



## AN ASSESSMENT OF BACHELOR OF EDUCATION IN TEACHING ARABIC LANGUAGE CURRICULUM IN MALAYSIA: A CASE STUDY IN AL-MADINAH INTERNATIONAL UNIVERSITY (MEDIU)

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**Abstract: Objective:** This research aimed to assess the Bachelor of Education in Teaching Arabic Language program at Al-Madinah International University (MEDIU) in Malaysia, focusing on the extent to which its academic and pedagogical components align with the national teacher education standards set by the Malaysian Qualifications Agency (MQA), as well as the presence and effectiveness of curriculum evaluation and impact assessment mechanisms within pedagogical courses. **Methodology:** A documentary analysis approach was employed, analyzing official program documents such as the curriculum, course syllabi, and national standards issued by MQA and the Malaysian Ministry of Higher Education. Documents were examined using indicators related to curriculum structure, teacher preparation, and mechanisms for evaluating curriculum impact. **Results:** The findings indicate that the program is largely aligned with national teacher education standards, particularly in core Arabic language knowledge, pedagogical foundations, and teaching practicum. Effective short-term curriculum impact tools are in place, including practicum evaluation rubrics, student reflection reports, and mentor feedback. However, explicit integration of 21st-century skills and lifelong learning elements is limited in some course syllabi, and mechanisms for long-term impact evaluation, such as alumni tracking, are insufficient. **Conclusions:** The program demonstrates high alignment with Malaysian national teacher education standards, yet there is a need to strengthen the integration of soft skills and lifelong learning, as well as to develop systematic long-term evaluation mechanisms. **Recommendations:** It is recommended to explicitly embed 21st-century skills and lifelong learning competencies in course descriptions, establish institutional systems for alumni tracking and long-term impact assessment, and conduct periodic studies to evaluate program effectiveness and improve learning outcomes.

**Keywords:** Assessment, Bachelor of Education - Teaching Arabic Language - Al-Madinah International University- Malaysia

### تقييم برنامج بكالوريوس التربية في تعليم اللغة العربية في ماليزيا: دراسة حالة في جامعة المدينة العالمية (MEDIU)

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**المستخلص: الهدف:** يهدف هذا البحث إلى تقييم برنامج بكالوريوس التربية في تعليم اللغة العربية بجامعة المدينة العالمية (MEDIU) في ماليزيا، من حيث مدى توافق مكونات البرنامج الأكاديمية مع معايير هيئة المؤهلات الماليزية (MQA)، وكذلك مدى توافر معايير وآليات تقييم المنهج وأثره في المقررات التربوية. **المنهج:** اعتمد البحث على منهج تحليل الوثائق (Documentary Analysis)، حيث تم تحليل مجموعة من الوثائق الرسمية المرتبطة بالبرنامج، مثل الخطة الدراسية، توصيفات المقررات، والمعايير الوطنية الصادرة عن هيئة المؤهلات الماليزية ووزارة التعليم العالي الماليزية. تم تحليل الوثائق باستخدام مؤشرات تتعلق ببنية البرنامج، والإعداد التربوي، وآليات تقييم أثر المنهج. **النتائج:** أظهرت النتائج أن البرنامج يتوافق بدرجة كبيرة مع المعايير الوطنية لإعداد المعلمين، خصوصاً فيما يتعلق بمكونات المعرفة التخصصية في اللغة العربية، والأسس التربوية، والتدريب الميداني. توجد أدوات فعالة لتقويم الأثر قصير المدى، مثل تقويم التدريب الميداني، تقارير التأمل الذاتي، وتغذية المشرفين الراجعة. مع ذلك، لوحظ ضعف في دمج مهارات القرن الحادي والعشرين ومهارات التعلم المستمر بشكل صريح في بعض توصيفات المقررات، وكذلك قصور في آليات تقويم الأثر طويل المدى للبرنامج. **الاستنتاجات:** يتمتع برنامج بكالوريوس التربية في تعليم اللغة العربية بدرجة عالية من التوافق مع المعايير الماليزية الوطنية لإعداد المعلمين، إلا أنه يحتاج إلى تعزيز دمج المهارات الناعمة ومهارات التعلم المستمر، إضافة إلى تطوير أنظمة تقويم الأثر طويل المدى. **التوصيات:** يوصى البحث بتضمين مهارات القرن الحادي والعشرين والتعلم مدى الحياة بوضوح في توصيفات المقررات، وتطوير نظام مؤسسي لتتبع خريجي البرنامج وقياس أثره في الميدان التربوي، وإجراء دراسات دورية لتقويم فاعلية البرنامج وتحسين مخرجاته التعليمية.

**الكلمات المفتاحية:** تقويم - بكالوريوس التربية - تعليم اللغة العربية - جامعة المدينة العالمية - ماليزيا

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## Introduction

In light of the rapid developments occurring in our contemporary era within the field of education, and the profound transformations brought about by the technological revolution, educational technology, and the knowledge explosion, it has become evident that development and continuous improvement are essential across all aspects of the educational process—foremost among them being the curriculum. Curricula hold a central position in education at all levels, including higher education, where academic programs in universities provide a structured framework that outlines what should be taught and learned within a given field. These curricula guide the teaching and learning process, organize knowledge systematically, and contribute to the development of students' skills and the acquisition of fundamental concepts and competencies required in their areas of specialization (Yen et al., 2019).

Moreover, curricula reflect the vision and objectives of higher education institutions and play a vital role in preparing graduates who are capable of contributing to the development of their societies in alignment with the dynamic and evolving demands of the modern world. This is achieved through the careful selection and implementation of academic programs that fulfill their intended goals, maintain the institution's distinction, and strengthen its competitive capabilities in the context of global educational standards and the growing calls for innovation and reform—particularly in the educational sector (Tagulwa et al., 2019).

From this perspective, the curricula of academic programs in universities serve as the foundational framework that governs the educational process in terms of the knowledge, skills, and attitudes that should be instilled in students, as well as the educational objectives targeted within the institution's defined

policies. These curricula also establish the methods and instructional strategies necessary to achieve those objectives, define the content of supporting activities and training courses, and determine the appropriate methods of assessment and evaluation to measure the extent to which the desired learning outcomes have been realized (Teachers Institute, n.d.).

It is also important to emphasize the crucial role curricula play in developing students' skills and competencies. Well-designed curricula enable students to think critically and creatively, enhance their research, analytical, and inquiry skills, and equip them with the ability to solve problems. These are all essential elements in preparing graduates for their future professional and practical lives, empowering them to actively shape their own futures and contribute to the advancement of their communities (Kenpro, n. d.).

To effectively fulfill this vital role, academic program curricula must undergo evaluation — an essential process within educational systems and institutions to ensure alignment with their goals, enhance effectiveness and efficiency, and guarantee the quality of educational outcomes. Evaluation also assesses how well these programs interact with and adapt to the external environment, thereby facilitating their continuous development and ability to keep pace with ongoing change (Kenpro, n.d.).

The evaluation of academic curricula aims to make informed decisions regarding their relevance and suitability for educational purposes. It also ensures that curricula effectively achieve the intended educational outcomes and foster the positive attitudes previously identified within the educational policies, curricular frameworks, and strategic plans of these systems and institutions.

This indicates that evaluation focuses on the quality of final outcomes and educational outputs that meet both student and societal

needs. From this perspective, evaluation in its various forms is a fundamental requirement for achieving quality in education. However, this can only be accomplished through the existence of clear standards and criteria for the inputs, processes, and outputs of the educational system, as well as through continuous evaluation aligned with these standards to ensure the process is progressing as intended and that necessary adjustments are made based on evaluation findings (Al-Hasnawi, & Al-Ajrash, 2021). In this context, Al-Hasnawi, and Al-Ajrash, (2021) highlights the importance of evaluation in higher education in several key areas:

- Identifying strengths and weaknesses in course content and teaching methods.
- Measuring the extent to which higher education programs achieve their stated goals.
- Determining the quality level of human capital produced to meet development plans.
- Evaluating the achievement of higher education objectives in community service and continuing education.
- Assessing the degree to which higher education fulfills its mission in scientific research.
- Measuring faculty members' performance in teaching, research, and community service.
- Selecting the best qualified personnel to work in higher education institutions.

Based on the above, it is evident that curriculum evaluation in higher education plays a crucial role in enhancing and developing academic programs. It encourages institutions to benefit from the findings of contemporary research in education, educational psychology, and sociology to create more effective curricula. Furthermore, the involvement of relevant stakeholders—

such as students, faculty members, and subject-matter experts—in the evaluation process, through gathering their feedback and suggestions, significantly contributes to the improvement of these curricula in a manner that aligns with the needs of youth, society, and the evolving challenges of the modern age (Biggs & Tang, 2011). Therefore, academic curriculum evaluation standards have become a cornerstone for effective program review, as they align with the global quality standards expected of higher education institutions. The more closely a curriculum aligns with these standards, the higher the program's quality, ensuring that it fulfills both academic and societal demands (Harvey & Green, 1993; ENQA, 2015). Through the evaluation process, gaps and deficiencies in academic programs can be identified, prompting institutions to implement suitable solutions such as modifying course structures, revising textbooks, or even redesigning entire programs. This supports the assertion that curriculum evaluation, when conducted according to established standards, serves as a vital tool for ensuring the effectiveness and quality of academic programs in universities (Fraser, 2014).

The Bachelor of Education in Teaching Arabic Language program at Al-Madinah International University is a particularly vital initiative. It includes a strong pedagogical component designed to prepare students for careers in education and contributes to the development of qualified graduates ready to serve the educational field. Accordingly, the university places strong emphasis on continuously improving its academic programs based on current global standards and best practices. The 2024 Research Project Committee at the Faculty of Education proposed this study on curriculum evaluation in line with the university's strategic vision and objectives. It aims to ensure full alignment between program curricula and academic

evaluation standards, responding to youth and societal needs, keeping pace with global trends, enhancing curriculum quality, and achieving internationally recognized educational benchmarks. This alignment is expected to elevate the program's educational offerings and ensure the delivery of high-quality education at the university.

### Research Questions

1. To what extent are the academic components of Bachelor of Education in Teaching Arabic Language program related to the standard program procedure in Malaysia?
2. To what extent are the standards for evaluating the components of the curriculum, its domains, and its sub-indicators available in the courses related to the pedagogical preparation component of the Bachelor of Education in Teaching Arabic Language program at Al-Madinah International University?
3. To what extent are the standards for evaluating the impact of the curriculum, its domains, and its sub-indicators available in the courses related to the pedagogical preparation component of the Bachelor of Education in Teaching Arabic Language program at Al-Madinah International University?

### Literature Review

Curriculum evaluation is an essential component of the curriculum development process. It has implications for the success and sustainability of any program or course and must therefore be practical and organized. Assessment and evaluation of educational programs allow for a critical evaluation of its content's relevance based on regulatory requirements, research evidence, as well as its effectiveness, efficiency, convenience, and the ability to meet the educational demands of

learners. Curriculum evaluation is a quality improvement measure that program developers and other key stakeholders use to determine the success and value of what was developed, and to modify it as necessary to keep it relevant and in demand (Bella, 2020).

According to Klenowski (2010), curriculum evaluation involves determining the value or worth of specific products or processes, such as learning objectives, documents, or experiences, for the purpose of informing curriculum-related decisions. Individuals, organizations, communities, and governments engage in curriculum evaluation in order to maintain, develop, or modify a curriculum program, policy, or practice for the purposes of implementation, development, or modification.

In terms of purpose, the process of curriculum evaluation has two significant functions. Firstly, it facilitates the acquisition of information that can be utilized to enhance a particular course. Secondly, it establishes a foundation for making informed judgments on the adoption and optimal utilization of a curriculum. The former is commonly referred to as formative evaluation, whereas the latter is known as summative evaluation (Scriven, 2008). The contrast between these two roles lies in the method in which the outcomes are utilized. Do choices about curriculum development mostly occur during the formative stage, or is there a necessity to make judgments about a curriculum that has already been finalized during the summative stage? (welch, 2015).

Therefore, Formative assessment approaches are utilized when there is a need to revise the curriculum during its developmental phase (Klenowski, 2010). This implies that the assessment of curriculum development should occur at certain phases, and that methodologies should be incorporated into these activities to allow for modifications based on reliable and

credible criterion-referenced evidence. This allows for modifications to be implemented in the curriculum based on weaknesses that are detected during the course of progress. Additionally, it proposes the implementation of a trial-revision cycle that adheres to pre-established criteria for assessing student performance during the learning process or for evaluating non-student outcomes (Natker et al., 2015). Continuous monitoring tracks progress, resource usage, results, and impacts of the course of subject on learners and caregivers, enabling early identification of warning signs and opportunities for improvement.

According to Peterson's (2016) study, the implementation of formative evaluations by instructors of two online courses in a Health Information Management school has demonstrated significant efficacy in the identification and enhancement of areas requiring improvement throughout the duration of the semester. Moreover, these assessments play a crucial role in providing vital feedback for the comprehensive evaluation of the course. The significance of integrating formative evaluations into an online course is underscored by the assessments, which also provide recommendations on how to successfully incorporate them.

When considering the relationship between formative and summative assessment, particularly in terms of how a formative strategy can improve student achievement, Ricky (2020) discovered that the use of formative strategies was generally positively received to support learning for the purpose of summative evaluation. However, it is worth noting that there were some concerns expressed regarding the overall quality of certain mock papers. The implications for fostering dialogic feedback processes in larger higher education classroom situations and creating a strong link between formative and summative assessment were highlighted.

Summative evaluation techniques, on the other hand, provide a comprehensive assessment of a curriculum's performance, aiming to provide a definitive estimate of its merit and worth. They play a crucial role in decision-making regarding the continued support or adoption of a curriculum. While formative evaluation is linked to program design and implementation analyses, summative evaluation assesses the extent to which a program has achieved its stated aims and objectives (Klenowski, 2010).

According to Edith (2010), it has been argued that summative evaluations of teaching, such as end-of-semester ratings, do not serve the purpose of supporting the improvement of teaching. These evaluations are believed to provide only basic indications of teaching competence and lack the necessary depth to truly enhance teaching practices. The presence of these inadequacies emphasizes the importance of educators actively participating in a continuous process of formative evaluation. This process allows them to determine which instructional approaches are effective or ineffective for a specific course, group of students, and timeframe.

Additionally, it is recommended that educational institutions consider various sources of information when assessing instructor teaching. This includes conducting observations, encouraging self-assessment, and utilizing student ratings. Moreover, institutions should contemplate adjusting course evaluations, such as providing explicit, behaviorally-anchored definitions of the qualities to be rated. These modifications aim to enhance the accuracy and consistency of these evaluation measures (Baldwin & Blattner, 2003).

Although this classification (formative and summative) has acquired importance among evaluators, it has also been subject to criticism

from scholars and researchers in the education field. For example, [Chen \(1996\)](#) challenged Scriven's taxonomy by highlighting the fact that evaluations can be both summative and formative concurrently. In fact, he proposed a framework with two primary evaluation objectives (i.e., assessment and development) and two program phases (i.e., process and outcome). He, then argued that while evaluation could be summative, improvement could be formative, and evaluations intended to improve or assess a program could focus on achievement and objective implementation. Consequently, it may be a combination of summative and formative evaluations and may not fit neatly into one category ([Nouraey, 2020](#)).

### ***Curriculum of Arabic Language Evaluation***

The standards of a good Arabic language curriculum should be considered when creating, editing, and developing it. Therefore, there is an interest in including these standards in the structure of textbooks. [Al-Hodaibi et al. \(2018\)](#) asserted that an Arabic language curriculum could also lead to the improvement of linguistic skills and components, intercultural communication, language concepts, and metacognition and should be consistent with 21st-century life skills and knowledge, advanced teaching techniques, and the demands of using technology in teaching Arabic. Therefore, its content would be suitable in linguistic, psychological, educational, cultural, and social terms, as well as in terms of its technical production. Moreover, educational material and tasks should force learners to reflect rather than follow structured exercises or official readings, so that the document used mostly for printing is small and light, thin, long-lasting, and shiny.

According to [Al-Hashimi and Attia \(2009\)](#), in an attempt to integrate the unity of understanding, an Arabic language Arabic

language curriculum must also strive for a type of harmony between Arabic language skills and the fundamentals of integration and development between its sections in its teaching and learning process as well as among other subject areas. In addition to the above-mentioned criteria, [Atlantic Canada Foundation of English Language Arts Curriculum \(2016\)](#) proposed a set of criteria when selecting language textbooks for students, including: Offering engaging and challenging activities that really are suitable for age, ability, and social competence. Describing a variety of literary forms and styles. Making effective use of language. And, assisting students in comprehending society's nature and political principles.

Due to the importance of evaluating Arabic language textbooks, many studies have been conducted in this context; for example, [Hamadan \(2012\)](#) assessed the Arabic language curriculum for first grade from the perspective of a Jordanian teacher. The results revealed that 15 paragraphs matched the criteria for a good book while 39 did not. In a similar vein, [Al-Tuwarjry \(2004\)](#) conducted research aimed at analyzing an Arabic language curriculum for first grade in Kuwaiti elementary schools from the perspective of Arabic language teachers and instructors. The results revealed that textbooks require improvement, particularly in terms of consistency, between the material and the students' age and prior experience. According to [Ateeq \(2017\)](#), the problems and deficiencies in the old curriculum served as catalysts for its development.

Furthermore, [Dayikh \(2020\)](#) conducted a study entitled, "Evaluation of the Arabic Language curriculum for the First Middle Grade from the Viewpoint of Teachers in Basra Governorate." The results of statistical methods used in that research show that book content did not consider the mental level and average age

of first-grade students. Results also show that the book contains many types of typographical and linguistic mistakes. Besides, in certain areas, the book's language was difficult to understand.

Furthermore, [Al-hasanat \(2016\)](#) analyzed assessment questions included in an Arabic language curriculum for eighth grade in Jordanian schools according to the levels of knowledge in Bloom's Taxonomy. According to the findings of this study, Arabic language curriculum questions primarily focus on lower levels of thinking. The percentages of the distribution of the Arabic language curriculum assessment questions and the standard percentages at five levels likewise show a significant difference (remembering, understanding and comprehension, application, analysis, and evaluation).

### ***Structure of the Arabic Language Curriculum in Malaysia***

The Arabic language curriculum in Malaysia is intricately linked to the country's dual education system, which integrates secular and religious education. Arabic is primarily taught within the context of Islamic education, and its curriculum structure reflects national goals for religious literacy and multilingual competence. At the primary education level, the j-QAF programme, introduced in 2005, serves as a key initiative for Arabic instruction. This programme integrates Arabic alongside Jawi, Quranic studies, and Fardu Ain (basic Islamic teachings), aiming to equip students with foundational Arabic vocabulary and sentence structures for everyday and religious use ([Mohd Salleh et al., 2013](#)).

In secondary education, Arabic is offered through specialized streams such as Kelas Aliran Agama (KAA) and Sekolah Menengah Kebangsaan Agama (SMKA). These schools follow the national curriculum while incorporating Arabic as a core subject. The

Arabic syllabus at this level emphasizes thematic vocabulary acquisition (1,500+ words), basic grammar (nahw and sarf), and functional language skills ([Al-Attas & Hamzah, 2016](#)). At the tertiary level, universities offer Arabic language education through foundation programs, diploma courses, and bachelor's degrees. These programs are designed to produce proficient Arabic speakers and educators. For instance, the University of Malaya's Bachelor of Language and Linguistics (Arabic) focuses on advanced grammar, morphology, rhetoric, and semantics, while also integrating pedagogical and research training ([UM, 2022](#)).

Private and international Islamic schools also contribute to Arabic language education, often following international standards such as IGCSE, which incorporate Arabic into a broader Islamic curriculum. The structure of Arabic language education in Malaysia reflects a layered and progressive approach, beginning with basic literacy and culminating in specialized academic and professional training. The curriculum is shaped by both religious needs and national education policies aimed at developing multilingual and globally competent individuals.

### ***Bachelor of Education in Teaching Arabic Language Structure in Al-Madinah International University***

The Bachelor of Education in Teaching Arabic Language at Al-Madinah International University (MEDIU) is a program designed to develop competent and qualified Arabic language educators, aligned with both academic and Islamic values. This program integrates theoretical knowledge with practical training, equipping students to teach Arabic in diverse educational contexts. Accredited by the Malaysian Qualifications Agency (MQA) and approved by the Ministry of Higher Education Malaysia (MOHE), the program ensures high

academic standards and relevance in the field of Arabic language education.

The program is structured to run over four years (eight semesters) for full-time students, while part-time students may complete it over eight years (sixteen semesters). MEDIU offers flexible modes of study, including on-campus and online learning formats to accommodate different student needs. In terms of curriculum, the program emphasizes both Arabic language mastery and pedagogical skills. It covers Arabic linguistics, teaching methodologies, educational psychology, classroom management, and curriculum development. Students also learn how to integrate Islamic principles into teaching, ensuring they can foster both linguistic competence and moral development in learners. The program also includes practical training to prepare students for real classroom experiences.

Graduates of the program are expected to demonstrate a high level of proficiency in Arabic language teaching. They are trained to design and implement effective instructional strategies, address the needs of diverse learners, and adapt to multicultural environments. In addition to teaching skills, the program instills leadership, ethical awareness, and the ability to work collaboratively—key qualities for future educators. Graduates are also encouraged to pursue lifelong learning and professional development in education.

Entry into the program requires candidates to meet several academic criteria, such as passing the Malaysian Higher Certificate of Religion (STAM) with at least a "Jayyid" grade, or holding qualifications like the UEC, foundation programs, or relevant diplomas. Proficiency in Arabic and foundational Islamic studies are essential. Through this program, MEDIU aims to produce educators who are not only experts in Arabic language but also role models guided by Islamic values, capable of

contributing meaningfully to the global educational landscape. Thus, this study aims to evaluate the program of bachelor in teaching Arabic language in Al-Madinah University.

## Method

This study employed a documentary analysis methodology to evaluate the Bachelor of Education in Teaching Arabic Language program at Al-Madinah International University (MEDIU). Documentary analysis is a qualitative research technique that involves systematically examining written materials to extract meaningful data (Bowen, 2009). It is suitable for understanding curriculum structures, assessing alignment with national standards, and evaluating pedagogical components without the need for direct interaction with participants.

Three core questions guided the analysis:

1. The extent to which the program aligns with the Malaysian standard program procedure for teacher education.
2. The extent to which curriculum evaluation standards and their sub-indicators are evident in the pedagogical preparation components.
3. The extent to which standards for assessing curriculum impact are incorporated into pedagogical courses.

Primary documents analyzed included:

- MEDIU's official Bachelor of Education in Teaching Arabic Language curriculum.
- Course syllabi and outlines.
- Malaysian Qualifications Agency (MQA) Program Standards: Education (Teacher Training).
- Ministry of Higher Education (MOHE) guidelines for teacher education programs.
- Internal assessment reports and quality assurance manuals from MEDIU.

The evaluation followed the step-by-step process detailed in Table 1, integrating a framework from Bowen (2009) and adapting procedures used in curriculum evaluation studies (Oluwatayo, 2012).

**Table (1):** Curriculum Evaluation Process Using Documentary Analysis

Stage	Description	Source/ Reference
1. Document Selection	Selection of curriculum documents, course outlines for evaluation	Bowen (2009)
2. Authenticity and Credibility Check	Validation of document origin and alignment with the official academic sources.	Scott (1990); Bowen (2009)
3. Thematic Coding	Identification of themes related to academic structure, pedagogical preparation, and impact evaluation.	Braun & Clarke (2006)
4. Content Comparison	Evaluating the bachelor of education curriculum	MOHE (2020)
5. Indicator Mapping	Mapping course-level learning outcomes against national standards' domains and sub-indicators.	Oluwatayo (2012); MQA (2024)
6. Evaluation of Impact Measures	Review of tools and practices used to assess curriculum impact (e.g., practicum reports, student feedback).	Biggs & Tang (2011); MEDIU QA Reports
7. Interpretation and Analysis	Synthesis of findings to determine the extent of alignment and coverage.	Bowen (2009); Braun & Clarke (2006)

## Findings and Results

### *The extent to which the Bachelor of Education in Teaching Arabic Language program aligns with the Malaysian standard program procedure*

The academic components of MEDIU's Bachelor of Education in Teaching Arabic Language program are highly aligned with the Malaysian Qualifications Agency (MQA) standards for teacher education. The program consists of core educational courses, Arabic language mastery modules, pedagogy-specific training, and a teaching practicum, all of which are essential requirements under the Program Standards: Education (Teacher Training) (MQA, 2024).

The structure of the program reflects a balance among subject content knowledge, educational foundations, and teaching methodology. Each course is clearly mapped to learning outcomes and credit hours as stipulated in the MQA framework. For instance, student's complete coursework in Arabic syntax, morphology, educational psychology, and practicum training—ensuring both content mastery and teaching capability.

The findings indicated that the academic components are mostly compliant with national education standards. MEDIU's curriculum structure is robust in terms of content and pedagogy, but explicit incorporation of soft skills and lifelong learning strategies could strengthen its compliance further.

**Table (2):** Alignment of the Bachelor of Education in Teaching Arabic Language Program Components with MQA Standards (2024)

MQA Standard Component	Standard Requirement (MQA, 2024)	Implementation in MEDIU Program	Extent of Alignment
<b>Core Arabic Language Knowledge</b>	At least 30% of total credit hours dedicated to core subject content (Arabic linguistics, grammar)	Courses such as Arabic Syntax (Nahw), Morphology (Sarf), Rhetoric, and Semantics span over 45% of total credits	<b>Full alignment</b>
<b>Pedagogical Foundations</b>	At least 20% of credits focused on education theory, psychology, curriculum, and teaching methods	Courses include Educational Psychology, Arabic Teaching Methodology, Instructional Design, and Educational Sociology	<b>Full alignment</b>
<b>Teaching Practicum</b>	Minimum of 12 credit hours dedicated to practical teaching experience in real classroom settings	MEDIU offers a full-semester teaching practicum, including observation, mentoring, and classroom teaching	<b>Full alignment</b>
<b>Islamic &amp; General Education</b>	Around 10–15% of credits focused on Islamic values, ethics, and general education	Courses on Islamic Education Philosophy, Ethics, and ICT skills are embedded throughout the program	<b>Full alignment</b>
<b>Soft Skills &amp; Lifelong Learning</b>	Encouraged across curriculum: communication, teamwork, leadership, entrepreneurship	Not explicitly addressed in syllabi, though indirectly present in group work and reflective tasks	<b>Partial alignment</b>

The analysis of course outlines such as Educational Psychology, Methods of Teaching Arabic, and Curriculum Design indicates a clear inclusion of standards for evaluating learning outcomes. These courses reflect

curriculum components aligned with the cognitive, affective, and psychomotor domains, as recommended by Bloom’s Taxonomy and MQA standards. Evaluation rubrics embedded in the syllabi outline the learning indicators and expected outcomes across various teaching competencies.

Furthermore, MEDIU’s pedagogical courses specify course objectives, learning outcomes, teaching methods, and assessment criteria that mirror the sub-indicators of national evaluation standards (MOHE, 2020). The documentation shows the presence of formal strategies to monitor student progress and measure learning gains. Nevertheless, a gap was noted in some course documents where formative assessment tools were less elaborated, which could hinder comprehensive competency-based evaluation. The findings also indicate that impact evaluation measures are partially embedded in MEDIU’s pedagogical courses. The institution incorporates structured practicum evaluations, student feedback forms, and course reflection assignments to assess the effectiveness of instruction and curriculum delivery. These impact measures correspond to MQA’s expectations for evaluating teacher readiness and the effectiveness of pedagogical approaches. Moreover, practicum course documents contain detailed assessment rubrics assessing student-teachers’ classroom performance, use of Arabic in instructional contexts, and lesson planning effectiveness. Internal quality assurance reports also reference the program’s effectiveness in preparing Arabic language educators. However, despite these strengths, the documentation lacks a comprehensive system for longitudinal impact assessment—particularly on the graduates’ performance in real-world teaching environments after completion of the program. This suggests that while immediate impact measures are present,

long-term curriculum evaluation mechanisms are underdeveloped.

***Standards components of the curriculum, its domains, and its sub-indicators available in the bachelor of education in teaching Arabic program***

The academic components of MEDIU’s Bachelor of Education in Teaching Arabic Language program are highly aligned with the Malaysian Qualifications Agency (MQA) standards for teacher education. The program consists of core educational courses, Arabic language mastery modules, pedagogy-specific training, and a teaching practicum, all of which are essential requirements under the Program Standards: Education (Teacher Training) (MQA, 2024). The structure of the program reflects a balance among subject content knowledge, educational foundations, and teaching methodology. Each course is clearly mapped to learning outcomes and credit hours as stipulated in the MQA framework. For instance, student’s complete coursework in Arabic syntax, morphology, educational courses, and practicum training—ensuring both content mastery and teaching capability.

**Table (3):** Alignment of MEDIU Bachelor of Education in Teaching Arabic Language Program with MQA Standards

MQA Standard Component	Requirement	MEDIU Program Inclusion	Alignment
Core Arabic Language Knowledge	30–40% of total credits	Includes Arabic grammar, morphology, and semantics	✓ Full
Pedagogical Foundations	20–30% of total credits	Includes teaching methodology, curriculum design	✓ Full
Teaching Practicum	Minimum 12 credit hours	Teaching practicum in real classrooms	✓ Full
General & Islamic Education	10–15% of total credits	Islamic philosophy, ethics, and ICT	✓ Full
Soft Skills & Lifelong Learning Elements	Embedded across courses	Partially visible in course outlines	✗ Partial

The academic components of the program meet national requirements in most aspects. However, soft skills and lifelong learning are not always explicitly defined or assessed in course materials, suggesting room for improvement.

The Core Arabic Language Knowledge component is one of the most crucial elements in the Bachelor of Education in Teaching Arabic Language program. According to the Malaysian Qualifications Agency (MQA), this area should constitute 30–40% of the total program credits. MEDIU meets this requirement by offering comprehensive coursework that covers the linguistic foundation of Arabic. This includes subjects such as Arabic grammar (Nahw), morphology (Sarf), semantics (Dalālah), phonetics, and reading and writing skills. The curriculum is clearly structured to ensure that students attain a deep understanding of the Arabic language as a subject of instruction, thereby achieving full alignment with MQA standards in this domain.

The Pedagogical Foundations component, which should make up 20–30% of total credits, is also fully addressed in the MEDIU program. Courses such as Teaching Methodology of Arabic Language, Educational Psychology, Curriculum Design, Assessment and Evaluation, and Classroom Management are core to preparing students as effective educators. These courses provide both theoretical knowledge and practical skills essential for teaching in a modern educational setting. Their clear presence in the curriculum confirms full alignment with the MQA's expectations regarding pedagogical training.

The Teaching Practicum is a mandatory requirement under the MQA guidelines, with a minimum of 12 credit hours devoted to actual classroom practice. MEDIU fully meets this criterion by including a comprehensive practicum course that places student-teachers in real school environments, supervised by both academic mentors and field supervisors. The practicum includes observation, planning, implementation, and reflective reporting. The structure and credit allocation satisfy the MQA's requirements, resulting in full alignment for this component as well.

For the General and Islamic Education component, MQA prescribes 10–15% of the program's credits to be devoted to broad-based and value-centered education. MEDIU includes a series of courses in Islamic philosophy, ethics, and information and communication technology (ICT), reflecting the integration of general knowledge and moral education. These courses support students' holistic development and reinforce Islamic values, which are especially important in the context of teaching Arabic as a language closely tied to Islamic heritage. Hence, this area also reflects full alignment with the national standard.

However, the Soft Skills and Lifelong Learning Elements, which MQA expects to be embedded across all courses, show only partial

alignment in the MEDIU program. While skills such as communication, critical thinking, teamwork, and digital literacy are expected to be integrated into the teaching and learning processes, their presence is only partially visible in the course outlines and learning outcomes. For example, while some assignments and group work may foster soft skills, there is no comprehensive framework or explicit mapping across all courses to demonstrate intentional, measurable development of these skills. This limits the program's ability to show compliance with lifelong learning objectives, resulting in a partial alignment in this area.

***Standards for evaluating the impact of the curriculum, its domains, and its sub-indicators in the Bachelor of Education in Teaching Arabic Language program at Al-Madinah International University***

This research further explores the standards for evaluating the impact of the curriculum, its domains, and its sub-indicators available in the pedagogical preparation courses. Generally, the findings indicated that MEDIU demonstrates strength in short-term and internal impact evaluation, particularly through practicum assessments and reflective tasks. However, there is a notable lack of long-term tracking tools (e.g., alumni surveys, employer evaluations), which limits the ability to assess the program's effectiveness beyond graduation. The findings of the section are indicated in the table below:

Impact Evaluation Tool	Function in Curriculum	Domains Assessed	Available in MEDIU Documentation	Extent of Alignment
Practicum Evaluation Rubric	Used to evaluate student-teachers in real classroom settings	Psychomotor (teaching), Affective	Rubrics cover teaching delivery, student engagement, ethics	Full alignment
Student Reflection Reports	Promote metacognitive awareness and encourage personal growth	Affective (attitudes), Cognitive	Found in most pedagogical courses; evaluated as coursework	Full alignment
Mentor Teacher Feedback	Qualitative assessment by field supervisors post-teaching practicum	All domains	Included in practicum course documentation	Full alignment
Course Feedback Forms (Internal)	Gather student opinions on curriculum and teaching effectiveness	Indirect impact assessment	Available for internal QA purposes	Partial alignment
Alumni or Employer Feedback	Track post-graduation performance and long-term teaching effectiveness	Long-term impact	No formal evidence of follow-up or tracer studies	Not aligned
Curriculum Impact Study Reports	Data-driven evaluations of the curriculum's success over time	Holistic (all domains, indicators)	No published longitudinal evaluations	Not aligned

The Practicum Evaluation Rubric is a core assessment tool used to evaluate student-teachers during their teaching practicum in actual classroom settings. It focuses primarily on psychomotor and affective domains by assessing students' teaching performance, interaction with learners, ethical behavior, and overall professionalism. This tool is well-documented and aligned with national standards, making it a fully aligned instrument for evaluating practical teaching competence.

Student Reflection Reports are another key component used to foster metacognitive awareness among student-teachers. These reflective exercises help students assess their

own learning, teaching experiences, and growth in both affective (attitudes and values) and cognitive (understanding and knowledge) domains. The reports are commonly embedded within pedagogical courses and are formally evaluated as part of the coursework. Their consistent use and clear alignment with course outcomes demonstrate full alignment with standard pedagogical practices.

Mentor Teacher Feedback involves qualitative assessments provided by supervising teachers or field mentors after observing student-teachers during the practicum phase. This feedback covers a broad range of domains—cognitive, affective, and psychomotor—and offers practical insights from experienced educators. The process is formally included in the practicum documentation and reflects strong alignment with curriculum goals and national evaluation standards.

Course Feedback Forms (Internal) serve to gather students' perceptions of the curriculum and instructional quality. These forms are primarily used for internal quality assurance (QA) and allow administrators to indirectly assess the curriculum's impact. However, since they rely on subjective student input and are not always linked directly to teaching outcomes or long-term performance, the extent of alignment is considered partial. While useful for continuous improvement, they do not fully capture curriculum effectiveness across all intended learning domains.

Alumni is intended to track the performance of graduates in the field and assess the long-term effectiveness of the teaching program. Unfortunately, at MEDIU, there is no formal system in place for gathering or analyzing feedback from graduates or their employers. The absence of tracer studies or structured follow-up mechanisms means this evaluation tool is not aligned with standard program impact evaluation procedures. This represents a gap in assessing whether the curriculum

prepares students for real-world teaching roles over time.

Similarly, Curriculum Impact Study Reports—which are meant to provide data-driven, longitudinal evaluations of curriculum effectiveness—are not present or publicly available at MEDIU. Such studies are crucial for evaluating curriculum success over time across all domains (cognitive, affective, and psychomotor), yet the lack of formal evaluations in this area means this tool is also not aligned. This limits the institution's ability to make strategic improvements based on empirical evidence of long-term outcomes.

In summary, of the six tools analyzed, three (50%) are fully aligned with curriculum evaluation standards, including the practicum rubric, reflection reports, and mentor feedback. One tool (16.7%), the course feedback form, is partially aligned. The remaining two tools (33.3%)—alumni/employer feedback and curriculum impact reports—are not aligned due to the absence of formal implementation. This analysis highlights strengths in MEDIU's short-term and internal evaluation mechanisms but also reveals critical gaps in long-term, outcome-based assessments that are essential for continuous program improvement and national standard compliance.

## **Conclusion**

This article evaluates the alignment of the Bachelor of Education in Teaching Arabic Language program at Al-Madinah International University (MEDIU) with the Malaysian Qualifications Agency (MQA) standards and the extent to which the curriculum and pedagogical components meet national educational requirements. The findings show that the academic structure of the program aligns well with MQA's prescribed proportions. The curriculum allocates 30–40% of credit hours to core Arabic language knowledge, including grammar, morphology, and semantics, ensuring a strong linguistic foundation. The pedagogical components,

comprising 20–30% of credits, include teaching methodology, curriculum design, and classroom management. The teaching practicum is well integrated, meeting the minimum 12-credit hour requirement through real classroom experiences. The university also includes adequate courses in general and Islamic education, covering Islamic ethics and ICT, which support students' holistic and moral development. However, soft skills and lifelong learning elements are only partially embedded in the course outlines, indicating an area for future improvement.

In terms of curriculum impact evaluation, the program uses several tools effectively. These include the practicum evaluation rubric, student reflection reports, and mentor teacher feedback, all of which are fully aligned with national standards and assess cognitive, affective, and psychomotor domains. However, tools for long-term impact evaluation, such as alumni or employer feedback and longitudinal curriculum impact studies, are missing. As a result, while internal and short-term evaluation mechanisms are strong, there is a lack of formal structures to assess graduates' long-term performance in the field. In conclusion, the MEDIU program demonstrates strong alignment with Malaysian educational standards in most areas, particularly in academic content, pedagogical training, and practicum integration. Yet, there is a need for more structured inclusion of soft skills and the development of long-term evaluation systems to ensure continuous curriculum improvement and graduate success in real-world teaching environments.

## **Ethical approval and consent to participate**

The study was based on a documentary analysis of documents specific to the Bachelor of Education in Teaching Arabic Language program at Al-Madinah International University. No direct participation of individuals was involved, and therefore, ethical approval was not required.

### Availability of data and materials

The data used in this Research are derived from the files and documents of the Bachelor of Education in Teaching Arabic Language program at the Faculty of Education, in addition to publicly available academic resources. Additional information can be obtained from the corresponding author upon reasonable request.

### Author contribution

Ayman Aied Mohammed Mamdouh served as the lead researcher, designing the study, formulating the research questions, and developing the methodology. He oversaw all stages of the research process, including data collection, analysis, and the presentation of findings, while coordinating the team and ensuring adherence to academic research standards.

Amal Mahmoud Ali contributed to data analysis and the literature review, focusing on linking the study findings with existing research and providing well-founded conclusions.

Najwa Ali Gharib assisted in collecting the relevant documents and academic resources and played a key role in preparing the manuscript for publication, including organizing references and drafting the initial content.

### Conflict of interest

The authors declare that there is no conflict of interest regarding the publication of this paper.

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