



## **PROBLEMATICS AND IMPLEMENTATIVE SOLUTIONS IN ARABIC LANGUAGE LEARNING AT ELEMENTARY SCHOOLS**

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### **Abstract**

Arabic language learning in elementary schools faces various challenges stemming from curricular, pedagogical, and environmental aspects. Limited instructional hours, insufficient teacher competence in communicative approaches, and weak environmental support have contributed to suboptimal learning outcomes. Arabic is often taught textually rather than contextually in relation to students' daily lives, resulting in low motivation and limited engagement. This study aims to identify and analyze the main problems in Arabic language learning at the elementary level, examine the underlying factors contributing to teachers' and students' difficulties, and review relevant findings from previous literature. Furthermore, it seeks to formulate applicable implementative solutions and provide strategic recommendations to improve the quality, effectiveness, and sustainability of Arabic language instruction in elementary education. This research employs a descriptive qualitative approach using a literature review method to analyze problems and propose implementative solutions for Arabic language learning at the elementary level. Data were collected from relevant primary and secondary sources and analyzed through content and thematic analysis techniques to produce systematic descriptions and literature-based recommendations. The findings emphasize that the effectiveness of Arabic language learning in elementary schools can be enhanced through contextual curriculum adaptation, continuous professional development for teachers, and active involvement of the learning environment and community. Collaborative and contextual approaches have been proven to significantly improve students' motivation, participation, and communicative competence

### **Keywords:**

*Arabic Language; Elementary School; Learning Challenges; Implementative Solutions*

## **INTRODUCTION**

Arabic language learning at the elementary school level should ideally focus on developing students' communicative competence and religious character in ways that are relevant to their daily lives (Gufron et al., 2024). However, field observations indicate a significant gap between the theoretical demands of communicative language teaching and its practical implementation in classrooms, where teachers



often employ traditional approaches centered on memorization and text-based learning (Azhar et al., 2022). Limited instructional hours and low student motivation further contribute to suboptimal achievement of communicative competence (Fatkhurrohman, 2018). This gap necessitates a study that integrates problem diagnosis with the formulation of contextual implementative solutions suitable for the Indonesian elementary school context.

Several studies have identified problematic aspects of Arabic language learning at the primary level. Djody et al. (2024) developed a model of Arabic language instruction for elementary schools and found that existing models still fail to align with children's developmental characteristics and contextual school needs, highlighting the need for a more adaptive and communicative approach (Djody et al., 2024). Fatkhurrohman (2018) analyzed the Arabic language education system in Indonesia and emphasized the dominance of religious functions (*lughat al-dīn*) over communicative functions (*lughat al-mu'āsharah*), which limits active language use in classrooms (Fatkhurrohman, 2018). These findings point to structural problems in curriculum design and the functional orientation of instruction (Rufaiqoh et al., 2024).

Contemporary empirical studies highlight both solutions and implementation barriers. Suherman et al. (2023) examined the effectiveness of game-based methods in two Islamic elementary schools in Bogor and reported improvements in students' vocabulary mastery and learning motivation when enjoyable methods were applied (Suherman et al., 2023). Putri and Nurhidayati (2023) described the implementation of religion-based Arabic language learning in a sixth-grade madrasah ibtidaiyah and revealed that instructional planning and assessment were often not fully integrated with active learning strategies (Putri & Nurhidayati, 2023). Furthermore, a case study by Hayati et al. (2024) identified institutional, teacher-related, and learner-related problems, including limited communication between institutions and teachers and insufficient differentiation of methods for students with diverse abilities (Hayati et al., 2024). Taken together, these findings underscore the potential of pedagogical solutions, such as game-based learning and differentiated instruction whose effectiveness depends on institutional readiness and teacher competence.

Although previous studies have identified problems and proposed several alternative solutions, a significant methodological and applicative gap remains. Specifically, only a limited number of studies have simultaneously integrated active learning models, contextual teaching materials, and operational procedures into a single systematic and implementable framework suited to the context of Indonesian elementary schools. The existing literature tends to be fragmented, focusing separately on model development, specific methods, or descriptive analyses of problems, and therefore has not yet produced an integrated guideline that can be readily operationalized by teachers and school principals in classroom practice.



This study offers novelty through a structured and implementation-oriented integrative approach. It not only identifies problems and their causal factors but also formulates an integrated implementation framework that links active learning models, the use of simple technology-based media, and contextual operational guidelines aligned with the characteristics of elementary school students in Indonesia. Employing a systematic literature review approach, this study generates measurable and practical recommendations that bridge previous empirical findings with the needs of real classroom practice.

The expected contributions of this study are both pragmatic and conceptual. Practically, the proposed implementation framework has the potential to enhance the effectiveness of Arabic language learning in elementary schools, particularly in improving student engagement, communicative competence, and the relevance of instructional materials. Conceptually, this study enriches the discourse on Arabic pedagogy in Indonesia by proposing an integrated solution model that can serve as a foundation for field implementation as well as for further research, such as classroom action research, to test and validate the effectiveness of the proposed model.

## **RESEARCH METHOD**

This study employed a descriptive qualitative approach using a library research design to describe and analyze the problems and formulate implementable solutions for Arabic language instruction in elementary schools. A qualitative approach was chosen because the study focuses on gaining in-depth understanding (Sugiyono, 2011) of educational phenomena, contexts, meanings, and teaching practices rather than on numerical measurement (Moleong, 2018). Library research is considered suitable for synthesizing findings from previous studies, textbooks, and policy documents to produce recommendations grounded in literature-based evidence (Zed, n.d.).

The data used were qualitative in nature, consisting of textual sources: (a) empirical research findings (journal articles and undergraduate/graduate theses) discussing Arabic language learning at the elementary level; (b) theoretical sources such as books on language teaching methodology, active learning theories, and developmental contexts of elementary-aged learners; and (c) relevant policy or curriculum documents. The data were descriptive-narrative and contextual, used to identify problematic patterns, causal factors, and solution options supported by literature (Moleong, 2018).

The data sources were divided into two categories: primary sources, namely research articles and development reports directly examining Arabic language instruction in elementary schools; and secondary sources, including research methodology books, references on language learning theories, and works on content analysis and library research (Zed, n.d.). The sources were selected purposively based on clearly defined inclusion and exclusion criteria. The inclusion criteria comprised: (1) relevance to the topic of Arabic language learning at the elementary school level;



(2) publication in peer-reviewed journals, academic books, or reputable conference proceedings; (3) availability of full-text access; and (4) publication within the last ten years (2015–2024). Meanwhile, the exclusion criteria included: (1) studies not specifically addressing the elementary school context; (2) duplicated publications; (3) articles lacking sufficient methodological clarity; and (4) non-scholarly sources. Based on this selection process, a total of 32 relevant sources were identified and analyzed in this study.

Data collection and analysis followed a systematic literature review procedure to ensure rigor and transparency. The process consisted of several stages: (1) identifying relevant literature through searches in major academic databases, including Google Scholar, Directory of Open Access Journals (DOAJ), and national indexing platforms such as GARUDA, as well as institutional repositories; (2) screening and filtering the initial results based on predefined inclusion and exclusion criteria, resulting in a refined corpus of selected studies; (3) conducting thematic data extraction focusing on key aspects such as identified problems, causal factors, proposed solutions, and implementation contexts; and (4) organizing and documenting the selected literature systematically. The data were then analyzed using qualitative content analysis and thematic analysis, in which each source was coded, categorized into major themes, and compared across studies to identify patterns and relationships. The findings were subsequently synthesized into a coherent descriptive narrative that integrates empirical evidence with relevant theoretical frameworks (Naeem et al., 2023). This systematic procedure enhances the traceability, credibility, and methodological rigor of the study (Zed, n.d.).

## **RESULTS AND DISCUSSION**

### **Forms of Problems in Arabic Language Learning in Elementary Schools**

Arabic language learning in elementary schools faces a range of complex and interrelated problems across the stages of planning, implementation, and evaluation. These three aspects play a crucial role in determining the success of the teaching–learning process (Alzahrani & Shindel, 2020). Failure in any of these components directly affects the achievement of effective and meaningful Arabic learning outcomes. Therefore, identifying the forms of problems at each stage is essential not only for mapping the issues but also for uncovering systemic patterns that hinder instructional effectiveness and for formulating integrative improvement strategies (Anwar & Rakhmaniah, 2024). Overall, the literature indicates that these problems are not isolated, but rather structurally interconnected and rooted in the absence of a coherent instructional framework.

#### **1. Problems in the Planning Stage**

The planning stage serves as the foundational step of instructional implementation. However, in the context of elementary schools, many Arabic teachers lack a standardized curriculum and struggle to formulate learning outcomes that align with the developmental characteristics of young learners (Rahimah, 2022).



Additionally, limited instructional time, because Arabic is not a core subject, often leads to pragmatic planning that is not based on learners' needs (Masitoh & Aziz, 2025).

Another issue is the weak integration of linguistic goals with communicative and affective objectives. Teachers tend to focus on grammar and vocabulary memorization without considering their application in simple communication (Kurniawan et al., 2021). This reflects the insufficient implementation of learning-by-doing principles and active learning approaches that should characterize instruction at the elementary level (Agus Yasin et al., 2024). These findings suggest that the core problem at the planning stage lies in the absence of a pedagogically grounded and context-sensitive design framework. The tendency to prioritize content coverage over communicative competence indicates a misalignment between instructional planning and the developmental needs of learners. As a result, planning does not function as a strategic guide, but rather as an administrative requirement, which subsequently weakens the effectiveness of the implementation stage.

## 2. Problems in the Implementation Stage

At the implementation stage, the primary challenges relate to instructional methods and media (Haq, 2023). Teachers frequently rely on conventional methods such as lecturing, translation, and rote memorization, which do not align with the learning styles of elementary-aged students (Haris et al., 2021). Limited mastery of technology and interactive media exacerbates this issue, as many Islamic elementary schools or modern pesantren lack the digital infrastructure needed to support contextual Arabic learning (Choir, 2025).

Low student motivation also poses a significant obstacle. Arabic is often perceived as difficult and disconnected from daily life, leading to limited student interest (Masrurah & Hizmatul Himmah, 2025). Teachers struggle to create enjoyable learning environments, especially in classrooms with high student teacher ratios and minimal linguistic exposure or language-rich environments (Taufiqurrochman et al., 2025).

Across the reviewed studies, a consistent pattern emerges: instructional practices remain teacher-centered and minimally contextualized. This indicates that the challenges in implementation are not merely technical (e.g., lack of media), but also pedagogical in nature, particularly the limited adoption of active and student-centered learning approaches. Consequently, the learning process fails to engage students meaningfully, which reinforces negative perceptions of Arabic as a difficult subject and further reduces learning motivation.

## 3. Problems in the Evaluation Stage

Evaluation practices in elementary-level Arabic instruction generally emphasize cognitive aspects such as vocabulary memorization and grammatical knowledge. However, ideally, assessment should cover receptive and productive language skills



as well as learners' attitudes and motivation (Nidhomillah et al., 2024).

Furthermore, many teachers have yet to develop valid and reliable evaluation instruments due to limited expertise in constructing authentic assessment rubrics (Jannah et al., 2024). The evaluation process is often purely summative, lacking formative feedback that helps students correct language errors. Consequently, assessment has not functioned optimally as a tool for improving the quality of the learning process (Pujiani, 2024).

These findings indicate that evaluation practices are still dominated by a measurement-oriented paradigm rather than a learning-oriented one. The lack of authentic and formative assessment limits opportunities for students to develop communicative competence and reflect on their learning progress. This also suggests a disconnection between instructional objectives and assessment practices, which further weakens the overall coherence of the teaching learning process.

Taken together, the findings across the three stages reveal a systemic and interconnected pattern of problems rather than isolated deficiencies. Weaknesses in planning particularly the absence of a structured and contextually grounded curriculum directly influence the selection of instructional methods and limit the effectiveness of evaluation practices. Similarly, teacher-centered implementation contributes to the persistence of traditional assessment models that prioritize memorization over communication.

This interdependence suggests that the core issue lies in the lack of an integrated instructional framework that aligns planning, implementation, and evaluation. Without such alignment, efforts to improve one aspect will remain ineffective if not accompanied by changes in the others. Therefore, these findings highlight the urgent need for a comprehensive and implementable model that systematically connects these three components to enhance the overall quality of Arabic language learning in elementary schools.

### **Factors Underlying the Problems in Arabic Language Learning in Elementary Schools**

In the context of Arabic language learning in elementary schools, several fundamental factors underlie the emergence of various instructional problems. These factors do not stand alone; rather, they intersect and interact to shape learning practices that often fall short of pedagogical ideals. A comprehensive understanding of these pedagogical, psychological, institutional, and environmental factors (Setyowati, 2020) allows researchers and practitioners to identify critical points that must be addressed in order to make Arabic language instruction more effective and contextually grounded.

#### **1. Pedagogical Factors**

Pedagogical aspects include key components such as curriculum design,



selection of learning materials, and the methods and media employed by Arabic teachers (Izzuddin et al., 2020). A study on the application of curriculum development principles in Arabic instruction at SDIT Bait Adzkia showed that the principles of relevance, flexibility, and integration were not fully realized due to limitations such as restricted teaching hours and insufficient numbers of specialized Arabic teachers (Romadhoni et al., 2025). Case study findings from the same institution reveal that conventional instructional methods, such as lecturing and rote memorization, remain dominant, with little integration of communicative activities or real-life contexts, resulting in learning experiences that are less engaging and limited in meaning (Romadhoni et al., 2025).

Moreover, the selection of learning materials is often not aligned with the developmental characteristics and everyday experiences of elementary-aged children. Many materials remain abstract or disconnected from students' daily life contexts, leading to low motivation and weak engagement. Relevant research indicates that contextual instructional media such as games, visual aids, and songs, can significantly enhance student engagement and the relevance of Arabic language learning at the early grade levels (Romadhoni et al., 2025).

Curricula and learning materials used in schools also do not consistently match the developmental needs of young learners. For instance, some materials are overly abstract or irrelevant to students' lived experiences, thereby reducing their motivation and engagement (Wahyu Mimbar, 2021). In addition, many teachers lack systematic guidance and training in designing Arabic instruction appropriate for the elementary level, which results in suboptimal implementation of instructional methods (Akla, 2021). Numerous Arabic teachers in elementary schools have not received structured professional development in active learning methods and contextual media use, causing classroom instruction to be insufficiently adaptive to the needs of young learners.

An article on strengthening Arabic teaching techniques highlights that mastery of skills such as classroom management, questioning techniques, interactive explanation, and reinforcement of student activities is essential for improving learners' active and contextual Arabic competence (Abidin & Fadli, 2025).

## 2. Psychological Factors

Psychological factors play a crucial role in determining the success of Arabic language learning at the elementary level, as students at this age are still in the concrete operational cognitive stage (Piaget, 1972). This means that they learn optimally through direct experiences, enjoyable activities, and positive social interactions. When Arabic instruction is carried out mechanistically, dominated by rote memorization and lacking social context, students experience boredom, anxiety, and decreased motivation. As emphasized by Djafri and Wimbarti (2018) in their study on educational psychology, intrinsic motivation and self-confidence are dominant factors in fostering students' active participation, whereas excessive



anxiety (language anxiety) becomes a major barrier to second or foreign language acquisition (Djafri & Wimbarti, 2018).

Motivation to learn Arabic among elementary school students is generally influenced by two key aspects: (1) their perception of the usefulness of Arabic in daily life, and (2) the teacher's role in creating meaningful learning experiences. Damayanti found that interest in learning Arabic correlates positively with academic achievement. When instruction is connected to religious, social, and enjoyable activities, such as language games (*al-'ab lughawiyyah*), songs, or mini-projects—students' motivation increases significantly (Damayanti & Amirudin, 2025). Conversely, approaches that emphasize vocabulary memorization (*mufradāt*) and grammar (*qawā'id*) without emotional engagement cause students to lose focus and perceive Arabic as a “difficult” and “stressful” subject.

Language anxiety is one of the primary challenges in Arabic learning at the elementary level. According to Shodiq et al. (2021), such anxiety may stem from fear of making mistakes, fear of being laughed at by peers, or negative learning experiences (Shodiq et al., 2021). This is worsened when teachers fail to create a supportive environment and do not provide positive feedback on students' efforts. A rigid, authoritarian, and result-oriented classroom climate leads students to become passive and dependent on teacher instructions. Therefore, teachers need to adopt an affective approach, creating learning experiences that foster comfort, appreciation, and courage to participate. In this context, the teacher's role extends beyond delivering content to becoming a psychological facilitator who nurtures a positive classroom climate.

Furthermore, socio-emotional factors also influence readiness to learn Arabic. Students who receive emotional support from family, peers, and teachers tend to develop positive attitudes toward the language. Conversely, an unsupportive environment (e.g., families who do not understand the importance of Arabic) may lower learning enthusiasm. Al-Munawwir's research in madrasah ibtidaiyah shows that social support and emotional reinforcement from teachers enhance students' confidence in speaking Arabic in class (Al-Munawwir, 2022). Thus, psychological dimensions in Arabic learning should be viewed as core determinants of instructional success, not merely supplementary factors.

Accordingly, effective Arabic instruction at the elementary level must balance cognitive and affective aspects. Learning should be designed based on student-centered principles, allowing students to explore and express themselves without fear of making mistakes (Mauludiyah et al., 2021). Teachers must also instill a growth mindset—that language ability develops through practice rather than being an innate talent. Through such strategies, Arabic learning can become a positive experience that builds confidence, enthusiasm, and sustained interest in the language (Anam & Stracke, 2016).



### 3. Institutional Factors

The institutional scope encompasses dimensions of educational policy, institutional support, infrastructure, and the allocation of instructional time designated for Arabic language learning. In the context of Indonesian primary schools, these institutional factors significantly influence the effectiveness of instructional implementation (Ritonga et al., 2020). Arabic is generally not classified as a core subject in the national curriculum; rather, it is offered as a local content subject or an additional lesson, particularly in Islamic schools or foundation-based madrasahs (Murodi et al., 2020). This condition directly results in limited instructional hours, typically only 1–2 hours per week, which is disproportionate to the complexity of linguistic competencies students are expected to master. In addition to the limited time allocation, Arabic language curricula and instructional guidelines at the primary school level often lack standardized national benchmarks (Pujiani, 2024). Teachers are required to develop their instructional materials independently, referring either to internal school curricula or pesantren-based guidelines that may not align with the cognitive and psychological characteristics of young learners (Kharisma Romadhon & Irfan, 2025).

In terms of institutional support, the roles of school principals and educational management bodies are highly influential. Arabic teachers frequently encounter limitations in facilities, such as the scarcity of visual media, interactive audio tools, or basic language laboratories that could support listening and speaking skills (Prasetya et al., 2024). Thus, institutional challenges are not solely related to infrastructural constraints or formal policy gaps but also reflect the absence of a well-structured support system for teachers. Efforts to enhance the quality of Arabic language instruction in primary schools require comprehensive institutional support, ranging from the provision of relevant curricula and continuous professional development to quality assurance mechanisms based on linguistic achievement indicators (Taufiqurrochman et al., 2025). Such institutional reforms are essential to ensuring that Arabic language learning is implemented sustainably and contextually in alignment with the principles of the Merdeka Curriculum.

### 4. Learning Environment Factors

The learning environment is a crucial factor influencing the effectiveness of Arabic language instruction in primary schools. This environment includes physical aspects (classrooms, facilities, learning media), social aspects (teacher–student and peer interactions), and external contexts such as family and community support (Romadhoni et al., 2025). In modern educational approaches, the learning environment is not merely viewed as a physical space where instructional activities take place, but as an ecosystem that shapes students' overall learning experiences (Romadhoni et al., 2025).

Physical aspects often pose initial challenges in creating a conducive environment for Arabic language learning. Many primary school classrooms, especially in non-madrasah settings, are not equipped with supportive resources such



as Arabic vocabulary posters, phonetic teaching aids, or audio-visual media that facilitate listening and speaking skills. Beyond physical elements, the social environment plays a significant role in shaping students' motivation and self-confidence in using Arabic. A communicative and supportive interaction culture among students can strengthen their willingness to practice speaking, while an empathetic teacher who encourages active participation can reduce language anxiety. Research by Shodiq et al. (2021) indicates that collaborative classroom environments, where errors are treated as part of the learning process, positively affect students' verbal participation (Shodiq et al., 2021). Conversely, when the social environment lacks support, such as when students mock pronunciation errors or when teacher dominance restricts interaction, learners tend to become passive and reluctant to participate (Shodiq et al., 2021).

External factors outside school, including family and community support, also influence the continuity of Arabic language learning. Many students do not have a home environment where Arabic is used, even in simple forms such as greetings, prayers, or basic expressions. As a result, their language skills tend to stagnate within the classroom without contextual reinforcement beyond school hours (Verawati & Hasanah, 2021). Therefore, building a holistic learning environment requires synergy among schools, teachers, students, and families so that Arabic becomes part of everyday social practice rather than merely an academic subject.

### **Practical and Implementable Solutions to Enhance the Effectiveness of Arabic Language Instruction in Primary Schools**

Efforts to improve the quality of Arabic language instruction in primary schools cannot be separated from the complex challenges spanning pedagogical, psychological, institutional, and environmental dimensions (Muslimah, 2021). Therefore, the proposed solutions must not be merely conceptual but grounded in realistic and contextually implementable strategies aligned with actual classroom conditions. Implementable approaches require the integration of policy, teacher competence, instructional media, and learning environment support, ensuring that learning takes place not only in the classroom but also becomes part of pupils' lived experiences (Fitri & Hasibuan, 2024). In the context of primary education, Arabic language instruction ideally emphasizes the development of basic communicative skills that are practical and enjoyable. Consequently, solutions must aim to bridge the gap between theoretical frameworks and pedagogical practice, taking into account constraints related to time allocation, resources, and the cognitive characteristics of young learners (Suherman et al., 2023).

Building on this premise, this study proposes an integrated framework consisting of four interrelated components: (1) contextualized curriculum design, (2) active and communicative instructional methods, (3) strengthening teacher competence, and (4) supportive learning environments. These components are not independent; rather, they function as a cohesive system in which each element reinforces and sustains the others.



## **Component 1: Development and Adaptation of a Contextualized Curriculum**

One of the most fundamental implementable solutions is the development and adaptation of a contextualized curriculum (Mustaufir et al., 2024). A well-designed curriculum should not merely serve as an administrative document but as a dynamic guide that aligns instructional processes with learners' characteristics and school conditions (Rahman, 2018). In primary school contexts, this implies designing syllabi and lesson plans that bridge communicative competence with children's concrete experiences.

At this stage, Arabic instruction should emphasize functional and contextual language use rather than memorization. Competencies such as *maharah istima'* and *kalam* need to be operationalized into simple, measurable indicators (e.g., introducing oneself, identifying family members). Integrating learning with familiar themes (family, school, daily activities) ensures meaningful learning experiences. Flexible, activity-based time allocation is also essential. Teachers can implement small-scale projects, interactive games, and simple communicative tasks to maximize limited instructional time.

This component serves as the foundational design that determines the direction of instructional methods and assessment practices. Without a contextualized curriculum, subsequent components cannot function effectively.

## **Component 2: Active, Communicative, and Multisensory Teaching Methods**

To address the dominance of rote learning, instruction must adopt experiential and student-centered methods such as TPR, educational games, and Project-Based Learning (PjBL). These approaches enhance engagement, motivation, and communicative competence. However, the effectiveness of these methods depends on alignment with the curriculum. For instance, communicative objectives defined in the curriculum must be translated into interactive classroom activities. Gradual implementation, such as integrating weekly TPR sessions and periodic projects, ensures feasibility within existing constraints.

Thus, instructional methods act as the operationalization of the curriculum. They translate planned competencies into real learning experiences and require teacher competence to be effectively implemented.

## **Component 3: Strengthening Teacher Competence through Continuous Training and Professional Collaboration**

The success of both curriculum implementation and instructional methods is highly dependent on teacher competence (Fitri & Hasibuan, 2024). Teachers must be equipped not only with pedagogical knowledge but also with practical skills in applying active learning strategies and authentic assessment. Effective professional



development should emphasize practice-based training such as microteaching, lesson study, and classroom coaching. Teachers also need the ability to design performance-based assessments aligned with communicative objectives. Professional collaboration through MGMP forums or communities of practice further supports continuous improvement.

In this framework, teacher competence functions as the central driving force that connects planning and implementation. Without competent teachers, even well-designed curricula and methods cannot be effectively realized.

#### **Component 4: Strengthening the Learning Environment: Engaging Parents and the Community**

Sustainable language learning requires reinforcement beyond the classroom. Parental involvement and community support play crucial roles in creating a language-rich environment that encourages continuous practice. Simple practices at home, such as using daily Arabic expressions, combined with school-based programs (Arabic Corner, Language Week, clubs), can significantly enhance engagement. Collaboration with community institutions further extends learning opportunities.

This component ensures the sustainability of learning by extending instructional impact into real-life contexts, thereby reinforcing outcomes achieved through curriculum, methods, and teacher practices.

#### **CONCLUSION**

Based on the findings and discussion, it can be concluded that the teaching of Arabic in primary schools faces multidimensional challenges that encompass curriculum, teacher competence, learner characteristics, and the learning environment. The absence of a standardized curriculum that aligns with the developmental characteristics of young learners, along with teachers' limited ability to implement communicative methods, constitutes a major factor contributing to the low effectiveness of Arabic instruction. In addition, teacher-centered approaches tend to reduce students' motivation and often lead to language anxiety. Limited learning resources, restricted instructional time, and insufficient parental support further exacerbate these implementation challenges.

The solutions that can be undertaken include developing a contextualized curriculum, applying active learning methods such as Total Physical Response and Project-Based Learning, and enhancing teacher competencies through continuous professional training. Collaboration among schools, families, and the wider community is essential to ensure that Arabic language learning becomes contextual, communicative, and meaningful, thereby fostering confident and competent learners.

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