Research trend of Arabic language teaching in the world: Systematic literature review based on Scopus database

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Abstract: Arabic is a very important communication language in the world, especially among Muslims. There has been a lot of research related to Arabic language teaching, so it is necessary to analyze these trends. This systematic literature review aims to analyze trends in Arabic language teaching in the world (2008-2023), so that it can become a reference for research and development of current and future Arabic language teaching themes. Article searches were carried out in the Scopus database. Data is saved in *CSV and *RIS formats, synchronized with Mendeley and visualized with VOS-viewer. We used the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) model to determine truly appropriate articles (inclusion), resulting in 21 appropriate articles. The trend of publications related to the Arabic language teaching theme shows that interesting. We discuss year trends, research methods used, dominant authors, most cited authors, and the relationship between keywords (there are four main keywords). Discussions were also held regarding the dominant author's country of origin, collaboration, and the number of authors per article. We formulated five Arabic Language Teacher Profiles based on a study of the 21 articles. It is recommended that Arabic language teaching research and publications need to be promoted so that it becomes global attention and international collaboration occurs. We also suggest that future researchers can focus more on the assessment and evaluation aspects.

Keywords: Arabic language teaching; Scopus; systematic literature review; teacher profile

1. Introduction

Arabic is a communication language that is closely related to the Islamic religion (Aboelezz, 2016; Alwi & Fatmawati, 2018; Ardhian et al., 2021; Rahmi et al., 2023). The guide to life for Muslims in the form of the al-Qur'an and al-Hadith of the Prophet Muhammad PBUH in Arabic. The main books used as references are mostly in Arabic (Ahmad, 1999; Alwi & Fatmawati, 2018; Rahman, 2017; Saadat, 2009; Saifee et al., 2012). Arabic is now used as the official language of the Islamic World League (*Rabithah A'lam Islami*), and the Organization of the Islamic Conference (OIC), which consists of 45 Islamic countries or countries with a Muslim majority. However, that does not mean that Arabic is only used by Muslims. As is known, the *Urubah* region, a region that includes 21 Arab countries including Arab Africa, Arab Asia and the Arabian Gulf, belongs to the Arab League and the official language is Arabic, not all of whom embrace Islam (Pane, 2018; Ubaid, 2015). Arabic has been an official language recognized by the UN since 1973 (Kosim, 2021).

In Indonesia, Arabic is a foreign language or second language. Another thing that can be used as an indicator of foreignness in schools is that Arabic is not used as the language of instruction, but as learning material. Arabic has been introduced from an early age, and is taught from Kindergarten, *Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah,* Islamic boarding school, to tertiary level (Fathoni, 2021; Fitri, 2021; Halimah, 2022; Rouf, 2016).

Learning Arabic aims to enable students to interact and communicate using Arabic (Albantani & Madkur, 2019; Hilmi & Ifawati, 2020; Rahmawati & Febriani, 2021). Arabic language learning is an effort to teach students to learn Arabic with the teacher as a

facilitator by organizing various elements to obtain the goals to be achieved (Ritonga et al., 2023; Sofa, 2023; Uwoh Abdullah et al., 2022). These goals include mastering linguistics and Arabic language skills, such as understanding Arabic materials, making sentences in Arabic, and so on (Abdullah & Yaakob, 2023; Hastang & Ahmad, 2023; Ilhami & Robbani, 2021; Syamsiyah et al., 2023).

Arabic language teachers as educational resources have a very strategic role in shaping national character through self-development and desired values (Dayagbil et al., 2021; McCarthy et al., 2023; Muassomah et al., 2022; Sa'adah et al., 2022). One of the efforts made to maximize the role of Arabic teachers in schools so that they can function effectively and efficiently is to describe the profile of the ideal teacher according to applicable regulations (Barni et al., 2019; Juryatina & Amrin, 2021). The ideal teacher profile includes: pedagogical competence, personality, social competence and professional competence (Syarifah & Iskandi, 2020).

Various researches in Arabic language teaching have been carried out. These studies reveal the models, strategies and techniques used in the field. Apart from that, there is also the development of Arabic language learning models and instruments. These studies are published on a local and international scale. In this regard, it is very important to understand and analyze the extent of research on the theme of Arabic language learning. However, studies related to publication trends in reputable international journals (Scopus) have not been carried out. Generally, the method used to study trends is a systematic literature review (SLR).

Several existing SLRs are related to the development of Arabic language education in the digital era (Amadi & Sholikha, 2023), learning method for teaching Arabic (Wahyuni et al., 2023), learning sentence structure Arabic language (Sagala, 2023), problems of learning Arabic at school (Abdilah & Al Farisi, 2023), game-based Arabic language learning framework for dyslexic children (Masrop et al., 2023), Arabic for specific purpose (Jaffar et al., 2022), Arabic sentiment (Ghallab et al., 2020; Matrane et al., 2023), Arabic automatic speech recognition (Dhouib et al., 2022), and Arabic text steganography (Roslan et al., 2022). Most of the previous SLRs did not focus their sources on articles published in reputable international journals, so their quality could be debated or even doubted. Apart from that, there is no SLR that focuses on Arabic language teaching on a wide scale (world). Thus, this SLR is novel and can be a baseline in efforts to explore ideas and develop research on the theme of Arabic language teaching in the future.

In this regard, this SLR aims to analyze trends in Arabic language teaching in the world. We focused on publications from 2008-2023. Information from various existing publications can be a reference for current and future research and development of Arabic language teaching themes. The challenges and various problems faced by learning Arabic cannot possibly be solved personally, but must take an institutional approach and involve many parties. Learning Arabic also has opportunities that can provide brighter and more promising prospects for those interested and active in studying Arabic in the future (Rasyid, 2021).

2. Materials and Methods

2.1 Research framework

This study is a Systematic Literature Review (SLR). SLR is the process of identifying, assessing, and interpreting all available (published) research evidence with the aim of providing answers to specific research questions (Ahn & Kang, 2018; Kitchenham et al., 2009; Kraus et al., 2020; Mengist et al., 2020). SLR has been widely used in the field of literacy (Husamah et al., 2022a, 2022c, 2022b, 2023; Nurwidodo et al., 2023; Rahardjanto & Husamah, 2022) and also language and learning (Al-Dosakee & Ozdamli, 2021; Alsowat, 2017; Metruk, 2022; Sayfouri, 2014; Wulansari & Nida, 2021), so it can also be used in Arabic language teaching themes.

2.2 Research Question (RQ)

Determining the research question is used to define the scope to develop a clear focus for the study. This research question was created based on the needs of the selected topic, namely: RQ1: What are the publication trends related to the theme "Arabic language teaching" in journals indexed by Scopus? RQ2: What is the formulation of article contributions related to the Arabic language teacher profile?

2.3 Search article and inclusion criteria

We use the words "Arabic Language Teaching" in the disbursement menu in the Scopus database. The data obtained is saved in *CSV and *RIS formats which are then synchronized into Reference Manager (Mendeley). VOS-viewer software is used to visualize data so that the information is presented in a more communicative, interesting and clearer manner. The search history in Scopus is as follows: (TITLE-ABS-KEY("Arabic Language Teaching" OR "Arabic Teaching") AND (LIMIT-TO (DOCTYPE,"ar")) AND (LIMIT-TO (LANGUAGE,"English ")) AND (LIMIT-TO (SUBJAREA,"SOCI") OR LIMIT-TO (SUBJAREA,"ARTS"))). The results of this search were the discovery of 83 articles. We used the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) model to determine articles that were truly appropriate (inclusion) (Page et al., 2021). PRISMA consists of four stages, namely identification, screening, eligibility, and inclusion (Selcuk, 2019). The sequence of inclusion and exclusion that has been carried out is presented in Figure 1.
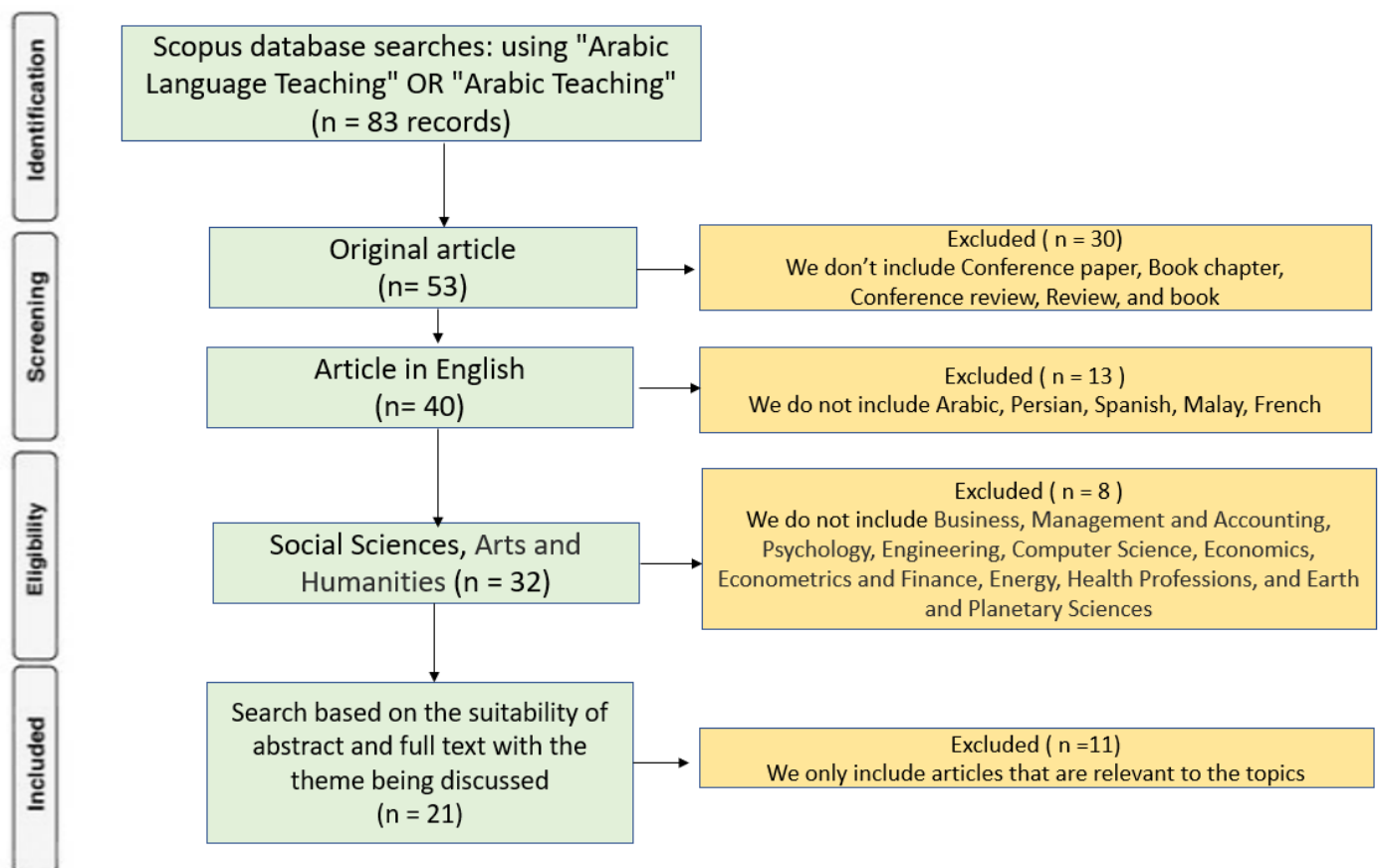

Figure 1. Systematic review flow diagram.

Based on Figure 1, it can be seen that in the initial search, 83 articles were obtained. Then only research articles (original articles) were taken, of which 53 articles met the criteria. This means that 30 articles were excluded. Next, the English in article criteria were used. There were 40 articles that met the criteria, so 13 articles were excluded. The next criteria used are articles related to the subject of social sciences and arts and humanities. The number of articles that met the criteria was 32, meaning 8 articles were excluded. At

the end of the phase, we review the existing articles, ensuring the articles are appropriate to the themes discussed and ensuring the full text can be accessed. Based on this, 21 articles were found that met the criteria, which means 11 articles were excluded.

3. Results

3.1 Publication trend

3.1.1 Trends by year

Figure 2 shows the number of articles published annually from 2008 to 2023 (for 15 years).
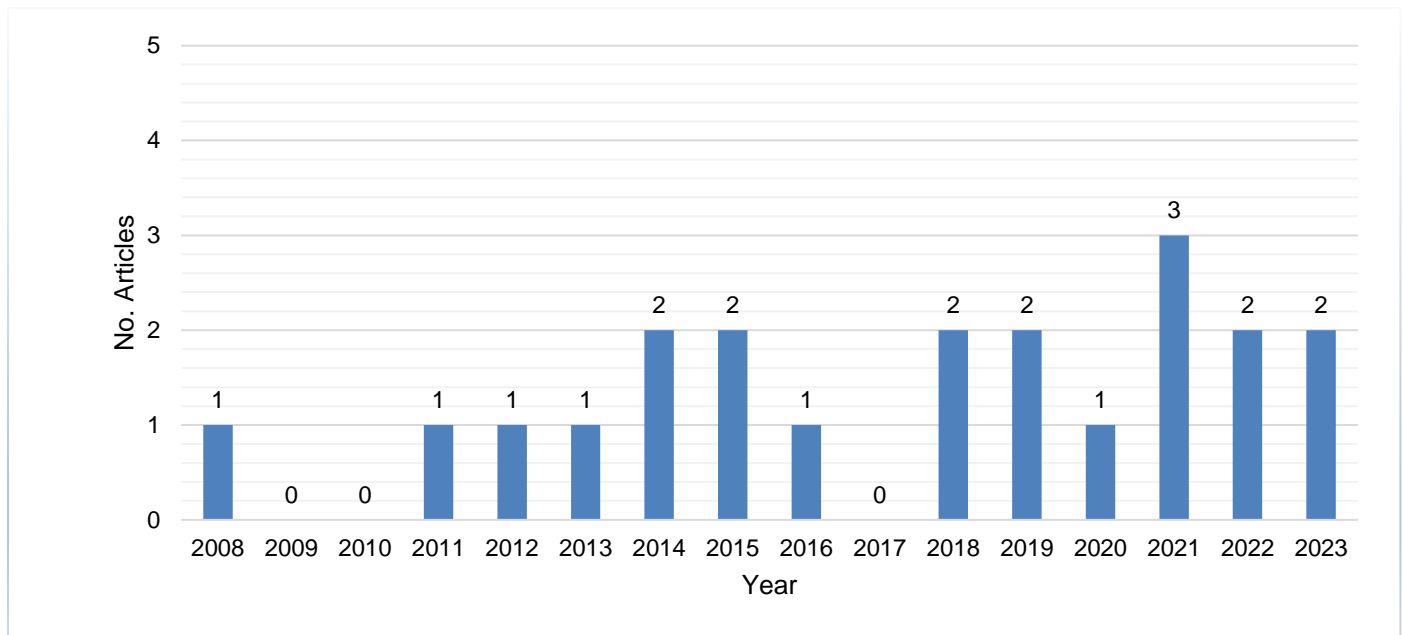

Figure 2. Distribution year of article

Based on Figure 2, it can be seen that the number of publications is only around 1-2 a year. We can say that there is 1 article published in a Scopus indexed journal every year. The article trend has been relatively stable in the last six years (2018-2023), namely two articles. It can be seen that there is relatively little research in the field of Arabic language teaching in journals indexed by Scopus each year, and can be said to be stable.

3.1.2 Research types/methods

The trend of types of research related to Arabic language teaching themes is presented in Table 1. Arabic language teaching research is predominantly carried out using quantitative (10 articles) and qualitative (9 articles) approaches. This shows that the theme of Arabic language teaching can be approached quantitatively or qualitatively. Another interesting thing is the trend of Arabic language teaching which is approached with case studies (2 articles).

Table 1. Types of research on science learning themes

No	Type of Research	Amount	References
1	Quantitative	10	(Al Musawi et al., 2016; Aladdin, 2013; Daif-Allah & Al-Sultan, 2023; Ishtaiwa & Shana, 2011; Ma'mun et al., 2021; Mingazova et al., 2020; Musthofa, 2022; Saifee et al., 2012; Yun, 2018; Zailani et al., 2014)
2	Qualitative	9	(Akmaliyah et al., 2021; Al-Dajani, 2019; Andrian & Yul, 2023; Baldwin, 2018; Eldin, 2015; Farzaneh, 2014; Fattakhova, 2015; Soliman & Khalil, 2022; Taha-Thomure, 2008)
3	Case study	2	(Amri et al., 2019; Columbu, 2021)

3.1.3 Trends by author

Based on Figure 3, it can be seen that there are only six names that stand out and are related to each other, namely S. Ab. Ghani, S. Zailani, H. Zainal, U. H. Hashim, K. Osman, and Z. Ismail. However, the central point is Z. Ismail.
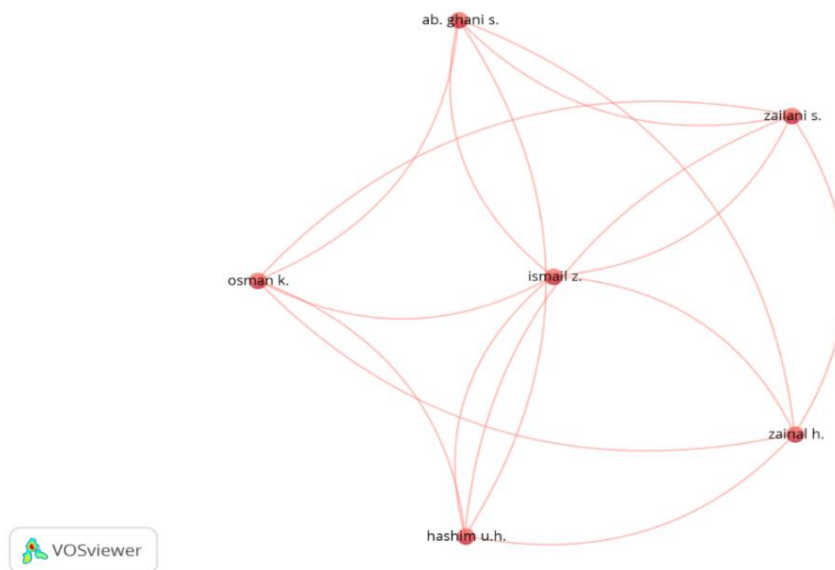

Figure 3. Dominant authors and the relationship between authors in the Arabic language teaching theme

Meanwhile, Figure 4 shows the most cited author, namely M. O. Hamid. His full name is M. Obaidul Hamid, a professor at The University of Queensland, Brisbane, Australia (Scopus ID. 35097559900; h-index 22).
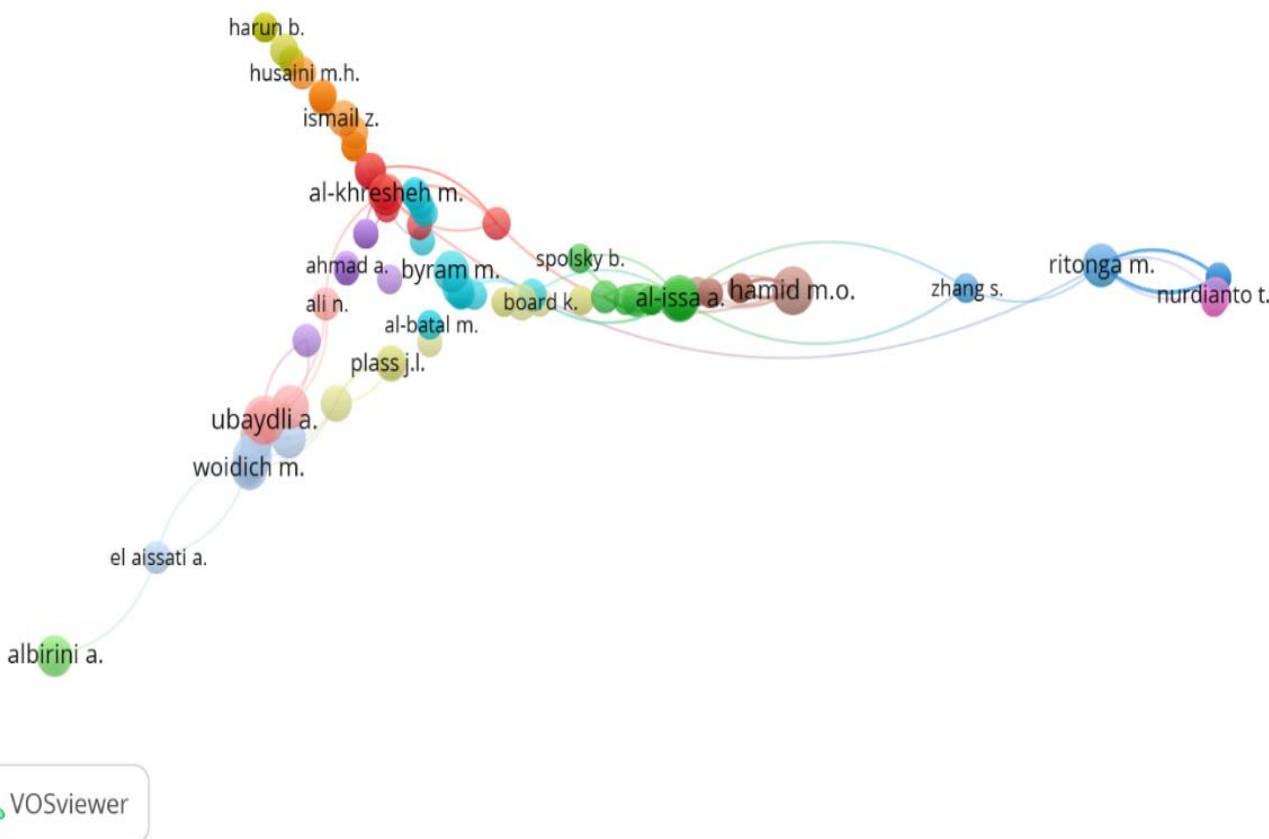

Figure 4. Authors predominantly cited

3.1.4 Trends based on keywords

Figure 5 shows the trend of keywords that are widely used by authors in writing Arabic language teaching themes. Based on Figure 5, it can be seen that there are three main keywords that appear most frequently and are interrelated, namely Arabic, teaching, and Arabic language. Arabic is related to digital educational sources, textbooks, innovation, and language. Teaching is related to the Middle East, social development, language learning. Especially for Arabic language (according to the topic in this SLR) related to curriculum and teaching and learning.
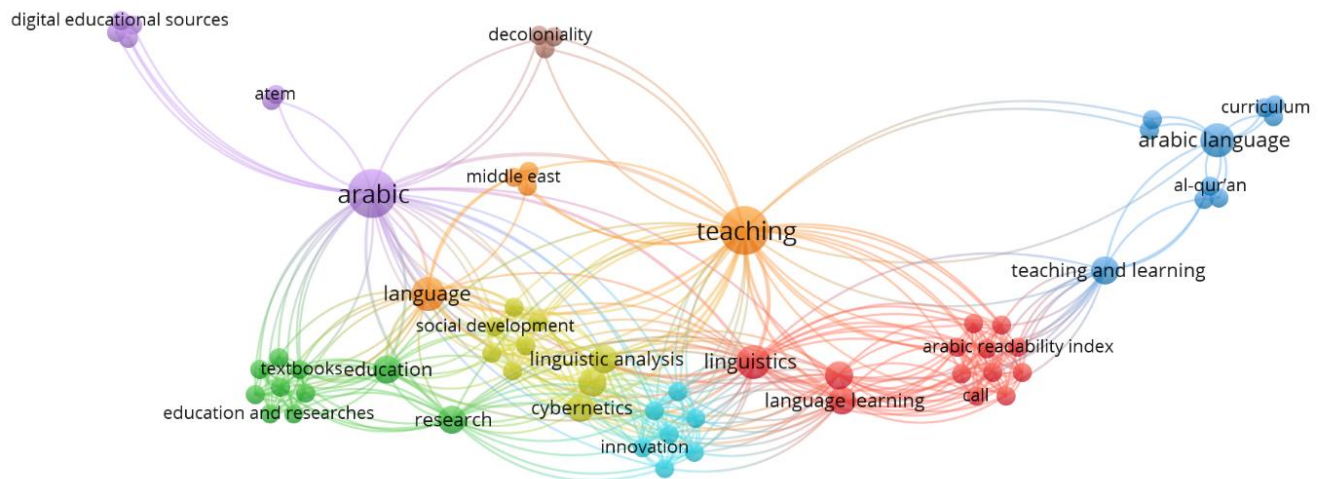

Figure 5. VOS-viewer display for type of analysis "Co-occurrence → keywords"

3.1.5 Author's nationality and international collaboration

The trend of author's nationality of research related to Arabic language teaching themes are presented in Table 2.

Table 2. Author's nationality and continental on Arabic language teaching themes

No	Country	Continent	Amount
1	Indonesia	Asia	15
2	Malaysia	Asia	6
3	Oman	Asia	5
4	Pakistan	Asia	4
5	Rusia	Europe	4
6	Saudi Arabia	Asia	3
7	United Arab Emirate	Asia	2
8	United Kingdom	Europe	2
9	USA	America	4
10	Jordan	Asia	1
11	Australia	Australia-Oceania	1
12	Italy	Europe	1
13	Korea	Asia	1
14	Iran	Asia	1

Researchers and authors who study Arabic language teaching predominantly come from Muslim-majority countries, namely Indonesia and Malaysia.

Figure 6 shows collaboration in article publication carried out by authors, both cross-country collaboration, collaboration within one country, and non-collaboration. Meanwhile, Figure 7 is a depiction of the distribution of authors in the article.
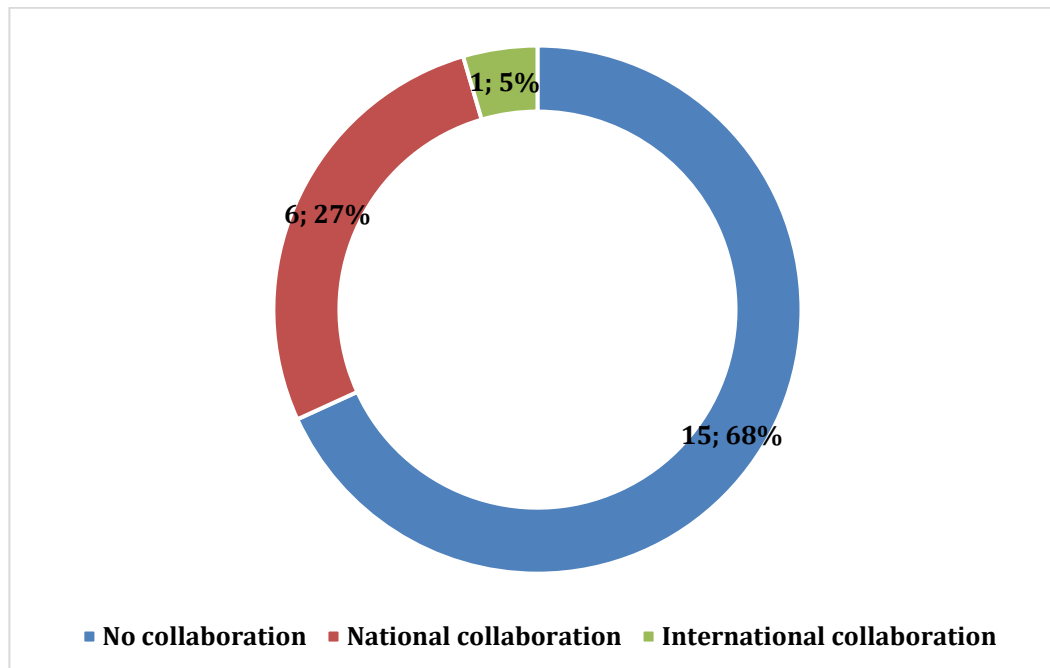

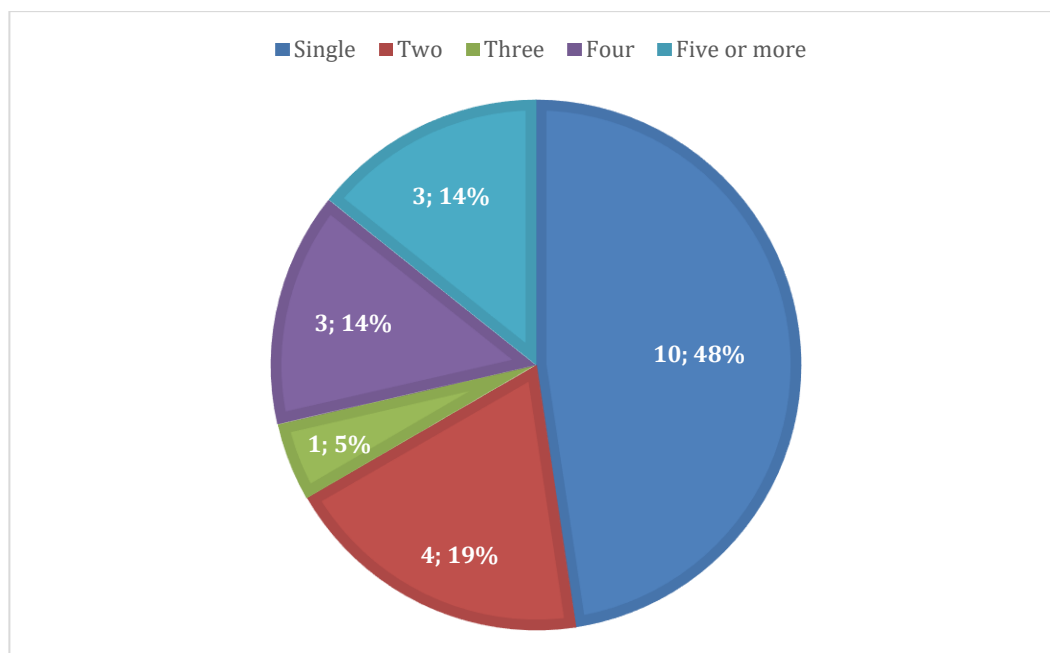**Figure 6.** Author collaboration in writing articles

Figure 7. Distribution of authors in article

Based on Figure 6, it can be stated that more articles were published with non-collaboration status (14 articles or 67%). There is only 1 (5%) article that has international collaboration status and 6 (28%) that have national collaboration status. So, it can be said that the theme of Arabic language teaching has not yet become an interest in collaboration between institutions or international collaboration. If we analyze the 22 articles found (as presented in Figure 7) we will conclude that the number of independent authors or researchers and group authors is relatively equal. It can be said that there are still many writers on the Arabic language teaching theme who prefer to write independently. Of

course, this is related to the independence of the writer, although of course it will be inversely proportional to the quality of the articles produced.

3.2 Article contribution formulation

We reviewed 21 articles and tried to formulate important information from each article (as presented in Table 3). We then linked it to the profile that teachers must have in Arabic language teaching to form a model or scheme as simulated in Figure 8.

Table 3. Important information for each article

| No	Important information for each reference	Formulation
1	Teaching Arabic and understanding it is very important for the sustainability of life (Saifee et al., 2012), continuity of the Arabic linguistic tradition (Fattakhova, 2015), for Muslim society (Farzaneh, 2014), and even non-Muslims (Ma'mun et al., 2021). Therefore, a moderate positive attitude towards the Arabic language is needed (Aladdin, 2013).	Philosophy of Arabic language teaching
2	Teaching Arabic language requires capability and awareness in the form of cultural competence (Eldin, 2015), cultural literacy (Al-Dajani, 2019), communicative competence (Yun, 2018), understanding of multireligious conditions (Amri et al., 2019), and child-friendly teaching (Akmaliyah et al., 2021).	Teacher competencies in implementing Arabic language teaching in the classroom
3	Arabic language teaching is supported by appropriate learning resources and media, for example modules (Zailani et al., 2014), digital sources (Mingazova et al., 2020), and learning technology (Al Musawi et al., 2016; Ishtaiwa & Shana, 2011) is an inevitability.	Media and learning resources for Arabic language teaching
4	It is fundamentally recognized that teaching Arabic with the latest, better patterns and approaches needs to be encouraged (Taha-Thomure, 2008). Role-play can develop dialogue skills (Daif-Allah & Al-Sultan, 2023). The CEFR model improved students' Arabic translation skills (Musthofa, 2022). The resulting Arabic Teaching Efficacy Model (ATEM) improves objective thinking, critical thinking, responsiveness, and student persistence (Andrian & Yul, 2023).	Models and methods of Arabic language teaching
5	Certain countries, for example Australia, do not pay special attention to Arabic, seen from the lack of funding (Baldwin, 2018). Meanwhile in Europe and America, Arabic language teaching is still heavily influenced by cultural hegemony (Columbu, 2021). There are great hopes about teaching Arabic as a community language in Europe, especially England (Soliman & Khalil, 2022).	Challenges of Arabic language teaching in Muslim minority countries
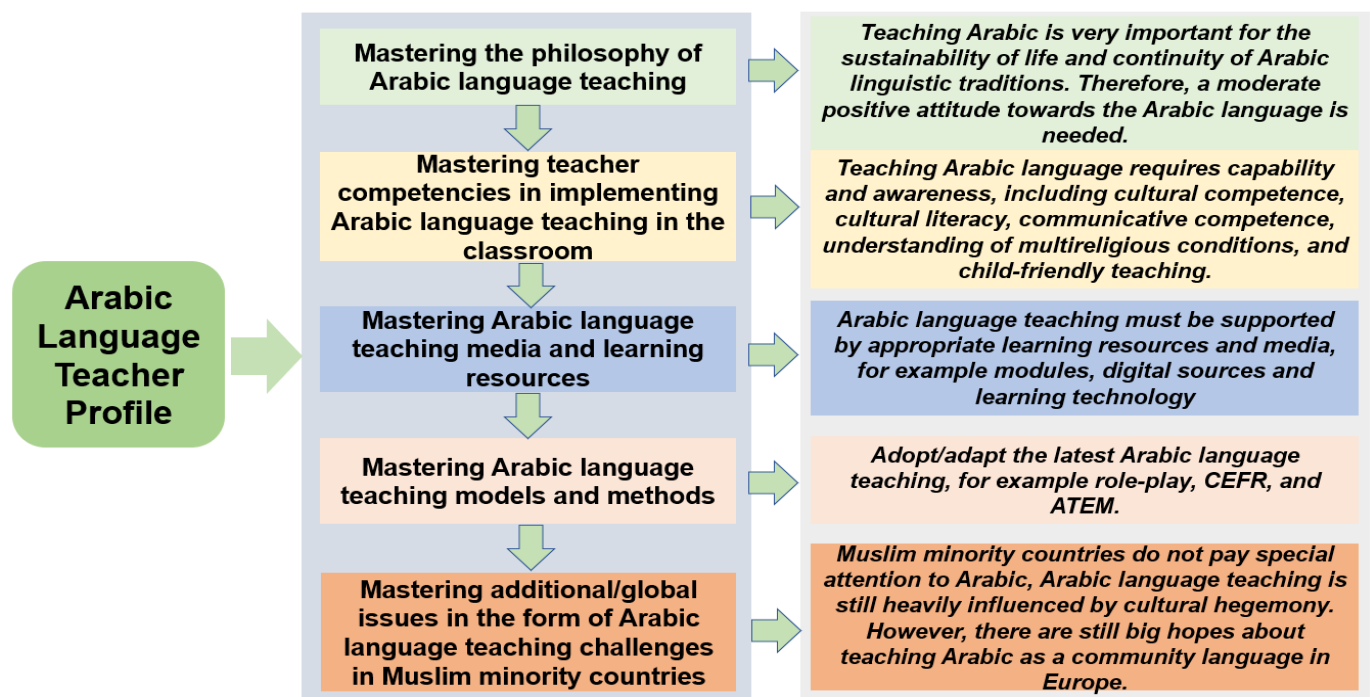
Figure 8. Arabic language teacher profile model or scheme

Based on Table 4 and Figure 8, it can be formulated that the articles in the Scopus database related to the Arabic language teaching theme focus on the Arabic Language Teacher Profile. There are five expected profiles, namely (1) mastering the philosophy of Arabic language teaching; (2) mastering teacher competencies in implementing Arabic language teaching in the classroom; (3) mastering Arabic language teaching media and learning resources; (4) mastering Arabic language teaching models and methods; and (5) mastering additional/global issues in the form of Arabic language teaching challenges in Muslim minority countries.

4. Discussion

4.1 Publication trend

The relatively small number of articles published each year can be influenced by several things. First, research interest in this field is still low (Doyle et al., 2020; Ross & Bibler Zaidi, 2019; Snyder, 2019; Vasileiou et al., 2018). Second, the quality of research and articles is still low so it does not meet the standards of internationally reputable journals (Fanelli & Larivière, 2016; Taşkın et al., 2023; Wager & Kleinert, 2013). Third, there are still few journals whose focus and scope include Arabic language learning (Kraus et al., 2020; Noble, 2017; Van Dijk et al., 2014). Fourth, low research funding in the field of Arabic language learning (Couch, 2020; Hagve, 2020; Koltun & Hafner, 2021; Pranckutė, 2021). Therefore, efforts are needed to improve quality and quantity so that it has an impact (Piwowar et al., 2018; Sandström & Van Besselaar, 2016; Seema Rawat & Sanjay Meena, 2014).

Foreign language learning research can use quantitative and qualitative (Setiyadi, 2018). These two approaches in foreign language research can be used or chosen by researchers according to their research needs and objectives. Each approach is used by paying attention to the characteristics, aspects of validity and reliability for each approach (Gao et al., 2022; Lam, 2020; Malik et al., 2020; Rahmadani & Etfita, 2022; Rashid & Sipahi, 2021; SA., 2016). Meanwhile, case study research is very important in language research and its learning, so it is relatively the choice of many researchers (Duff, 2014; Unal & Ilhan, 2017).

Z. Ismail (Zawawi Ismail) is a lecturer at Universiti Malaya, Kuala Lumpur, Malaysia. He published 15 articles in Scopus indexed journals on the topic of Arabic language learning. There are five articles published by Z. Ismail over the last five years with the team (Hussin et al., 2023; Z. Ismail et al., 2023; Othman et al., 2020; Razman et al., 2022).

M. Obaidul Hamid has published 87 articles, cited 1,497 times by Citations by 981 documents. His publications focus on language policy, English language education, heritage language, bilingual education, and minority languages. His publications are about Arabs or Muslims, for example teaching English in the Muslim world (Hamid & Ali, 2023), Arabic as an early language learning provision (Hamid & Ali, 2021), Arabic as a second language (Alwaleedi et al., 2019), the universality of English within Saudi Arabian education (Alhamdan et al., 2017), and Muslims in western media (Kabir & Hamid, 2015).

One aspect that influences educational success is the curriculum aspect. The curriculum is one component that has a strategic role in the education system. The Arabic curriculum is a number of subject matter or lesson content, a number of learning experiences, and a number of educational planning programs that must be achieved by students in order to achieve Arabic language learning goals (Abdurahman & Mansyur, 2021; Nawawi, 2017). One aspect that can influence the success of the Arabic curriculum is empowerment in the field of management or curriculum management in the educational institution concerned. Curriculum management in schools needs to be coordinated integrally (Ans & Haryanto, 2021; Widodo & Setiyawan, 2021).

The development of Arabic in Indonesia and Malaysia coincided with the arrival of Islam into the archipelago. Arabic is studied solely as a tool to study and deepen the Islamic religion. As time goes by, the Arabic language has its own magnetic power, as evidenced by the large number of students who are interested in deepening the Arabic

language both abroad and within the country. This causes the teaching methods to vary and is able to create experts in the field of Arabic who are active because they master four aspects of language proficiency, namely *istima'* (listening), *kalam* (speaking), *Qiro'ah* (reading) and *Kitabah* (writing). Arabic language experts emphasize that Arabic is not only a tool for worship such as prayer and reciting the Koran, because Arabic is the language of the Koran, but also needs to be studied from a linguistic perspective as well. This supports the creation of the latest methods according to current developments so that Arabic is studied as a learning objective and has its own magnetism compared to other foreign languages (Kusuma, 2015; Suroiyah & Zakiyah, 2021).

Good research and publications should be the result of collaboration, whether intradisciplinary, interdisciplinary, or even multidisciplinary (Bellotti et al., 2016; Bennett & Gadlin, 2012; Frassl et al., 2018). Collaboration carried out by scientists has a very important meaning, especially in terms of improving the quality of discussions and solving the complexity of research themes and problems (Eberle et al., 2021). Scientific collaboration will strengthen reputations, increase readability, broaden understanding, and enable higher self-confidence in authors (Freeling et al., 2021). Collaborative research and publication clearly has advantages because of group creativity, which in the context of publication will have a high impact because it is the result of the thoughts of many people with diverse scientific backgrounds (Uzzi et al., 2013). Encouraging collaborative publication will maximize novelty and innovation because it has gone through a process of reflection by many people and brainstorming during the manuscript development process (Oliver et al., 2018).

4.2 Article contribution formulation

Understanding the philosophy of language learning (including Arabic) has great urgency in guiding teaching approaches. This philosophy is the basis for selecting teaching methods, setting learning goals, and forming views on the roles of teachers and students (Febriani et al., 2021; Khasawneh et al., 2023; Muslim & Harisca, 2021). In addition, language learning philosophies reflect an understanding of diverse social, cultural contexts and learning needs, allowing for the development of learning experiences. By understanding and integrating language learning philosophies, teachers can create a learning environment that is more focused, contextual, and supports student learning independence, thereby increasing the effectiveness of language learning (Gailea & Indasari, 2018; Kuo & Lai, 2006; Saville-Troike, 2012; Tularam, 2018).

The urgency of understanding teacher competence in language learning is very important because teachers have a central role in shaping students' learning experiences. By understanding these competencies, teachers can inspire, motivate and guide students more effectively, ensuring that language learning is not just a transfer of knowledge, but also the development of skills and a deep understanding of the language and culture being studied (Amerstorfer & von Münster-Kistner, 2021; Damayanti, 2022; Johnson, 2017; Usman et al., 2016; Van den Branden, 2016).

Understanding learning media and resources in language learning has significant urgency because they play a crucial role in enriching the learning experience and increasing teaching effectiveness. The use of appropriate media and learning resources can motivate students, increase their ability to absorb information, and facilitate understanding of language concepts (Hikmah, 2019; Isadaud et al., 2022; Kandia et al., 2023; Tarmawan et al., 2021). Varied learning media and resources enable teaching that is more interactive and responsive to students' diverse learning styles. They also enable the integration of cultural content and context into language learning, helping students understand language as an integral part of everyday life. It can be emphasized that by understanding the important role of media and learning resources, teachers can create learning experiences that are interesting, relevant, and support the development of students' language skills holistically (Abdulrahaman et al., 2020; Agustina, 2014; D. Kim, 2020).

Understanding models and methods in language teaching is very important because they form the framework that guides the learning and teaching process. These models and methods provide clear direction for teachers in designing effective and relevant learning experiences (Hasanova et al., 2021; D. Kim, 2020; Parker et al., 2022; Remesh, 2013; Shabiralyani et al., 2015). By understanding various models and methods, teachers can design learning experiences that are dynamic, varied and appropriate to student needs, creating an environment that supports the achievement of language learning goals holistically (Almusaed et al., 2023; Cahyaningrum et al., 2016; Sanger, 2020).

Understanding global issues in language teaching is an urgent necessity because it creates a learning context that is relevant to the realities of today's world. The integration of global issues in the language curriculum not only increases the relevance of the material, but also helps students develop global communication skills, critical literacy, and deeper cultural understanding (Erfani, 2012; Hidayati, 2018; S. Kim et al., 2019; King, 2018; Sulistiyo, 2016; Zein et al., 2020). Additionally, understanding global issues can provide students with a broader perspective on the contribution of language in global society and preparation for careers that are closely connected to global challenges. Thus, language teaching that considers global issues is not only about mastering language skills, but also about forming individuals who are aware, critical, and ready to face the complexity of the global world (Erfani, 2012; Faizin, 2019; Getie, 2020; Mansilla & Jackson, 2013; Rose et al., 2021).

What can be discussed is that research on Arabic language teachers in the Scopus database has not focused on assessment and evaluation aspects. Of course, this is a challenge and opportunity in the future for conducting research and publications. Understanding related to assessment and evaluation in the context of Arabic language teaching includes various aspects. The assessment process allows teachers to measure student achievement in various Arabic language skills, such as speaking, listening, reading and writing. This information becomes the basis for adapting teaching approaches to be more effective according to individual needs (Cook, 2008; Gilakjani & Sabouri, 2016; S. M. Ismail et al., 2022; Mafarja et al., 2023). In addition, the assessment results provide insight into the effectiveness of the curriculum, enabling the development of language learning materials that are more relevant to everyday life and culture (Nooralam & Sakhiyya, 2022; Rambe, 2020).

Assessment also plays a role in measuring students' understanding of the cultural context related to Arabic, providing an additional dimension besides linguistic aspects. This process can also be a motivational tool for students, because constructive feedback motivates them to continue improving their Arabic language skills (Cavalcanti et al., 2021; Dann, 2020; Hastang & Ahmad, 2023). Furthermore, understanding assessment is important for exam preparation, which increases a student's chances of success in formal (formative and summative) evaluations. Assessments assist teachers in monitoring individual student progress, enable necessary adjustments to provide further support, and ensure continuity of Arabic language teaching by building concepts progressively.

5. Conclusions

Publication trends related to the theme of Arabic language teaching show interesting things. It can be seen that there is relatively little research in the field of Arabic language teaching in journals indexed by Scopus every year. The theme of Arabic language teaching can be approached quantitatively or qualitatively. The name that is the central point is Z. Ismail, while the author most cited is M. O. Hamid. There are four main keywords that appear most frequently and are interrelated, namely Arabic, teaching, and Arabic language; especially for Arabic language related to the curriculum. Researchers and authors who study Arabic language teaching predominantly come from Muslim-majority countries, namely Indonesia and Malaysia. Data shows that more articles are published with non-collaboration status, international collaboration is very minimal. Most authors publish independently.

We conclude that the existing article focuses on the Arabic Language Teacher Profile. There are five expected profiles, namely (1) mastering the philosophy of Arabic language teaching; (2) mastering teacher competencies in implementing Arabic language teaching in the classroom; (3) mastering Arabic language teaching media and learning resources; (4) mastering Arabic language teaching models and methods; and (5) mastering additional/global issues in the form of Arabic language teaching challenges in Muslim minority countries.

It is recommended that Arabic language teaching research and publications need to be promoted so that it becomes global attention and international collaboration occurs. We also suggest that future researchers can focus more on the assessment and evaluation aspects. Articles regarding this aspect were not found at all in the articles in the Scopus database.

Author Contributions: Z. Z.: writing original draft preparation; analysis; and L. M.: methodology; analysis; writing original draft preparation; and review and editing.

Conflicts of Interest: Authors declare there are no conflicts of interest.

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