LANGUAGE MANAGEMENT IN ARABIC LEARNING FOR MILITARY PURPOSES: A PATHWAY TO SDG 4

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ABSTRACT

The pressing challenges of our time necessitate the involvement of Arabic language education in achieving SDG 4: Quality Education, particularly in specialized contexts like the military. This study examines the language management system in military Arabic language education at Pusdik Pengmilum Cimahi, Indonesia. It emphasizes its alignment with SDG 4 through knowledge and skills development, attitude and behavior formation, and physical fitness enhancement. Using an exploratory case study approach, data were collected via observation, interviews, and document analysis and analyzed thematically. The findings reveal that military Arabic education is integrated into the Indonesian Army's core responsibilities, guided by 12 regulatory mechanisms. These mechanisms ensure a structured approach to curriculum design, learner discipline, and operational readiness. For example, knowledge development enhances Arabic proficiency for specific military purposes, while attitude formation fosters cultural competence essential for global citizenship. This study demonstrates how military Arabic education contributes to quality education outcomes, including linguistic skills and intercultural awareness, aligning with sustainable development goals. It offers practical insights for integrating SDG principles into specialized education systems. This study highlights the role of military Arabic education in achieving SDG 4, offering insights into integrating SDG principles into specialized education. Future research could explore implementation in diverse contexts, evaluate long-term impacts, incorporate educational technology, analyze intercultural effects, and link Arabic education to other SDGs like peace and justice.

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INTRODUCTION

Communication is a crucial 21st-century skill (Teo, 2019), supported by foreign language proficiency, including Arabic (Nurmala & Supriadi, 2022). Proficiency in foreign languages plays a significant role in achieving quality education within the SDGs framework by broadening perspectives and improving cross-cultural communication (Pearson et al., 2006; Syamsu et al., 2023). The UN's 2030 Agenda highlights the importance of education, particularly Goal 4, in promoting equality, justice, and sustainability (Dilber, 2023). Integrating foreign language proficiency into curricula aligns with the SDGs' vision of quality education and global citizenship (Edwards et al., 2020). Through effective language management and research, Arabic language learning can significantly support inclusive and sustainable education (Ülker et al., 2022).

Wahab (2014) stated that Arabic is used as a national language in 22 countries in the Middle East. It is also known as *lughah al dad* and is a socio-cultural heritage language. On December 18, 1973, UNESCO designated Arabic as one of the official international languages, enabling effective international communication. UNESCO also recognizes the critical role of Arabic in preserving human civilization and culture. Indonesia's contribution to the international arena is undeniable; this has been tested and proven (Sudjatmiko et al., 2022). In the military field, for example, the Indonesian military has been involved in UN peacekeeping missions since its first deployment to Egypt in 1957. Interaction with the Arabic language in Indonesia has been recorded for centuries(Kaptein, 2017). Arabic has become an integral part of education in Indonesia, is taught at various levels of education, and is now even linked to the military profession (Nurmala & Supriadi, 2022; Sauri, 2020). There are special institutions that teach Arabic for military purposes (Nurmala et al., 2024). As mentioned earlier, the Indonesian military has an essential role in international duties that require language support in Middle Eastern countries (Setiawati, 2024).

A cultural and linguistic approach is considered the best solution for carrying out international duties, especially to maintain and build world peace (Donohue et al., 2020; Osimen et al., 2015). For military personnel, mastery of Arabic is essential to support their profession. Arabic language skills are needed not only for one specific purpose but are also required in various other professions. Specific purposes often drive someone to learn a foreign language (Hutchinson & Waters, 1988). Learning a language for specific purposes (LSP) is an appropriate instructional approach for adult learners. This approach is related to specific functional needs in learning the target language. In this context, "functional" means that the foreign language learned will be more effective when used to convey information relevant to the learner's interests and needs (Jamous & Chik, 2012).

The above paradigm is based on content-based language instruction (Iffat, 2020). For decades, teachers and researchers have argued that learning a language for specific purposes and its development should be tailored to needs analysis. The existing motivation has driven the development of content in Arabic language learning for specific military purposes. Needs analysis and soldiers' motivation to learn Arabic show that mastery of Arabic is crucial (Nurmala et al., 2024). It is known that language for specific purposes is a content-based language learning model. In general, language for specific purposes also offers a pragmatic approach and experience-based learning instruction, both of which aim to prepare learners for real-world situations, such as the need to read technical books, listen to lectures, or communicate. This condition indicates driving factors in learning Arabic as a foreign

language with specific needs. Trace et al. (2015) stated that '... *language for specific purposes (LSP) incorporates both linguistics and content area knowledge that is specific to a particular context based on the needs of learners.*' language for specific purposes (LSP) combines linguistic knowledge and content area knowledge that is specific to a particular context based on the learner's needs.

Language learning for specific purposes focuses on meeting learners' needs related to particular disciplines or activities, emphasizing relevant syntax, lexis, discourse, and semantics (Salmani-Nodoushan, 2020; Trace et al., 2015). In Arabic language learning for the military, these principles are tailored to meet military education needs. Soldiers must master Arabic terminology and communication relevant to military operations, guided by clear learning objectives. Language policies in military institutions encompass language management strategies to address these specialized needs. Effective Arabic language education emphasizes practical communication skills for military contexts and incorporates innovative methods like the "I+1" comprehensible input theory to enhance language acquisition (Tajudeen & Zakaria, 2021). Additionally, well-designed curricula and materials are crucial in ensuring effective learning and supporting soldiers in acquiring skills necessary for military interactions and operations (Zulharby et al., 2019). This strategic approach aligns language education with the operational demands of military personnel.

Effective language management in Arabic language learning for military purposes also requires attention to learners' cultural and linguistic backgrounds. Integrating Arabic proverbs into learning has improved linguistic skills and cross-cultural awareness (Masitoh et al., 2023; Tayyara, 2022). In addition, understanding learners' views on Arabic language learning can help educators adapt teaching methods to meet learners' specific needs and expectations (Mahdi & Lubis, 2020). Based on Spolsky's conceptualization, language management involves complex language planning and policy processes. Spolsky describes language policy as part of a political and public administrative entity that regulates language and its use in a particular country or region through various mechanisms such as laws and policy guidelines (Spolsky, 2004). Furthermore, Spolsky mentions that language policy refers to three components: language practices, beliefs, and management.

Language management involves systematic efforts to regulate and influence language practices in specific contexts (Barrault-Méthy, 2011) and is a key component of language policy (Baldauf & Li, 2008). Spolsky emphasizes the interplay between language beliefs, practices, and management, highlighting the need for alignment with sociolinguistic contexts and ideologies (Jeurissen, 2014; Baldauf & Li, 2008). Effective language management considers language rights and diverse policies, fostering comprehensive and contextually relevant strategies (Tran et al., 2021). This holistic approach underscores the interconnectedness of practices, beliefs, and management in shaping effective language policies (Zhang et al., 2020).

In a learning context, Spolsky (2004) states that educators are language managers responsible for adjusting language practices to achieve the targeted language proficiency. In language management, it is assumed that language practices and beliefs can be changed, which can lead to language shifts or changes. For example, in an education that uses an international language as a medium of instruction, students previously accustomed to the national language must also use the international language designated for learning. Spolsky adds that such language shifts or changes can occur due to coercion. Spolsky explains that "*major language shifts may also arise, such as forced migration to a foreign country due to unforeseen*

circumstances. This prompts a swift restructuring of value relations among different languages or varieties to adapt to the new host country". Language shifts can occur, including in cases of forced migration to a foreign country unexpectedly. For example, Arabic-speaking Syrian citizens urgently need to learn English, the language of the country where they seek refuge (Spolsky, 2004). As previously discussed, language management can be experienced and can occur in various contexts, including education. Education plays an essential role in the progress of a nation and the world as a whole (Nazar et al., 2018). Quality education benefits individuals personally and broadly impacts social, economic, and environmental aspects. In this context, the Sustainable Development Goals (SDGs) adopted by almost all countries have become an essential foundation for achieving quality education. In line with UNESCO's statement (2014), education is necessary and can contribute to a new vision of sustainable global development (Razak et al., 2015).

SDG 4 focuses on inclusive, equitable quality education and lifelong learning opportunities for all, impacting broader goals such as reducing inequality, environmental protection, and peace (Hossain et al., 2023; Carvalho et al., 2024). Quality education integrates academic, social, economic, and ecological dimensions, with foreign language proficiency playing a crucial role. Foreign languages enable access to diverse educational resources and enhance international communication, fostering cultural understanding and global knowledge essential for sustainable development (Zhu, 2024). Yaccob et al. (2022) highlight that foreign language learning enhances cross-cultural communication and broadens perspectives, aligning with SDG goals. Multilingualism and intercultural competence equip citizens to address global challenges effectively (Deardorff, 2006). Additionally, it emphasizes that foreign language proficiency fosters cultural awareness, empathy, and adaptability—key qualities for worldwide citizenship and advancing sustainable development. Language education thus contributes significantly to achieving SDG 4 and broader sustainable development objectives (Jodoin, 2020).

Proficiency in foreign languages, including Arabic, is essential in the military domain, particularly for global alliances like NATO, where language policies significantly impact interoperability (Révayová, 2021). Crossey (2005) highlights the increasing importance of language training in armed forces, aligning with (Nurmala & Supriadi, 2022), who emphasizes its necessity for supporting international military operations. Military institutions must provide structured language education for personnel (Razak et al., 2015) and implement effective language management strategies to plan, regulate, and address linguistic diversity challenges (Mensah, 2019; Tarun, 2016). Arabic learning in military contexts enhances linguistic competence and access to cultural heritage (Anwar & Ahyarudin, 2023), while tailored language strategies help military students meet operational needs (Nurmala & Supriadi, 2022). Communicative competence is critical for officers to function in diverse environments (Kozyar et al., 2020). Research demonstrates that effective Arabic language education promotes cross-cultural competence, improves communication, and supports operational readiness, underscoring its strategic importance for military personnel in achieving their professional and operational goals.

This research explores language management in implementing Arabic language learning at a military educational institution in Bandung. Berezhny et al. (2024) highlight that higher military education enhances leadership qualities through model development and key factors shaping leadership systems. Nurmala & Supriadi (2022) found that learning Arabic in

military education effectively developed students' proficiency through structured teaching. Similarly, Abbe & Halpin (2009) emphasize that integrating cultural understanding and language skills is essential for building adaptable, deployable military forces. Military education has distinct learning characteristics, making exploring language management in such institutions a valuable contribution. This study presents the objectives and strategies of Arabic language education within a military context.

METHOD

This research employs a qualitative field research approach using an exploratory case study design to investigate Military Arabic language learning within the Military Education Tri-Basic Pattern Language Management framework, which aligns with achieving SDG 4: Quality Education (Creswell, 2003). The study focuses on the unique characteristics of Arabic language education at Pusdik Pengmilum Kodiklatad TNI AD (Indonesia's Military Language Training Center of the Indonesian Army Training and Education Command), emphasizing language management tailored for military purposes (Rahardjo, 2020).

The Military Education Tri-Basic Pattern comprises three key domains: knowledge and skills development, attitude and behavior formation, and physical fitness enhancement. This framework is operationalized in Arabic language education through structured curricula, disciplined environments, and activities designed to enhance cultural competence and mission readiness. A purposive sampling technique was employed, selecting 12 students, three military teachers, and staff from the Asian language department. While the sample size is relatively small, it was chosen to ensure in-depth exploration of participants directly involved in the unique context of military Arabic education. Data collection involved semi-structured interviews, participant observations, and document analysis. Detailed interview protocols and observation guidelines were developed to enhance the reliability and validity of the findings.

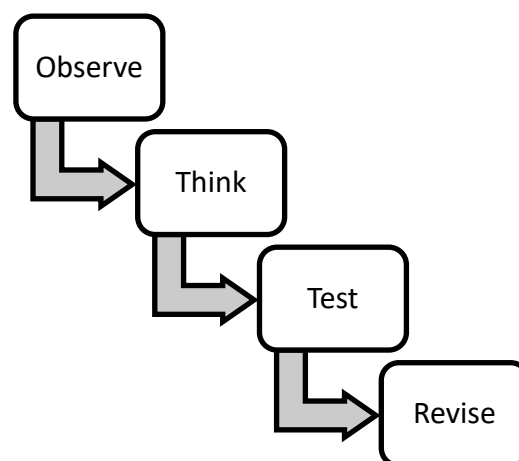This analysis uses the observe, think, test, and revise (OTTR) method.

Figure 1. OTTR Method Data Analysis in The Case Study

First, initial observations generated assumptions about Arabic as a third language and its use for specific purposes. Next, preliminary data were analyzed to identify gaps, leading to further data collection where needed. This iterative process was followed by testing and

refining the data to ensure comprehensiveness and alignment with the research objectives. Triangulation of data sources, students, teachers, and staff was employed to strengthen the study's validity and provide a multidimensional understanding of the phenomena. (Patnaik & Pandey, 2019; Wahyuningsih, 2013).

RESULT AND DISCUSSION

Arabic language education has been conducted for two decades in military educational institutions using specialized language management. This Arabic language education is related to the use of language for military personnel. Pusdik Pengmilum Kodiklat TNI AD (the Military Language Training Center of the Indonesian Army Training and Education Command) serves as the center for language education for Army personnel. Thus, the students are soldiers from all over Indonesia. Based on the premise that Arabic can be a medium for carrying out military duties, Arabic language education for military purposes is implemented. This education uses specific language management to achieve SDG's four quality education, which will lead to the role of soldiers as global citizens.

Objectives of Military Arabic Language Education at Pusdik Pengmilum Kodiklat TNI AD

Based on its objectives, Arabic language learning in Indonesia is divided into three categories: academic, religious, and professional (Nisa & Arifin, 2020). Arabic language learning is increasingly widespread and used in various fields (Sutisna & Atha, 2023), including the military. Through mastery of Arabic, soldiers can contribute to maintaining world peace through international communication (Hamidah, 2019). Interaction through language and culture can be an essential strategy in conflict resolution (Nurmala & Supriadi, 2022). Military personnel requires proficiency in Arabic to support their international duties (Nurmala et al., 2024). Military personnel from diverse linguistic and cultural backgrounds must master Indonesian as a second language and Arabic as a third language. Learning Arabic is a new experience for them, especially as was stated by one military personnel at Pusdik Pengmilum Cimahi, Bandung:

"Although Arabic is a language that I am learning now, this process does not make me feel burdened, and I enjoy it. Although there are challenges, I believe that with continued learning and practice, I can master them. I usually practice speaking Arabic spontaneously with friends, although sometimes I mix it with Indonesian if I don't know the Arabic vocabulary." (Interview with Rhizard, R. June, 2024).

Arabic language learning in a military context has unique characteristics tailored to the specific needs of military operations (Nurmala et al., 2024). Teachers must adopt specialized approaches to effectively deliver materials for Arabic for particular purposes, aligning methods, materials, and activities with students' proficiency levels and operational needs (Ghani et al., 2019; Robinson, 1991). Thu'aimah (in Setyabudi et al., 2018) emphasizes that such learning meets communication needs relevant to students' backgrounds. At Pusdik Pengmilum Cimahi, Arabic education equips military personnel for international assignments and defense missions (Nurmala et al., 2024). Proficiency in Arabic enhances communication during operations and fosters a deeper understanding of cultural and social contexts in assignment areas, supporting better relations with local communities and strengthening international security cooperation. Military personnel at Pusdik Pengmilum actively apply their skills by accompanying guests from Arab countries and participating in UN

peacekeeping missions in regions like Lebanon. This practical application demonstrates the strategic importance of Arabic language education in fostering global cooperation and operational effectiveness in defense and security contexts.

"Military personnel conduct bilateral visits in the defense field as Arabic interpreters or translators. In addition, they are also active as tour guides for Arab guests after official visits. Furthermore, personnel are sent to the Middle East and Lebanon to carry out peacekeeping missions for the UN. Besides being involved in oral communication, soldiers also play an active role in written communication, such as handling Arabic documents and using Arabic guidebooks." (Aspani, R. personal interview, July 18, 2024).

Figure 2. The Process of Learning Arabic in Military Education

Proficiency in foreign languages, including Arabic, is crucial for UN peacekeeping missions, particularly in the Middle East, as it enhances communication and cultural understanding in complex environments (Arhanudya et al., 2023; Suparman, 2023). Arabic proficiency supports military personnel in navigating local societies, politics, and cultures, improving mission effectiveness (Kleykamp, 2006). For instance, Stringer (2009) highlights the importance of Arabic skills during peacekeeping patrols in Iraq, where language barriers caused operational challenges and strained relations with locals. Major Kenneth Cary (in Wright & Reese, 2008) emphasized that language limitations hindered mission success, showcasing the need for comprehensive language education. These experiences underscore that Arabic proficiency contributes to peacekeeping success by fostering harmonious interactions and broadening military personnel's global perspectives. Additionally, quality Arabic language education in military institutions aligns with SDG 4 by enhancing military integration in international relations and supporting practical global peacekeeping efforts. This integration of language skills and cultural understanding exemplifies the critical role of education in advancing global harmony.

Arabic Language Management System Based on the Three Fundamental Principles of Military Education at Pusdik Pengmilum Kodiklat TNI AD

The Arabic language learning program at the Military Language Training Center of the Indonesian Army Training and Education Command employs a language management system grounded in the three fundamental principles of military education. This intensive 16-week curriculum, comprising a total of 660 instructional hours, is structured as follows:
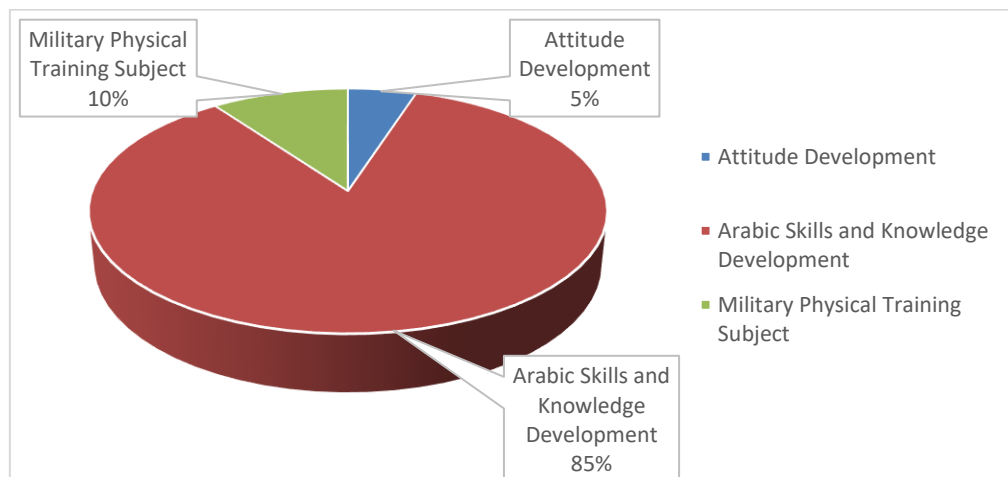
Figure 3. The Three Fundamental Principles of Military Education in Arabic Language Education and The Percentage of Evaluation

First, the subject of character and behavior development. All learning activities are conducted in a boarding school system. Activities start from 4:00 AM to 9:00 PM. These include in-class activities and out-of-class activities such as mentoring and coaching. From the beginning of registration, military students report to the training center. The training center explains all the agendas or activities scheduled during the Arabic language learning process based on the Pusdik Pengmilum curriculum. Thus, the curriculum significantly determines development and learning success (Nurbayan et al., 2021). The class commander communicates with students regarding rules and unwritten matters in daily activities outside of classroom learning. As an additional respondent stated:

"*We arrived at Pusdik and reported to the training center to learn all the information related to Arabic language education. The training center has explained all the written and unwritten character and behavior development rules. For 16 weeks, we lived in a dormitory. Our schedule was also regular, so it became a habit in building the students' character." (Saefullah, A., personal interview, October 15, 2024)*

Second, the subject of Arabic language knowledge and skills development. The primary task of military teachers or Arabic language instructors is to provide training and knowledge in Arabic. The instructors guide military students in acquiring Arabic as a foreign, second, or third language. In the learning process, each student is required to demonstrate proficiency in Arabic. Gradually, teachers and students engage in continuous interaction. Teachers play a vital role in achieving learning objectives (Ilyas, 2018). They are directly involved with students (Hamidah et al., 2024). They know the needs of students. In the end, the teacher will also evaluate the student's abilities. Likewise, teachers have a role in shaping students' character through learning in various ways (Hidayah, 2020).

Third, the subject of military physical development. In addition to character and knowledge development, Pusdik Pengmilum, in carrying out education, is inseparable from physical development. Physical development aims to maintain the students' physical condition. Physical development is carried out directly by physical instructors. Good and prime physical condition can support learning achievement. These are the three development subjects in the military education tri-basic pattern applied in Arabic language learning. The final assessment of learning refers to these three subjects, with percentages of 5% from the subject of character and behavior development, 85% from the subject of Arabic language

knowledge and skills, and 10% from the subject of physical development. With this explanation, it is known that character education has existed in the tri-basic education pattern, and to instill religious values, a way is needed through Arabic language learning. The above explanation shows that the Tri Basic Military Pattern is included in language management at the Pusdik Pengmilum. This argument aligns with Nekvapil & Sherman (2015), who view LM as any special effort to modify or influence language practice.

Regulatory Mechanism of Arabic Language Management Based on the Military Education Tri-Basic Pattern at Pusdik Pengmilum Kodiklat TNI AD

Arabic language teaching in military institutions is closely related to the provisions of Indonesian Law Number 24 of 2009, which regulates the Flag, Language, State Emblem, and National Anthem (Gereda, 2020). This law is used as the basis for planning (developing) three languages: regional, national, and foreign, as stated in Trigatra Bangun Bahasa: Prioritize Indonesian; preserve regional languages; master foreign languages. In this context, Arabic is third in the list of foreign languages. The regulations applicable in military institutions should be relevant to this law and directed towards planning tailored to the objectives of military educational institutions.

The regulatory mechanism for implementing education in military institutions ensures that educational programs follow military operational standards and needs. These regulations include curriculum arrangements, instructor training, and program effectiveness evaluation. This statement is the same as Rezer et al. (2020), who define the regulatory mechanism as a set of methods or techniques regulated by law, algorithms, and administrative and organizational actions issued and mandated by the authority to implement educational activities. The regulatory process in military education involves various levels of military rule to ensure that every aspect of education supports the readiness and professionalism of military personnel. The following is the regulatory mechanism at Pusdik Pengmilum Cimahi, Indonesia.

Table 1. Regulatory Mechanism of Arabic Language Education at Pusdik Pengmilum

Stegs of Regulatory Mechanism	Language Education Planning	Language Education Implementation
1	Command Letter from Mabes AD	Education Opening and Pre-test
2	Command Letter from Kodiklat AD	Education and Courses
3	Directive on Arabic Language Education to All Regional Military Commands in Indonesia	Mid-term Exam, Final Exam, Physical Fitness Test
4	Call Letter for Arabic Language Students	Application (integration of materials and courses)
5	Planning of Education Implementation	Educational Advisory Board Session/ Graduation - Best Ranking
6	Presentation on Education Operations Plan	Closing Ceremony and Student Representative Speech
7	Call and Acceptance of Students	-

Source: Education Operations Plan Guidelines of Arabic Language Education 2024

The regulatory mechanism reveals that Arabic language education with the Tri-Basic Pattern of Military Education Language Management consists of two main parts: education planning and education implementation.

Mechanism of Arabic Language Education Planning and its Stages

Education planning is carried out before implementing the Arabic language education program. A military teacher explained: *"There is a pre-education mechanism, which is several stages before the Arabic language education takes place. Among them are several order letters from the higher authorities."* (Aspani, R., online interview, July 29, 2024).

1) The mechanism for conducting Arabic language education at Pusdik Pengmilum begins with a command letter from Mabes AD (the Army Headquarters), the main foundation that regulates all activities in the Army environment, including military Arabic education. The Mabes AD, as the highest authority in the Army, provides strategic directions and educational policies that all components below it must follow. In implementing education, this order letter is the main guideline that underlies the entire planning and implementation process. 2) Still related to the order letter, in addition to the order letter from the Army Headquarters, there is an order letter from the Army Training and Education Command (Kodiklat AD). The Command for the Development of Doctrine, Education, and Training (Kodiklat AD) is the institution responsible for implementing the policies set by the Army Headquarters. The Order Letter from Kodiklat AD serves as a more specific operational guideline, including the order to conduct an Arabic language education program at Pusdik Pengmilum. This letter will provide technical details on how the program should be designed and implemented.

3) The program design and the implementation's technical details are written in the Kodiklat AD order letter. In contrast, further directions are written in the Directive on Arabic Language Education to All Regional Military Commands in Indonesia. The education directive is a detailed instruction sent to all Regional Military Commands (Kodam) in Indonesia. This directive contains directions regarding the planning of Arabic language education at the regional level, which involves the arrangement of the implementation of education in regional units. With this directive, each Kodam is expected to be able to align the military Arabic language education program with the standards set by Pusdik Pengmilum under Kodiklat AD.

4) The education planning mechanism begins with several official order letters that regulate the implementation of education. After these order letters, a call letter for Arabic language students is issued. The call letter is an official document instructing selected military personnel to attend the Arabic language education program at Pusdik Pengmilum. The selection of students is based on operational needs and criteria determined by Kodikklat AD. This letter marks the beginning of the training process, where students must attend and stay in the barracks for their education.

5) The Education Center then formulates the Education Implementation Plan/Garopsdik. The Education Implementation Plan, or Garopsdik, encompasses all operational aspects of education at Pusdik Pengmilum and involves appointing the Head of the Language Department, the Head of the Military Teacher Team, and the language education unit. Garopsdik also includes the development of the curriculum, lecture materials, and mentoring and supervision during the education. Pusdik Pengmilum acts as the

implementing institution under the direct supervision of Kodikklat AD, ensuring that all educational elements follow established standards.

6) The prepared education plan is then presented in a Renosdik presentation. This presentation presents the education plan prepared by the education operational team to obtain assistance from Kodiklat AD. This assistance ensures that the plan meets all the requirements and can be implemented effectively. Dalwaskat (Education Supervision and Control) is a control mechanism to ensure that education implementation at Pusdik Pengmilum follows the approved plan. 7) Only after the education plan is approved and the call letter is issued will the selected students be called and accepted at Pusdik Pengmilum. They will live in the barracks during the education period, undergoing a planned program with guidance from expert instructors and teachers in their fields.

Language Management (LM) refers to how a company can meet its language needs by carefully applying various language management tools (Feely et al., 2005). This process reflects the principles of language planning in the educational context, where language management and academic policies are the main foundation for developing educational programs. As Nekvapil (2007) stated, language planning and management are crucial in regulating how language is used and controlled in various contact situations. In this regard, detailed and structured planning steps implement language planning principles to ensure the smoothness and success of the Arabic language education program at Pusdik Pengmilum. Based on the view of Spolsky (2004), the warrant originating from the Army Headquarters and the Army Training Command can be considered a form of language management tool used to ensure that language needs in the military environment are met. This warrant reflects the language planning process in which language education policies are drafted and implemented to regulate the use of language in military contexts. According to LM Spolsky's theory (2004) (Spolsky, 2004), the warrant is also part of Language Planning, which includes strategic steps taken by governments, organizations, or institutions to regulate and guide people's linguistic behavior. In this context, it includes military personnel.

Furthermore, language planning can also be seen in efforts to ensure that the Arabic language education program complies with the standards set by military education authorities. With a well-structured and coordinated planning process, the Arabic language education program is expected to run effectively and efficiently, providing maximum benefits to the military students participating. In line with the explanation of Gundersen (2009), Language Management is explained as influencing competitive advantage.

Mechanism of Arabic Language Education Implementation

After thorough education planning is prepared at the Military Education Center (Pusdik Pengmilum), the next stage is the implementation of structured and comprehensive learning. According to the military teacher's explanation, the implementation of education involves several essential steps, from the opening of education to the closing and final evaluation. 1) The implementation of education begins with an official opening that marks the start of the military Arabic language education program. After the opening, a pre-test is conducted to measure the initial abilities of the students. The pre-test aims to determine the students' basic understanding of the material that will be taught so that teachers can adjust the appropriate teaching methods according to the student's level of experience.

2) The education program continues with lecture sessions designed to develop the military Arabic language skills of the students. These lectures cover both theoretical and practical learning, which is adapted to the curriculum that has been prepared in Garopsdik. In the learning process, the concept of the Tri-Basic Pattern is applied, which includes physical, spiritual, and intellectual development. Outside of class hours, mentoring and coaching are aimed at strengthening the morals, discipline, and togetherness among students. Attitude assessments, including peer and teacher assessments, are carried out daily to ensure character development during education.

3) To evaluate student progress, Mid-term Exams (UTS) and Final Exams (UAS) are conducted. In addition, a physical fitness test is conducted to assess the three development objectives (physical, spiritual, and intellectual). This evaluation aims to assess the understanding of the material that has been taught as well as the physical condition of the students, which is very important in the context of military education. 4) Besides learning evaluation, students also apply the material they have learned. Namely, they combine all the material they have learned through direct practice. This practice involves developing the four primary language skills: listening, speaking, reading, and writing. In addition, field studies are conducted to provide opportunities for students to apply their Arabic language skills in real-life situations relevant to the military context.

5) After going through the entire education process, an Educational Advisory Board Session (Wanhandik) is held to evaluate the overall performance of students. This session determines whether students are eligible to graduate based on academic achievement, attitude, and physical fitness test results. The best ranking is also announced based on overall performance during education. 6) The education program ends with a closing ceremony. In the ceremony, a student representative will give a speech reflecting on their educational experiences and achievements. The closing ceremony marks the end of the program, and the graduating students will return to their respective units with improved military Arabic language competence.

The planning and implementing of learning at Pusdik Pengmilum is an interrelated and integral process. (Nekvapil (2007) views that language planning is a language planning that involves making policies and strategic plans, then the policies are managed and applied in daily practice in language management. The implementation of education at the Pusdik Pengmilum is carried out based on official orders and directives. In line with Spolsky (2004), the implementation of language policies involves the implementation of planned policies into actual practice. At the Pusdik Pengmilum, the implementation follows the existing guidelines after the language policy is established through orders and directions. This process includes the implementation of a structured educational program, including pre-tests, lecture sessions, and final evaluations, all of which are designed to ensure that language policies are implemented effectively.

Starting with careful planning through various order letters and directives, learning is implemented with a structured and comprehensive approach. From pre-tests to closing, each stage is designed to ensure that students understand the material theoretically and apply it in real-world military contexts. Thus, it can be said that education regulations in military institutions are designed to build competent personnel ready to face operational challenges, emphasizing the relevance between strategic needs and educational programs.

CONCLUSION

The study findings demonstrate that Arabic language education within military institutions significantly contributes to achieving Sustainable Development Goal 4 (SDG 4) by advancing Quality Education, Education for Sustainable Development, and Global Citizenship. This educational approach is tailored to meet the specific operational needs of military missions by applying the tri-basic pattern of language management, which focuses on developing knowledge and skills, attitudes and behaviors, and physical fitness.

Empirical evidence highlights measurable improvements in military personnel's Arabic proficiency, including enhanced communication skills critical for international missions. The program's implementation is supported by 12 regulatory mechanisms, such as structured curricula, disciplined learning environments, and operational readiness programs, ensuring sustainable education outcomes. For example, knowledge and skills development are achieved through tailored Arabic Instruction, while attitude formation fosters cultural competence essential for global collaboration. Practically, this study provides valuable insights for policymakers and military educators in designing language programs that align with global educational goals. However, challenges such as limited resources and varying learner proficiency levels should be addressed in future research. This study underscores the role of language education in bridging military-specific goals with broader global citizenship ideals, paving the way for further exploration into its impact on mission success and sustainable education policies.

ACKNOWLEDGMENT

AUTHOR CONTRIBUTIONS STATEMENT

The principal investigator (MN) designed the research, considering the key aspects of military Arabic language education concerning language management that support the achievement of SDG 4: Quality Education. Subsequently, the principal investigator, supported by the members (MAH), presented the research findings following scientific writing methods and standards. In addition, (BM) acted as the data processor and filter for this research. Moreover, (MKMB) served as the translator and proofreader.

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