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ARABIC TEACHING STUDIES: A BIBLIOMETRICS-BASED EVALUATION OF TWO DECADE 2004-2024

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Abstract

This study aims to explore and evaluate Arabic teaching studies published in the Scopus database in the last two decades 2004-2024. In addition to using bibliometric analysis-based methods, this study also uses VOSviewers-based software to explore and evaluate trends, patterns, and developments in Arabic teaching studies published in the Scopus database. This study found that trends, patterns, and developments in Arabic teaching studies published in the Scopus database have not comprehensively accommodated contemporary issues or problems in the last two decades 2004-2024, such as studies that focus on explaining the potential of internet-based technology as a potential Arabic language learning medium for teachers and students in improving their competence. This context can be used as a basis for evaluation in determining a new direction for the development of Arabic teaching studies in the future, amidst the massive transformation of internet-based technology.

Keywords: Arabic Teaching, Bibliometric Analysis, Scopus Database.

Abstrak

Studi ini bertujuan untuk mengeksplorasi dan mengevaluasi studi-studi arabic teaching yang dipublikasikan pada database Scopus dalam dua dekade terakhir 2004-2024. Selain menggunakan metode berbasis analisis bibliometrik, studi ini juga menggunakan perangkat lunak berbasis VOSviewers dalam mengeksplorasi dan mengevaluasi tren, pola, dan perkembangan dari studi-studi arabic teaching yang

dipublikasikan pada database Scopus. Studi ini menemukan bahwa tren, pola, dan perkembangan dari studi-studi arabic teaching yang dipublikasikan pada database Scopus belum mengakomodasi persoalan atau isu-isu kontemporer secara komprehensif dalam dua dekade terakhir 2004-2024, seperti studi-studi yang fokus menjelaskan potensi teknologi berbasis internet sebagai media pembelajaran bahasa Arab yang potensial bagi guru maupun peserta didik dalam meningkatkan kompetensinya. Konteks tersebut dapat dijadikan dasar evaluasi dalam menentukan arah baru bagi perkembangan studi-studi arabic teaching di masa depan, di tengah masifnya transformasi teknologi berbasis internet.

Kata Kunci: *Pengajaran Bahasa Arab, Analisis Bibliometrik, Basis Data Scopus.*

INTRODUCTION

Arabic teaching studies published on the Scopus database have shown a significant trend and development in the last two decades 2004-2024. However, Arabic teaching studies so far by Izzuddin et al. is still normative in explaining and responding to pedagogical problems that arise in the Arabic language learning process. In fact, the concept and learning model of Arabic teaching has experienced significant development amidst the massive transformation of internet-based technology. The development of Arabic teaching concepts and models not only has complex characteristics and factors, but also has very contextual implications for the Arabic teaching process. According to Muassomah, this context underlies the emergence of new models and preferences for Arabic teaching studies that go beyond normative discussions in explaining pedagogical issues amidst the transformation of internet-based technology. Studies that discuss Arabic teaching must find new conversational directions in providing explanations or responses to pedagogical problems that arise amidst internet-based transformation in the Arabic language learning process.¹

Arabic is an important communication tool to learn. In this context, Arabic, apart from being an international language, is also a language that cannot be separated from the Koran and Hadith. Ritonga et al. stated that understanding and studying Arabic means understanding and learning the language of the Koran so that learning Arabic is important to understand and apply in various Islamic educational institutions. Learning Arabic has several models. First, Community-Based Arabic Practicum (CAP) where the model aims to expand language and culture learning outside the traditional classroom through interaction with Arabic-speaking communities. Second, the Arabic language learning model through literature or text where the literary or text model offers more expressive learning so that students can hone their ability to interpret texts and formulate ideas into

¹ Muassomah, Muassomah. "From global language use to local meanings: Arabic to Indonesian absorption." *IAS Journal of Localities* 1.1 (2023): 16-29.

new contexts in literature. Third, the metacognitive learning model where the learning model places more emphasis on students' awareness of their own cognition in the language learning environment. Therefore, it is very important to explore trends and patterns in Arabic teaching studies, in order to evaluate and respond to pedagogical issues that arise in Arabic teaching amidst the development of internet-based technology.

In the last ten years, studies that have discussed pedagogical issues and challenges in implementing Arabic teaching have only focused on three dominant contexts. First, Arabic teaching studies focus on discussing effective curriculum in improving student competence.² Second, Arabic teaching studies focus on discussing consistent coaching programs in improving teachers' abilities. Third, Arabic teaching studies focus on discussing the development of technology-based Arabic language learning models in the era of globalization.³ In general, Arabic teaching studies only focus on discussing three dominant contexts based on students, teachers and potential learning models in the era of globalization. In other words, Arabic teaching studies have not been carried out comprehensively, moreover studies that discuss and evaluate trends and developments in Arabic teaching studies in the last two decades 2004-2024 are based on the Scopus database.

Trends and developments in Arabic teaching studies in the last two decades 2004-2024 have shown contextual complexity, both conceptually and in the application of the pedagogy model. However, this context tends to be neglected in Arabic teaching studies that have been carried out before, so that existing studies have not been able to respond and answer pedagogical problems that arise in the Arabic language learning process, giving preference to forming an accommodative learning model, forming a curriculum. effective learning, and overcoming Arabic language learning problems amidst the transformation of internet-based technology. Apart from having long implications for the concept and pedagogical model of Arabic language learning, the challenges and problems that arise in the Arabic language learning process are also crucial issues to be explored and evaluated. This study not only aims to explore studies that have been conducted previously, but also evaluates the characteristics, trends and developments of studies that have discussed Arabic teaching in the last two decades 2004-2024 based on the Scopus database.

Arabic teaching studies published on the Scopus database in the last two decades, 2004-2024, show the complexity of the themes and focus of discussion which are very important to explore and evaluate. In exploring and evaluating Arabic teaching studies in the last two decades 2004-2024,

² Youcef, Jihad, Mohd Nour Al Salem, and Marwan Jarrah. "Errors in Arabic-English Translation of Documents from the Department of Lands and Survey in Jordan." *International Journal for the Semiotics of Law-Revue internationale de Sémiotique juridique* 37.1 (2024): 217-241.

³ Ritonga, Mahyudin, et al. "Enhancing Arabic Language Learning in Higher Education: Leveraging E-Campus as an Online Learning and Evaluation Platform." *Jurnal Ilmiah Peuradeun* 12.2 (2024): 491-516.

this study chose to use bibliometric analysis based on the Scopus database. Bibliometric analysis is used to explore trends, patterns and developments in Arabic teaching studies based on the Scopus database, so that it can be a basis for evaluation in determining the direction of discussion and potential themes amidst the development of internet-based technology. Discussions regarding concepts and models of Arabic language learning amidst the development of internet-based technology are potential themes that can be responded to and accommodated in scientific publications to develop new ideas and knowledge about pedagogical systems. Muassomah also said that the concept and model of Arabic language learning amidst the development of internet-based technology has had a fundamental influence, but this issue tends to be neglected in previous Arabic teaching studies.⁴

METHOD

This study was conducted amidst the massive transformation of Arabic teaching concepts and methods in the era of technological development. However, this study only focuses on exploring and evaluating the development of Arabic teaching studies in the last two decades 2004-2024 based on the Scopus database. This study is descriptive qualitative in nature using bibliometric analysis methods. Bibliometric analysis is a method that can be used to explore and evaluate large amounts of scientific data, making it possible to uncover and highlight trends, patterns or evolution in the development of certain scientific fields.⁵ Donthu et al. also said that bibliometric analysis can be used to curate and map trends in scientific knowledge cumulatively, so that patterns, trends and productivity of research in certain scientific fields can be explored and evaluated comprehensively.⁶ In other words, studies based on bibliometric analysis methods can provide recommendations and determine new directions in evaluating established scientific fields, identifying knowledge gaps, mapping new ideas, and contributing to the development of Arabic teaching studies in the future. This context underlies this study choosing to use bibliometric analysis methods to explore and evaluate the development of productivity in Arabic teaching studies in the last two decades 2004-2024 based on the Scopus database.

The data search process was carried out using the keyword Arabic Teaching through the Scopus database which resulted in a total of 2,021 documents. From these 2,021 documents, a

⁴ Muassomah, Muassomah. "From global language use to local meanings: Arabic to Indonesian absorption." *IAS Journal of Localities* 1.1 (2023): 16-29.

⁵ Fernando, H., Larasati, Y. G., Abdullah, I., Firdawaty, L., & Qodriyah, K. (2024). Bibliometrics of Family Law Research Trends in Southeast Asia: An Analysis Two Decades 2003-2023. *El-Usrah: Jurnal Hukum Keluarga*, 7(1), 82–109. <https://jurnal.ar-raniry.ac.id/index.php/usrah/index>

⁶ Donthu, Naveen, et al. "Mapping of Journal of Service Research themes: A 22-year review." *Journal of Service Research* 25.2 (2022): 187-193.

limitation process was then carried out using TITLE-ABS KEY (arabic AND teaching) AND PUBYEAR > 2003 AND PUBYEAR < 2025 AND (LIMIT-TO (SUBJAREA, "SOCI") OR LIMIT-TO (SUBJAREA, "ARTS")) AND (LIMIT TO (DOCTYPE, "ar")) AND (LIMIT TO (PUBSTAGE, "final")) AND (LIMIT-TO (AFFILCOUNTRY, "Saudi Arabia") OR LIMIT TO (AFFILCOUNTRY, "Jordan") OR LIMIT-TO (AFFILCOUNTRY, "United States") OR LIMIT-TO (AFFILCOUNTRY, "Malaysia") OR LIMIT-TO (AFFILCOUNTRY, "Indonesia") OR LIMIT-TO (AFFILCOUNTRY, "United Arab Emirates") OR LIMIT-TO (AFFILCOUNTRY, "Israel") OR LIMIT-TO (AFFILCOUNTRY , "United Kingdom") OR LIMIT TO (AFFILCOUNTRY, "Turkey") OR LIMIT-TO (AFFILCOUNTRY, "Egypt")) AND (LIMIT-TO (LANGUAGE," English")) The search process and limitations on this data can also be seen in figure 1.

Figure 1. Process of Identification, Limitation, and Inclusion

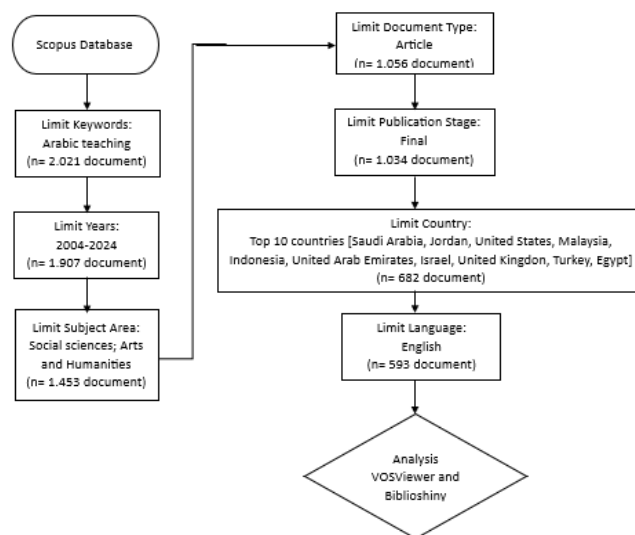
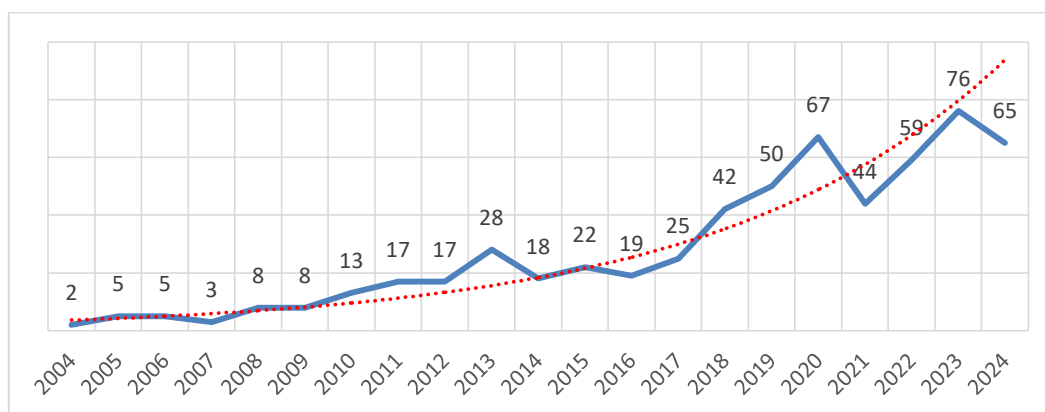


Figure 1 shows the identification, limitation and inclusion process carried out to collect and reduce data based on the Scopus database in the last two decades 2004-2024. The data that has been collected is then exported into RIS (Research Information System), CSV (Comma Separated Values) and BibTeX (LaTeX bibliography) documents based on the Scopus database. The data that has been exported is then subjected to a randomness analysis stage using the VOSviewers application and Biblioshiny-R software. In other words, the data described in this study is a representation of visualized images, graphs, diagrams and tables containing 10 study patterns, as well as categories of keyword patterns, and the themes that most frequently appear and are used in Arabic teaching studies. based on the Scopus database in the last two decades 2004-2024. These processes and stages enable this study to obtain a conclusion regarding the exploration and evaluation of trends, patterns and developments in Arabic teaching studies in the last two decades 2004-2024 based on the Scopus database.

RESULT AND DISCUSSION

Studies discussing Arabic teaching in the last two decades 2004-2024 show an increasing trend, but tend to be descriptive and normative in nature. It is very important to explore and evaluate studies that discuss Arabic teaching, in order to determine preferences or new directions for Arabic teaching studies in the future. Trends in studies discussing Arabic teaching can be explored through annual publication documents based on the Scopus database for the last two decades 2004-2024 (see figure 2).

Figure 2. Publication document of Arabic teaching studies by Yeras.

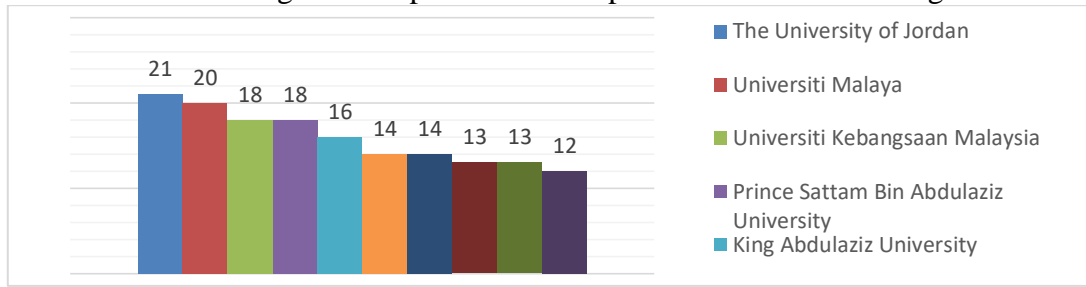


Source: Scopus database, 2024.

Figure 2 is a diagram showing documents on Arabic teaching studies in the last two decades 2004-2024, based on search results for Scopus database publications with a total of 593 documents. In 2004 with two documents, in 2005 with five documents, in 2006 with five documents, in 2007 with three documents, in 2008 with eight documents, in 2009 with eight documents, in 2010 with 13 documents, in 2011 with 17 documents, in 2012 with 17 documents, 2013 with 28 documents, 2014 with 18 documents, 2015 with 22 documents, 2016 with 19 documents, 2017 with 25 documents, 2018 with 42 documents, 2019 with 50 documents, 2020 with 67 documents, 2021 with 44 documents, 2022 with 59 documents , 2023 with 76 documents, and year 2024 with 65 documents. In the last two decades 2004-2024, important trends can be seen in Arabic teaching studies that have been published through the Scopus database. First, 2004, 2005, 2006 and 2007, were the years with the lowest publications. Second, 2018, 2019 and 2021 were years with quite high publications.

Apart from exploring the publication documents of Arabic teaching studies by Yeras, it is also very important to explore consistent affiliations in producing Arabic teaching studies in the last two decades 2004-2024. Affiliates who are consistent in producing Arabic teaching studies published through the Scopus database in the last two decades 2004-2024 can be seen in figure 3.

Figure 3. Top 10 affiliation published Arabic teaching.

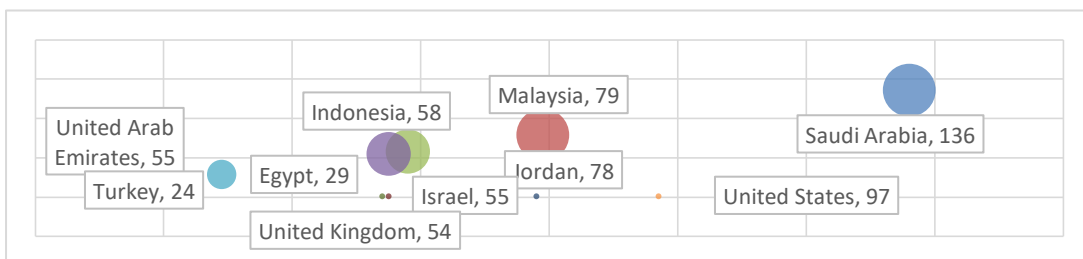


Source: Scopus database, 2024.

Figure 3 is a diagram showing the ten most consistent affiliates in producing Arabic teaching studies in the last two decades 2004-2024, based on the Scopus database with 159 total documents. The University of Jordan with 21 published documents, Universiti Malaya with 20 published documents, Universiti Kebangsaan Malaysia with 18 published documents, Prince Sattam Bin Abdulaziz University with 18 published documents, King Abdulaziz University with 16 published documents, Universiti Teknologi MARA with 14 published documents, Qassim University with 13 published documents, Hashemite University with 13 published documents, and King Khalid University with 12 published documents. From these 10 affiliates, three important trends can also be seen regarding the most consistent affiliations in producing Arabic teaching studies in the last two decades 2004-2024. First, Qassim University, Hashemite University, and King Khalid University, are the affiliates that produce the fewest Arabic teaching studies. Second, Prince Sattam Bin Abdulaziz University, King Abdulaziz University, and Universiti Teknologi MARA, are quite numerous affiliates in producing Arabic teaching studies. Third, The University of Jordan, Universiti Malaya, and Universiti Kebangsaan Malaysia, are the affiliates that produce the most Arabic teaching studies.

Evaluation of Arabic teaching studies in the last two decades 2004-2024 apart from being able to be explored through affiliates that are consistent in producing these studies, exploration of countries that consistently publish Arabic teaching studies is also very important to do. Countries that are consistent in publishing Arabic teaching studies published through the Scopus database in the last two decades 2004-2024 can be seen in figure 4.

Figure 4. Top 10 countries published Arabic teaching.

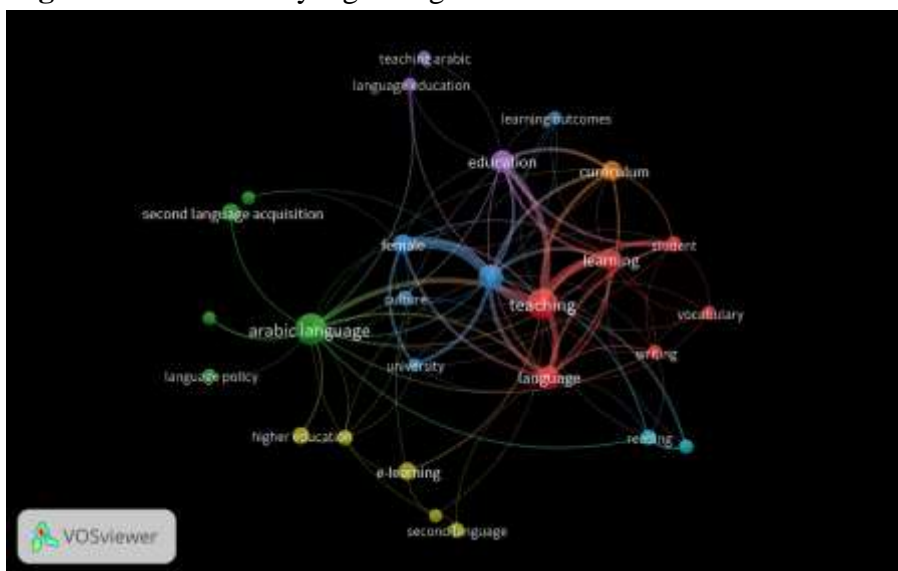


Source: Scopus database, 2024.

Figure 4 is a mapping of the distribution of 10 countries that consistently published Arabic teaching studies based on the Scopus database for the last two decades 2004-2024 with a total of 665 documents. Saudi Arabia with 136 published documents, United States with 97 published documents, Malaysia with 79 published documents, Jordan with 78 published documents, Indonesia with 58 published documents, Israel with 55 published documents, United Arab Emirates with 55 published documents, the United Kingdom with 54 published documents, the country of Egypt with 29 published documents, and the country of Turkey with 24 published documents. From these 10 countries, three important trends can also be seen regarding the countries that are most consistent in producing Arabic teaching studies in the last two decades 2004-2024. First, Turkey and Egypt are the countries that publish the fewest Arabic teaching studies. Second, the United Arab Emirates, the United Kingdom, Israel and Indonesia are the countries that publish quite a lot of Arabic teaching studies. Third, Malaysia, Jordan, the United States and Saudi Arabia are the countries that publish the most Arabic teaching studies.

In evaluating Arabic teaching studies in the last two decades 2004-2024, it is also very important to evaluate keyword patterns that often appear and are used in Arabic teaching studies. Exploration of keywords that frequently appear and are used in Arabic teaching studies based on network visualization in the Scopus database can be seen through the pattern of entities that appear most frequently, as can be seen in figure 5.

Figure 5. Pola entitas yang sering muncul dalam studi-studi arabic teaching.



Source: Scopus database, 2024.

Figure 5 shows the pattern of entities that frequently appear and are used as keywords in Arabic teaching studies in the last two decades 2004-2024, based on the Scopus database, there are 27 items with 7 dominant clusters. The first cluster is red with six items, namely; Language, learning, students, teaching, vocabulary, and writing. The second cluster is green with five items,

namely; Arabic language, Arabic vocabulary, language policy, second language acquisition, and semantics. The third cluster is blue with five items, namely; Culture, women, humans, learning outcomes, and universities. The fourth cluster is yellow with five items, namely; E-learning, foreign language, higher education, online learning, and second language. The fifth cluster is purple with three items, namely; Education, language education, and teaching Arabic. The sixth cluster is indigo with two items, namely; Literacy and reading. The seventh cluster is orange with one item, namely; Curriculum. From these seven clusters, it can be seen that three dominant items are interconnected to become keyword-based entities that most frequently appear and are used in Arabic teaching studies in the last two decades 2004-2024. First, Arabic teaching studies that focus on discussing the theme of teaching tend to be related to the entities learning, student, vocabulary, and writing. Second, Arabic teaching studies that focus on discussing Arabic language themes tend to be related to the entities of second language acquisition, language policy, and higher education. Third, Arabic teaching studies that focus on discussing the theme of reading tend to be related to fame, culture, and universities.

Apart from exploring entity patterns that often appear and are used as keywords in Arabic teaching studies, it is also very important to evaluate the discussion focus of the most frequently cited Arabic teaching studies. An exploration of the discussion focus of the most cited Arabic teaching studies can be seen in table 1.

Tabel 1. 10 fokus studi arabic teaching paling banyak dikutip.

Author	Titles	Source	Focus	Year	Cite
Attia et., al	Be(com)ing a reflexive researcher: a developmental approach to research methodology	Open Review of Educational Research	Pengembangkan pembelajaran bahasa Arab berbasis teknologi	2017	170
Abu-Ras et., al	The imam's role in mental health promotion: A study at 22 Mosques in New York City's Muslim community	Journal of Muslim Mental Health	Pentingnya bahasa arab dalam pendekatan kesehatan mental	2008	96
Al-Sulaiti., et al	The design of a corpus of Contemporary Arabic	International Journal of Corpus Linguistics	Penggunaan korpus dalam pembelajaran bahasa Arab	2006	94
Shamir-Inbal., et al	Facilitating Emergency Remote K-12 Teaching in Computing-Enhanced Virtual Learning Environments During	Journal of Educational Computing Research	Strategi pembelajaran bahasa Arab jarak jauh.	2021	74

Author	Titles	Source	Focus	Year	Cite
Trentman., et al	COVID-19 Pandemic - Blessing or Curse? Imagined communities and language learning during study Abroad: Arabic Learners in Egypt	Foreign Language Annals	Motivasi belajar bahasa Arab di kalangan mahasiswa.	2013	62
Schwartz., et al	Bilingual teachers' language strategies: The case of an Arabic-Hebrew kindergarten in Israel	Teaching and Teacher Education	Fleksibilitas dalam pembelajaran bahasa Arab pada anak	2014	59
Kenner., et al	Finding the keys to biliteracy: How young children interpret different writing systems	Language and Education	Biliterasi dalam pembelajaran bahasa Arab pada anak-anak	2004	59
Taha., et al	The role of phonological versus morphological skills in the development of Arabic spelling: An intervention study	Journal of Psycholinguistic Research	Pembelajaran bahasa Arab berbasis intervensi linguistik	2016	55
Sadik., et al	Factors influencing teachers' attitudes toward personal use and school use of computers: New evidence from a developing nation	Evaluation Review	Penggunaan teknologi dalam pembelajaran bahasa Arab	2006	48
García-Sánchez., et al	The politics of Arabic language education: Moroccan immigrant children's language socialization into ethnic and religious identities	Linguistics and Education	Pentingnya literasi bahasa Arab sejak dini di sekolah	2010	44

Source: Scopus database, 2024.

Table 1 shows the focus of discussion of the 10 most cited Arabic teaching studies based on the Scopus database in the last two decades 2004-2024. Studies that focus on developing a technology-based Arabic language learning system with 170 quotes⁷, studies that focus on

⁷ Attia, Mariam, and Julian Edge. "Be (com) ing a reflexive researcher: a developmental approach to research methodology." *Open review of educational research* 4.1 (2017): 33-45.

discussing Arabic in mental health approaches with 96 quotes⁸, studi-studi yang fokus membahas tentang penggunaan korpus dalam pembelajaran bahasa Arab dengan 94 kutipan⁹, studies that focus on discussing the use of corpus in Arabic language learning with 94 quotes¹⁰, studies that focus on discussing motivation to learn Arabic among students with 62 quotes¹¹, studies that focus on discussing flexibility in learning Arabic for children with 59 quotes¹², studies that focus on discussing biliteracy in children's Arabic language learning with 59 quotes¹³, studies that focus on discussing Arabic language learning based on linguistic interventions with 55 quotes¹⁴, studies that focus on discussing the use of technology in Arabic language learning with 48 quotes¹⁵, and studies that focus on discussing the importance of Arabic literacy from an early age in school with 44 quotes.¹⁶

Of the 10 most cited focuses of studies discussing Arabic teaching based on the Scopus database in the last two decades 2004-2024, three important contexts can also be seen. First, studies that focus on discussing the development of a technology-based Arabic language learning system are the most cited studies with 170 citations in 2017. Second, studies that focus on discussing motivation to learn Arabic among students are the most cited studies. with 62 citations in 2013. Third, studies that focused on discussing the importance of Arabic literacy from an early age in schools were the least cited studies with 44 citations in 2010. Apart from evaluating the focus of studies that discussed Arabic Scopus database-based teaching in the last two decades 2004-2024, thematic-based exploration is also very important to do. Exploration of themes from Arabic teaching studies can be seen in figure 6.

⁸ Abu-Ras, Wahiba, Ali Gheith, and Francine Cournos. "The imam's role in mental health promotion: A study at 22 mosques in New York City's Muslim community." *Journal of Muslim Mental Health* 3.2 (2008): 155-176.

⁹ Al-Sulaiti, Latifa, and Eric Steven Atwell. "The design of a corpus of contemporary Arabic." *International journal of corpus linguistics* 11.2 (2006): 135-171.

¹⁰ Shamir-Inbal, Tamar, and Ina Blau. "Facilitating emergency remote K-12 teaching in computing-enhanced virtual learning environments during COVID-19 pandemic-blessing or curse?." *Journal of Educational Computing Research* 59.7 (2021): 1243-1271.

¹¹ Trentman, Emma. "Imagined communities and language learning during study abroad: Arabic learners in Egypt." *Foreign Language Annals* 46.4 (2013): 545-564.

¹² Schwartz, Mila, and Abeer Asli. "Bilingual teachers' language strategies: The case of an Arabic-Hebrew kindergarten in Israel." *Teaching and Teacher education* 38 (2014): 22-32.

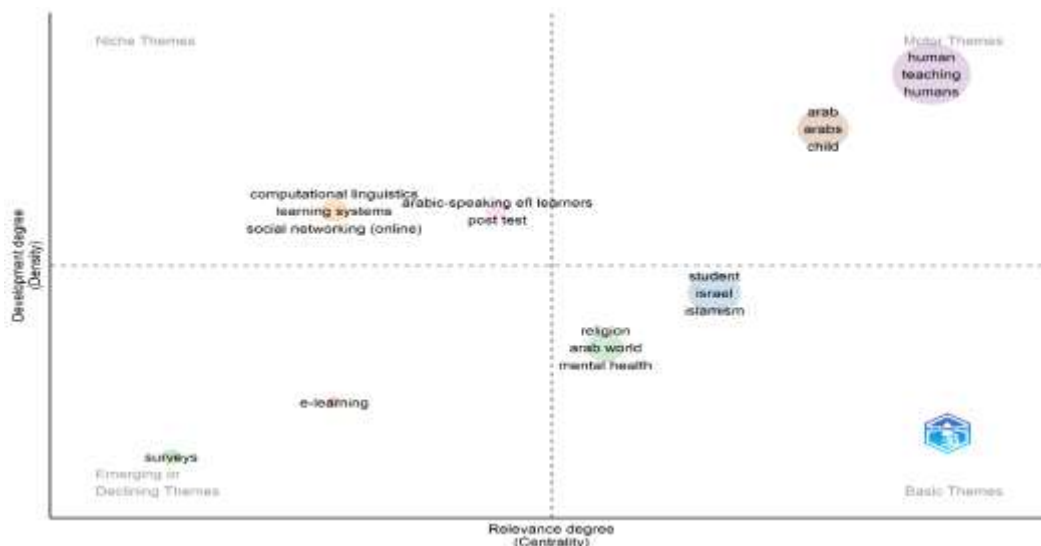
¹³ Kenner, C., Kress, G., Al-Khatib, H., Kam, R., & Tsai, K.-C. (2004). Finding the keys to biliteracy: How young children interpret different writing systems. *Language and Education*, 18(2), 124 – 144. <https://doi.org/10.1080/09500780408666871>

¹⁴ Taha, Haitham, and Elinor Saiegh-Haddad. "The role of phonological versus morphological skills in the development of Arabic spelling: An intervention study." *Journal of psycholinguistic research* 45 (2016): 507-535.

¹⁵ Sadik, A. (2006). Factors influencing teachers' attitudes toward personal use and school use of computers: New evidence from a developing nation. *Evaluation Review*, 30(1), 86 – 113. <https://doi.org/10.1177/0193841X05276688>

¹⁶ García-Sánchez, Inmaculada M. "The politics of Arabic language education: Moroccan immigrant children's language socialization into ethnic and religious identities." *Linguistics and Education* 21.3 (2010): 171-196.

Figure 6. Development of thematic-based arabic teaching studies.



Source: Scopus database, 2024.

Figure 6 shows the development of thematic-based Arabic teaching studies based on the Scopus database in the last two decades 2004-2024. From figure 6 we can also see four developments in thematic-based Arabic teaching studies in the last two decades 2004-2024. First, Computational linguistics, learning systems, social networking (online), Arabic speaking EFL learners, and post test, are niche themes or themes that are least discussed in Arabic teaching studies, but these themes are very important and have potential. to be developed in the future. Second, Human teaching, humans, Arabic, Arabs, and child, are the motor themes or themes that are most often discussed in current Arabic teaching studies, but have not been discussed in depth. Third, E-learning and surveys, are emerging or declining themes or themes that were dominantly discussed in Arabic teaching studies in the past, but these themes are no longer a trend in current Arabic teaching studies. Fourth, Student, Islamism, religion, Arab world, and mental health, are basic themes or basic concepts for Arabic teaching studies in the last two decades 2004-2024.

Arabic teaching studies published on the Scopus database have shown a significant trend and development in the last two decades 2004-2024. This context can be seen through three important findings in this study. First, Arabic teaching studies published on the Scopus database show a significant trend in the last two decades 2004-2024 with a total of 593 documents. Second, in the last two decades 2004-2024 there were 10 countries that were most consistent in producing Arabic teaching studies with a total of 665 documents. Third, in the last two decades 2004-2024 there were 10 affiliates most consistent in publishing Arabic teaching studies with 159 total documents. From these three findings it can be reflected that Arabic teaching studies published on the Scopus database in the last two decades 2004-2024, apart from showing consistent trends, also show very

significant developments. This occurred because of the transformation of concepts and models of Arabic language learning amidst the massive development of technology and mass media.

The development of Arabic teaching studies published on the Scopus database in the last two decades, 2004-2024, can also be explored through keywords, focus and themes that frequently appear and are used. This context can be seen through three important findings in this study. First, network visualization reveals 28 patterns of interconnected entities that form the keywords most frequently appearing and used in Arabic teaching studies in the last two decades 2004-2024. Second, the most cited Arabic teaching studies published on the Scopus database in the last two decades 2004-2024 are studies that focus on discussing the development of technology-based Arabic language learning with 170 citations in 2017, the importance of Arabic in mental health approaches with 96 citations in 2008, and the use of corpus in Arabic language learning with 94 citations in 2006. Third, the Thematic map of published Arabic teaching studies the Scopus database in the last two decades 2004-2024 revealed four important roadmaps, namely; Computational linguistics, learning systems, social networking (online), Arabic speaking EFL learners, and post test, are themes that have the potential to be developed; Human teaching, humans, Arabs, Arabs, and children, are the themes most frequently discussed today; E-learning and surveys, are themes that are starting to be abandoned; Students, Islamism, religion, Arab world, and mental health are the conceptual themes that most frequently appear and are used in Arabic teaching studies.

Exploration of Arabic teaching studies published on the Scopus database in the last two decades, 2004-2024, shows a very significant trend and development. Trends and developments in Arabic teaching studies can be used as a basis for evaluation to determine new directions for Arabic studies in the future, especially amidst the massive changes in concepts and models of Arabic language learning in the digital era. Ritonga et.al also said that the transformation of internet-based technology has influenced the concepts, patterns and models of Arabic language learning to become more effective and efficient.¹⁷ Gharawi and Bidin in their study also showed that Arabic language learning based on Computer Assisted Language Learning (CALL) can provide efficiency in the learning process.¹⁸ However, in Rani's view, the application of the internet-based Arabic language learning model also has various complex but contextual challenges in its application.¹⁹ Therefore,

¹⁷ Ritonga, Apri Wardana, et al. "The Use of E-learning as an Online Based Arabic Learning Media for Students." *Journal of Physics: Conference Series*. Vol. 1933. No. 1. IOP Publishing, 2021.

¹⁸ Gharawi, M. A., & Bidin, A. (2016). Computer Assisted Language Learning for Learning Arabic as a Second Language in Malaysia: Teacher Perceptions. *International Journal of Information and Education Technology*, 6(8), 633-637. <https://doi.org/10.7763/IJiet.2016.V6.764>

¹⁹ Rani, Samsuar A., et al. "Arabic language learning based on technology (Opportunities and challenges in the digital era)." *International Journal of Education, Language, and Social Science* 1.1 (2023): 1-11.

future studies are needed that can respond and recommend a solution to the problems that arise in the process of implementing Arabic language learning by adopting internet-based technology.

Apart from being influenced by structure, character and grammatical complexity, challenges in the Arabic language learning process also arise in the context of low use of technology in the internet era. This context was also emphasized by Nasution that adopting internet-based technology can make language learning more effective and interesting, so that it can raise students' curiosity in learning Arabic.²⁰ In Fauzi and Zakiyah's view, they also emphasized that Arabic language learning, which is often static and focused on conservative learning methods, often creates confusion for students in the Arabic language learning process.²¹ The emphasis on a pedagogical learning process that is adaptive to developments in internet-based technology can dominantly influence the Arabic language learning process to be easier for students to realize effectively and efficiently.²² Challenges in the Arabic language learning process do not only arise from low teacher competence, but are also influenced by the teacher's adaptability in utilizing technological developments as a potential learning medium for students.²³

Arabic teaching studies published on the Scopus database in the last two decades 2004-2024 show fundamental developments and challenges, so they must be accommodated in more progressive and solution scientific discussions in the future. Studies that highlight the adaptation of teachers and students in the Arabic language learning process amidst the development of internet-based technology, are very crucial studies and have the potential to be developed in the future. Considering Arabic teaching studies published on the Scopus database in the last two decades 2004-2024, they tend to ignore the adaptation of internet-based technology in the process of developing Arabic teaching pedagogical systems. Al-Abdullatif and Alsubaie also said that future Arabic teaching studies must not only be able to identify normative issues, but also be able to analyze the process of adapting internet-based technology by teachers and students in learning Arabic. Studies that discuss this context can become a scientific reference for academics and practitioners in providing responses to the problem of Arabic language learning that are more progressive empirically, methodologically and theoretically.

²⁰ Nasution, Sahkholid, et al. "Learning Arabic Language Sciences Based on Technology in Traditional Islamic Boarding Schools in Indonesia." *Nazhruna: Jurnal Pendidikan Islam* 7.1 (2024): 77-102.

²¹ Fauzi, Muhammad Sya'dullah, and Zaimatus Zakiyah. "The values of integration-interconnection in the material of Arabic textbook for Islamic senior high school in Indonesia." *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab* 9.1 (2021): 67-84.

²² Haron, S. C., Ahmed, I. H., Mamat, A., Ahmad, W. R. W., & Rawash, F. M. M. (2016). Challenges in Learning to Speak Arabic. *Journal of Education and Practice*, 6(33), 99–105. www.iiste.org

²³ Wargadinata, W., Maimunah, I., Febriani, S. R., & Humaira, L. (2020). Mediated Arabic Language Learning for Higher Education in COVID-19 Situation. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 3(1), 59–78. <https://doi.org/10.22219/jiz.v3i1.11862>

CONCLUSION

The findings in this study highlight that Arabic teaching studies published on the Scopus database in the last two decades, 2004-2024, reflect very complex characteristics, factors and implications. However, trends, patterns and developments in Arabic teaching studies published on the Scopus database have not accommodated contemporary problems or issues comprehensively, such as studies that focus on explaining the potential of internet-based technology as a potential Arabic language learning medium for teachers and students in improving their competence. This context can be used as a basis for evaluation in determining new directions for the development of Arabic teaching studies in the future, amidst the massive transformation of internet-based technology. By accommodating Arabic teaching studies which focus on discussing concepts and models of internet-based learning, it can become a dialogical reference for academics and practitioners in providing responses to more progressive and comprehensive pedagogical problems in the future.

The participation and role of journal publishers in accommodating Arabic teaching issues that arise amidst the development of internet-based technology is a very crucial issue, because it can provide benefits to the development of Arabic teaching studies in the future. Apart from being able to provide references for policy makers, studies that discuss Arabic teaching issues amidst the development of internet-based technology can also provide a basis for the emergence of dialogue and even new concepts or methods empirically, methodologically and theoretically, to explain concepts, methods and learning processes. Arabic in the future. The exploration and evaluation carried out in this study can be used as a basis or initial reference for journal publishers to respond to gaps in Arabic teaching studies that have been carried out before, so that it can become a pioneer for the development of Arabic teaching studies, especially in answering emerging pedagogical problems. amidst the development of internet-based technology.

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