

The Relationship Between Active Teaching Methods, Student Engagement, and the Implementation of the Arabic Language Curriculum in Higher Education

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ABSTRACT

This study aims to analyze: (1) whether there is a relationship between active teaching methods and student engagement, (2) whether the success of curriculum implementation is related to student engagement, and (3) whether active teaching methods and the success of curriculum implementation together have a significant relationship with student engagement. This research employs a quantitative approach with a correlational method. The study sample consists of 100 students from the PBA postgraduate program at UIN Maulana Malik Ibrahim Malang in the 2023-2024 academic year, selected using a saturated sampling technique. The research instrument is a closed-ended questionnaire. Data analysis was conducted using Pearson Product Moment tests for the first and second hypotheses and multiple correlation tests for the third hypothesis. The analysis results indicate: (1) there is a moderately strong relationship between active teaching methods and student engagement with a correlation value of 0.364, (2) there is a moderately strong relationship between the success of implementation and student engagement, with a correlation value of 0.573, and (3) there is a strong relationship between active teaching methods and the success of implementation jointly with student engagement, with a correlation value of 0.599. By demonstrating the relationship between active teaching methods and the successful implementation of the Arabic language curriculum, the findings of this study can serve as a foundation for designing educational policies that promote the adoption of interactive teaching methods across various educational levels.

Keywords: Active Teaching Methods, Implementation Success, Student Engagement

ABSTRAK

Penelitian ini bertujuan untuk menganalisis: (1) apakah terdapat keterkaitan antara metode pengajaran aktif dengan tingkat keterlibatan mahasiswa, (2) apakah keberhasilan pelaksanaan kurikulum memiliki hubungan dengan keterlibatan mahasiswa, dan (3) apakah metode pengajaran aktif serta keberhasilan pelaksanaan kurikulum secara bersama-sama memiliki hubungan yang signifikan terhadap keterlibatan mahasiswa. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional. Sampel penelitian terdiri dari 100 mahasiswa PBA Pascasarjana UIN Maulana Malik Ibrahim Malang tahun akademik

2023-2024 yang dipilih dengan teknik saturated sampling. Instrumen penelitian yang digunakan adalah kuesioner tertutup. Data dianalisis menggunakan uji Pearson Product Moment untuk menguji hipotesis pertama dan kedua, serta uji korelasi ganda untuk hipotesis ketiga. Hasil analisis menunjukkan: (1) ada hubungan yang cukup kuat antara metode pengajaran aktif dengan keterlibatan mahasiswa, dengan nilai korelasi 0,364, (2) ada hubungan yang cukup kuat antara keberhasilan pelaksanaan dengan keterlibatan mahasiswa, dengan nilai korelasi 0,573, dan (3) terdapat hubungan yang kuat antara metode pengajaran aktif dan keberhasilan pelaksanaan secara bersamaan terhadap keterlibatan mahasiswa, dengan nilai korelasi 0,599. Dengan menunjukkan hubungan antara metode pengajaran aktif dan keberhasilan implementasi kurikulum bahasa Arab, hasil penelitian ini dapat menjadi dasar untuk merancang kebijakan pendidikan yang mendorong penerapan metode pengajaran interaktif di berbagai jenjang pendidikan.

Kata Kunci: Metode Pangajaran Aktif, Keberhasilan Pelaksanaan, Keterlibatan Mahasiswa

Introduction

Arabic plays an important role in higher education curricula due to its status as an international language with significant cultural, religious, and academic value (Ma'ruf and Mathoriyah, 2024). Beyond being a means of communication, it serves as a primary medium for extensive religious and academic literature. Consequently, Arabic curricula are designed to equip students with linguistic skills and deep cultural understanding, enabling them to engage effectively in global contexts (Anggraena, 2021). However, its implementation often faces challenges, particularly low student engagement due to conventional and unappealing teaching methods. As a result, learning motivation declines, and educational goals become difficult to achieve optimally. Therefore, innovation in more interactive teaching methods is urgently needed to enhance student engagement and improve learning effectiveness (Hariyadi, Misnawati, & Yusrizal, 2019).

Data shows that only about 30% of students actively participate in Arabic language learning at universities, while surveys indicate that 65% of students feel the teaching methods used are either unengaging or irrelevant to their needs (Haryas, Susetya, & Nafisa, 2024). Based on empirical data, several key challenges in the implementation of the Arabic language curriculum include limited teaching resources, a lack of active teaching skills among instructors, and differences in students' proficiency levels in mastering Arabic. For example, in many educational institutions,

the shortage of relevant and up-to-date teaching materials can limit the effectiveness of instruction (Shen et al., 2024). Furthermore, not all instructors possess the skills to fully implement active teaching methods, which leads to monotonous learning experiences that may fail to engage students. On the other hand, the varying initial levels of students' understanding of Arabic also pose a challenge, as students with weaker backgrounds often struggle to follow more complex materials, thereby reducing the overall success of the curriculum (Seethalakshmi et al., 2024).

These challenges highlight the need for coordinated efforts to improve teacher training, update teaching materials, and create more inclusive and adaptive learning approaches. This reflects a lack of engagement, which can lead to low levels of comprehension and academic achievement in Arabic studies. Although some previous studies have explored the relationship between teaching methods and learning outcomes, there is still a gap in approaches that integrate student engagement as a mediating variable in the context of Arabic curricula (Arsyad, 2019). This research is urgently needed, considering the demand for more effective teaching approaches that encourage active student participation. By analyzing the relationship between active teaching methods and the success of curriculum implementation, this study aims to provide practical recommendations that can be implemented in educational institutions, thereby enhancing the quality of Arabic education and its relevance within higher education contexts (Dewi Ayu Wisnu Wardani, 2023).

This study is based on constructivist theory and student engagement theory, which emphasize the importance of active participation in the learning process as the key to achieving deep understanding (Ritonga & Napitupulu, 2024). Within the proposed conceptual framework, three main variables are involved: (1) Active Teaching Methods, which include innovative approaches such as group discussions, simulations, and project-based learning; (2) Student Engagement, measured through levels of participation, motivation, and interaction during the teaching and learning process; and (3) The Success of Arabic Curriculum Implementation, evaluated based on academic achievement and comprehension of the material. Student engagement serves as a mediating variable that strengthens the relationship between active teaching methods and the success of curriculum implementation (Aini & Kusferiyanto, 2024). This research tries to explain, in deep detail, the factors that affect Arabic

teaching and learning at a higher education level by understanding the interaction between these variables.

In the context of implementing the Arabic language curriculum, active teaching methods provide opportunities for students to develop language skills holistically, including critical thinking and communication skills. These findings indicate that active teaching methods have a positive correlation with the successful implementation of the curriculum, particularly when supported by the involvement of postgraduate students in Arabic Language Education as facilitators or developers. This not only enhances the effectiveness of the curriculum but also provides a policy framework that encourages innovation in the design and delivery of learning, which is highly relevant for application across various educational institutions in Indonesia (Masturoh & Mahmudi, 2023).

The selected problem, in the case of this study, represents a main obstacle in Arabic curriculum implementation, namely low student engagement at UIN Maulana Malik Ibrahim Malang, and becomes the focal point for a closer look at the relationships among the existing variables. Active teaching methods are expected to increase student engagement, which in turn will contribute to the successful implementation of the curriculum (Saiul Anah, 2023). This study aims to test the hypothesis that improvements in active teaching methods will significantly enhance student engagement. Through this analysis, the study seeks to identify the underlying mechanisms by which teaching methods impact academic outcomes and to provide recommendations for the development of more effective teaching strategies (Muarif et al., 2023).

Some previous research has focused on active teaching methods in higher education, but findings are very contradictory. One study proved that active teaching methods, like Project-Based Learning, were successful in enhancing students' Arabic-speaking skills (Rahmawati et al., 2024) In the case of Arabic teaching, this research tended to be oriented towards linguistic issues without deeply investigating the impact of teaching methodologies. However, in the context of Arabic teaching, this research tended to focus on linguistic aspects without deeply exploring the influence of teaching methodologies. Another study (Nurdyansah & Toyiba, 2018) found that active teaching methods enhance students' attention during the learning process by providing

opportunities to ask questions, engage in discussions, and actively apply newly acquired knowledge, making it easier to understand. This is supported by research conducted by (Naili Tsamrotul Mufidah & Syaifullah, 2024), which found that the active teaching method of the recitation type has a significant effect on improving the learning engagement of Arabic language students in grade XI at MA Maarif NU Durensewu Pandaan. This conclusion is supported by a significant difference in test scores before and after the implementation of the recitation method. Another study by (Parihin, 2023) revealed that the use of games as a teaching method can create an interactive and enjoyable learning environment, ultimately enhancing student motivation and reducing tension in the classroom. Furthermore, the application of active teaching methods, such as the Student-Centered Learning approach to Arabic language learning, has a profoundly positive effect on students' comprehension (Hermanto & Arifin, 2023). This limitation suggests that, although there is recognition of the importance of student engagement, the relationship between active teaching methods and the success of curriculum implementation has not been thoroughly studied, particularly when considering student engagement as a key factor (Fauziyah & El-Yunusi, 2024).

This gap indicates that there is a pressing need for more detailed and comprehensive research. This research was conducted to cover the deficiency in literature regarding the effectiveness of active teaching methods on the implementation of the Arabic curriculum at UIN Maulana Malik Ibrahim Malang by considering students' engagement as a mediating variable. With a more systematic and empirical approach, this research is expected to reveal the mechanisms behind the interaction between these variables and provide recommendations that can be implemented in teaching practices. The findings of this study will not only contribute to the development of theory in the field of language education but also offer practical guidance for educators in designing more effective teaching strategies for Arabic language instruction (Muarif et al., 2023).

This research is important both theoretically and practically for deepening the understanding of the dynamics of learning in Arabic language teaching. Theoretically, this study will enrich the educational literature by integrating the concepts of constructivism and student engagement in analyzing the relationship between active teaching methods and curriculum success. It is hoped that this will pave the way for

the development of new theories that are more relevant in the context of language education (Dewi Ayu Wisnu Wardani, 2023). Practically, the findings of this research will provide valuable insights for educators and curriculum managers at UIN Maulana Malik Ibrahim Malang in designing and implementing more effective teaching strategies, which, in turn, can enhance student engagement and learning outcomes (Muammar Khadafie, 2023).

This study examines the hypothesis that active teaching methods and student engagement are related to the successful implementation of the Arabic language curriculum. Thus, this research not only contributes to the academic field but also offers concrete solutions to improve the quality of Arabic language teaching in higher education, which is highly relevant in the current era of globalization. This study is expected to make a significant contribution to the development of theory in language education, particularly in understanding effective teaching mechanisms. Moreover, the findings of this research are anticipated to provide relevant policy recommendations for educational institutions in designing more innovative and responsive teaching strategies that address students' needs, ultimately enhancing the quality of Arabic language learning in higher education.

Methods

The research used in this study is that of quantitative research using a correlational approach. That means the correlational approach was used in analyzing relationships between learning technology, availability of learning facilities, internal motivation, and effectiveness of learning variables (Rombot et al., 2022). The population in this study consists of Postgraduate Arabic Language Education (PBA) students at UIN Maulana Malik Ibrahim Malang for the 2024 academic year, with a sample size of 100 respondents. The data collection technique in this research employs a questionnaire using a Likert scale.

In this study, the validity and reliability of the questionnaire were ensured through a series of systematic steps. The validity of the questionnaire was assessed using content validity, involving evaluations by experts in Arabic language education to ensure that each questionnaire item was relevant to the research objectives and covered key aspects of active teaching methods and the implementation of the Arabic language curriculum (Maghfirotunnisa, 2023). Additionally, a preliminary trial of the

questionnaire was conducted on a small sample to identify potential errors or ambiguities in the items. To ensure reliability, internal consistency was tested using Cronbach's Alpha coefficient, which indicates the extent to which the questionnaire items produce consistent responses across different measurements (Patonah, Sambella, & Az-Zahra, 2023).

The data were collected through online questionnaires distributed to postgraduate students of the Arabic Language Education (PBA) program at UIN Maulana Malik Ibrahim Malang, who were respondents in this research. To measure attitudes, opinions, and perceptions of individuals or groups toward social phenomena, a Likert scale was employed. The questionnaire provided five response options: Strongly Agree (SA), Agree (A), Somewhat Agree (SA), Disagree (D), and Strongly Disagree (SD). Using the Likert scale, the variables to be measured were broken down into indicators that formed the basis for developing instruments, which could take the form of statements or questions (Kharisma & Siregar, 2021). The sampling technique used in this study is saturated sampling. For hypothesis testing, data analysis for the first and second hypotheses will use Pearson's Product Moment correlation, while the third hypothesis will be tested using multiple correlation analysis.

Result and Discussion

Hypothesis 1 testing uses simple correlation analysis to determine whether there is a relationship between active teaching methods and the success of Arabic curriculum implementation. The formula used is Pearson's Product-Moment Correlation. The results of the hypothesis test 1, calculated with the help of SPSS version 21, can be seen in Table 1 below:

Table 1. Results of Hypothesis Test 1 Calculation

| Correlations | | | |
|----------------------------|---------------------|-------------------------------|--------------------------|
| | | Metode Pengajaran Aktif | Kurikulum Bahasa Arab |
| Metode Pengajaran Aktif | Pearson Correlation | 1 | .364** |
| | Sig. (2-tailed) | | .000 |
| | N | 100 | 100 |
| Kurikulum Bahasa Arab | Pearson Correlation | .364** | 1 |

| | | | |
|--|-----------------|------|-----|
| | Sig. (2-tailed) | .000 | |
| | N | 100 | 100 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

From the above table of correlation, according to SPSS results of calculation, a significance value (Sig. 2-tailed) was 0.000. Since the significant level $\alpha = 0.05$, where $0.000 < 0.05$, this rejected the null hypothesis (H_0). Hence, there is a relationship between Active Learning Methods and the Arabic Language Curriculum. Moreover, since the value of the correlation coefficient (r) was 0.364, the relationship strength between both variables was moderate and positive. This implies that active learning methods have a positive relationship with the Arabic language curriculum. The positive direction of this relationship suggests that the better the active learning methods implemented, the better the implementation of the Arabic language curriculum will be.

Hypothesis 2 testing utilizes simple correlation analysis to determine whether there is a relationship between student engagement and the Arabic language curriculum.

Table 2. Results of Hypothesis Test 2 Calculation

| Correlations | | | |
|--|---------------------|------------------------|-----------------------|
| | | Keterlibatan Mahasiswa | Kurikulum Bahasa Arab |
| Keterlibatan Mahasiswa | Pearson Correlation | 1 | .573** |
| | Sig. (2-tailed) | | .000 |
| | N | 100 | 100 |
| Kurikulum Bahasa Arab | Pearson Correlation | .573** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 100 | 100 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

According to the above SPSS calculation results as revealed in Table 2 above, the value of the significance (Sig. 2-tailed) is 0.000. Accordingly, based on the level of significance $\alpha = 0.05$, since $0.000 < 0.05$, it rejects the null hypothesis (H_0). This means that there is a significant relation between Student Engagement and the Arabic Language Curriculum. Similarly, since the value of the correlation coefficient (r) = 0.573, the strength of this relation between the two variables under discussion is strong and positive. These findings suggest that student engagement has a relatively strong positive relationship with the successful implementation of the Arabic language

curriculum. The positive direction of this relationship implies that the higher the level of student engagement, the better the quality of the Arabic language curriculum achieved.

Hypothesis 3 was tested using multiple correlation analysis. The results of the calculation using SPSS Version 21 can be seen in the following table:

Table 3. Results of Hypothesis Test 3 Calculation

| Model Summary | | | | | | | | | |
|--|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .599 ^a | .359 | .345 | 3.598 | .359 | 27.110 | 2 | 97 | .000 |
| a. Predictors: (Constant), Keterlibatan Mahasiswa, Metode Pengajaran Aktif | | | | | | | | | |

Based on the calculations using SPSS in the table above, the significance value (Sig. F Change) was found to be 0.000. With a significance level (α) of 0.05, where $0.000 < 0.05$, the null hypothesis (H_0) is rejected. This indicates that there is a significant relationship between Active Teaching Methods (X_1) and Student Engagement (X_2) with the dependent variable collectively. Moreover, with a correlation coefficient (R) value of 0.599, the relationship among these three variables can be categorized as moderately strong. This means that Student Engagement and Active Teaching Methods have a positive and moderately strong relationship with the dependent variable. The positive direction of the relationship indicates that the higher the level of student engagement and the more active the teaching methods used, the better the outcomes achieved on the dependent variable.

From the above analysis of data, it can be said that there is a relationship between Active Teaching Methods and Student Engagement (independent variables) and the success of implementation of the Arabic language curriculum (dependent variable). The research findings are summarized in the following table:

Table 4. Strength of Relationships and Interpretation Categories

| Variable | Correlation Value | Relationship Level |
|---|-------------------|--------------------|
| Active Teaching Methods and the Success of Arabic Language Curriculum Implementation | 0,364 | Moderate |
| Student Engagement and the Success of Arabic Language Curriculum Implementation | 0,573 | Moderate |
| Active Teaching Methods and Student Engagement and the Success of Arabic Language Curriculum Implementation | 0,599 | Moderate |

Based on the table above, the analysis results show a significant relationship between the active teaching methods and student engagement variables with the success of Arabic language curriculum implementation. The correlation value of 0.364 between active teaching methods and curriculum success indicates a moderate relationship, suggesting that the implementation of active teaching methods contributes positively to the success of the curriculum, although its impact is not dominant. Furthermore, the correlation value of 0.573 between student engagement and curriculum success also falls within the moderate range, indicating that active student engagement plays a significant role in supporting the success of the Arabic language curriculum. When both active teaching methods and student engagement are combined, the correlation value increases to 0.599, which is still considered moderate. This indicates that the combination of active teaching methods and student engagement together has a greater influence on the success of the Arabic language curriculum, thus supporting a more effective and structured learning process (Kamalia, 2022).

The Relationship Between Active Teaching Methods and the Success of Arabic Curriculum Implementation

Based on the collected data and correlation coefficient calculation, it can be said that there is some kind of relationship between Active Teaching Methods and the Arabic Language Curriculum. The correlation coefficient value, $r=0.364$, shows a positive relationship with moderate strength between both variables. Therefore, active teaching methods are positively related to the Arabic language curriculum. The

positive sign of this relationship points out that the better the active teaching methods applied the better the Arabic language curriculum will be.

Thus, these results provide evidence that active teaching methods play a crucial role in the development of the Arabic language curriculum (Abouhashem et al., 2021). The positive relationship with moderate strength suggests that improvements in the quality of active teaching methods will be followed by improvements in the curriculum, which is likely to enhance students' understanding and skills in Arabic. This statement aligns with educational theory, which asserts that interactive learning approaches encouraging active student participation can create a more dynamic and efficient learning environment (Zein, 2024). Thus, the implementation of active learning methods in Arabic language instruction is expected to enhance curriculum quality and help students achieve the targeted competencies.

The active teaching methods can impact students' motivation to learn, which may influence whether the objectives set by the curriculum are met. The more students take part in activities during a class, the more they understand, and the more they get motivated to learn on their own (Lisnawati et al., 2023). External factors such as prior knowledge and varying levels of motivation among participants can influence the effectiveness of implementing active teaching methods in the Arabic language curriculum. Participants with a strong foundational knowledge may find it easier to engage with active methods and understand the material being taught, while those with weaker foundations may experience difficulties and lower motivation (Phillipson, Riel, & Leger, 2018). Furthermore, a high level of motivation can enhance student engagement in learning activities, accelerate comprehension, and support the successful implementation of the curriculum. Therefore, considering these factors in the analysis can strengthen our understanding of the dynamics influencing research outcomes and provide deeper insights into ways to optimize Arabic language teaching through a more personalized and adaptive approach to students' needs (Fusic, S. J., N., A., & Thangavel, 2020).

In the context of the Arabic language curriculum, active student engagement can enhance their abilities in key areas such as vocabulary, grammar, and communication skills. Thus, strengthening active teaching methods can support the improvement of

learning outcomes and the relevance of the Arabic language curriculum to students' practical and academic needs (Briliandy, Naufal Rafi & Inayati, 2024).

Relationship Between Student Engagement and the Arabic Language Curriculum

Based on data analysis and correlation calculations, it can be certified that there is a great relationship between student engagement and the Arabic language curriculum. The association of two variables is characterized as strong and positive at a correlation coefficient of $r = 0.573$. This means that student engagement has a relatively strong positive relationship with the successful implementation of the Arabic Language curriculum. The positive relationship infers that the higher the level of student engagement, the better the quality of the Arabic curriculum implemented.

This means that the more students are being involved in activities that involve discussions, collaboration, and hands-on practices, then the quality in the curriculum automatically goes up. More engaged students could bring about more effective and sustainable learning experiences and enable the most successful realization of curriculum goals. Hence, the importance of teachers to actively involve the students in the process of learning, as this would have a positive effect on the quality of the curriculum as well as on students' overall Arabic language competencies (Mohd Rushdi et al., 2023).

The relationship between student engagement and the success of the Arabic language curriculum can be observed in research conducted by (Hermanto & Arifin, 2023), which showed that student involvement in academic and social activities is directly proportional to academic achievement and satisfaction with their study programs. In his study, Astin found that students who were more engaged in active learning activities, such as group discussions and collaborative projects, achieved better learning outcomes compared to those who were less involved. Furthermore, research by (Rahmawati et al., 2024) revealed that student engagement in structured and interactive activities significantly contributes to competency achievement, particularly in language subjects. These findings provide a strong foundation for the argument that increasing student engagement can directly enhance curriculum quality and learning outcomes in the context of Arabic language education (Rofiqoh, 2024).

These findings provide a significant contribution to curriculum design, particularly in the context of Arabic language education. By demonstrating that active

teaching methods have a significant relationship with the successful implementation of the curriculum, this research can serve as a foundation for designing a more dynamic and responsive curriculum that meets learning needs. Active teaching methods, such as group discussions, simulations, and project-based learning, can be explicitly incorporated into the curriculum structure to enhance student engagement and support the achievement of learning objectives (Bacon et al. 2011) . Moreover, the involvement of postgraduate students in this research underscores the importance of integrating the experiences and input of future educators into the curriculum design process, ensuring that the resulting curriculum is not only theoretical but also practical and relevant to real-world challenges. Consequently, these findings encourage policymakers and educational institutions to adopt practice-based approaches in the development of Arabic language curricula at various educational levels (Seethalakshmi et al., 2024).

The Relationship Between Active Teaching Methods and Student Engagement with the Arabic Language Curriculum

Based on the data analysis and correlation calculation, it can be concluded that there is a significant relationship between Active Teaching Methods (X_1) and Student Engagement (X_2) with the dependent variable when considered together. With a correlation coefficient of $r=0.599$, the relationship among these three variables can be categorized as relatively strong. This indicates that Student Engagement and Active Teaching Methods have a positive and moderately strong influence on the dependent variable.

The positive direction of this relationship implies that as student engagement increases and more active teaching methods are applied, the outcomes achieved in the dependent variable also improve. This highlights the importance of fostering both active teaching practices and higher levels of student involvement to optimize the results in the dependent variable. Student engagement in the learning process and the implementation of active teaching methods have a significant impact on the desired outcomes (dependent variable). This relationship is positive, meaning that increased student engagement-such as through discussions, active participation, or involvement in group assignments-combined with teaching methods that encourage interaction,

creativity, and active involvement, leads to better achievements in the dependent variable (Ahmed, 2023).

This simply means that the more active a student participates and the more dynamic the methods of teaching applied, the higher the rate of success achieved in line with the learning objectives. The creation of a collaborative and interactive educational environment is of utmost importance for maximum learning results. All this creates a justification for the creation of an interactive learning environment where students are actively participating (Fitria & Abidin, 2023). Lecturers or instructors can adopt various teaching strategies, such as project-based learning, group discussions, or simulations, to enhance student engagement. Additionally, students who are more engaged tend to feel more motivated, gain a better understanding of the material, and develop relevant critical skills. Thus, success in the dependent variable is not solely determined by the quality of teaching methods but also by the extent to which students take an active role in the learning process. This underscores the need for a collaborative and dynamic approach to education, where both educators and students contribute to achieving optimal learning outcomes (Asmawati et al., 2020).

Conclusion

Based on the research findings, the following conclusions can be drawn:: 1) There is a significant relationship between active teaching methods and the success of the Arabic language curriculum implementation among postgraduate students at UIN Maulana Malik Ibrahim Malang, with a correlation value of $r_{X1Y}=0.364$. 2) There is a significant relationship between student engagement and the success of the Arabic language curriculum implementation among postgraduate students at UIN Maulana Malik Ibrahim Malang, with a correlation value of $r_{X2Y}=0.573$. 3) There is a significant relationship between active teaching methods and student engagement and their combined impact on the success of the Arabic language curriculum implementation among postgraduate students at UIN Maulana Malik Ibrahim Malang, with a correlation value of $r_{X1X2Y}=0.599$.

The broader implications of these findings highlight the importance of educators adopting and developing active teaching methods in the process of teaching Arabic. As a recommendation, educators are encouraged to implement activity-based learning

approaches, such as group discussions, role-playing, and problem-solving. These methods not only enhance student engagement but also deepen their understanding of the material. Additionally, educators need to be continuously trained through workshops or professional development programs to enhance their ability to design and implement interactive teaching strategies. Educational institutions are also encouraged to provide support, both in the form of resources and policies, that enable the optimal use of active teaching methods. However, this study has limitations, as it employs a quantitative approach based on numerical data collected through closed-ended questionnaires. This approach does not delve deeply into why or how active teaching methods and curriculum success influence student engagement. Future research using qualitative or mixed-method approaches is recommended to complement these findings.

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