



Inclusive Arabic Language Curriculum Design Through Universal Design for Learning

Nafissatul Jamila^{1*}, Aniqah Laili Abidah², Aulia Qurratil Uyun³, Muhajir⁴
Cita Mutiara Arti⁵

^{1,2,3,4}Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

⁵Al Azhar University Cairo, Egypt

24204022026@student.uin-suka.ac.id¹, 24204022027@student.uin-suka.ac.id²
324204022032@student.uin-suka.ac.id³, muhajir@uin-suka.ac.id⁴, cdeef@alazhar.eg⁵

*Correspondence

DOI: 10.38073/lughawiyat.v9i2.4263

Received: 6 January 2026

Revised: 24
September 2026

Accepted: 3 October 2026

Published: 7 October 2026

Abstract

Arabic language instruction in Indonesia continues to face challenges, including uneven proficiency achievement, the dominance of grammatical-procedural approaches, and evaluation practices that emphasize written cognitive outcomes rather than performative competence across the four language skills (istimā', kalām, qirā'ah, and kitābah). These challenges become increasingly complex in heterogeneous classrooms that require adaptive and equitable curriculum frameworks. This article aims to (1) analyze the conceptual foundations of an inclusive Arabic language curriculum; (2) examine the integration of UDL principles into Arabic curriculum components; and (3) identify implementation challenges and recommendations. This study employs qualitative library research by analyzing primary and secondary documents related to Arabic language curriculum development, inclusive education, and Universal Design for Learning (UDL). Data were analyzed through content analysis involving coding procedures and thematic synthesis to identify relevant curriculum design patterns. The findings reveal four essential components for developing an inclusive Arabic language curriculum: differentiated learning objectives, contextualized and tiered learning materials, multimodal instructional strategies, and adaptive-performative assessment systems. These components provide flexible learning pathways that accommodate diverse learner characteristics and support more equitable development of the four maharah. The study concludes that the integration of UDL offers a systematic framework for translating inclusive education principles into practical Arabic curriculum design by promoting accessibility, participation, and language competence development. Further empirical research is recommended to examine the effectiveness of UDL-based curriculum implementation and to develop validated performative assessment instruments suitable for diverse educational contexts.

How to Cite this Article

Abidah, A. L., Jamila, N., Uyun, A. Q., Muhajir, & Arti, C. M. (2026). Inclusive Arabic Language Curriculum Design Through Universal Design for Learning. *Lughawiyat: Jurnal Pendidikan Bahasa Dan Sastra Arab*, 9(2), 264–279. <https://doi.org/10.38073/lughawiyat.v9i2.4263>

Keywords: *Performative Assessment, Four Language Skills (Maharah), Arabic Language Curriculum, Inclusive Education, Universal Design for Learning (UDL).*

Introduction

Arabic occupies a strategic role within the Indonesian educational landscape, spanning madrasas, Islamic boarding schools (pesantren), and higher education institutions. Beyond serving as the primary language for Islamic literature, Arabic constitutes an essential academic and communicative competence for accessing reference texts, scholarly discourse, and specific communication needs. However, in practice, Arabic language instruction continues to encounter recurring challenges. These include uneven proficiency achievement, the dominance of grammatical-procedural approaches, and evaluation practices that emphasize written cognitive outcomes rather than actual language performance. Consequently, such assessments often fail to represent students' performative competence across the four language skills (maharah), namely listening (maharah al-istimā'), speaking (maharah al-kalām), reading (maharah al-qirā'ah), and writing (maharah al-kitābah) (Harimi, 2018). This condition indicates a gap between the strategic position of Arabic as a subject of learning and the achievement of expected language competencies, particularly within increasingly diverse educational environments that require adaptive learning systems (Panadero dkk., 2023).

These challenges become more complex in heterogeneous classrooms, where students demonstrate diverse initial abilities, educational backgrounds, motivations, learning preferences, and access to learning resources. Such diversity requires a curriculum framework that moves beyond a uniform instructional model and provides flexible pathways for achieving learning outcomes equitably (Widodo & Qosim, 2021). Within this context, inclusive education should not only be understood as an approach for accommodating students with disabilities but also as a broader educational principle that ensures meaningful participation and achievement for all learners with diverse characteristics (Afifah, 2024). Therefore, curriculum design needs to incorporate flexibility in objectives, learning materials, instructional strategies, and assessment systems.

Previous studies on Arabic language curriculum development have primarily focused on curriculum alignment, competency-based learning, communicative approaches, and the improvement of students' linguistic skills. These studies have contributed significantly to strengthening Arabic language instruction; however, most discussions remain oriented toward general curriculum effectiveness and instructional strategies rather than curriculum adaptability for diverse learners. In particular, limited attention has been given to how Arabic curriculum components can be systematically designed to accommodate differences in students' abilities, learning preferences, and modes of demonstrating competence.

One framework that provides systematic principles for developing inclusive learning environments is Universal Design for Learning (UDL). The findings indicate that UDL

provides a relevant framework for Arabic curriculum design. This finding supports previous studies demonstrating that UDL enhances accessibility and learner engagement (Zhang dkk., 2024). However, unlike previous UDL studies conducted in general education contexts, this study extends the discussion by applying UDL principles specifically to Arabic language curriculum components. (King-Sears dkk., 2023) UDL emphasizes the provision of multiple means of engagement, multiple means of representation, and multiple means of action and expression. When appropriately operationalized, this framework has the potential to strengthen the Arabic language curriculum design, specifically by ensuring that objectives, materials, instructional strategies, media, and assessments do not become barriers for diverse students. Instead, they serve as flexible 'pathways' to achieving competence in each language skill (*maharah*) (Mais & Kurnia, 2024). For instance, in strengthening *qirā'ah*, tiered texts of varying complexity can be provided; in *kalām*, students can be offered choices in performance formats, such as oral presentations, guided dialogues, or audio recordings; while in *kitābah*, varied supports such as structural examples, clear rubrics, or step-by-step writing templates can be utilized.

Parallel studies in inclusive education have emphasized the importance of curriculum adaptation and differentiation (Zain dkk., 2022) for example, demonstrated that inclusive curriculum management requires flexibility in modifying learning materials and instructional methods to accommodate diverse student needs. Similarly, (Nurjannah dkk., 2023) in their study entitled 'Modification Curriculum in Inclusive Setting,' revealed that the implementation of curriculum modification in inclusive schools in Yogyakarta remains uneven; consequently, the needs of the students have not been fully accommodated. Furthermore, (Bessarab dkk., 2025) highlighted that technological integration and innovative instructional strategies contribute to improving accessibility, while (Trisia, 2025) identified content differentiation as an important strategy for supporting learner diversity. Nevertheless, these studies mainly examine inclusive curriculum implementation in general educational settings and have not specifically addressed the design of Arabic language curriculum components.

One framework that provides systematic principles for developing inclusive learning environments is Universal Design for Learning (UDL). UDL emphasizes three core principles: multiple means of engagement, multiple means of representation, and multiple means of action and expression. Previous studies have shown that UDL can enhance learning accessibility, support differentiated instruction, and provide flexible opportunities for students to demonstrate competence. (Meyer dkk., 2014) Through UDL principles, curriculum components can be designed to reduce learning barriers by providing varied learning resources, instructional pathways, and assessment alternatives. However, despite its growing application in various educational contexts, the integration of UDL into Arabic language curriculum development remains insufficiently explored, particularly in relation to the achievement of the four *maharah* and the development of performative assessment systems.

Based on previous studies, three research gaps can be identified. First, existing inclusive curriculum studies largely focus on general education contexts, while investigations into inclusive Arabic language curriculum remain limited. Second, although UDL has been widely discussed as an inclusive instructional framework, its systematic translation into Arabic curriculum components including learning objectives, materials, instructional strategies, and assessment practices has not been sufficiently examined. Third, existing discussions rarely address how inclusive curriculum principles can support equitable achievement of the four Arabic language skills through authentic and performative assessment approaches.

To address these gaps, this article employs a systematic literature review approach to analyze and synthesize existing knowledge regarding inclusive Arabic language curriculum development. By integrating findings from Arabic language education, inclusive curriculum studies, and UDL research, this study seeks to formulate a conceptual understanding of how UDL principles can guide the development of adaptive curriculum components. Specifically, this article examines the conceptual foundations of inclusive Arabic curriculum development, identifies forms of UDL integration into curriculum components oriented toward strengthening *istimā'*, *kalām*, *qirā'ah*, and *kitābah*, and explores challenges and opportunities for implementation across various educational contexts.

The contribution of this article lies in positioning inclusion not merely as a classroom accommodation strategy but as a curriculum design framework for Arabic language education. The study synthesizes UDL-based principles into key curriculum components, including differentiated learning objectives, contextualized learning materials, multimodal instructional strategies, and adaptive-performative assessment systems. Theoretically, this review contributes to expanding discussions on Arabic curriculum development through an inclusive education perspective. Practically, it provides a conceptual reference for curriculum developers, educators, and educational institutions in designing Arabic language learning environments that are more adaptive, equitable, and responsive to learner diversity.

Method

This article employs library research with a descriptive qualitative approach to examine the development of a cross-level, inclusion-based Arabic language curriculum in Indonesia. Library research was selected as it enables the tracing and synthesis of theoretical ideas and relevant policies to formulate an implementable conceptual framework for Arabic language instruction in heterogeneous classrooms. The data sources consisted of primary and secondary literature, including journal articles, books, policy documents, and research reports discussing Arabic language curriculum, inclusive education, Universal Design for Learning (UDL), differentiated instruction, authentic assessment, and the development of the four *maharah* (*istimā'*, *kalām*, *qirā'ah*, and *kitābah*) (Habibah dkk., 2023)

Data analysis was conducted through qualitative content analysis involving critical reading, coding, categorization, and thematic synthesis. The reviewed studies were compared based on their focus, methodological approaches, findings, and implications for inclusive Arabic language curriculum development. The synthesis of previous studies is presented in Table 1 to identify patterns, contributions, and limitations of existing research. This study is limited to the development of a conceptual framework, without measuring effectiveness through field experiments, surveys, or evaluations of specific institutions (Saleh dkk., 2022). Unlike previous studies that have mainly examined inclusive education or curriculum adaptation in general contexts, this study focuses on synthesizing how inclusion principles, particularly UDL, can be integrated into Arabic language curriculum components, including learning objectives, materials, instructional strategies, and assessment systems.

Results and Discussion

This section presents the findings and discussion derived from the synthesis of relevant literature concerning inclusive Arabic language curriculum development in the Indonesian educational context. The analysis was conducted through qualitative content analysis of scholarly articles and relevant documents related to Arabic language learning, inclusive education, Universal Design for Learning (UDL), differentiated instruction, BICS–CALP development, and performance based assessment. The analysis aimed to identify conceptual patterns, curriculum components, implementation challenges, and design principles for developing an adaptive Arabic language curriculum that accommodates diverse learner characteristics.

The findings are presented and discussed according to the research objectives, namely: (1) the conceptual foundations of an inclusive Arabic language curriculum; (2) the integration of Universal Design for Learning (UDL) principles into Arabic curriculum components and instructional practices; and (3) the challenges, opportunities, and recommendations for strengthening the implementation of an inclusive Arabic language curriculum across different educational contexts in Indonesia.

Tabel 1. A Synthesis of Previous Studies on Inclusive Arabic Language Curriculum Development

No	Source	Focus	Method	Main Findings	Contribution and Research Gap
1	Aziz et al. (2024)	Inclusive Arabic curriculum in a multicultural context	Qualitative Study	The integration of inclusive and multicultural values strengthens Arabic curriculum objectives, learning materials, and	Provides a conceptual foundation for inclusive Arabic curriculum development. However, the study does not specifically discuss the integration of

				instructional activities.	UDL principles, differentiated curriculum components, or adaptive assessment systems.
2	Yulidawati & Rahmatina (2023)	Arabic learning strategies for students with special needs	Descriptive Qualitative	Contextual, collaborative strategies and creative learning media increase student engagement in Arabic learning.	Supports the importance of flexible instructional strategies and multimodal learning. However, the study focuses mainly on classroom strategies rather than curriculum level design.
3	Fitriani et al. (2025)	Implementation of <i>Kurikulum Merdeka</i> in Arabic learning	Qualitative (Case Study)	<i>Kurikulum Merdeka</i> provides flexibility, but implementing differentiation requires strengthening teacher capacity.	Highlights curriculum flexibility within the Indonesian policy context. Nevertheless, the study does not provide a specific framework for inclusive Arabic curriculum components.
4	Hasan et al. (2024)	Collaboration between teachers, parents, and therapists for Arabic learning	Qualitative study	Multi-stakeholder collaboration supports learning service adjustments for students with special needs.	Emphasizes the importance of systemic support in inclusive Arabic education. However, curriculum design aspects remain insufficiently explored.
5	Hasan et al. (2025)	Optimization of BICS–CALP in	Qualitative study	Visual, kinesthetic, and interactive	Provides evidence for differentiated materials and

		inclusive Arabic classrooms		approaches support language development from basic interpersonal communication skills to academic language proficiency.	learning approaches. However, the relationship between these strategies and UDL-based curriculum design requires further investigation.
6	Habibah et al. (2023)	Government role in promoting inclusive Islamic education in madrasas	Descriptive Qualitative	Policy support, inclusive environments, and collaboration are essential for implementing inclusive education.	Strengthens policy-level considerations for inclusive Arabic curriculum development. However, it does not specifically address Arabic curriculum components and assessment adaptation.
7	Sulistiyorini (2018)	Inclusion in higher education (disability) and systemic support	Literature Study & Field Analysis	Accessibility and institutional support influence the success of inclusive education implementation.	Supports the argument that accessibility should be designed proactively. However, the study does not focus on language curriculum design.
8	Samrotul F. & Hairani (2020)	Implementation of inclusive learning (Arabic) in elementary schools	Descriptive Qualitative	Adaptation of minimum mastery criteria and developmental assessment supports diverse student needs.	Highlights the importance of flexible achievement standards. However, a systematic framework for performance-based Arabic assessment remains limited.

9	Hidayat (2024)	<i>Pesantren</i> -based inclusive education and Arabic curriculum flexibility	Case Study	Flexible Arabic curricula and innovative learning methods support inclusive practices in <i>pesantren</i> .	Provides contextual evidence from Islamic boarding schools. However, the study does not examine UDL principles or curriculum design at a broader educational level.
10	Yuslam et al. (2024)	Arabic learning evaluation models for disabilities in Islamic Elementary Schools (MI)	Case Study	Assessment systems need adaptation according to students' disability characteristics to ensure fairness.	Supports the development of adaptive assessment approaches. However, integration with the four <i>maharah</i> within an inclusive curriculum framework remains limited.
11	Aziz & Hasan (2023)	PAILKEM strategies for students with special needs in Arabic learning	Case Study	Active and enjoyable learning strategies improve vocabulary mastery (<i>mufradat</i>).	Provides evidence for learner engagement strategies. However, the study does not address curriculum-level integration of inclusive principles.
12	Widodo & Qosim (2021)	Performance assessment in <i>maharah al-kalam</i> learning	Descriptive Qualitative (Field Research)	Speaking assessment can be measured through pronunciation, grammar, vocabulary, fluency, content, and	Strengthens the development of performative assessment for Arabic skills. However, its application within an inclusive curriculum

				comprehension indicators.	framework requires further synthesis.
13	Saleh et al. (2022)	Design of psychomotor or assessment instruments for Arabic learning	Library Research	Observation, checklists, and rating scales can measure skill-based Arabic competencies.	Supports the development of authentic assessment instruments. However, connections with UDL-based assessment principles remain unexplored.
14	Utami & Baroroh (2023)	Innovation in <i>maharah qira'ah</i> assessment based on language tests	Document Analysis	Various reading assessment formats improve evaluation flexibility.	Supports multiple assessment approaches for qira'ah. However, the study does not explicitly address accessibility for diverse learners.
15	Panadero et al. (2023)	Impact of rubrics on performance and self-regulated learning	Meta-analytic Review	Rubrics improve learning direction, transparency, and academic performance.	Provides theoretical support for transparent assessment systems. However, its application within Arabic inclusive curriculum requires further exploration.
16	Meyer et al. (2014)	Universal Design for Learning framework	Conceptual study	UDL provides multiple means of engagement, representation, and expression to reduce learning barriers.	Provides the theoretical foundation for inclusive curriculum design. However, UDL application in Arabic language curriculum remains underexplored.

17	Rao et al. (2016)	Research on Universal Design for Learning implementation	Literature review	UDL supports accessibility, differentiation, and learner participation.	Demonstrates the relevance of UDL in inclusive education. However, its application in specific subject areas, particularly Arabic language education, requires further investigation.
18	Mohaidat & Al-Makhzomy (2023)	Effectiveness of UDL implementation	Systematic review and meta-analysis	UDL supports accessibility, engagement, and learning achievement among diverse learners.	Provides evidence for UDL as an inclusive learning framework; however, its application in Arabic language curriculum remains unexplored.
19	King-Sears et al. (2023)	Learner achievement through UDL instruction	Meta-analysis	UDL implementation contributes to improved learning outcomes through flexible instructional design.	Supports the integration of UDL into curriculum planning; however, subject-specific applications require further investigation.
20	Zhang et al. (2024)	Challenges in UDL implementation	Systematic literature review	UDL implementation faces challenges related to teacher understanding, institutional support, and curriculum adaptation.	Highlights the need for systematic translation of UDL principles into specific curriculum frameworks, including Arabic language education.

Conceptual Foundations of an Inclusive Arabic Language Curriculum

The synthesis of previous studies indicates that an inclusive Arabic language curriculum is conceptualized as a curriculum framework designed to accommodate diverse learner

characteristics, including students with disabilities and other learning differences, while maintaining essential Arabic language competencies. In this perspective, inclusion is not merely understood as the placement of students with special needs in regular classrooms but as a curriculum design principle that ensures equitable access, participation, and achievement for all learners (Ma'wa dkk., 2023).

Prior research asserts that Arabic language learning possesses a unique complexity compared to other subjects, as it involves the mastery of linguistic symbols (Arabic script), phonology (*makhārij al-ḥurūf*), and the four interconnected skills, *istimā'*, *kalām*, *qirā'ah*, and *kitābah*, which are inherently integrated (Utami & Baroroh, 2023). Such complexity has the potential to become a learning barrier if the curriculum is designed uniformly and remains solely oriented toward written cognitive outcomes. Therefore, an inclusion-based Arabic language curriculum necessitates curriculum modifications at the levels of learning objectives, the selection and organization of materials, instructional strategies, media, and evaluation (Yulidawati & Rahmatina, 2023).

A number of studies also indicate a paradigm shift in Arabic language learning, moving from a structural-grammatical approach toward communicative and functional approaches. This shift is highly relevant to inclusion principles, as it allows students to achieve language competence through various pathways and different levels of complexity. Consequently, conceptually, an inclusion-based Arabic language curriculum is directed toward establishing equality of learning opportunities rather than uniformity of learning outcomes (Ma'wa dkk., 2023).

Inclusive Arabic Language Curriculum and Instructional Design Based on Universal Design for Learning (UDL)

The results of the literature analysis demonstrate that Universal Design for Learning (UDL) is a highly relevant theoretical framework for analyzing and designing inclusion-based Arabic language curricula (Bakiruddin dkk., 2025). UDL emphasizes the provision of multiple means of engagement, representation, and action and expression, ensuring that learning barriers are minimized from the very initial stages of curriculum planning (Hidayati dkk., 2021).

In the component of learning objectives or outcomes, UDL integration encourages the formulation of Arabic language achievements oriented toward the mastery of the four *maharah*, while providing flexibility in the pathways to attainment. Previous research indicates that *kalām* and *kitābah* outcomes can be demonstrated through various forms of performance, such as guided dialogues, oral recordings, writing portfolios, or simple project-based assignments (Hasan dkk., 2025). This flexibility allows students to demonstrate their language competence without being hindered by a single specific form of assignment or assessment.

Regarding the component of learning materials, the synthesis of results indicates that an inclusive Arabic language curriculum must provide scaffolded and contextualized materials (Yanto dkk., 2025). Research on inclusive Arabic language learning emphasizes the importance of structuring *qirā'ah* (reading) texts with varying levels of complexity, selecting functional vocabulary, and providing *istimā'* (listening) exercises accompanied by visual support and repetition. This approach aligns with BICS-CALP theory, which underscores the necessity of a transition phase from basic communicative skills to academic language proficiency (Hasan dkk., 2025).

In the aspect of instructional strategies and media, the literature indicates that inclusive Arabic language instruction is effective when employing multimodal

approaches and task differentiation. The use of audio-visual media, flashcards, dialogue simulations, language games, and collaborative group work with assigned roles has been proven to enhance student engagement and comprehension (Yulidawati & Rahmatina, 2023). These strategies align with UDL principles, which emphasize varied means of engagement and expression as a response to diverse learning styles and needs.

Meanwhile, regarding the evaluation component, the literature review critiques the dominance of written tests, which often fail to fully represent the mastery of the four *maharah*. Consequently, an inclusion-based Arabic language curriculum necessitates the implementation of adaptive and performative assessments, such as performance-based assessments and descriptive rubrics. Meta-analysis research demonstrates that the use of rubrics contributes positively to the clarity of criteria and the improvement of student performance (Panadero dkk., 2023). These findings strengthen the argument that performative assessment is more equitable and representative in measuring Arabic language learning outcomes.

The relationship between UDL principles, curriculum component modifications, and the strengthening of the four Arabic *maharah* within an inclusive learning context is summarized in Figure 1.

Figure 1. A Conceptual Model of an Inclusion-Based Arabic Language Curriculum through Universal Design for Learning (UDL)



Implications and Recommendations for Strengthening the Implementation of Inclusive Arabic Language Curricula

The results of the literature synthesis indicate that the implementation of an inclusion-based Arabic language curriculum still faces various challenges, particularly

regarding teacher readiness, the availability of adaptive curriculum guidelines, and assessment practices that align with inclusion principles (Yuslam & Nurkhikmah, 2024). Several studies note that although inclusive education policies have been established, implementation at the school and classroom levels remains inconsistent and often relies on the individual initiatives of educators (Nasarudina & Syafii, 2022)

Nevertheless, the literature also highlights opportunities to strengthen implementation through a UDL-based curriculum approach. At the policy level, there is a need to develop technical guidelines for inclusive Arabic language curricula that emphasize the principles of curriculum modification, differentiated instruction, and adaptive assessment (Fitriani dkk., 2025). At the school level, the implementation of an inclusive Arabic language curriculum requires systemic support, including collaboration among educators, the provision of accessible learning media, and the continuous evaluation of curriculum implementation (Hasan dkk., 2024)

At the classroom level, Arabic language teachers are encouraged to design UDL-based instruction that integrates differentiation in content, process, and product. The application of multimodal strategies, the adjustment of task complexity, and the use of performative assessment are considered concrete steps to ensure that Arabic language learning is accessible to all students (Yuslam & Nurkhikmah, 2024). In conclusion, the implementation of an inclusion-based Arabic language curriculum must transcend the conceptual level, manifesting in instructional practices that are truly responsive to student diversity (Hidayat, 2024)

Overall, these results and discussion affirm that an inclusion-based Arabic language curriculum is a design framework oriented toward equity, flexibility, and the development of student potential. This approach aligns with the spirit of *Merdeka Belajar* (Freedom to Learn), as it places student needs at the center of the learning process while providing space for diverse learning pathways to achieve Arabic language competence

Conclusion

This literature-based conceptual study concludes that an inclusive Arabic language curriculum should be understood as a curriculum design framework that ensures equitable access, participation, and learning opportunities for diverse students rather than merely the integration of students with special needs into regular classrooms. Addressing the first research objective, the synthesis findings reveal that the conceptual foundation of an inclusive Arabic language curriculum lies in curriculum flexibility, differentiation, accessibility, and the accommodation of diverse learner characteristics. The complexity of Arabic language learning, involving linguistic symbols, phonological aspects, and the integration of the four skills (*istimāʿ*, *kalām*, *qirāʾah*, and *kitābah*), requires a curriculum framework that moves beyond written cognitive achievement toward more comprehensive performative competence. Design for Learning (UDL) provides a relevant framework for translating inclusion principles into Arabic curriculum components. UDL integration can be reflected through differentiated learning objectives, scaffolded and contextualized materials, multimodal instructional strategies, and adaptive-performative assessment systems that allow students to demonstrate competence through various pathways.

Regarding the third research objective, this study identifies several implementation challenges, including teacher preparedness, the availability of inclusive curriculum guidelines, and assessment practices that remain insufficiently adaptive. At the same time, opportunities for strengthening inclusive Arabic curriculum implementation can be developed through policy support, institutional collaboration, teacher professional development, and the creation of differentiated learning resources. Future empirical studies are recommended to examine the effectiveness of UDL-based Arabic curriculum designs across different educational levels, including madrasas, pesantren, and higher education institutions, as well as to develop validated performative assessment instruments that are responsive to diverse learner characteristics.

Declaration of AI and AI Assisted Technologies in the Writing Process

In the preparation of this manuscript, the author(s) utilized ChatGPT (OpenAI) solely to assist with language refinement, academic writing improvement, and manuscript organization. All outputs were critically reviewed, revised, and validated by the author(s), who assume full responsibility for the originality, accuracy, and final content of the publication.

Author Contribution Statement

The first author NJ contributed to the conceptualization of the study, development of the research framework, literature analysis, and manuscript drafting. The second author AL contributed to methodology development, critical evaluation of literature, and manuscript revision. The third author AQ contributed to theoretical framework refinement and interpretation of findings. The fourth author MH contributed to critical review and improvement of manuscript structure. The fifth author CM contributed to language editing, final validation, and manuscript preparation. All authors reviewed and approved the final version of the manuscript.

Funding Statement

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Data Availability Statement

The data supporting the findings of this study are derived from publicly available scholarly sources, including journal articles, books, policy documents, and relevant research reports. All sources analyzed in this study are accessible through academic databases and institutional repositories.

Declaration Of Interest

The authors declare that there are no financial, personal, professional, or other competing interests related to this study.

References

- Afifah. (2024). Kurikulum Berbasis Inklusi Pada Pembelajaran Bahasa Arab Di Smp It Harapan Bunda Purwokerto Selatan Banyumas.

- Bakiruddin, M., Maulana, A., Rosid, A., & Huda, M. M. (2025). Implementation of a Spiral-Hybrid Arabic Language Curriculum: Integration of KMA 2019 and Pesantren Traditions in Madrasah Aliyah. *Implementation of a Spiral-Hybrid Arabic Language Curriculum: Integration of KMA 2019 and Pesantren Traditions in Madrasah Aliyah*, 8(2), 195–208.
- Bessarab, A., Turubarova, A., Antoneko Antonenko, I., & Kirillova, A. (2025). Curriculum Adaptation For Children With Special Educational Needs: Best Practices In Inclusive Education. *American Journal Of Psychiatric Rehabilitation*, 28(1), 493–499. <https://doi.org/10.69980/ajpr.v28i1.128>
- Fitriani, N., Hermawan, M. K., Azizah, Z. I., Anshori, M. R., & Handayani, R. A. (2025). Implementasi Kurikulum Merdeka Dalam Pembelajaran Bahasa Arab: Studi Kasus Di SDIT Anak Sholeh Praya. *El-Fusha: Jurnal Bahasa Arab Dan Pendidikan*, 6(2), 153–165. <https://doi.org/10.33752/el-fusha.v6i2.10163>
- Habibah, U., Wahyuddin, W., & Muhajir, M. (2023). Peran Pemerintah Dalam Mendorong Pendidikan Islam Yang Inklusif Di Madrasah. *Jurnal AL-MURABBI*, 9(1), 221–235. <https://doi.org/10.35891/amb.v9i1.4698>
- Harimi, A. C. (2018). Pembelajaran Bahasa Arab Berbasis Inklusif. *Tarling Journal of Language Education*. <https://doi.org/10.24090/TARLING.V1I2.1783>
- Hasan, L. M. U., Nurharini, F., & Hasan, I. N. H. (2024). Kolaborasi Antara Guru Bahasa Arab, Orang Tua Dan Terapis Dalam Mendukung Pembelajaran Bahasa Arab Anak Berkebutuhan Khusus Di Sekolah Inklusi. *Journal of Practice Learning and Educational Development*, 4(1), 44–54. <https://doi.org/10.58737/jpled.v4i1.260>
- Hasan, L. M. U., Vetiana, G. V., & Nurharini, F. (2025). Optimasi BICS-CALP Dalam Kelas Bahasa Arab Inklusif. *Jurnal Al-Hasani*, 2(1), 94–107.
- Hidayat, A. (2024). Navigasi Menuju Pendidikan Inklusif Berkualitas Melalui Program Unggulan (Studi Kasus Pondok Pesantren Walisongo Pontianak). *Seminar Nasional Pendidikan*, 518–529.
- Hidayati, W., Arifah, M. N., & Prayest, T. (2021). Desain Pengembangan Kurikulum Inklusif Berbasis Islam Untuk Anak Berkebutuhan Khusus Pada Masa Pandemi Covid-19. *The Indonesian Conference on Disability Studies and Inclusive Education*, 49–62.
- King-Sears, M. E., Stefanidis, A., Evmenova, A. S., Rao, K., Mergen, R. L., Owen, L. S., & Strimel, M. M. (2023). Achievement of learners receiving UDL instruction: A meta-analysis. *Teaching and Teacher Education*, 122, 103956. <https://doi.org/10.1016/j.tate.2022.103956>
- Mais, A., & Kurnia, N. (2024). Implementasi Filsafat Dalam Pendidikan Inklusi Di Era Modern. UNIPAR Press.
- Ma'wa, A., Suparmanto, Abdurrahman, A., Najwa, D. Q. N., & Karim, S. M. (2023). Penerapan Pembelajaran Berdiferensiasi Berbasis Proyek Dalam Implementasi Kurikulum Merdeka Pada Pembelajaran Bahasa Arab. *Jurnal Al-Kalim: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 2(2), 172–188. <https://doi.org/10.60040/jak.v2i2.31>
- Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. CAST Professional Publishing, an imprint of CAST, Inc.
- Nasarudina, & Syafii, A. H. (2022). Evaluasi Kurikulum Madrasah Inklusif Pada Era Kenormalan Baru. *INKLUSI Journal of Disability Studies*, 9(100–124). <https://doi.org/10.14421/ijds.090106>

- Nurjannah, S., Azizah, N., & Rosi, F. (2023). Modification Curriculum in Inclusive Setting: A Systematic Literature Review Modifikasi Kurikulum Dalam Lingkungan Inklusif: Tinjauan Literatur Sistematis. *JPK (Jurnal Pendidikan Khusus)*, 19(1), 109–120.
- Panadero, E., Jonsson, A., Pinedo, L., & Fernández-Castilla, B. (2023). Effects of Rubrics on Academic Performance, Self-Regulated Learning, and Self-Efficacy: A Meta-analytic Review. *Educational Psychology Review*, 35. <https://doi.org/10.1007/s10648-023-09823-4>
- Saleh, S. R., Husain, D., & Lagalo, A. M. S. (2022). The Design of Psychomotor Assessment Instrument for Arabic Language Learning Sriwahyuningsih. *AL-KALIM: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 1(1), 78–84.
- Trisia, D. (2025). Pengembangan Kurikulum Pendidikan Inklusi Berbasis Difrensiasi Di Sekolah Dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10, 1087–1096.
- Utami, S., & Baroroh, R. U. (2023). Innovation of Mahārah Qirō’ah Assessment Based on Language Tests in The Book Al-Qirō’ah Al-Rosyidah. *Arabia: Jurnal Pendidikan Bahasa Arab*, 15(1), 93–108. <https://doi.org/10.21043/arabia.v15i1.18833>
- Widodo, J., & Qosim, M. N. (2021). Penilaian Kinerja Pada Pembelajaran Maharah Al-Kalam Level 1 Di Kursus Bahasa Arab Al-Arobiya Surakarta. *Uktub: Journal of Arabic Studies*, 1(2), 85–101.
- Yanto, W., Qaaf, M. A., Kevin, M., & Jannah, M. (2025). Pembelajaran Bahasa Arab Berbasis Pendekatan Berdiferensiasi Pada Kurikulum Merdeka. *NASKHI Jurnal Kajian Pendidikan Dan Bahasa Arab*, 7(2), 138–151. <https://doi.org/10.47435/naskhi.v7i1.3618>
- Yulidawati, R., & Rahmatina, W. (2023). Strategi Pembelajaran Bahasa Arab Bagi Anak Berkebutuhan Khusus Di Kelas II SD Islam Al Madani Banjarbaru. *TARBAWI: Jurnal Pendidikan Dan Keagaamaan*, 11(02), 1–10.
- Yuslam, A. C. H., & Nurkhikmah, T. (2024). Model Evaluasi Pembelajaran Bahasa Arab Bagi Siswa Disabilitas Di Madrasah Ibtidaiyah Inklusi. *Aphorisme: Journal of Arabic Language, Literature, and Education*, 5(1), 360–371. <https://doi.org/10.37680/aphorisme.v5i1.6379>
- Zain, Z. F., Yoenanto, N. H., & Fardana, N. A. (2022). Inclusive Education in Public Schools, What Is The Reality? *Jurnal Pendidikan Inklusi*, 5(1), 68–82.
- Zhang, L., Carter, R. A., Greene, J. A., & Bernacki, M. L. (2024). Unraveling Challenges with the Implementation of Universal Design for Learning: A Systematic Literature Review. *Educational Psychology Review*, 36(1), 35. <https://doi.org/10.1007/s10648-024-09860-7>