

Positioning Arabic Education Study Program Through Student Research Results 2011-2023

Noza Aflisia¹, Hazuar², Syahrul Syohdikin³,
Rifqah Nabilah Ruby Abrilian⁴

Institut Agama Islam Negeri Curup^{1,2,3,4}

nozaaflisia@iaincurup.ac.id¹, azazwae@gmail.com²,

syahrulsyohdikin@gmail.com³, rifqahnabilah@gmail.com⁴

Cite this article:

Aflisia.Noza, Hazuar., Syohdikin, Syahrul., & Abrilian, Rifqah Nabilah Ruby. (2025). Positioning Arabic Education Study Program Through Student Research Results 2011-2023. *Arabiyatuna: Jurnal Bahasa Arab*, 9(1), 27-42. doi: 10.29240/jba.v9i1.12555

Received: 16-02-2025

Revised: 09-04-2025

Accepted: 22-04-2025

Abstract

This study aims to analyse the themes and methodologies of student research and to examine the positioning of the Arabic Education Study Program based on the mapping of student research outputs. The quality of student research significantly influences the development and reputation of the study program. This research employs a mixed-methods approach, combining qualitative and quantitative data derived from theses submitted by Arabic Education Study Program students at IAIN Curup between 2011 and 2023. Data collection was conducted through bibliographic surveys and document analysis. Data analysis followed Miles and Huberman's framework, including data reduction, data display, and data verification, while credibility measures ensured data validity. The findings reveal that student research predominantly focuses on the development of Arabic language learning, primarily utilizing qualitative descriptive methods. The program has positioned itself as a centre for pedagogical development; however, further integration of linguistics and literature within Arabic language learning is recommended to enhance its scope.

Keywords: Positioning, Arabic Education, Research.

Introduction

Student research is frequently viewed as a mere requirement for earning an academic degree.¹ As a result, it's not unusual to encounter research topics that lack strong relevance to the particular focus of the study program. Habits like this have a negative impact on the image of the study program and academic integrity.

Students are required to carry out in-depth research in preparing their research. For this reason, students are required to have a good understanding of the substance of research. Through research, students have the opportunity to enhance their critical, analytical, creative, communicative, and problem-solving skills, which are essential for 21st-century learning.² The research is also a medium for students to apply the knowledge they have gained from lectures.

The importance of research as the final written work of an undergraduate student indicates whether a student is of high quality or not.³ Research and research writing are carried out in accordance with the rules specified in the research writing guidelines in each faculty and study program.⁴ The importance of research is not only related to the writing but also related to the theme, substance and methodology used in the research.

Arabic language education has expanded across various countries worldwide, including not only Saudi Arabia but also Indonesia, Nigeria, and many others. In Nigeria, Arabic language education has developed rapidly and passed through various stages and media from time to time.⁵

The importance of research in language education, particularly Arabic, can be highlighted in the following ways: (1) Educators: To ensure the implementation of quality education, informed and professional decisions are necessary. These decisions have long-term effects on students, educators, parents, and the community. For instance, to enhance student motivation in *muhadatsah*, researchers must determine the most effective methods for educators, parents,

¹ Andi Anto Patak and Erwin Akib, *Hindari Plagiat Dengan Mendeley*, ed. Muhammad Basri Jafar, 2015, <https://doi.org/10.13140/RG.2.1.1145.5524>.

² Darra Wheeler Happ, "Result of A Survey of 21St Century Skills of Communication, Collaboration, Critical Thinking, and Creativity" (American International University, 2013).

³ Syamsul Ghufroon, Suharmono Kasiyun, and Muhammad Thamrin Hidayat, "Kesalahan Kalimat Bahasa Indonesia Dalam Skripsi Mahasiswa," *BELAJAR BAHASA: Jurnal Ilmiah Program Studi Pendidikan Bahasa Dan Sastra Indonesia* 5, no. 1 (2020): 51–62, <https://doi.org/10.32528/bb.v5i1.3067>.

⁴ J Moch, "Problematika Kesalahan Bahasa Pada Penulisan Skripsi Mahasiswa Universitas Airlangga," *Jurnal Ilmu Humaniora* 12, no. 2 (2012): 92–104, [https://www.academia.edu/download/32980205/\(1\)Problematika_Kesalahan_Bahasa_pada_Penulisan_Skripsi_Mahasiswa_Jalal_2.pdf](https://www.academia.edu/download/32980205/(1)Problematika_Kesalahan_Bahasa_pada_Penulisan_Skripsi_Mahasiswa_Jalal_2.pdf).

⁵ Alfa Muhammed Salisu, Hanafi Dollah, and Abdwahab Zakariya, "Arabic Education in University of Ilorin , Nigeria : A Review," *International Journal of Education and Research* 2, no. 10 (2014): 647–62.

and the surrounding environment. These decisions stem from thorough research. (2) The General Public: Communities, social organizations, and professional groups require specialized studies to shape policies for their activities. (3) Policy Makers: Policymakers often seek research that provides relevant data to address specific policy issues.⁶ Another thing to note is cooperation between educational institutions and schools, this will support the teaching and learning of Arabic as a community language at all levels in the UK.⁷ All parties, be they Arabic language practitioners, educators, and learners, as well as all Arabic language lovers, must work together to develop Arabic language learning to strengthen its existence within the framework of the national education curriculum in Indonesia.⁸

Every student pursuing undergraduate studies in the Arabic Education program is required to complete research, covering all its various aspects. To date, the Arabic Education program at IAIN Curup has produced 335 graduates in Arabic Language Education between 2007 and 2023. It was started in 2007, because the IAIN Curup Arabic Education study program was first established and operated in that year, then the first alumni were only in the fourth year, namely in 2011. If there are 335 undergraduates, it means that there are 335 research collections owned by the IAIN Curup Arabic Education study program. For more clarity regarding the number of alumni or undergraduates produced by the IAIN Curup Arabic Education Study Program each year, you can see the following picture:

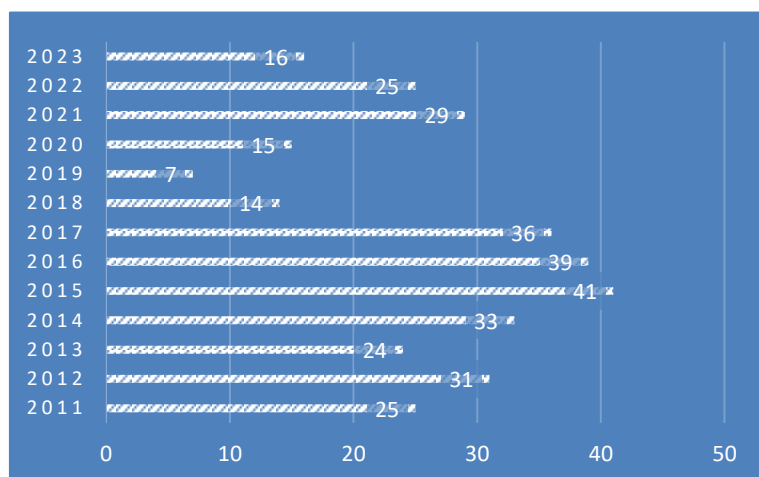


Figure 1. Number of Arabic Education Study Program Alumni and Theses

⁶ Syamsuddin and Vismaia S. Damaianti, *Metode Penelitian Pendidikan Bahasa*, 6th ed. (Bandung: PT Remaja Rosdakarya, 2016).

⁷ Rasha Soliman and Saussan Khalil, "The Teaching of Arabic as a Community Language in the UK," *International Journal of Bilingual Education and Bilingualism* 27, no. 9 (October 20, 2024): 1246–57, <https://doi.org/10.1080/13670050.2022.2063686>.

⁸ Ahmad Muradi et al., "Revitalization of the Existence of Arabic in Indonesia," *Journal GEEJ* 7, no. 2 (2020): 1–16.

Another issue is the quality of the theses produced by Arabic Education students. This is closely linked to the role of the IAIN Curup Arabic Education program in shaping and supporting the academic work of its students. Have students' theses been mapped based on orientation and grouping according to the branch of knowledge in Arabic Education and in accordance with the characteristics of the Arabic Education study program itself? To date, no research has been conducted on this matter. However, for the growth and positioning of the Arabic Education program, which ultimately shapes its reputation, the quality of student research plays a crucial role in determining its standing.

In addition, the study program's roadmap for research has not been effectively communicated, leaving lecturers unaware of it. This is particularly concerning as lecturers, especially academic supervisors, hold the authority to approve students' research topics. This kind of thing has an impact on the Arabic Education students' research theme not being focused.

Studies related to this research have been studied by previous researchers from various perspectives, both related trend Arabic and Arabic research positioning itself. Nevertheless, there are still many aspects that require further in-depth study to distinguish each research area. In terms of research trends, it is evident that the prevailing themes in the Arabic Language Education department primarily focus on learning-related topics or research themes at the operational level. Not purely educational or linguistic. The learning theme that is most widely discussed is the theme of Arabic language teaching materials. The aspect of language skills that is most researched is language skills. Meanwhile, the research method in the research tends to be research and development.⁹ This is in line with the results of other studies which reveal that the research themes that students are most interested in in the last 5 years are about learning (materials and textbooks), language skills (speaking skills), and language elements (vocabulary). Meanwhile, the research method most often used by students is Research and Development (R&D). Students tend to develop teaching materials or dictionaries that are currently trending research methods.¹⁰ Other research also found Arabic language teaching material to be the dominant theme, but the dominant research method was field research.

Meanwhile, the trend of citing Arabic Grammar emerged in 2005, with 10 publications and 5 collaborations with other countries. Notably, Israel was the country that published articles related to Arabic Grammar in Arabic during this

⁹ Ali Abrar, "Tahlil Maudhu'ats Rasail Al-Majistir Wa Manahijiha Li Qismi Ta'lim Al-Lughah Al-Arabiyyah Kuliyah Ad-Dirasats Al-Ulya Bi Jami'ah Maulana Malik Ibrahim Al-Islamiyyah Al-Hukumiyah Malang" (UIN Maulana Malik Ibrahim Malang, 2020).

¹⁰ Zakiyah Arifa and Umar Al Faruq, "Mapping the Research Theme and Method: A Corpus Based to Abstract of Arabic Education Undergraduate Program," *Arabiyyatuna: Jurnal Bahasa Arab* 5, no. 1 (2021): 81, <https://doi.org/10.29240/jba.v5i1.2073>.

period. Eight of the 51 journals that publish research on this topic have published in Q1 journals. The focus of research related to Arabic Grammar in Arabic is Arabic, Natural Language Processing Systems, and Sibawayhi.¹¹ The factors that make many researchers not use case studies as interview results are due to several factors, namely: the level of interest in a case is subjective, research requires expensive funds, and the use of a long time.¹² Another study showed a significant increase in the number of Arabic-language research articles on educational administration published in Arabic-language educational journals.¹³

Another study used interactive and interactional metadiscourse in research article abstracts in three languages, one of which was Arabic. The results revealed that Arabic abstracts tend to be longer and more complex. Transitions were the most common interactive elements in all three languages, with Arabic abstracts showing a strong reliance on frame markers.¹⁴

Previous studies on student research trends have been approached from various levels and perspectives. Some studies have focused on theses from master's program students as their research object, while others have examined research from a corpus linguistics perspective. Additionally, some have employed bibliometric analysis, case studies, and a focus on the social-educational relevance of research. Therefore, it is evident that the research being proposed by the researchers will offer a distinct perspective compared to previous studies.

This research aims to analyze themes and methods of student research, analyzing the positioning of the IAIN Curup Arabic Education study program from the results of student research mapping. This research aims to contribute valuable insights to theoretical discussions regarding the positioning of the Arabic Language Education Study Program through trends in student research. It is hoped that the findings will serve as a reference for IAIN Curup, particularly the Arabic Education Study Program, in shaping policies related to future student research. Additionally, the research will provide guidance for academic supervisors in approving research titles for Arabic Education students, offer

¹¹ S D P Siregar, Asep Sopian, and ..., "The Research Trends in Grammatical Arabic in the Arabic Language: A Bibliometric Review (1981-2023)," *Nady Al-Adab: Jurnal ...* 20, no. 2 (August 1, 2023): 1–17, <https://doi.org/10.20956/JNA.V20I2.26987>.

¹² Kisno Umbar and Ubaid Ridlo, "Case Study as a Research Method for Arabic Language Education," in *ICEMS : Proceedings of the 5th International Conference on Education In*, ed. Salamah Agung et al. (Jakarta, Indonesia: Research Meet Inovation, 2019), 9–22.

¹³ Aref Atari and Nuha Outum, "Research on Educational Administration Published in Arabic Language Educational Journals: A Systematic Review and Analysis," *Journal of the Commonwealth Council for Educational Administration & Management* 47, no. 1 (2019): 61, www.cceam.org.

¹⁴ Rully Agung Yudhiantara, Eri Kurniawan, and Mohamad Zaka Al Farisi, "A Metadiscourse Analysis of Research Article Abstracts Across English, Indonesian, and Arabic Authored By Indonesian Islamic Higher Education Scholars," *Jurnal Pendidikan Islam* 10, no. 2 (2024): 260–79, <https://doi.org/10.15575/jpi.v10i2.39165>.

evaluative material for lecturers teaching the Arabic Language Research Methodology course in selecting course content, and, through mapping Arabic Education student research, assist students in choosing relevant and timely research themes aligned with the vision and mission of the IAIN Arabic Education study program.

This research is library research. The work procedure of this library research relies more on bibliographic data. Meanwhile, in terms of the type of research data, this research is qualitative and quantitative research. Qualitative data was obtained from reviewing and analyzing the substance of the research positioning Arabic Education study program. Primary data in this research was obtained by the researchers from the chairman, staff and students, and alumni of the IAIN Curup Arabic Education study program. Meanwhile, secondary data is in the form of theses from IAIN Curup Arabic Education study program students from 2011-2023, totaling 335 theses. The data collection techniques used in this research are documentation, Survey Bibliografis, and interviews. The qualitative data analysis used follows Miles and Huberman's theory in steps Data Reduction, Data Presentation, and Data Verification.

The procedures undertaken in this research are as follows: (1) Topic Selection: The topic is determined based on a problem derived from observable phenomena. This study focuses on analyzing the positioning of the Arabic Education Study Program through student research. (2) Information Exploration: An in-depth review of existing literature is conducted to refine the research focus. This includes examining previous studies related to both academic positioning and trends in Arabic Education student research. (3) Defining the Research Focus: The focus is established by developing research instruments informed by the explored data, prioritizing the issue of positioning the Arabic Education Study Program through student research. (4) Data Sources: The primary data consists of theses written by students of the Arabic Education Study Program from 2011 to 2023. (5) Review of Literature and Theses: A detailed examination is carried out on the selected theses, analyzing elements such as titles, content, and the methodologies employed. (6) Note-Taking: Research notes are taken to conceptualize and deepen the understanding of the research topic. Once student research mapping is complete, an analysis is performed to determine the positioning of the Arabic Education Study Program. (7) Data Processing and Analysis: The collected notes are then analyzed and interpreted in relation to relevant theoretical frameworks to draw meaningful conclusions. (8) Research Report Writing: The final step involves compiling a research report that adheres to standard academic writing structures and conventions.

Findings and Discussion

Themes and Research Methods for Research of Arabic Education Study Program Students In 2011-2023

The areas studied in Arabic language learning research can be grouped into several studies, namely Arabic language learning (Arabic language curriculum and supporting tools, Arabic language learning methods, Arabic language teaching materials, Arabic language learning media, and assessment in Arabic language learning), constructive analysis and Arabic language errors, and Arabic language acquisition.¹⁵

Based on research data of Arabic Education Study Program students from 2011 to 2023, it can be seen that the focus of the themes and research methods of students' research reflects quite significant tendencies towards certain topics.

a. Research Theme

First, Learning Arabic is the most dominant theme with 42% of the total research, showing the main focus of Arabic Education students in analyzing and exploring the curriculum, implementation of learning, materials, methods, strategies, techniques, media and evaluation of Arabic language learning in madrasas or schools from elementary to tertiary level.

Second, Arabic Language Proficiency, which accounted for 16% of the study, reflects students' interest in exploring four language skills namely listening, speaking, reading, and writing.¹⁶ The themes that capture student interest are highly varied, including topics such as challenges, perceptions, influencing factors, effectiveness, implementation, student competencies related to specific skills, strategies for enhancement, efforts to address related issues, correlations between two language skills, connections between Arabic language elements and skills, as well as comparative studies between two institutions in implementing language skills.

Third, Linguistics, covering 14%, focuses on theoretical analysis of language, including phonology, morphology, syntax, and semantics. This shows students' interest in understanding and studying the structural aspects of the Arabic language contained in the Quran and tafsir. Apart from that, it also analyzes linguistic comparisons between Arabic and English, Indonesian and Javanese, as well as Fushah and Amiyah. Comparison between studies in Morphology and linguistic positions. Students also examine phonological interference and errors.

¹⁵ Moh. Ainin, *Metodologi Penelitian Peningkatan Kualitas Pembelajaran Bahasa Arab (Teori Dan Praktik)* (Malang: CV. Bintang Sejahtera, 2016).

¹⁶ Noza Aflisia and Aan Hasanah, "Character Education Model in Arabic Learning at Madrasah Aliyah," *Jurnal Pendidikan Bahasa Arab* 6, no. 2 (December 28, 2020): 241–56, <https://doi.org/10.14421/almahara.2020.062-05>.

Fourth, Interdisciplinary Linguistics, with 13% describing research trends linking linguistics with other disciplines, for example, the history and development of the Arabic language (*philology/ Fiqh al-Lughah*), psycholinguistic position (*ilmu al-lughah an-nafshi*) in learning Arabic. Apart from that, there are also themes related to interest, motivation and readiness to learn which are part of psycholinguistic studies. Furthermore, there are problems, influencing factors, influences and efforts of teachers related to various aspects not only in Arabic but also external influences.

Fifth, Arabic literature (5%), reflecting less interest in classical and modern Arabic literature. Themes that emerge include *tasbih* and *istiarah* (bayan science), *qashr* (ma'ani science), *jinas* and *saja'* part of the study of *muhasinat al-lafzhiyah* (Badi' science), and *thibaq* and *muqabalah* part of the *muhasinat artiviyah study* (Badi' science). This balaghah study uses literature in the form of the Quran, Barzanji, Burdah, Simtu ad-Dhurar, and Hizb Nashr.

Sixth, Other themes, such as Language-Learning (3%), Translation (3%), Educators (3%), Literature-Learning (1%), and Learning to Read and Write the Qur'an (0%), illustrate variations of other themes that are less dominant and receive little attention.

The language learning theme connects linguistic studies with Arabic instruction, such as the study of *nahwu*, *sharaf*, and *ashwath*, and explores their relevance to Arabic language teaching, whether through their influence on learning methods, translation techniques, or other pedagogical relationships.

Translating Arabic into Indonesian is an important process because many scientific disciplines are written in Arabic, such as Islamic history, Islamic civilization, Islamic jurisprudence, morals, health sciences, arithmetic, and so on.¹⁷ The theme of translation focuses on various aspects of Arabic translation, including the study of translation itself, the translation process, interference that occurs during translation, translation errors, and the challenges encountered in translating texts.

Then there is the theme of literature-learning, namely connecting the study of Arabic literature with learning Arabic, such as studying *iltifat*, *jinas*, and *tasybih*, then connecting it with learning Arabic, both learning methods, benefits in learning, and the influence on learning Arabic.

More clearly, the research themes of Arabic Education students can be seen in the following picture:

¹⁷ Noza Afisia, "Musykilah Tarjamah Al-Lughah Al-'Arabiyyah Ila Al-Lughah Al-Indonesiyyah," *ARABIYATUNA: Jurnal Bahasa Arab*, 2017, <https://doi.org/10.29240/jba.v1i1.198>.

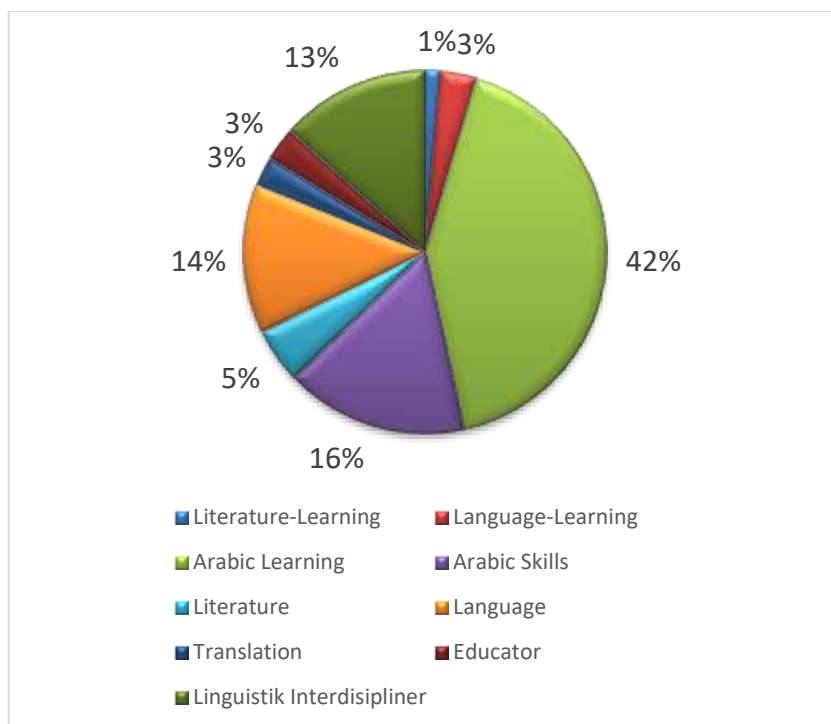


Figure 2. Research Themes of Arabic Education Study Program Students

Based on the picture, it can be concluded that the majority of Arabic Education students' research themes are about learning Arabic at 42%, then about Arabic language proficiency 16%, linguistics 14%, interdisciplinary linguistics 13%, literature 5%, linguistics-learning 3%, translation 3%, education 3%, and literature-learning 1%.

b. Research methods

Based on the type of data obtained, research in the field of Arabic Language Education can be divided into quantitative and qualitative research. Quantitative research includes descriptive, comparative and correlation research¹⁸ and so forth. Meanwhile, qualitative research can be descriptive, historical research, case studies, and so on.¹⁹

First, Qualitative Descriptive dominates student research methods with 45%, indicating that students tend to use an approach that focuses on analyzing Arabic language education phenomena that occur in the field, such as in elementary, middle, high school and university level.

¹⁸ Muhammad Nurman, *Penelitian Kuantitatif Di Bidang Pendidikan Bahasa Arab (Teori Dan Praktek)*, 1st ed. (Mataram: Sanabil, 2021).

¹⁹ Moh Ainin, *Metodologi Penelitian Bahasa Arab* (Malang: CV. Bintang Sejahtera, 2017).

Second, Library Methods (25%) are in second place, which means that much of the research is carried out with a theoretical approach or literature study, without direct field data, such as studies on the texts of the Quran, tafsir, Barzanji, Burdah, *Simtu ad-Durar*, and *Hizb Nashr*.

Third, Classroom Action Research (9%) shows that there are student efforts to apply concrete solutions in the practice of teaching Arabic in the classroom, with the aim of improving student learning outcomes. Such as increasing proficiency and understanding of Arabic language elements through the use of methods (*mubasyarah*, *sam'iyah syafawiyah*, play groups) and the use of media (songs, crossword puzzles, sentence structures, cards).

Fourth, Quantitative Descriptive (7%) is used to analyze numerical data, indicating that there are students who prefer a numerical approach to measure research results. As in looking at the influence of one variable, student perception, differences in motivation, and effectiveness.

Fifth, the experimental method (4%) shows that there are efforts to test certain hypotheses in Arabic language learning, although it is still relatively low compared to qualitative methods. Such as the effectiveness of using the direct method, *sam'iyah syafawiyah* and so on to improve Arabic language skills. Apart from that, there is also the use of media flash cards, kahoot, power point, and pictures to improve Arabic language skills.

Sixth, R&D (Research and Development) (3%) illustrates that there is still very little student interest in developing new products or learning models that can be implemented in Arabic language education. Starting in 2021, only a small number of theses have begun to explore the development of Arabic learning media based on digital platforms, such as Android applications, PowerPoint presentations, websites, Plotagon animations, interactive media, and mobile learning tools. Apart from that, there is also the development of an Android-based thematic Arabic-Indonesian dictionary and *muhadatsah* dictionary. A study at the University of Malaysia also showed that students want Arabic language lecturers to use technological applications and devices in learning.²⁰

To enhance the effectiveness of teaching foreign languages, including Arabic, textbooks should be designed to be more user-centered, ensuring they address the most relevant and practical language content for learners.²¹ Research

²⁰ Khairun Nisaa Mohd et al., "Teaching Arabic Language to Malaysian University Students Using Education Technologies Based on Education 4.0 Principles," in *International Invention, Innovative & Creative (IniiC) Conference*, 2019, <https://doi.org/10.21009/ijlecr.061.07>.

²¹ Oleg Redkin and Olga Bernikova, "Education and Qualitative Research: Frequency Algorithms and the Arabic Teaching Materials," *WMSCI 2018 - 22nd World Multi-Conference on Systemics, Cybernetics and Informatics, Proceedings 2*, no. Wmsci (2018).

reveals that in Arabic Language Education there is a lack of comprehensive design strategies informed by learning theory.²²

Seventh, correlation (3%) is employed to examine the relationship between specific variables, though its usage remains limited. Such as the relationship between Arabic language elements and Arabic language skills, the relationship between Arabic language skills, the relationship between students' educational and psychological competencies and student learning outcomes, and so on.

Eighth, qualitative comparative (3%) indicates that only a small number of students are interested in using comparative methods with a qualitative approach, such as comparing linguistic features between Arabic and Indonesian or English and Javanese. Comparison of phonology between Arabic and Rejang and comparison of *nabwu* between *Kufah* and *Basrah*. Then there is also a comparison regarding the abilities of publics school alumni students.

Nineth, quantitative comparative (1%) is applied to compare research variables through a numerical approach. This method is rarely used by students, for instance: comparing the competencies of graduates from public and Islamic schools, or assessing Arabic language proficiency among students in various ma'had within a region.

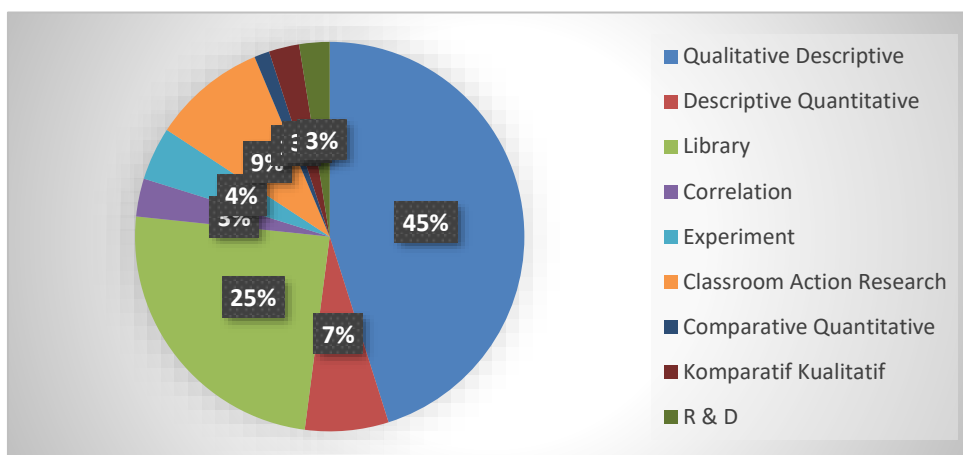


Figure 3. Arabic Education Study Program Student Research Methods

Based on the picture, it can be concluded that the majority of Arabic Education students' research themes are about learning Arabic at 42%, then about Arabic language proficiency 16%, linguistics 14%, interdisciplinary linguistics 13%, literature 5%, linguistics-learning 3%, translation 3%, education 3%, and literature-learning 1%.

²² Donna Hess, "Exploring Instructional Design in Arabic Education," *Issues and Trends in Learning Technologies* 9, no. 2 (2021): 19–41.

The themes and research methods of Arabic Education Study Program students' research from 2011 to 2023 reflect a strong focus on developing Arabic language learning, with qualitative descriptive research methods as the most dominant approach. These findings suggest that Arabic Education students are highly focused on investigating effective learning practices, yet they generally prefer observational and analytical approaches over experimental methods or research involving the development of new products.

Positioning of Arabic Education Study Program from the Results of Student Research Mapping for 2011-2023

Positioning is essentially a term rooted in economics, particularly in relation to products, referring to the strategy of building customer confidence and trust.²³ Positioning is a strategy to enter the mind of the targeted person or party. When competition is very tight, positioning is very important to show the unique characteristics that are unique to them. Positioning is an effort to design brands and products so that they have a unique place in the minds of customers. The desired final result is the formation of a suitable value proposition as a reason for customers to make a decision to buy.²⁴ In this research, it can be said that the method used is to design and manage the Arabic Education study program in such a way with the hope of gaining a good position in the minds of the public so that the desire to continue education in the Arabic Education study program at IAIN Curup arises.

The positioning of IAIN Curup's Arabic Education study program is considered effective when it successfully builds a positive image, highlighting the program's distinctive qualities and unique strengths. This image can be achieved, among other things, through the proper management and organization of student research.

Based on research data from Arabic Education students from 2011 to 2023, the positioning of the Arabic Education study program can be identified through several aspects as follows:

a. Domination of Arabic Language Learning Themes

Most of the student research (42%) focused on the theme of Arabic language learning, indicating that the Arabic Education Study Program prioritizes an effective learning process through the use of appropriate methods, media, strategies, approaches and evaluation. This reflects the study program's active

²³ Hermawan Kartajaya, *Positioning, Diferensiasi, Dan Brand* (Jakarta: PT. Gramedia Pustaka, 2013).

²⁴ Philip Kotler, *Manajemen Pemasaran : Analisa, Perencanaan, Implementasi, Dan Kontrol* (Jakarta: PT.Prehallindo, 2016).

efforts to enhance pedagogical practices in accordance with the demands of Arabic language instruction across different educational levels.

b. Diversity in Arabic and Linguistics Skills Themes

Other research themes, such as Arabic language proficiency (16%), linguistics (14%), and interdisciplinary linguistics (13%), show a significant focus on the theoretical and practical aspects of the Arabic language itself. This shows a balance between pedagogical focus and linguistic scholarship, which is the building block of Arabic Language Education scholarship.

c. Too Focused on Pure Linguistics and Literature without Connecting it to Arabic Language Learning

Linguistic (14%) and literary (5%) research was carried out by students separately without connecting it to the Arabic language learning context. This renders the research findings more relevant to students in the Arabic Language and Literature Study Program, rather than those in the Arabic Education Study Program, where the focus is inherently intertwined between language theory and educational practice. This suggests the need for more attention to aligning these themes with learning.

d. Lack of Translation Focus

Themes such as translation (3%) receive a smaller share of student attention, indicating that there is room for improvement in broadening the scope of studies related to translation. This could be an area of development to accommodate wider interests among students.

e. Tendency towards Qualitative Descriptive Methods

The majority of student research used qualitative descriptive methods (45%), indicating that analytical approaches are more commonly used. This approach is well-suited for exploring the teaching process and linguistic phenomena in greater depth. However, there was also an increase in the use of library methods (25%) and classroom action research (9%), indicating variations in the research approaches used by students.

f. Lack of Experimentation and R&D

Experimental methods and development research (R&D) account for only 4% and 3% respectively, highlighting a limited focus on innovation-driven studies and the creation of new materials, methods, media, and assessment tools. Improvements in this aspect can strengthen the contribution of the Arabic Education study program to innovation in Arabic language education.

Thus, the positioning of the Arabic Education study program based on mapping student research over the last 13 years places this program as a center for pedagogical development but still has room to increase research in the fields

of educational innovation and translation, as well as aligning linguistic and literary research with Arabic language learning.

Conclusion

The themes and research methods of Arabic Education Study Program students' theses from 2011-2023 reflect a strong focus on developing Arabic language learning, with qualitative descriptive research methods as the most dominant approach. Based on an analysis of student research over the past 13 years, the positioning of the Arabic Education Study Program places it at the forefront of pedagogical development, while still offering opportunities to expand research in educational innovation, translation, and the integration of linguistic and literary studies with Arabic language learning. This research is limited to using only research data from Arabic education study program students at IAIN Curup from 2011-2023. This research opens up opportunities for future researchers to look further into the positioning of Arabic Education study programs through research from various aspects, so that research like this is more comprehensive.

References

- Abdullah, Karimuddin, Misbahul Jannah, Ummu Aiman, Suryadin Hasda, Zahara Abrar, Ali. "Tahlil Maudhu'ats Rasail Al-Majistir Wa Manahijiha Li Qismi Ta'lim Al-Lughah Al-Arabiyyah Kulliyah Ad-Dirasats Al-Ulya Bi Jami'ah Maulana Malik Ibrahim Al-Islamiyyah Al-Hukumiyah Malang." UIN Maulana Malik Ibrahim Malang, 2020.
- Aflisia, Noza. "Musykilah Tarjamah Al-Lughah Al-'Arabiyyah Ila Al-Lughah Al-Indonesiyyah." *ARABIYATUNA: Jurnal Bahasa Arab*, 2017. <https://doi.org/10.29240/jba.v1i1.198>.
- Aflisia, Noza, and Aan Hasanah. "Character Education Model in Arabic Learning at Madrasah Aliyah." *Jurnal Pendidikan Bahasa Arab* 6, no. 2 (December 28, 2020): 241–56. <https://doi.org/10.14421/almahara.2020.062-05>.
- Ainin, Moh. *Metodologi Penelitian Peningkatan Kualitas Pembelajaran Bahasa Arab (Teori Dan Praktik)*. Malang: CV. Bintang Sejahtera, 2016.
- Ainin, Moh. *Metodologi Penelitian Bahasa Arab*. Malang: CV. Bintang Sejahtera, 2017.
- Arifa, Zakiyah, and Umar Al Faruq. "Mapping the Research Theme and Method: A Corpus Based to Abstract of Arabic Education Undergraduate Program." *Arabiyatuna: Jurnal Bahasa Arab* 5, no. 1 (2021): 81. <https://doi.org/10.29240/jba.v5i1.2073>.
- Atari, Aref, and Nuha Outum. "Research on Educational Administration Published in Arabic Language Educational Journals: A Systematic Review

- and Analysis.” *Journal of the Commonwealth Council for Educational Administration & Management* 47, no. 1 (2019): 61. www.cceam.org.
- Donna Hess. “Exploring Instructional Design in Arabic Education.” *Issues and Trends in Learning Technologies* 9, no. 2 (2021): 19–41.
- Ghufron, Syamsul, Suharmono Kasiyun, and Muhammad Thamrin Hidayat. “Kesalahan Kalimat Bahasa Indonesia Dalam Skripsi Mahasiswa.” *BELAJAR BAHASA: Jurnal Ilmiah Program Studi Pendidikan Bahasa Dan Sastra Indonesia* 5, no. 1 (2020): 51–62. <https://doi.org/10.32528/bb.v5i1.3067>.
- Happ, Darra Wheeler. “Result of A Survey of 21St Century Skills of Communication, Collaboration, Critical Thinking, and Creativity.” American International University, 2013.
- Kartajaya, Hermawan. *Positioning, Diferensiasi, Dan Brand*. Jakarta: PT. Gramedia Pustaka, 2013.
- Khairun Nisaa Mohd, Airil Haimi Mohd Adnan, Ahmad Ariffuddin Yusof, Muhamad Khairul Ahmad, and Muhammad Anwar Mohd Kamal. “Teaching Arabic Language to Malaysian University Students Using Education Technologies Based on Education 4.0 Principles.” In *International Invention, Innovative & Creative (IniiC) Conference*, 2019. <https://doi.org/10.21009/ijlecr.061.07>.
- Kotler, Philip. *Manajemen Pemasaran : Analisi, Perencanaan, Implementasi, Dan Kontrol*. Jakarta: PT.Prehallindo, 2016.
- Moch, J. “Problematika Kesalahan Bahasa Pada Penulisan Skripsi Mahasiswa Universitas Airlangga.” *Jurnal Ilmu Humaniora* 12, no. 2 (2012): 92–104. [https://www.academia.edu/download/32980205/\(1\)Problematika_Kesalahan_Bahasa_pada_Penulisan_Skripsi_Mahasiswa_Jalal_2.pdf](https://www.academia.edu/download/32980205/(1)Problematika_Kesalahan_Bahasa_pada_Penulisan_Skripsi_Mahasiswa_Jalal_2.pdf).
- Muradi, Ahmad, Faisal Mubarak, Farid Permana, Yusuf Hidayat, and Ismail Suardi Wekke. “Revitalization of the Existence of Arabic in Indonesia.” *Journal GEEJ* 7, no. 2 (2020): 1–16.
- Nurman, Muhammad. *Penelitian Kuantitatif Di Bidang Pendidikan Bahasa Arab (Teori Dan Praktek)*. 1st ed. Mataram: Sanabil, 2021.
- Patak, Andi Anto, and Erwin Akib. *Hindari Plagiat Dengan Mendeley*. Edited by Muhammad Basri Jafar, 2015. <https://doi.org/10.13140/RG.2.1.1145.5524>.
- Redkin, Oleg, and Olga Bernikova. “Education and Qualitative Research: Frequency Algorithms and the Arabic Teaching Materials.” *WMSCI 2018 - 22nd World Multi-Conference on Systemics, Cybernetics and Informatics, Proceedings* 2, no. Wmsci (2018).

- Salisu, Alfa Muhammed, Hanafi Dollah, and Abdwahab Zakariya. "Arabic Education in University of Ilorin , Nigeria : A Review." *International Journal of Education and Research* 2, no. 10 (2014): 647–62.
- Siregar, S D P, Asep Sopian, and ... "The Research Trends in Grammatical Arabic in the Arabic Language: A Bibliometric Review (1981-2023)." *Nady Al-Adab: Jurnal ...* 20, no. 2 (August 1, 2023): 1–17. <https://doi.org/10.20956/JNA.V20I2.26987>.
- Soliman, Rasha, and Saussan Khalil. "The Teaching of Arabic as a Community Language in the UK." *International Journal of Bilingual Education and Bilingualism* 27, no. 9 (October 20, 2024): 1246–57. <https://doi.org/10.1080/13670050.2022.2063686>.
- Syamsuddin, and Vismaia S. Damaianti. *Metode Penelitian Pendidikan Bahasa*. 6th ed. Bandung: PT Remaja Rosdakarya, 2016.
- Umbar, Kisno, and Ubaid Ridlo. "Case Study as a Research Method for Arabic Language Education." In *ICEMS : Proceedings of the 5th International Conference on Education In*, edited by Salamah Agung, Dwi Nanto, A. Adrefiza, Aodah Diamah, and Ismarita Ramayanti, 9–22. Jakarta, Indonesia: Research Meet Inovation, 2019.
- Yudhiantara, Rully Agung, Eri Kurniawan, and Mohamad Zaka Al Farisi. "A Metadiscourse Analysis of Research Article Abstracts Across English, Indonesian, and Arabic Authored By Indonesian Islamic Higher Education Scholars." *Jurnal Pendidikan Islam* 10, no. 2 (2024): 260–79. <https://doi.org/10.15575/jpi.v10i2.39165>.