Tracing Dynamics of Arabic Language Teaching and Learning Studies: Trends from a Bibliometric-Content Analysis

Apri Wardana Ritonga*[1], Muhammad Yahya Abdullah[2]
[1]As-Syifa College of Qur'anic Science Subang, Indonesia
[2]State Islamic University of Maulana Malik Ibrahim Malang, Indonesia
Correspondence Author: apriwardanaritonga@stiq.assyifa.ac.id

Abstract

The aims of this research is to find out how the dynamics of Arabic language learning have developed over a period of ten years (2013-2023) by analyzing study topics, authors, published journals, and countries that produce scientific works on Arabic language learning. Through this research, it can be seen that the development of Arabic language learning and teaching studies in the last ten years has been very dynamic with the discovery of developments in topics, authors, published journals, and countries that have produced scientific works regarding Arabic language learning in that decade. Furthermore, the research method used is a qualitative method with a Bibliometric approach. Research data was taken from Scopus metadata and then analyzed with the employment of the VosViewer and Biblishiny applications as data analysis software. By combining these two applications, it is hoped that two softwares can illustrate the development of Arabic language learning well.

Keywords: Tracing Dynamics; Arabic Language Teaching and Learning; Decade; Bibliometric.

Abstrak

Tujuan penelitian ini adalah untuk mengetahui bagaimana dinamika pembelajaran bahasa Arab berkembang selama kurun waktu sepuluh tahun (2013–2023) dengan menganalisis topik kajian, penulis, jurnal terbitan, serta negara-negara yang menghasilkan karya ilmiah tentang pembelajaran bahasa Arab. Melalui penelitian ini, dapat dilihat bahwa perkembangan kajian pembelajaran dan pengajaran bahasa Arab dalam sepuluh tahun terakhir sangat dinamis dengan ditemukannya perkembangan pada topik, penulis, jurnal terbitan, serta negara-negara yang telah menghasilkan karya ilmiah terkait pembelajaran bahasa Arab dalam dekade tersebut. Selanjutnya, metode penelitian yang digunakan adalah metode kualitatif dengan pendekatan Bibliometrik. Data penelitian diambil dari metadata Scopus, kemudian dianalisis menggunakan aplikasi VosViewer dan Biblishiny sebagai perangkat lunak analisis data. Dengan menggabungkan kedua aplikasi tersebut, diharapkan dapat menggambarkan perkembangan pembelajaran bahasa Arab secara lebih baik.

Kata Kunci: Dinamik; Pembelajaran Bahasa Arab; Dekade; Bibliometrik.

Introduction

Arabic language learning has a very long history with various dynamics. Learning Arabic outside the Arabian Peninsula began in the 1st Hijri or 7th century AD during the heyday of Islam which was able to control several regions outside the Arabian Peninsula, thus making Arabic language as *lingua franca* that connects people for various purposes such as politics, trade, and diplomacy. Learning Arabic at that time was taught through simple communication and purposeful language exchange to train students to communicate directly (Facchin, 2019).

Furthermore, learning Arabic began to spread to Europe in the renaissance period, however, at that time Islam began to experience decline and western civilization began to experience progress, and many European societies attempted to research and study science originating from Islamic civilization (Ritonga et al., 2023). Because many literary sources are in Arabic, Europeans are very intense in translating from Arabic to Latin so that learning Arabic has become very popular among Europeans to study manuscripts in Arabic (Versteegh, 2006).

The rise of Islam and the Arab world then began to be dominated by the influence of the western world, which began with the French invasion of Egypt led by Napoleon Bonaparte in 1798 AD, which not only invaded Middle Eastern and North African countries but also brought scientific experts to gain as much knowledge as possible (Mubarak et al., 2022). From this point, Arabic language learning began to progress because it came into contact with the West, giving birth to new language learning methods in the world of Arabic language learning(Facchin, 2019) such as the grammar translation method (Assalahi, 2013) and direct method (Shen & Ho, 2020).

Then in the modern era, precisely in the second half of the 20th century, the Arab world declared its independence. Meanwhile, at the same time, western countries have huge demands to have specialists in the field of Arabic for political and economic purposes. This change through modernization means that Arabic language learning is divided into two phases, namely the first phase where classical Arabic learning is replaced with modern standard Arabic learning. The second phase, is a change in the curriculum with the introduction of everyday language into the curriculum which is caused by the lack of Arabic people in Europe, which has triggered several universities in western countries to develop modern standard Arabic learning in terms of learning methods, teaching materials, computer-based learning (Versteegh, 2006).

Through the description above, it can be seen that Arabic language learning has been studied a lot by experts and this also indicates that research in the field of Arabic language learning has been studied for a long time and would be very interesting if viewed from the perspective of Bibliometric methods, namely a qualitative approach that aims to study a collection of publications using numerical analysis methods (Azevedo et al., 2019) with the aim of identifying emerging topic areas (Fahimnia et al., 2015).

Several previous studies have been conducted to analyze Arabic language learning topics, such as research written by Yemen which used Bibliometric methods with research data sources originating from journals indexed by Web of Science (WoS) with a time span starting from 2000-2022, the results of this study stated that the keywords with the most frequency were: "Arabic, higher education, Arabic language and bilingualism". And the countries that produce the most studies

are America and Israel, while the most productive journals in Arabic language learning are reading and writing journals and foreign language annals (Şen Yaman, 2022).

Furthermore, similar research was also written by (Farisha et al., 2023) Which aims to analyze research trends in Arabic language learning in Indonesia using Bibliometric methods. This research uses several scientific studies taken from Arabic language journals indexed by Sinta 2 with a period of 1995-2023. The research found that the topics that were widely studied were classical Arabic literature, Arabic language learning in Indonesia and the Islamic context and challenges of learning Arabic. Meanwhile, it was also found that studies of language learner behavior and linguistic aspects are still rarely discussed in Indonesia.

Previous research was also written by Abdullah in a seminar which attempted to examine trends in Arabic language learning publications sourced from Scopus indexed journals starting from 2019-2023 with a total of 311 publications with the help of the Studio R application. The research concluded that the keywords the most popular are teaching, human, article, Arabic language, e-learning, and student. Meanwhile, topics that are still rarely studied are translation and artificial intelligence (Abdullah et al., 2023).

A study written by Siregar with the aim of analyzing research trends in the field of Arabic grammar studies using Bibliometric methods with the help of the VosViewer application. The publication data was taken from publications indexed by Scopus with a period of 1981-2023. It was found that there were 111 publications and 2022 was the year with the most articles published related to the topic of Arabic grammar. Meanwhile, the popular topics studied are Arabic language, natural language processing systems and Sibawayhi(Siregar et al., 2023).

Through the presentation of previous research, it appears that several Bibliometric studies have been found in the field of Arabic language learning with various variations in data sources, data analysis applications and data source years. However, this study is very different from previous research both in terms of data sources, data analysis applications that use two software, namely the VosViewer application and Studio R, as well as the year range which is also different. So, the aim of this research is to find out how dynamic Arabic language learning has developed over a period of ten years by analyzing study topics, authors, publication journals and countries that produce scientific papers regarding Arabic language learning.

Method

This research is classified as quantitative research with Bibliometric approach. The Bibliometric method aims to analyze various published information such as books, journal articles, datasets and blogs and also includes metadata (abstracts, keywords, citations) with statistical methods to describe or indicate a relationship

between published works (Broadus, 1987). With the description above, the data source certainly comes from several publications related to the topic of Arabic language learning and their metadata (Ninkov et al., 2021) with a publication time span of 2013-2023 obtained from international journals indexed by Scopus which is considered one of the most widely used databases for Bibliometric analysis(Singh et al., 2021).

However, to describe the development of relevant topics, this research uses data mining or analytical steps in the process of finding data sources through the Scopus database as a data collection technique, which was accessed on October 25 2023, with a total of 300 documents published using the keyword "Arabic language learning and teaching". Furthermore, the search strategy to obtain the metadata includes three stages, eligibility, screening and inclusion(Zakaria R et al., 2021) which can be traced through figure 1.
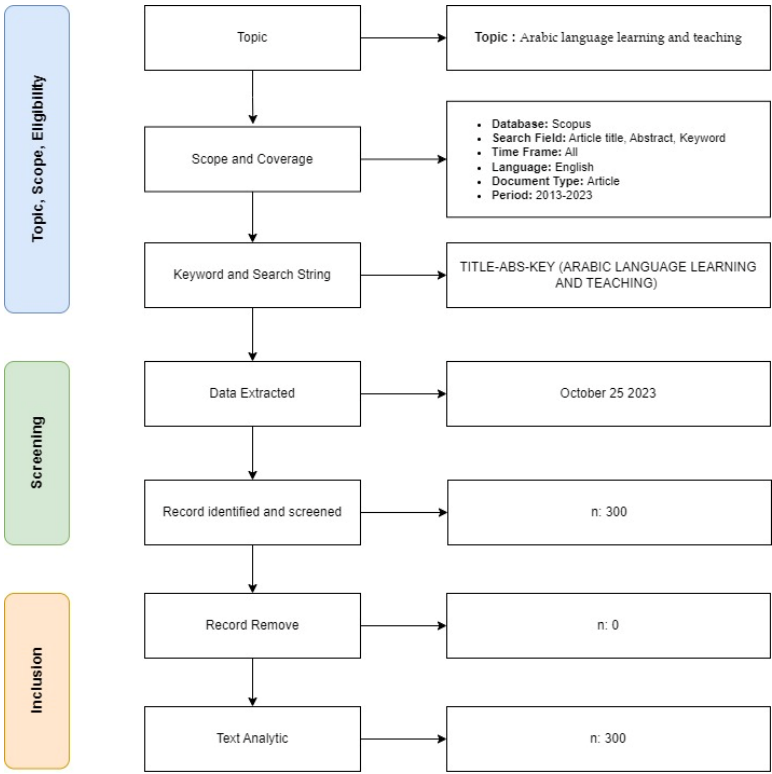
Figure 1. Flow Diagram of The Search Strategy

In this research, the Biblioshiny(Kristia et al., 2023) and VosViewer application (Al Husaeni & Nandiyanto, 2021) used to carry out data analysis. This application, aimed at Bibliometrics, has several advantages over other applications. It enables performance analysis and conceptual mapping of subject areas by providing complete statistics, techniques and visualizations of the most prolific authors, institutions, and journals, as well as tables, network graphs or maps.

Result and Discussion

Based on the results of exported metadata which analyzed by biblioshiny application with the keyword "Arabic language learning and teaching" in the last ten years, since 2013 to 2023 in the Scopus journal, the results obtained 300 documents in the type of articles journal with 737 authors and comes from 195 journals indexed by Scopus with 1048 authors' keywords, in more detail can be seen in table 1.

Table 1. Description of Metadata Analysis Results

| Description	Results
Timespan	2013:2023
Sources (Journals, Books, Etc)	195
Documents	300
Annual Growth Rate %	10.13
Document Average Age	3.47
Average Citations Per Doc	3.703
References	1
Keywords Plus (Id)	344
Author's Keywords (De)	1048
Authors	737
Authors Of Single-Authored Docs	88
Single-Authored Docs	91
Co-Authors Per Doc	2.72
International Co-Authorships %	17.33
Article	300

Furthermore, in the span of a decade, research on Arabic language learning and teaching experienced quite notable positive development dynamics, starting in 2013 there were 16 journal publications in Scopus then in 2014 there was a growth in publications with the number of publications only around 10 articles, in 2016, research regarding this field experienced the most drastic decline with a total of only 8 studies and in 2017 it began to experience positive developments with the publication of 17 articles that year, then in 2018 the production of scientific articles in related fields began to increase until 21 articles published on Scopus.
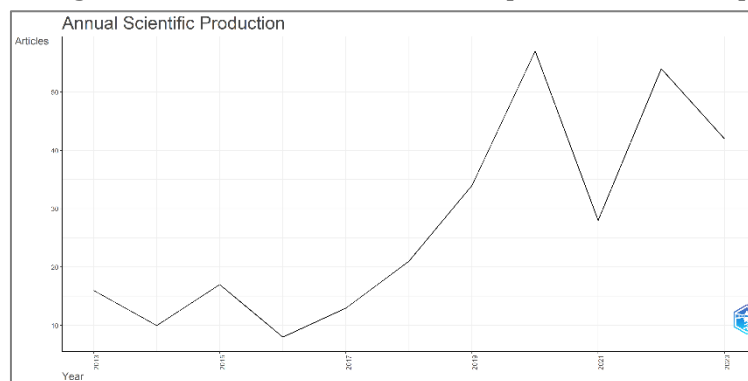
Figure 2. Production of Scientific Articles Per Year

The dynamics of research development began to advance drastically in the following years starting in 2019 as many as 34 articles were produced, in 2020 research in this field reached its highest peak of 57 scientific article publications within a year, but in the following year in 2021 research decreased significantly by more than 50% with a total publication of only 28 articles, in 2022 the number of scientific articles start to increase again to 54 articles and this is the second highest number of articles produced after 2020, until 2023-year comes, scientific publications in this field amount to 42 scientific articles as can be tracked in figure 2.

Next result is keyword analysis by looking at the dynamics of research development regarding the field of Arabic language learning in the last 10 years above, there are several keywords which also indicate the development of topics each year, researchers in the field of Arabic language learning and teaching. Based on the results of analysis using the VosViewer application in the figure 3, 30 keywords were found which were indicated as trending topics each year starting from 2018-2023 alone. Overlay Visualization is a concept map that shows how keywords in each article appear based on the year which article was annually published. By looking at the colors in each word by referring to the color reference per year at the bottom right, we can see when the topic or word the key begins to develop.
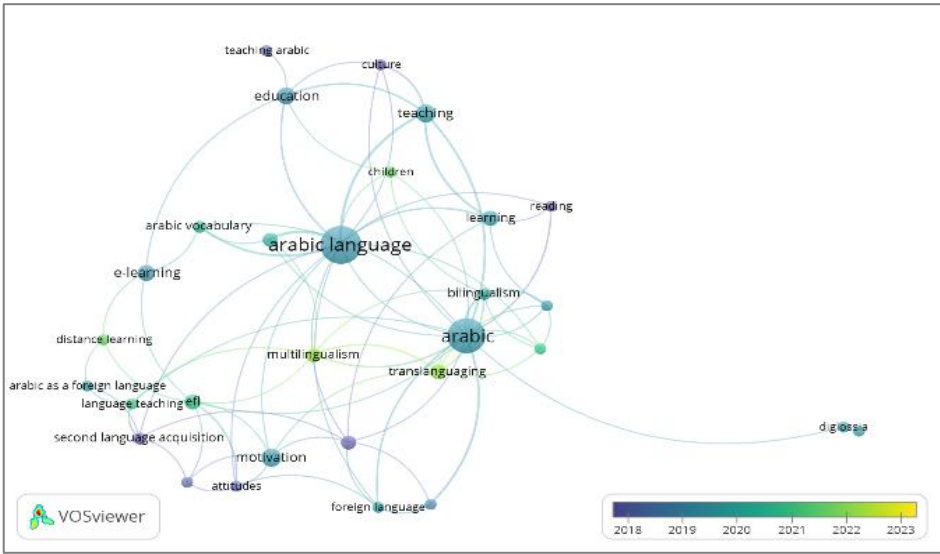
Figure 3. Overlay Visualization with Vosviewer

Furthermore, based on the results of the analysis in figure 4 using the biblioshiny application, more comprehensive analysis results were exposed, the development of Arabic learning topics starting from 2016 to 2023 with a total of 13 keywords or topics in the "terms" section that are most frequently discussed each year. Then we can also see when the keyword started to develop and when the word

started to become unpopular by looking at the end of the line that represents each word. Next, to see how often the word is discussed per year, you can see the "Term Frequency" which is symbolized by a blue circle in figure 4. According to find out the most dominant Arabic language learning and teaching research topics and also less discussed topics, we can see the results of the analysis with the help of the biblioshiny application in the thematic map feature as can be displayed in figure 5. This map has four quadrant, namely Niche Themes, Motor Themes, Emerging or Declining themes and Basic themes. Apart from that, there is also a density line on the left which shows that the higher the topic is, the more authors have written on that topics, but the centrality line depicts that if the topic is further to the right, then the topic is indicated to have a big impact on the topic Arabic language learning and teaching.
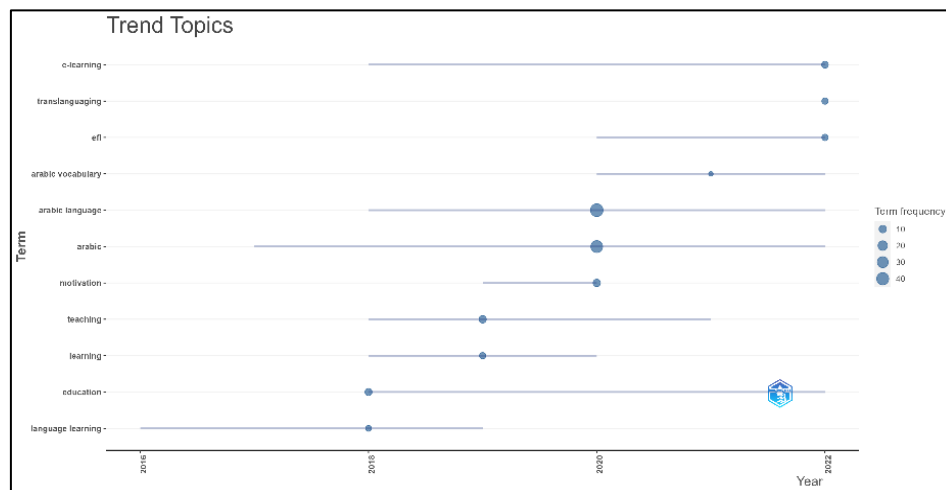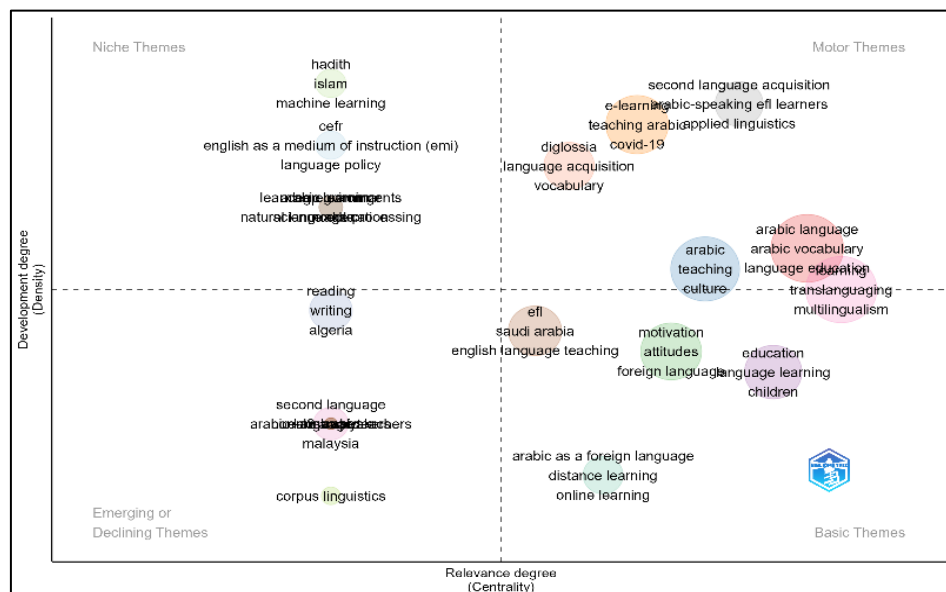

Figure 4. Biblioshiny Trend Topic

Figure 5. Biblioshiny Thematic Map

In this section, the results of data analysis will be presented to see the most productive scientific article authors in a ten years period based on the results of the VosViewer application analysis in figure 6. It was found that there were 295 authors from 300 article documents written over a period of ten years. These authors are represented by colored circles based on the color order of the year which we can see at the bottom right. Furthermore, the most productive writers per year over a period of ten years were Alotaibi F.D., Siraj S., Ismail W.M.A.S. in 2019 three articles were published and Uni K. in 2018 with three articles over a period of ten years, then there were also two articles written in 2019 by cheng-lin c.
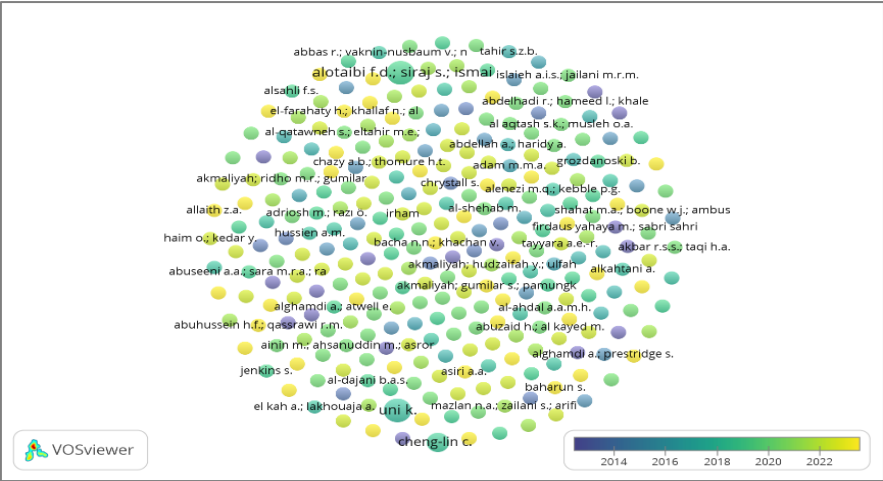

Figure 6. Vosviewer Overlay Visualization (Author)

However, based on the results of the analysis using the biblioshiny application, differences were found with the results of the analysis formed by the vosviewer application. The biblioshiny application displays a number of the most productive authors over a period of ten years by accumulating all the articles written each year within that decade, thus giving rise to the names of different authors from the results of the VosViewer analysis which analyzes annual data to classify the productivity of the author's work.

Based on figure 7, it is found that there are ten names of the most productive authors. The two names of the most productive authors in Arabic language learning in 1 decade, namely Ismail Z. and Ritonga M. with a total of seven articles written, followed by Ghani MTA with a total of six articles, then there are five articles written by Altakhaineh ARM, and two other authors who also wrote four articles and there are four authors who wrote three scientific articles related to Arabic language learning and teaching, Akmaliah, Alotaibi FD, Ibrahim SF and Omar A.
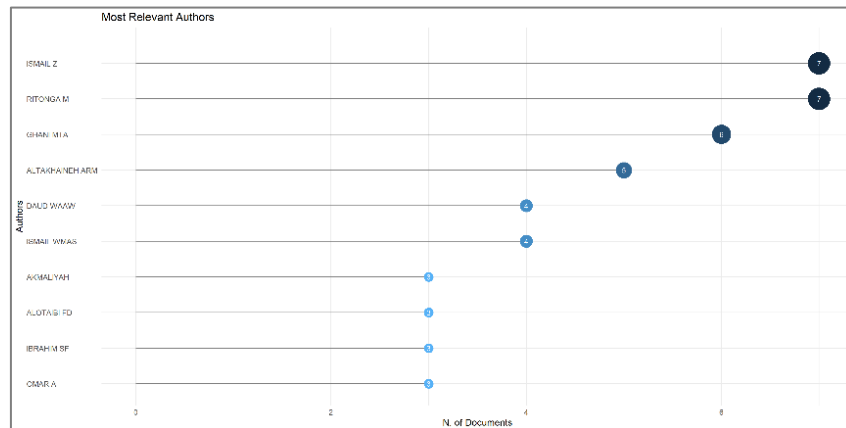
Figure 7. Most Relevant Author with Biblioshiny

Furthermore, in this section we will only describe the results of the analysis using the Biblioshiny application, due to the limited features of the VosViewer application for viewing journals that produce articles regarding Arabic language learning. Based on the results of data analysis obtained from this application, it was found that there were ten of the most productive journals that produced scientific papers about Arabic language learning and teaching with the highest number of nine documents produced in a decade by the universal journal of educational research, then there were six documents produced by four journal publications, namely education and information technologies, foreign language annals, journal of language teaching and theory and practice in language studies as can be found in figure 8.

Furthermore, there is one journal that has succeeded in publishing five scientific articles about Arabic language learning and teaching, namely the Gema online journal of language studies. And there are four journals that publish four documents related to Arabic language learning and teaching, namely the Asian ESP journal, Education Research International, International Journal of Multilingualism.
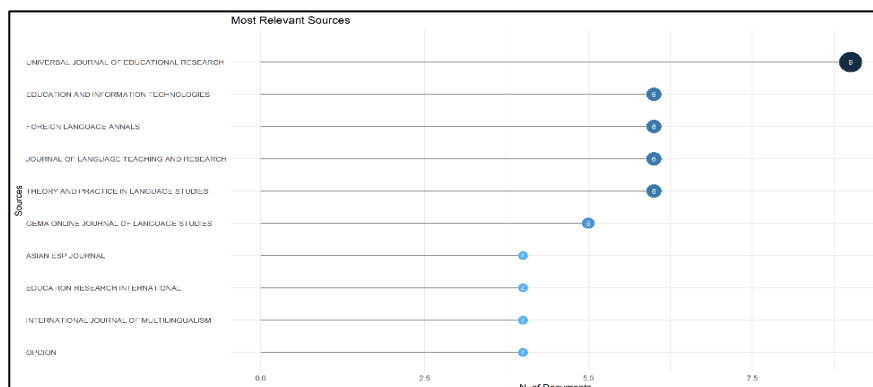

Figure 8. Most Relevant Source

Furthermore, it will also be analyzed how each journal has an impact on the development of Arabic language learning with the help of the biblioshiny application

with the h-index measurement standard in figure 9, which aims to measure both the productivity and impact of scientific work published by a scientist or academic. This index is based on the number of scientific papers published by a scientist and the number of citations, or quotations, received from other publications (Wang et al., 2022).

Based on the results of the analysis with the aid of the biblioshiny application, it was presented that there were two scientific journals that had succeeded in having a significant impact on the development of the dynamics of Arabic language learning and teaching research within a decade as can be detected in figure 9. The two journals are Education and Information Technologies and Foreign language Annals which got a score of five h-indexs.

Furthermore, there are two journals that received a score of three h-indexs, namely the Journal of Language and Linguistic Studies and the Universal Journal of Educational Research. Finally, six names of journals appeared that had published scientific articles related to Arabic language learning with 2 h-indexs, namely Advance in Autism, Asian ESP Journal, Education Research International, Electronic Journal of E-Learning, English Language Teaching and Gema Online, and Journal of Language Studies.
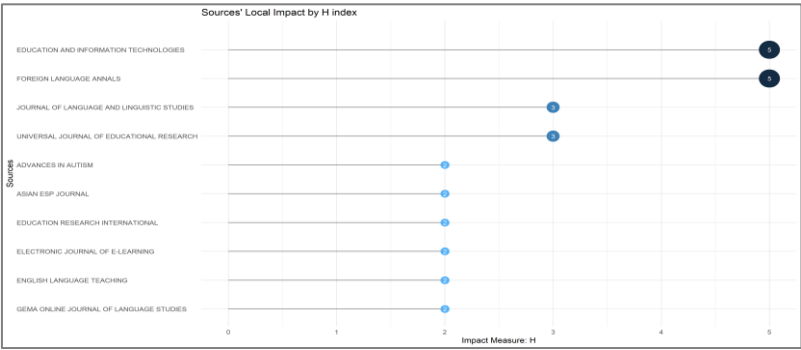

Figure 9. Source Impact with Biblioshiny

Next Stage, With VosViewer application, a concept map of collaboration networking between authors based on their country can be visualized in figure 10. It is known that there are seven clusters in the category of collaboration between authors based on their countries with a total of 15 countries, namely cluster one (Indonesia, Iran, Malaysia) which is marked in red, cluster two (Bahrain and Egypt) in green, cluster three (Kuwait and United Kingdom) in dark blue, cluster four (Morocco and Qatar) in yellow, cluster five (China and Saudi Arabia) in purple , the sixth cluster (Jordan and United Arab Emirates) in turquoise blue, and the final cluster (United States and Israel) in orange.

To see how many scientific articles each country produced, you can look at how big the circle marking that country is. Malaysia is the most productive country in producing scientific papers related to learning Arabic with a total of 57

documents in collaboration with the two countries; Jordan and Indonesia, followed by Saudi Arabia with a total of 50 documents in collaboration with eight countries; Indonesia, Jordan, China, United Kingdom, United States, Bahrain, Egypt and Qatar. Meanwhile, the country that produces the least amount of scientific work related to Arabic language learning is China, which only collaborates with Saudi Arabia.
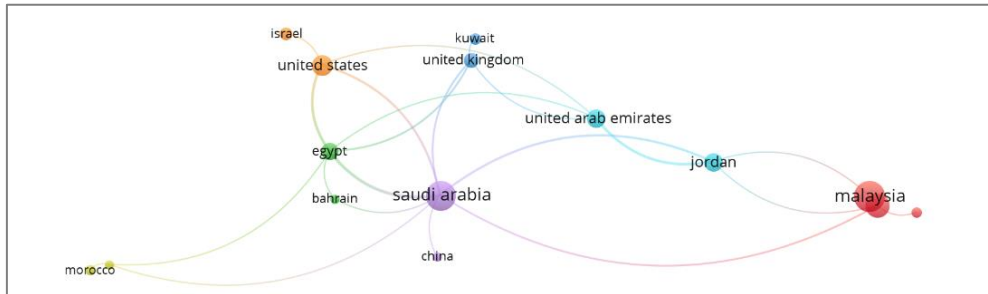
Figure 10. Author distribution map by country using Vosviewer

In line with the concept above, with the employment of the Bibloshiny application, a concept map visualization image is produced which presents the level of collaboration between authors in the field of Arabic language learning and teaching in the entire world by looking at figure 11. The area marked in light blue indicates that the author comes from that country has contributed to the production of scientific work on Arabic language learning and teaching at least one document in the last ten years.

However, there are several countries marked in dark blue which shows that these countries have predominantly produced scientific papers related to Arabic language learning and teaching. Figure 11 is also equipped with a red line connecting various countries which indicates the collaborative connection line between authors. The larger the size of the line depicted, shows that the collaborative connection between the two countries dominates scientific writing in the field of Arabic language learning and teaching over ten years.
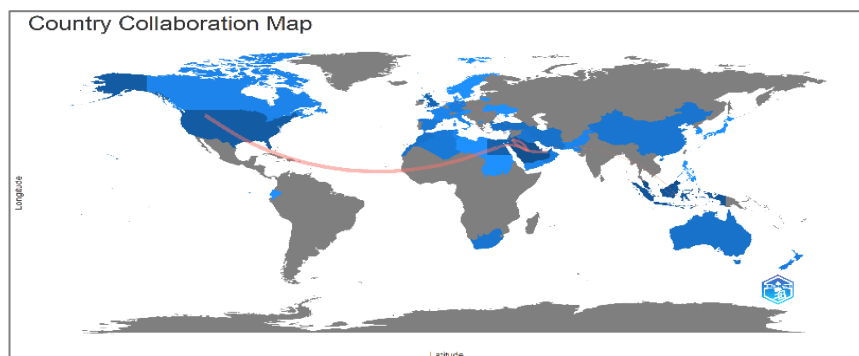
Figure 11. Concept Map of Inter-Country Collaboration with Biblioshiny

With the operating of the biblioshiny application, more specific analysis results are also produced on collaborative connections between authors from various regions throughout the world. It is known that there are 47 connections

between two countries with a frequency level based on the number of documents produced by the number of scientific works produced in the field of Arabic language learning in ten years period by the two countries in table 2 below.

Table 2. Collaboration between countries and its frequency

From	To	Frequency
Lebanon	Qatar	1
Macedonia	North Macedonia	1
Malaysia	Indonesia	2
Malaysia	Jordan	1
Malaysia	Yemen	1
Morocco	France	1
Oman	Germany	1
Saudi Arabia	Bahrain	1
Saudi Arabia	China	1
Saudi Arabia	Egypt	3
Saudi Arabia	Jordan	3
Saudi Arabia	Pakistan	1
Saudi Arabia	Qatar	1
Saudi Arabia	United Kingdom	2
Saudi Arabia	USA	1
Saudi Arabia	Yemen	1
Algeria	Ecuador	1
Australia	Iraq	1
Australia	Singapore	1
China	New Zealand	1
China	Norway	1
Egypt	Germany	1
Egypt	Oman	1
Egypt	Qatar	1
Egypt	UAE	1
Egypt	United Kingdom	1
Indonesia	Austria	1
Indonesia	Iran	1
Indonesia	Japan	1
Indonesia	Jordan	1
Indonesia	Saudi Arabia	2
Indonesia	Sudan	1
Israel	Canada	1
Jordan	Tunisia	1
Jordan	UAE	3

Kuwait	Germany	1
South Africa	Algeria	1
Spain	Algeria	1
Spain	Ecuador	1
Turkey	Libya	1
UAE	Lithuania	1
United Kingdom	Kuwait	1
USA	Canada	1
USA	Egypt	4
USA	Germany	1
USA	Oman	1
USA	UAE	1

In figure 3 it is known that there are 30 keywords found in the 2018-2023 period, while in figure 4 there are 11 keywords which are assumed to be popular topics starting from 2016-2023. If we look at these two pictures, we will find that the keyword "Arabic language" has the highest occurrence of 45 frequencies marked by the largest circle size so it can be assumed that this keyword is the topic most frequently studied among researchers in the field of " Arabic language learning and teaching".

There are two previous bibliometric studies that support the results of this research written by Benseng & Tam (2024) and Siregar et al (2023) using the keyword "Arabic language studies" through the Scopus database, it was found that the keyword "Arabic language" is a topic that most frequently discussed, but other research said that the most popular topics are "teaching" (Abdullah et al., 2023), "Arabic"(Şen Yaman, 2022; Yunita et al., 2024), "education" (Thoyib et al., 2023), "human"(Din et al., 2023)

Furthermore, in figures 3 and 4 we also found several other popular keywords such as Arabic (38 frequencies), motivation (10 frequencies), teaching (10 frequencies), education (9 frequencies), e-learning (8 frequencies), EFL (7 frequencies). frequency), learning (7 frequencies), translanguaging (7 frequencies), language learning (6 frequencies).

So, it can be concluded that the three topics that have become research trends in "Arabic language learning and teaching" in the 10-year period are "Arabic language, Arabic and Motivation". If we examine more deeply one by one of these three topics, there are several former studies discussed "Arabic learning", such as research that examined the implementation of Common European Framework of Reference (CEFR) policy in Arabic language learning in Indonesia at A1 level starting from curriculum design to learning objectives (Musthofa, 2022).

Furthermore, one research examined the keyword "Arabic" such as a study written by Bakker (2020) which contributes to expanding understanding of Arabic vocabulary learning through an Arabic language acquisition perspective. Meanwhile, for the keyword "motivation" there is a preceding study which aimed to analyze the impact of mobile learning on motivation to learn Arabic language skills in Malaysian universities as many as 273 participants of this quantitative work (Daud et al., 2020).

In order to search the gap of future research and trends, it can be seen in figure 5, which found that there are four quadrants, Niche themes, motor themes, emerging or declining themes, and basic themes. in the niche themes, there are three clusters, namely the hadith cluster, CEFR cluster and learning environments cluster. The three clusters are very close to the density line which indicates that these topics have been discussed very widely in documents related to the topic "Arabic language learning and teaching", but did not significantly influence the development of this topic in the period 2013 to 2023.

In the motor themes which is located on the top right, it only consists of six clusters, namely the diglossia cluster, e-learning cluster, second language acquisition cluster, Arabic cluster, learning cluster, Arabic language cluster. The topics in the six clusters are indicated as topics that have been widely discussed in documents related to the study of "Arabic language learning and teaching" and have also had a significant influence on the development of the study.

In the emerging and declining themes which is located in the lower left position, it consists of four clusters, namely the reading cluster, second language cluster, non-Arab speakers cluster and corpus linguistic cluster. These four clusters, which contain several keywords, are considered topics that are rarely discussed in documents and do not have a significant impact on the development of "Arabic language learning and teaching" research. Because this quadrant is far from the density and centrality lines, it might also be said that these keywords are starting to emerge or disappear from research topics.

And the basic themes located at the bottom right indicates that the keywords in this quadrant have an intense influence on the development of "Arabic language learning and teaching" research, but are still rarely researched by academics due to the less frequency of these keywords in documents related to the research topic "Arabic language learning and teaching". This quadrant consists of four clusters, namely the EFL cluster, Arabic as foreign language cluster, motivation cluster and education cluster.

From the four quadrants, it can be seen that the topics that need to be studied more by researchers in the field of "Arabic language learning and teaching" are all keyword clusters located in emerging or declining themes and basic themes which settled in the bottom right and left, which can be tracked in table 3 below

Table 3. Keyword Clusters in Every Themes

No.	Quadran	Cluster
1.	Niche Themes	• Hadith Cluster (Hadith, Islam, Machine Learning) • CEFR Cluster (CEFR, english as a medium of instruction (emi), language policy) • Learning Environtments Cluster (Learning Environtments and Science Education)
2.	Motor Themes	• Diglossia Cluster (diglossia language acquisition, vocabulary, Arabic education, communicative competence, intercultural competence, teaching Arabic as a foreign language, teaching strategies) • E-learning Cluster (e-learning, teaching Arabic, covid-19, students, Arabic language learning, automatic speech recognition (ASR), computer assisted language learning, instructional design, instructional technology, Kuwait university, language learning, strategy, learning Arabic language, listening, pronunciation assessment, social media, TAFL) • Second language acquisition Cluster (second language acquisition, Arabic speaking EFL learners, applied linguistics, englist teaching, linguistic, metaphors, semantics) • Arabic Cluster (Arabic, teaching, culture, Malay, cognates, etymology, literature, loanwords, study abroad) • Arabic language Cluster (Arabic language, Arabic vocabulary, language education, modern standard Arabic, Arabic language education, Arabic language initiatives, Arabic proficiency, augmented reality, flipped classroom, formative assessment, kindergarteners, learning environment, readiness, student achievement, syntax, tpack, writing skills) • Cluster Learning (learning, translanguaging, multingualism, teaching and learning, bilingualism, higher education, language, language teaching, bilingual, discourse analysis, English, medical education, academic performance, case study, instruction, integration, language barrier,

		language education policy, math, mathematics, multingual education, translation)
3.	Emerging or Declining Themes	• Reading cluster (reading, writing, algeria) • Second language cluster (second language, error analysis, Malaysia) • Non Arab speakers cluster (non-Arab speakers) • Corpus linguistics cluster (corpus linguistics)
4.	Basic Themes	• EFL Cluster (EFL, Saudi Arabia, English language teaching, learning outcomes, classroom observation, explicit instruction, learner autonomy, metacognition) • Arabic as foreign language Cluster (Arabic language as foreing language, distance learning, online learning) • Motivation Cluster (Motivation, attitudes, foreign language, blended learning, digital game-based learning, language proficiency, mobile learning, anxiety, Arabic for non-native, grammar learning, ICT, mobile digital game) • Education Cluster (education, language learning, children, teachers, dyslexia, English as a second language, learning disabilities, Oman, speaking skill)

In figure 6, through bibliometric analysis with the VosViewer application only reveals the most productive authors per year, namely Alotaibi F.D., Siraj S., Ismail W.M.A.S. in 2019, Uni K., in 2018. However, for holistic results in presenting the most productive authors in the 10-year period were Ismail Z and Ritonga M with 7 publications. The results of this study are different from a previous similar bibliometric study which analyzed the evolution of Arabic language education over the time period 1980-2023, stating that Shohamy E. was the most productive author and Ismail Z was not found from the ten most productive authors in this study (Thoyib et al., 2023).

In addition, there are also different results from previous bibliometric research written by Benseng & Tam (2024) on the topic of Arabic language research, stating that the most productive author is Zrigui with a total of 10 publications. However, interestingly the name Ismail Z appeared in the results of this former research with a total of 5 document publications as the 10 most productive authors.

In source analysis via Biblioshiny in figure 8, it is known that the universal journal of education is the most productive source over 10 years with a total of 8

documents. Meanwhile, the most influential sources are Education and Information Technologies and Foreign language Annals with a total 5 H-indexs.

This current research results differ from the results of two previous similar bibliometric studies, which stated that the most productive journals in the 2000-2022 period (Şen Yaman, 2022) and the 2013-2022 period (Yunita et al., 2024) were reading and writing journal. However, foreign language annals journals are the second most productive source based on research written by Şen Yaman (2022).

Similar bibliometric research which also had different results was written by Thoyib et al (2023) who stated that the family planning perspective journal was the most productive journal from 1980-2023. Another study written by(Benseng & Tam, 2024) stated that Dirasat: Human and Social Sciences Journal was the most productive journal for the period 1946-2024.

Meanwhile, similar preceding bibliometric research written by Abdullah et al (2023) stated that the journal of language and linguistic studies is the journal that has had the most influence on research in the field of "Arabic language learning and teaching". The results of previous research are different from the results of this present research which states that Education and Information Technologies and Foreign language Annals are the two most influential journals as can be seen in figure 9.

In the country analysis, it is known that there are several countries as can be seen in figure 10. The most productive country in producing documents related to the study of "Arabic language learning and teaching" is Malaysia with a total of 57 documents, followed by Saudi Arabia with 50 documents and the United States with 26 documents. The results of this research are very enthralling because these two countries are the non-Arab countries that have studied the topic "Arabic language learning and teaching" the most, which indicates that the study of this topic has developed very dynamically over the 10 years.

However, several previous similar studies revealed slightly different results because some stated that the USA was the most contributive country (Din et al., 2023; Şen Yaman, 2022; Thoyib et al., 2023), some stated that Algeria (Qobti & Almohaimeed, 2024), some stated that Israel (Yunita et al., 2024) and others stated that Saudi Arabia was the most productive country in this ongoing study (Benseng & Tam, 2024).

Furthermore, if we explore figure 11 and table 2, we will discover that the countries with the most collaboration in producing documents related to the work of "Arabic language learning and teaching" are the USA and Egypt. Through the results of this research, it can also be comprehended that the existence of collaboration between Arab and non-Arab countries indicates that the development of the study of "Arabic language learning and teaching" is very vigorous in the past 10 years and will carry on to develop with various topics.

Conclusion

By examining the development of Arabic language learning over an one decade through Bibliometric analysis, this study confirms that the development of Arabic language learning and teaching is very dynamic over ten years with the development of study topics starting in 2016 or at least in 2018, but before that year the topic Arabic language learning has not yet developed significantly.

Furthermore, it was also discovered that there were three most active authors in 2019, namely Alotaibi F.D., Siraj S., Ismail W.M.A.S. and in 2018 it was Uni K. However, in a period of ten years, if all the documents are accumulated, there are two most active authors, namely Ismail Z from Malaysia and Ritonga M from Indonesia. This is also in line with the research results which found that Malaysia is the most productive country in the study of Arabic language learning and teaching. This finding also clarify that the study of Arabic language learning has developed dynamically with the fact that the study of Arabic language learning is not dominated by Arab countries.

This study also found several topics that are still rarely discussed by researchers in the field of Arabic language learning and teaching which can be determined in basic themes and emerging or declining themes including several topic clusters in table 3. These topics can be a reference for future researchers to study these topics increasingly. The findings above can be used as a scientific contribution for future researchers to sustain developing Arabic language learning and teaching research.

Author Contribution Statement

AWR and MYA contributed equally to the conception, design, and execution of the research. AWR was responsible for data collection and analysis, and MYA contributed to the interpretation of results and critical revision of the manuscript. All authors read and approved the final version of the manuscript.

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