



Global Educational Collaboration and Its Role in Elevating Arabic Language Teaching Standards in Postgraduate Studies

Raswan¹, Ahmad Royani², Shifany Maulida Hijjah³

¹ Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia

² Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia

³ Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia

Corresponding Author: Raswan E-mail: raswan@uinjkt.ac.id

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ABSTRACT

Global educational collaboration has become a cornerstone for improving academic standards across disciplines, including Arabic language teaching in postgraduate studies. This study examines the role of international university partnerships in elevating curriculum standards, teaching methodologies, and graduate outcomes within Arabic language education programs. Using a mixed-methods approach, data were collected from interviews with academic leaders, surveys of postgraduate students, and analysis of institutional documents across three universities actively engaged in global collaborations. The findings reveal that partnerships facilitate the exchange of innovative pedagogical practices, alignment with international language competency frameworks, and the introduction of cutting-edge educational technologies. These collaborations also enhance faculty capacity through joint research and professional development programs, leading to a more robust curriculum that meets global academic standards. However, challenges such as cultural differences, resource disparities, and administrative hurdles are noted, requiring strategic policy interventions. This research highlights the transformative potential of international collaboration in modernizing Arabic language postgraduate programs and underscores its significance in preparing graduates for competitive global markets.

Keywords: *Arabic Language Teaching, Global Educational Collaboration, Graduate Quality Enhancement, International University Partnerships, Postgraduate Curriculum Standards,*

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INTRODUCTION

The globalization of education has brought major changes in the way universities collaborate to improve the quality of learning, particularly in the context of Arabic language education on postgraduate programs (Bal & Savas, 2022). International cooperation serves as

a bridge for knowledge exchange and a strategic toll for improving the standard of Arabic language education curricula, which is becoming increasingly relevant amid globalization that demands high-quality graduates to compete in the global market.

In the context of Master of Arabic Language Education (MPBA), inter-university collaboration opens up opportunities to utilize global resources, such as expert faculty, innovative teaching methods, and cutting-edge teaching materials (Takada et al, 2024). In addition, this international cooperation allows students to participate in global conferences, seminars, and student exchange programs, enriching their experience. Research shows that global collaboration deepens students' understanding of cultures and contexts across countries.

However, challenges remain, especially in aligning local curriculum standards with international standards. MPBA programs must match local need, such as mastery of classical Arabic grammar, with global demands, such as the use of technology in language teaching. This alignment requires strategies that involve in-depth discussion between local institutions and international partners to address this gap.

The quality of MPBA graduates is a key of indicator of success of this international cooperation (Bernhardt et al., 2024). Graduates with high Arabic language skills, combined with modern pedagogical expertise, have greater opportunities in the international market. Therefore, it is important for educational institutions to support students' career development through training, mentoring, and the establishment of an extensive professional network.

Internal factors such as institutional policies and resources, as well as external factors such as government regulations and technological developments, play an important role in the implementation of international cooperation (Gouia-zarrad, 2024). Continuous evaluation of these factors is essential to ensure the success and effectiveness of cooperation in improving the quality of the MPBA curriculum and the quality of graduates.

This research aims to explore the impact of international collaboration on MPBA curriculum standards and graduate quality (Haung & Mork, 2021). Through a qualitative approach with in-depth interviews and document analysis, this research is expected to provide a comprehensive picture of the benefits and challenges faced in such international collaboration.

This study not only contributes academic contributions but also provides practical recommendations for educational institutions in optimizing international collaboration to improve the quality of Arabic language education curriculum. This is a strategic step to produce graduates who excel in both academic and professional fields and are able to contribute to global dynamics.

The novelty in this research lies in the in-depth analysis of international collaboration in improving MPBA curriculum standards, focusing on the implementation of technology-based learning strategies for Arabic language education at the postgraduate level. Previous research has not explored this topic in depth, especially in the Indonesian context.

This research also explores the institution's role in supporting graduates' career development through international networking. This aspect is still rarely discussed in the context of Arabic language education in Indonesia, especially in relation to the development of global networks that support the position of graduates in the international labor market.

Taking a more holistic approach, this study investigates how international collaboration affects the way Arabic language education is taught at the postgraduate level. A focus on the use of technology in language learning can improve teaching effectiveness and prepare students to face global challenges.

On the other hand, international collaboration provides students with opportunities to broaden their perspectives through international experiences. Student exchange programs, for example, allow students to access a wider range of learning experiences, both in terms of classroom teaching and social and cultural interactions that can enrich their horizons.

In conclusion, well-planned international collaboration can improve the standard of Arabic language education curriculum in the MPBA program. By paying attention to internal and external factors that influence, as well as ensuring the curriculum remains relevant to global demands, this collaboration can produce competent graduates, ready to compete internationally.

Finally, this study makes an important contribution to the literature on international collaboration in Arabic language education. By presenting a practice-based perspective, this research is expected to serve as a reference for curriculum development and learning strategies that are more responsive to change, and produce graduates who excel academically and professionally at the global level.

RESEARCH METHODOLOGY

This research uses a qualitative approach with case study design to understand the effect of international cooperation in improving the curriculum standards of Master of Arabic Education (MPBA) at UIN Jakarta. This approach was chosen because it allows in-depth exploration of phenomena that occur, namely the impact of international cooperation on the development of Arabic language education curriculum. In this study, data were collected through in-depth interviews with MPBA study program managers, lecturers, and some alumni involved in the international cooperation program, in order to explore their perceptions of the impact of such cooperation on the quality of education.

In addition to interviews, data collection was carried out by analyzing related documents, such as the applicable MPBA curriculum, reports on international cooperation activities, and evaluation of the implementation of the program (Mazid & Suharno, 2019). These documents provide information on the changes implemented in the curriculum as a result of the curriculum that are updated or adjusted, both in terms of teaching materials, teaching methods, and evaluation systems.

This research also combines data triangulation, which involves cross-checking interviews, analyzing documents, and direct observation of the implementation of the curriculum that has been adapted to the results of international cooperation (Rahmawati & Febriani, 2021). This triangulation aims to increase the validity and accuracy of the research findings, as well as provide a more holistic picture of the effects of international cooperation on Arabic language education at the postgraduate level.

The collected data were analyzed using thematic analysis techniques, which enabled the researcher to identify the main themes that emerged from interview data and documents (Mazid

& Suharno, 2019). Through this analysis, the researcher can find out the extent to which international cooperation plays a role in improving the quality of curriculum and the effectiveness of Arabic language learning at UIN Jakarta. In addition, this research also considers the increasingly connected context of global education, as well as the importance of international cooperation in improving the competitiveness and relevance of the curriculum at the global level.

The results of this study are expected to provide recommendations for the development of the MPBA curriculum at UIN Jakarta, as well as enrich the literature on the influence of international cooperation on the quality of postgraduate education, especially in the field of Arabic language education. This research is also expected to provide insight for other higher education institutions in designing a curriculum that is adaptive to the development of global education and the needs of an increasingly internationally integrated job market.

RESULT AND DISCUSSION

RESEARCH RESULT

This study reveals that international cooperation established by the Master of Arabic Language Education (MPBA) Program at FITK UIN Jakarta has significant impact on the aspect of curriculum evaluation. This collaboration mainly focuses on improving the quality of assessment instruments used in the evaluation of Arabic language courses. Based on the results of interviews with lecturers, it appears that integration with foreign universities allows the adoption of assessment standards that are more comprehensive and relevant to global developments in Arabic language education. One respondent stated, “Cooperation with international institutions provides a new perspective in terms of evaluation that does not only focus on final exams but also project-based assessments that are more applicable”.

In more detail, the current evaluation of MPBA involves the use of assessment rubrics developed by adopting international evaluation models, which allow for competency and skill-based assessment. In an interview, one of the lecturers stated, “We do not only measure students’ abilities in exams, but also in the application of Arabic language skills in practical contexts, such as in discussions and presentations.” Thus, the current evaluation system emphasizes authentic assessment, which is considered more appropriate for measuring students’ understanding and ability to practice Arabic.

International collaboration also played a role in the development of an evaluation system that accommodates the diversity of student backgrounds. Adjustments to evaluation methods that are more inclusive and adaptive to the needs of each student were introduced as part of the collaboration. This is important considering MPBA students come with different basic abilities in Arabic. As one student explained, “More varied assessments, such as the use of portfolios, give me space to show my progress in a more personalized way.”

One significant form of international cooperation is collaboration with international universities and institutions. The Head of MPBA Study Program mentioned that, “This collaboration allows for the transfer of expertise and the adoption of best practices in Arabic language teaching, especially in the aspects of nahwu and balaghah.” In addition, the exchange of lecturers and students enriches the academic experience.

International cooperation allows MPBA to adopt internationally recognized curriculum frameworks, such as the CEFR (Common European Framework of Reference for Languages). According to one senior lecturer, “The use of CEFR provides clearer guidance in designing learning outcomes that are measurable and globally comparable.” This also increases the competitiveness of MPBA graduates at the international level.

Through international cooperation, MPBA lecturers receive intensive training in teaching Arabic with global standards. One lecturer stated that, “The training facilitated by Majma' al Lughah provided new insights into the use of technology in Arabic language teaching.” This strengthens lecturers' capacity in integrating technology into the curriculum.

In addition, strengthening digital-based evaluation is one of the positive results of this collaboration. The Learning Management System (LMS) platform used by MPBA now has features that allow lecturers to provide real-time feedback to students, as well as conduct performance-based evaluations more efficiently. One of the lecturers revealed, “The use of LMS allows us to monitor student progress continuously, as well as provide more constructive and data-based feedback.” Although the LMS platform has been implemented, some students complained of difficulties in accessing material or taking online exams. One student stated, “Sometimes we have difficulties with internet connection which affects our ability to access materials and complete exams effectively.”

Student and lecturer exchange programs are also an important component of international cooperation. An MPBA student mentioned that, “The learning experience in Malaysia helped understand a more contextualized approach to teaching Arabic.” Meanwhile, guest lecturer teaching programs from partner universities introduce new perspectives on learning.

International cooperation contributes to the development of more diverse and relevant teaching materials. According to one of the leaders, “Collaboration with an international institution, USAS, enables the procurement of up-to-date textbooks and learning modules.” This helps MPBA enrich learning resources for students.

Evaluation in the MPBA curriculum has also adapted to the deeper influence of digital technology. Previously, evaluation focused more on written tests, but with this international collaboration, there is a stronger emphasis on the use of technology-based evaluation, such as online exams and the use of apps for speaking practice. One of the interviews with students pointed out, “Zoom-based exams and other apps provide an experience that is more similar to real-world situations, where we have to talk to different people online.”

Overall, this research shows that international cooperation has enabled MPBA to introduce a more holistic and developmentally appropriate approach to evaluation. One interview with the curriculum manager stated, “Evaluation based on the skills of communicating and interacting in Arabic has directly changed the way we assess students. It is more relevant to the ultimate goal of Arabic language education itself.”

However, not all aspects of international cooperation are without challenges. Some of the main challenges found in this study are related to the differences in evaluation culture between the overseas institution and UIN Jakarta. For example, there are discrepancies in terms of assessment criteria between the overseas curriculum and MPBA that must be further

adjusted. As one lecturer said, “Although we adopt international standards, we still face challenges in equalizing evaluation expectations between countries with different educational cultures.”

Furthermore, some recommendations for improving the quality of cooperation between universities both nationally and internationally are, namely, by expanding cooperation network relationships, involving all parties so that quality improvement is evenly formed, and planning cooperation programs more carefully and in accordance with the needs of universities so that when implementation is in accordance with the Tridharma Perguruan Tinggi. One respondent who works as a lecturer stated, “We recommend that the planning on inter-university cooperation programs should be tailored to the needs of the university, faculty, and especially the study program, both the needs of lecturers, students, alumni, and alumni users.” In addition, direct involvement of students in cooperation programs can certainly improve the quality of cooperation as well as provide students and prepare them for the world of work. One student stated, “These are cooperation programs that can involve students directly, so that students not only learn theory, cooperation management, but also take a part in observing the cooperation process as a provision for serving and living the Tridharma Perguruan Tinggi.”

In addition, the quality of graduates of MPBA UIN Jakarta is one of the main indicators of the institution's success in carrying out its educational functions. Based on an interview with the Head of MPBA Study Program, “The quality of graduates is not only seen from academic achievement, but also their ability to contribute in the field of Arabic language education, both nationally and internationally.” Therefore, evaluation of the quality of graduates and the role of the institution is important in measuring the achievement of the program.

Graduates of MPBA UIN Jakarta generally have qualified academic and professional skills. Based on academic data, more than 90% of MPBA alumni have successfully occupied positions as Arabic language teachers in various Islamic educational institutions. One of the alumni stated that, “MPBA provides a strong foundation in the theory and practice of Arabic language education, which is very relevant to the needs of the world of work.” This shows that the MPBA curriculum has been able to produce graduates who are ready to work.

The ability to integrate theory and practice in Arabic language teaching is one of the main advantages of MPBA graduates. One of the supervisors mentioned, “MPBA alumni have a deep understanding of nahwu, sharaf, and balaghah, and are able to apply modern teaching methods based on technology.” These competencies make graduates more competitive in the job market.

Career development of MPBA graduates is well facilitated by the institution. Based on an interview with one of the alumni who is now a lecturer, “The career guidance program and alumni network built by MPBA are very helpful in getting a job that suits your expertise.” MPBA also regularly organizes seminars and workshops that bring together graduates with various educational institutions.

Institutions play an important role in shaping quality graduates. One of the leaders explained that, “MPBA continues to improve the quality of its curriculum through collaboration with foreign universities and the preparation of a competency-based curriculum.”

In addition, internship programs in educational institutions provide practical experience for students.

Despite having good academic competence, MPBA alumni also face challenges in career development. One of the alumni revealed that, “The lack of soft skills training such as time management and communication is an obstacle in adjusting to the world of work.” This suggests the need for increased non-academic coaching during the study period.

MPBA graduates have made significant contributions to the field of Arabic language education. One of the productive lecturers mentioned that, “Most of the alumni are involved in the development of Arabic curriculum in Islamic schools, some even become educational consultants in international institutions.” This shows that MPBA has succeeded in producing graduates who are able to have a positive impact on society.

Evaluation of the quality of graduates is carried out periodically by MPBA through job satisfaction surveys and tracer studies. Based on an interview with the MPBA Quality Assurance Team, “The tracer study results show that 85% of alumni are satisfied with MPBA's contribution in shaping their professional competencies.” This evaluation becomes the basis for curriculum and education service improvement.

Cooperation with international institutions also strengthens the quality of MPBA graduates. According to one senior lecturer, “Collaboration with overseas universities provides students with the opportunity to learn global standards in Arabic language teaching.” This not only improves academic competence, but also expands alumni's professional networks.

The quality of MPBA UIN Jakarta graduates reflects the institution's success in producing competent and highly competitive Arabic language educators. Through a relevant curriculum, career development programs, and international cooperation, MPBA is able to form alumni who make a real contribution to the world of education. However, improving soft skills and non-academic coaching needs to be done to overcome challenges in the world of work.

Despite its many benefits, international cooperation also faces challenges, such as differences in education systems and languages of instruction. One lecturer revealed that, “The process of adjusting the local curriculum to international standards often requires a long time and additional resources.” However, these challenges are considered as part of the quality improvement process.

Overall, the results of this study show that international collaboration has significant impact in improving evaluation standards in the MPBA curriculum. Although there are challenges to be faced, the benefits derived from international collaboration in terms of evaluation are clearly evident in the improvement of the quality of education and students' skill in Arabic.

DISCUSSION

The results of this study reveal that international cooperation significantly improves the standard of MPBA curriculum at UIN Jakarta. Cooperation between UIN Jakarta and international institutions has introduced innovative approaches in Arabic language teaching, creating an environment of knowledge and expertise sharing. This global collaboration allows

the MPBA program to integrate diverse teaching perspectives and methodologies, making it more aligned with international education standards. International cooperation plays an important role in improving the quality of education by providing students and lecturers with opportunities to interact with global trends in Arabic language teaching and research (Demir Kaymak & Baris HORZUM, n.d.).

One of the key findings of this research is the integration of international best practice that have brought significant improvements in curriculum quality. For example, the implementation of modern teaching strategies such as flipped classroom and blended learning has improved the way material is delivered (Massouh et al., 2024). These methods, which have proven effective in international contexts, create a more interactive and engaging learning experience, encouraging active participation and critical thinking. The application of these methods demonstrates the transformational potential of international cooperation in shaping educational curricula.

This research also highlights the positive impact of international cooperation on lecturer development (Hernández, 2022). Through partnerships with global academic institutions, lecturers at UIN Jakarta have the opportunity to attend international conferences, workshops, and training programs that significantly improve their pedagogical skills. This faculty development is crucial to maintaining the quality of teaching and improving the curriculum. Such opportunities allow lecturers to stay informed about the latest trends in Arabic language education, which in turn benefits students by equipping them with the latest teaching methods.

Another research outcome is the role of international cooperation in increasing research opportunities for students and lecturers (Anokye et al., 2024). Collaborative research projects between UIN Jakarta and international institutions have created a culture of academic research, resulting in new methodologies, research findings, and scientific publications. These collaborations not only contribute to the development of knowledge in the field of Arabic language education, but also provide opportunities for students to engage in current research projects. This research culture strengthens the academics of the MPBA program and enhances UIN Jakarta's global visibility.

In addition, this study shows that international cooperation has helped improve evaluation practices within the MPBA program (Zurqoni et al., 2020). Through international partnerships, the program has adopted more comprehensive and globally recognized assessment tools, which ensures that the evaluation of student progress is conducted in a more systematic way. By using internationally recognized assessment tools, the program has been able to align its evaluation criteria with global standards, which increases the transparency and fairness of the assessment process. These improvements in evaluation practices have contributed to higher academic achievement among students and better prepared them for careers in an international environment.

While there are many benefits of international cooperation, this study also identified some challenges in cross-cultural collaboration (Zedadra et al., 2019). Differences in educational culture and administrative processes between UIN Jakarta and its international partners may lead to misunderstanding or delays in the implementation of collaborative initiatives.

However, these challenges can be overcome through better communication, mutual understanding, and the establishment of clear guidelines and expectations for all parties involved. In addition, cultural differences in teaching style and educational expectations can create barriers to collaboration, but overcoming these challenges can encourage greater intercultural competence and cooperation.

This research also emphasizes the importance of maintaining a balance between local and international perspectives in curriculum development (Kärkkäinen et al., 2023). While international cooperation provides valuable insights and resources, it is crucial for UIN Jakarta to ensure that curriculum remains relevant to the local context and the needs of Indonesian students. The integration of global best practices must be accompanied by a strong base of local knowledge, cultural understanding, and educational goals. This balance between local and global perspectives is crucial to creating a curriculum that is internationally competitive and locally relevant.

Moreover, this research reveals that the impact of international cooperation goes beyond academic outcomes and influences students' overall experiences (Torres-Zaragoza & Llorent-Bedmar, 2024). Exposure to different educational systems and cultural competence, and broadens their career prospects. This global outlook is particularly beneficial for MPBA students, who are being trained to teach Arabic in various international contexts.

Another finding is the positive influence of international cooperation on student satisfaction and self-efficacy (Magson et al., 2021). By interacting with peers, lecturers and experts from different countries, students gain greater academic confidence, which leads to greater motivation and academic achievement. The academic experience gained prepares students for the challenges of their careers in Arabic language education.

International cooperation also facilitates the exchange of knowledge and resources, which improves the availability and quality of teaching materials (Setyorini et al., 2021). Through partnerships with foreign institutions, UIN Jakarta gains access to the latest textbooks, digital resources, and online platforms that enhance students' learning experience. This access to global resources ensures that the MPBA program remains at the forefront of developments in Arabic language education.

Finally, this research emphasizes the importance of institutional commitment in ensuring the success of international collaborations (Teti et al., 2023). UIN Jakarta has demonstrated strong institutional support by providing adequate resources, funding, and administrative support for international initiatives. This institutional commitment is critical to maintaining the viability of long-term partnerships and ensuring the continued growth of the MPBA program.

In conclusion, international cooperation has proven to be a vital factor in improving the quality of the MPBA curriculum at UIN Jakarta. The integration of global perspectives, teaching strategies, and assessment frameworks has significantly improved the standard of the program. Despite the challenges, the benefits of international cooperation far outweigh the obstacles. UIN Jakarta's commitment to expanding its global network will continue to elevate the MPBA program and ensure its success in the world of international education.

This research provides valuable insights for other institutions looking to improve their language education programs through international cooperation. By learning from UIN

Jakarta's experiences, universities around the world can develop strategies to strengthen their international partnerships, improve curriculum quality, and provide students with globally relevant Arabic language education.

CONCLUSION

International cooperation has a very important role in improving the quality of learning, especially in the Master of Arabic Language Education (MPBA) program. Collaboration between universities allows the utilization of global resources that can enrich the curriculum and improve the quality of teaching, as well as provide opportunities for students to participate in various international activities that broaden their horizons. However, to ensure the success of this collaboration, it is necessary to adjust between local and international standards, taking into account specific needs in Arabic language education, such as mastery of classical grammar and integration of learning technology. Graduates of the MPBA program who have high competence in Arabic and modern pedagogical skills will be better prepared to compete in the global market. This research suggests the importance of continuous evaluation and implementation of strategies that can optimize international cooperation to produce excellent graduates.

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