



## The Evolution of Arabic Language Teaching Methods in Indonesia: A Bibliometric Analysis of Research Publications over the Last Fifteen Years

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### Abstract

Arabic language education in Indonesia has continued to evolve in response to changing pedagogical demands and the rapid expansion of digital technology. This study aimed to map the development of Arabic language teaching methods in Indonesia from 2010 to 2024 and to identify shifts in research attention across six categories: Traditional Methods associated with pesantren education, Grammar-Translation Methods, Audio-Lingual Methods, Communicative Methods, Integrated Approaches, and Technology-Based Learning. A descriptive bibliometric mapping design was employed using publications retrieved from Google Scholar through Publish or Perish. From an initial pool of 500 records, 71 publications met the inclusion criteria and were classified according to publication year and dominant instructional orientation. The results showed that Traditional Methods had the broadest temporal presence, while Grammar-Translation, Audio-Lingual, Communicative, and Integrated Approaches appeared more intermittently. The most notable pattern was the rapid growth of Technology-Based Learning after 2020, culminating in 18 publications in 2024, which represented the highest annual count in the dataset. These findings indicate that Arabic language teaching in Indonesia is not shifting through the complete replacement of traditional approaches, but through their gradual coexistence with communicative, integrated, and digitally mediated practices. The study concludes that future development should emphasize context-sensitive integration between established pedagogical foundations and emerging technologies to support more flexible, interactive, and sustainable Arabic language learning.

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## INTRODUCTION

Arabic language education in Indonesia has developed through a long interaction between religious traditions, formal schooling, and changing educational priorities. Historically, Arabic has been taught not only as the language of Islamic scripture but also as a medium for accessing classical scholarship, intellectual traditions, and transnational Muslim knowledge. This historical position explains why pesantren and other Islamic educational institutions have maintained a strong emphasis on textual comprehension, grammar, translation, and the interpretation of classical works. Manasiq (2022) shows that the orientation of Arabic instruction has gradually moved from predominantly classical objectives toward more contemporary and functional learning needs. At the same time, the broader evolution of Islamic education has encouraged institutions to reconsider how inherited instructional practices can respond to social, cultural, and technological change (Tamrin, 2024). Arabic teaching in Indonesia must therefore be understood as a dynamic field in which

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traditional pedagogical foundations coexist with continuing demands for communicative competence, learner engagement, and technological adaptation.

This coexistence has produced a persistent pedagogical challenge because methods that strengthen grammatical knowledge do not always provide sufficient opportunities for students to use Arabic in meaningful communication. Grammar-translation practices remain valuable for interpreting texts and developing linguistic accuracy, yet their instructional orientation often places reading and translation above spontaneous listening and speaking activities. Questions of translation are also methodologically complex because the transfer of meaning between Arabic and other languages involves decisions about timing, context, and conceptual equivalence (Aloudah, 2022). Meanwhile, developments in Arabic dialect processing demonstrate the linguistic diversity that learners may encounter beyond formal varieties of the language (Al Shamsi & Abdallah, 2023). Consequently, Arabic instruction cannot rely solely on mastery of isolated grammatical forms if learners are expected to participate in authentic communicative contexts. The practical problem is not the continued existence of traditional methods, but the limited integration between textual accuracy, communicative use, and the changing environments in which Arabic is learned.

Modern pedagogical approaches have sought to address this limitation by emphasizing listening practice, oral production, interaction, contextualized tasks, and the integration of multiple language skills. Repetitive oral exercises associated with audio-lingual instruction can support the development of pronunciation and automatic language patterns, although repetition becomes pedagogically meaningful only when connected to clear learning objectives. Research on text analysis in virtual learning environments illustrates how digital records can reveal distinctive patterns of learner production and interaction, thereby expanding the possibilities for language-related assessment (da Rocha et al., 2022). Computational research on Arabic language use, including sarcasm detection, further indicates that meaning is shaped by contextual, pragmatic, and culturally specific features that cannot be reduced to vocabulary and grammar alone (Galal et al., 2024). These developments strengthen the rationale for communicative and integrated approaches that expose learners to language as both a formal system and a situated social practice. Accordingly, the evolution of Arabic teaching methods should be examined not as a simple replacement of old methods by new ones, but as an ongoing process of pedagogical selection, combination, and adaptation.

The expansion of digital technology has intensified this process by changing how Arabic materials are produced, delivered, accessed, and evaluated. Artificial intelligence offers opportunities for automated feedback, personalized exercises, content generation, and adaptive learning, but it also raises questions concerning accuracy, teacher readiness, ethical use, and pedagogical control (Fahmi & Adhimah, 2024). Computational modelling of Arabic dialects and prosodic variation demonstrates the increasing capacity of digital systems to represent linguistic features that were previously difficult to incorporate into conventional learning materials (Brown & Hellmuth, 2022). The rapid production of Arabic digital datasets during the COVID-19 period also reflects a broader acceleration in the collection and processing of online Arabic content (Althobaiti, 2023). However, technological availability does not automatically produce effective learning because digital tools must still be aligned with curriculum objectives, learner characteristics, and the instructional role of teachers. Examining the growth of technology-based Arabic learning is therefore urgent because the central issue is no longer whether digital media are present, but how they are pedagogically integrated and what patterns of research have accompanied their adoption.

Previous studies have documented several forms of digital innovation relevant to Arabic language environments, although their educational contributions vary considerably. Topic-modelling research has shown the capacity of advanced computational techniques to process specialized Arabic-language texts, yet such studies are generally concerned with language analysis rather than classroom implementation (Aouichaty et al., 2024). Digital mapping software has been reported to support the organization of ideas in writing activities, suggesting that visual digital tools can assist learners in structuring language production (Jaidi et al., 2014). Research on learning management system use further indicates that lecturers' pedagogical beliefs influence whether technology is employed meaningfully or merely as a platform for distributing materials (Sulaiman et al., 2022). In Arabic-related technological research, speech recognition has progressed significantly, offering possible applications for pronunciation practice and oral-language assessment (Al-Anzi & AbuZeina, 2022). Studies of transformer-based Arabic image captioning also demonstrate the

possibility of connecting visual information with Arabic textual production (Alsayed et al., 2023), while digital reading software has shown that technology can support basic literacy development when its features are aligned with learners' abilities (Tarasat & Daud, 2014). Taken together, these studies reveal strong technological potential, but they do not yet provide a consolidated explanation of how digital innovation has reshaped Arabic teaching methods in Indonesia over time.

A second body of literature has focused on increasingly sophisticated Arabic-language technologies, including transformer models, natural language processing, social-media analysis, and immersive digital environments. Transformer-based systems have been applied to Arabic text identification, demonstrating the growing technical capacity to classify and process large-scale Arabic content (Hossain et al., 2024). Systematic research on natural language processing also shows the rapid diffusion of computational methods across disciplines, although educational applications often remain less developed than technical applications (Álvarez-Carmona et al., 2022). Similarly, machine-learning studies using social-media data illustrate the analytical power of digital systems but also underline the importance of data quality, interpretation, privacy, and responsible implementation (Ahmed et al., 2022a). Despite these advances, the existing literature is dominated by studies of specific tools, computational performance, isolated instructional media, or single learning contexts. It provides limited longitudinal evidence concerning the relative development of traditional, grammar-translation, audio-lingual, communicative, integrated, and technology-based approaches within Indonesian Arabic education. This limitation constitutes a critical research gap because the field still lacks a systematic publication-based account of how these approaches have evolved, which methods have attracted increasing scholarly attention, and where technological growth remains disconnected from pedagogical transformation.

To address this gap, the present study analyzes research publications on Arabic language teaching methods in Indonesia from 2010 to 2024. It aims to map the development of six major instructional categories, namely traditional pesantren methods, grammar-translation methods, audio-lingual methods, communicative methods, integrated approaches, and technology-based learning. The study further examines changes in publication patterns to determine how scholarly attention has shifted across the fifteen-year period, particularly following the acceleration of digital learning after 2020. Theoretically, this analysis contributes to a clearer understanding of Arabic language pedagogy as an evolving configuration of traditional knowledge, communicative orientation, and technological mediation. Practically, the findings can assist teachers, curriculum developers, and educational institutions in identifying areas that have received substantial research attention and areas that remain underexplored. The study also offers a basis for evaluating whether the expansion of digital research represents genuine pedagogical innovation or merely the adoption of new technological formats. Ultimately, the analysis is expected to support more balanced, context-sensitive, and sustainable decisions concerning the future development of Arabic language education in Indonesia.

## METHOD

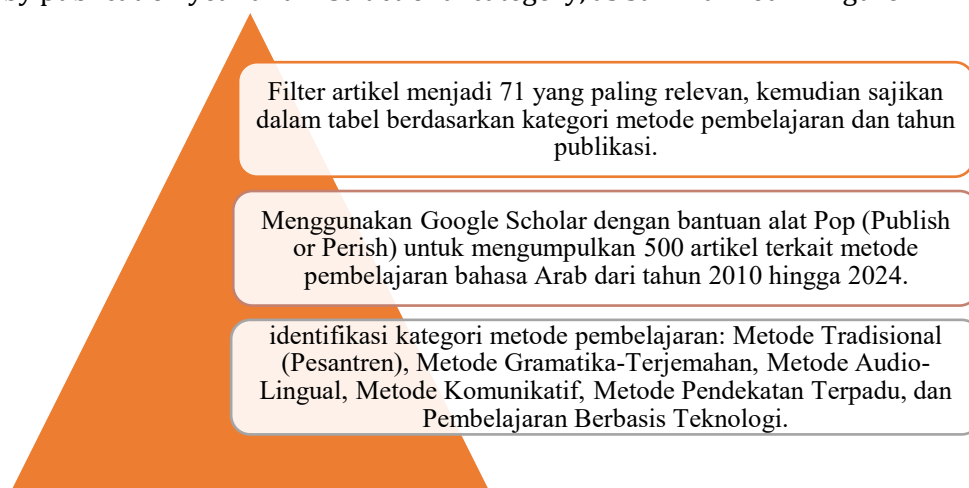
This study employed a descriptive bibliometric mapping design to examine the development of research on Arabic language teaching methods in Indonesia from 2010 to 2024. The design was selected because the study aimed to identify publication patterns, shifts in scholarly attention, and the distribution of studies across major instructional approaches rather than to test the effectiveness of a specific intervention. The unit of analysis was the scientific publication, while the principal variables were publication year and category of teaching method. Six analytical categories were established through a preliminary review of Arabic language pedagogy, namely Traditional Methods associated with pesantren education, Grammar-Translation Methods, Audio-Lingual Methods, Communicative Methods, Integrated Approaches, and Technology-Based Learning. The study was conducted in an online academic research context using publications retrieved from Google Scholar with the assistance of Publish or Perish. The fifteen-year period was selected to capture developments before, during, and after the rapid expansion of digital learning associated with the COVID-19 pandemic.

The population consisted of scholarly publications discussing Arabic language teaching methods and related pedagogical developments between January 2010 and December 2024. An

initial dataset of 500 records was retrieved and screened through purposive document sampling. Publications were included when they were published within the specified period, focused on Arabic language teaching or learning, contained sufficient bibliographic and substantive information, and could be classified into at least one of the six analytical categories. Studies were excluded when they focused solely on Arabic computational processing without an educational dimension, discussed languages other than Arabic without a relevant comparison, duplicated another record, fell outside the publication period, or lacked sufficient information for classification. The Indonesian context was determined from the substantive focus of the studies, particularly research conducted in schools, universities, pesantren, and other educational institutions in Indonesia. After titles, abstracts, keywords, and available full texts had been examined, 71 publications met the eligibility criteria and were included in the final analysis.

Data were collected using a structured document-review and coding sheet developed for this study. The sheet recorded the title, authorship, year of publication, publication source, educational context, instructional method, technological component, and relevance of each article to Arabic language teaching. Traditional Methods referred to pesantren-based instruction emphasizing classical texts, memorization, grammar, and religious scholarship, whereas Grammar-Translation Methods included studies centered on grammatical explanation, textual interpretation, and translation. Audio-Lingual Methods covered repetition, drilling, listening, pronunciation, and structured oral practice, while Communicative Methods referred to meaningful interaction and contextual language use. Integrated Approaches combined several language skills or instructional strategies, whereas Technology-Based Learning included digital books, mobile applications, learning management systems, social media, artificial intelligence, augmented reality, virtual reality, and other digitally mediated environments. These operational definitions were used consistently to ensure that each publication was assigned to the category that best represented its dominant pedagogical orientation.

The validity of the selection and classification process was strengthened through repeated comparison between the content of each publication and the operational definitions of the six categories. Classification decisions were based on the objectives, instructional procedures, learning media, and dominant pedagogical characteristics reported in each study rather than solely on the terminology used in its title. Records with unclear relevance were examined through their abstracts and, when accessible, full texts before a final decision was reached. Because the research relied on document classification rather than a psychometric instrument, procedures such as Cronbach's alpha, Rasch analysis, and construct-validity testing were not applicable. An inter-rater reliability coefficient was not calculated because the coding was conducted within a single structured analytical procedure, and this limitation was considered when interpreting publications that could potentially represent more than one category. The data collection process proceeded through identification, retrieval, removal of duplicates and irrelevant records, eligibility assessment, coding, and organization by publication year and instructional category, as summarized in Figure 1.



**Figure 1.** Stages of Data Collection

The data were analyzed using descriptive bibliometric and qualitative categorical techniques. Publication frequencies were calculated to determine the number of studies associated with each

instructional category and year of publication, after which the annual distributions were compared to identify periods of stability, decline, or increased scholarly attention. Particular attention was given to developments from 2020 onward because this period coincided with the expansion of emergency remote teaching and technology-mediated education. The results were presented in a cross-tabulation of publication year and teaching-method category, followed by a visual representation of publication trends. Qualitative interpretation was then used to explain how the observed patterns reflected changes from text-centered and teacher-directed instruction toward communicative, integrated, and technology-mediated Arabic language learning. Because the study did not involve human participants, interviews, questionnaires, personal records, or experimental treatment, informed consent and respondent confidentiality procedures were not directly applicable; nevertheless, academic ethics were maintained through transparent documentation, responsible use of publicly available publications, accurate attribution of sources, and avoidance of interpreting publication frequency as direct evidence of pedagogical effectiveness.

## RESULTS AND DISCUSSION

### Results

A total of 71 publications on Arabic language teaching methods in Indonesia were included in the final analysis. The publications covered the period from 2010 to 2024 and were classified into six categories: Traditional Methods associated with pesantren education, Grammar-Translation Methods, Audio-Lingual Methods, Communicative Methods, Integrated Approaches, and Technology-Based Learning. The classification was based on the dominant instructional orientation reported in each publication. The results were examined according to the presence of each category across publication years and the number of studies recorded within each category. Table 1 presents the annual distribution of the six teaching-method categories.

**Table 1.** Distribution of Arabic Language Teaching Method Publications, 2010–2024

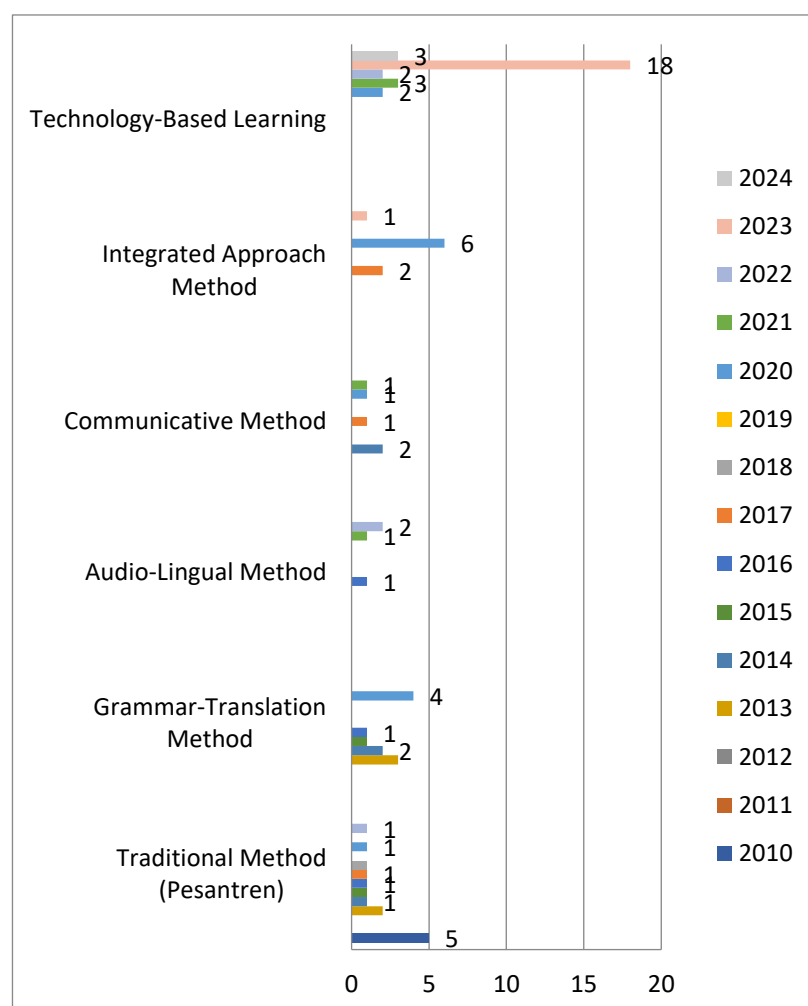
| Publication year | Traditional Method (Pesantren) | Grammar-Translation Method | Audio-Lingual Method | Communicative Method | Integrated Approach | Technology-Based Learning |
|------------------|--------------------------------|----------------------------|----------------------|----------------------|---------------------|---------------------------|
| 2010             | ✓                              |                            |                      |                      |                     |                           |
| 2011             |                                |                            |                      |                      |                     |                           |
| 2012             |                                |                            |                      |                      |                     |                           |
| 2013             | ✓                              |                            |                      |                      |                     |                           |
| 2014             | ✓                              |                            |                      | ✓                    |                     |                           |
| 2015             | ✓                              | ✓                          |                      |                      |                     |                           |
| 2016             | ✓                              |                            | ✓                    |                      |                     |                           |
| 2017             | ✓                              |                            |                      | ✓                    | ✓                   |                           |
| 2018             | ✓                              |                            |                      |                      |                     |                           |
| 2019             |                                | ✓                          |                      |                      |                     |                           |
| 2020             | ✓                              | ✓                          |                      | ✓                    | ✓                   | ✓                         |
| 2021             |                                |                            | ✓                    | ✓                    |                     | ✓                         |
| 2022             | ✓                              |                            | ✓                    |                      |                     | ✓                         |
| 2023             |                                |                            |                      |                      | ✓                   | ✓                         |
| 2024             |                                |                            |                      |                      |                     | ✓                         |

Table 1 shows that publications on Traditional Methods appeared across a wider range of years than those in the other categories. Studies in this category were recorded in 2010, 2013, 2014, 2015, 2016, 2017, 2018, 2020, and 2022. Grammar-Translation Methods appeared less consistently, with publications identified in 2015, 2019, and 2020. Audio-Lingual Methods were found in 2016, 2021, and 2022, indicating that this category occurred periodically rather than continuously

throughout the study period. Communicative Methods appeared in 2014, 2017, 2020, and 2021, while Integrated Approaches were recorded in 2017, 2020, and 2023.

Technology-Based Learning displayed a different temporal pattern from the other categories. No publication in this category was recorded before 2020 in the analyzed dataset. Technology-based studies subsequently appeared in every year from 2020 to 2024. This uninterrupted presence during the final five years distinguished Technology-Based Learning from the other instructional categories, which were distributed more intermittently. The pattern also shows that several teaching approaches coexisted in 2020, when five of the six categories were represented. Thus, 2020 constituted the most diverse publication year in terms of the instructional categories examined.

The numerical distribution shown in Figure 2 provides a more detailed account of the number of publications associated with each category and year. Traditional Methods recorded five publications in 2010 and one publication in 2020. Grammar-Translation Methods recorded two publications in 2014 and four in 2020. Audio-Lingual Methods accounted for one publication in 2016, one in 2021, and two in 2022. Communicative Methods included two publications in 2014, followed by one publication each in 2017, 2020, and 2021. Integrated Approaches included two publications in 2017, six in 2020, and one in 2023. Technology-Based Learning recorded two publications in 2020, three in 2021, two in 2022, three in 2023, and eighteen in 2024.



**Figure 2.** Number of Publications on Arabic Language Teaching Methods, 2010–2024

The Integrated Approach recorded two publications in 2017, six in 2020, and one in 2023. Its highest annual frequency therefore occurred in 2020. Technology-Based Learning recorded two publications in 2020, three in 2021, two in 2022, three in 2023, and eighteen in 2024. Among all categories and years represented in Figure 2, the largest single annual count was therefore found in Technology-Based Learning in 2024. The increase from two publications in 2020 to eighteen in 2024 constituted the most pronounced change observed in the dataset.

Across the fifteen-year period, the publication pattern moved from a concentration on traditional and structurally oriented methods toward a more diversified distribution of instructional

approaches. The earlier years were primarily represented by Traditional Methods, with occasional appearances of Grammar-Translation, Audio-Lingual, and Communicative Methods. From 2020 onward, multiple categories appeared within the same publication years, including communicative, integrated, and technology-based approaches. Traditional and grammar-oriented studies remained present, but the largest numerical expansion occurred in the technology-based category. These findings describe a publication landscape in which established methods continued to be examined while research attention increasingly included digitally mediated Arabic language learning.

Overall, the results reveal three main temporal patterns. First, Traditional Methods had the broadest distribution across the fifteen-year period. Second, Audio-Lingual, Communicative, and Integrated Approaches appeared intermittently and reached their highest or most visible frequencies in particular years. Third, Technology-Based Learning emerged later than the other categories but recorded the strongest growth during the final five years of the analysis. These patterns provide the empirical basis for examining the evolution of Arabic language teaching research and its relationship with pedagogical and technological developments in the Discussion section.

## Discussion

The broad temporal presence of Traditional Methods indicates that pesantren-based Arabic instruction has not been displaced by newer pedagogies, but has instead remained embedded in Indonesia's educational and religious infrastructure. Its persistence can be interpreted through the concept of institutional continuity, in which instructional practices survive because they are connected to curricular traditions, teacher expertise, and culturally legitimate forms of knowledge transmission. This pattern also suggests that the endurance of a method cannot be explained only by its instructional efficiency, because historical authority and institutional identity may be equally influential. The continuing importance of organized knowledge sharing among educators supports this interpretation, since established instructional cultures tend to be reproduced when teachers exchange materials, routines, and professional norms within stable institutions (Yassin et al., 2013). At the same time, research on heritage-language legitimacy shows that the social status of a language strongly affects how it is taught and valued within educational settings (Sáenz-Hernández et al., 2023). The finding therefore extends conventional method-based explanations by showing that Arabic pedagogy in Indonesia is shaped not only by classroom technique, but also by institutional memory, religious purpose, and the social legitimacy attached to Arabic.

The intermittent pattern of Grammar-Translation research suggests that this method remains relevant, although its scholarly visibility is concentrated in particular periods rather than sustained evenly across the fifteen-year span. Conceptually, this can be understood as evidence of functional persistence: grammar and translation continue to be used because they support textual accuracy, reading comprehension, and access to formal Arabic materials. Digital-book research in Arabic education has similarly shown that reading-oriented instruction can benefit from technological mediation without abandoning its text-centered foundations (Muhammad et al., 2017). Android-based multilingual applications also demonstrate that vocabulary and translation functions can be embedded in interactive formats, thereby modernizing rather than eliminating structural approaches (Doni et al., 2023). The development of Arabic learning modules outside formal classrooms further confirms that structured language input remains useful when learners require clear guidance and sequenced practice (Ghani et al., 2011). However, the publication pattern also implies a limitation: structural methods may retain pedagogical value, but they attract less continuous research attention when compared with approaches that promise greater interaction, personalization, or digital flexibility. The practical implication is that grammar-focused instruction should be repositioned as one component of a broader pedagogical design rather than treated as a self-sufficient model.

The sporadic appearance of Audio-Lingual research reflects a narrower but still identifiable interest in repetition, listening, pronunciation, and patterned oral practice. This pattern is consistent with the idea that habit-forming techniques are most useful in targeted instructional contexts rather than as a comprehensive approach to language learning. Studies of oral communication strategies show that structured speaking practice can support formal language performance, particularly when learners require repeated opportunities to organize and produce spoken responses (Rahim & Rahim,



2014). Technological developments in Arabic sign-language translation and automated question processing also expand the range of possible auditory and multimodal supports available for language instruction (Abdalla et al., 2023; Alami et al., 2023). In addition, freely available Arabic corpora and large textual datasets create opportunities for designing more authentic drills, pronunciation materials, and pattern-based exercises grounded in real language use (Ahmed et al., 2022b; Altamimi & Alayba, 2023). Yet these technical resources do not automatically solve the pedagogical weaknesses associated with mechanical repetition. The finding therefore modifies the traditional audio-lingual rationale by suggesting that repetition remains useful only when enriched by authentic input, learner feedback, and communicative purpose.

The publication pattern of Communicative Methods reveals growing but uneven scholarly attention to interaction, contextual language use, and practical speaking competence. This supports communicative language theory, which views meaning negotiation and purposeful interaction as central to second-language development. Visual learning materials have been shown to assist learners in organizing and expressing ideas, indicating that communicative performance can be strengthened through multimodal support rather than through oral interaction alone (Rahman et al., 2014). Humanistic approaches to Arabic learning similarly emphasize learner participation, psychological comfort, and meaningful engagement, particularly in early education contexts (Aziz et al., 2022). Research on didactic transposition further suggests that disciplinary knowledge must be transformed into teachable forms before it can become accessible to learners, a principle that is highly relevant to communicative Arabic instruction (Noviana et al., 2023). Nevertheless, the intermittent publication pattern indicates that communicative teaching has not yet become the dominant research orientation in Indonesia. One plausible explanation is that communicative methods demand teacher fluency, flexible classroom management, authentic materials, and assessment practices that may not be uniformly available across institutions. Thus, the finding positions communicative pedagogy as an expanding but context-dependent alternative rather than a fully institutionalized replacement for traditional instruction.

The pronounced concentration of Integrated Approach studies in selected years indicates that researchers increasingly recognize the limitations of single-method instruction. From a theoretical perspective, integration reflects an ecological view of language learning in which reading, writing, listening, speaking, media use, and learner interaction operate as interdependent components. The use of TikTok in Arabic learning illustrates how linguistic content, visual communication, and informal digital participation can be combined within one learning environment (Mulidiyah & Mufidah, 2024). Research on Arabic text technologies also shows that contemporary language environments involve multiple layers of representation, including textual, visual, semantic, and computational structures (Alifah Roslan et al., 2022; Alyami et al., 2022). Studies of academic rhetoric likewise demonstrate that effective language production requires learners to integrate linguistic form with genre awareness and communicative purpose (Alanazi & Alqarni, 2022). This supports the finding that integrated approaches are attractive because they address the fragmented nature of isolated skill teaching. However, the limited number of publication peaks suggests that integration may often remain project-based or locally implemented rather than systematically embedded in national curricula. The conceptual contribution of this finding is that integration should be understood not merely as combining methods, but as coordinating linguistic, pedagogical, and technological resources around coherent learning objectives.

The strongest finding is the rapid expansion of Technology-Based Learning after 2020, culminating in the highest annual publication count in 2024. This growth reflects more than a temporary response to emergency remote teaching because it continued after the immediate pandemic period and expanded into increasingly specialized forms of Arabic-language technology. The development of Arabic spam datasets, medical question classifiers, and advanced language-processing systems demonstrates the wider technical infrastructure now available for Arabic digital applications (Kaddoura & Henno, 2024; Al-Smadi, 2024; Kaseb & Farouk, 2023). Deep-learning systems for Arabic visual recognition further show that digital Arabic environments are extending beyond written text into multimodal and image-based processing (Latif et al., 2023). At the same time, banking-chatbot research indicates that users' responses to Arabic technologies depend on language variety, perceived appropriateness, and contextual fit, which are equally important in educational applications (Hmoud et al., 2023). These developments support the expansion of



technology-mediated learning, but they also reveal a critical distinction between technological capability and pedagogical usefulness. The rise in publication volume therefore should not be interpreted as proof of instructional effectiveness, but as evidence that Arabic education is increasingly situated within a broader ecosystem of artificial intelligence, data processing, and digital interaction.

The emerging interest in immersive and intelligent technologies further extends the theoretical boundaries of Arabic language pedagogy. Augmented reality research shows that digital overlays can influence attention, presence, and user engagement by connecting virtual information with physical environments (Hadi & Park, 2024). Immersive storytelling studies likewise demonstrate that interactive environments can encourage deeper involvement when users are positioned inside a meaningful narrative experience (Levstek et al., 2024). Bibliometric research in other educational fields confirms that publication growth often reflects broader disciplinary transformation, although high output does not necessarily indicate conceptual maturity or methodological quality (Canlas, 2023). This caution is reinforced by bibliometric studies showing that citation patterns can be distorted by questionable journals and uneven publication standards (Lancho Barrantes et al., 2023). Accordingly, the rapid increase in technology-based Arabic learning research should be evaluated not only through publication counts, but also through evidence quality, pedagogical alignment, accessibility, and sustainability. The present study contributes a new longitudinal perspective by showing that Arabic teaching research in Indonesia is not moving through a simple linear transition from traditional to digital methods. Instead, the field is developing through layered coexistence, in which established pedagogies persist while communicative, integrated, and technologically mediated approaches expand around them.

## CONCLUSION

The analysis of 71 publications from 2010 to 2024 shows that Arabic language teaching in Indonesia has evolved through the continued coexistence of established and emerging instructional approaches. Traditional *pesantren* and Grammar–Translation Methods remain visible as foundations for textual and grammatical learning, while Audio-Lingual, Communicative, and Integrated Approaches appear more selectively in response to specific pedagogical needs. The most prominent change is the rapid growth of Technology-Based Learning after 2020, which indicates a clear shift toward more flexible, interactive, and digitally mediated learning environments. Overall, the findings suggest that the development of Arabic language education in Indonesia is not characterized by the replacement of traditional methods, but by their gradual integration with communicative, integrated, and technology-supported practices.

## AUTHOR CONTRIBUTIONS STATEMENT

Faruq Abdul Muid developed the research concept, formulated the study design, conducted data collection and screening, performed the initial analysis, and prepared the first draft of the manuscript. Taufik Siraj contributed to the methodological development, data classification, interpretation of the findings, and critical revision of the manuscript. Hasyim Asy'ari reviewed the relevant literature, supported the analysis of Arabic language teaching methods, and contributed to the writing and refinement of the discussion. Wahidiyat Nur Laduni assisted with data verification, language editing, reference checking, and final manuscript preparation. All authors reviewed, approved, and agreed to be accountable for the final version of the manuscript.

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