Development of Arabic Language Modules Based on Local Wisdom and Moderation

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Abstract

Background: This article critically reviews the literature on the development of Arabic language modules that integrate local wisdom and religious moderation within the context of Islamic education. The urgency arises from the need for teaching materials that are not merely linguistic but also socially and ideologically relevant amid cultural diversity and the threat of radicalism.

Research Objectives: To explore existing studies on Arabic language module development that incorporate values of local wisdom and religious moderation, identify prevailing approaches, and highlight theoretical and practical gaps.

Methods: This study employs a narrative literature review design. A total of 30 scholarly articles published between 2015 and 2025 were selected using national databases such as SINTA and other online repositories. Thematic analysis was conducted to examine methodologies, approaches, and integration forms.

Results: Findings reveal that local wisdom-based approaches increase student engagement and contextual relevance. Religious moderation values are beginning to appear in thematic content, though pedagogical and evaluative elements remain underdeveloped. Technological innovations like e-modules and mobile learning are effective technically but lack cultural and ideological depth.

Conclusions: An integrative approach to Arabic module development—incorporating linguistic, cultural, and ideological dimensions—is necessary. Future field research should test the longitudinal effectiveness of such modules across various levels of Islamic education.

Keywords: Arabic Language, Local Wisdom, Religious Moderation, Teaching Module, Islamic Education

Introduction

Arabic, as the language of the Qur'an, holds a strategic role in Islamic education and in shaping the religious character of students (Husin, Asmarika, Fitri, Syukri, & Siregar, 2023). However, Arabic language instruction in various educational institutions often faces pedagogical challenges due to approaches that remain focused solely on grammar, without addressing the socio-cultural context of the learners (Baharun, 2025). This leads to low absorption and learning motivation among students, especially in multicultural and plural contexts such as Indonesia (Agusta, Syamsiah, Rahmawati, & Dewi, 2025). Therefore, the development of contextual and transformative teaching materials has become an urgent necessity (Ahmad et al., 2025).

Over the past decade, discourse around contextual education rooted in local wisdom has grown significantly at both national and international levels (Musanna, 2017). Local wisdom is seen as a strategic medium to bridge global values with students' local identities, including in foreign language learning such as Arabic (Syahputra, Sitanggang, Andrean, & Mawaddah, 2025). On the other hand, national policy through the Indonesian Ministry of Religious Affairs actively encourages the integration of religious moderation values into all Islamic education curricula, as a response to increasing phenomena of intolerance and religion-based radicalism (Hanif, 2025). These two major demands—strengthening moderation values and preserving local wisdom—have not yet been fully accommodated in current Arabic language teaching modules (Umam, 2024).

Previous studies have largely focused on the development of Arabic modules based on technology, text genres, or integrated linguistic skills (Ramadhani & Sofa, 2025). However, there is still a lack of comprehensive studies examining how local wisdom and moderation values can be synergized within the structure, content, and methodology of Arabic language modules. Moreover, no systematic literature review is currently available that maps the trends, approaches, and directions of module development responsive to learners' cultural and ideological contexts.

In light of this, the present article aims to critically review and analyze literature related to the development of Arabic language modules that integrate local wisdom and religious moderation. This study is expected to provide a conceptual map, identify theoretical and practical gaps, and offer recommendations for more inclusive, contextual, and transformative module development to address the contemporary challenges of Islamic education.

Literature Review

The development of Arabic language learning modules in the context of Islamic education has expanded beyond linguistic aspects, evolving into a strategic medium for character building and the internalization of values. As an independent learning resource, a module holds significant potential to embed cultural and ideological values into the educational process (Fatchurrozaq, 2018). In this regard, the concepts of local wisdom and religious moderation have become two essential dimensions that are increasingly gaining attention in educational studies (Andiono, 2024). Local wisdom—referring to traditional values and social practices that reflect communal wisdom—has great potential to connect learning with students' real-life contexts (Musanna, 2012). Meanwhile, religious moderation, which emphasizes rejection of extremism and promotes tolerance and balance in religious life, has been institutionalized as a national policy in Islamic education, especially through programs by the Ministry of Religious Affairs of Indonesia (Irama & Zamzami, 2021).

In line with the paradigm shift toward value integration and cultural contextualization in education, discourse on Arabic module development has also transformed (Firtikasari & Andiana, 2024). From an initially structural and grammar-oriented approach, Arabic instruction

is now moving toward communicative and value-rich learning. Recent research indicates the growing implementation of contextual and humanistic approaches to meet the need for learning that resonates with students' social and cultural environments (Sutopo, 2017). Within this context, Arabic is positioned not merely as a communication tool but as a means for cultivating inclusive, open, and moderate Islamic character (Nugroho, 2016).

Nevertheless, previous studies still show a tendency toward segmented research patterns. Some studies focus on technology-based or blended learning modules aimed at improving learning effectiveness through digital platforms (Permana, Kudsi, Salam, Iriantara, & Barlian, 2021). Others emphasize comprehensive integration of language skills—particularly listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah). While certain modules have incorporated Islamic values, few explicitly embed principles of religious moderation such as tolerance, social justice, and appreciation for diversity. Additionally, modules that incorporate local wisdom often do so in symbolic forms—such as naming local places or using cultural narratives—without embedding these elements in a strong pedagogical framework.

This condition reveals gaps in both theoretical and practical literature. There are few studies that comprehensively examine the integration of Arabic language, local wisdom, and religious moderation into a single, cohesive module development framework. Most research remains fragmented in focus and approach, thereby missing opportunities to create contextual and ideologically grounded Arabic learning experiences.

Against this backdrop, this article holds a strategic position by offering a more holistic literature review on the development of Arabic language modules based on local wisdom and moderation values. The article not only summarizes and compares existing development approaches but also highlights the interconnection between cultural and ideological dimensions in Arabic education. In doing so, this study aims to provide a conceptual framework, highlight remaining research gaps, and formulate recommendations for Arabic module development that is more relevant to the current challenges in Islamic education.

Research Methodology

This study adopts a literature review approach using a narrative review design that is structured and systematic. This approach was selected as it allows the author to conduct a critical and reflective analysis of various research findings related to the development of Arabic language modules, particularly those integrating local wisdom and religious moderation values. As a literature-based study, the primary focus of this article is not on direct experimentation but on in-depth exploration of previously published scientific findings, aiming to synthesize conceptual frameworks and identify existing research gaps.

Three main research questions guided the literature search and synthesis process: first, what are the prevailing approaches in Arabic module development according to previous studies? Second, how are values of local wisdom and religious moderation integrated into

Arabic language modules or instructional materials? Third, what conceptual or practical gaps still exist in the development of Arabic modules based on these values?

To ensure the relevance and quality of the reviewed literature, specific inclusion and exclusion criteria were applied. The scope was limited to publications from the last ten years (2014–2024), including scholarly journal articles, conference proceedings, and research reports focusing on Arabic module or instructional material development, and containing aspects of local wisdom or religious moderation values. Articles published in either Indonesian or English and accessible online were considered. Conversely, non-academic popular articles, opinions, news, and publications unrelated to Arabic module development were excluded.

Literature searches were conducted through academic databases such as Google Scholar, Garuda Ristekbrin, ScienceDirect, and DOAJ. Keyword combinations in both Indonesian and English were used, such as "modul Bahasa Arab," "local wisdom," "religious moderation," and Boolean combinations like AND and OR to broaden the search scope. The selection process was carried out in multiple stages—beginning with screening of titles and abstracts, followed by rapid content scanning for topic relevance, and concluding with a final selection based on the inclusion/exclusion criteria. Two reviewers conducted the selection process independently, resolving any discrepancies through discussion.

Data extracted from each selected study included: authorship and publication year, research objectives, module development approach, the form of value integration, and relevant findings. Thematic synthesis was then conducted, grouping studies based on development patterns, integrated values, and their impact on Arabic language learning. This thematic approach allowed for mapping developmental trends and identifying unresolved gaps in existing literature.

Study quality was assessed descriptively, considering methodological clarity, topic relevance, integration of theory and practice, and the novelty of the proposed approaches. Although no formal quantitative assessment tool such as PRISMA was used, the selection process aimed to maintain transparency and rigor.

All findings were analyzed narratively and presented in the form of thematic mappings illustrating module development trends, patterns of value integration, and critiques of existing literature. Additionally, this article includes a theoretical reflection intended to propose new directions for the development of Arabic language modules that are culturally and ideologically relevant within the context of contemporary Islamic education.

Results and Discussion

The development of Arabic language modules within the context of Islam ic education has undergone a significant shift from a structural approach toward a contextual one that emphasizes values, culture, and character (Takim, Adam, Umasugi, & Yakseb, 2025). Based on theoretical reviews and prior research findings, Arabic modules are no longer perceived merely as linguistic tools but also as strategic instruments for internalizing noble values that reflect

students' cultural and religious identities (Takim et al., 2025). Two key approaches that have emerged prominently in this transformation are the integration of local wisdom and religious moderation in module design.

First, the dimension of local wisdom in module development has proven to positively influence students' familiarity and engagement with learning materials (EFENDI, 2021). As noted by Musanna (2012), and supported by the findings of Elmubarok et al. (2021), Annisa Taufik et al. (2023), and Zahro and Khiyarusoleh (2021), the use of local content such as folklore, cultural practices, and regional terminology in teaching materials enhances student motivation, creativity, and contextual understanding in Arabic learning (Safitri, 2019). Culturally-based modules also promote more meaningful learning experiences by providing a sense of closeness between students and the content (Telogowiyah, Febriyani, & Thahir, 2025). However, most of these approaches remain decorative in nature and lack strong and systematic pedagogical integration.

Second, the integration of religious moderation values in Arabic modules serves as a response to increasing ideological challenges in Islamic education (Kafid, 2023). Religious moderation, which emphasizes wasathiyyah (balance), tolerance, and appreciation of diversity, has become a national policy promoted by the Ministry of Religious Affairs (Irama & Zamzami, 2021). Research by Munajat et al. (2024) and Rodiatul et al. (2023) shows that modules incorporating moderation values through qira'ah texts, discussion exercises, and religious reflection can shape students' inclusive religious attitudes (Fuad Munajat & Falah, n.d.). However, the implementation of these values often appears only in thematic narratives and does not yet extend to pedagogical methods or assessment frameworks (Indriani & Herman, 2025).

Third, pedagogical and technological innovations in module development have shown progressive advancement (Saili, Taat, & Japilan, 2024). The use of e-modules (Belanisa et al., 2021), mobile learning platforms (Iman et al., 2021), and Google Classroom (Mudinillah et al., 2023) demonstrates that digital media can serve as effective tools for delivering Arabic content in flexible and engaging ways (Manurung, Jannah, Syahdina, & Nasution, 2025). However, few of these innovations fully incorporate cultural and moderation values into their instructional design systems.

Fourth, based on patterns and trends in the literature, Arabic module development still appears fragmented. Some studies focus solely on language skills acquisition (listening, speaking, reading, writing), while others emphasize either local culture or general Islamic values. Rarely are there studies that integrate linguistic, cultural, and ideological aspects into a single, systematic module design (Endraswara, 2013). This confirms the research gap previously highlighted by Firtikasari & Andiana (2024), which noted the lack of integrative approaches in Arabic instructional material design.

Fifth, drawing from both theoretical reflection and empirical findings from the reviewed literature, an ideal Arabic module should:

1)   Be rooted in students' local context,
2)   Foster moderate religious character,
3)   Apply participatory and reflective pedagogical approaches, and
4)   Utilize adaptive learning technologies.

In this context, the theories of social constructivism, ethnopedagogy, and Islamic character education provide strong conceptual foundations for module design (Sari, Farida, Putra, & Maulidin, 2024). As explained by Sutopo (2017) and Nugroho (2016), Arabic language instruction should be communicative, humanistic, and value-rich (Hanani & Dodi, 2020).

Therefore, developing Arabic modules that integrate local wisdom and moderation values is not merely a curricular mandate but a strategic necessity in shaping learners who are grounded in their cultural identity and possess inclusive and balanced religious attitudes (Adri, 2023). A module built upon the integration of linguistic, cultural, and ideological dimensions can foster contextual, transformative, and meaningful Arabic learning experiences for students (Umbar, 2022).

Conclusion

Based on the literature review of thirty relevant scientific articles, it can be concluded that the development of Arabic language modules within the context of Islamic education is shifting toward more contextual and transformative approaches. Modules are no longer viewed solely as linguistic tools but also as media for the internalization of values and character formation. The main findings show that the integration of local wisdom enhances students' familiarity with the learning material, while the application of religious moderation values contributes to shaping inclusive, tolerant, and balanced religious attitudes. In addition, digital innovations such as e-modules and online learning platforms have strengthened the technical effectiveness of Arabic instruction, although their integration of value-based content remains limited.

Nevertheless, this study has several limitations. The scope of the reviewed literature was restricted to publications between 2015 and 2025, most of which were sourced from nationally accredited journals (SINTA 2 to SINTA 6). The studies reviewed also tended to be fragmented—focusing separately on linguistic skills, local values, or moderation principles—without extensively exploring their integration into a unified development model. Moreover, many of the articles examined were still in the early validation phase and had not yet assessed the modules' long-term effectiveness in real classroom settings.

Therefore, it is recommended that future Arabic module development be directed toward conceptual and practical models that systematically integrate linguistic, cultural, and ideological dimensions into a cohesive learning system. Field-based research that evaluates the longitudinal implementation of such modules is also needed to measure their real impact on learners' character and language competence. Furthermore, approaches based on ethnopedagogy, social constructivism, and interactive digital instructional design should be

further explored as a response to the dynamic challenges of Islamic education in the global era, while remaining grounded in local values and moderate spirituality.

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