TEACHERS' UNDERSTANDING AND PRACTICE OF THE GENRE-BASED APPROACH IN ARABIC INSTRUCTION AT INDONESIAN MADRASAHS

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ABSTRACT

Globally, the implementation of effective language teaching approaches remains a major challenge, particularly in contexts where curriculum reform and teacher capacity are uneven. This study aims to examine the problems in implementing the Genre-Based Approach (GBA) in Arabic language learning within Indonesian madrasahs, focusing on curriculum analysis and teacher practice. Using a qualitative design, the research was conducted across several madrasahs in Banten Province, where the researcher served as the primary data collection instrument through observation, interviews, and document analysis. The study analyzed Arabic curriculum documents issued under the Decree of the Minister of Religious Affairs (*KMA*) No. 183 of 2019 and the Director General's Decree (*Kepdirjen*) No. 3211 of 2022, complemented by interviews with Arabic teachers. The findings reveal that most teachers have not applied the GBA due to limited training, inadequate socialization, and low comprehension of GBA principles. Additionally, the Arabic curriculum does not fully accommodate the text-based learning process central to GBA, partly due to its complex structure and low readability. These results highlight the need for targeted professional development and curriculum revision to strengthen Arabic language pedagogy and advance quality improvement in Islamic education.

Keywords: Arabic Language Learning, Curriculum Implementation, Genre-Based Approach, Islamic Education, Madrasah Education, Teacher Training

INTRODUCTION

In the globalized era, multilingual communication skills have become a fundamental requirement for individuals and educational institutions (Ou & Gu, 2020). Arabic, one of the six official languages of the United Nations, plays a vital role not only in religious and cultural domains but also in global diplomacy, education, and economics (Ryding, 2017). The status of Arabic as an international language was formally recognized by the United Nations on December 18, 1973. The number of Arabic speakers has grown from approximately 300 million in the early 21st century to more than 400 million by 2016, indicating its expanding influence as a global language of communication and scholarship (Ibrahim, 2009; Jamal, 2016). Therefore, Arabic language education must evolve to equip learners not only with linguistic competence but also with the ability to use language functionally and communicatively across diverse global contexts. (Halliday, 1973; Mohamed Sapawi & Nik Yusoff, 2025).

In Indonesia, madrasahs are formal educational institutions managed by the Ministry of Religious Affairs that integrate general education with Islamic studies (Haddade et al., 2024). Since the establishment of the national madrasah curriculum in 1976, Arabic has been a compulsory subject at all levels, from MI (*madrasah ibtidaiyyah*/elementary) to MA (*madrasah Aliyah*/senior high school) (Sopian et al., 2025). Arabic teaching in madrasahs serves dual purposes: as a means to understand the Qur'an and Islamic scholarship, and as an international language of communication. Thus, madrasahs carry a major responsibility in maintaining the Arabic language as part of Islamic education in Indonesia. However, in practice, Arabic

instruction in many madrasahs remains heavily grammar-oriented, focusing on *nahwu* and *i'rab* analysis rather than communication, which limits students' ability to use the language interactively (Ahmad et al., 2025).

To overcome these limitations, the Genre-Based Approach (GBA) has been introduced as an innovative, communicative model for teaching Arabic (Abdel-Malek, 2020). Based on Halliday (1978) and Halliday's (2004) Systemic Functional Linguistics (SFL), this approach views language as a social process and emphasizes meaning-making through text production in authentic contexts (Alshalan & Alyousef, 2025; Halliday & Matthiessen, 2014). The GBA encourages students to understand and produce various text genres, narrative, descriptive, and argumentative, by focusing on their structure and communicative purpose. In addition, this approach supports the development of 21st-century skills such as critical thinking, collaboration, and communication (Baroroh & Tolinggi, 2020). In response to this paradigm, the Indonesian Ministry of Religious Affairs issued Decree No. 183 of 2019 and Directorate General Decree No. 3211 of 2022, both of which emphasize contextual, text-based Arabic language learning in madrasahs (Sopian et al., 2025).

Despite these regulatory efforts, several studies indicate that GBA implementation in Indonesian madrasahs remains suboptimal. Research by Jumhana and Maksum (2021) found that Arabic teachers have a limited understanding of text-based learning, which hinders effective curriculum implementation. Similarly, Farid and Hatami (2022) reported that although the *KMA 183/2019* curriculum has been adopted in some madrasahs, its execution is not yet optimal due to insufficient training and a lack of evaluation mechanisms. Empirical evidence from other contexts also supports the effectiveness of GBA. For instance, Abdel-Malek (2020; 2021) demonstrated that this approach enhances Arabic learners' writing competence, while Wijaya et al. (2020) confirmed its potential to improve students' active language performance despite challenges related to instructional time allocation (Idris, 2021).

A substantial body of scholarship has examined Arabic language teaching and learning from multiple perspectives, including genre-based pedagogy (Abdel-Malek, 2020, 2021, 2024; Dirgeyasa, 2016; Emilia & Hamied, 2015), communicative and curriculum-based approaches (Baroroh & Tolinggi, 2020; Ridlo, 2015; Richards, 2001, 2002), and policy-oriented analyses within Indonesian Islamic education (Farid & Hatami, 2022; Jumhana & Maksum, 2021). Research has also explored Arabic learning in diverse sociocultural and institutional contexts such as pesantren, madrasah, and universities (Ahmad Hasyim et al., 2025; Azizah et al., 2024; Ghufron et al., 2023; Sopian et al., 2025; Muslim & Harisca, 2021), as well as multicultural and diaspora settings (Nuruddin et al., 2021; Ou & Gu, 2020). In addition, studies have investigated pedagogical innovations such as technology integration (Mohamed Sapawi & Nik Yusoff, 2025) and SFL-informed approaches for translation and writing instruction (Alshalan & Alyousef, 2025; Halliday & Matthiessen, 2014; Eggins, 2004). Although these works offer valuable insights into curriculum policy, pedagogy, and contextual challenges in Arabic education, limited research has systematically examined how SFL genre pedagogy can be aligned with the updated national curriculum (*KMA* 183/2019 and *KMA* 184/2019) to address the learning needs of students in Islamic educational institutions. The present study fills this gap by integrating SFL genre theory with curriculum policy analysis to propose a more coherent, contextually grounded model for Arabic language learning within Indonesia's contemporary madrasah system.

Building upon these findings, the present study investigates the implementation challenges of the Genre-Based Approach in Arabic language learning in madrasahs across the Banten region. Specifically, it analyzes how well the curriculum documents, *KMA* No. 183 of 2019 and *Kepdirjen* No. 3211 of 2022, support the integration of genre-based pedagogy in classroom practice. This study seeks to identify curriculum gaps, teacher understanding, and institutional readiness for effectively implementing GBA. The results are expected to contribute

to curriculum refinement, teacher professional development, and the overall enhancement of Arabic language education in Islamic institutions. By aligning policy, pedagogy, and practice, this study offers insights that can strengthen the quality and relevance of Arabic learning within Indonesia's Islamic education system.

METHOD

This research was conducted in madrasahs across the Banten region, selected because previous studies indicated that teachers there underutilize the Genre-Based Approach (GBA) in Arabic instruction (Jumhana & Maksum, 2021). A sequential explanatory mixed methods design (Creswell & Plano Clark, 2018) was employed, beginning with a quantitative phase to identify patterns in the understanding and implementation of GBA, as implicitly outlined in *KMA* 183/2019 and explicitly in *Kepdijerjen* 3211/2022. Data were collected via questionnaires distributed to Arabic teachers in the region and analyzed using descriptive statistics. The subsequent qualitative phase involved in-depth interviews with selected teachers and a document study of the Arabic curriculum to explain and deepen the initial findings, exploring factors, obstacles, and teachers' comprehension of GBA steps. Qualitative data analysis followed standard procedures of data reduction, presentation, and verification (Miles et al., 2014; Kalman, 2019).

The study utilized an integrated analytical framework combining Halliday's Systemic Functional Linguistics (SFL) and Fullan's Curriculum Implementation Framework (2007). SFL provides the linguistic foundation, viewing language as a social semiotic system where meaning is structured by context and genre (Halliday & Matthiessen, 2014). This perspective enabled a detailed evaluation of how teaching practices align with the communicative and genre competencies specified in national policies such as *KMA* 183/2019 and *Kepdijerjen* 3211/2022. Complementing this, Fullan's framework offers a systemic lens for analyzing the real-world conditions that affect curriculum success, focusing on key determinants such as teacher capacity, institutional culture, leadership, and policy clarity. By integrating these two frameworks, the research holistically assessed both the pedagogical effectiveness of GBA in fostering Arabic literacy and the institutional readiness and structural constraints within the madrasah system, providing comprehensive insights for curriculum reform.

RESULTS AND DISCUSSION
Overview of Data Collection and Respondents

The data for this study were obtained through a combination of survey distribution, semi-structured interviews, and document analysis conducted across selected madrasahs in the Banten region. A total of 24 madrasah institutions participated, representing both MTs and MA levels. The participating institutions were selected based on their implementation of the Arabic curriculum under the regulations of *KMA* 183/2019 and *Kepdijerjen* 3211/2022. The respondents consisted of 30 Arabic language teachers with varying educational backgrounds and years of teaching experience. Most teachers held a bachelor's degree in Arabic education, while a smaller proportion had completed postgraduate qualifications. Their teaching experience ranged from less than five years to over fifteen years, offering a diverse perspective on curriculum implementation across different institutional contexts.

Primary data were collected through structured questionnaires distributed to Arabic language teachers, aiming to capture their understanding, attitudes, and practices related to the GBA. In-depth interviews were then conducted with a subset of participants to explore more nuanced insights regarding instructional strategies, perceived challenges, and institutional support. Additionally, relevant curriculum documents, syllabi, and teaching materials were

analyzed to triangulate findings and assess the alignment between policy directives and classroom practices.

Teachers' Understanding of GBA

The findings from interviews indicate varying levels of understanding among Arabic language teachers of the GBA and its theoretical foundation in SFL. Quantitative data showed that only a small proportion of teachers demonstrated adequate familiarity with GBA principles, while the majority reported limited or partial understanding of how this approach operates in practice.

During interviews, several teachers explained that their understanding of the term *genre* was limited to common text types such as *narrative* and *descriptive* forms. They tended to associate genres merely with categories of writing rather than with social purposes or functional stages of texts, as emphasized in SFL theory (Halliday & Matthiessen, 2014). Most participants reported never having received formal training in SFL or genre-based pedagogy. One teacher reported that while she had attended a short workshop on the 2019 Arabic curriculum, the training did not specifically address the text-based learning cycle or its classroom application (Taqiyudin, personal communication, September 2024).

When asked about the core stages of the GBA cycle, *Building Knowledge of the Field (BKoF)*, *Modeling*, *Joint Construction*, and *Independent Construction*, only a few teachers were able to describe these accurately. Several respondents stated that they had seen these terms in curriculum documents but were unsure how to implement them in lesson planning or assessment. Teachers commonly conveyed that the technical terminology in the curriculum, particularly in *KMA* No. 183 of 2019 and *Kepdijerjen* No. 3211 of 2022, was difficult to interpret without additional explanation or examples from Arabic teaching materials (Taqiyudin, personal communication, September 2024).

Furthermore, many teachers admitted that their classroom instruction remained focused on grammatical structures (*nahwu* and *ṣarf*) rather than on communicative or text-based activities (Interviews with teachers in Banten, September 2024). They noted that the existing textbooks provided limited support for teaching Arabic through genres, as most exercises emphasized sentence translation or morphological analysis. This finding supports previous research highlighting the dominance of structuralist approaches in Arabic instruction across Indonesian madrasahs (Ismail & Syukron, 2023; Rohman & Wijaya, 2023).

Nevertheless, teachers generally expressed a positive attitude toward incorporating more communicative and contextualized strategies. Several interviewees mentioned their interest in learning how to use authentic texts and genre-based models to strengthen students' ability to use Arabic in real-life contexts. However, they also emphasized that without systematic training and institutional support, it would be challenging to shift from a grammar-oriented tradition to a text-based pedagogy. This suggests that while teachers conceptually recognize the potential benefits of the GBA, their limited knowledge of SFL principles and lack of professional development opportunities hinder effective implementation (Nur'aeni, personal communication, September 2024).

Overall, the interview data suggest that Arabic language teachers in Banten are still in the early stages of understanding the Genre-Based Approach. Their conceptual awareness of genre remains superficial, and practical application is minimal. Consistent with Fullan's (2007) view on curriculum change, the absence of sustained professional learning, clear guidance, and contextualized materials constrains teachers' capacity to enact new pedagogical models, despite their willingness to innovate (Fullan, 2007).

Curriculum Alignment with Genre-Based Pedagogy

Document analysis indicates that both *KMA* 183/2019 and *Kepdijerjen* 3211/2022 emphasize a competency-based and contextual approach to Arabic language instruction, which aligns conceptually with the principles of the GBA. These policies outline learning outcomes that promote communicative competence and encourage students to understand and produce texts for specific purposes. The curriculum framework reflects a shift away from purely grammatical instruction toward functional language use, a direction consistent with GBA and its SFL foundation.

However, the interview data revealed that teachers' understanding of how these regulations connect to GBA varied considerably. Several teachers mentioned recognizing the term "genre" in curriculum documents but were unsure of its pedagogical implications. Some participants reported that while the curriculum explicitly mentions text-based learning, the actual guidance for implementing the GBA cycle, such as building knowledge of the field (BKoF), modeling, joint construction, and independent construction, was not clearly provided in official documents. Teachers explained that without explicit training or exemplars, they found it challenging to translate curriculum goals into classroom activities (Laila, personal communication, September 2024).

When asked about curriculum implementation, many teachers stated that government-provided textbooks and teaching materials tend to focus heavily on vocabulary and grammar exercises rather than communicative or genre-based tasks. As one teacher noted during the interview, the textbook content "still feels structural," emphasizing sentence-level accuracy over discourse-level meaning (Marhia, personal communication, September 2024). Another teacher explained that while the curriculum promotes functional learning, "*the resources we have do not show how to teach genres step by step,*" indicating a disconnect between policy and classroom practice (Nufus, personal communication, September 2024). These responses highlight an implementation gap between policy intentions and available pedagogical tools.

Despite these challenges, a few teachers described individual efforts to adapt the curriculum by integrating authentic or genre-specific texts. For example, some teachers mentioned developing their own supplementary materials, such as short stories, descriptions, or dialogues, to expose students to various genres. One participant explained that they *"designed reading activities around short narratives to help students understand text organization"* (Nurhayati, personal communication, September 2024). Such practices suggest a growing awareness of GBA principles, even though they largely depend on teacher initiative rather than institutional support (Nufus & Lathifah, personal communication, September 2024).

Overall, the findings from document analysis and interviews suggest that while curriculum policies in *KMA* 183/2019 and *Kepdijerjen* 3211/2022 conceptually support genre-based and communicative language teaching, their practical realization remains uneven. Teachers generally appreciate the direction of the policy but lack sufficient training, exemplars, and materials to implement GBA effectively. Strengthening teacher professional development and providing contextualized teaching resources would be essential steps toward bridging the gap between curriculum design and classroom application.

Classroom Implementation of GBA

Classroom observations revealed that the implementation of the GBA in Arabic language instruction across participating *madrasahs* was generally partial and inconsistent. Although most teachers were aware of the GBA concept and its stages- BKoF, modeling, joint construction, and independent construction. The observed lessons showed that these stages were rarely applied systematically. Instead, instructional activities often revolved around vocabulary memorization, grammar drills, and sentence translation tasks. The focus of

instruction thus remained at the structural level rather than the discourse or text level, which is the core of GBA pedagogy.

Interview data corroborated these observations. Several educators indicated that they had received information regarding the GBA cycle through workshops or curriculum guidelines, but acknowledged their uncertainty regarding its application in Arabic instruction. For example, one teacher explained that while they understood the idea of "building students' background knowledge," they were not sure how to connect it with modeling or joint text construction (Nufus, personal communication, September 2024). Another teacher stated that "*we still focus on vocabulary and grammar because students need these for exams*," indicating that assessment systems and traditional expectations may hinder genre-based practices (Dzikri, personal communication, September 2024).

Observation data also showed that genre types such as descriptive texts, short narratives, and dialogues appeared occasionally in classroom tasks. However, these texts were not consistently linked to explicit teaching of genre purpose, schematic structure, or linguistic features. For instance, in one class, students read a short story and answered comprehension questions, but there was no discussion of the text's stages or communicative function. During interviews, teachers noted that while they encouraged students to read simple texts, they rarely analyzed model texts with them. One participant said, "*We don't have enough sample texts or training to explain genres in Arabic*," highlighting the lack of supporting materials and professional development (Fahrurozi, personal communication, September 2024).

In terms of teaching strategies, classroom observation indicated that instruction remained largely teacher-centered. Teachers typically explained grammatical rules, asked students to repeat sentences, or assigned translation exercises from Arabic to Indonesian. Opportunities for joint construction of texts, a critical GBA stage, were minimal. A few teachers mentioned using interactive techniques such as group storytelling or thematic discussions, yet these were implemented intuitively rather than as part of a structured genre cycle. As one teacher commented, "*students enjoy storytelling, but I didn't realize it could be part of genre-based teaching*" (Satria, personal communication, September 2024).

Overall, both observation and interview data suggest that while awareness of text-based and communicative instruction is growing, the practical application of GBA principles in Arabic classrooms remains underdeveloped. Teachers show positive attitudes toward integrating meaningful language use but lack sufficient training, exemplar materials, and institutional support to effectively implement the complete GBA cycle. Strengthening professional development programs and embedding clear guidelines in curriculum design would be essential to ensure that genre pedagogy moves from conceptual awareness to consistent classroom practice.

The quantitative data indicate that although the GBA is conceptually endorsed in the national curriculum, particularly in *KMA 183/2019* and *Kepdirjen 3211/2022*, its classroom implementation in Arabic language instruction remains limited and inconsistent. Statistical results show that 43% of Arabic teachers had never participated in GBA-related training, while only 4% reported a full understanding and application of GBA principles. Most respondents demonstrated partial awareness of genre concepts, recognizing text types such as narratives or descriptions but lacking understanding of the teaching cycle involving BKoF, modeling, joint construction, and independent construction. This uneven comprehension highlights an urgent need for systematic professional development and consistent dissemination of GBA pedagogy, echoing similar concerns raised by Hyland (2004) and Derewianka (2022).

Regarding curriculum alignment, the survey suggests that teachers generally perceive *KMA 183/2019* and *Kepdirjen 3211/2022* as promoting communicative and contextualized learning outcomes. However, their ability to interpret these regulations in terms of GBA remains

superficial (Halliday, 1985). Quantitative trends also reveal a persistent focus on grammar-based instruction, particularly at the MI and MT levels, while MA teachers show slightly greater engagement with text-based tasks. Key obstacles, such as unclear curriculum guidance, insufficient materials, and limited institutional support, were identified as major barriers to effective implementation. These findings indicate a gap between policy objectives and classroom realities.

Qualitative data from interviews and document analysis provide deeper insights into why these quantitative patterns exist. Many teachers interpreted GBA merely as teaching different "types of texts," without understanding its foundation in SFL, which views language as a social semiotic system governed by field, tenor, and mode (Halliday & Matthiessen, 2014; Martin & Rose, 2009). Teachers acknowledged that the Arabic curriculum encourages communicative competence but reported confusion about how to operationalize genre-based teaching stages. Several teachers explained that while they used descriptive or narrative texts in class, they rarely linked these to explicit discussions of social purpose or schematic structure. This finding supports Abdel-Malek's (2024) argument that without grounded training in SFL, teachers struggle to transfer GBA principles into effective classroom practice.

Based on Fullan's (2007) Curriculum Implementation Framework, institutional and leadership support were found to be weak. Teachers noted that school administrators often prioritized administrative compliance with curriculum mandates rather than pedagogical innovation. Limited professional development opportunities and a lack of exemplar lesson plans further constrained classroom experimentation. These conditions hinder capacity building and clarity, two of Fullan's key factors for successful curriculum reform. Teachers emphasized that when training did occur, it tended to focus on theoretical explanation rather than modeling classroom practices. As a result, the complexity of GBA remained abstract rather than actionable (Martina & Afriani, 2020).

Pedagogical challenges also emerged across multiple levels. Teachers cited insufficient teaching materials, heavy workloads, and exam-oriented assessments as constraints to adopting genre pedagogy. Document analysis confirmed that textbooks and supplementary materials still emphasize vocabulary lists and grammar drills, with minimal inclusion of genre-specific tasks or model texts. This disconnect reinforces structuralist traditions of Arabic teaching, limiting students' exposure to authentic language use. Consistent with Swales (1990) and Derewianka and Jones (2022), the absence of clear modeling and scaffolding prevents learners from understanding how genres function as tools of meaning-making in real communicative contexts.

Despite these limitations, some teachers demonstrated adaptive strategies to integrate GBA principles within their local context. Examples included designing simplified text-based lessons using short stories or Islamic narratives and integrating moral values through descriptive and recount genres. These innovative practices indicate an emerging awareness of SFL principles, though they remain isolated efforts dependent on individual teacher initiative rather than institutional policy. Such examples illustrate the early stages of pedagogical transformation, consistent with Fullan's (2007) emphasis on grassroots innovation as a precursor to sustainable reform.

Synthesizing both SFL and Fullan's perspectives, the study reveals that while curriculum policy provides a conceptual foundation for genre-based pedagogy, its pedagogical and systemic enactment remains incomplete. From an SFL viewpoint, the Arabic curriculum acknowledges the social and functional dimensions of language but fails to provide a precise sequencing of genre types across educational levels. The analysis of Basic Competencies in *KMA* 183/2019 and *Kepdijerjen* 3211/2022 shows that genre-specific instruction, such as narrative, expository, and argumentative texts, is inconsistently represented. Without explicit scaffolding or progression models, teachers are unable to guide students through increasingly complex genres

that develop higher-order thinking and communicative competence (Hyland, 2004; Reppen, 2002).

Based on Fullan's (2007) systemic model of change, the successful implementation of the Genre-Based Approach (GBA) is fundamentally hampered by a lack of policy clarity, insufficient teacher competence, and weak institutional readiness. The study found that the coexistence of two curriculum frameworks (*KMA* 183/2019 and *Kepdirjen* 3211/2022) fosters confusion and leads to fragmented practices across madrasahs. Aligning the GBA's SFL focus on meaning-making with Fullan's principles, the research advocates for an integrated reform model comprising four essential components: (1) coherent policy and curriculum design, (2) teacher competence grounded in SFL-based pedagogy, (3) robust institutional support and leadership, and (4) student outcomes reflecting both communicative and critical literacy. This integrated framework emphasizes that effective Arabic language education must strategically balance textual mastery with the language's spiritual and social purposes, positioning GBA implementation as a critical issue for both linguistic pedagogy and educational reform.

The findings reveal a significant implementation gap between the policy objectives of the Indonesian Arabic curriculum and actual classroom practice, particularly concerning the GBA. While national curriculum documents, such as *KMA* 183/2019 and *Kepdijerjen* 3211/2022, conceptually endorse communicative and text-based instruction, the practical application of GBA principles remains limited and inconsistent. Quantitative data indicate that a substantial majority of Arabic teachers lack sufficient GBA-related training, with only 4% reporting a complete understanding and application of its principles. This uneven comprehension highlights a critical need for systematic professional development. The study aligns with concerns raised in broader genre pedagogy literature, suggesting that partial awareness of text types (e.g., narratives, descriptions) without understanding the systematic teaching cycle BKoF, modeling, joint construction, and independent construction) is insufficient for effective implementation (Hyland, 2004; Derewianka, 2022).

A primary cause of this gap lies in the superficial interpretation of GBA, which often reduces it to merely teaching different types of texts without grounding it in SFL theory. Qualitative data indicate that teachers frequently fail to link text use to the explicit discussion of social purpose or the schematic structure of a genre, both central tenets of the SFL framework (Halliday & Matthiessen, 2014; Martin & Rose, 2009). This superficial understanding hinders teachers' ability to operationalize GBA stages, reinforcing the argument that, without grounded training in SFL, teachers struggle to transfer GBA principles into effective classroom practice, especially in specialized contexts such as Arabic language learning (Abdel-Malek, 2024). Furthermore, pedagogical challenges, such as the persistent focus on grammar-based instruction, the insufficiency of genre-specific teaching materials, and exam-oriented assessments, continue to reinforce traditional, structuralist teaching approaches, limiting students' exposure to authentic language use as social semiosis (Swales, 1990; Derewianka & Jones, 2022).

The study's analysis using Fullan's (2007) Curriculum Implementation Framework underscores that systemic factors are key determinants of the implementation failure. Institutional and leadership support are weak, with administrative focus often prioritizing compliance over pedagogical innovation. This lack of support manifests as limited professional development opportunities that are often too theoretical, failing to provide the clarity and capacity-building needed for complex changes like adopting GBA. The co-existence of multiple curriculum frameworks also creates confusion, leading to fragmented practices and uneven understanding across schools. Successfully transitioning to a genre-based pedagogy requires coherence among policy, sustained teacher development, and strong leadership to address these

systemic barriers and move the reform from policy conception to consistent, effective classroom enactment (Fullan, 2007).

The successful implementation of GBA in Arabic instruction is a multifaceted challenge that requires an integrated approach. While the curriculum provides a conceptual foundation, its practical realization is constrained by a lack of SFL-grounded teacher competence and weak institutional support. The path forward must balance the linguistic focus of SFL, emphasizing meaning-making and contextually grounded language use, with Fullan's (2007) systemic change model. This synthesis points toward a model where policy and curriculum design are coherent, teacher training is sustained and SFL-informed, and institutional support fosters pedagogical innovation, ultimately enabling Arabic learners to achieve both communicative competence and critical literacy for religious and global engagement.

CONCLUSION

Based on the findings of this study, it can be concluded that the implementation of the GBA in Arabic language instruction within madrasahs in Banten remains limited due to several interconnected factors, primarily the lack of training and socialization among Arabic teachers, which has resulted in low levels of understanding and application of this approach. Although 57% of respondents have attended some form of training, only a small proportion demonstrated practical comprehension of GBA, with 64% reporting minimal or no understanding. Analysis of the Arabic curriculum documents, specifically *KMA* 183/2019 and *Kepdirjen* 3211/2022, reveals that, while learning objectives generally aim to develop communicative competence, they fail to explicitly incorporate genre types, scaffold text-production skills, or structure learning materials to align with students' developmental needs. Furthermore, the GBA is not explicitly stated in *KMA* 183/2019, and although it is introduced in *Kepdijerjen* 3211/2022, its application is restricted to madrasahs implementing the Merdeka Curriculum. These gaps indicate that the current curriculum does not adequately support a comprehensive text-based learning approach. Therefore, this study recommends three strategic actions: first, enhancing teacher training and continuous mentoring on GBA to build both conceptual and practical competence; second, revising curriculum components to include genre development, skill-based competencies, and the explicit inclusion of the GBA across all levels; and third, developing accessible and practical implementation guides that provide examples and instructional strategies aligned with genre-based pedagogy to ensure effective adoption across all madrasahs.

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