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Teachers' Perceptions of the Implementation of the Revised Integrated Dini Curriculum (KBD) for Lughah al–'Arabiyah al–Mu'asirah (LAM) at Form Four in Government–Assisted Religious Schools (SABK)

Siti Norzakiah Rosmani[1], Mohd Syaubari Bin Othman[1,*] & Mohd Afifi Bahurudin Setambah[1]

[1]Faculty of Human Development, Department of Curriculum Studies, Universiti Pendidikan Sultan Idris (UPSI), Malaysia

*Correspondence: Mohd Syaubari Bin Othman, Faculty of Human Development, Department of Curriculum Studies, Universiti Pendidikan Sultan Idris (UPSI), Malaysia. E‐mail: syaubari@fpm.upsi.edu.my

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Abstract

This study examines teachers' perceptions regarding the implementation of the Revised Integrated Dini Curriculum (Kurikulum Bersepadu Dini / KBD) for Lughah al–'Arabiyah al–Mu'asirah (LAM) at the Form Four level in Government–Assisted Religious Schools (SABK). Despite policy aspirations emphasizing communicative competence, higher–order thinking skills, and holistic Islamic values, empirical evidence suggests a gap between curriculum intentions and actual classroom practice. Employing a qualitative multiple–case study design, data were gathered from four experienced teachers through semi–structured interviews and document analysis, then analyzed using thematic analysis (Braun & Clarke, 2021). The findings reveal three overarching themes: (1) structural misalignment between curriculum goals and classroom realities, (2) professional constraints and uneven curriculum literacy, and (3) teacher agency as a crucial mediating force in pedagogical enactment. Grounded in Stufflebeam's (1971) CIPP evaluation model, this study underscores systemic incoherence across curriculum design, assessment practices, and professional development frameworks. Ultimately, the study contributes to the scholarship on Islamic secondary curriculum reform and offers actionable insights for sustainable policy implementation.

Keywords: Integrated Dini Curriculum, Lughah al–'Arabiyah al–Mu'asirah, curriculum implementation, CIPP model, LAM teachers, SABK

1. Introduction

Curriculum reform has become a central strategy for improving educational quality and ensuring that schooling responds to evolving societal, technological, and economic demands. Contemporary curriculum reforms increasingly emphasise competency–based learning, higher–order thinking skills, learner–centred pedagogy, and authentic assessment to prepare students for complex global challenges. Nevertheless, international evidence consistently demonstrates that curriculum reform is inherently difficult to implement because successful policy enactment depends not only on curriculum design but also on teachers' professional competence, institutional readiness, and sustained organisational support. Consequently, discrepancies frequently arise between the intended curriculum articulated in policy documents and the enacted curriculum experienced in classrooms (Schmidt, 2021; OECD, 2020).

In Malaysia, curriculum transformation has also extended to Islamic secondary education through the implementation of the Revised Integrated Dini Curriculum (Kurikulum Bersepadu Dini, KBD). The curriculum was introduced by the Ministry of Education to strengthen the quality of Islamic education by integrating religious knowledge with contemporary educational aspirations while promoting communicative competence, critical thinking, and holistic character development. Within this curriculum, *Lughah al–'Arabiyah al–Mu'asirah* (LAM) occupies a strategic position because Arabic functions not only as an academic subject but also as the principal language for accessing Islamic knowledge. Accordingly, the curriculum encourages communicative language use, authentic learning experiences, and balanced mastery of listening, speaking, reading, and writing skills rather than excessive emphasis on grammatical knowledge alone.

Despite these policy aspirations, translating curriculum intentions into classroom practice remains a persistent challenge. Previous studies have shown that curriculum implementation is frequently influenced by curriculum overload, inadequate instructional resources, limited professional development, assessment misalignment, and contextual differences across schools (Mohamed, 2020; Ibrahim & Ghazali, 2022; OECD, 2020). Within Arabic language education, these challenges become more pronounced because teachers must balance communicative pedagogy with the teaching of sophisticated grammatical structures, heterogeneous learner readiness, and examination–oriented expectations (Tawffeek Mohammed, 2022; Zurina Mustaffa et al., 2022). These realities suggest that curriculum implementation should be understood as a complex process of professional interpretation rather than a straightforward application of curriculum documents. Teachers therefore occupy a pivotal position in curriculum reform. Rather than functioning merely as curriculum implementers, teachers actively interpret, adapt, and negotiate curriculum expectations according to classroom realities, learner characteristics, available resources, and institutional conditions. Their professional agency substantially influences whether curriculum objectives are translated into meaningful classroom practice (Priestley et al., 2021; Azorín & Fullan, 2022). Understanding teachers' perspectives is therefore essential for identifying the factors that facilitate or constrain curriculum implementation and for informing future curriculum improvement.

Although curriculum implementation has received increasing scholarly attention, existing studies have largely examined curriculum reform from general educational or policy perspectives. Research specifically investigating the implementation of the Revised Integrated Dini Curriculum for Lughah al–'Arabiyah al–Mu'asirah (LAM) in Government–Assisted Religious Schools (SABK) remains limited. Moreover, few qualitative studies have examined how teachers interpret curriculum expectations, negotiate contextual constraints, and enact curriculum reform through the lens of the Context–Input–Process–Product (CIPP) Evaluation Model. As a result, empirical understanding of how curriculum implementation unfolds within Islamic secondary education remains insufficient.

Accordingly, this study addresses this gap by exploring teachers' perceptions of the implementation of the Revised Integrated Dini Curriculum for Form Four Lughah al–'Arabiyah al–Mu'asirah in Government–Assisted Religious Schools using a qualitative multiple–case study design grounded in the CIPP Evaluation Model. Unlike previous studies that primarily identify implementation challenges, this study explains how contextual conditions, teacher professionalism, instructional resources, and institutional support interact to shape curriculum enactment. The findings provide empirical evidence that contributes to curriculum implementation scholarship while offering practical guidance for policymakers, curriculum developers, school leaders, and teacher educators seeking to strengthen the sustainable implementation of the Revised Integrated Dini Curriculum.

1.1 Research Objective and Research Questions

1.1.1 Research Objective

The objective of this study is to explore teachers' perceptions of the implementation of the Revised Integrated Dini Curriculum (Kurikulum Bersepadu Dini, KBD) for *Lughah al–'Arabiyah al–Mu'asirah* (LAM) at the Form Four level in Government–Assisted Religious Schools (SABK) through the Context–Input–Process–Product (CIPP) Evaluation Model.

1.1.2 Research Questions

To achieve this objective, the study addresses the following research questions:

RQ1. How do teachers perceive the contextual factors that influence the implementation of the Revised Integrated Dini Curriculum for *Lughah al–'Arabiyah al–Mu'asirah* (LAM) in Government–Assisted Religious Schools?

RQ2. How do teachers perceive the adequacy of curriculum inputs, including professional readiness, instructional resources, and institutional support, for implementing the Revised Integrated Dini Curriculum?

RQ3. How do teachers describe the processes through which the Revised Integrated Dini Curriculum is enacted in classroom practice, particularly regarding teaching strategies, assessment practices, and pedagogical decision–making?

RQ4. How do teachers perceive the outcomes of curriculum implementation in terms of perceived curriculum effectiveness, professional growth, and student engagement?

2. Literature Review

2.1 Curriculum Implementation and Systemic Alignment

Effective curriculum implementation fundamentally relies on systemic alignment across policy design, instructional practices, and assessment frameworks (OECD, 2020). When misalignment occurs among these core dimensions, the long–term sustainability of educational reform is severely compromised (Schmidt, 2021). Within language education specifically, curriculum overload frequently restricts opportunities for authentic communicative engagement (Mohamed, 2020). This issue is particularly pronounced in Arabic language classrooms, where excessive content density and high cognitive complexity often force educators to default to traditional, teacher–centered pedagogy (Hussein, 2022; Zurina Mustaffa et al., 2022).

2.2 Teacher Professionalism and Agency

Teachers serve as essential curriculum agents whose individual curriculum literacy significantly dictates the success of policy implementation (Akbar, 2022; Ibrahim & Ghazali, 2022). Far from passive executors, teachers exercise professional agency to actively mediate and interpret policy enactment within their specific contextual and institutional constraints (Priestley et al., 2021). Furthermore, the sustainability of curriculum reform is heavily fostered by collaborative professional cultures (Azorín & Fullan, 2022), alongside Islamic leadership values that uniquely shape institutional reform dynamics within religious educational settings (Arar et al., 2022).

2.3 Teachers' Professional Interpretation of Communicative Pedagogy

The Revised Integrated Dini Curriculum (KBD) positions communicative language teaching as a central pedagogical orientation for *Lughah al–'Arabiyah al–Mu'asirah* (LAM), emphasising meaningful language use, learner participation, higher–order thinking, and authentic communication rather than the memorisation of grammatical rules alone. However, curriculum documents do not automatically determine classroom practice. Instead, teachers interpret curriculum expectations according to their professional knowledge, pedagogical beliefs, classroom realities, and institutional contexts. Consequently, communicative pedagogy should be understood not merely as a prescribed instructional approach but as a professional practice shaped by teachers' interpretations during curriculum implementation.

Previous studies have consistently shown that teachers' perceptions strongly influence the extent to which communicative approaches are enacted in classrooms. Although many teachers recognise the educational value of learner–centred pedagogy, they frequently adapt or modify communicative activities when confronted with contextual constraints such as curriculum overload, limited instructional time, examination requirements, heterogeneous learner readiness, and inadequate instructional resources. These contextual realities often result in selective implementation rather than full enactment of curriculum intentions.

Within Arabic language education, teachers continuously negotiate between curriculum expectations and classroom realities. Rather than rejecting communicative pedagogy, teachers often reinterpret curriculum objectives by balancing communicative learning with explicit grammar instruction, examination preparation, and students' linguistic readiness. This professional decision–making reflects teachers' curriculum literacy and pedagogical judgement rather than simple compliance with curriculum documents.

Teacher agency therefore becomes a critical factor in communicative curriculum implementation. As argued by Priestley et al. (2021), teachers actively construct curriculum through professional interpretation rather than merely delivering prescribed content. Similarly, collaborative professional cultures enable teachers to refine instructional decisions through continuous reflection, shared practice, and collective curriculum interpretation (Azorín & Fullan, 2022). In Islamic secondary education, this professional interpretation is further influenced by school leadership, institutional expectations, and the integration of Islamic educational values (Arar et al., 2022).

Communicative Arabic language learning also benefits from instructional scaffolding, whereby teachers provide structured guidance and gradually reduce support as learners gain confidence and competence. This approach is consistent with Vygotsky's (1978) sociocultural perspective, which emphasises that learning develops through social interaction and guided participation within learners' Zone of Proximal Development. In the context of LAM, scaffolding may include vocabulary prompts, model dialogues, guided questioning, peer interaction, and step–by–step communicative tasks that support students with different levels of Arabic proficiency.

Consequently, understanding curriculum implementation requires examining not only the pedagogical approaches recommended in curriculum documents but also how teachers interpret, negotiate, and enact those approaches within authentic classroom contexts. From this perspective, communicative pedagogy becomes an outcome of teachers'

professional judgement rather than a fixed instructional method. Exploring teachers' perceptions of these professional decisions is therefore essential for understanding the successful implementation of the Revised Integrated Dini Curriculum.

2.4 Theoretical Framework: CIPP Model

To comprehensively evaluate the curriculum, this study adopts Stufflebeam's (1971) CIPP evaluation model as its theoretical foundation. The framework evaluates the implementation process across four interconnected dimensions:

(i) Context: Examines the underlying policy rationale and institutional needs.

(ii) Input: Assesses available resources, curriculum design, and teacher readiness.

(iii) Process: Analyzes actual classroom enactment and pedagogical practices.

(iv) Product: Evaluates overall learning outcomes and educational impact.

2.5 Research Gap

Despite the growing body of research on curriculum implementation, several important gaps remain within the existing literature. Previous studies have extensively examined curriculum reform from general educational perspectives, focusing primarily on curriculum policy, teacher readiness, instructional practices, and assessment systems. While these studies have significantly advanced understanding of curriculum implementation, relatively limited attention has been given to curriculum implementation within Islamic secondary education, particularly the Revised Integrated Dini Curriculum (KBD) for *Lughah al–'Arabiyah al–Mu'asirah* (LAM).

Existing Malaysian studies concerning KBD have predominantly investigated curriculum content, teacher readiness, or students' learning outcomes using descriptive survey approaches. Comparatively fewer studies have explored curriculum implementation through qualitative inquiry that captures teachers' lived experiences and professional interpretations of curriculum reform. Consequently, current literature provides only limited understanding of how teachers negotiate curriculum expectations within authentic classroom contexts, especially when faced with curriculum overload, heterogeneous learner readiness, assessment pressures, and institutional constraints.

Furthermore, although the Context–Input–Process–Product (CIPP) Evaluation Model has been widely applied in programme and curriculum evaluation, its application to the implementation of the Revised Integrated Dini Curriculum for Arabic language education remains scarce. Most previous studies employ the CIPP model to evaluate programme effectiveness rather than to understand teachers' professional experiences during curriculum enactment. Consequently, little empirical evidence explains how contextual conditions, instructional resources, professional capacity, and classroom implementation interact to influence curriculum delivery within Government–Assisted Religious Schools (SABK).

Accordingly, this study addresses these gaps by employing a qualitative multiple–case study design grounded in the CIPP Evaluation Model to examine teachers' perceptions of curriculum implementation. By integrating teachers' professional experiences with a comprehensive curriculum evaluation framework, the study extends existing knowledge beyond identifying implementation challenges and contributes a deeper understanding of how curriculum reform is enacted within Islamic secondary education.

2.6 Conceptual Framework

The Product component explores teachers' perceptions of curriculum effectiveness, professional growth, classroom improvement, and student engagement resulting from curriculum implementation. These outcomes are interpreted through teachers' professional perceptions rather than through direct measurement of student achievement.

The conceptual framework of this study is based on the Context–Input–Process–Product (CIPP) Evaluation Model proposed by Stufflebeam (1971). The framework provides a systematic approach for understanding curriculum implementation by examining the interrelationships between contextual conditions, implementation resources, instructional processes, and curriculum outcomes. Rather than evaluating curriculum solely through student achievement, the CIPP model emphasises continuous improvement by identifying strengths, constraints, and areas requiring further development throughout the implementation process.

Within this study, the Context component examines teachers' understanding of curriculum objectives, school readiness, learner diversity, and institutional conditions influencing implementation. The Input component focuses on teacher professionalism, curriculum literacy, instructional resources, professional development, and administrative support. The Process component evaluates classroom implementation, instructional strategies, communicative pedagogy, assessment practices, and teachers' pedagogical decision–making. Finally, the Product component explores teachers'

perceptions regarding curriculum effectiveness, professional growth, classroom improvement, and student engagement resulting from curriculum implementation.

The conceptual framework also illustrates the dynamic interaction among the four CIPP dimensions. Contextual conditions influence available implementation resources, which subsequently shape classroom instructional processes and ultimately affect curriculum implementation outcomes. This interconnected relationship provides a coherent analytical framework linking the research objectives, interview protocol, document analysis, thematic analysis, and interpretation of findings.

Accordingly, the framework ensures methodological alignment between the study design and the analytical procedures while providing a comprehensive lens for interpreting teachers' experiences in implementing the Revised Integrated Dini Curriculum for Lughah al–'Arabiyah al–Mu'asirah in Government–Assisted Religious Schools.

Table 1. Operationalisation of the CIPP Evaluation Framework in the Study

CIPP Dimension	Evaluation Focus	Key Components	Source of Evidence
Context	School readiness and curriculum context	Curriculum policy, school context, learner characteristics, institutional expectations	Semi–structured interviews, curriculum documents
Input	Resources and implementation capacity	Teacher readiness, professional development, instructional resources, leadership support	Semi–structured interviews, curriculum documents
Process	Curriculum enactment in classroom practice	Teaching strategies, communicative pedagogy, classroom implementation, assessment practices	Semi–structured interviews
Product	Perceived outcomes of curriculum implementation	Perceived curriculum effectiveness, professional growth, perceived student engagement	Semi–structured interviews

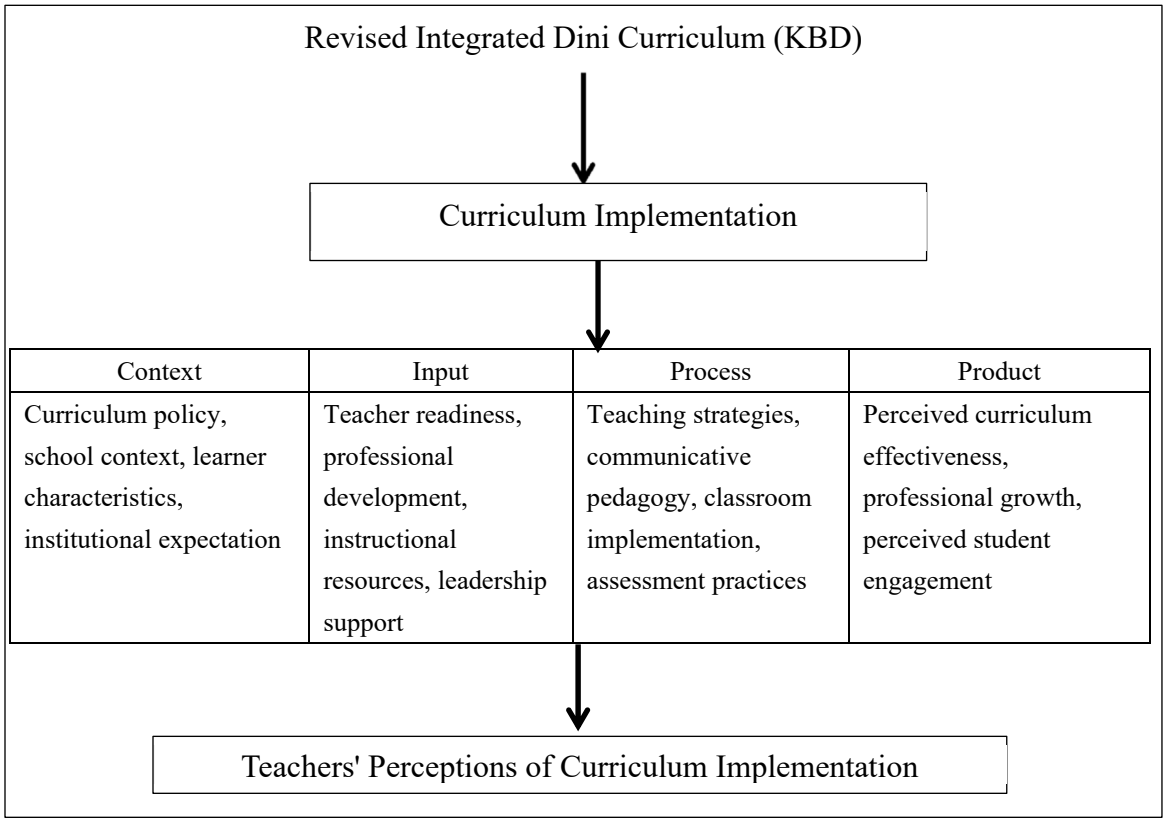


Figure 1. Conceptual Framework of the Study Based on the CIPP Evaluation Model

3. Methodology

3.1 Research Design

This study employed a qualitative multiple–case study design to explore teachers' perceptions regarding the implementation of the Revised Integrated Dini Curriculum (Kurikulum Bersepadu Dini / KBD) for Lughah al–'Arabiyah al–Mu'asirah (LAM) at the Form Four level in Government–Assisted Religious Schools (SABK). A qualitative inquiry was deemed most appropriate as the study aimed to examine participants' lived experiences, subjective interpretations, and professional reflections concerning curriculum enactment, rather than to measure predetermined quantitative variables.

The multiple–case study design facilitated an in–depth exploration across distinct institutional contexts while maintaining cross–case analytical comparability. Each participating teacher constituted an individual bounded case embedded within the broader policy environment of KBD implementation. This multi–site design enabled cross–case thematic synthesis to identify recurring structural patterns alongside contextual variations.

Grounded in Stufflebeam's (1971) CIPP evaluation model, the study aligned its data collection protocols and analytical framework with four primary evaluative dimensions:

i. Context: Teachers' understanding of policy rationale and curriculum intent.
ii. Input: Teacher readiness, instructional resources, and institutional support.
iii. Process: Actual classroom enactment, pedagogical strategies, and assessment practices.
iv. Product: Teachers' perceived curriculum effectiveness, professional growth, classroom improvement, and perceived student engagement.

This alignment ensured robust conceptual coherence between the overall research design and the analytical framework. The selection of a qualitative multiple–case study was informed by the need to obtain a rich, context–sensitive understanding of curriculum implementation across different school settings. Rather than seeking statistical generalisation, the study aimed to achieve analytical generalisation by identifying recurring implementation patterns across cases while recognising the uniqueness of each school context (Yin, 2018). This design enabled the researchers to examine how curriculum policy was interpreted and enacted under varying institutional conditions, thereby providing a more comprehensive understanding of curriculum implementation than would be possible through a single–case investigation.

3.2 Participants

Four experienced Lughah al–'Arabiyah al–Mu'asirah (LAM) teachers from Government–Assisted Religious Schools (SABK) were selected using purposive sampling. This non–probability sampling strategy was employed to ensure that participants possessed direct, first–hand experience with the implementation of the revised Integrated Dini Curriculum (KBD) at the Form Four level.

Participants were selected based on the following criteria:

i. Teaching Experience: A minimum of five years spent teaching LAM.
ii. Curriculum Involvement: Direct involvement in enacting the revised KBD curriculum.
iii. Assessment Familiarity: Demonstrated experience in preparing students for both school–based and centralized assessments.

The selected participants represented a broad range of teaching tenures (spanning 6 to 18 years), which facilitated a cross–generational comparison of curriculum interpretation and professional adaptation. Additionally, all participants had attended at least one professional development session concerning KBD implementation, though exposure and training depth varied across individuals.

To safeguard participant confidentiality and adhere to institutional ethical standards, pseudonyms (Teacher A, Teacher B, Teacher C, and Teacher D) were assigned to all participants, and all institutional identifiers were anonymized. Ethical compliance was further maintained through voluntary participation and signed informed consent prior to data collection.

3.3 Data Collection

Data were collected through two primary sources: semi–structured interviews and document analysis.

3.4 Semi–Structured Interviews

Semi–structured interviews served as the primary data collection source. This approach provided necessary methodological flexibility while maintaining strict alignment with the CIPP framework. Specifically, the interview protocol addressed the following dimensions:

i. Context: Teachers' understanding of KBD objectives
ii. Input: Professional readiness and resource adequacy
iii. Process: Classroom instructional strategies and assessment practices
iv. Product: Teachers' perceptions of curriculum effectiveness, professional growth, classroom improvement, and student engagement.

Each interview lasted between 60 and 90 minutes and was conducted in Malay to enable participants to articulate nuanced professional reflections. All sessions were audio–recorded and transcribed verbatim. Where necessary, follow–up clarification queries were conducted to ensure interpretive accuracy and data fidelity.

3.5 Document Analysis

Document analysis complemented the interview data by examining the official Dokumen Standard Kurikulum dan Pentaksiran for the Kurikulum Bersepadu Dini (KBD) (Bahagian Pendidikan Islam, 2020). The document was systematically analyzed to evaluate:

i. Stated curriculum aims and learning standards
ii. Emphasis on communicative competence
iii. Assessment alignment expectations

This approach facilitated a comparative analysis between official curriculum intentions and teachers' reported enactment, thereby supporting the evaluation of alignment between the intended and enacted curriculum (Schmidt, 2021).

3.6 Data Analysis

Data were analyzed using thematic analysis, adhering to Braun and Clarke's (2021) six–phase framework:

i. Familiarization with the data through repeated reading of transcripts
ii. Generation of initial codes across the dataset
iii. Search for candidate themes
iv. Review and refinement of candidate themes
v. Definition and naming of final themes
vi. Production of the analytical narrative

Coding was conducted manually to maintain close interpretive immersion. Initial open coding generated descriptive categories, which were subsequently organized deductively according to the CIPP dimensions. This integrated inductive–deductive approach facilitated both the discovery of emergent insights and theoretical alignment with the evaluation framework.

Table 2. Illustrative Coding Framework from Interview Data

Interview Excerpt	Initial Code	Subtheme	Overarching Theme
"Students receive too much grammatical content."	Curriculum overload	Curriculum overload	Structural Misalignment Between Curriculum Intentions and Classroom Realities
"We prepare our own teaching materials."	Self–developed instructional materials	Individual pedagogical creativity	Teacher Agency as a Mediating Force in Curriculum Enactment
"Different classes require different approaches."	Adaptive teaching	Adaptive instructional strategies	Teacher Agency as a Mediating Force in Curriculum Enactment

Furthermore, cross–case comparison was performed across participant accounts to identify recurring structural patterns and contextual variations. Themes were systematically refined to ensure internal coherence and external distinction.

To enhance analytical transparency, coding was conducted iteratively through several stages. Interview transcripts were first subjected to open coding to identify meaningful units of data. Similar codes were subsequently grouped into broader conceptual categories before being synthesised into higher–order themes. Throughout this process, the coding framework was continuously refined through repeated comparison across cases and discussion among the researchers to ensure conceptual consistency and theoretical alignment with the CIPP evaluation framework.

3.7 Trustworthiness and Rigour

To enhance credibility and trustworthiness, several strategies were employed:

(i) Triangulation: Data were triangulated between interviews and document analysis to validate consistency between perceived and documented curriculum intentions.

(ii) Member Checking: Participants reviewed summary interpretations to confirm representational accuracy.

(iii) Audit Trail: Detailed documentation of coding decisions and thematic development was maintained.

(iv) Peer Debriefing: Preliminary findings were discussed with an academic peer familiar with curriculum research to ensure analytical rigour.

These strategies ensured methodological transparency and strengthened the validity of interpretations. Collectively, these procedures enhanced the credibility, dependability, confirmability, and transferability of the findings. Although the study involved a relatively small number of participants, methodological rigour was strengthened through triangulation, systematic thematic analysis, participant validation, and transparent documentation of analytical decisions.

4. Findings

This chapter presents the findings derived from semi–structured interviews and document analysis concerning teachers' perceptions of the implementation of the Revised Integrated Dini Curriculum (KBD) for *Lughah al–'Arabiyah al–Mu'asirah* (LAM) in Government–Assisted Religious Schools (SABK). Data were analysed using Braun and Clarke's (2021) thematic analysis, guided by the Context–Input–Process–Product (CIPP) evaluation framework. Three overarching themes emerged from the analysis:

1. Structural Misalignment Between Curriculum Intentions and Classroom Realities;
2. Professional Constraints and Uneven Curriculum Literacy; and
3. Teacher Agency as a Mediating Force in Curriculum Enactment.

Each theme is supported by interview evidence and document analysis, reflecting teachers' lived experiences in implementing the Revised Integrated Dini Curriculum.

The Dokumen Standard Kurikulum dan Pentaksiran (DSKP) for the Kurikulum Bersepadu Dini (KBD) emphasizes communicative competence, balanced language mastery, and the holistic integration of knowledge and values within Lughah al–‘Arabiyah al–Mu‘asirah (LAM). The curriculum aspires to develop students capable of meaningful Arabic language application rather than mere mastery of grammatical structures. However, empirical findings indicate that the implementation of KBD LAM within Government–Assisted Religious Schools (Sekolah Agama Bantuan Kerajaan, SABK) remains structurally constrained and pedagogically uneven.

This qualitative multiple–case study examined the implementation practices of four Form Four LAM teachers across SABKs in Malaysia, coded as T1, T2, T3, and T4. All participants possessed at least one year of experience teaching Form Four LAM under the KBD framework and were directly responsible for planning and implementing teaching and learning processes (Pengajaran dan Pemudahcaraan, PdP). Thematic analysis of the data revealed three primary themes:

i. Misalignment between curriculum intentions and classroom reality
ii. Constraints in teacher professional readiness and curriculum literacy
iii. PdP Implementation Depends on Individual Teacher Creativity

Table 3. Overarching Themes and Supporting Subthemes

Overarching Theme	Supporting Subthemes
Theme 1: Structural Misalignment Between Curriculum Intentions and Classroom Realities	Curriculum overload; Heterogeneous student readiness; Limited communicative learning opportunities
Theme 2: Professional Constraints and Uneven Curriculum Literacy	Limited professional development; Misalignment between curriculum documents and instructional materials; Heavy professional workload
Theme 3: Teacher Agency as a Mediating Force in Curriculum Enactment	Individual pedagogical creativity; Adaptive instructional strategies; Selective technology integration

4.1 Structural Misalignment Between Curriculum Intent and Classroom Reality

This theme describes teachers' perceptions of the discrepancy between curriculum aspirations and classroom realities. Participants consistently reported that although the Revised Integrated Dini Curriculum promotes communicative language teaching, several structural conditions constrained its implementation.

Teachers consistently perceived that the successful implementation of the Revised Integrated Dini Curriculum was strongly influenced by contextual factors, including curriculum clarity, school leadership, learner diversity, and institutional readiness. Across all participants, these contextual conditions shaped how curriculum objectives were interpreted and enacted in classroom practice. Findings across all four respondents (T1–T4) consistently indicated a pronounced disparity between the communicative aspirations of the KBD LAM curriculum and actual classroom enactment.

T1 (8 years of teaching experience in Arabic language) explained that although KBD emphasizes the balanced mastery of listening, speaking, reading, and writing skills, the Form Four syllabus remains excessively dense in nahu–sarf (grammar and morphology) components—specifically concerning topics such as tasrif, wazan, and complex sentence structures. Constrained by approximately 60–minute instructional sessions, T1 reported prioritizing explicit grammar instruction and written exercises to ensure complete syllabus coverage. Similarly, T2 (6 years of experience) noted that students frequently feel "overwhelmed" by the volume of advanced grammatical concepts introduced within a restricted timeframe.

T3 (over 10 years of experience) highlighted that heterogeneous student proficiency levels further complicate curriculum delivery. According to T3, Form Four cohorts originate from diverse primary and lower secondary educational backgrounds—including Sekolah Kebangsaan (SK), Kelas Al–Quran dan Fardhu Ain (KAFA), Sekolah Rendah Agama (SRA), and Sekolah Menengah Kebangsaan Agama (SMKA)—resulting in significant variance in foundational Arabic proficiency. T3 observed that several students "do not fully master basic fi‘il [verbs] and isim [nouns]," yet are expected to grapple with advanced linguistic structures. T4 corroborated this observation, explaining that the necessity for frequent remedial instruction on basic concepts systematically diminishes the time allocated for communicative language practice.

Consequently, all four respondents acknowledged that communicative activities—such as dialogues, role–plays, and group discussions—are severely constrained in practice. T2 admitted that pervasive exam–oriented pressures compel teachers to prioritize written assessment preparation over oral communication. T4 further underscored this misalignment, concluding that while official curriculum documentation advocates a communicative approach, "actual PdP remains grammar–centred.

4.1.1 Curriculum Overload

Participants consistently described the Form Four curriculum as academically demanding, particularly regarding advanced grammatical topics such as nahu, sarf, tasrif, and complex sentence structures.

Teacher A stated:

> *"Students receive too much new grammatical information within one lesson, making it difficult for them to fully understand each concept."*

The limited instructional time allocated to each lesson further intensified these challenges. Teachers frequently reported having insufficient opportunities to combine grammar instruction with meaningful communicative activities, resulting in lessons that prioritised syllabus completion over language interaction.

Rather than viewing curriculum overload solely as excessive content, the findings indicate that the issue also concerns curriculum sequencing and instructional pacing. The curriculum expects simultaneous mastery of sophisticated

grammatical concepts and communicative competence, yet available classroom time rarely accommodates both objectives effectively.

These findings support international literature suggesting that curriculum overload reduces opportunities for higher–order learning and meaningful language use. However, the present study further demonstrates that overload influences not only cognitive learning but also teachers' pedagogical choices, ultimately shaping the nature of classroom interaction itself.

4.1.2 Heterogeneous Student Readiness

Another recurring issue involved substantial differences in students' prior Arabic language knowledge.

Participants explained that students entered Form Four from diverse educational backgrounds, including National Primary Schools (SK), State Religious Primary Schools (SRA), KAFA institutions, and Islamic secondary schools. Consequently, learners demonstrated considerable variation in grammatical knowledge, vocabulary, and communicative competence.

Teacher C explained:

> *"Some students still struggle to distinguish basic verbs and nouns, while others are already capable of reading complex Arabic texts."*

Teachers therefore devoted considerable instructional time to revisiting foundational concepts before introducing new curriculum content. Although this adaptive teaching reflected professional responsibility, it inevitably reduced opportunities to implement higher–level communicative learning activities.

Importantly, the findings suggest that learner diversity should not be interpreted as a deficit but rather as a contextual factor requiring differentiated instructional support. The absence of systematic guidance regarding differentiated instruction within the curriculum increased teachers' dependence on personal experience when responding to diverse learner needs.

4.1.3 Limited Opportunities for Communicative Learning

Despite the communicative orientation of the Revised Integrated Dini Curriculum, participants reported that authentic language interaction remained relatively limited within classroom practice.

Activities such as role–play, dialogue construction, collaborative discussion, and spontaneous speaking were implemented only occasionally because teachers prioritised grammar instruction and examination preparation.

Teacher B commented:

> *"We know students should practise speaking more, but time is always limited."*

This finding demonstrates that communicative language teaching has not yet become the dominant pedagogical approach within KBD implementation. Rather than reflecting teachers' unwillingness to adopt communicative pedagogy, the evidence indicates that structural constraints—including curriculum overload, assessment priorities, and limited instructional time—significantly influence instructional decision–making.

From a curriculum implementation perspective, the findings suggest that pedagogical innovation cannot be achieved through curriculum revision alone. Effective implementation also requires alignment among curriculum objectives, assessment systems, instructional resources, and teacher professional development. Without such alignment, teachers inevitably negotiate competing priorities, often favouring instructional approaches perceived as most achievable within existing classroom constraints.

4.1.4 Theme Summary

Collectively, Theme 1 illustrates that curriculum implementation should not be understood as a simple matter of teacher compliance with curriculum documents. Instead, implementation represents an ongoing process of professional negotiation between curriculum aspirations and classroom realities.

This study therefore contributes to curriculum implementation literature by demonstrating that the implementation gap within the Revised Integrated Dini Curriculum arises through multiple interacting factors rather than a single implementation deficiency. Teachers are not passive curriculum recipients; rather, they function as active curriculum interpreters whose instructional decisions reflect both professional judgement and contextual realities.

Accordingly, improving curriculum implementation requires more than curriculum revision alone. It also necessitates coherent alignment between curriculum expectations, assessment practices, teacher preparation, instructional resources, and school–level support systems.

The participants' responses indicate that curriculum implementation is not determined solely by curriculum documents but is substantially influenced by teachers' interpretation of contextual realities. This finding demonstrates that curriculum implementation is an adaptive process requiring teachers to balance curriculum expectations with students' actual learning needs.

Collectively, these findings indicate that the principal challenge perceived by teachers was not rejection of curriculum reform, but structural inconsistencies between curriculum expectations and classroom realities. From the CIPP perspective, these issues primarily reflect Context and Process dimensions.

4.2 Professional Constraints and Uneven Curriculum Literacy

The second theme reveals structural constraints affecting teachers' ability to implement KBD LAM effectively. Data from T1–T4 demonstrate that limited professional training and insufficient curriculum guidance significantly influence classroom practice. T3 reported that teachers only received *"initial briefings"* during early implementation of KBD, without in–depth training on interpreting curriculum documents or designing communicative PdP aligned with curriculum objectives. T4 added that the curriculum documents are *"too general,"* leading to varied interpretations across teachers and schools.

Regarding teaching materials (BBM), T1 stated that the provided materials are "*too advanced*" for weaker students, requiring extensive modification. T2 similarly observed that some materials are "too general and not skill–specific," particularly in addressing communicative competencies. As a result, all four respondents reported developing their own supplementary materials. T3 described creating grammar flashcards and simplified sentence structures to match student levels, while T4 highlighted that such adaptation is time–consuming and differs from one teacher to another, leading to inconsistency in PdP quality.

Workload also emerged as a significant factor. T1 and T2 explained that, beyond teaching responsibilities, they are involved in examination coordination, co–curricular activities, and administrative tasks. According to T2, "*time to prepare high–quality KBD PdP is very limited*."

4.2.1 Limited Professional Development

One of the most frequently discussed issues concerned the limited nature of curriculum–related professional development.

Participants explained that they attended introductory briefings during the early implementation of the Revised Integrated Dini Curriculum but received little subsequent training focusing on classroom application.

Teacher C explained:

> *"We attended a briefing when the curriculum was introduced, but there was very little follow–up training explaining how to implement it effectively in daily teaching."*

Similarly, Teacher A remarked:

> *"Most of us interpreted the curriculum ourselves because practical implementation guidance was limited."*

These findings suggest that professional learning opportunities were primarily informational rather than developmental. Teachers were introduced to curriculum documents but were not systematically supported in translating curriculum philosophy into pedagogical practice.

International curriculum implementation research consistently demonstrates that curriculum reform succeeds only when teachers receive sustained professional learning rather than one–off orientation programmes. Professional learning communities, instructional coaching, collaborative lesson planning, and reflective practice are recognised as essential mechanisms for strengthening curriculum literacy and improving classroom implementation.

The present findings therefore indicate that strengthening teacher capacity requires continuous professional learning embedded within teachers' daily professional practice rather than isolated curriculum briefings.

4.2.2 Misalignment Between Curriculum and Instructional Materials

Participants also identified significant limitations regarding instructional materials available for implementing the Revised Integrated Dini Curriculum.

Several teachers believed that existing teaching resources were either too linguistically demanding for weaker learners or insufficiently aligned with curriculum learning outcomes.

Teacher B explained:

> *"Many teaching materials are beyond our students' current level, so we often have to simplify or redesign them ourselves."*

Teacher D similarly noted:

> *"Sometimes the materials are too general and do not directly support the competencies expected in the curriculum."*

These accounts demonstrate that curriculum implementation extends beyond curriculum documentation itself. Effective implementation also depends upon coherent alignment between curriculum objectives, instructional materials, classroom activities, and learner characteristics.

Rather than functioning as supportive curriculum resources, some teaching materials required considerable adaptation before becoming usable in classroom practice. Consequently, teachers invested substantial time developing supplementary resources, increasing their professional workload.

This finding contributes to curriculum implementation literature by illustrating that curriculum–material alignment is an essential yet frequently overlooked dimension of successful curriculum reform.

4.2.3 Heavy Professional Workload

Participants consistently reported that extensive non–teaching responsibilities reduced opportunities for curriculum planning and instructional innovation.

Teacher A explained:

> *"Teaching is only one part of our responsibilities. Administrative duties, examinations, and school programmes take a significant amount of time."*

Teacher B added:

> *"Preparing communicative lessons requires time, but our workload often limits what we can realistically do."*

The findings indicate that curriculum implementation cannot be understood independently from teachers' broader professional responsibilities. Although teachers expressed strong commitment towards improving classroom learning, competing administrative obligations frequently constrained their capacity to prepare differentiated instructional activities and authentic learning experiences.

Rather than reflecting individual teacher motivation, instructional quality was influenced by institutional working conditions. Similar findings have been reported internationally, where excessive administrative responsibilities reduce teachers' opportunities for lesson planning, professional collaboration, and reflective practice.

4.2.4 Theme Summary

Collectively, Theme 2 demonstrates that curriculum implementation is fundamentally a professional learning process rather than merely a curriculum delivery process.

Teachers' capacity to implement curriculum effectively depends upon continuous professional learning, curriculum literacy, appropriate instructional resources, and organisational support.

Importantly, the findings indicate that curriculum implementation challenges should not be interpreted as deficiencies in teacher commitment. Instead, they reflect structural conditions that shape teachers' professional practice. Consequently, improving curriculum implementation requires systemic investment in teacher development rather than expecting teachers to compensate individually for systemic shortcomings.

4.3 Teacher Agency as a Mediating Force in Curriculum Enactment

The third overarching theme demonstrates that teachers perceived curriculum implementation as being strongly mediated by their own professional agency. Although the Revised Integrated Dini Curriculum (KBD) provides general pedagogical expectations, participants consistently reported that successful classroom implementation depended largely on teachers' professional judgement, instructional adaptation, and capacity to respond to contextual realities. Rather than functioning as passive implementers of curriculum policy, teachers actively interpreted curriculum intentions and modified instructional practices according to students' learning needs, available resources, institutional support, and classroom constraints. Consequently, teacher agency emerged as the mediating mechanism connecting curriculum policy with actual pedagogical enactment.

4.3.1 Individual Pedagogical Creativity

Participants consistently perceived that effective curriculum implementation relied heavily on individual pedagogical creativity. In the absence of sufficiently differentiated instructional materials, teachers frequently designed their own teaching resources, grammar games, vocabulary activities, dialogue exercises, and communicative tasks to accommodate students' diverse proficiency levels.

Teacher C explained:

> *"Most of my teaching materials are self–developed because commercially available resources rarely match my students' abilities."*

Similarly, Teacher D stated:

> *"We create our own grammar games, vocabulary cards and communicative activities because the official curriculum package provides only general guidance."*

These accounts suggest that curriculum implementation extended beyond adherence to official curriculum documents. Teachers actively exercised professional judgement to redesign learning experiences that were pedagogically appropriate for their own students. However, participants also recognised that this dependence on individual creativity produced variations in instructional quality across classrooms, despite the implementation of the same national curriculum.

4.3.2 Adaptive Instructional Strategies

Participants further explained that curriculum implementation required continuous adaptation of instructional strategies rather than strict adherence to predetermined teaching methods. Teachers adjusted lesson pacing, instructional scaffolding, classroom interaction, and communicative activities according to students' readiness, available instructional time, examination requirements, and classroom realities.

Teacher B observed:

> *"Communicative activities are implemented whenever classroom conditions allow, but they often need to be modified according to students' abilities and the available teaching time."*

Teacher A similarly remarked:

> *"Different classes require different approaches because students' backgrounds and language proficiency vary considerably."*

These findings indicate that teachers did not simply adopt or reject communicative pedagogy. Instead, they selectively adapted instructional approaches in response to contextual conditions. Such adaptive decision–making reflects professional agency and curriculum literacy, whereby teachers continuously negotiated between curriculum aspirations and practical classroom realities.

4.3.3 Selective Technology Integration

Technology integration also reflected teachers' professional decision–making rather than simple availability of digital tools. Participants reported using PowerPoint presentations, online videos, digital quizzes, and internet–based resources when these were considered appropriate for supporting lesson objectives and students' learning needs. However, digital technologies were employed selectively because curriculum–specific resources remained limited and technological infrastructure varied across schools.

Teacher C explained:

> *"We use digital resources whenever they are suitable, but most materials still have to be prepared by the teachers themselves."*

Teacher D added:

> *"Technology is useful, but it depends on students' readiness, internet access and the type of lesson being taught."*

These findings demonstrate that limited technology integration should not be interpreted as resistance to educational innovation. Rather, teachers exercised professional judgement by selecting technologies that were compatible with curriculum objectives, classroom conditions, and learner readiness. From participants' perspectives, technology functioned as a supporting pedagogical tool rather than an end in itself.

4.3.4 Theme Summary

Collectively, these findings demonstrate that teachers exercised professional agency by continuously adapting curriculum expectations to contextual realities. Rather than implementing curriculum mechanically, participants interpreted policy intentions, modified instructional approaches, developed their own learning resources, and made context–sensitive pedagogical decisions that enabled curriculum enactment under diverse classroom conditions.

From the perspective of the CIPP Evaluation Model, this theme reflects the dynamic interaction between the Input, Process, and Product dimensions. Teachers' curriculum literacy, professional competence, and access to instructional resources (Input) shaped their pedagogical decisions during classroom implementation (Process), which subsequently influenced their perceptions of curriculum effectiveness, student engagement, and professional growth (Product). Accordingly, teacher agency functioned as the critical mediating mechanism linking curriculum intentions with authentic classroom implementation.

Overall, the thematic analysis demonstrates that teachers' perceptions of KBD implementation can be understood through three interconnected themes. Rather than operating independently, structural conditions, professional capacity, and teacher agency interacted continuously throughout curriculum enactment. These findings provide the empirical basis for the discussion presented in the following chapter.

5. Discussion

This chapter discusses the findings in relation to previous empirical studies and the Context–Input–Process–Product (CIPP) Evaluation Model. Rather than repeating participants' responses, the discussion interprets how teachers perceived the implementation of the Revised Integrated Dini Curriculum (KBD) for *Lughah al–'Arabiyah al–Mu'asirah* (LAM) within Government–Assisted Religious Schools (SABK). The discussion is organised according to the three overarching themes identified in the findings.

5.1 Structural Misalignment Between Curriculum Intentions and Classroom Realities

The first finding demonstrates that teachers perceived a significant mismatch between curriculum expectations and the realities of classroom implementation. Although the Revised Integrated Dini Curriculum promotes communicative language learning, higher–order thinking, and learner–centred pedagogy, participants reported that these aspirations were frequently constrained by curriculum overload, heterogeneous student readiness, and limited instructional time. Rather than indicating resistance to curriculum reform, these findings suggest that teachers encountered structural conditions that limited the full enactment of curriculum intentions.

This finding is consistent with Hussein (2022), who reported that curriculum overload and insufficient instructional time constrained the implementation of communicative Arabic language teaching in secondary schools. Similarly, OECD (2020) argues that curriculum reform cannot be successfully implemented without alignment between curriculum expectations, assessment systems, and classroom realities. Schmidt (2021) further distinguishes between the intended curriculum and the enacted curriculum, explaining that teachers frequently adapt curriculum objectives according to contextual conditions rather than implementing policy documents verbatim.

Within Islamic secondary education, Arar et al. (2022) emphasise that curriculum implementation is strongly influenced by organisational leadership, institutional culture, and school–level decision–making. The present study extends this understanding by demonstrating that teachers perceived curriculum implementation as a negotiation between policy expectations and authentic classroom realities. Consequently, implementation challenges should not be interpreted solely as teachers' inability to follow curriculum documents but rather as evidence of structural inconsistencies affecting curriculum enactment.

From the perspective of the CIPP Evaluation Model, these findings primarily relate to the Context and Process dimensions. Contextual factors such as institutional readiness, student diversity, and curriculum expectations interacted with classroom implementation processes, thereby influencing teachers' perceptions of curriculum enactment.

5.2 Professional Constraints and Uneven Curriculum Literacy

The second theme highlights that teachers perceived curriculum implementation as being significantly influenced by professional competence, curriculum literacy, and institutional support. Participants consistently reported that although they were committed to implementing the Revised Integrated Dini Curriculum, professional learning opportunities, curriculum guidance, and instructional resources were not always sufficient to support effective implementation.

This finding supports Ibrahim and Ghazali (2022), who argue that curriculum literacy is fundamental for enabling teachers to interpret curriculum documents accurately and translate policy intentions into classroom practice. Likewise, Akbar (2022) emphasises that teacher professionalism extends beyond subject knowledge to include continuous professional learning and reflective instructional decision–making. Recent studies by Abdulrasyid Binhassan et al. (2023) further demonstrate that effective curriculum implementation requires sustained institutional support, collaborative learning, and access to quality instructional resources.

The present findings also resonate with international literature. Fullan (2020) argues that educational reform depends not only on curriculum design but also on teachers' professional capacity to understand and implement educational change. Similarly, Azorín and Fullan (2022) highlight that collaborative professional cultures strengthen curriculum implementation through collective reflection and shared instructional practice.

Within the CIPP framework, these findings correspond primarily to the Input dimension. Teachers perceived that curriculum implementation depended upon the availability of professional development, curriculum literacy, instructional materials, and organisational support. Strengthening these inputs is therefore essential for ensuring sustainable implementation of the Revised Integrated Dini Curriculum.

5.3 Teacher Agency as a Mediating Force in Curriculum Enactment

The third theme demonstrates that teacher agency played a central role in mediating curriculum implementation. Participants consistently described themselves not as passive recipients of curriculum policy but as active professionals who interpreted curriculum expectations, adapted instructional approaches, and developed contextually appropriate learning experiences.

These findings strongly support Priestley et al. (2021), who conceptualise teacher agency as teachers' capacity to make informed professional decisions within particular educational contexts. Rather than simply delivering prescribed curriculum content, teachers actively negotiated curriculum intentions according to classroom realities, learner diversity, and institutional expectations. Similarly, Azorín and Fullan (2022) argue that teacher agency is strengthened through collaborative professional cultures that encourage innovation, reflective practice, and continuous improvement.

The present study extends previous research by demonstrating that teacher agency functioned as the mediating mechanism linking curriculum policy with classroom enactment. Teachers exercised professional judgement through the creation of instructional materials, adaptation of communicative learning activities, selective integration of technology, and modification of instructional strategies according to students' learning needs. These adaptive practices illustrate that curriculum implementation is a dynamic process of interpretation rather than mechanical compliance with curriculum documents.

From the perspective of the CIPP Evaluation Model, teacher agency represents the interaction between the Input, Process, and Product dimensions. Teachers' professional competence and curriculum literacy (Input) informed their pedagogical decisions during classroom implementation (Process), which subsequently influenced perceived curriculum effectiveness and professional growth (Product). This interaction highlights teacher agency as the critical mechanism through which curriculum policy is translated into meaningful educational practice.

5.4 Summary of Discussion

Overall, the findings demonstrate that teachers perceived curriculum implementation as a dynamic interaction among structural conditions, professional capacity, and teacher agency. Rather than functioning independently, these dimensions continuously influenced one another throughout curriculum enactment. The discussion also confirms the suitability of the Context–Input–Process–Product (CIPP) Evaluation Model as a comprehensive framework for understanding curriculum implementation within Government–Assisted Religious Schools. By integrating contextual conditions, implementation resources, pedagogical processes, and perceived outcomes, the model provides a holistic explanation of how teachers interpreted and enacted the Revised Integrated Dini Curriculum in authentic educational settings.

6. Conclusion, Implications and Scientific Contribution

6.1 Conclusion

The present study examined teachers' perceptions of the implementation of the Revised Integrated Dini Curriculum (KBD) for *Lughah al–'Arabiyah al–Mu'asirah* (LAM) in Government–Assisted Religious Schools (SABK). Guided by the Context–Input–Process–Product (CIPP) Evaluation Model and employing a qualitative multiple–case study

design, the study provides a comprehensive understanding of how teachers interpreted and enacted curriculum reform within authentic educational settings.

The findings indicate that curriculum implementation cannot be understood solely through curriculum policy or instructional practices. Rather, teachers perceived implementation as a dynamic interaction between structural conditions, professional capacity, and teacher agency. Three overarching themes emerged from the analysis. First, teachers perceived a structural misalignment between curriculum intentions and classroom realities, particularly in relation to curriculum demands, heterogeneous student readiness, and limited opportunities for communicative learning. Second, participants identified professional constraints, including uneven curriculum literacy, insufficient professional development, and limited instructional resources, as significant factors influencing implementation. Third, teacher agency emerged as the principal mediating mechanism through which curriculum expectations were interpreted, adapted, and translated into meaningful classroom practice.

Collectively, these findings suggest that successful implementation of the Revised Integrated Dini Curriculum depends not only on curriculum design but also on the alignment between educational policy, institutional support, teacher professionalism, and contextual realities. The findings further demonstrate the value of the CIPP Evaluation Model in explaining curriculum implementation as an interconnected educational process rather than a sequence of isolated instructional activities.

6.2 Theoretical Contribution

This study contributes to curriculum implementation literature by extending the application of the Context–Input–Process–Product (CIPP) Evaluation Model within Islamic secondary education. While previous studies have generally examined curriculum implementation through teacher readiness, instructional effectiveness, or organisational perspectives independently, the present study integrates contextual conditions, implementation resources, pedagogical processes, and implementation outcomes within a single analytical framework.

Furthermore, the study strengthens current understanding of teacher agency by demonstrating that teachers function not merely as curriculum implementers but as professional interpreters who continuously negotiate curriculum expectations according to contextual realities. This finding contributes to the growing body of curriculum reform literature emphasising teachers' active role in curriculum enactment.

6.3 Practical Implications

The findings provide several practical implications for educational stakeholders.

For curriculum developers, the study highlights the need to strengthen alignment between curriculum documents, instructional materials, and assessment practices.

For school leaders, the findings emphasise the importance of continuous instructional support, collaborative professional learning communities, and systematic curriculum monitoring.

For teacher education providers, greater emphasis should be placed on curriculum literacy, communicative language pedagogy, differentiated instruction, and reflective instructional practice within professional development programmes.

For classroom practitioners, the study demonstrates the importance of adaptive pedagogical decision–making that responds to contextual realities while remaining aligned with curriculum aspirations.

6.4 Policy Implications

The study suggests several policy considerations for the Ministry of Education Malaysia and relevant Islamic education authorities.

First, curriculum implementation policies should be accompanied by sustained professional development rather than one–off curriculum briefings.

Second, curriculum documents should be supported by curriculum–specific instructional resources that facilitate communicative Arabic language teaching.

Third, curriculum evaluation should extend beyond compliance monitoring to include continuous feedback concerning contextual implementation challenges experienced by teachers.

Finally, educational policy should recognise teacher agency as an essential component of curriculum reform by creating professional environments that encourage innovation, collaboration, and reflective instructional practice.

6.5 Scientific Contribution

The scientific contribution of the present study can be summarised in four dimensions.

6.5.1 Empirical Contribution

The study provides new qualitative evidence concerning teachers' perceptions of the implementation of the Revised Integrated Dini Curriculum in Government–Assisted Religious Schools, an area that has received limited empirical attention.

6.5.2 Theoretical Contribution

The study demonstrates how the Context–Input–Process–Product (CIPP) Evaluation Model can be applied as a holistic framework for understanding curriculum implementation within Islamic secondary education.

6.5.3 Methodological Contribution

By employing a qualitative multiple–case study design integrating semi–structured interviews and document analysis, the study provides a richer explanation of curriculum implementation than previous survey–based investigations.

6.5.4 Practical Contribution

The findings offer evidence–based recommendations for curriculum improvement, teacher professional development, instructional leadership, and sustainable curriculum implementation within Government–Assisted Religious Schools.

6.6 Limitations of the Study

Several limitations should be acknowledged.

First, the study involved a relatively small number of participants drawn from selected Government–Assisted Religious Schools in Selangor. Consequently, the findings should be interpreted as context–specific rather than statistically generalisable.

Second, the study relied primarily on teachers' perceptions and document analysis. Future studies may incorporate classroom observations over extended periods, student perspectives, or mixed–methods approaches to provide a more comprehensive understanding of curriculum implementation.

Third, the study focused specifically on *Lughah al–'Arabiyah al–Mu'asirah* at Form Four level. Further research involving different educational levels or Islamic curriculum subjects would provide broader evidence regarding the implementation of the Revised Integrated Dini Curriculum.

6.7 Recommendations for Future Research

Future research should investigate curriculum implementation across different states and educational contexts using comparative multiple–case study designs.

Further studies should also examine the relationship between curriculum literacy, teacher agency, instructional leadership, and professional learning communities to explain how these factors collectively influence sustainable curriculum implementation.

Longitudinal research is recommended to investigate how teachers' perceptions and instructional practices evolve following continuous curriculum reform and professional development initiatives.

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Author Statements

Author(s) declared the statement below:

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Author Contributions

Siti Norzakiah Rosmani led the conceptualization, methodology, data collection, data analysis, and manuscript preparation. Mohd Syaubari Othman and Mohd Afifi Bahurudin Setambah contributed to supervision, critical review, and revision of the manuscript. All authors read and approved the final manuscript.

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