categorized, and synthesized recurring themes and key concepts from the reviewed literature. This step involved comparing various approaches to syllabus design, highlighting strengths and weaknesses, and mapping them onto the context of Arabic language teaching in Indonesia. Primary and secondary sources were critically examined to obtain a comprehensive understanding of different syllabus models, such as grammatical, situational, notional-functional, topical, and task-based syllabi. The results of this analysis provide insights into which elements should be emphasized in developing a more effective Arabic language syllabus, particularly by integrating syllabus identity, learning objectives, indicators, teaching materials, time allocation, methods, media, and learning resources. Through this systematic review process, the study contributes to the refinement of Arabic syllabus development and offers recommendations for future lesson plan designs that can better support effective language learning.

3. FINDINGS AND DISCUSSION

Some Conceptions of Syllabus

Several literatures provide definitions of a syllabus. Mc. Kay argues that a syllabus is fundamentally related to what is learned. Meanwhile, Nunan states that a syllabus is related to the completion and sequencing of content. Brown states the same thing, "syllabuses are ways of organizing the course and materials." Furey further states that a syllabus is a specification of language teaching content that has been selected and arranged according to level with the aim of making the teaching and learning process more effective.

From the various definitions of the syllabus, it can be stated that the syllabus basically contains the concept of what is studied, how to select it, how to organize it, and how to teach it. In relation to the curriculum itself, the syllabus is more specific and more concrete than the curriculum. According to Nunan, the curriculum is broader in scope because it refers to all aspects of the planning, implementation, assessment, and organization of educational programs. The curriculum can consist of several syllabi. For example, the curriculum covers the entire school, while the language teaching syllabus is only part of the curriculum (Sølvik & Glenna, 2022).

If the meaning of syllabus is drawn into education in Indonesia, then the syllabus is interpreted as a long-term learning plan for a particular subject and/or group of subjects that includes competency

standards, basic competencies, indicators, assessments, time allocation, tools/resources/teaching materials. The syllabus is the main product of curriculum development as a written plan in an educational unit that must be related to other curriculum development products, namely the learning process. The syllabus can be said to be the ideal curriculum, while the learning process is the actual curriculum. This syllabus is basically a macro program that must be further elaborated into more detailed learning programs, namely the Lesson Plan (RPP) (Fransiska, 2016).

Syllabus development can be carried out by teachers independently or in groups within a school or several schools, MGMP (teacher activity centers), or teacher activity centers (PKG), or the education office. To ensure a well-developed syllabus, a competent and capable team is required. Ideally, the team should include curriculum experts, subject matter experts, instructional design experts, evaluation experts, and other necessary experts. Furthermore, the organizational structure and procedures for the syllabus development team should be established.

After considering the principles of syllabus development, in order to obtain a good syllabus, it is necessary to pay attention to several procedural sequences in developing the syllabus, as follows (Nahar, 2022); a) Design: Starting with analyzing SK and KD, followed by determining learning materials, activities, competency achievement indicators, types of assessment, time allocation and learning resources needed. It is recommended that this syllabus draft be in matrix form to make it easier to see the relationship between components; b) Validation: Validation is carried out to determine whether the syllabus draft is appropriate or still needs improvement and refinement. Validation can be carried out by parties who have expertise in the related field. If the expert requires a revision, the revision should be carried out immediately; c) Approval: If the syllabus draft has been revised and refined and has met the eligibility standards, the next stage is approval carried out by the authorized party, for example a specific team from the education office; d) Socialization: This stage is carried out especially if the syllabus is developed at a broader level and is carried out by a team that is specifically formed and trusted to develop it. Moreover, if it is to be developed for a national scale, the syllabus needs to be socialized to teachers as well as possible as the implementation of the curriculum; e) Implementation: This stage is the culmination of the previous stages which began with the learning implementation plan activities up to the implementation and evaluation of learning; f) Evaluation: This stage is carried out to find out whether the developed syllabus has achieved its targets and objectives or not. From the results of this evaluation, it will be read to what extent the level of achievement of the SK and KD that have been set, thus the syllabus can be immediately improved and perfected.

In standard models of curriculum processes, curriculum planners progress systematically from needs assessment to aims and objectives to determining the program's teaching content. Taba's curriculum process model consists of seven steps: Step 1: needs analysis; Step 2: formulation of objectives; Step 3: selection of content; Step 4: organization of content; Step 5: selection of learning experiences; Step 6: organization of learning experiences; Step 7: determination of what to evaluate and the means for evaluating.

From the 7 steps above, designing a syllabus enters steps 3 and 4. In general, the syllabus development mechanism can be described as follows: before compiling a syllabus, first write clearly the name of the school, the subject, which class it is intended for, in which semester, and the allocation required, and it is also necessary to write the subject competency standards to be achieved. The syllabus preparation process after filling in the subject identity consists of seven main steps as follows: a) Reviewing competency standards and basic competencies; b) Identifying the main material/learning; c) Developing learning activities; d) Formulating competency achievement indicators; e) Determining the type of assessment; f) Determining time allocation; g) Determining learning resources (Adipat et al., 2021)

Variety of Language Learning Syllabus Designs

Al-Khulli stated

يعرض الوحدات التعليمية بتسلسل نحوي معين Allah قواعد Al المنشودة بركز Allah منهج لتعليم

"A target language learning syllabus that focuses on language rules and presents learning units in the form of a presentation of a series of certain grammatical aspects". Karl Krahnke states that a structural syllabus is "one in which the content of language teaching is a collection of the forms and structures, usually grammatical, of the language being taught" (a syllabus in which the content of language learning is a collection of forms and structures, usually in the form of grammar of the language being studied)". Thu'aimah states that a structural syllabus is a type of syllabus that presents language material in the form of discussions around grammatical themes.

This syllabus is based on two basic assumptions. First, language is a system (structure). A language system encompasses a set of grammatical structures that, if learned, enable a person to use the language. Second, each meaning has a specific linguistic structure, so language learning requires identifying various structures that can convey various meanings and facilitate communication (Prihastuti & Daryono, 2024).

The form/structure of language is related to the meaning of language. One of these two components can limit the other. For example, the meaning of amazement in Arabic has at least two structures. Mo Al-Fatihah and Al-Fatihah به The meaning of 'question/istifhaam' has several structures. Therefore, teachers are expected to provide a number of structures or forms that are appropriate to the meaning and can meet students' needs.

Procedurally, structural syllabus designers begin by determining the meanings students will express. They then determine the language structures that can accommodate these meanings. The next step is to select grammatical themes associated with these structures. The final step is to determine the logical sequencing of these grammatical themes, namely by introducing a theme that serves as a prerequisite for the next theme.

The structural syllabus is very common in the grammar-translation method. This method starts from the same premise as the structural syllabus: that language is a set of rules that, when learned, enable a person to use that language. For this method, language rules can also provide students with a vocabulary based on lexical meaning, rather than based on their actual needs. Krahnke explains that the structural syllabus can also be applied with the Audio-Lingual method and The Silent Way (Asror et al., 2024).

Currently, the use of a purely structural syllabus is rare in Arabic language learning. If it exists, it's usually a combination of two or more types. For example, the Arabic Language Curriculum at STAIN Kudus distinguishes between Arabic I and Arabic II. The former emphasizes grammar, while the latter emphasizes reading skills. Below is an example of an Arabic I syllabus that emphasizes grammar.

الموضوع	Al-Darsha	الرقم
الجملة و ما يتركب منها	الدرس الأول	1
God willing	الدرس الثاني	2
God bless you	الدرس الثالث	3
الفعل (ماض – مضارع – أمر)	الدرس الرابع	4
الفاعل	الدرس الخامس	5
المفعول به	الدرس السادس	6
النكرة و المعرفة	الدرس السابع	7
الضمائر	الدرس الثامن	8
المبتدأ و الخبر	الدرس التاسع	9
كان و أخواتها	الدرس العاشر	10
إن و أخواتها	الدرس الحادي عشر	11
Al-Haqil	الدرس الثاني عشر	12
التمييز	الدرس الثالث عشر	13
الاسم المجرور	الدرس الرابع عشر	14
الإضافة	الدرس الخامس عشر	15

A situational syllabus offers a selection and ordering of diverse real-life situations and does not offer grammatical items, vocabulary, or functions. Feez and Helen put forward the elements of a situational syllabus, namely: Material is arranged based on field perspectives and meaningful experiences; Elements in the form of dialogues are placed in everyday settings; Dialogues contain lexical items and grammatical structures that are implemented by learners in ongoing activities; Settings are arranged based on perceptions of learner needs and based on perceptions of the level of difficulty of grammar and vocabulary.

Al-Khuli defines Situational Syllabus as follows:

منهج لتعليم اللغة المنشودة يعتمد على عرض نصوص لغوية ذات صلة
God willing

“A target language learning syllabus is based on the presentation of language texts that are related to situations that students might encounter in that language environment.” Karl Krahnke stated that, “A situational syllabus is one on which the content of language teaching is a collection of real or imaginary situations in which language is used.”

There are two types of situational syllabuses. First, a situational syllabus that still has a strong structural flavor, also known as an imaginary/manipulative situational syllabus. Second, a situational syllabus that departs from real-world situations. In the first type of situational syllabus, language structures are still taught amidst the learning of these situations. For example, a teacher teaches by accompanying movements that demonstrate the structure being spoken. The teacher says (أنا أكتب الدرس) while writing the lesson on the board or 'opens the door' while saying (الباب مفتوح).

The second type of situational syllabus starts from the basic assumption that language is a social phenomenon that emerges as a means of communication between humans. Although language structure is a component that requires attention in communication, in this second type of situational syllabus, these components are always considered in light of the situation or context. In other words, the primary focus is on the situation or context in which the language is used, rather than its structure. As a result, there is a shift in focus from the teaching material to the students themselves (Azizah et al., 2023).

Experts attempt to predict situations students might encounter in everyday communication through field studies or research. Once the predicted situations students will encounter are identified, the next step is to select language materials appropriate to their communication needs.

This type of syllabus can motivate students to continue their language studies because it makes the learning process more meaningful. Or, in Krahnke's terms, it avoids "fossilization." Language learning units with this type of syllabus present units that revolve around students' communication needs. Some examples of these units include: at the airport, at the market, at the university library, at a restaurant, at the city center, and so on (Usman et al., 2023).

Al-Khuli defines the Notional Syllabus as follows:

المواقف A وحدات القواعد Allah Barbados Man وظائف AI الأجنبية يعتمد Allah منهج لتعليم

“A foreign language learning syllabus that is based on language functions instead of units of rules and situations.” Karl Krahnke defines it as “is one in which the content of language teaching is a collection of the functions that are performed when language is used, or of the notions that language is used to express (syllabus in which the content of language learning is a collection of the functions that are performed when language is used or a collection of notions that are to be expressed by language) (Lee & Mori, 2021)v.

This syllabus is based on considerations of communication skills as a starting point. If the attention of the structural syllabus is described by the question, "How does the speaker express the meaning he wants?" (attention is focused on grammatical structure or form). Meanwhile, the attention of the situational syllabus is described by the question, "When and where is the meaning of language expressed? (attention is focused on the situation in which language is used). In the notional syllabus, what is considered is "meaningfulness," namely by answering the question, "What meaning is transferred through language?" This does not marginalize the importance of structure and situation.

The selection of language materials is based on the meanings students need in the communication process. Thus, it is "meaning," not structure or situation, that determines the language material. However, this results in a wide variety of language structures and situations, corresponding to the diverse concepts/ideas present.

Wilkins, as the person who introduced this syllabus, divides the terms into several large units and smaller sub-units. Wilkins mentions several large units, including: time, number, place, meaning of relationship, the relationship of the number spoken to its context. The small units are sub-units of the large units as mentioned above. The large unit of time includes several small units, including: a certain time (now, Monday, April 25, 2011, yesterday, and so on), duration, time relationship, repetition, continuity, and others.

Contextuality (السياقية) is the main consideration in the notional syllabus. For example, the sentence (السماء تمطر) has several meanings, including: first, as a 'conversation opener', if it is related to the context of someone meeting somewhere for the first time. Second, the sentence can mean 'forbidden to go out', if it is related to the context when someone is talking to his small child and constantly 'whining' to go out of the house. Third, it means 'suggesting that the person he is talking to bring an umbrella', if someone says, for example, to his guest who is going out of the house when it is raining. Thus, it is difficult to generalize the meaning of a sentence if it only refers to the vocabulary, structure, or situation.

The elements of a topic-based syllabus are: (1) the syllabus is structured around the structure of social activities or the logic of the topic itself. (2) material such as about the 'environment' is structured around everyday knowledge about the topic and moves towards more specific knowledge about the environment. Meanwhile, the weakness of a topic-based syllabus is that sometimes the relationship between learning more about the topic and learning more about the language is not explicitly stated, which can be confusing for some learners.

The National Syllabus is often used in Arabic conversation books, structured around notions, such as La Taskut: A Practical Guide to Arabic Conversation. An example of a National Syllabus is as follows:

الموضوع	الرقم
التعارف	1
Allah	2
النداء	3
السلام الترحيبي	4
Facebook	5
الأمر و النصيحة	6
الطلب و التسويم	7
الاستعانة	8
الموافقة	9

Al-Khuli defines this syllabus as:

منهج يبنى خطة تعليم على أساس تعليم المهارات اللغوية متدرجة مع التركيز على مهارة واحدة في كل مرحلة

A syllabus whose learning design is based on the principle of language skills learning by focusing on one of the language skills at each phase of learning". Karl Krahne stated that, "A skill-based syllabus is one in which the content of the language teaching is a collection of specific abilities that may play a part in using language" (A skill-based syllabus is a syllabus that contains a number of specific abilities that are "predicted" to be part of language use).

Skills are the things that a person must master to be considered competent in a language. While a situational syllabus gathers functions into specific settings of language use, a skills-based syllabus gathers linguistic competencies (pronunciation, vocabulary, grammar, sociolinguistics, and discourse) together with general types of behavior such as listening to spoken language for main ideas, writing good paragraphs, delivering effective oral presentations, reading texts for main ideas or supporting ideas, and so on.

This type of syllabus relates to a series of tasks students must complete. Some or even all of the language components used are included in the assignments. Jane Willis lists assignment types that can be used for almost any topic: listing, comparing, problem-solving, sharing personal experiences, and creative tasks. According to Nunan, the focus of this assignment-based syllabus design is on the learning process and even on the product or outcome.

The elements of a procedural and task-based syllabus include a greater focus on process than on product. This syllabus is known as a syllabus closely related to methodology. The weakness of a procedural and task-based syllabus is the difficulty of determining which tasks are most appropriate for students to develop language skills. From a methodological perspective, a process syllabus is closely related to a blended syllabus.

Harmer calls this mixed syllabus a multi-syllabus. A common solution to reconcile these different syllabus designs is to create a mixed or multi-syllabus. This syllabus design emphasizes more than just grammatical or lexical aspects. It combines aspects of grammar, lexical aspects, language functions, topic situations, tasks, and various language skills tasks (Zhao et al., 2024).

The design of a blended syllabus is based on a language teaching approach that involves: (1) explicit teaching of the structural and grammatical features of spoken and written texts. (2) the relationship of spoken and written texts to the social and cultural contexts in which they are used. (3) the arrangement of material units that focus on developing skills in relation to integrated texts (whole texts). (4) the provision of practices as students develop language skills for meaningful communication through integrated texts.

The characteristics of a mixed syllabus are: (1) the integration of all aspects of the syllabus types, namely: lexical aspects, grammatical structure, topics, situations, learning activities and assignments. (2) learning objectives are obtained from needs analysis and used as a basis for selecting aspects of syllabus preparation.

Syllabus for learning Arabic in Indonesia

Arabic language learning in Indonesia has unique characteristics compared to other nations. Arabic has long been a subject taught in Islamic institutions such as Islamic boarding schools (pesantren) and madrasas (madrasahs).

Effendi stated that the Arabic language learning syllabus in Indonesia, both in madrasas and public schools, and in Islamic boarding schools (pesantren), used a structural syllabus until the 1960s. Since the 1970s, a renewal of the Arabic language learning system, spearheaded by the Ministry of Religious Affairs, began. Although the Arabic language learning syllabus is not explicitly stated, the shift from the nahwu-translation method to the communicative method resulted in a shift in the syllabus toward a syllabus that aligns with the spirit of communication, while maintaining a strong foundation for the structural syllabus.

The 1984 Arabic curriculum aligned situations or contexts (in this case themes) with grammatical elements in parallel. The 1984 Madrasah Tsanawiyah Arabic Language Textbook written by Prof. Hidayat, et al., contained titles such as *usratii*, *fi al-gurfat al-juluus*, *fi ghurfat al-akli* which were juxtaposed with grammatical topics such as *harf jar*, *mubtada-khabar*, and *khabar muqaddam*. It was only at the end of the 80s, when books on the communicative approach were increasingly emerging, that the 1994 Arabic curriculum mentioned themes as the basis for developing materials, teaching and learning processes, and a forum for integrating language elements, functions, and notions.

The 2004/2006 Arabic language curriculum also includes (situational) themes, such as introductions, madrasah tools and professions, addresses, families and family life, home and garden environment, madrasah environment, library and canteen, daily activities, activities that have been carried out (at MI); introductions and madrasah environment, home environment, family and residential address, time/o'clock, activities at madrasah and activities at home, hobbies and professions, religious ceremonies, traveling (at MTs); introductions and family life, hobbies and work, teenagers and health, public facilities and tourism, culture and Islamic figures, Islamic holidays and Islamic stories (at MA).

An interesting thing in the 2004/2006 Arabic curriculum is the explicit mention that the syllabus used is a "Grammatical Syllabus" or in this article is called a "Structural Syllabus" in Arabic language learning starting from MI, MTs to MA except in the MA Language Program which uses a "Situational Syllabus". This can be seen in the following quote: The absence of the formulation of "word forms and sentence structures" accompanying the SK and KD in the MA Language Program is due to the fact that this program is based on a "situational syllabus" (منهج المواقف), different from MI, MTs, and MA which adhere to the grammar syllabus model (منهج القواعد) (See Appendix Chapter VIII of Minister of Religion Regulation No. 2 of 2008, page 124)

This is certainly debatable, as the use of the term "Grammatical/Structural Syllabus" in the curriculum doesn't fully describe the syllabus structure. It's true that qawaid material is presented in parallel with the themes listed as the basis for Arabic language learning. However, the use of the term "Situational Syllabus" in the MA Language Program is inappropriate simply because it isn't mentioned in the SD-KD curriculum (Kurniawan, 2023).

This determination can be interpreted as meaning that the Arabic language curriculum for all levels of madrasah education, except for the MA Language Program, still strongly uses the Structural Syllabus. Therefore, even if communication goals are prioritized, the communication aspect must stem from knowledge of language structure. This is comparable to the situational syllabus at the manipulative stage (منهج المواقف المصطنعة) and has not yet reached the Natural Situational Syllabus category (منهج المواقف الطبيعية).

With the themes listed parallel to the qawaid presented in the integrated section with the themes, it can be said that the current Arabic language learning syllabus actually attempts to "accommodate" the various objectives desired for Arabic language learning in general. This differs from the Arabic curriculum in high schools, which does not align themes with language structure. The reason behind this difference can likely be explained by the different positions of Arabic in each type of education. In madrasas, Arabic is taught from the MI (Islamic elementary school) to the MA (Islamic junior high school) level. Thus, learning is a continuous process. In high schools, Arabic is an elective, so the existing syllabus is truly determined by the aspect most needed by high school students, namely communication. The reason could be related to the still dominant objective of Arabic learning as a tool for understanding Islamic treasures in madrasas (Tambrin et al., 2021).

In non-formal education, whether Arabic language courses or training, the Situational Syllabus, the Notional Syllabus, and even the Multidimensional Syllabus are often used as models for Arabic language learning. Furthermore, books on everyday conversation or conversation for specific purposes, such as Arabic for the Hajj or Umrah, or as preparation for the Indonesian migrant worker (TKI), also use syllabuses that no longer emphasize language structure (Abbasi & Alghamdi, 2015).

For example, the book "Jago Berbahasa Arab: Panduan Praktis Berbahasa Arabic untuk Hajj, Umrah dan TKI" (A Practical Guide to Arabic for Hajj, Umrah, and Indonesian Migrant Workers), by Imam Taufik et al., contains certain situations that someone might encounter if they go to the Middle East. These situations include: at the airport, at the Grand Mosque, at the office, at a restaurant, and so on. Furthermore, Zuhri and Suhail present conversations in the form of terms such as meeting, greetings and thanks, commands and advice, requests and offers, expressions and feelings spiced with descriptions of cultural diversity, both fusha and 'amiyah, which remind us of the components of the Multidimensional Syllabus (Prihastuti & Daryono, 2024).

If this is the case, then Arabic language learning in Indonesia is generally related to its learning objectives. In Arabic learning for academic purposes (to borrow Richards' term), the four main syllabuses grammatical, situational, notional, and multidimensional—are the most commonly used types. However, it should be emphasized that the use of a single syllabus type is rare in Arabic language learning in Indonesia today. Combination is a positive response to the challenges of Arabic language learning today.

4. CONCLUSION

The conclusion of this discussion is that the key sentence that summarizes the essence of the syllabus in this discussion is that the syllabus is one of the curriculum development products that serves as a reference for the direct learning process. However, the syllabus still requires elaboration in a more concrete form in the form of a lesson plan, because the syllabus contains the general learning process for one semester. Elements that need to be developed in the syllabus are the syllabus identity, SK, KD, indicators, time allocation, materials / teaching materials, learning resources, methods and media used, and books / learning resources needed. Language learning, because it has different characteristics from exact learning, has its own syllabus design. However, this language learning syllabus also varies, including grammatical / structural syllabus, situational syllabus, notional / functional syllabus, topical syllabus, skills syllabus, process syllabus, procedural syllabus based on tasks, and mixed syllabus. Each syllabus has its own advantages and disadvantages. However, it is crucial to consider the abilities and needs of both teachers and learners, ensuring that a suitable syllabus is selected. Arabic, long studied in Indonesia, particularly in Islamic boarding schools (pesantren), used a grammatical syllabus until the late 1960s. Following updates from the Ministry of Religious Affairs, a syllabus with a communicative approach was developed, though still heavily influenced by grammatical nuances. Furthermore, starting in 1984, situational, contextual, and grammatical elements were aligned in parallel within the syllabus. Since 1994, and continuing to the present, specific themes have been adopted as the basis for developing materials, learning processes, and integrating elements of language, function, and notion. A pure syllabus is almost impossible to find, except in non-formal institutions (TKI dormitories), which typically use both notional and situational syllabuses. Formal educational institutions have complex needs and objectives, necessitating a multidimensional syllabus, or in this case, a mixed syllabus.

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