



# CEFR-Based Policy in Arabic Language Teaching and Cultural Dimension in Indonesian Islamic Higher Education

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## Abstract

Common European Framework of Reference (CEFR) is an international standard to measure learners' language abilities on a six-point scale, A1 for beginners up to C2 for those who have mastered a language. This study attempted to examine the implementation of the CEFR policy in learning Arabic in Indonesia at all levels, beginning from curriculum design to attainment of learning objectives. The research adopted a quantitative methodology, using a sample of 102 Arabic students at Bina Bangsa University, Serang Banten. PLS-SEM was used to analyze the data. This paper's findings reveal that CEFR directly affects Arabic language learning performance and language policy. Subsequently, language policy directly affects Arabic language learning performance while moderating and mediating the relationship between CEFR and Arabic language learning performance. The implication of this study implies that The CEFR is a set of guidelines for learning a foreign language that can be used in international languages other than English. Some things are the same, and some things are different about the idea of learning a foreign language.

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**Keywords:** CEFR, language policy, Arabic language learning performance, Indonesia

## Introduction

Methods, teaching aids, and curricula for teaching Arabic to people who do not speak Arabic are constantly changing. Learning and teaching have changed over time to meet the needs of learners and teachers (students). Updating methods and media does not mean that the old ones are entirely forgotten. Instead, they are used as a base to improve the new ones, giving Arabic learners the impression that learning Arabic is easy and fun. Like any other foreign language, Arabic is not the first language of Indonesians (Nurdianto & bin Ismail, 2020). Students do not find it easy to get these skills because they come from different backgrounds and only have a short amount of time to do so. Many students can also get messages but cannot pass them on to others because they cannot translate them well. However, many students have trouble understanding Arabic texts. Instead of translating a whole text, students can only translate one or two paragraphs at each meeting. Students have different skills and only a short amount of time to translate the text (Fitriyah & Fauzi, 2020).

The "communicative model" proposed by Zulhanan (2016) about Arabic learning is based on the idea that everyone has a "language acquisition device" (LAD) that helps them learn language. Therefore, the acquisition process of language competence is active, creative, innovative, and productive. It also has a strong relationship with internal factors, making it possible to question the usefulness and effectiveness of exercise model

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activities such as stimulus and response reinforcement. The "*tadribat haramiyah*" and other short conversations as "communicative models" help people learn Arabic in an effective and well-executed way. On the other hand, Fitriyah and Fauzi (2020) developed the Arabic learning model which posits that translation is not only a language transfer but also a cultural transfer. Translators must have a comprehensive perspective. The Common European Framework of Reference (CEFR) for Language Model enriches cultural insight, knowledge, and treasures in translation by requiring students to seek and share knowledge independently. Pransiska (2018) offers a learning method using the *Eckehard Schulz al-Lughah l-'Arabiyah al-Mu'ashirah* textbook method, one of the textbooks used to teach Standard and Modern Arabic, both spoken and written.

Arabic is also studied by people worldwide who do not speak it as their first language. Such places have a different culture and mother tongue, making learning Arabic even more complicated and complex. Learning Arabic in Indonesia, in particular, without standardizing the skills and knowledge of learners, gives students the chance to learn the same things repeatedly, whether in a formal or informal education setting (Nurdianto, Hidayat, & Wulandari, 2020). There have been many attempts to teach Arabic-Indonesian translation courses, but none have worked (Fitriyah & Fauzi, 2020). Although, the researchers were cautiously optimistic that they had found a group of related academic language skills that help students understand what they read and that they had made a good test to measure these skills (Barr, Uccelli, & Phillips Galloway, 2019).

Arabic learning models must continue to be developed, one of which is using CEFR for language model. CEFR is used as a reference for aligning curricula, learning outcomes, teaching materials, and assessments for European and, more recently, non-European languages. It has gained widespread acceptance globally in universities (Mohamed, 2021). The CEFR's approach is based on three main criteria: comprehensiveness, transparency, and coherence. It means that it tries to find a wide range of language knowledge and skills and describe them clearly and efficiently so that the different parts of a language program can work together and make sense (Mohamed, 2021). CEFR is deemed capable of integrating learners' foreign language proficiency and communication needs. CEFR mandates a needs analysis of the learners based on the level of the intended learners. Therefore, the learners' abilities and needs are considered to facilitate effortless mastery of the target language (Dewi, 2016).

In Indonesia, the traditional teaching and learning of Arabic are predominantly oral. This method consists of a teacher presenting material to his students through oral explanation. Consequently, designing and developing an Arabic vocabulary teaching and the testing system has never been simpler (Afifah, Sunarto, Fauzi, Anindiati, & Nurdianto, 2020). Alderson (2005) says these goals are very ambitious and can only be achieved partially, but this study says any CEFR implementation should aim to meet them. CEFR is a good textbook standard for many reasons. First, CEFR can continuously monitor learners' language skills. Second, it helps teachers, students, and parents monitor language development. Third, it measures communicative skills like listening, interactive speaking, effective speaking, reading, and writing (Dewi, 2016).

This study seeks to maintain this through the "comprehensive" use of the CEFR at all levels of the Arabic language program, beginning with curriculum design. In the meantime, the application of CEFR in formal and non-formal education in Indonesia, along with its opportunities and challenges, is still difficult to achieve without the government's support (Nurdianto & bin Ismail, 2020). Arabic language learning programs and interests in an educational institution aim to maintain and develop Arabic language learning. A quality learning program requires a learning policy to achieve the learning objectives expected by educational institution stakeholders (Setiyawan, 2018).

Based on the above background, the researchers formulated the following questions: 1) Is there a direct influence on the implementation of the CEFR policy on the language policy of learning Arabic in Indonesia? 2) Is there a direct influence of the CEFR on the success of learning Arabic in Indonesia? 3) Is there a direct influence of language policy on the success of learning Arabic in Indonesia? 4) Is there an indirect effect of CEFR on the success of learning Arabic in Indonesia with language policy as a moderating and mediating variable?

## Theoretical Background and Research Hypotheses

- *CEFR Formulation in Arabic Language Learning*

The Common European Framework of Reference for Languages (CEFR) provides a standard theory and methodology for language development that guides curricula, teaching/learning, and assessment. It gives a thorough explanation of how people should learn a foreign language to use it to communicate, as well as what they need to know and how to do to be able to communicate well. It also talks about the cultural background of the second or foreign language (L2) being learned and defines proficiency levels that show how far students have come at each stage of learning L2 and throughout their lives (Al-Jarf & Mingazova, 2020). However, it has not yet been fully employed in this study (Guerra, Gonçalves, Fisne, & Gungor, 2018). This is due to the complexity of the CEFR document on both the methodological and theoretical

levels, the abstract nature of the descriptors, the ambiguity in some accounts distinguishing between adjacent levels, and the lack of samples (Zheng, Zhang, & Yan, 2016). Moreover, the framework is action-oriented. All kinds of activities, materials, and tasks can be used in classrooms, even if they are part of other methods or approaches. It is valid as long as the content and delivery of the activities, materials, and tasks follow the Framework's principles (Arikan, 2015). In addition to the perennial lack of time and specialized training in curriculum development, these factors leave teachers ill-equipped to handle such a complicated document (Mohamed, 2021).

Even though CEFR's "European" path is complicated in itself, a study that looks at how the framework affects policies outside of Europe needs to consider that major ELT textbook publishers and testing organizations also use the framework. Since it came out, organizations like Cambridge English and the British Council have used CEFR more frequently to describe the difficulty levels of exams and textbooks. In this way, the framework has replaced some of the old labels like "basic" and "lower intermediate." Much research has been done on these kinds of uses. For example, several studies have examined how the more open-ended CEFR descriptions align with, the more detailed specifications used in the design and evaluation of test tasks (Savski, 2020).

Research on the framework for language teaching at levels A1 and A2 (CEFR) is based on language philosophy approach that the Arabic language teaching framework level A1-A2, which refers to the CEFR standard, provides a general foundation for the detailed characterization of objectives, content, and level of linguistic, communicative, and cultural competence. The elements of language philosophy study, namely constructivism and transformative generative, are viewed from three perspectives: (1) content, (2) objectives and principles, and (3) level and scale. The CEFR's contents are presented in a descriptive scheme that combines aspects of language, language skills, and vocabulary into a single unit, taking cognition, emotion, and sociocultural development into account (Nurdianto et al., 2020). It is necessary to maintain horizontal synchronization of various essential competencies with four Arabic language skills when learning Arabic based on CEFR theory. Additionally, there is vertical synchronization with other competencies to balance each level. Each level's competency attainment is translated into Arabic language skills and knowledge competence, with a separate explanation for each level, including *maharah istima'* (listening) competency standards for levels A1 and A2 to C and other skills (Nurdianto & bin Ismail, 2020).

Since there is no recently developed strategy that can be implemented on a global scale to master the language of the Quran, the application of the CEFR theory to the study of Arabic is still relatively novel. The CEFR model in Indonesia is based on two primary books as references for learning Arabic, namely *al-Arabiyyah Baina Yadaik* (ABY) from Saudi Arabia and *al-Lughah al-Arabiyyah al-Mu'ashirah* (LAM) from Germany (Nurdianto et al., 2020). The modified method emphasizes a communicatively competent, action-oriented approach in which language is used as a communication medium through classroom interactions. This method, adapted from the CEFR, aims to foster autonomy, self-evaluation, and appreciation for cultural diversity. Learners are expected to become proficient and confident English users who value their own culture and those of other nations. The underlying idea is that young students learn most effectively through songs, games, and hands-on activities (Guerra et al., 2018). The community has a critical need for communication-based, comprehensive, and tier-based CEFR learning (Nurdianto et al., 2020).

The CEFR categorizes L2 (second language) mastery into six levels, which are as follows: 1) A1 (basic user): The Breakthrough or Beginner level; 2) A2 (basic user): The Waystage or elementary level; 3) B1 (independent user): The Threshold or intermediate level; 4) B2 (independent user): The Vantage or upper intermediate level; 5) C1 (proficient user): The Effective Operational Proficiency or advanced level; 6) C2 (proficient user): The Mastery or proficiency level (Al-Jarf & Mingazova, 2020). Looking at the levels, it is evident that CEFR takes a holistic approach to assessing language proficiency. In general, the adopted strategy is an action-oriented strategy. It considers language users' social agents who employ language to complete tasks. Language use concerning a particular task is only meaningful when described in a set of circumstances, within a specific environment, and within a specific action domain (Aly, 2018). The goal of the CEFR is to get people learning a language to think about how they talk to each other and what they can do to help themselves and others learn better. The CEFR helps people learn a language by looking at how a group of learners used parts of the Common Reference Levels (CRLs) of the CEFR to self-assess for a term. The CRL helped the learners become more aware of how they used and learned the language. It also looks closely at how the learners described their speaking skills and how their use of CRL statements and ideas about self-assessment changed for the term (Glover, 2011).

Nurdianto et al. (2020) describe that non-Arabs will need a total of 1000 learning hours to reach all six CEFR levels. The Ministry of Religion or the Ministry of Education and Culture in Indonesia does not have an integrated Arabic language curriculum from start to finish, as the English language. As a result, professional organizations take serious initiatives to learn the Arabic language. For example, Indonesia's Arabic language education study program provides the formulation of the CEFR Arabic language learning curriculum. At least there are several stages that can be applied to Arabic language education using the CEFR approach (Nurdianto et al., 2020) are as follows:

First, General competencies: there are four major derivative competencies in this general competency: (1) declarative knowledge, (2) expertise and skills, (3) existential competence, and (4) ability to learn (Nurdianto et al., 2020; Sanz, 2018). Containing of four general competencies on language learning. Declarative knowledge contains knowledge of the world, socio-cultural knowledge, and intercultural awareness. Expertise and skills in general competencies contain practical and intercultural skills & knowledge. Ability to learn contains language and communication awareness, General phonetic skill and awareness, learning skills, and heuristic skills (Nurdianto et al., 2020). (See Figure 1)

Second, Communicative language competence: students assume their general capacities as well as communicative competences related to more specific language in order to realize communicative intentions. In this narrower sense, communicative language competence includes the following components: (1) linguistic competence, (2) sociolinguistic competence, and (3) pragmatic competence (Nurdianto et al., 2020). Figure 1 contains three communicative language competence on language learning. *Linguistics competence* contains lexical competence, grammatical competence, semantic competence, phonological competence, orthographic competence, and orthoepic competence. *Sociolinguistics competence* contains linguistic marker of social relations, conventions of modesty, expressions of local wisdom, listing differences, and dialects and accents. *Pragmatic competence* contains discourse competence and functional competence (Nurdianto et al., 2020). (See Figure 1)

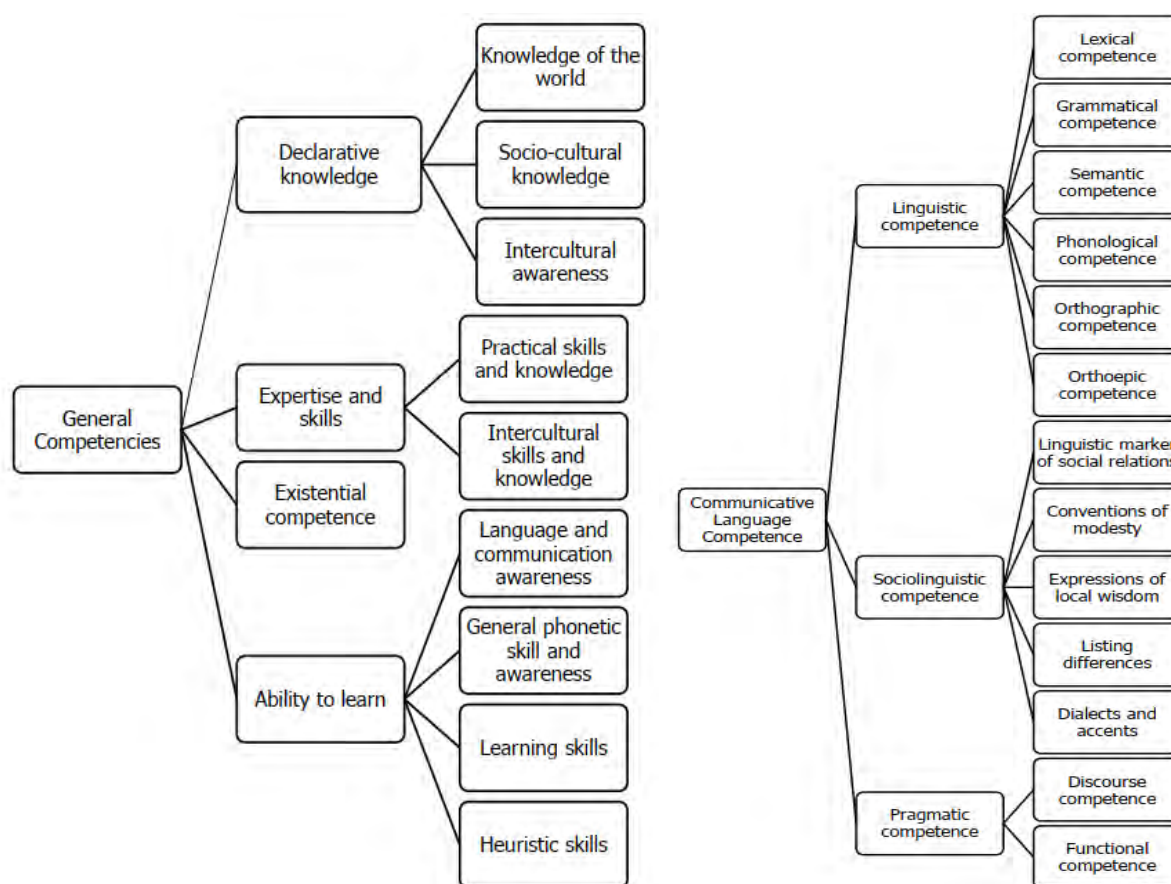


Figure 1. Communication language competence Model

- *Relating CEFR with Arabic Language Learning Performance*

Relating scores to the CEFR is an effective way to meet the educational needs and a potentially powerful tool to improve literacy. It also facilitates communication among education stakeholders, and drives educational reform efforts. Low-quality and conflicting translations however hinder this; since the analysis reveals severe problems with terminology, level designations, and style. Communication and dissemination of educational policies, learning goals, and assessment requirements are made more difficult for Arabic users, which may hinder development in a region needing educational reform. Short-term are therefore careful when interpreting learning, teaching, and assessment products based on Arabic CEFR translations. In such a case, long-term frameworks needs an official COE (the Council of Europe) Arabic CEFR translation and other supporting materials, such as a multilingual CEFR glossary (Norrbonm & Zuboy, 2021).

According to [Nurdianto and bin Ismail \(2020\)](#), implementing the CEFR program in Arabic teaching necessitates several prerequisites including the following factors which contribute to the urgent need for CEFR-based Arabic learning in Indonesia:

1. *The CEFR content*: CEFR has been used since its inception in English, so it must be translated into Arabic while retaining the meaning of the content's substance comprehensively and understandably. The CEFR content includes essential competencies that every student must possess. Understanding how to translate competence Arabic proficiency at every level is critical. The availability of a CEFR-based Arabic learning curriculum includes understanding the archipelago's culture. It is because it is tailored to students' environment, with Arabic serving as both the language of instruction and learning. Indonesian Arabic students thus can become Indonesian ambassadors in other countries. The beauty panorama of Indonesia and its contents are explained in Arabic by the Middle East and the international world.
2. *Teachers' knowledge of the CEFR*. Arabic teachers must receive CEFR-based training and workshops. Before transforming the material for students, educators must first learn more about CEFR. The distinction between CEFR and other methods, such as American Council on the Teaching of Foreign Languages (ACTFL), is understood holistically rather than selectively. Efforts to carry out activities in support of a thorough understanding of the CEFR can be obtained through Forum Group Discussions (FGDs), mini-seminars, conferences on CEFR in Arabic, and researches on the CEFR in Arabic.
3. *Material availability*. This step is possible after completing the CEFR Arabic learning curriculum. Of course, it corresponds to the CEFR Arabic curriculum; it does not use teaching materials structured and taught in ways other than the CEFR. If this occurs, it evaluates the process of learning activities until the learning achievement test is difficult. The material is now arranged systematically and integrated. Instead of learning listening skills separately from other skills, they should be integrated into a single unit. Grammar theory is not studied in a separate book but as part of a series of learning in each goal.
4. *Educational media*. CEFR is a modern foreign language learning system because of the breadth of its learning media. As a result, learning Arabic CEFR in a traditional way that focuses on educators while students are passive listeners is not appropriate. From the beginning to the end, all learning materials from educators do not provide opportunities for students to provide feedback such as questions, confirmation of the material delivered, and practice. Furthermore, traditional learning not based on technology causes students to become bored and leave Arabic.
5. *Involve experts in non-Arabic Arabic learning*. Language teaching for Arabic and non-Arabic speakers differ significantly, necessitating the use of a unique method tailored to Indonesian conditions.

Based on the explanation above, the proposed hypothesis is as follows:

- *H1: there is a direct influence of the CEFR on the success of Arabic language learning performance in Indonesia*
- *The Relationship between CEFR and Language Policy*

The CEFR has been regarded as a global language education policy for decades. It has been borrowed and adopted by various governments across the globe. However, it is still unclear why the CEFR, designed for European use, has become such a pervasive tool for improving the quality of teaching and learning in numerous educational contexts ([Nguyen & Hamid, 2021](#)). To improve foreign language speaking, CEFR-based task stakeholders (government and universities) should collaborate more closely to share results ([Béreseová, 2017](#)).

Even though they do it in different ways, every country or geo-linguistic area is working toward the same goal: to promote diversity that meets the needs of its ideology, history, and everyday life. [Barni and Salvati \(2017\)](#) assert that there are three main parts to linguistic policies in Europe: migration and the challenges of multiculturalism and multilingualism; the Common European Framework of Reference (CEFR) for languages, published in 2001, has become the most critical point of reference in the field of language learning and teaching; and changes in the functions, status, and role of language tests ([Solimando, 2022](#)). Regarding the CEFR approach, [Setiyawan \(2018\)](#) asserts that specific learning program policies must be implemented. This action addresses some of the issues described in the preceding section. Moreover, problems of this nature are also related to the level of a lecturer's pedagogical competence, one of which must be able to comprehend the various student characteristics. The CEFR learning program policies include:

### 1. *Classifying Students*

Students are grouped based on their characteristics. In this instance, the grouping focuses more on ability grouping, i.e., grouping students according to their abilities. Students with the same level of proficiency are grouped. Students with comparable abilities are placed in the same group, whereas those

with low abilities are placed in groups with students with low abilities. Students are grouped based on the premise that they will develop optimally if placed in an academically comparable environment. It is supported by the assumption that high-potential students will compete with one another. This competition is beneficial for encouraging achievement. Similarly, students with low academic achievement will reach their full potential. In addition, every student has the right to receive the best service. Grouping students is a method for providing the best service possible.

## 2. *Additional Class Instruction (Matriculation)*

The matriculation policy is the initial step toward bridging or equalizing students' knowledge and abilities regarding Arabic language material. The objective of matriculation classes is to help students who lack Arabic knowledge and skills immediately adapt to learning in regular classes and catch up with their peers.

## 3. *Using a variety of Learning Models in Lectures*

A teacher must be able to select the optimal learning model for each student. Educators must therefore consider the condition of students, learning materials, and existing learning resources when selecting a learning model to apply learning models effectively and promote student learning success. The lecturers are encouraged to manage their classes by employing various existing learning models. Numerous learning models can be implemented in lectures to accommodate the diverse educational backgrounds of students. The Cooperative Learning (CL) model is one of them. Other applicable learning models, such as Contextual Teaching Learning, Role Playing, Participative Teaching and Learning, Mastery Learning, Modular Instruction, and Inquiry Learning, can be used in addition to CL. Based on the explanation above, the proposed hypothesis is as follows:

- *H2: there is a direct influence of the CEFR on the success of language policy in Indonesia*

### • *The Relationship Language Policy between Arabic Language Learning Performance*

When discussing language policy, it is essential to consider how a speech community uses language and its thoughts. These are the most important reasons why a community chooses a particular variety of its language over another. They give a dialect's ideology a concrete form. When trying to change language habits, language policies must consider these things. During the educational reforms, people talked about how to make pedagogical ideas official and how to define the right level of linguistic competence. Because of this, education turned into a cultural and political battleground where languages became symbols. At the same time, it gave a chance to test out a complete rethinking of teaching methods and a chance to rethink a practical model of learning (Solimando, 2022).

Even though this is the case, no country has made multilingualism part of its language policy. On the contrary, it is a problem, especially for migrants (Barni & Salvati, 2017). The release of a common framework of reference for languages was a big deal that significantly impacted language policies and language teaching in European countries. It happened because it set the levels of competence and gave people a reason to make new teaching materials. Even the idea of a language learner has changed. Now, a language learner is seen as a social agent whose job is to interact in a specific set of circumstances, in a particular environment, and within a specific action domain. This method focuses on how well people can use language to communicate. People have felt a strong need to improve their communication skills. Communicative competence comprises many things, such as sociolinguistic and pragmatic factors, which are closely related to knowing and being sensitive to social norms and certain linguistic traits. Sociolinguistic competence requires skills that deal with the sociocultural aspect of language use. Awareness of the linguistic markers of social relations, such as kindness norms, is necessary for speaker interaction.

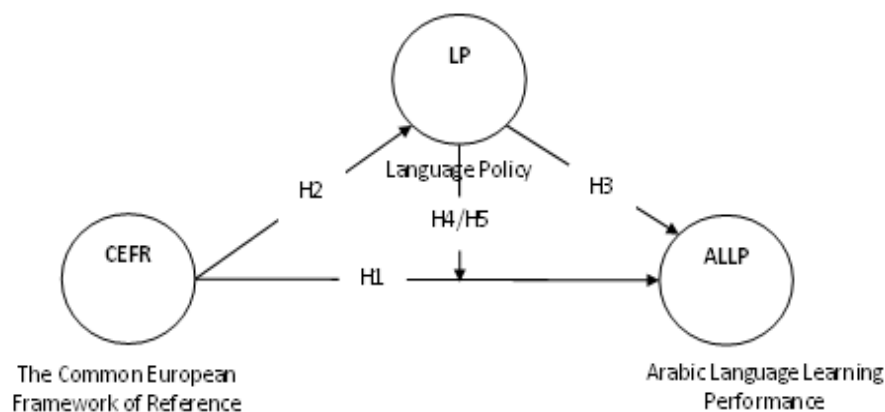
Based on rating scales, guidelines, and other frameworks, the relationship between learning performance and language policy leads to a standardized and homogenous view of language. Language learning can mediate between ideology and practice (Solimando, 2022). These ideological language conceptions represent insider, indigenous views of Arabs, their language, and their world. Arabic language academies play a crucial role in modern Arab states by bringing intellectuals with cultural and political influence under state control. This state patronage leads to linguistic and political ideologies (Lian, 2020).

Increasing the quality of learning in academic institutions is one of the crucial factors that must receive the utmost care and consideration from all involved parties. It relates closely to curriculum policy. The optimal curriculum implementation of educational institutions must be supported by a policy from the institution's top management, given that the top management is the main driver behind the institution's resources (Syafuruddin, 2021). Thus, the hypothesis proposed is as follows:

- H3: there is a direct influence of language policy on Arabic language learning performance in Indonesia
- H4: there is a moderated influence of language policy on the relationship between CEFR with Arabic language learning performance in Indonesia
- H5: there is a mediated influence of language policy on the relationship between CEFR with Arabic language learning performance in Indonesia

## Conceptual Framework

The model's conceptualized constructs have been contextualized according to the contexts of Indonesian students in Bina Bangsa University Serang – Banten Province. This model's adoption of constructs has been modified based on the study area's context. The detailed construction descriptions are provided above. All hypotheses are summarized in Figure 2 (conceptual framework).



**Figure 2.** Conceptual framework of the study

**Note:** LP: Language Policy; ALLP: Arabic Language Learning Performance; CEFR: Common European Framework of Reference for language

## Methodology

### - Research design

This study used the explorative and quantitative survey design conducted at Bina Bangsa University in Banten Province, Indonesia. Some considerations were underlying the selection of research sites. Firstly, the startup should be supported by good knowledge (knowledge sharing) to create intellectual capital. Secondly, intellectual capital should be done with absorptive capacity to improve firm performance. Therefore, knowledge sharing, intellectual capital, and absorptive capacity were the foundation of this research study.

### - Sampling

The study used a Simple Random Sampling technique, in which sample elements were chosen so that any aspect of the population had an equal chance of being selected as a sample member (Johnson & Christensen, 2016). It is described as simple (uncomplicated) because members of the population are sampled randomly without respect for existing strata in the population (Sugiyono, 2018) using the age, status, and length of residence as a student as criteria. The sample of this study comprised participants from the Bina Bangsa University, Serang Banten Province. A total of 102 Arabic students were sampled for this study, by using the Slovin technique to determine the sample size (Sugiyono, 2018). The Slovin formula was used in this study because the sample size must be representative for the research findings to be generalizable.

### - Instrument for data collection

The study used a semi structured questionnaire, which was distributed through a mail survey, with a filling out time of three months, from March 2022 to May 2022. The anonymity of respondents was maintained and the university's ethical standards were complied with. The participants were explained the research objectives, emphasizing that participation in the survey was purely voluntary, and stating that the data would be analyzed on an aggregate basis for scientific purposes.

- *Data analysis*

The sample size of the study was small and the data was not normally distributed, so partial least squares-structural equation model (PLS-SEM) method was chosen as it is a convenient method to make estimates with a small sample size. In the same way, this method works well for analyzing data that is not normally spread out (Hair Jr, Sarstedt, Matthews, & Ringle, 2016). The PLS-SEM is a multivariate method often used to study the relationships between structures. It lets several variables to be looked at simultaneously in an integrated model (Hair Jr, Sarstedt, Hopkins, & Kuppelwieser, 2014; Hair Jr et al., 2016). PLS-SEM gives valuable information about how constructs and theories can be thought of and tested with real-world data. It can also show how complicated causal modeling can be. Akter, Fosso Wamba, and Dewan (2017) explain how PLS-SEM can estimate a model with a small sample and many latent variables.

All measures of the study were adopted and modified from prior studies. All constructs were designed using a self-assessment report with a modified Likert-type measurement scale of 5 scales. The questionnaire was developed using simple and easily understood language for the research objectives to be achieved. To measure CEFR, a scale of seven items was adapted from Nurdianto et al. (2020). Four items for language policy constructs were developed from Setiyawan (2018). Finally, the items on Arabic language learning performance was taken from (Jundi & Solong, 2021) measuring ten items.

## Results and Findings

Table 1 shows the results of the validity and reliability checks. The composite reliability (CR) values and Cronbach's alpha were checked to test the internal consistency. The results in Table 1 show that the constructs have internal consistency: the CR and Cronbach's alpha values are greater than 0.70. Indicator reliability was also tested by examining factor-loading values. Hair Jr et al. (2016) state that factor loading should be greater than 0.70 to ensure indicator reliability. In this case, all indicators have values greater than 0.70. It demonstrates that all indicators achieve their loading objectives in their respective constructs.

**Table 1:** *Confirmatory factor analysis with reliability and validity statistic*

Constructs	Items*	Loading	AVE	CR	$\alpha$
CEFR	CEFR1	0.795	0.706	0.944	0.930
	CEFR2	0.877			
	CEFR3	0.837			
	CEFR4	0.872			
	CEFR5	0.851			
	CEFR6	0.834			
	CEFR7	0.811			
Language policy	LP1	0.904	0.813	0.946	0.923
	LP2	0.895			
	LP3	0.909			
	LP4	0.898			
Arabic language learning performance	ALLP1	0.765	0.762	0.970	0.965
	ALLP2	0.886			
	ALLP3	0.831			
	ALLP4	0.820			
	ALLP5	0.815			
	ALLP6	0.925			
	ALLP7	0.936			
	ALLP8	0.936			
	ALLP9	0.899			
	ALLP10	0.898			
Moderating effect	CEFR*LP	1.390	1	1	1

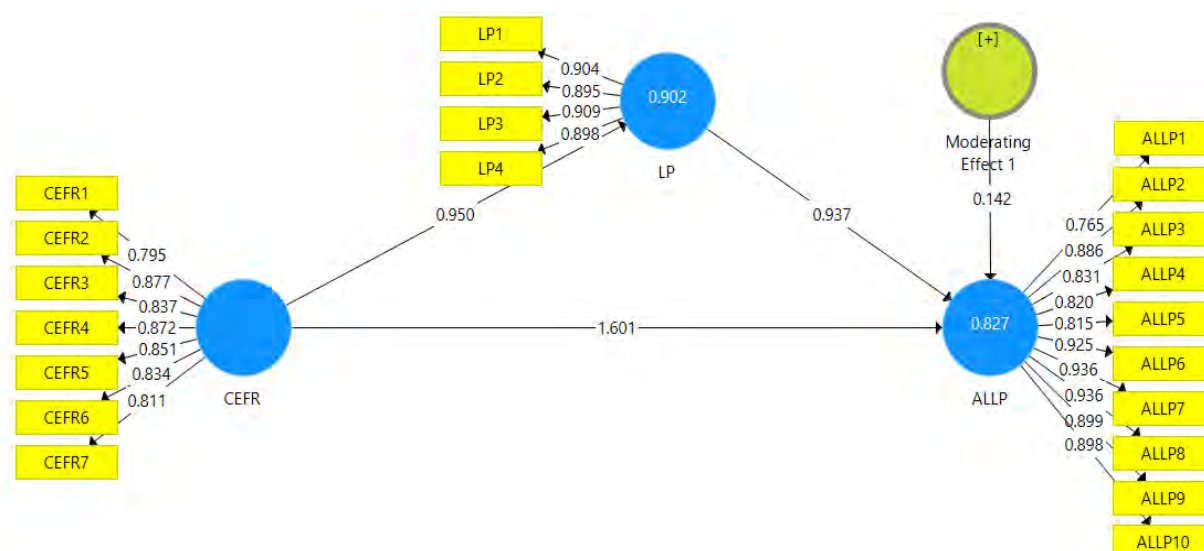
Furthermore, the constructs' convergent validity was confirmed by examining the extracted values for average variance (AVE). All constructs had AVE values greater than the recommended threshold level of 0.50, indicating that they were all convergently valid. The Fornier-Larcker criteria were used to ensure discriminant validity, as shown in Table 2. The square root values of the AVE were greater than the inter-construct correlations, according to those criteria. Because the square root values of the AVE were greater than the inter-construct correlations, this study confirmed discriminant validity.



**Table 2:** Fornell-Larcker criteria

Construct*	ALLP	CEFR	LP	Moderating Effect
ALLP	0.873			
CEFR	0.853	0.840		
LP	0.721	0.950	0.901	
Moderating Effect 1	0.695	0.718	0.696	1.000

Note(s): \*ALLP = Arabic language learning performance, CEFR = Common European framework of reference, LP = Language policy



**Figure 3.** Estimated model

Table 3 displays the results of the hypotheses testing. They discovered that CEFR significantly and positively influenced Arabic language learning performance ( $\beta=1.601$ ,  $T=9.331$ ). Then, CEFR had a positive and significant influence on human capital ( $\beta=0.950$ ,  $T=7.957$ ). Finally, realized CEFR ( $\beta=0.937$ ,  $T=2.102$ ) influence language policy significantly and positively. Furthermore, the result of moderating and mediating testing is showed in Table 4. Language policy moderate and mediate the relationship CERF and Arabic language learning performance ( $P$  value < 0.005).

**Table 3:** Result of the structure model

Hypotheses	Path	$\beta$	T value	Result
H1	CEFR -> ALLP	1.601	9.331	Accepted
H2	CEFR -> LP	0.950	7.957	Accepted
H3	LP -> ALLP	0.937	5.609	Accepted

Note(s): \*ALLP = Arabic language learning performance, CEFR = Common European framework of reference, LP = Language policy

**Table 4:** Result of moderating and mediating

Hypotheses	Influence	$\beta$	P-Values	Interpretation	Result
H4	Moderating Effect -> ALLP	-0.117	0.000	Significant	Accepted
H5	CEFR -> LP -> ALLP	0.899	0.000	Significant	Accepted

Note(s): \*ALLP = Arabic language learning performance, CEFR = Common European framework of reference, LP = Language policy

## Discussion

This section discusses the hypotheses testing result. First, the acceptance of H1 indicates that an effective use of CEFR enabled the improvement of students' performance in Arabic. It can be seen that students can avoid repetition of material when learning Arabic. CEFR is organized into six levels with integrated learning materials between competencies in Arabic. Students at a certain level do not repeat what they have learned at lower levels, and material is not learned at higher levels. Furthermore, the CEFR adjusts learning materials to the student's level. As a result, rather than student age, Arabic language skills become the standard for determining level. New students in higher education may have reached the C1 level because they have prior Arabic language skills.

Secondly, H2 is accepted in this study as it provided strong evidence that there was a direct influence of the CEFR on the success of language policy in Indonesia. This finding is in line with studies (Nurdianto et al., 2020) and (Solimando, 2022), which identified CEFR as a framework for learning foreign languages other than English. In addition, the method is more likely to be accepted because it can be used in more than one language. Students also have the chance to get an international certificate that could be used in schools or workplaces requiring an international standard certificate for Arabic language proficiency.

Third, the acceptance of H3 is also the evidence that the language policy obtained by students encourages self-directed learning to help instill students' independence develop their critical thinking abilities. Self-directing learning is extended learning that occurs as part of everyday adult life and is systematically independent of an instructor or classroom. Those still left behind in their knowledge of the Arabic language can be self-taught independently, with a note that if there is something they cannot understand, they ask those who already understand.

Finally, H4 and H5 were also accepted which is an evidence of a language strategy intervening for a direct influence of CEFR on Arabic language learning execution. This evidence can very well be seen in the public authority's job where it is an essential prerequisite to have a formal instructive foundation in Arabic language. Moreover, Islamic colleges in Indonesia, in order to improve the Arabic language, have formed professional associations like IALTPO, the Association of Arabic Language Education Study Programs (AALESP) and the Association of Arabic Language and Literature Study Programs (AALLSP). Moreover, there is a strategy of showing assets to grasp CEFR Arabic. It is to change the helping materials with training materials to avoid disparities between the two. Instructors are likewise expected to show the evidence in the form of certification as opposed to embedding new things superficially, making it challenging for members to comprehend the material being contemplated.

## Conclusion, Limitations and Implications

The CEFR model improved students' Arabic translation skills as it affected students' learning independence. This was demonstrated in students' ability to create a learning agenda and lessons, their belief in their abilities, and their ability to complete tasks and responsibilities without relying on others. These indicators are categorized as learning ethos. This learning ethos fosters students' learning independence because, through the CEFR, students actively seek knowledge and vocabulary from reading, listening, and viewing, following their tasks and responsibilities. After all, the learning process is made more accessible when students actively seek knowledge. After seeking knowledge, students must share what they learn with a small group and the entire class in front of the class. The CEFR process formed diverse groups of 5-6 students. Each student in the group was assigned a different subtopic to read and discuss, and each group was assigned expert members who joined the expert group. Students' learning outcomes improved, as evidenced by an increase in the *Terjemah Arab-Indo* course's score.

The difference of the research model with the prior studies shows this model can be combined with others (Nurdianto et al., 2020) to create new model research as a theory contribution, thus adding to the research literature for further investigation. In addition, research in the college Arabic student, especially in Indonesia, is still very lacking. For this reason, it is hoped that this research will become an additional basis for further research. This study implies that CEFR is a set of guidelines for learning a foreign language that can be used in international languages other than English. Moreover, the method is more likely to be accepted because it can be used in more than one language. Using the CEFR method to learn Arabic does not get boring because it is practical and must be applied what is learned. CEFR Arabic has many exercises that help students improve their skills based on the goals of each level. The results of this study indicate that CEFR can help students improve their translation skills.

The results of this study filled a wide research gap seen in the measurement of the performance of the Arabic language; however, it faced several limitations. First, it had a limited generalizability, as its findings can apply only on university students in Banten Province (Indonesia). Readers should exercise caution when extrapolating them to students in other provinces or countries in emerging or developed economies. It is encouraged that future research should be conducted to test hypotheses in other contexts with different samples, such as high school students. Second, there may be additional mediating or moderating factors in the relationship between CEFR and Arabic language learning performance; therefore, future research may consider additional mediating and moderating factors (e.g., lecturer competence) to enhance our understanding of why or how CEFR influences Arabic language learning performance. Lastly, future research can also evaluate the learning outcomes of a translation course using more intricate tests and assessments.

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