Lughawiyyāt: Jurnal Pendidikan Bahasa dan Sastra Arab
P-ISSN: 2623-2421, E-ISSN: 2654-2579
Volume 9, Nomor 2, October Tahun 2026
Available online at: https://ejournal.uiidalwa.ac.id/index.php/Lughawiyyat/index

Implementation of CEFR-Based Arabic Language Learning in Developing the Arabic Language Competence of Indonesian Diaspora Students in Qatar

Siti Khumairotuzzahra[1*], Didin Syamsudin[2], Fatihatus Syafa'ah[3], Sri Rahayu Ningrum[4], Ani Asiilatul Udzmay[5]

[1,2,3,4]Universitas Djuanda, Bogor, Indonesia
[5]Qatar University, Doha, Qatar

siti.khumairotuzzahra@unida.ac.id[1], didin.syamsudin@unida.ac.id[2], ,
fatihahuda.fs@gmail.com[3], ayuningrum.1223@gmail.com[4], au2501852@qu.edu.qa[5]
*Correspondence

DOI: 10.38073/lughawiyyat.v9i2.6124			
Received: 17 August 2026	Revised: 11 September 2026	Accepted: 21 September 2026	Published: 15 October 2026

Abstract

This study aims to describe the implementation of CEFR Level A1-based Arabic language learning for Indonesian diaspora students in Qatar, covering planning, teaching materials, media, methods, assessment, and implementation challenges. The study is motivated by the gap between students' need to use Arabic in the social environment of Qatar and their limited proficiency due to the dominance of English in formal education. The method used is qualitative with a descriptive field approach, involving 5 students aged 8-11 years in the Murabbee class over 8 months. Data were collected through diagnostic assessments, observations, semi-structured interviews, and documentation, analyzed through data condensation, data presentation, and conclusion drawing, and their validity was tested through triangulation of techniques, member checking, transferability, dependability, and confirmability. The research results indicate that planning is outlined in the syllabus and lesson plans based on diagnostic assessments that place all students at the A1 level. The material is organized into 15 chapters, progressing from personal-concrete competencies to descriptive, functional-transactional, and contextual competencies, supported by e-books, videos, interactive quizzes, and Google Forms. An eclectic method integrates reading, grammar-translation, aural-oral methods, and a communicative approach with role-playing, moving from controlled exercises to free practice. Assessment shows development across all four skills. Linguistic, motivational, and multilingual learning environment challenges are addressed by the tutor in a flexible and gradual manner. The study concludes that CEFR A1 serves as a useful reference

How to Cite this Article
Khumairotuzzahra, S., Syamsudin, D., Syafa'ah, F., Ningrum, S. R., & Udzmay, A. A. (2026). Implementation of CEFR-Based Arabic Language Learning in Developing the Arabic Language Competence of Indonesian Diaspora Students in Qatar: English. *Lughawiyyat: Jurnal Pendidikan Bahasa Dan Sastra Arab*, *9*(2), 299–319. https://doi.org/10.38073/lughawiyyat.v9i2.6124

Copyright © 2026 The Author(s)
This article is licensed under CC-BY-SA |

framework to guide Arabic language learning for diaspora children toward basic communicative competence that is measurable, contextual, and responsive to a multilingual environment.

***Keywords**: CEFR; Arabic Language Learning; Arabic Language Competence; Indonesian Diaspora; Language Proficiency.*

Introduction

Diaspora refers to groups of people who live outside their home country but still maintain emotional, social, and cultural ties to their homeland, thus sustaining their identity and cross-national relationship(Intan & Machdalena, 2021). According to data from diasporaindonesia.org, the number of Indonesian citizens living abroad is estimated to reach 8 million people, or 3% of Indonesia's total population, spread across various regions of the world (Fernando et al., 2020). One of the destination countries for Indonesians in Asia is Qatar, a country on the Arabian Peninsula with a population of around 2.7 million and a high gross domestic product (GDP) (Wawan & Hannase, 2022). The number of Indonesians living in Qatar is estimated to be around 22,000, who face various challenges in adapting, including in the field of education for themselves and their children (Siregar & Pasaribu, 2023).

In the context of education, Indonesian diaspora families in Qatar generally enroll their children in international schools. However, since most students in these schools come from various countries, English is more commonly used as the language of instruction. On the other hand, Arabic is still taught as a mandatory subject. Learning Arabic involves four skills: listening, speaking, reading, and writing (Belanisa et al., 2022).

The main challenge in learning Arabic for Indonesian diaspora students in Qatar is the low interest and limited use of Arabic in daily life, which affects their proficiency in the language, even though it is highly important for the diaspora living in an Arab country. This condition reveals a gap between students' need to use Arabic in the social environment and their actual mastery of it, and it calls for Arabic learning that is not only focused on mastering structures and vocabulary but also on communicative skills according to the students' competency levels (Nurdianto et al., 2020).

This situation shows the need for a more focused, systematic, and contextual approach to learning Arabic, with measurable skills that can be adjusted to students' needs. One framework that can be used is the Common European Framework of Reference for Languages (CEFR), an international reference framework for describing and measuring language proficiency in stages, which has been adapted for learning various languages, including Arabic (Europe, 2020). Since 2010, CEFR has been adapted into dozens of languages and used in various countries, including Saudi Arabia, through Arabic language education institutions for non-native speakers (Nurdianto & Ismail, 2020). This further demonstrates how salient CEFR level descriptors can be compiled

into an Arabic curriculum framework, supporting the use of CEFR descriptors as a basis for curriculum planning (Mohamed, 2023).

The attraction of the CEFR as a language-policy reference has extended beyond Europe, reinforcing the relevance of understanding the framework in non-European contexts such as Qatar (Harsch, 2026). In learning Arabic, the CEFR serves as a reference framework that provides descriptions of language competence in a structured, step-by-step way, with an emphasis on the ability to use language communicatively according to the learners' competence level (Little, 2020). In addition, the CEFR gives learners a systematic basis for tracking their language progress, setting realistic learning goals, and improving spoken communication more effectively (Bonnet, 2020).

Previous studies show that CEFR descriptors can be operationalized for Arabic in curricula (Muzaffar, 2025). Mohamed (Mohamed, 2023) developed CEFR descriptors into an Arabic curriculum framework, and Arkan (Arkan, 2026). evaluated listening activities in Arabic textbooks against CEFR criteria. In Indonesia, bin Abdul Hakim et al. (Hakim et al., 2024) found that CEFR-based essay writing materials improved students' writing skills, and Kamal et al. (Kamal et al., 2025) developed CEFR-based *kitabah muqayyadah* materials integrated with e-learning. These studies indicate that CEFR-based Arabic learning is feasible, but they focus on curricula, textbooks, or writing at the higher education level.

Even though the implementation of CEFR in foreign language learning, including Arabic, has been widely studied, research on its application for Indonesian diaspora students is still relatively limited. The diaspora context has different learning characteristics because learners are in a multilingual environment and deal with differences between the language used at school, in social settings, and the language being learned. In transnational Arabic heritage-language education, Amro and Iversen (Amro & Iversen, 2025) show that translanguaging practices are an important dimension of learners' multilingual experience. Khaled and Anderson (Khaled & Anderson, 2024) further highlight that identity and creative processes are central to Arabic heritage-language learners' engagement with the language. The role of linguistic and cultural mediation in learning the host country's language is highly relevant to diaspora students' adaptation in Qatar (Pundziuvienė et al., 2023). Specifically, studies on CEFR-based Arabic learning for Indonesian diaspora students in Qatar, especially in additional learning outside of formal education, are still limited. Therefore, research is needed on how CEFR principles are applied in teaching Arabic to Indonesian diaspora children in Qatar.

The Murabbee Arabic class is one of the extra learning options for Indonesian diaspora students in Qatar. This program offers Arabic learning outside of formal education, tailored to the needs of students living in an Arabic-speaking environment but attending schools where the main language of instruction is English. This context makes Murabbee a relevant space to apply CEFR-based Arabic learning, as the lessons can be aimed at achieving measurable language competencies that match the students' skill levels and communicative needs (Nurfadlilah et al., 2026). This supplementary-learning

option is also relevant to the Qatari context, where Harb and El Hajj (Harb & El Hajj, 2024) document the integration of eclecticism and technology in language teaching at Lusail University.

This study aims to describe the implementation of Arabic language learning based on the CEFR level A1 for Indonesian diaspora students in Qatar, covering planning (syllabus and lesson plans), selection of teaching materials and content, the implementation of media and communicative methods, assessment based on A1 competency achievements, as well as linguistic, motivational, and learning environment challenges.

Method

This study used a qualitative method with an online, field-based descriptive approach, aiming to provide an in-depth depiction of Arabic language learning based on the CEFR as it occurs in real-life contexts. This approach was chosen because it allows the researcher to understand the learning process, student experiences, and the dynamics of CEFR implementation in a holistic and contextual way (Hanyfah et al., 2022).

Research Object and Subject

The object of this study is CEFR-based Arabic language learning integrated into Murabee Arabic language classes, focusing on learning planning, teaching materials, media, methods, and their implementation in the learning process. The sunjects were five Indonesian diaspora students, aged 8-11 years.
All subjects have participated in Arabic language learning for approximately eight months at the Murabbee Arabic language course and came from international elementary school backgrounds.

ResearchFocus

Operationally, the research focus was described in several main aspects: lesson planning, teaching materials and learning content, learning media and methods, learning assessment, and implementation challenges.

Data Collection Techniques

Data were collected through four main techniques:

1. Initial diagnostic assessment is used to map students' Arabic language abilities based on the EFR A1 competency characteristics. The assessment covers listening, speaking, reading, and writing skills and is used as a basis for determining the appropriate learning level.
2. Observation is conducted online to monitor the Arabic learning process, including lesson planning and implementation, the use of teaching materials, media, and methods, student activities, and the execution of assessments related to CEFR A1.

3. Semi-structured interviews are conducted with students and Arabic tutors to gather information about learning experiences, perceptions of CEFR A1-based learning, the use of materials and media, as well as linguistic, motivational, and learning environment challenges.
4. Documentation includes the syllabus, lesson plans/teaching modules, learning materials, teaching media, assessment instruments, and records of learning activities used during the learning process.

Data Analysis Technique

The data were analyzed qualitatively in a descriptive way through the stages of data condensation, data presentation, and drawing and verifying conclusions. Data condensation was done by selecting, focusing, and grouping the data based on five research aspects, namely lesson planning, teaching materials and content, media and methods, assessment, and implementation challenges. The data were then presented in the form of narratives, tables, and matrices to find patterns and connections among the findings. Conclusions were then drawn and verified by comparing the results of observations, interviews, diagnostic assessments, and documentation (Moura et al., 2023).

Data Validity

Data validity refers to the trustworthiness criteria by Lincoln and Guba, which include credibility, transferability, dependability, and confirmability. These include(Enworo, 2023):

1. Credibility is ensured through triangulation by comparing data from diagnostic assessments, observations, interviews, and documentation(Creswell & Poth, 2026). Member checking is done by confirming the researcher's interpretation of the results with the Arabic tutor.
2. Transferability is maintained by providing detailed descriptions of the students' characteristics, online learning context, international education environment, and the implementation of learning(Ali, 2023).
3. Dependability is achieved by systematically recording all stages of the research, from data collection and the analysis process to research decision-making (Marian Carcary, 2021).
4. Confirmability is carried out by maintaining traceability between field data, analysis results, and research findings through documentation and audit trails (Bingham, 2023).

Research Stages

This research was conducted in four stages. (1) The preparation stage included problem formulation, determining the research focus, developing a conceptual framework, reviewing literature on the CEFR and Arabic language learning, as well as

developing research instruments. (2) The pre-research stage included initial observation, preliminary interviews with tutors and students, and diagnostic assessment of listening, speaking, reading, and writing skills based on the CEFR A1 descriptors, which served as the basis for determining the learning level and developing learning tools. (3) The implementation stage included CEFR A1-based Arabic language learning using syllabus and lesson plans, where data were collected through observation, interviews, assessments, and documentation. (4) The analysis and reporting stage included data condensation, data presentation, drawing conclusions and verification, as well as testing reliability through triangulation, member checking, and audit trails, ending with the compilation of the findings and discussion.

Results and Discussion

Profile and Initial Abilities of Learners

Murabbee is one of the start-up learning institutions based in Qatar. The target learners at Murabbee are focused on Indonesian children living in Qatar as well as in other Gulf countries like Oman and the United Arab Emirates. The five research subjects consisted of six Indonesian diaspora students who participated in Arabic language learning for children in Murabbee's online classes. These students had been learning Arabic at Murabbee for about eight months. The research subjects included 2 female students and 3 male students, aged between 8 and 11 years.

All the students received their primary education at international schools, where English is the main language of instruction. This shows that the diaspora students are in a multilingual environment, with English dominating formal education, Arabic commonly used in social settings in Qatar, and Indonesian used at home.

Before starting CEFR A1-based Arabic learning, a diagnostic assessment was conducted to find out the students' initial abilities in the four language skills (listening, speaking, reading, writing) according to the characteristics of level A1. This assessment also aims to see how well students can use Arabic in simple communication situations.

Table 1. Profile and Initial Diagnostic Assessment Results of Students

Student	Age	Listening	Speaking	Reading	Writing	Level
P1	8	Able to understand simple instructions with help	Having limitations in introducing oneself in Arabic	Having limitations in reading simple words	Able to write identity with the help of a tutor	Arabic for beginners or children (A1)
P2	8	Slightly understands simple	Having limitations in answering basic questions	Having limitations in reading simple words	Able to write identity with the help of a tutor	Arabic for beginners or children (A1)

		expressions in a familiar context				
P3	9	Able to understand simple instructions and questions with help	Able to have simple dialogues with help	Able to read short phrases	Has limitations in writing identity	Arabic for beginners or children (A1)
P4	9	Able to understand basic information presented slowly	Able to introduce oneself with simple sentences	Able to read simple texts	Able to write simple sentences	Arabic for beginners or children (A1)
P5	11	Able to understand information with limited vocabulary	Able to do a simple introduction with help	Able to read simple texts slowly	Able to write simple sentences	Arabic for beginners or children (A1)

The initial diagnostic assessment showed that all five students are at the beginner level, with varying abilities across the four skills. Generally, students can understand simple instructions and expressions in familiar contexts, but still need support like examples, slower explanations, or guidance from the tutor, especially in speaking and writing, while their reading skills range from simple words to short texts at a still limited pace.

CEFR-Based Arabic Learning Planning

CEFR A1-based learning planning is prepared based on the results of initial diagnostic assessments, which show that the students are at a beginner level. This mapping serves as the basis for determining the level, goals, materials, activities, and forms of assessment, which are put into two tools: the syllabus and the lesson plan. Both have different functions but are connected in translating CEFR A1 into learning practice.

Syllabus as a General Framework for Learning

A syllabus serves as a general guide for organizing learning for a semester or a program. Its components include the CEFR level, learning objectives, targeted competencies, core materials, activities, and overall forms of assessment. The materials and activities are arranged progressively, from simple language skills to basic communication according to the A1 descriptors. Topics are tailored to the characteristics of the students as Indonesian diaspora in Qatar, so the materials focus not only on vocabulary and language structures but also on everyday communication situations like

personal identity, family, and local environment. In this way, the syllabus acts as a big-picture map that turns A1 competencies into a series of materials and learning goals for a period.

Lesson Plan (RPP) as an Operational Learning Tool

The lesson plan outlines the syllabus framework into operational activities for each meeting, including competency standards, basic competencies, indicators, materials, methods, media, activity steps, and detailed assessments. Indicators are formulated based on what students can do after learning (learning outcome), not just the material they should master. At the A1 level, the goals focus on understanding and using simple expressions in familiar situations, such as following instructions, introducing oneself, giving personal information, asking and answering simple questions, and using everyday vocabulary in the surroundings.

For example, in a lesson plan about introducing oneself, the A1 descriptor translates to the ability to state one's name, age, origin, and simple personal information. The activities include sample dialogues, vocabulary exercises, Q&A, and paired introduction practice, with assessment based on the ability to use these expressions orally in simple situations.

The Link Between CEFR Descriptors and Lesson Planning

In both the syllabus and lesson plans, the CEFR A1 descriptor serves as a reference to translate general competencies into specific observable skills, following this flow: CEFR level → descriptor → learning objectives → activities → assessment. Assessment is planned from this stage, not just to measure mastery of the material, but to check the achievement of skills according to the A1 descriptor. The form is adjusted to the skill: understanding instructions (listening), responding to simple questions (speaking), understanding short texts (reading), and writing personal information or simple sentences (writing).

CEFR A1-Based planning therefore does not stop at mentioning the level in the syllabus and lesson plans, but is reflected in the connection between diagnostic assessment, level determination, objectives, descriptors, material, activities, and assessment. The syllabus and lesson plans serve as documentary evidence that CEFR principles are translated into planning before being implemented in the classroom.

Table 2. CEFR A1 Mapping Table in the Syllabus and Lesson Plans

Component	Implementation in Planning
Level	CEFR A1
Learning Indicators	1. Listening: able to understand simple instructions, questions, and information in familiar situations. 2. Speaking: able to use simple expressions to introduce oneself and engage in basic communication. 3. Reading: able to understand simple words, phrases, and short texts on familiar topics. 4. Writing: able to write personal information, words, phrases, and simple s

Component	Implementation in Planning
	entences.
Descriptors	1. Listening: Learners are able to understand simple expressions, instructions, and information delivered clearly and related to familiar situations. 2. Speaking: Learners are able to use simple expressions to introduce themselves, answer basic questions, and engage in simple communication in familiar situations. 3. Reading: Learners are able to understand words, phrases, and short texts related to information and familiar situations. 4. Writing: Learners are able to write personal information, words, phrases, and simple sentences about familiar matters.
Materials	Basic Greetings & Introductions, Identity & Family, School Environment (Descriptive), Personal Information (Numbers & Age), Time Information, Simple Daily Routines, Environmental Description (Home), Daily Needs, Interests & Preferences, Weather & Natural Environment, Object Description (Colors), Physical Description (Body Parts), Simple Transactions, Diaspora Contextualization & Application, Summative Evaluation.
Activities	1. Listening: Listening to and understanding simple instructions, questions, dialogues, and information in familiar situations. 2. Speaking: Engaging in question-and-answer, self-introduction, simple dialogue, and using everyday expressions. 3. Reading: Reading and understanding simple words, phrases, and short texts on familiar topics. 4. Writing: Copying, completing, and writing simple words, phrases, and sentences about oneself and the surrounding environment.
Media	Reading materials (PDF e-book), instructional videos, interactive game applications, and Google Forms.
Method	Eclectic with a communicative approach, Reading Method, Grammar-Translation Method, Aural-Oral Method, Role Play
Assessment	Assessment of listening, speaking, reading, and writing based on A1 indicators

Teaching Materials and Learning Content

The findings show that the teaching materials used in Arabic learning are designed with reference to the learner's abilities at the CEFR A1 level. The content focuses on using the language in simple and familiar situations, emphasizing mastery of basic vocabulary, everyday expressions, and the ability to understand and produce Arabic simply. The preparation of the materials is not solely oriented toward mastering language elements (structure and vocabulary), but is directed at the learner's ability to use the language in basic communication according to the can-do descriptors at the A1 level.

Suitability of Material for A1 Level

From the perspective of suitability for the A1 level, the learning materials cover topics that are close to the learners' daily lives, such as greetings and introductions, personal identity, family, school, numbers and age, days and time, daily activities, home environment, everyday needs (food and drinks), interests and hobbies, weather, colors, body parts, simple transactions at markets/restaurants, as well as life in Qatar as a contextualization chapter. These topics are arranged in chapter order that moves from the most personal and concrete competencies to descriptive competencies (colors and body parts are placed close together so they can be combined smoothly, for example, to describe simple physical features), then functional-transactional competencies, and ends with contextual integration and evaluation. The importance of aligning listening activities with CEFR criteria is also emphasized in Arkan's evaluation of Arabic language teaching textbooks used in Turkey (Arkan, 2026).

Table 3. Arabic Language Material Description with CEFR A1 Standard

Chapter	Material	Competency Focus	Scope Boundaries (to remain A1)
1	التحية والتعارف	Basic greetings & introductions	Greeting expressions, asking names, short responses
2	أسرتي	Identity & family	Family member terms, simple possessive pronouns
3	مدرستي	School environment (descriptive)	Names of objects/rooms at school, basic adjectives
4	الأرقام والعمر	Personal information (numbers & age)	Numbers 1–100, the structure "I am ... years old"
5	الأيام والوقت	Time information	Days of the week, simple clock time, times of day
6	أنشطتي اليومية	Simple daily routines	Daily activities using basic verbs
7	بيتي	Environmental description (home)	Names of rooms/objects, simple adjectives
8	الطعام والشراب	Daily needs	Names of food/drinks, expressions of liking/wanting
9	هواياتي	Interests & preferences	Simple expressions of likes/dislikes
10	الطقس	Weather & natural environment	Basic weather adjectives (hot, cold, sunny, rainy) without cause-and-effect explanation
11	الألوان	Object description (colors)	Basic color names, used in simple phrases (e.g. "red shirt", "blue book")

Chapter	Material	Competency Focus	Scope Boundaries (to remain A1)
12	أعضاء الجسم	Physical description (body parts)	Basic body part names, used in simple phrases (e.g. "my eyes are beautiful", "my head hurts")
13	في السوق والمطعم	Simple transactions	Buying/ordering with basic sentences, numbers & prices
14	الحياة في قطر (تطبيقية)	Diaspora contextualization & application	Not a new competency — integrates themes 1–13 into the real-life context of living in Qatar
15	المراجعة والتقييم	Summative evaluation	Measuring the achievement of A1 descriptors across all chapters

The material is presented gradually through four stages, namely: (1) introduction of vocabulary and expressions, (2) understanding meanings, (3) guided practice, and (4) simple communication practice. These stages are consistent with the learning method applied, which is an eclectic approach that combines a communicative approach as the main basis with guided practice in the introduction stage and role play during the communication application stage. Consequently, the material is adapted not only in terms of content but also in the delivery method, so that it aligns with the beginner-level learners' initial abilities.

Material Based on Learners' Needs

From the perspective of learners' needs, the selection of material takes into account the characteristics of Indonesian diaspora students living in a multilingual environment. The learners come from international schools where English is predominantly used, while Arabic is more commonly encountered in the social environment in Qatar. Therefore, the learning materials are aimed at equipping learners with Arabic language skills that can be used in simple interactions, especially when communicating with their surroundings.

Contextualization of Materials with Diaspora Life

In addition, the materials are developed with consideration of the context of the life of the Indonesian diaspora in Qatar. Some learning topics are linked to learners' daily experiences, such as life at school, family, local environment, activities in Qatar, and interactions with the community. This contextualization does not add new language competencies beyond the A1 descriptors but serves as a means to apply the competencies that have already been learned in real situations, making the materials closer to learners' experiences and giving them opportunities to use Arabic in their everyday lives.

Learning Media and Methods

Learning Media

The learning media used consist of several types, adjusted to language skills and different learning stages.

Reading materials (PDF e-books): The main media are PDF e-books developed under the title الحياة في قطر (Life in Qatar), arranged according to CEFR A1 standards and the context

of the Indonesian diaspora in Qatar. Additionally, a supplementary textbook بحث حوار (Hiwar) volume 1, which has been adapted to CEFR standards, is also used.

Learning videos: For listening and speaking skills, tutors use YouTube videos to introduce pronunciation, intonation, and natural use of Arabic.

Interactive game apps: At the evaluation stage, Kahoot and Blooket are used as interactive quiz apps to measure learning outcomes while also providing immediate feedback.

Google Form: In the final test, Google Form was used to support the implementation of the written test, especially reading and writing skills.

Overall, the choice of this media shows an adjustment between the type of media and the skills being developed, as well as the learning stage, ranging from material introduction to evaluation.

Learning Methods The choice of learning methods is adjusted to the language skills and the material being studied. Reading Method (Thariqah Qira'ah) Used as a foundation to train students' fluency in reading Arabic texts, including correct pronunciation of letters and smooth reading, while also training general understanding of the text content. This method is applied before going into deeper sentence structure analysis.

b. Grammatical-Translation Method (Thariqah Qawa'id wa Tarjamah) Used to analyze sentence structures in texts through translation activities, combined with the introduction of simple grammatical rules, such as the difference between hadza/hadzihi and dzalika/tilka. The rules introduced are limited to the most basic level according to A1 competence.

c. Aural-Oral Method (Thariqah Sam'iyyah Syafawiyah) Used for listening skills, through YouTube video playback followed by Q&A. This method trains students' understanding of sounds and sentence patterns as well as their oral responses.

d. Eclectic Method with a Communicative Approach The most commonly used method emphasizes communicative interaction between the tutor and students as well as among students themselves. It is combined with role-playing based on dialogues around themes, such as introductions, transactions, or self-descriptions.

Overall, the tutor applies an eclectic method that combines various approaches according to language skill needs. Its implementation reflects a shift from controlled practice to free practice: reading, grammar-translation, and aural-oral methods function as controlled exercises in the early stages-building fluency, structural accuracy, and listening comprehension, respectively-while the communicative approach and role-playing are used during free practice stages. This flow aligns with the principle of A1-level language learning, which gradually builds competence. A scenario-based learning framework for Arabic language courses, underscoring the value of contextualized communicative tasks (Creswell & Poth, 2026; Mohamed, 2025).

Implementation of CEFR A1-Based Arabic Language Learning

Language Learning Based on CEFR A1 The implementation of learning refers to the syllabus and lesson plans. The results of diagnostic assessments indicating that students' abilities are at the beginner level serve as the basis for determining objectives, materials, activities, and assessments. Learning is directed towards the ability to use the language in simple communication according to the A1 level.

Learning Process

Learning happens gradually, starting from providing input and guided practice to using language in simple communication. Learners get to know vocabulary and expressions, understand their meanings and language patterns through tutor explanations, practice in a guided way, and then use them more freely. CEFR A1 implementation is seen in translating descriptors into activities, following the sequence: CEFR A1 descriptor → objectives → materials → activities → assessment.

All four skills are developed in an integrated way. Listening, supported by the aural-oral method, focuses on understanding instructions, questions, and simple information. Speaking, through the communicative approach and role play, focuses on introducing oneself and carrying out basic communication. Reading, supported by the reading and grammar-translation methods, focuses on fluency and the understanding of words, phrases, and short texts. Writing focuses on personal information and simple sentences.

Implementation of the Lesson Plan in Learning

The lesson plan (RPP) translates CEFR A1 planning into activities for each meeting by detailing objectives, indicators, materials, methods, media, activity steps, and assessment. The lesson plan is not merely an administrative document, but an operational guideline that ensures learning remains aligned with CEFR A1 targets.

For example, in the self-introduction lesson, the activities (vocabulary introduction, sample dialogues, question-and-answer, and paired introduction practice) were assessed through students' oral use of the expressions.

3. Tutor and Student Interaction

Learning moves from controlled practice (reading method, grammar-translation, aural-oral) to more free use of the language (communicative approach and role-playing). Overall, the implementation shows a connection between diagnostic assessment, planning, lesson plan execution, activities, interaction, and evaluation. CEFR A1 is used as the target proficiency reference; the syllabus and lesson plans translate it into activities, and learning is aimed at simple, gradual, and communicative language experiences.

CEFR A1-Based Learning Assessment

Assessment of Arabic language learning based on CEFR A1 is carried out to measure students' achievement of competencies in all four language skills, in accordance with the indicators formulated in the lesson planning. Assessment is not only used to find

out mastery of the material, but also to see how well students can use Arabic in simple communication situations according to the A1 descriptors.

Types of Assessment

The types of assessment used in learning consist of five complementary types:

Oral test: measures speaking skills and some listening skills through questions and answers, dialogue practice, and role-play.

Written test: measures reading and writing skills through writing personal information, words, phrases, and simple sentences, as well as understanding short texts. At the end of the program, the written test is conducted via Google Form.

Interactive quizzes (Kahoot and Blooket): used as formative assessments throughout the learning process to measure vocabulary mastery and understanding of the material for each theme.

Daily observation: conducted continuously by the tutor to observe students' participation, responses, and natural use of Arabic in class activities, such as spontaneous Q&A and interactions during role plays, to complement the picture of student progress beyond formal test moments.

End-of-A1-level observation (comprehensive test): at the end of the program, an observation is conducted in the form of giving a comprehensive test designed to measure the achievement of can-do competencies across all language skills according to the A1 descriptors. The test is developed based on the principle that the CEFR is not just a list of grammar materials but focuses on the real abilities that students can actually perform with the language. This orientation is consistent with Alharbi and Sa'ad's (2026) proposal for a unified model for measuring Arabic language competence among non-native learners (Alharbi & Sa'ad, 2026).

The questions are arranged in a composition that covers all skills and language components, as follows:

Table 4. Test Item Components

Component	Number of Items	Format
Listening	10	Multiple choice/matching
Reading	10	Multiple choice/fill-in
Vocabulary and Structure	10	Multiple choice/fill-in
Writing	5	Fill-in/simple production
Speaking	5	Oral test
Total	40	

The scope of skills measured in each component is adjusted to the characteristics of A1, as follows:

Table 5. Component Coverage in Relation to Materials

Skill	A1 Ability Measured	Example
Listening	Understanding simple words/phrases related to oneself and the environment	الإسم، العمر، الساعة (Chapters 2, 4, 5, 6, 10) والأيام، الأنشطة اليومية، الطقس والجو
Reading	Understanding simple short words and sentences	قراءة نصوص قصيرة عن (Chapters 2, 5, 6, 7) الهوية الذاتية أو الجدول اليومي أو وصف المنزل
Speaking	Giving simple information about oneself	العمر، الأسرة، السكن الاسم، (Chapters 1, 2, 4)
Writing	Writing simple information and short sentences	كتابة الاسم، العمر، الأسرة، الألوان المفضلة (Chapters 2, 4, 11)
Vocabulary	Understanding and using everyday vocabulary	المدرسة، الطعام والشراب، الألوان، أعضاء الجسم الأسرة، (Chapters 2, 3, 8, 11, 12)
Grammar	Using simple structures for communication	هذا/هذه (Ch. 3, 7, 11), أنا/عندي (Ch. 1, 2), أحب (Ch. 9), الأرقام (Ch. 4)

Assessment Indicators

Assessment indicators were prepared based on the CEFR A1 descriptors and learning indicators formulated in the learning plan (see the Learning Indicators in Table 2). They were measured through the combination of assessment forms explained above, with the final A1-level observation serving as a comprehensive instrument that measures the achievement of all indicators in an integrated manner.

3. Learning Outcomes

The results of the final A1 level observation show development compared to the results of the initial diagnostic assessment. The achievement of students' competencies in each skill is described as follows:

Table 6. Competency Achievement

Skill	A1 Competency Achievement
Listening	Able to understand instructions, questions, expressions, and simple information delivered clearly in familiar contexts.
Speaking	Able to introduce oneself, provide personal information, answer basic questions, and engage in simple communication using previously learned expressions.
Reading	Able to understand simple vocabulary, phrases, and short texts related to daily life and familiar situations.
Writing	Able to write personal information, words, phrases, and simple sentences about oneself and the surrounding environment.

These achievements are reflected in everyday learning interactions. In speaking skills, this ability is evident when students answer questions and provide personal information directly to the tutor. In writing skills, some students have even been able to compose short compositions about daily activities, demonstrating the use of vocabulary and expressions to form sentences, not just memorizing them separately. In listening skills, the ability to understand the content of Arabic-language learning videos indicates the effectiveness of audiovisual media in providing language exposure contextually. As supporting data, the final test results through Google Forms show a range of student scores between 80–95, particularly in reading and writing skills. These figures strengthen the qualitative description above through triangulation of techniques but are positioned as supplementary data, not evidence of a causal relationship between the implementation of the CEFR and the improvement of students' Arabic language skills.

Compared to the initial conditions where several students still showed limitations in introducing themselves, answering basic questions, or reading simple words, the final achievements show that all students have reached the basic competencies in all four skills according to the A1 descriptor. Overall, these findings reinforce that the implementation of CEFR A1 provides a clear framework for guiding learning towards concrete and measurable language competence, while also allowing tutors to adjust instruction according to the characteristics and needs of diaspora children in a multilingual environment.

Challenges in the Implementation of CEFR A1-Based Arabic Language Learning

The implementation of CEFR A1-based Arabic learning for Indonesian diaspora children in Qatar takes place in a multilingual environment: Indonesian at home, English at international schools, and Arabic in social settings. This situation brings up three challenges: linguistic, motivational, and learning environment.

Linguistic Challenges.

The most prominent challenge is reading skills. Based on interviews with tutors, some students still have difficulty reading Arabic texts fluently, which aligns with the variation in abilities shown in the initial diagnostic assessment (Table 1). This difficulty affects understanding unfamiliar texts and pronunciation, as students are more used to English. Tutors tackle this by encouraging repeated reading through the reading method (thariqah qira’ah), still asking students to read even if they stumble, and providing extra exercises outside regular sessions. Tutors also use English sparingly as a comprehension bridge, for example, when explaining simple nahw structures through the grammar-translation method, but not as a learning goal.

Motivational Challenges

Students aged 8-11 get bored easily if the learning is monotonous, so it's important to use strategies that are communicative and actively involve them. The tutor uses learning videos (aural-oral), dialogues and role-play, as well as interactive quizzes like Kahoot and Blooket, which serve both as evaluation and a way to keep them engaged. Also, Arabic is not always dominant in their daily life since English is used more often. Therefore, the material is contextualized through the theme of Life in Qatar to make the

learning goals feel meaningful. The CEFR-aligned culturally immersive tasks significantly improved Arabic learners' speaking fluency and pragmatic appropriateness, reinforcing the value of connecting language instruction to learners' real-life contexts (Boulaares, 2025).

Learning Environment Challenges Being in an Arabic-speaking country doesn't automatically make Arabic the dominant language in students' activities, since English is strong in formal education and Indonesian at home. Their previous schools (Mesaieed International School, Amjad International Academy, Alpha Cambridge School, and Pakistan School Nizwa) also don't have a uniform standard for Arabic learning yet. Murabbee's extra classes fill this gap with a systematic and gradual approach, using CEFR A1 as the framework to determine competence levels and learning stages (Abourehab, 2025).

Overall, these three challenges don't hinder learning, but they show that applying CEFR A1 in a diaspora context requires adjustments in media, supporting languages, practice intensity, and communication context. For children in the diaspora, CEFR isn't just a proficiency level standard, but also a reference for designing learning that's contextual, gradual, and responsive to students' needs in a multilingual environment.

Conclusion

This study shows that CEFR A1 can serve as a coherent framework for learning additional Arabic for Indonesian diaspora students in Qatar. Diagnostic assessments placed all five students at the A1 level with varying abilities across the four skills, in a multilingual environment: English dominates formal education, Arabic is used in social settings, and Indonesian is used at home. CEFR A1 descriptors are consistently translated into the syllabus, lesson plans (RPP), learning objectives, activities, and assessments. The material, consisting of 15 chapters, moves from personal and concrete topics to descriptive, functional-transactional, and contextual topics, and is contextualized through themes of life in Qatar. The learning is supported by e-books, videos, interactive quizzes, and Google Forms, and is delivered through an eclectic method that moves from controlled exercises (reading method, grammar-translation, and aural-oral) to free practice (communicative approach and role-playing). By the end of the program, all students reached the basic competencies in all four skills, although these results are descriptive and don't show a causal link between the implementation of CEFR and the improvement of students' abilities.

The linguistic challenges, motivation, and learning environment that arose didn't hinder the teaching process. These challenges were addressed through repeated reading habits, limited use of supporting language, varied and interactive activities, and step-by-step, contextual delivery of the material. This shows that in the context of the diaspora, the CEFR not only serves as a proficiency standard but also as a foundation for designing learning that is measurable, contextual, and responsive to learners' multilingual characteristics. The Murabbee classroom model can therefore be relevant for Indonesian

diaspora communities in other Arab countries. Since this study only involved five students at one level, future research should include a larger sample, higher CEFR levels, and designs that allow for stronger conclusions about learning effectiveness.

Statement on the Use of AI and AI-Based Technology in the Writing Process

During the writing of this manuscript, the author utilized Claude, Bing Translator, and Grammarly as tools to improve language, check grammatical accuracy, translate, and clarify the presentation of ideas in an academic manner. The outputs from all these tools were reviewed, verified for accuracy, and further edited by the author. The author assumes full responsibility for the accuracy of the content, the originality of the work, and the final substance of the manuscript.

Author Contribution Statement

Siti Khumairotuzzahra was responsible for formulating the research concept, collecting data, conducting analysis, and drafting the manuscript. Didin Syamsudin supervised the research process, guided the methodological aspects, and reviewed the manuscript. Ani Asiilatul Udzmay assisted in the preparation of the theoretical framework, searching for references, and manuscript revisions. Fatihatus Syafa'ah was responsible for validating the research, assisting in data collection, and performing the final editing. Sri Rahayu Ningrum assisted in research administration management and refining the manuscript.

Funding Statement

This research was funded by Djuanda University, in accordance with the Research Contract Letter for Early-Career Lecturers, Internal University Funding for Djuanda University Lecturers, Fiscal Year 2026, Number: 841/01/K-X/VII/2026.

Data Availability Statement

The data that underlie the findings of this study can be requested from the corresponding author for appropriate reasons. The data can be shared for academic and research purposes, while still protecting participant confidentiality and adhering to ethical principles.

Conflict of Interest Statement

The authors declare that they have no financial, personal, professional, or other interests that could potentially cause a conflict in this study.

References

Abourehab, Y. (2025). It's an Imagined *Fuṣḥatopia*: Teacher Language Ideologies and Multilingual Practices in Arabic Heritage Learning in the United States. *Applied Linguistics*, *46*(2), 321–341. https://doi.org/10.1093/applin/amae036

Alharbi, B. H., & Sa'ad, A. A. (2026). *Designing a Unified Model for Measuring Arabic Language Competence among Non-Native Learners*. F1000Research. https://doi.org/10.12688/f1000research.173332.1

Ali, A. Y., Sergi Fàbregues,Angela Durante,Elsa Lucia Escalante,Shahzad Inayat,Parveen. (2023). Proposing the "MIRACLE" Narrative Framework for Providing Thick Description in Qualitative Research—Ahtisham Younas, Sergi Fàbregues, Angela Durante, Elsa Lucia Escalante, Shahzad Inayat, Parveen Ali, 2023. *International Journal of Qualitative Methods*. https://journals.sagepub.com/doi/10.1177/16094069221147162

Amro, L., & Iversen, J. Y. (2025). Translanguaging in transnational digital Arabic heritage language education. *European Educational Research Journal*, 14749041241311958. https://doi.org/10.1177/14749041241311958

Arkan, Z. (2026). Evaluation of listening activities in arabic language teaching textbooks used in Turkey in light of the CEFR criteria. *Asian-Pacific Journal of Second and Foreign Language Education*, *11*(1), 10. https://doi.org/10.1186/s40862-025-00366-5

Belanisa, F., Amir, F. R., & Sudjani, D. H. (2022). E-modul Interaktif Sebagai Media Pembelajaran Bahasa Arab Untuk Meningkatkan Motivasi Siswa. *Tatsqifiy: Jurnal Pendidikan Bahasa Arab*, *3*(1), 1–12. https://doi.org/10.30997/tjpba.v3i1.4754

Bingham, A. J. (2023). From Data Management to Actionable Findings: A Five-Phase Process of Qualitative Data Analysis - Andrea J. Bingham, 2023. *International Journal of Qualitative Methods*. https://journals.sagepub.com/doi/10.1177/16094069231183620

Bonnet, G. (2020). *The CEFR and Education Policies in Europe on JSTOR*. https://www.jstor.org/stable/4626096

Boulaares, D. (2025). Cultural Immersion and Advanced L2 Arabic Speaking: A CEFR-Aligned Quasi-Experimental Study. *Traduction et Langues*, *24*(2), 104–135.

Creswell, J. W., & Poth, C. N. (2026). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches 4/E*. SAGE Publications.

Enworo, O. C. (2023). Application of Guba and Lincoln's parallel criteria to assess trustworthiness of qualitative research on indigenous social protection systems. *Qualitative Research Journal*, *23*(4), 372–384. https://doi.org/10.1108/QRJ-08-2022-0116

Europe, C. of. (2020). *Common European Framework of Reference for Languages: Companion Volume*. Council of Europe. www.coe.int/lang-cefr

Fernando, J., Marta, R. F., & Hidayati, R. K. (2020). Reaktualisasi mahasiswa diaspora Indonesia dalam menjaga identitas budaya bangsa di Benua Australia. *Jurnal Kajian Komunikasi*, *8*(2), 194–206. https://doi.org/10.24198/jkk.v8i2.25219

Hakim, M. K. bin A., Setiadi, S., Tajuddin, S., & Miftahuddin, A. (2024). The Effectiveness of CEFR Model-based Material on Arabic Essay Writing (Kitabah Hurrah) Ability. *KnE Social Sciences*, 167–175. https://doi.org/10.18502/kss.v9i9.15667

Hanyfah, S., Fernandes, G. R., & Budiarso, I. (2022). Penerapan Metode Kualitatif Deskriptif Untuk Aplikasi Pengolahan Data Pelanggan Pada Car Wash. *Seminar Nasional Riset Dan Inovasi Teknologi (SEMNAS RISTEK)*, *6*(1), Article 1. https://doi.org/10.30998/semnasristek.v6i1.5697

Harb, H., & El Hajj, M. (2024). Integrating Eclecticism and Technology in Language Teaching: The Case of Lusail University in Qatar. *XLinguae*, *17*(4), 3–19. https://doi.org/10.18355/XL.2024.17.04.01

Harsch, C. (2026). Language policy attraction of the Common European Framework of Reference (CEFR) in regions outside Europe. *Current Issues in Language Planning*, 1–26. https://doi.org/10.1080/14664208.2026.2692203

Intan, T., & Machdalena, S. (2021). Pengalaman Diasporan Perempuan Indonesia Dalam Novel Metropop Wander Woman Karya Nina Addison Dkk. *Dialektika: Jurnal Bahasa, Sastra, Dan Pendidikan Bahasa Dan Sastra Indonesia*, *8*(2), 120–139. https://doi.org/10.15408/dialektika.v8i2.20246

Kamal, M., Sarip, M., Ilham, A., Jubaedah, S., & Khambali, K. (2025). Compiling E-Learning Kitabah Muqoyyadah Teaching Materials through the CEFR. *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab*, *8*(1), 21–35. https://doi.org/10.17509/alsuniyat.v8i1.73520

Khaled, F., & Anderson, J. (2024). Textart, identity and the creative process: A case study with Arabic heritage language learners. *International Journal of Bilingual Education and Bilingualism*, *27*(1), 113–130. https://doi.org/10.1080/13670050.2022.2158721

Little, D. (2020, September). Common European Framework of Reference for Languages. In *The TESOL Encyclopedia of English Language Teaching* (pp. 1–7). Wiley. https://doi.org/10.1002/9781118784235.eelt0114.pub2

Marian Carcary. (2021). The Research Audit Trail: Methodological Guidance for Application in Practice. *Electronic Journal of Business Research Methods*, *18*(2). https://doi.org/10.34190/JBRM.18.2.008

Mohamed, S. (2023). The development of an Arabic curriculum framework based on a compilation of salient features from CEFR level descriptors. *The Language Learning Journal*, *51*(1), 33–47. https://doi.org/10.1080/09571736.2021.1923781

Mohamed, S. (2025). Designing a scenario-based learning framework for a university-level Arabic language course. *Language Learning in Higher Education*, *15*(1), 191–220. https://doi.org/10.1515/cercles-2024-0095

Moura, A., MacPhail, A., Graça, A., & Batista, P. (2023). Providing physical education preservice teachers with opportunities to interrogate their conceptions and practices of assessment. *European Physical Education Review*, *29*(1), 162–179. https://doi.org/10.1177/1356336X221129057

Muzaffar, A. (2025). Adopsi Common European Framework of Reference for Languages (CEFR) dalam Kurikulum Pembelajaran Bahasa Arab di Madrasah Indonesia. *لسـانـنـا (LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya*, *15*(2), 193–212. https://doi.org/10.22373/ls.v15i2.33439

Nurdianto, T., Hidayat, Y., & Wulandari, V. A. (2020). CEFR-Based Arabic Language Learning Competency. *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature*, *3*(3), 229–248. https://doi.org/10.22219/jiz.v3i3.14123

Nurdianto, T., & Ismail, N. A. bin. (2020). Pembelajaran Bahasa Arab Berbasis Common European Framework Of Reference For Language (CEFR) Di Indonesia. *Al Mahāra: Jurnal Pendidikan Bahasa Arab*, *6*(1), Article 1. https://doi.org/10.14421/almahara.2020.061.01

Nurfadlilah, S., Mahmudi, I., Daundi, A. D. S., Juniarti, R. N., & Noor, N. B. M. (2026). Designing a CEFR B1-Based Arabic Speaking Assessment Prototype Through the Adaptation of Ali Al-Khuli's Speaking Task Framework. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, *10*(1), 36–53. https://doi.org/10.15575/jta.v10i1.49359

Pundziuvienė, D., Meškauskienė, A., Ringailienė, T., & Matulionienė, J. (2023). The Role of Linguistic and Cultural Mediation in Learning the Host Country's Language. *Sustainable Multilingualism*, *23*(1), 121–142. https://doi.org/10.2478/sm-2023-0015

Siregar, R. F., & Pasaribu, M. (2023). Diaspora Pendidikan Agama Islam di Pusat Pendidikan Warga Negara Indonesia Klang Malaysia. *Edukatif : Jurnal Ilmu Pendidikan*, *5*(4), 1747–1757.

Wawan, & Hannase, M. (2022). Dinamika Sistem Perburuhan (Kafala) Di Qatar. *Jurnal Aspirasi*, *12*(2). https://aspirasi.unwir.ac.id/index.php/aspirasi/issue/view/11