

What Shapes CEFR Implementation in Arabic Language Education? A Systematic Review of Enablers and Constraints

Nadia Arrifqi¹, Amanda Putri², Nabila Izzatul Ufairah³, Wardah Nailah El-Izzaah Atulolon⁴, Slamet Daroini⁵

UIN Maulana Malik Ibrahim Malang^{1,2,3,4,5}

nadiaarrifqi17@gmail.com¹, putriamanda020228@gmail.com²,

nabilaizzatufa@gmail.com³, wardahnailah55@gmail.com⁴,

slametdumar@pba.uin-malang.ac.id⁵

Cite this article:

Arrifqi, Nadia., Putri, Ananda., Ufairah, Nabila Izzatul., Atulolon, Wardah Nailah El-Izzaah., & Daroini, Slamet. (2026). What Shapes CEFR Implementation in Arabic Language Education? A Systematic Review of Enablers and Constraints. *Arabiyatuna: Jurnal Bahasa Arab*, 10(1), 63-84. doi: 10.29240/jba.v10i1.15494

Received: 12-12-2025

Revised: 10-04-2026

Accepted: 14-04-2026

Abstract

This study aims to examine the factors that support and hinder the implementation of the Common European Framework of Reference (CEFR) in Arabic language education. Although the adoption of CEFR has expanded significantly, its implementation remains uneven due to variations in institutional readiness, curriculum alignment, and teacher competence. While numerous studies have discussed CEFR-based materials, assessment, or pedagogy, existing research remains fragmented, and no comprehensive synthesis has mapped the enabling and constraining factors influencing CEFR implementation in Arabic language education. This study addresses this gap by systematically reviewing research published between 2018 and 2025 to identify (1) the key conditions that support CEFR adoption and (2) the major obstacles that hinder its effectiveness in Arabic language learning. Employing a Systematic Literature Review (SLR) approach following PRISMA procedures, the study analyzed selected articles through NVivo-assisted thematic coding to generate an integrated conceptual pattern of enablers and constraints. The findings indicate that successful CEFR implementation is supported by curriculum alignment with CEFR descriptors, teacher readiness, availability of CEFR-based materials, technological integration, and high learner motivation. Conversely, curriculum misalignment, limited teacher

proficiency, insufficient materials, weak institutional support, and sociocultural barriers significantly restrict implementation outcomes. These findings provide an evidence-based foundation for the development of CEFR-informed policies, curricula, and pedagogical practices in Indonesia and the broader Southeast Asian context.

Keywords: CEFR implementation; Arabic language education; Systematic literature review.

Introduction

In recent years, the implementation of the Common European Framework of Reference for Languages (CEFR) has been increasingly adopted in language education in various countries, including Southeast Asia.¹ The CEFR offers a measurable A1-C2 level framework, systematic competence descriptions, and a communicative approach that is considered capable of meeting global needs in language learning. This development has also influenced Arabic language education, both in universities, madrasahs, and Islamic Boarding School, which are striving to strengthen the relevance of their curricula and assessments through international standards.²

Several studies conducted between 2018 and 2025 indicate that integrating the CEFR into Arabic language education presents both significant opportunities and complex challenges. The implementation of the Common European Framework of Reference (CEFR) in Arabic language learning has shown significant developments over the past decade. Izdihar's study (2020) confirms that CEFR descriptors can clarify the target achievement levels from A1 to C2 in listening, speaking, and reading skills, although some descriptors, particularly in productive skills, do not fully align with the complex morphological characteristics of the Arabic language, thus requiring linguistic adaptation in their implementation.³

Findings from *Integrating CEFR Standards in Arabic Language Education: Challenges and Opportunities* (2021) indicate that the success of CEFR implementation is greatly influenced by institutional readiness, including

¹ Kristof Savski, "Local Problems and a Global Solution: Examining the Recontextualization of CEFR in Thai and Malaysian Language Policies," *Language Policy* 19, no. 4 (2020): 527–47, <https://doi.org/10.1007/s10993-019-09539-8>; Noza Aflisia, "Hubungan Antara Kemampuan Muhadatsah Dengan Nilai TOAFL Di STAIN Curup," *An Nabighoh Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 19, no. 2 (January 1, 2018): 268, <https://doi.org/10.32332/an-nabighoh.v19i2.1003>.

² Mohammad Roshimi Abdullah et al., "A Review of Studies Related to Arabic Language Learning Based on the Common European Framework of Reference for Language (CEFR)," *Ijaz Arabi: Journal of Arabic Learning* 6, no. 2 (2023).

³ Talqis Nurdianto et al., "CEFR-Based Arabic Language Learning Competency," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 3, no. 3 (2021): 229–48, <https://doi.org/10.22219/jiz.v3i3.14123>.

limited teacher training, the absence of task samples, and the mismatch between CEFR descriptors and the national curriculum; a 2023 study also confirmed the existence of variations in the interpretation of levels A1-B2 when dealing with traditional materials such as *nabwu* and *sbarf*.⁴

Meanwhile, the research on the Development of Arabic Teaching Materials Based on CEFR (2021-2023) shows that CEFR modules can improve learners' performance through structured learning flows, objective assessment rubrics, and proportional task instructions, although the availability of task repositories, standard question banks, and CEFR-compatible textbooks is still very limited.⁵

These matters indicate the existence of research gap. Until now, several studies have examined the curriculum, teaching materials, assessment, teacher training, and local adaptation separately, but no research has systematically mapped the enabling and constraining factors of CEFR implementation in Arabic language education during the 2018-2025 period.⁶ There is also no comprehensive analysis that integrates these findings into a thematic framework that can be used as a basis for policy, curriculum, and pedagogical improvements at the institutional level.

To address this gap, this study employs a Systematic Literature Review (SLR) approach by applying the PRISMA procedure in the process of identifying, screening, and analyzing data Zawacki-Richter et al., *Systematic Reviews in Educational Research*.⁷ The article search was conducted systematically for publications from 2018-2025, with the following inclusion-exclusion criteria: (1) publication type must be a journal article; (2) written in English, Arabic, or Indonesian; (3) fully accessible and downloadable; and (4) discusses enablers or constraints in CEFR implementation of Arabic. Publications in the form of books, theses, dissertations, proceedings, irrelevant, or inaccessible sources were excluded from the analysis. The entire selection process follows the PRISMA flow

⁴ Habibur Rohman and Faiq Ilham Rosyadi, "Pengembangan Bahan Ajar Bahasa Arab Berbasis CEFR Untuk Meningkatkan Keterampilan Bahasa Arab Siswa / Development of Arabic Teaching Materials Based on the Common European Framework of Reference (CEFR) to Improve Students' Arabic Language Skills," *Al Mahara: Jurnal Pendidikan Bahasa Arab* 7, no. 2 (2021): 163–83, <https://doi.org/10.14421/almahara.2021.072-01>.

⁵ Ramadhan Jabal Primadana et al., "Development of Listening and Speaking Skills Teaching Materials Based on CEFR Level," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (2024): 559–78, <https://doi.org/10.29240/jba.v8i2.10904>.

⁶ Arya Wahyu Pratama et al., "Opportunities and Challenges of Common European Framework of Reference for Language (CEFR) Standardization in Arabic Language Learning," *Arabi: Journal of Arabic Studies* 9 (1) (2024): 33–42, <http://dx.doi.org/10.24865/ajas.v9i1.774>.

⁷ Olaf Zawacki-Richter, *Systematic Reviews in Educational Research: Methodology, Perspectives and Application*, ed. Michael Kerres et al. (Springer Nature, 2020).

as illustrated in the Flowchart of PRISMA-based Procedure Moher et al., “Preferred Reporting Items for Systematic Reviews and Meta-Analyses.”⁸

Following the initial search results, the selection process was conducted based on predefined criteria, as presented in the following table:

Table 1. Inclusion and Exclusion Criteria

| Criteria | Inclusion | Exclusion |
|---------------------|--|--|
| Type of Publication | Journal articles | Other types of publications (e.g., books, theses, dissertations or conference proceedings) |
| Language | Written in English, Arabic, and Indonesian | Written in languages other than English, Arabic, and Indonesian |
| Publication Year | Published between 2018 – 2025 | Published before 2018 or after 2025 |
| Accessibility | Fully accessible and downloadable | Not accessible or available only as an abstract |
| Relevance | Discusses the enablers, and constraints of CEFR in Arabic Language | Not relevant to the research topic |

⁸ David Moher et al., “Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement,” *International Journal of Surgery* 8, no. 5 (2010): 336–41, <https://doi.org/10.1016/j.ijisu.2010.02.007>.

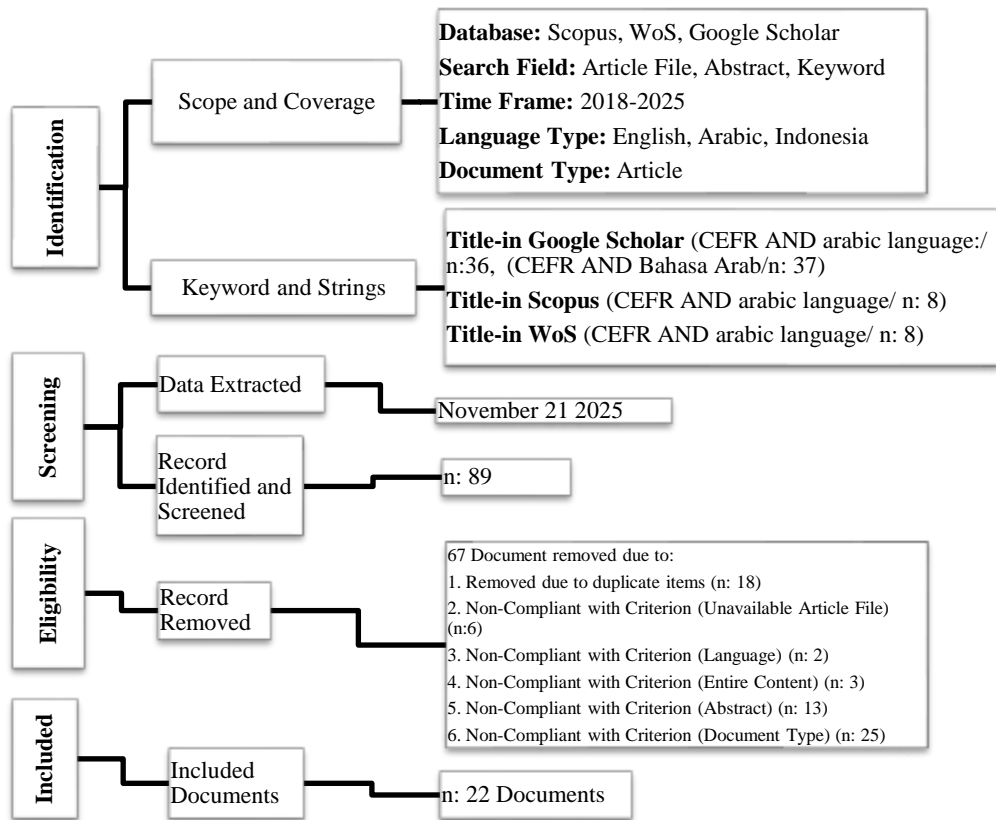


Figure 1. Flowchart of PRISMA-based Procedure

After the final set of studies was identified through the PRISMA flow, all included articles were imported into NVivo 12 Pro for qualitative analysis. NVivo was used to organize the dataset, conduct deductive and inductive coding, and generate hierarchical node structures representing the Enablers and Constraints of CEFR implementation. The software also supported the visualization of relationships among themes through project maps, which informed the analytical framework used in this study.

The data obtained were then analyzed using a thematic approach to identify patterns of enablers and constraints across five main categories: curriculum, teachers, teaching materials, technology, and learners. This approach allows researchers to combine conceptual and empirical evidence to build a comprehensive understanding of what truly shapes the success or failure of CEFR implementation in Arabic language education.

Thus, the objectives of this study are (1) to map the factors that support CEFR implementation systematically, and (2) to identify the main obstacles that hinder its implementation in the context of Arabic language education. These findings are expected to make a significant scholarly contribution to the

development of CEFR-based policies, curricula, and pedagogical practices in Indonesia and across Southeast Asia.

Findings and Discussion

This section presents the synthesized findings from the systematic review of CEFR implementation in Arabic-language education. The analysis integrated evidence from all selected studies and organized the results into thematic categories that reflect recurring patterns across the literature. Using qualitative synthesis supported by NVivo-based coding and visualization, two major themes were identified: (1) Enablers, or factors that facilitate the adoption of CEFR in Arabic language teaching, and (2) Constraints, or barriers that hinder its effective implementation. These themes provide a structured lens through which the complexities of CEFR integration in varied educational contexts can be understood and critically interpreted.

Enablers of CEFR Implementation in Arabic Language Education

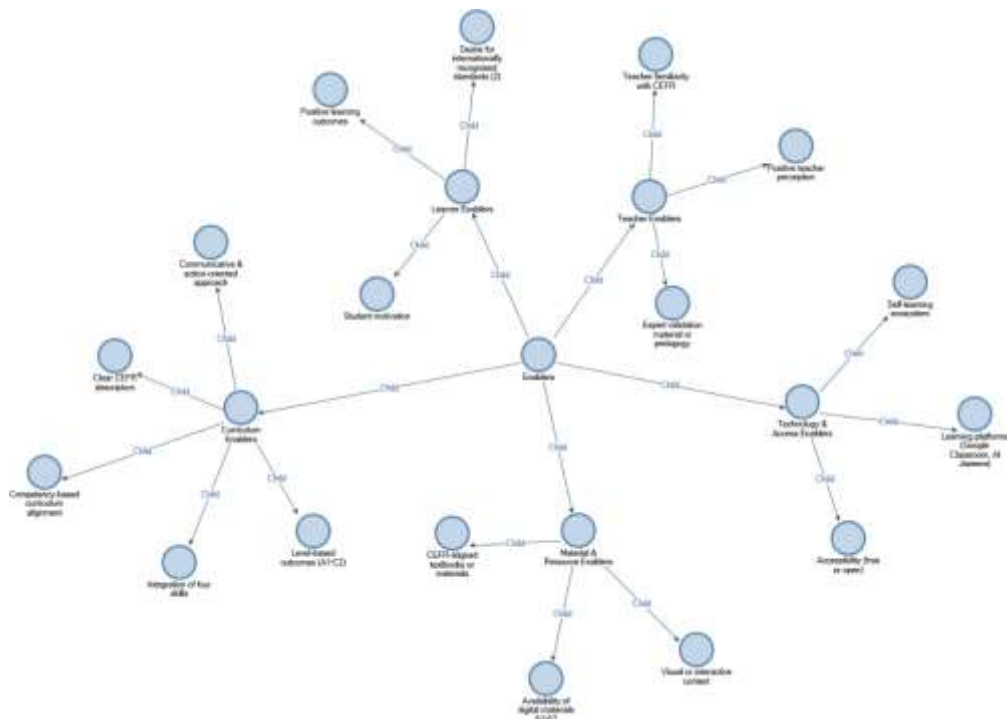


Figure 2. NVivo Project Map of Enablers in CEFR Implementation

Building on the thematic structure illustrated in Figure 2, the following section elaborates on the key enabling factors identified across the reviewed

studies. This visual mapping highlights how curriculum design, teacher competence, learning materials, technological integration, and learner-related variables interact to support the effective implementation of CEFR in Arabic language education.

The analysis reveals several interrelated enabling conditions that facilitate the adoption of CEFR in Arabic language education.

Findings from various studies show that the successful implementation of CEFR in Arabic language learning is influenced by a series of interrelated factors, particularly in the areas of curriculum, teachers, learning materials, technology, and learner characteristics.⁹ In general, CEFR is more easily adopted in the institutions that already apply communicative principles and possess a stable curriculum development system, allowing CEFR to be integrated more naturally into instructional planning.

In terms of curriculum, most articles emphasize that clear CEFR descriptors and structured learning outcomes based on levels A1-C2 provide strong direction for learning design.¹⁰ When curricula are embedded in a competency-based orientation and combined with communicative and action-oriented approaches, the clarity and coherence of learning sequences increase significantly.¹¹ The simultaneous integration of the four language skills makes

⁹ Friendis Syani Amrulloh, "Insights on CEFR and Its Implementation in Arabic Language Learning at Mambaus Sholihin Islamic Boarding School," *JEET: Journal of English Education and Technology* 05, No. 01 (March 2023): 31–44; Khoiril Mubin et al., "Reconstructing the Arabic Language Curriculum Based on the CEFR and Rusydi Ahmad Thuaimah's Perspective," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 8, no. 1 (2025): 196–211, <https://doi.org/10.17509/alsuniyat.v8i1.78081>; Ibrahim Youssef Abdelhamid et al., "Tasawwur Muqtarah Limanḥaj Ta'lim Al-Lughah al-'Arabīyah Lughah Thālithah Wifq Mi'āyir al-Īṭār al-Ūrubī al-'ām Lil-Lughāt Bi-Jāmi'at Mārah Li-l-Tiknūlūjīyah," *Ijaz Arabi: Journal of Arabic Learning* 8 No.2 (June 2025), <https://doi.org/10.18860/ijazarabi.v8i2.32214>.

¹⁰ Desy Maulani Rizki and Rosnaeni, "Application of the CEFR Concept in Arabic Language Learning in Madrasah Aliyah eL-Bas (Bina Anak Sholeh Institute) Ciamis," *ATHLA: Journal of Arabic Teaching, Linguistic and Literature* 3, no. 2 (2022): 133–46, <https://doi.org/10.22515/athla.v3i2.5650>; Habibur Rohman and Faiq Ilham Rosyadi, "Pengembangan Bahan Ajar Bahasa Arab Berbasis CEFR Untuk Meningkatkan Keterampilan Bahasa Arab Siswa / Development of Arabic Teaching Materials Based on the Common European Framework of Reference (CEFR) to Improve Students' Arabic Language Skills"; Talqis Nurdianto et al., "CEFR-Based Beginner Arabic Reading And Writing Curriculum Design In Indonesia," *Ijaz Arabi: Journal of Arabic Learning* 5, no. 3 (2022): 718–38, <https://doi.org/10.18860/2520/ijazarabi.v5i3.16684>.

¹¹ Abdelhamid et al., "Tasawwur Muqtarah Limanḥaj Ta'lim Al-Lughah al-'Arabīyah Lughah Thālithah Wifq Mi'āyir al-Īṭār al-Ūrubī al-'ām Lil-Lughāt Bi-Jāmi'at Mārah Li-l-Tiknūlūjīyah"; Alaa Abdel Monhem Ibrahim, "Designing Visual Materials for Self-Learning for Non-Arabic Speaking Learners at Level A1 According to The Common European Framework of Reference for Languages (CEFR)," *Romano-Arabica* 20 (2020): 191–202; Uzma M. Hashmi et al., "Cognitive Awareness of the EFL Learner of Contrastive Linguistics Between English and Arabic: A Case Study," *Theory and Practice in Language Studies* 11, no. 5 (2021): 469–74, <https://doi.org/10.17507/tpls.1105.02>; Dedi Eko Riyadi Hs, "Metode Common European

learning progression more consistent, enabling learners to follow a competency path that meets international standards.¹² Several studies, particularly those analyzing higher education syllabi, report that CEFR descriptors enhance cross-course alignment by standardizing objectives, materials, and assessment criteria.¹³

Teachers also play a crucial role. CEFR implementation is more effective when teachers have a positive perception of the framework and a sufficient understanding of the concept of levels and indicators.¹⁴ Teachers who have received CEFR training or expert validation in material development are generally able to adapt teaching techniques more appropriately.¹⁵ Studies indicate that such teachers tend to design task-based activities, provide measurable feedback, and use CEFR indicators to track learner progress more systematically.¹⁶

In addition, the availability of level-appropriate learning materials is an important driver. CEFR-based textbooks and digital modules, especially at levels A1–A2, greatly help beginner students in gradually understanding language

Framework of Reference for Language (CEFR) Dalam Pembelajaran Bahasa Arab,” *Al-Fakkaar: Jurnal Ilmiah Pendidikan Bahasa Arab* 1, no. 1 (2020): 42–59.

¹² Nurdianto et al., “CEFR-Based Arabic Language Learning Competency”; Mubin et al., “Reconstructing the Arabic Language Curriculum Based on the CEFR and Rusydi Ahmad Thuaimah’s Perspective”; Nurul Hidayah et al., “Cefr Pada Materi Bahasa Arab: Inovasi Pembelajaran Ramah Anak Pada Sekolah Dasar,” *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 2024, 117–27, <https://doi.org/10.19105/kiddo.v5i1.12742>.

¹³ Tulus Musthofa, “CEFR-Based Policy in Arabic Language Teaching and Cultural Dimension in Indonesian Islamic Higher Education,” *EJAL: Eurasian Journal of Applied Linguistics* 8 (2) (November 2022): 96–107; Talqis Nurdianto and Noor Azizi Bin Ismail, “Pembelajaran Bahasa Arab Berbasis Common European Framework Of Reference For Language (CEFR) Di Indonesia,” *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2020): 1–22, <https://doi.org/10.14421/almahara.2020.061.01>; Pratama et al., “Opportunities and Challenges of Common European Framework of Reference for Language (CEFR) Standardization in Arabic Language Learning.”

¹⁴ Akbar Syamsul Arifin, “Pelatihan Penyusunan Bahan Ajar Bahasa Arab Berbasis Standar CEFR,” *Educivilia: Jurnal Pengabdian Pada Masyarakat* 5, no. 2 (2024): 108–13, <https://doi.org/10.30997/ejpm.v5i2.14352>; Siti Khumairotuzzahra et al., “Penguatan Kompetensi Guru Melalui Pelatihan RPP Bahasa Arab Berbasis CEFR Di Madrasah Ibtidaiyah,” *Qardhul Hasan: Media Pengabdian Kepada Masyarakat* 11, no. 3 (2025): 351–63, <https://doi.org/10.30997/qh.v11i3.21470>; Desy Maulani Rizki and Rosnaeni, “Application of the CEFR Concept in Arabic Language Learning in Madrasah Aliyah eL-Bas (Bina Anak Sholeh Institute) Ciamis”; Amrulloh, “Insights on CEFR and Its Implementation in Arabic Language Learning at Mambaus Sholihin Islamic Boarding School.”

¹⁵ Musthofa, “CEFR-Based Policy in Arabic Language Teaching and Cultural Dimension in Indonesian Islamic Higher Education”; Habibur Rohman and Faiq Ilham Rosyadi, “Pengembangan Bahan Ajar Bahasa Arab Berbasis CEFR Untuk Meningkatkan Keterampilan Bahasa Arab Siswa / Development of Arabic Teaching Materials Based on the Common European Framework of Reference (CEFR) to Improve Students’ Arabic Language Skills.”

¹⁶ Arifin, “Pelatihan Penyusunan Bahan Ajar Bahasa Arab Berbasis Standar CEFR”; Khumairotuzzahra et al., “Penguatan Kompetensi Guru Melalui Pelatihan RPP Bahasa Arab Berbasis CEFR Di Madrasah Ibtidaiyah”; Amrulloh, “Insights on CEFR and Its Implementation in Arabic Language Learning at Mambaus Sholihin Islamic Boarding School.”

input.¹⁷ Visual, interactive materials and authentic task examples increase learning engagement and clarify the relationship between CEFR descriptors and classroom activities.¹⁸ When instructional materials explicitly reflect CEFR indicators, classroom implementation becomes more consistent and less dependent on teacher intuition.¹⁹

Technology also strengthens implementation, particularly through platforms such as Google Classroom, Learning Management Systems, and online resources such as Al Jazeera Learning.²⁰ The availability of free and open-access digital materials creates a supportive self-learning ecosystem, expanding opportunities for learners to practice outside class hours.²¹ In the post-pandemic context, technology integration is increasingly recognized as an important element that normalizes the use of online learning resources and enriches CEFR-based teaching modalities.²²

Finally, internal student factors contribute significantly. High learning motivation, positive perceptions of learning outcomes, and the desire to obtain internationally recognized proficiency standards also drive the successful

¹⁷ Abdelhamid et al., “Tasawwur Muqtarah Limanḥaj Ta’lim Al-Lughah al-‘Arabīyah Lughah Thālithah Wifq Mi‘āyir al-Īṭār al-Ūrubī al-‘ām Lil-Lughāt Bi-Jāmi‘at Mārah Li-l-Tiknūlūjīyah”; Nurdianto et al., “CEFR-Based Beginner Arabic Reading And Writing Curriculum Design In Indonesia”; Salim Saputra and Tulus Musthofa, “Analisis Buku Teks Pelajaran Bahasa Arab SMA/SMK Muhammadiyah Pada Maharah Al-Kalam Sesuai Standar Common European Framework Of Reference (CEFR),” *LUGAWIYYAT* 4, no. 2 (2022): 81–97, <https://doi.org/10.18860/lg.v4i2.17393>.

¹⁸ Hidayah et al., “Cefr Pada Materi Bahasa Arab: Inovasi Pembelajaran Ramah Anak Pada Sekolah Dasar”; Arifin, “Pelatihan Penyusunan Bahan Ajar Bahasa Arab Berbasis Standar CEFR”; Habibur Rohman and Faiq Ilham Rosyadi, “Pengembangan Bahan Ajar Bahasa Arab Berbasis CEFR Untuk Meningkatkan Keterampilan Bahasa Arab Siswa / Development of Arabic Teaching Materials Based on the Common European Framework of Reference (CEFR) to Improve Students’ Arabic Language Skills.”

¹⁹ M. Syafriansyah and R. Rosalinda, “Desain Bahan Ajar Muhadatsah Bahasa Arab Dalam Perspektif CEFR Di Google Classroom,” *Unigha: Jurnal Sains Riset*, 2023; Saputra and Musthofa, “Analisis Buku Teks Pelajaran Bahasa Arab SMA/SMK Muhammadiyah Pada Maharah Al-Kalam Sesuai Standar Common European Framework Of Reference (CEFR)”; Hidayah et al., “Cefr Pada Materi Bahasa Arab: Inovasi Pembelajaran Ramah Anak Pada Sekolah Dasar.”

²⁰ Syafriansyah and Rosalinda, “Desain Bahan Ajar Muhadatsah Bahasa Arab Dalam Perspektif CEFR Di Google Classroom”; Ibrahim, “Designing Visual Materials for Self-Learning for Non-Arabic Speaking Learners at Level A1 According to The Common European Framework of Reference for Languages (CEFR).”

²¹ Ibrahim, “Designing Visual Materials for Self-Learning for Non-Arabic Speaking Learners at Level A1 According to The Common European Framework of Reference for Languages (CEFR)”; Saputra and Musthofa, “Analisis Buku Teks Pelajaran Bahasa Arab SMA/SMK Muhammadiyah Pada Maharah Al-Kalam Sesuai Standar Common European Framework Of Reference (CEFR).”

²² Abdelhamid et al., “Tasawwur Muqtarah Limanḥaj Ta’lim Al-Lughah al-‘Arabīyah Lughah Thālithah Wifq Mi‘āyir al-Īṭār al-Ūrubī al-‘ām Lil-Lughāt Bi-Jāmi‘at Mārah Li-l-Tiknūlūjīyah”; Syafriansyah and Rosalinda, “Desain Bahan Ajar Muhadatsah Bahasa Arab Dalam Perspektif CEFR Di Google Classroom.”

implementation of the CEFR.²³ Many studies emphasize that CEFR provides a transparent learning trajectory, allowing students to recognize their progress more concretely and thereby increasing their engagement.²⁴

In line with this study's finding, several studies in the existing literature also highlight the importance of curriculum alignment in facilitating CEFR adoption. For instance, Zhiqing (2024) emphasizes that aligning English proficiency assessments with CEFR levels enhances the learning experience by ensuring that students achieve clear and measurable outcomes, a finding consistent with the current study, which underscores the role of clear CEFR descriptors in guiding curriculum design.²⁵ Additionally, Nuntapat (2022) stresses that embedding the CEFR within a competency-based approach ensures coherence in curriculum design, aligning language teaching with specific competency levels, which mirrors the findings in this study that show how CEFR alignment improves curriculum clarity and progression.²⁶ Furthermore, Jinfen Xu (2022) highlights the crucial role of teacher agency in task-based language teaching, noting that teachers who receive CEFR training are more likely to design task-based activities that align with CEFR standards, which in turn supports systematic feedback and enhances student engagement, aligning with this study's conclusion that teacher competence is a significant enabler in CEFR implementation.²⁷ These findings resonate with the work of Zainuddin (2022), who discusses the need to standardize foreign language teaching, including Arabic, using internationally recognized frameworks like CEFR, to enhance both

²³ Habibur Rohman and Faiq Ilham Rosyadi, "Pengembangan Bahan Ajar Bahasa Arab Berbasis CEFR Untuk Meningkatkan Keterampilan Bahasa Arab Siswa / Development of Arabic Teaching Materials Based on the Common European Framework of Reference (CEFR) to Improve Students' Arabic Language Skills"; Musthofa, "CEFR-Based Policy in Arabic Language Teaching and Cultural Dimension in Indonesian Islamic Higher Education"; Pratama et al., "Opportunities and Challenges of Common European Framework of Reference for Language (CEFR) Standardization in Arabic Language Learning."

²⁴ Mubin et al., "Reconstructing the Arabic Language Curriculum Based on the CEFR and Rusydi Ahmad Thuaimah's Perspective"; Muhammad Zaenuri et al., "Analysis of the Arabic Language Skills Curriculum in Arabic Education Department in the Perspective of Common European Framework of Reference for Languages (CEFR)," *Asalibuna* 9, no. 01 (2025): 197–211, <https://doi.org/10.30762/asalibuna.v9i01.6536>; Nurdianto et al., "CEFR-Based Beginner Arabic Reading And Writing Curriculum Design In Indonesia."

²⁵ Zhiqing Li et al., "Mastery of Listening and Reading Vocabulary Levels in Relation to CEFR: Insights into Student Admissions and English as a Medium of Instruction," *Languages* 9, no. 7 (2024): 239, <https://doi.org/10.3390/languages9070239>.

²⁶ Nuntapat Supunya, "Towards the CEFR Action-Oriented Approach: Factors Influencing Its Achievement in Thai EFL Classrooms," *3L The Southeast Asian Journal of English Language Studies* 28, no. 2 (2022): 33–48, <https://doi.org/10.17576/3L-2022-2802-03>.

²⁷ Jinfen Xu and Yumei Fan, "Finding Success with the Implementation of Task-Based Language Teaching: The Role of Teacher Agency," *Language, Culture and Curriculum* 35, no. 1 (2022): 18–35, <https://doi.org/10.1080/07908318.2021.1906268>.

teaching and assessment methods across institutions.²⁸ Moreover, Yasin (2023), in his study on Arabic speaking skills, emphasizes the development of proficiency tests in alignment with CEFR standards, which helps measure and improve students' language abilities.²⁹ This effort contributes to creating an environment where CEFR-based assessments can be integrated into educational practices more effectively. Additionally, Al Muhibbin (2024) highlights the importance of developing an Arabic teaching module based on the Merdeka curriculum, which aligns well with the CEFR framework by providing a structured and engaging approach to language learning, and addresses the need for instructional materials that support CEFR-based pedagogical strategies.³⁰

Constraints to CEFR Implementation in Arabic Language Education

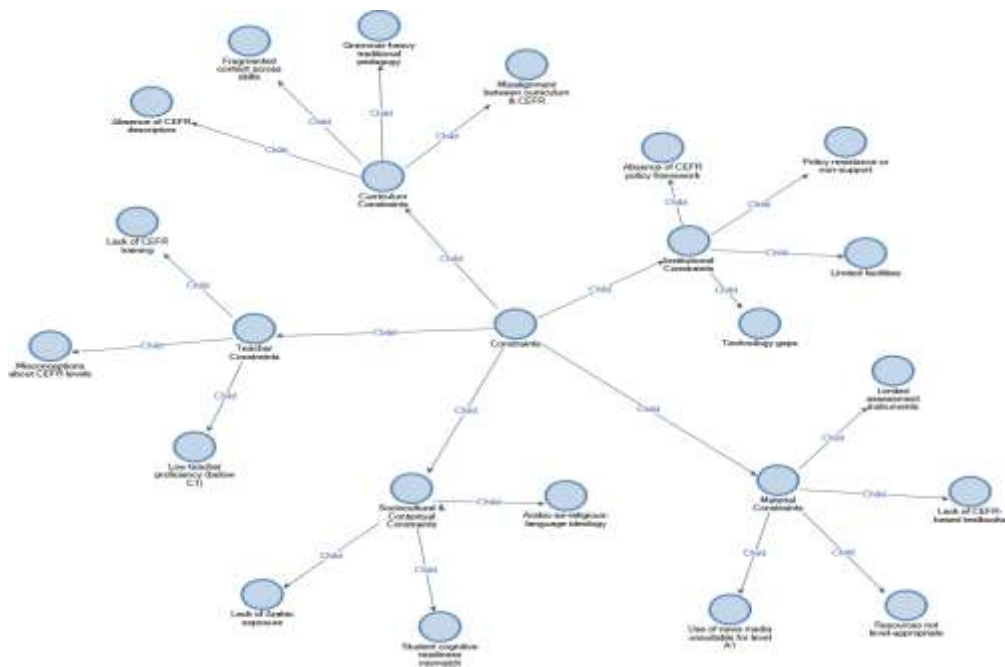


Figure 3. NVivo Project Map of Constraint in CEFR Implementation

²⁸ Ammar Zainuddin et al., "Tahlil Ma'ayir Ta'lim al-Qira'ah Li al-Nathiqin Bi Ghairih Fi al-Árb Wa al-Gharb (Rusyd Ahmad Thu'aimah, al-Majlis al-Imriki Li Ta'lim al-Lughat al-Ajnabiyyah Wa al-Majlis al-Urubiy Li Ta'lim al-Lughat al-Ajnabiyyah)," *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 1 (2022): 327, <https://doi.org/10.29240/jba.v6i1.3148>.

²⁹ Agus Yasin and Hidia Tarauni, "Tashmim Al-Ikhtibar Li Maharah al-Kalam al-Árabi Wafqhan Li al-Itihar al-Marja'á al-Urubi al-Musyarak Li al-Lughat Li al-Thullab al-Jami'ah Fi Indunisiya," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 1 May (2023): 111–34, <https://doi.org/10.29240/jba.v7i1.6390>.

³⁰ Fateh Al Muhibbin et al., "Educators' and Learners' Responses to Optimising the Development of Arabic Teaching Module Based on the Merdeka Curriculum," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 May (2024): 209–34, <https://doi.org/10.29240/jba.v8i1.9878>.

Figure 3 illustrates the thematic configuration of the constraints identified in the reviewed studies. The visual map highlights how curriculum misalignment, limited teacher readiness, insufficient learning materials, institutional barriers, and sociocultural conditions collectively hinder the effective adoption of CEFR in Arabic language education. These clusters provide a structural overview of the major obstacles that shape the challenges discussed in the following section.

The analysis reveals several recurring constraints that significantly limit the effectiveness of CEFR implementation across diverse educational settings.

The most common problem is the incompatibility between the current curriculum and CEFR standards.³¹ Many institutions still use traditional syllabi that do not include CEFR descriptors and do not regulate learning outcomes based on ability levels.³² As a result, materials across skills become fragmented, and competency development is not oriented towards communicative language use.³³ The dominance of the grammar-translation method also makes learning tend to focus on memorizing structures rather than developing communication skills in accordance with CEFR standards.³⁴ This methodological mismatch results in learning tasks that fail to reflect CEFR's action-oriented approach, thereby weakening the intended alignment between instruction and performance indicators.³⁵

Many teachers related obstacles on the part of teachers have also been reported. The lack of CEFR training means that teachers do not have a deep understanding of the structure of this framework, often leading to

³¹ Desy Maulani Rizki and Rosnaeni, "Application of the CEFR Concept in Arabic Language Learning in Madrasah Aliyah eL-Bas (Bina Anak Sholeh Institute) Ciamis"; Nurdianto et al., "CEFR-Based Arabic Language Learning Competency"; Musthofa, "CEFR-Based Policy in Arabic Language Teaching and Cultural Dimension in Indonesian Islamic Higher Education."

³² Zaenuri et al., "Analysis of the Arabic Language Skills Curriculum in Arabic Education Department in the Perspective of Common European Framework of Reference for Languages (CEFR)"; Azra Batrisyia and Sonya Puspasari Suganda, "Pengembangan Silabus Selaras CEFR Untuk Mengoptimalkan Pembelajaran Bahasa Arab Di Pesantren Mahasiswa X," *JURNAL AL-AZHAR INDONESIA SERI HUMANIORA* 10, no. 1 (2025): 53, <https://doi.org/10.36722/sh.v10i1.4009>; Saputra and Musthofa, "Analisis Buku Teks Pelajaran Bahasa Arab SMA/SMK Muhammadiyah Pada Maharah Al-Kalam Sesuai Standar Common European Framework Of Reference (CEFR)."

³³ Abdelhamid et al., "Tasawwur Muqtarah Limanḥaj Ta'lim Al-Lughah al-'Arabīyah Lughah Thāliṭhah Wifq Mi'āyir al-Īṭār al-Ūrubī al-'ām Lil-Lughāt Bi-Jāmi'at Mārah Li-l-Tiknūlūjīyah"; Zaenuri et al., "Analysis of the Arabic Language Skills Curriculum in Arabic Education Department in the Perspective of Common European Framework of Reference for Languages (CEFR)"; Arifin, "Pelatihan Penyusunan Bahan Ajar Bahasa Arab Berbasis Standar CEFR."

³⁴ Amrulloh, "Insights on CEFR and Its Implementation in Arabic Language Learning at Mambaus Sholihin Islamic Boarding School"; Toni Pransiska et al., "Al-Kutub al-Madrāsīyah al-'Arabīyah Fī Indūnīsīyah Mīn Manẓūr Waṭānī Wa-'ālamī," *Islam Futura* 24, no. 2 (2024): 488–512.

³⁵ Pransiska et al., "Al-Kutub al-Madrāsīyah al-'Arabīyah Fī Indūnīsīyah Mīn Manẓūr Waṭānī Wa-'ālamī."

misconceptions about proficiency levels.³⁶ Some studies have even found that teachers' language proficiency levels have not reached C1, limiting the effectiveness of CEFR-based teaching models.³⁷ Consequently, classroom implementation often becomes partial, inconsistent, or overly dependent on teachers' personal interpretations rather than standardized CEFR principles.³⁸

Learning materials are also a significant obstacle. Many institutions do not yet have CEFR-based textbooks,³⁹ or if they do, the content is not appropriate for students' levels.⁴⁰ Linguistic input that is too difficult or not gradual can make learning ineffective. CEFR-based assessment instruments are also still limited, so that assessments are often not aligned with competency indicators.⁴¹ Several articles highlight the mismatch between material complexity and learner readiness, including the inappropriate use of authentic texts that exceed the linguistic expectations of beginner CEFR levels.⁴²

³⁶ Amrulloh, "Insights on CEFR and Its Implementation in Arabic Language Learning at Mambaus Sholihin Islamic Boarding School"; Hidayah et al., "Cefr Pada Materi Bahasa Arab: Inovasi Pembelajaran Ramah Anak Pada Sekolah Dasar"; Nurdianto et al., "CEFR-Based Beginner Arabic Reading And Writing Curriculum Design In Indonesia"; Syafriansyah and Rosalinda, "Desain Bahan Ajar Muhadatsah Bahasa Arab Dalam Perspektif CEFR Di Google Classroom."

³⁷ Desy Maulani Rizki and Rosnaeni, "Application of the CEFR Concept in Arabic Language Learning in Madrasah Aliyah eL-Bas (Bina Anak Sholeh Institute) Ciamis"; Pratama et al., "Opportunities and Challenges of Common European Framework of Reference for Language (CEFR) Standardization in Arabic Language Learning"; Zaenuri et al., "Analysis of the Arabic Language Skills Curriculum in Arabic Education Department in the Perspective of Common European Framework of Reference for Languages (CEFR)."

³⁸ Habibur Rohman and Faiq Ilham Rosyadi, "Pengembangan Bahan Ajar Bahasa Arab Berbasis CEFR Untuk Meningkatkan Keterampilan Bahasa Arab Siswa / Development of Arabic Teaching Materials Based on the Common European Framework of Reference (CEFR) to Improve Students' Arabic Language Skills"; Khumairotuzzahra et al., "Penguatan Kompetensi Guru Melalui Pelatihan RPP Bahasa Arab Berbasis CEFR Di Madrasah Ibtidaiyah."

³⁹ Pratama et al., "Opportunities and Challenges of Common European Framework of Reference for Language (CEFR) Standardization in Arabic Language Learning"; Mubin et al., "Reconstructing the Arabic Language Curriculum Based on the CEFR and Rusydi Ahmad Thuaimah's Perspective"; Hidayah et al., "Cefr Pada Materi Bahasa Arab: Inovasi Pembelajaran Ramah Anak Pada Sekolah Dasar."

⁴⁰ Abdelhamid et al., "Tasawwur Muqtarah Limanhaj Ta'lim Al-Lughah al-'Arabīyah Lughah Thālithah Wifq Mi'āyir al-Īṭār al-Ūrubī al-'ām Lil-Lughāt Bi-Jāmi'at Mārah Li-l-Tiknūlūjīyah"; Desy Maulani Rizki and Rosnaeni, "Application of the CEFR Concept in Arabic Language Learning in Madrasah Aliyah eL-Bas (Bina Anak Sholeh Institute) Ciamis"; Ibrahim, "Designing Visual Materials for Self-Learning for Non-Arabic Speaking Learners at Level A1 According to The Common European Framework of Reference for Languages (CEFR)."

⁴¹ Desy Maulani Rizki and Rosnaeni, "Application of the CEFR Concept in Arabic Language Learning in Madrasah Aliyah eL-Bas (Bina Anak Sholeh Institute) Ciamis"; Zaenuri et al., "Analysis of the Arabic Language Skills Curriculum in Arabic Education Department in the Perspective of Common European Framework of Reference for Languages (CEFR)"; Nurdianto et al., "CEFR-Based Beginner Arabic Reading And Writing Curriculum Design In Indonesia."

⁴² Arifin, "Pelatihan Penyusunan Bahan Ajar Bahasa Arab Berbasis Standar CEFR"; Saputra and Musthofa, "Analisis Buku Teks Pelajaran Bahasa Arab SMA/SMK Muhammadiyah Pada

Institutional support also has a major impact. Limited facilities, lack of access to technology, and the absence of institutional policies on CEFR implementation make implementation unsustainable.⁴³ Many institutions still rely on individual teacher initiatives rather than systemic policies. Without institutionalized training programs, coordinated curriculum guidelines, or structured resource allocation, implementation tends to remain fragmented and cannot be maintained long-term.⁴⁴

In addition, sociocultural factors further reinforce these obstacles. In some contexts, Arabic is viewed primarily as a religious language, so the communicative approach of the CEFR is considered less relevant.⁴⁵ Limited exposure to Arabic in everyday environments means that students do not have an adequate context for using the language.⁴⁶ Some studies also point to cognitive readiness issues among beginner learners, who may struggle to meet CEFR target levels due to the structural and phonological complexity of Arabic.⁴⁷

Maharah Al-Kalam Sesuai Standar Common European Framework Of Reference (CEFR)”; Hashmi et al., “Cognitive Awareness of the EFL Learner of Contrastive Linguistics Between English and Arabic.”

⁴³ Nurdianto et al., “CEFR-Based Arabic Language Learning Competency”; Habibur Rohman and Faiq Ilham Rosyadi, “Pengembangan Bahan Ajar Bahasa Arab Berbasis CEFR Untuk Meningkatkan Keterampilan Bahasa Arab Siswa / Development of Arabic Teaching Materials Based on the Common European Framework of Reference (CEFR) to Improve Students’ Arabic Language Skills”; Pransiska et al., “Al-Kutub al-Madrāsīyah al-‘Arabīyah Fī Indūnīsīyah Min Manzūr Waṭanī Wa-‘ālamī.”

⁴⁴ Desy Maulani Rizki and Rosnaeni, “Application of the CEFR Concept in Arabic Language Learning in Madrasah Aliyah eL-Bas (Bina Anak Sholeh Institute) Ciamis”; Zaenuri et al., “Analysis of the Arabic Language Skills Curriculum in Arabic Education Department in the Perspective of Common European Framework of Reference for Languages (CEFR)”; Khumairotozzahra et al., “Penguatan Kompetensi Guru Melalui Pelatihan RPP Bahasa Arab Berbasis CEFR Di Madrasah Ibtidaiyah.”

⁴⁵ Zaenuri et al., “Analysis of the Arabic Language Skills Curriculum in Arabic Education Department in the Perspective of Common European Framework of Reference for Languages (CEFR).”

⁴⁶ Abdelhamid et al., “Tasawwur Muqtarah Limanḥaj Ta‘līm Al-Lughah al-‘Arabīyah Lughah Thālīthah Wifq Mi‘āyir al-Īṭār al-Ūrubī al-‘ām Lil-Lughāt Bi-Jāmi‘at Mārah Li-l-Tiknūlūjīyah”; Mubin et al., “Reconstructing the Arabic Language Curriculum Based on the CEFR and Rusydi Ahmad Thuaimah’s Perspective”; Habibur Rohman and Faiq Ilham Rosyadi, “Pengembangan Bahan Ajar Bahasa Arab Berbasis CEFR Untuk Meningkatkan Keterampilan Bahasa Arab Siswa / Development of Arabic Teaching Materials Based on the Common European Framework of Reference (CEFR) to Improve Students’ Arabic Language Skills.”

⁴⁷ Desy Maulani Rizki and Rosnaeni, “Application of the CEFR Concept in Arabic Language Learning in Madrasah Aliyah eL-Bas (Bina Anak Sholeh Institute) Ciamis”; Mubin et al., “Reconstructing the Arabic Language Curriculum Based on the CEFR and Rusydi Ahmad Thuaimah’s Perspective”; Habibur Rohman and Faiq Ilham Rosyadi, “Pengembangan Bahan Ajar Bahasa Arab Berbasis CEFR Untuk Meningkatkan Keterampilan Bahasa Arab Siswa / Development of Arabic Teaching Materials Based on the Common European Framework of Reference (CEFR) to Improve Students’ Arabic Language Skills.”

In comparison with this study's findings, several studies highlight similar constraints to the effective implementation of the CEFR in language education. For instance, David (2022) discusses how curriculum misalignment with CEFR standards can lead to fragmented materials and inconsistent learning progress, a challenge that aligns with this study's findings regarding the lack of integration of CEFR descriptors in existing curricula. This misalignment complicates CEFR adoption by undermining the coherence and continuity required for learners to meet their language proficiency goals.⁴⁸ Similarly, Kristof (2022) emphasizes the divergence between traditional teaching methods, such as the grammar-translation approach, and CEFR's action-oriented framework, which focuses on communicative competence in diverse linguistic and cultural contexts.⁴⁹ This methodological mismatch further complicates CEFR implementation, reinforcing the challenges identified in this study concerning the traditional methods' inadequacy for achieving CEFR's communicative objectives. Furthermore, Laura (2023), while not directly addressing the lack of coordinated institutional policies, highlights the importance of better coordination and understanding among stakeholders in the language policy ecosystem. This implies that the absence of coordinated policies and training programs within institutions, as noted in this study, is a significant barrier to sustainable CEFR implementation.⁵⁰ Additionally, Alfitri (2025) discusses the importance of aligning proficiency tests with CEFR levels and developing materials that match the students' proficiency, which is essential for ensuring effective CEFR implementation.⁵¹ Moreover, Ulin Nuha (2022) discusses the lack of coordinated curriculum quality management and national educational standards in Arabic language teaching, which aligns with the findings in this study that institutional barriers significantly hinder the CEFR implementation process.⁵²

Implications

The findings of this review generate several practical implications for strengthening CEFR implementation in Arabic language education. At the

⁴⁸ David Little and Neus Figueras, eds., *Reflecting on the Common European Framework of Reference for Languages and Its Companion Volume* (Multilingual Matters, 2022), <https://doi.org/10.21832/LITTLE0190>.

⁴⁹ Prince of Songkla University, Thailand et al., "CEFR: A Global Framework for Global Englishes?," *Teaching English as a Second or Foreign Language Journal--TESL-EJ* 26, no. 3 (2022), <https://doi.org/10.55593/ej.26103a1>.

⁵⁰ Laura Schildt et al., "Language Testers and Their Place in the Policy Web," *Language Testing* 41, no. 2 (2024): 338–56, <https://doi.org/10.1177/02655322231191133>.

⁵¹ Alfitri et al., "Analysis of the Arabic Language Test Questions at the CELAD Institute from the Perspective of CEFR Standards," *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 2 (2025): 741–54, <https://doi.org/10.29240/jba.v9i2.13801>.

⁵² Muhammad Afthon Ulin Nuha and Nurul Musyafaah, "Implementation of Quality Management Curriculum in Arabic Learning," *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 2 November (2022): 417–38, <https://doi.org/10.29240/jba.v6i2.5137>.

curriculum level, the results highlight the importance of designing learning pathways that are explicitly aligned with CEFR descriptors and level-based outcomes. The recurring issues of fragmented content and misaligned proficiency targets suggest that curriculum developers need to ensure vertical and horizontal coherence across courses, embed communicative and action-oriented learning tasks, and develop assessment instruments that accurately reflect CEFR performance indicators.

The review also underscores the critical role of teacher preparation and professional development. Many constraints arise from insufficient CEFR knowledge, misconceptions about proficiency levels, and gaps in teacher language ability. This indicates that teacher education programs should incorporate structured CEFR training, opportunities for language proficiency upgrading, and continuous professional development focused on task-based instruction, scaffolding of level-appropriate input, and CEFR-aligned formative assessment. Strengthening teacher literacy in CEFR is essential for ensuring faithful and consistent implementation.

At the institutional and policy levels, systemic support is necessary to ensure sustainability. The lack of CEFR-based materials, limited facilities, and absence of institutional guidelines demonstrate the need for coordinated policy frameworks, investment in resources, and standardized implementation procedures. Policymakers should facilitate equitable access to digital learning tools, institutionalize periodic CEFR training, and promote the communicative use of Arabic through immersion programs and partnerships with Arabic-speaking contexts. Addressing sociocultural constraints, such as limited exposure to Arabic and the perception of the language as purely religious, requires broader initiatives that expand opportunities for authentic language use. Overall, effective CEFR implementation depends not only on individual teacher efforts but on structural alignment across curriculum, teacher preparation, and policy systems.

Conclusion

This systematic review synthesizes research on CEFR implementation in Arabic language education during 2018-2025 and offers an integrated understanding of the conditions that enable and hinder its adoption. Through PRISMA-based selection and NVivo-assisted thematic analysis, the study addresses a key gap in the literature by mapping enablers and constraints within a single analytical framework rather than through fragmented, domain-specific analyses as seen in previous studies.

The findings show that successful CEFR implementation is supported by coherent curriculum alignment with CEFR descriptors, communicative and action-oriented pedagogies, adequate teacher proficiency and training, availability of CEFR-aligned learning materials, effective technological integration, and strong learner motivation. At the same time, several constraints persist, including curriculum misalignment, limited CEFR-based materials and assessment tools,

insufficient teacher readiness, weak institutional support, and sociocultural barriers such as the perception of Arabic as a purely religious language and the lack of authentic exposure opportunities. These dynamics demonstrate that CEFR integration is not merely a technical curriculum reform but a systemic change requiring coordinated efforts across policy, teacher preparation, resource development, and contextual adaptation.

Despite its contributions, this review has several limitations. The inclusion of only journal articles from 2018-2025 and only in English, Arabic, and Indonesian may restrict the comprehensiveness of the evidence base. Thematic interpretation using NVivo, while systematic, still involves subjective researcher judgment. The diversity of educational contexts (universities, madrasahs, schools, pesantren) also limits direct comparability across settings. In addition, documentation of how different institutions operationalize CEFR is often insufficient, preventing deeper comparative analysis. These limitations suggest that the findings should be interpreted as a conceptual mapping rather than a universally generalizable model.

Future research can build on these findings by conducting empirical classroom-based studies to examine how CEFR descriptors operate in real teaching practices, especially in productive skills. Comparative and cross-national research across Southeast Asia would provide insight into how differing policy and institutional frameworks shape CEFR implementation. The development and validation of CEFR-aligned Arabic teaching materials and assessment instruments also remain an urgent research need. Studies on teacher cognition, professional development pathways, and longitudinal learner progress across CEFR levels could further enhance understanding of how CEFR can be adapted effectively to the linguistic and sociocultural characteristics of Arabic, particularly within the Indonesian context. Collectively, these directions can strengthen future policies and pedagogical innovations aimed at advancing CEFR implementation throughout the region.

References

- Abdelhamid, Ibrahim Youssef, Hj. Mohd Yusop Janudin Sardi, Mohamad Yusof Mohd Akashah, Luthfi Hassan, Haridy Eman Ahmad, and Hazrati Yahaya. "Tasawwur Muqtarah Limanḥaj Ta'lim Al-Lughah al-'Arabīyah Lughah Thālithah Wifq Mi'āyir al-Īṭār al-Ūrubī al-'ām Lil-Lughāt Bi-Jāmi'at Mārah Li-l-Tiknūlūjīyah." *Ijaz Arabi: Journal of Arabic Learning* 8 No.2 (June 2025). <https://doi.org/10.18860/ijazarabi.v8i2.32214>.
- Abdullah, Mohammad Roshimi, Mohd Aizul Yaakob, Muhammad Firdhaus Zulkifli, and Muhammad Sabri Sahrir. "A Review Of Studies Related To Arabic Language Learning Based On The Common European Framework Of Reference For Language (CEFR)." *Ijaz Arabi: Journal of Arabic Learning* 6, no. 2 (2023): 463–75.
- Aflisia, Noza. "Hubungan Antara Kemampuan Muhadatsah Dengan Nilai

- TOAFL Di STAIN Curup.” *An Nabighoh Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 19, no. 2 (January 1, 2018): 268. <https://doi.org/10.32332/an-nabighoh.v19i2.1003>.
- Alfitri, Tulus Musthofa, and Harif Supriady. “Analysis of the Arabic Language Test Questions at the CELAD Institute from the Perspective of CEFR Standards.” *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 2 (2025): 741–54. <https://doi.org/10.29240/jba.v9i2.13801>.
- Amrulloh, Friendis Syani. “Insights on CEFR and Its Implementation in Arabic Language Learning at Mambaus Sholihin Islamic Boarding School.” *JEET: Journal of English Education and Technology* 05, No. 01 (March 2023): 31–44.
- Arifin, Akbar Syamsul. “Pelatihan Penyusunan Bahan Ajar Bahasa Arab Berbasis Standar CEFR.” *Educivilia: Jurnal Pengabdian Pada Masyarakat* 5, no. 2 (2024): 108–13. <https://doi.org/10.30997/ejpm.v5i2.14352>.
- Batrisyia, Azra, and Sonya Puspasari Suganda. “Pengembangan Silabus Selaras CEFR Untuk Mengoptimalkan Pembelajaran Bahasa Arab Di Pesantren Mahasiswa X.” *JURNAL AL-AZHAR INDONESIA SERI HUMANIORA* 10, no. 1 (2025): 53. <https://doi.org/10.36722/sh.v10i1.4009>.
- Desy Maulani Rizki and Rosnaeni. “Application of the CEFR Concept in Arabic Language Learning in Madrasah Aliyah eL-Bas (Bina Anak Sholeh Institute) Ciamis.” *ATHLA: Journal of Arabic Teaching, Linguistic and Literature* 3, no. 2 (2022): 133–46. <https://doi.org/10.22515/athla.v3i2.5650>.
- Habibur Rohman and Faiq Ilham Rosyadi. “Pengembangan Bahan Ajar Bahasa Arab Berbasis CEFR Untuk Meningkatkan Keterampilan Bahasa Arab Siswa / Development of Arabic Teaching Materials Based on the Common European Framework of Reference (CEFR) to Improve Students’ Arabic Language Skills.” *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 7, no. 2 (2021): 163–83. <https://doi.org/10.14421/almahara.2021.072-01>.
- Hashmi, Uzma M., Hussam Rajab, and Sayyed Rashid Ali Shah. “Cognitive Awareness of the EFL Learner of Contrastive Linguistics Between English and Arabic: A Case Study.” *Theory and Practice in Language Studies* 11, no. 5 (2021): 469–74. <https://doi.org/10.17507/tpls.1105.02>.
- Hidayah, Nurul, Mukmin, and Cardasyifa. “Cefr Pada Materi Bahasa Arab: Inovasi Pembelajaran Ramah Anak Pada Sekolah Dasar.” *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 2024, 117–27. <https://doi.org/10.19105/kiddo.v5i1.12742>.
- Ibrahim, Alaa Abdel Monhem. “Designing Visual Materials for Self-Learning for Non-Arabic Speaking Learners at Level A1 According to The Common European Framework of Reference for Languages (CEFR).” *Romano-Arabica* 20 (2020): 191–202.

- Khumairotuzzahra, Siti, Rosna Wati, and Yusuf Safari. "Penguatan Kompetensi Guru Melalui Pelatihan RPP Bahasa Arab Berbasis CEFR Di Madrasah Ibtidaiyah." *Qardhul Hasan: Media Pengabdian Kepada Masyarakat* 11, no. 3 (2025): 351–63. <https://doi.org/10.30997/qh.v11i3.21470>.
- Li, Zhiqing, Janis Zhiyou Li, Xiaofang Zhang, and Barry Lee Reynolds. "Mastery of Listening and Reading Vocabulary Levels in Relation to CEFR: Insights into Student Admissions and English as a Medium of Instruction." *Languages* 9, no. 7 (2024): 239. <https://doi.org/10.3390/languages9070239>.
- Little, David, and Neus Figueras, eds. *Reflecting on the Common European Framework of Reference for Languages and Its Companion Volume*. Multilingual Matters, 2022. <https://doi.org/10.21832/LITTLE0190>.
- Moher, David, Alessandro Liberati, Jennifer Tetzlaff, and Douglas G. Altman. "Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement." *International Journal of Surgery* 8, no. 5 (2010): 336–41. <https://doi.org/10.1016/j.ijssu.2010.02.007>.
- Mubin, Khoirul, Cahya Edi Setyawan, Dailatus Syamsiyah, Muhajir Muhajir, and Ahmad Suhendra Hasibuan. "Reconstructing the Arabic Language Curriculum Based on the CEFR and Rusydi Ahmad Thuaimah's Perspective." *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 8, no. 1 (2025): 196–211. <https://doi.org/10.17509/alsuniyat.v8i1.78081>.
- Muhibbin, Fateh Al, Muhammad Afif Amrulloh, Yeni Lailatul Wahidah, Asti Fauziah, and Dessy Sintari Daoed. "Educators' and Learners' Responses to Optimising the Development of Arabic Teaching Module Based on the Merdeka Curriculum." *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 May (2024): 209–34. <https://doi.org/10.29240/jba.v8i1.9878>.
- Musthofa, Tulus. "CEFR-Based Policy in Arabic Language Teaching and Cultural Dimension in Indonesian Islamic Higher Education." *EJAL: Eurasian Journal of Applied Linguistics* 8 (2) (November 2022): 96–107.
- Nuha, Muhammad Afthon Ulin, and Nurul Musyafaah. "Implementation of Quality Management Curriculum in Arabic Learning." *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 2 November (2022): 417–38. <https://doi.org/10.29240/jba.v6i2.5137>.
- Nurdianto, Talqis, Yayat Hidayat, and Vicky Adetia Wulandari. "CEFR-Based Arabic Language Learning Competency." *Izdibar: Journal of Arabic Language Teaching, Linguistics, and Literature* 3, no. 3 (2021): 229–48. <https://doi.org/10.22219/jiz.v3i3.14123>.
- Nurdianto, Talqis, Joko P. Nanang, Ahmad Fatoni, and Salsabila Kalita. "CEFR-Based Beginner Arabic Reading And Writing Curriculum Design In Indonesia." *Ijaz Arabi: Journal of Arabic Learning* 5, no. 3 (2022): 718–38. <https://doi.org/10.18860/2520/ijazarabi.v5i3.16684>.

- Pransiska, Toni, Sugeng Sugiyono, Sembodo Ardi Widodo, and Wael Aly Muhammad Sayyid. "Al-Kutub al-Madrāsīyah al-‘Arabīyah Fī Indūnīsīyah Mīn Manẓūr Waṭanī Wa-‘ālamī." *Islam Futura* 24, no. 2 (2024): 488–512.
- Pratama, Arya Wahyu, Hanik Mahliatussikhah, Nurul Murtadho, and Kholisin. "Opportunities and Challenges of Common European Framework of Reference for Language (CEFR) Standardization in Arabic Language Learning." *Arabi: Journal of Arabic Studies* 9 (1) (2024): 33–42. <http://dx.doi.org/10.24865/ajas.v9i1.774>.
- Primadana, Ramadhan Jabal, Maswani Maswani, Muhib Abdul Wahab, Achmad Fudhaili, and Raswan Raswan. "Development of Listening and Speaking Skills Teaching Materials Based on CEFR Level." *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (2024): 559–78. <https://doi.org/10.29240/jba.v8i2.10904>.
- Prince of Songkla University, Thailand, Kristof Savski, Denchai Prabjandee, and Burapha University, Thailand. "CEFR: A Global Framework for Global Englishes?" *Teaching English as a Second or Foreign Language Journal--TESL-EJ* 26, no. 3 (2022). <https://doi.org/10.55593/ej.26103a1>.
- Riyadi Hs, Dedi Eko. "Metode Common European Framework of Reference for Language (CEFR) Dalam Pembelajaran Bahasa Arab." *Al-Fakkaar: Jurnal Ilmiah Pendidikan Bahasa Arab* 1, no. 1 (2020): 42–59.
- Saputra, Salim, and Tulus Musthofa. "Analisis Buku Teks Pelajaran Bahasa Arab SMA/SMK Muhammadiyah Pada Maharah Al-Kalam Sesuai Standar Common European Framework Of Reference (CEFR)." *LUGAWIYYAT* 4, no. 2 (2022): 81–97. <https://doi.org/10.18860/lg.v4i2.17393>.
- Savski, Kristof. "Local Problems and a Global Solution: Examining the Recontextualization of CEFR in Thai and Malaysian Language Policies." *Language Policy* 19, no. 4 (2020): 527–47. <https://doi.org/10.1007/s10993-019-09539-8>.
- Schildt, Laura, Bart Deygers, and Albert Weideman. "Language Testers and Their Place in the Policy Web." *Language Testing* 41, no. 2 (2024): 338–56. <https://doi.org/10.1177/02655322231191133>.
- Supunya, Nuntapat. "Towards the CEFR Action-Oriented Approach: Factors Influencing Its Achievement in Thai EFL Classrooms." *3L The Southeast Asian Journal of English Language Studies* 28, no. 2 (2022): 33–48. <https://doi.org/10.17576/3L-2022-2802-03>.
- Syafriansyah, M., and R. Rosalinda. "Desain Bahan Ajar Muhadatsah Bahasa Arab Dalam Perspektif CEFR Di Google Classroom." *Unigha: Jurnal Sains Riset*, 2023.
- Talqis Nurdianto and Noor Azizi Bin Ismail. "Pembelajaran Bahasa Arab Berbasis Common European Framework Of Reference For Language (CEFR) Di Indonesia." *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2020): 1–22. <https://doi.org/10.14421/almahara.2020.061.01>.

- Xu, Jinfen, and Yumei Fan. "Finding Success with the Implementation of Task-Based Language Teaching: The Role of Teacher Agency." *Language, Culture and Curriculum* 35, no. 1 (2022): 18–35. <https://doi.org/10.1080/07908318.2021.1906268>.
- Yasin, Agus, and Hidia Tarauni. "Tashmim Al-Ikhtibar Li Maharah al-Kalam al-â€~Arabi Wafqhan Li al-Ithar al-Marjaâ€™i al-Urubi al-Musytarak Li al-Lughat Li al-Thullab al-Jamiâ€™ah Fi Indunisiya." *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 1 May (2023): 111–34. <https://doi.org/10.29240/jba.v7i1.6390>.
- Zaenuri, Muhammad, Sukirman, Umi Baroroh, and Tulus Mustofa. "Analysis of the Arabic Language Skills Curriculum in Arabic Education Department in the Perspective of Common European Framework of Reference for Languages (CEFR)." *Asalibuna* 9, no. 01 (2025): 197–211. <https://doi.org/10.30762/asalibuna.v9i01.6536>.
- Zainuddin, Ammar, Imam Asrori, and Miftahul Huda. "Tahlil Maâ€™yir Ta'lim al-Qiraâ€™h Li al-Nathiqin Bi Ghairih Fi al-Â€™rb Wa al-Gharb (Rusyd Ahmad Thuâ€™imah, al-Majlis al-Imriki Li Ta'lim al-Lughat al-Ajnabiyah Wa al-Majlis al-Urubiy Li Ta'lim al-Lughat al-Ajnabiyah)." *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 1 (2022): 327. <https://doi.org/10.29240/jba.v6i1.3148>.
- Zawacki-Richter, Olaf. *Systematic Reviews in Educational Research: Methodology, Perspectives and Application*. Edited by Michael Kerres, Svenja Mareike Bedenlier, Melissa Bond, and Katja Buntins. Springer Nature, 2020.

This page belongs to the Arabiyatuna: Jurnal Bahasa Arab