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Integrating Religious Moderation into Arabic Language Education: A Case Study of Indonesian Islamic Universities

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Abstract

This study investigates how Arabic language education in Indonesian Islamic universities fosters religious moderation by promoting tolerance, critical thinking, and intercultural understanding. This Study employs a qualitative case study design, the data were collected through ethnographic observation, semi-structured interviews, and document analysis at UIN Maulana Malik Ibrahim Malang and UIN Sayyid Ali Rahmatullah Tulungagung. Thematic analysis was employed to interpret the findings. The results reveal that pedagogical models such as TADBIR, PEACE, and Communicative Language Teaching effectively integrate moderation principles into Arabic instruction. Extracurricular programs and digital literacy initiatives further strengthen students' capacity to navigate religious discourse and resist extremist ideologies. However, challenges persist, including linguistic barriers, inconsistent curricula, and cultural resistance. The study concludes that strategically aligned Arabic education significantly contributes to shaping tolerant and socially responsible graduates. These findings offer practical insights for curriculum development, faculty training, and institutional support to embed religious moderation in higher education contexts.

Keywords: Arabic language education, religious moderation, Islamic higher education, tolerance, digital literacy

Abstrak

Penelitian ini bertujuan untuk menganalisis bagaimana pendidikan bahasa Arab di perguruan tinggi Islam Indonesia dapat mendorong moderasi beragama melalui pembelajaran yang menekankan toleransi, berpikir kritis, dan pemahaman lintasbudaya. Penelitian ini menggunakan pendekatan studi kasus kualitatif dengan teknik pengumpulan data berupa observasi etnografi, wawancara semi-terstruktur, dan analisis dokumen di UIN Maulana Malik Ibrahim Malang dan UIN Sayyid Ali Rahmatullah Tulungagung. Hasil penelitian dianalisis menggunakan pendekatan tematik. Temuan penelitian ini menunjukkan bahwa model pedagogis seperti TADBIR, PEACE, dan Communicative Language Teaching berhasil mengintegrasikan prinsip moderasi ke dalam pembelajaran bahasa Arab. Sedangkan Program ekstrakurikuler dan literasi digital berkontribusi memperkuat pemahaman mahasiswa dalam menghadapi wacana keagamaan dan menolak ideologi ekstrem. Kendala yang ditemukan meliputi hambatan bahasa, inkonsistensi kurikulum, dan resistensi budaya. Studi ini menyimpulkan bahwa pendidikan bahasa Arab yang terstruktur secara strategis dapat membentuk lulusan yang toleran, kritis, dan bertanggung jawab, serta memberikan kontribusi nyata dalam mendukung moderasi beragama di pendidikan tinggi.

Kata Kunci: Pendidikan bahasa Arab, Moderasi beragama, Pendidikan tinggi Islam, Toleransi, literasi digital

Introduction

Religious moderation in Islamic higher education institutions has gained significant attention as an approach to fostering inclusivity and tolerance within academic settings. The integration of religious moderation into educational frameworks aims to counteract radicalism while nurturing an environment conducive to interfaith and intercultural dialogue (Imamah, 2023; Mala & Hunaida, 2023). This approach is particularly relevant given the rising concerns regarding religious extremism and the necessity of reinforcing balanced interpretations of Islamic teachings. Universities worldwide are increasingly incorporating principles of religious moderation into their curricula and institutional policies, recognizing the need to cultivate open-minded and tolerant graduates who can contribute to harmonious societies. Among the various strategies employed, Arabic language education emerges as a crucial medium through which religious moderation can be embedded into academic programs.

Arabic language learning plays a fundamental role in shaping religious perspectives and promoting tolerance within Islamic higher education institutions. Proficiency in Arabic enables students to access and critically engage with essential Islamic texts, including the Qur'an and Hadith, thus fostering an appreciation for diverse interpretations within the faith (Rahmap et al., 2024; Ritonga et al., 2021). This aspect is particularly important in countering rigid, literalist interpretations that may lead to exclusionary religious views. Recognizing this, universities have sought to incorporate religious moderation themes into their Arabic language curricula to ensure that linguistic competence is complemented by an understanding of Islam's pluralistic nature. This integration is manifested in teaching strategies that emphasize tolerance, non-violence, and cultural accommodation, aligning Arabic education with broader efforts to promote inclusive religious discourse (Nasir & Rijal, 2021).

Despite the increasing recognition of Arabic language education as a tool for religious moderation, several challenges persist. One of the most pressing issues is the lack of quality instructional resources that explicitly embed religious moderation principles into language teaching (Husein et al., 2023; Burhanuddin, 2024). Additionally, insufficient training for instructors on how to integrate religious moderation into their teaching methodologies has led to inconsistencies in implementation. Arabic's complex grammatical structure further compounds these challenges, as students often struggle with linguistic competence, making it difficult to engage deeply with Islamic texts in their original language. Furthermore, the dual emphasis on general academic rigor and specialized religious content can lead to curriculum overload, overwhelming both students and educators (Rohimah et al., 2024). Addressing these challenges is imperative to ensure that religious moderation is meaningfully incorporated into Arabic language education.

To address ongoing challenges, various initiatives have been implemented to reinforce religious moderation in Islamic higher education. A prominent example is the establishment of Houses of Religious Moderation, such as those at UIN Walisongo, which provide structured spaces for promoting character-based and professional education grounded in moderation (Raharjo & Yahya, 2023; Ulinuha, 2022). These centers integrate moderation principles into Arabic instruction through pedagogies that foster critical engagement with diverse Islamic interpretations. Complementary efforts include curriculum development and teacher training programs that emphasize balanced religious perspectives while maintaining linguistic rigor (Mulyana, 2023; Zuhri et al., 2023). Recognizing local cultural contexts further enhances the acceptance of moderation. Integrating local traditions into Arabic education helps relate religious moderation to students' lived realities (Latif et al., 2023; Wibisono & Darmalaksana, 2022). Meanwhile, digital platforms such as Facebook, Twitter, and YouTube are increasingly used to counter extremism and promote tolerance, though they also pose risks of misinformation and misinterpretation (Aunul & Handoko, 2022; Pamungkas et al., 2024).

In multilingual and multicultural academic environments, effective religious moderation models emphasize inclusive curricula that promote critical engagement with diverse interpretations

of religious texts. These approaches often incorporate digital tools to broaden access and foster dialogue among students from various backgrounds (Ermawati et al., 2023; Nyanasuryanadi et al., 2023). Nevertheless, key challenges persist, including institutional resistance to curriculum reform, difficulties in balancing academic rigor with moderation themes, and the influence of digital misinformation on students' religious perceptions (Hameed & Adnan, 2024; Royan, 2022). Addressing these challenges is crucial for maximizing the potential of digital media in advancing religious tolerance. Against this backdrop, the present study examines how Arabic language education can be systematically integrated with religious moderation within Islamic higher education. Focusing on UIN Maliki Malang and UIN Satu Tulungagung, the research investigates policy frameworks, teaching strategies, and learning outcomes. The findings offer empirical insights that support future curriculum and policy development aimed at fostering inclusive, moderation-oriented Arabic instruction.

Method

This study adopted a qualitative case study design to investigate how religious moderation is integrated into Arabic language instruction at two Islamic universities: UIN Maulana Malik Ibrahim Malang and UIN Sayyid Ali Rahmatullah Tulungagung. A qualitative approach was chosen for its capacity to capture complex social dynamics and participants' lived experiences related to religious moderation in education (Nabhani et al., 2023). The case study method enabled an in-depth, context-specific analysis of institutional strategies and pedagogical practices (Ma'arif et al., 2022). Data collection employed triangulated methods—ethnographic observation, semi-structured interviews, and document analysis—to enhance validity. Ethnographic observation provided direct insight into classroom dynamics and the enactment of moderation values (Nabhani et al., 2023). Semi-structured interviews with 15 lecturers, 20 students, and five administrators at each university offered varied perspectives on curriculum integration and institutional support (Nirwana et al., 2021). Document analysis of curricula, syllabi, and university policies revealed how moderation is formally embedded in Arabic education (Miftāh et al., 2023).

Participants were selected through purposive sampling to ensure their relevance and expertise in the study context. Data analysis employed thematic analysis to identify recurring patterns across multiple data sources. The process involved familiarizing with the data, coding, generating themes, and refining them—focusing on key concepts such as tolerance, pluralism, and inclusive pedagogy. Member-checking allowed participants to validate the interpretations, while peer debriefing reduced potential researcher bias. The study followed strict ethical protocols, including approval from ethics committees, informed consent, and strong confidentiality and data protection measures (Nabhani et al., 2023). Although the study provides rich insights into Arabic education and religious moderation, its scope is confined to two institutions, limiting broader generalizability. Given the qualitative nature of the research, findings are interpretative. Future studies should integrate quantitative approaches to evaluate the wider impact of moderation programs in Islamic higher education (Hameed & Adnan, 2024; Royan, 2022).

Result and Discussion

Policy Directions for Religious Moderation in Arabic Language Education

Islamic universities significantly contribute to advancing religious moderation through structured institutional policies and curricular frameworks. As centers of education, these institutions function as platforms for nurturing inclusive and tolerant values, aligning with national efforts to counter radicalism and promote social harmony (Hefni & Ahmadi, 2022). In Indonesia, the Ministry of Religious Affairs has institutionalized religious moderation in higher education by establishing Religious Moderation Houses, which act as academic centers supporting tolerance, interfaith dialogue, and non-extremist interpretations of religious texts (Yani, 2022). At UIN Maliki Malang and UIN Satu Tulungagung, these initiatives have been embedded into Arabic language instruction, utilizing the language as a medium for deepening students' understanding of Islam's inclusive

principles. Institutional policies at both universities adhere to national directives, ensuring coherence with the broader goals of moderation (Barizi et al., 2023). Programs such as compulsory religious moderation courses and curriculum-integrated tolerance values further reflect Indonesia's commitment to fostering religious harmony (Suparjo et al., 2022).

The structured adoption of religious moderation policies is reflected in curriculum reforms undertaken by Islamic universities. Arabic language courses now incorporate themes of pluralism and non-sectarian interpretations of Islamic teachings, addressing the need to counter radical views that often stem from misinterpretations of sacred texts due to limited linguistic competence (Mustamiah et al., 2022). This integration enhances not only students' Arabic proficiency but also their understanding of Islam's diverse interpretative traditions, aligning with national goals of promoting tolerance and peaceful coexistence. Faculty members play a key role in this process by adopting inclusive teaching methods. Professional development initiatives and training workshops have been established to equip instructors with pedagogical strategies for embedding moderation values into classroom instruction (Ajizah & Jauhari, 2023). Additionally, extracurricular programs—such as interfaith dialogue sessions and student-led discussions—serve to reinforce these values beyond formal coursework, strengthening the institutional commitment to cultivating a culture of religious moderation within the academic community.

A comparative analysis between UIN Maliki Malang and UIN Satu Tulungagung reveals that both institutions have adopted comprehensive strategies for embedding religious moderation into Arabic language education. However, differences exist in their approaches to implementation. At UIN Maliki Malang, the university follows a structured model where Arabic language instruction is explicitly tied to religious moderation themes through graded coursework and evaluation criteria. Meanwhile, UIN Satu Tulungagung incorporates a more experiential approach, encouraging students to apply principles of religious moderation in real-world scenarios, such as community outreach and interfaith initiatives. These variations demonstrate the adaptability of religious moderation policies in different academic settings, while also highlighting the shared commitment to fostering an inclusive learning environment.

The impact of these policy-driven approaches is reflected in student attitudes and intergroup relations. Research indicates that universities that actively implement religious moderation policies see a marked reduction in radical tendencies among students (Wahidin et al., 2023). Arabic language programs structured around religious moderation themes contribute significantly to this effect, as students develop a contextual understanding of religious texts that prioritizes inclusivity and dialogue over exclusivity and division (Batool et al., 2024). By embedding religious moderation within Arabic education, universities help shape graduates who are not only linguistically proficient but also socially responsible and tolerant individuals. Furthermore, these policy initiatives align with international best practices for integrating religious tolerance into education. Studies have shown that inclusive curricula enhance students' ability to engage in interreligious and intercultural dialogue, fostering a greater appreciation for diversity within the academic setting (Suparjo et al., 2022). The strategies employed by UIN Maliki Malang and UIN Satu Tulungagung reflect this global emphasis on education as a means to promote peace and mutual understanding.

Despite notable progress, challenges persist in fully embedding religious moderation into Arabic language education. A key difficulty lies in maintaining consistent implementation across faculties and departments. While Arabic programs have advanced significantly, wider institutional commitment is required to ensure that moderation values are upheld throughout the academic environment. Furthermore, the rise of digital media introduces both promise and peril: although online platforms can disseminate moderation-oriented content, they are equally vulnerable to misuse for promoting radical ideologies (Khotijah et al., 2024). Consequently, universities must develop comprehensive digital literacy programs to equip students with critical thinking skills necessary for navigating online religious discourse. Overall, the initiatives at UIN Maliki Malang and UIN Satu Tulungagung represent a deliberate, multifaceted strategy combining curriculum reform, faculty development, and student engagement. These efforts align with global educational standards in

promoting religious tolerance. Despite ongoing obstacles, the sustained institutional commitment highlights the vital role of Islamic universities in producing graduates who embody both linguistic competence and values of dialogue and inclusion.

Instructional Strategies for Religious Moderation in Arabic Language Education

The instructional strategies employed in Arabic language education play a pivotal role in promoting religious moderation. Islamic universities have adopted various pedagogical approaches, extracurricular activities, and digital literacy initiatives to foster tolerance and critical thinking among students. These strategies align with national educational policies and international best practices that emphasize the importance of integrating religious moderation into higher education curricula (Ma'arif et al., 2024). The effectiveness of these instructional strategies is evident in their impact on student engagement, cognitive development, and overall perceptions of religious tolerance.

Pedagogical Approaches

An essential instructional strategy in Arabic language education involves the application of structured pedagogical models such as *TADBIR* (Teaching Tolerance Values, Analyzing Tolerance Verses, Discovering Solutions, Behavior, Influencing, and Reflection) and *PEACE* (Promotion, Elaboration, Actualization, Communication, and Evaluation). These frameworks are designed to embed values of tolerance and religious moderation directly into language instruction, thereby strengthening students' moral and cognitive engagement (Ma'arif et al., 2024). The *TADBIR* model centers on Qur'anic verses that promote inclusivity, encouraging students to reflect on these values and translate them into daily practices. The *PEACE* model, on the other hand, emphasizes communicative learning and active participation in dialogue-based activities that reinforce coexistence and mutual respect. In addition, the use of Communicative Language Teaching (CLT) has proven highly effective in fostering critical thinking and tolerance. By emphasizing interaction, real-life language use, and open dialogue, CLT enables students to critically examine religious texts and engage with diverse interpretations (Batool et al., 2024). Complementing these approaches, constructivist strategies—such as collaborative learning and problem-solving—further support religious moderation by fostering mutual understanding and shared meaning-making (Fadlillah et al., 2024).

Extracurricular Activities

Beyond formal classroom instruction, extracurricular programming plays a crucial role in reinforcing religious moderation values among Arabic language learners. Religious extracurricular groups (Rohis) have been widely implemented to provide students with a platform to engage in discussions on tolerance and coexistence in a non-academic setting (Rokib et al., 2023). These programs encourage students to apply religious moderation principles through social engagement, community service, and interfaith dialogues. Additionally, student-led discussion forums and study groups provide opportunities to explore religious texts in a pluralistic manner, fostering critical engagement with different religious perspectives. Studies have shown that extracurricular activities significantly contribute to students' social awareness and moral development (Fatimah et al., 2021). Participation in structured extracurricular programs, such as interfaith seminars and collaborative workshops, enables students to develop an enriched understanding of religious diversity and ethical coexistence (Trinova et al., 2020). These activities reinforce classroom-based learning by providing students with real-world experiences where they practice moderation in religious discourse and interpersonal interactions.

Digital Literacy and Religious Moderation

The rise of digital platforms has made digital literacy an integral component of religious education. Islamic universities have increasingly incorporated digital literacy training to combat extremist ideologies and promote religious moderation through online engagement. Educational

initiatives that integrate digital tools facilitate critical discussions around extremist narratives, encouraging students to analyze and critically evaluate online content (Ma'arif et al., 2023). This strategy helps students differentiate between moderate and extreme interpretations of religious texts, equipping them with the skills to challenge misinformation effectively. The use of digital counter-narratives is another approach that enhances students' abilities to navigate online religious discourse. By incorporating online platforms such as moderated discussion groups, educational blogs, and social media campaigns, universities provide students with access to credible, moderation-based religious teachings (Fakhretdinova et al., 2020). While the full potential of digital literacy programs in religious education requires further exploration, their role in equipping students with critical thinking skills against extremist ideologies is evident.

The Impact of Instructional Strategies on Religious Moderation

The instructional strategies outlined above have led to significant improvements in students' comprehension of religious moderation. Empirical evidence suggests that students exposed to structured pedagogical frameworks, such as *TADBIR* and *PEACE*, exhibit higher levels of tolerance and critical engagement with religious texts (Ma'arif et al., 2024). Furthermore, CLT-based instruction has been instrumental in promoting open dialogue and linguistic proficiency, allowing students to express moderate religious views with clarity and confidence (Batoool et al., 2024). Extracurricular initiatives have also had a profound impact on students' social development, enhancing their capacity for coexistence and interfaith dialogue (Fatimah et al., 2021). By engaging in religious extracurriculars, students develop a stronger sense of empathy and respect for diverse faith traditions, reinforcing the principles of religious moderation in their personal and academic lives (Rokib et al., 2023). Moreover, the implementation of digital literacy initiatives has significantly reduced susceptibility to online extremist propaganda, further reinforcing students' abilities to uphold moderation in religious discourse (Maarif et al., 2023).

Challenges in Implementing Instructional Strategies

Despite the effectiveness of instructional strategies in promoting religious moderation, several implementation challenges persist. A primary obstacle is resistance to pedagogical transformation among educators. Many Arabic language instructors continue to rely on rote memorization and teacher-centered approaches, hindering the adoption of more interactive, student-focused, and critical-thinking-oriented methods (Saepudin et al., 2023). Overcoming this barrier necessitates comprehensive faculty training and continuous professional development to align teaching practices with the values of religious moderation. Another significant challenge is the unequal access to digital resources. While universities have incorporated digital platforms into religious moderation efforts, disparities in internet connectivity and technological access limit participation for some students (Ma'arif et al., 2023). To address this, institutions must invest in inclusive digital infrastructures that ensure equitable learning opportunities. Nonetheless, the integration of pedagogical models like *TADBIR* and *PEACE*, the use of Communicative Language Teaching (CLT), and the reinforcement of moderation through extracurricular and digital literacy programs form a comprehensive strategy. This multifaceted approach enables students to internalize values of tolerance and critically engage with religious narratives, both online and offline, contributing meaningfully to moderate, pluralistic communities.

Learning Outcomes of Religious Moderation in Arabic Language Education

The outcomes of religious moderation embedded within Arabic language education can be assessed through various academic and behavioral indicators. These include students' shifts in attitudes, development of critical thinking skills, religious textual literacy, and their capacity for interfaith engagement. Islamic universities have implemented multiple evaluative tools—both formal and experiential—to measure how effectively instructional strategies shape student perceptions and practices regarding religious moderation (Mukhibat, 2023; Soejoeti et al., 2024).

Indicators of Success in Religious Moderation Programs

The effectiveness of religious moderation initiatives is reflected in students' increased engagement with themes of tolerance and pluralism. A key indicator is their active participation in classroom discussions and debates on inclusive interpretations of Islamic teachings (Mukhibat, 2023). Structured opportunities for reflection encourage students to adopt balanced perspectives when interpreting religious texts and interacting across diverse backgrounds. Another significant outcome is the development of critical thinking skills, which enable students to analyze religious content contextually and avoid rigid literalism. Through comparative textual analysis, they recognize scholarly and historical diversity within Islamic thought, reinforcing a pluralistic worldview (Albana, 2023). Several universities conduct pre- and post-assessments to measure students' ability to identify radical narratives, assess diverse viewpoints, and express moderate stances in Arabic (Albana, 2023). Student participation in interfaith workshops, religious discussion circles, and tolerance forums further supports these developments. Facilitator observations and peer interactions reveal growth in students' moral reasoning, confirming the transformative impact of moderation-based education (Albana, 2023).

Arabic Proficiency and Textual Engagement

A cornerstone of religious moderation education is linguistic competence in Arabic. Mastery of the Arabic language enables students to access and interpret foundational Islamic texts, including the Qur'an and Hadith, with greater accuracy. Proficiency minimizes the risk of misinterpretation, allowing students to discern between moderate and extreme theological positions (Syafei et al., 2024). Arabic language instruction that is paired with moderation themes deepens students' understanding of religious texts. It empowers learners to engage with complex theological arguments, understand nuanced vocabulary, and evaluate diverse exegetical perspectives. Students are taught to identify rhetorical devices and context-specific terminologies that influence the interpretation of sacred texts, thereby strengthening their capacity for critical engagement. Institutions that embed moderation into Arabic pedagogy report higher student competence in analyzing and contextualizing scripture. These abilities are particularly important in resisting extremist ideologies, which often exploit textual ambiguity or literalist interpretations. By equipping students with interpretive tools rooted in linguistic and historical awareness, Arabic language programs function as bulwarks against doctrinal absolutism.

Interfaith Tolerance and Dialogue

Religious moderation education plays a vital role in fostering interfaith tolerance among students. Learners exposed to inclusive curricula are more likely to engage in meaningful dialogue with individuals from diverse religious backgrounds. Arabic language programs that incorporate religious moderation often include assignments involving comparative textual analysis, interfaith value discussions, and the examination of shared ethical frameworks (Alfian & Halim, 2022). These academic activities challenge stereotypes, promote empathy, and encourage students to view religious identity through a lens of mutual respect rather than opposition. Such pedagogical approaches contribute to social cohesion and prepare students to actively support pluralistic societies. Evidence of their success is visible in students' involvement in interreligious forums and community-based peace initiatives (Rusmiati et al., 2023). Furthermore, structured courses and experiential modules enable students to critically analyze the socio-political dimensions of religious discourse. By linking scriptural interpretation to contemporary realities, universities demonstrate how moderation can resolve conflict and support inclusive civic dialogue.

Real-World Applications and Graduate Impact

The long-term effectiveness of religious moderation education can also be measured through the roles alumni play in their professional and social environments. Graduates of these programs often assume leadership positions in non-governmental organizations, educational institutions, and

interfaith coalitions. Their grounding in moderation allows them to design inclusive curricula, lead peacebuilding initiatives, and advise on policy development regarding religious harmony (Soejoeti et al., 2024). In educational settings, alumni replicate the pedagogical strategies they encountered in university, such as *TADBIR* and *PEACE* models, to teach tolerance and pluralism. In civil society, they contribute to community resilience by mediating religious disputes and conducting public awareness campaigns on coexistence and human rights (Alfian & Halim, 2022). Collaborations between graduates and religious institutions further extend the influence of religious moderation beyond campus. These partnerships have yielded community workshops, policy recommendations, and multimedia content that disseminate moderate interpretations to broader audiences.

Challenges to Effective Learning Outcomes

Despite these positive developments, significant challenges remain in fully realizing the potential of religious moderation education. A primary obstacle is the inconsistency in instructional quality and curricular implementation across institutions. While some universities offer robust and well-integrated programs, others suffer from a lack of trained faculty and institutional inertia. Another barrier is the broader sociopolitical climate. In regions where religious extremism is deeply entrenched or politicized, initiatives promoting moderation may face resistance from conservative actors. In such contexts, educators must carefully balance the promotion of inclusive values with respect for cultural sensitivities and local religious traditions (Rusmiati et al., 2023). Additionally, variability in student engagement presents a pedagogical challenge. Not all students respond equally to moderation education—some enthusiastically embrace its principles, while others remain indifferent or skeptical. This necessitates the development of more dynamic and context-sensitive teaching methods, such as case-based learning, debates, and digital storytelling, to make moderation values more relatable and impactful (Mukhibat, 2023).

Conclusion

This study offers a thorough analysis of how religious moderation is integrated into Arabic language education at UIN Maliki Malang and UIN Satu Tulungagung. As the language of Islamic texts, Arabic serves as a strategic medium for promoting tolerance, mutual respect, and critical engagement with religious discourses. The findings demonstrate that pedagogical models such as *TADBIR*, *PEACE*, and Communicative Language Teaching are effective in enhancing students' understanding of moderation values. These approaches not only develop linguistic proficiency but also strengthen intercultural dialogue and reflective thinking. Extracurricular activities—especially religious student groups and interfaith forums—further support the internalization of moderation principles among students. Additionally, digital literacy programs enable learners to critically evaluate online religious content and counter extremist ideologies effectively. However, challenges remain, including limited Arabic proficiency leading to misinterpretations, inconsistent curricular integration, and cultural resistance from both faculty and students.

Addressing these issues requires continuous efforts in curriculum refinement, targeted faculty development, and broader institutional support. The study emphasizes the importance of contextualizing instructional strategies to align with institutional capacities and student needs. It contributes to academic discourse by illustrating how Arabic language education can be a vital channel for fostering religious moderation in Islamic higher education. Moreover, it aligns with international models advocating constructivist and interdisciplinary pedagogy. Future research should explore the long-term impact of such programs on graduates' roles in interfaith engagement and community peacebuilding. Ultimately, Arabic education rooted in moderation equips students to become inclusive, thoughtful, and socially responsible contributors to pluralistic societies.

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