



Innovative Strategies For Arabic Language Learning Across Educational Levels: An Analytical Dissertation Study

استراتيجيات مبتكرة لتعلم اللغة العربية عبر المراحل التعليمية المختلفة:

دراسة تحليلية للرسائل الجامعية

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ABSTRACT

Providing fast, accurate, and accessible Arabic language learning in Islamic educational institutions – both formal and informal – is still a challenge. Many teaching strategies rely on limited resources, making Arabic seem hard to learn and lacking professionalism. This study explores the theories used in innovating teaching strategies and evaluates the outcomes of these innovations based on doctoral dissertations for elementary, secondary, and higher education levels. The research uses a qualitative approach with library research methods, focusing on dissertations from the Doctoral Program in Arabic Language Education (2012–2022). The main data include the theories that guided the innovations and the results achieved, while secondary data consist of curricula, syllabi, and teaching modules. Data collection methods include documentation, observation, interviews, and analysis techniques such as data reduction, categorization, triangulation, and drawing conclusions. Findings indicate that innovations in Arabic teaching strategies are built on theories such as Multiple Intelligences, Robert Mill Gagné's Micro Strategies, Contextual Teaching, Constructivism (PjBL), HOTs, SIOP, and 4Cs. Innovative strategies include: (1) adapting learning objectives to match the applied theories, (2) creating teaching materials aligned with these objectives, (3) combining traditional and modern teaching methods, (4) integrating conventional media with digital platforms, and (5) using diverse evaluation methods, including authentic, portfolio-based, formative, and summative assessments.

Keywords: Arabic Language; Dissertation Analysis; Innovation Strategies; Theories.

مستخلص البحث

لا يزال توفير تعلم اللغة العربية بصورة سريعة ودقيقة وميسرة في المؤسسات التعليمية الإسلامية، سواء كانت رسمية أم غير رسمية، يشكل تحدياً قائماً؛ إذ تعتمد كثير من استراتيجيات التدريس على موارد محدودة، مما يجعل تعلم اللغة العربية يبدو صعباً ويفتقر إلى الطابع المهني. تهدف هذه الدراسة إلى استكشاف النظريات المعتمدة في ابتكار استراتيجيات تدريس اللغة العربية وتقييم نتائج هذه الابتكارات استناداً إلى الرسائل العلمية في مستوى الدكتوراه في المراحل التعليمية الابتدائية والثانوية والعلية. وتستخدم الدراسة منهجاً نوعياً بأسلوب البحث المكتبي، مع التركيز على الرسائل العلمية في برنامج الدكتوراه في تعليم اللغة العربية خلال الفترة من عام ٢٠١٢ إلى عام ٢٠٢٢. وتشمل البيانات الرئيسة النظريات التي استندت إليها الابتكارات والنتائج التي تحققت، بينما تمثل البيانات الثانوية في المناهج الدراسية والخطط التعليمية ووحدات التدريس. أما أساليب جمع البيانات فتشمل التوثيق والملاحظة والمقابلة، مع استخدام تقنيات تحليل البيانات مثل تقليص البيانات والتصنيف والتثليث واستخلاص النتائج. وتشير نتائج الدراسة إلى أن الابتكار في استراتيجيات تدريس اللغة العربية يقوم على مجموعة من النظريات، من بينها نظرية الذكاءات المتعددة، واستراتيجيات روبرت ميل غانيه الدقيقة، والتعلم السياقي، والبنائية (التعلم القائم على المشروعات)، ومهارات التفكير العليا (HOTs)، ونموذج SIOP، ومهارات القرن الحادي والعشرين (4Cs). كما تشمل الاستراتيجيات المبتكرة مواءمة أهداف التعلم مع النظريات المطبقة، وإعداد مواد تعليمية متوافقة مع تلك الأهداف، والجمع بين الطرائق التقليدية والحديثة في التدريس، ودمج الوسائط التعليمية التقليدية مع المنصات الرقمية، واستخدام أساليب تقييم متنوعة مثل التقييم الأصلي، وتقييم الملفات (البورتفوليو)، والتقييم التكويني، والتقييم الختامي. الكلمات المفتاحية: تعليم اللغة العربية؛ تحليل الرسائل الجامعية؛ الاستراتيجيات الابتكارية؛ النظريات التربوية.

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INTRODUCTION

Arabic language learning in Indonesia has shown significant progress and is increasingly receiving positive responses from the Muslim community. Approximately 95% of Islamic educational institutions require their students to study Arabic (Batubara et al., 2021). Initially, Arabic was studied by Indonesian Muslims primarily to understand Islamic law, but its functions have since expanded to other roles (Izzan, 2011; Keshav et al., 2022). However, Islamic educational institutions have not yet fully realized effective, precise, accessible, and engaging Arabic language learning. Arabic is often taught using minimal strategies (Ahmadi, 2020; Falah, 2014; Manoppo & Arif, 2023), giving the impression that it is unprofessional and difficult to learn and comprehend (Munief et al., 2021).

At various levels of education, Arabic teaching practices still face significant challenges, such as the reliance on traditional (Dewi, 2019) or conventional methods (Syafaah, 2018). These conditions are likely to persist unless innovations are made to improve and develop alternative strategies, methods, and techniques that are effective and efficient, aligned with advancements in science, technology, and societal needs.

Innovation in education can be viewed as ideas, processes, and products (Nurdyansyah & Fahyuni, 2016) that ultimately result in various procedures, approaches, strategies, and models that depend on the contributions of all stakeholders. From a technological perspective, innovation can be divided into three main concepts: ideas as design concepts, processes as the means of innovation, and products as the ultimate goals. However, studies on innovation are often narrowly understood as merely the use of automated hardware systems (Darmawan, 2014)

With the advancement of information technology and changing educational needs, innovation and creativity in Arabic teaching strategies have become essential. Digital technology, such as interactive media, language learning applications, and Learning Management Systems (LMS), offers opportunities for a more enjoyable and effective learning process (Arikarani & Amirudin, 2021; Ambarwati et al., 2021). However, the use of such technology has not been maximized, particularly at the elementary and secondary education levels, due to limited resources and access.

Studies related to innovations in Arabic language teaching have been conducted, particularly through doctoral dissertations. For instance, Rusdi (2012) examined

innovations in Arabic language teaching at universities in Malang. Abdul Wahab Rosyidi (2015) studied the development of speaking skill teaching strategies using Robert M. Gagné's micro-strategy. However, previous studies have not yet comprehensively examined how innovation theories are systematically applied to Arabic language teaching across different educational levels, creating a gap in understanding the theoretical and practical frameworks of innovation in this field.

To address these gaps, this study not only identifies theoretical foundations but also highlights concrete examples of innovative instructional materials developed in doctoral dissertations. These include contextual-based vocabulary materials, project-based textbooks, and multiple intelligences-based learning resources. Such innovations demonstrate how Arabic language learning can be designed to be more relevant, structured, and responsive to students' needs across educational levels.

Therefore, this research analyzes the innovation in developing Arabic teaching strategies for elementary, secondary, and higher education levels. It examines how objectives, materials, teaching steps, media, and evaluations are developed based on the theories used for innovation. The findings are expected to provide effective alternatives for Arabic language teaching and recommendations for the future development of Arabic teaching strategies, particularly within the context of Arabic learning in Indonesia.

RESEARCH METHOD

This study employs a library research design with a qualitative approach and content analysis methods (Bowen, 2009). The aim is to understand, explore (Sugiyono, 2013), and analyze innovations in the development of Arabic language teaching strategies that have been implemented across various educational levels. The data sources for this research include primary data, consisting of dissertations from the Doctoral Program in Arabic Language Education at UIN Maulana Malik Ibrahim Malang (2012–2022). These dissertations serve as the main source for exploring the theoretical foundations or perspectives of innovation and the outcomes of the developed and tested strategies. Additional documents, such as curricula, syllabi, teaching modules, and relevant academic reports, are also analyzed to provide a richer context for the discussed innovations. Data collection techniques involve documentation, observation, and

interviews. Data analysis techniques include document analysis (Miles et al., 2014) and content analysis (Creswell, 1998), which involve steps such as data reduction, data categorization, data triangulation, and conclusion drawing.

RESULT AND DISCUSSION

Theoretical Foundations for Innovative Development of Arabic Language Teaching Strategies at Elementary, Secondary, and Higher Education Levels

One of the theories used to innovate Arabic language teaching strategies is the Multiple Intelligences Theory. This theory falls within the constructivist framework popularized by Lev Vygotsky, emphasizing that language learning is an active process where learners construct their understanding based on experiences and social interactions (Aziz & Sanwil, 2022). Constructivism highlights the importance of collaboration and interaction among learners during the learning process. Multiple Intelligences Theory also aligns with the communicative approach wahyuningsih 2019 which focuses on learners' ability to use language functionally rather than merely memorizing grammar rules.

This approach involves the use of the Arabic language in real-life situations such as debates, presentations, or everyday conversations (Enramika, 2022), where students are able to build the knowledge they learn according to their abilities and the background experiences they possess. With this theoretical perspective, new and different steps have been developed, namely; an Arabic language learning strategy that is tailored to the students' abilities and learning styles.

In addition to multiple intelligences, the development of innovation is carried out with the perspective of Robert Mills Gagne's "Micro Strategy" theory, which states that there is prerequisite knowledge for learning in subsequent phases (Sutomo, 2017). For example, in order to learn to understand words, students must first know and understand letters, sounds, and syllables, and so on. In the theory of micro-strategy learning, there are several assumptions rooted in behaviorist theory. This theory argues that language learning is the result of habits formed through a stimulus-response process. In the context of Arabic language learning, this approach can be applied through methods based on repetition, practice, and drills. Behaviorism is widely used at the basic and intermediate levels, where students are often trained to memorize words, grammar

rules, and sentence patterns through intensive repetition. In this condition, language learning behaviors are influenced by positive or negative reinforcement (Skinner, 1986).

The Contextual approach is also used as the foundation for innovating the development of teaching materials, which is one of the efforts to innovate teaching strategies. In this approach, the learning material is linked to the real-life context of the students. This process is also part of constructivist theory, which views language learning as an active process where students build their own understanding based on experiences and social interactions (Aziz & Sanwil, 2022). In the realm of Arabic language learning, this approach emphasizes the importance of collaboration and interaction among students during the learning process. With the developed teaching materials, students will find it easier to recall and memorize automatically (*Alla Syuuri*) what they have learned in language skills, particularly in *Maharah Kalam* (speaking) and *Qira'ah* (reading).

Project-Based Learning (PjBL) is also employed to develop instructional materials for Ilmu Ma'ani. This method integrates 21st-century skills, enhancing students' understanding of reading and vocabulary knowledge in a foreign language while fostering an interactive learning environment (Kavlu, 2015). PjBL focuses on learner activities in problem-solving contexts, promoting analytical skills, social interactions, teamwork, and professional competencies, thereby encouraging innovation.

This method is increasingly favored as students benefit (Kartika, 2020) from engaging in projects that develop their skills, making learning more meaningful. Project-based learning reflects constructivist learning theory, which assumes that learners can build knowledge from their experiences (Sugrah, 2019). Constructivist learning theory is a theory that provides learners with the freedom to study and explore their needs with the assistance of resources or support from others (Sugrah, 2019).

Project-based learning requires students to acquire and develop foundational learning concepts through collaborative projects that involve contextual learning and the application of knowledge. This method can support learning activities and enhance students' academic achievement by addressing problems related to specific topics in real-world situations (Indrawan & Jalinus, 2019). Project-based learning emphasizes long-term, comprehensive learning activities that are interdisciplinary and integrated with practical applications and real-life issues. Therefore, its implementation can serve as an

alternative for students, particularly in improving their understanding of rhetorical studies.

Higher Order Thinking Skills (HOTs) are utilized to innovate reading skill teaching strategies. HOTs involve complex cognitive processes such as understanding material, drawing conclusions, constructing representations, analyzing, and building connections through engagement in basic mental activities. The goal of this approach is transferability, where students can apply their knowledge and skills to new contexts, as well as develop critical thinking and problem-solving abilities (Ainin, 2020). These skills can be cultivated through continuous practice focused on high-level thinking abilities. The approach encourages students to think broadly and deeply. This skill set is somewhat similar to behaviorist theory in its teaching approach, which is based on components such as learning objectives, instructional material, student characteristics, media, learning facilities, environment, and reinforcement (Sugandi, 2007). Behaviorist theory tends to guide learners toward specific targets through structured learning processes. Its core assumption is that learning relies on stimulus and response (Mukinan, 1997).

Another innovation is applied to the teaching of Arabic listening skills based on the *Sheltered Instruction Observation Protocol* (SIOP) theory, which includes *First*; setting learning objectives aligned with established standards using a clear and structured framework. *Second*; employing specific actions and explaining objectives in each session to ensure students understand what is expected. *Third*; assigning preliminary tasks that help students gather basic information to bridge knowledge gaps. *Fourth*; utilizing instructional media such as images and language labs to enrich the learning experience and familiarize students with various techniques. *Fifth*; adjusting audio content to ensure it is accessible by providing individual tasks. *Sixth* developing independent activities, such as interviews and writing exercises after lessons, to encourage independent learning.

The 4C's theory is used as an innovation in developing learning strategies for speaking skills. This theory emphasizes 21st-century learning skills, focusing on the abilities of creative thinking, collaboration, communication, and critical thinking (الحري, 2006). The 4C's learning skills represent one of the advancements introduced to enhance students' competencies in the educational process and their future lives. These learning

skills are fundamental in contemporary education to meet the challenges of preparing students for learning, innovation, and facing life with optimal mastery of knowledge and technology (الباز & محمد, 2013).

The effectiveness of the innovative strategies is evaluated based on findings reported in the analyzed dissertations. Evaluation methods include authentic assessment, portfolio-based assessment, formative and summative evaluation, and observation of student engagement. The results indicate improvements in students' language skills, increased participation, and better alignment between instructional strategies and learner needs.

Forms of Innovation in Developing Arabic Language Teaching Strategies for Elementary, Secondary, and Higher Education Levels

Based on *Multiple Intelligences Theory*, alternative teaching strategies for *Maharat al-Qira'ah* (reading skills) have been developed. These include formulating objectives, selecting themes, designing steps (techniques), employing media, and evaluating the learning process. These elements serve as a framework for achieving learning goals effectively. Strategies can be understood as general guidelines for student activities within the teaching and learning process aimed at achieving predetermined objectives (Dhuka, 2022).

Strategies differ from methods, with strategies being plans for achieving specific goals, while methods are tools to achieving those plans (Ramdani et al., 2023). Teaching models, on the other hand, represent the overall structure of the learning process from beginning to end as uniquely delivered by the teacher. Essentially, a teaching model is the "packaging" or framework for applying approaches, methods, and techniques (Siregar, 2021).

The strategy development for *Maharat al-Qira'ah* is based on students' needs and challenges. The objectives are derived from the existing curriculum and adapted to the theories applied. For example, students are expected to comprehend texts through storytelling. This approach results in different outcomes compared to objectives derived solely from the curriculum (Sudrajat, 2008). The themes are adjusted to the types of intelligences identified in students prior to the learning process, ensuring themes are tailored to individual student abilities.

The steps developed from Multiple Intelligences Theory include; *Preliminary Activities*, similar to conventional lessons, but with the addition of intelligence mapping. The teacher uses surveys to identify students' diverse intelligences as a basis for subsequent steps. Students are then grouped based on their identified intelligences. *Main Activities*, students engage with narrative texts or dialogues and choose activities suited to their abilities and preferences. These activities may include discussions, arguments, storytelling, presentations, vocabulary games, word or sentence analysis, visual presentations, artistic activities, imaginative play, mind mapping, metaphors, or musical exercises such as composing and singing songs. Drama, dance, hand gestures, and relaxation techniques may also be employed. *Closing Activities*, these resemble conventional teaching methods, concluding the learning process while incorporating the outcomes of the innovative approach. The choice of method depends on what is being taught, who the learners are, and the desired outcomes (Yaumi & Ibrahim, 2013).

In addition to Multiple Intelligences, Robert Mill Gagné's "Micro Strategies" theory is applied as an innovation in developing learning strategies for *Maharah al-Kalam* (speaking skills). The use of this theory is highly appropriate because achieving proper and accurate pronunciation in *Maharah al-Kalam* requires prerequisites of precise and correct articulation at the level of individual sounds, syllables, words, and sentences. As stated by (Widaningsih, 2019), innovation in language learning, as generally understood, refers to the application of new methods, techniques, and tools aimed at improving the learning process and outcomes. This innovation strategy is reflected in the formulation of learning objectives that consider gradation in shaping accurate pronunciation while taking into account prerequisite knowledge. For example, students are expected to pronounce words, phrases, clauses, and sentences with appropriate stress (*nabr*) and intonation (*tanghim*) accurately and correctly.

The learning themes show no significant changes and remain consistent with the themes outlined in the current curriculum used by madrasahs teaching *Maharah al-Kalam*. This consistency facilitates teachers in selecting teaching materials aligned with the intended objectives and simplifies the implementation of this strategy. However, teachers must have a good understanding of phonology (*ilm al-ashwat*). Changes in teachers' understanding are also considered a form of innovation, as Matthew Miles defines it as a deliberate, novel, and specific change that is deemed more effective in

achieving learning objectives (Miles, 1969).

The developed learning steps demonstrate gradual stages, including the initial presentation, material delivery and pronunciation examples, imitation and repetition, observation, and practice (*Tadzribaat*). These steps enable the formation of precise and accurate pronunciation in *Maharah al-Kalam*. The practice stage is also carried out in detail, such as practicing the pronunciation of isolated sounds within syllables, practicing stress in words, practicing diphthong pronunciation (*tsunaiayah syughro*), practicing phrase pronunciation, sentence pronunciation, demonstration, and evaluation. These stages allow for accurate and correct pronunciation in *Maharah al-Kalam*, closely approximating native speakers' pronunciation. Various colors can be used as markers for texts with different stress patterns in sentences.

★	=	Normal Voice
★	=	Medium Voice
★	=	Loud Voice
↓	=	Falling Tone
←	=	Stable Tone
↑	=	Rising Tone

The final step of this strategy is demonstration and evaluation. The teacher asks students to engage in a conversation on the studied topic, paying attention to accurate and proper pronunciation, stress, and intonation, in front of the class and interacting with others. The teacher observes and evaluates to determine the extent of students' progress in speaking skills, as well as their pronunciation, stress, and intonation. This knowledge serves as an essential prerequisite for effective conversation (*Maharah al-Kalam*).

Language elements (*Mufrodāt*) are a suitable choice as an innovation in learning strategies. *Mufrodāt* are essential elements for expressing ideas and thoughts, both orally and in writing, especially in language learning, where memorization is not recommended. Vocabulary should be repeated several times while pointing to the

context being taught (An-Naqoh, 1985). The context used in developing this teaching material refers to the daily life of students in the pesantren (Islamic boarding school) and at home, so the learning themes are taken from activities in these two places, such as *at-Taa'ruf anil ma'had* (introduction to the pesantren), *amaliyah ibadah* (worship practices), *at-Taa'ruf an afrodil usroh* (introduction to family members), *adawtul bait* (household tools). The content of this material is, of course, different from the current national curriculum.

In the learning steps, the introductory stage follows conventional steps commonly done by teachers at the beginning of lessons, while the core steps begin with presenting vocabulary from the chosen theme, repeated pronunciation, and writing it on the whiteboard to help students, as suggested by Majid (2007). Repetition is based on the difficulty level of the vocabulary. Next, the teacher asks students to pronounce the words alternately. Then, the teacher provides question words (*adawatu istifham*) in the form of contextual questions, and these sentences are repeated among all students to evaluate their understanding of the vocabulary meaning being taught. In implementing vocabulary in *Maharah al-Qira'ah* (reading skills), students are asked to read and understand texts. For *Maharah al-Kalam* (speaking skills), students are asked to engage in dialogues using the vocabulary and question words they have learned. Dialogues are performed in front of their peers, and group work is organized for collaborative learning. The closing step follows the procedures in existing learning practices.

Ilm Ma'ani (Science of Meaning) is the foundational knowledge in rhetoric, as this field aims to construct sentences in a way that fulfills and refines their meaning in accordance with the situation at hand. When a speaker wants to do this, they must follow specific speaking methods that are not necessarily the same when they want to convey the meaning indicated by the established words (الفيل, n.d.). The innovation in developing Arabic language learning strategies by designing teaching materials on *Ilm Ma'ani* in the context of the learning process aims to select appropriate rhetorical material in the science of meaning, aligned with the learning objectives and the needs of students in the Arabic language department.

The innovation in developing *Ilm Ma'ani* teaching materials is crucial, as the existing materials were written by native speakers and are used in pesantren. These materials have not met the needs based on the characteristics of the learners, such as critical thinking, interest in contemporary themes, and producing outcomes at the end of

the learning process. This is important because *Ilm Ma'ani* holds a special place among the arts of the Arabic language. This material also integrates the understanding of Quranic verses, Hadiths of the Prophet, and appreciation of literary texts.

The steps in the project-based learning method are as follows: 1) Students are divided into small groups, and each group carries out a real project (connecting problems). 2) Each group is given an explanation about the tasks and responsibilities (establishing structure) they need to complete practically. 3) In each group, students strive to identify the problems they face based on their knowledge (carefully identifying the problem to find the core issue and determining the way to solve it). 4) Each group seeks information from various sources such as books, guides, and other materials or asks for help from experts to understand the problem.

Another form of innovation in developing learning strategies for reading skills materials is developed with the principles of High Order Thinking Skills (HOTS) in the form of an e-book designed according to the demands of the curriculum and student needs, using Edmodo in the learning process. The material consists of thirteen themes, complemented by audio recordings developed from real-life, academic, and trending topics. The learning material is also equipped with practice exercises aligned with the learning objectives, consisting of analyzing, evaluating, and creating elements. The teaching materials store scientific content in various forms, whether visual, auditory, read, felt, moving, static, or a combination of other qualities. The material can be presented directly or using appropriate teaching tools to achieve the learning objectives (دارملواتي, 2015).

Reading skills materials are developed with the principles of High Order Thinking Skills (HOTS) in the form of an e-book, designed according to the demands of the curriculum and student needs, with Edmodo used for learning. The material consists of thirteen themes, accompanied by audio recordings based on real-life, academic, and trending topics. The materials are equipped with practice exercises aligned with learning objectives, including analyzing, evaluating, and creating elements.

Innovation is implemented by applying Hypnoteaching, packaged in the form of steps for teaching speaking skills as follows: questioning, role-playing, giving instructions, pointing to objects, making descriptions, and storytelling. Each of these steps is carried out using one or more of the activities implicitly characteristic of

Hypnoteaching, such as: brain gym, yelling/cheer songs, magical questions, emotional time, material explanation followed by mental block suggestions, ice breaking/games, appreciation and motivation, and positive affirmations.

The characteristics of implementing this learning model result from adopting the Hypnoteaching theory, then formulated to design a model for teaching *maharah kalam* (speaking skills). This is implicitly seen in the following learning model examples (Ramadhan et al., 2013): 1) The questioning model can be interpreted as a technique for actively engaging in conversation, including communicative competence, which is the ability to apply grammatical rules of a language in forming correct sentences and knowing when, where, and to whom these sentences are spoken (Kuswoyo, 2017). 2) The role-playing model is a technique used by teachers to train students to dramatize the roles they play, thus helping optimize personal and group skills, both linguistic, social, and artistic (Sadiyah, 2018). 3) The instruction model. 4) The object pointing model. 5) The description model aims to convey an idea in an order or spatial sequence to present to the listener's imagination everything that is seen or heard by the speaker, typically focused on the main impression of something encountered (Harianto, 2020). 7) The storytelling model is an art of narration that can be used to instill values in children without needing to preach to them. Storytelling is a creative process for children that, in its development, activates not only intellectual aspects but also sensitivity, refinement of character, emotion, art, fantasy, and imagination, engaging both the left and right sides of the brain (Azmi & Puspita, 2019).

Listening skills learning is developed with the "SIOP" perspective, which focuses on evaluating the teacher and can be found in the following steps: 1) Preparation for teaching: the teacher sets the learning objectives according to the standards established by the department or government. 2) Building prior knowledge: the teacher discusses with students to ensure they understand the concepts to be taught, linking old and new concepts. The teacher explains the key vocabulary used in the oral text. 3) Learning strategies: the teacher teaches how to understand oral texts. Listening exercises are repeated several times. The use of graded learning helps students' comprehension. The teacher provides varied exercises with higher-order thinking styles. 4) Interaction: the teacher facilitates interaction and discussion among students. The formation of group and individual functions supports language interaction. 5) Application: the teacher

facilitates students in applying new knowledge by providing activities that integrate all four language skills. 6) Review: the teacher reviews key vocabulary. The teacher provides feedback on student participation, such as summarizing. The teacher evaluates to assess students' comprehension.

Another form of innovation in teaching speaking skills from the 4C's perspective, utilizing the Qatar Debate Center System, can be seen in the debate process in 21st-century learning skills as follows: 1) Enhancing critical thinking skills during debates (Focus, Reason, Inference, Clarity, Overview). 2) Improving communication skills during debates (Sender, Message, Media, Receiver, Effect). 3) Boosting creativity during debates (Fluency, Flexibility, Originality, Elaboration, Metaphorical Thinking). 4) Enhancing teamwork skills during debates. These can be adapted into learning objective formulations for *maharah kalam*, which will impact the development of the material.

Additionally, The application of theories in Arabic language learning is reflected in various practical classroom activities. For instance, Multiple Intelligences Theory is implemented through differentiated learning activities such as storytelling, role-play, visual presentations, and kinesthetic tasks, allowing students to engage based on their dominant intelligences. Gagné's Micro Strategy is applied in teaching speaking skills through gradual stages, starting from phonemes to sentence production, emphasizing prerequisite mastery.

Furthermore, Contextual Teaching and Learning (CTL) is applied in vocabulary instruction by linking language materials to students' real-life experiences. Project-Based Learning (PjBL) is implemented through collaborative projects, particularly in Ilmu Ma'ani, where students analyze texts and present their findings. The SIOP model is used in listening instruction through structured stages such as setting objectives, guided practice, and independent tasks. Meanwhile, 4C's skills are integrated into speaking activities such as debates and collaborative discussions.

Despite the promising findings, several challenges and limitations were identified. These include limited access to digital resources, especially at the elementary and secondary levels, variations in teacher competence in implementing innovative strategies, and differences in student readiness and learning environments. Additionally, the limited accessibility of dissertation outputs restricts the wider dissemination and implementation of these innovations. Addressing these challenges is essential for

optimizing the impact of innovative Arabic language teaching strategies.

CONCLUSION

The theoretical foundation for the development of Arabic language learning strategies at the elementary, intermediate, and higher education levels in the dissertation of students from the Arabic Language Education Program at the Postgraduate School of UIN Maulana Malik Ibrahim Malang, as a perspective on the innovation of Arabic language learning strategy development, includes the following theories: Multiple Intelligences, Robert Mill Gagne's Micro Strategy, Contextual, Constructivism (PJBL), HOTs, SIOP, and 21st Century Skills (4C's). The forms of innovation in the development of learning strategies are seen in the following: 1) Formulation of learning objectives adapted to the perspective of the theories used, 2) Development of teaching materials aligned with the set objectives, 3) Learning steps that combine conventional and innovative approaches, 4) Use of conventional learning media and the utilization of technology and digital platforms, and 5) Learning evaluation with multiple models (Authentic, Portfolio, Formative, and Summative), as well as evaluation of the teacher. Based on the final results, it is recommended that the development of Arabic language learning strategies should be maximized according to the chosen model, in order to produce a complete innovative strategy in the perspective of the selected theory, ready to serve as an alternative strategy. It is also necessary for program managers, promoters, and researchers to be meticulous in order to produce a comprehensive innovative learning strategy that aligns with the formulated objectives.

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