

REVIEW ARTICLE

Teacher autonomy in postmethod Arabic language teaching: A conceptual analysis of curriculum negotiation and local contexts

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ABSTRACT

Purpose – This study analyzes the construction of teacher autonomy in Arabic language learning based on post-method pedagogy, the process of negotiating curriculum demands with student needs, and the integration of local social, cultural, institutional, and linguistic contexts into pedagogical decision-making. This study is motivated by the limitations of the method-based approach, which tends to position teachers as implementers of learning procedures and provides little room for professional consideration.

Method – The study employed a Systematic Literature Review, adhering to the PRISMA 2020 guidelines. A search of several academic databases yielded 312 records. After removing duplicates, screening titles and abstracts, and assessing full-text eligibility, 42 studies were included in the final synthesis. Data were extracted using a structured matrix and analyzed through open coding, categorical grouping, cross-source comparison, and thematic synthesis. These procedures yielded themes directly aligned with the three research questions.

Findings – The synthesis shows that teacher autonomy is a relational and situated form of professional agency, enacted through reflective, contextual, creative, and responsible decision-making. Curriculum negotiation operationalizes autonomy by interpreting learning outcomes, diagnosing needs, adapting materials and strategies, and aligning assessment. Local social, cultural, institutional, and linguistic contexts provide situated knowledge for pedagogical decisions.

Implication – Theoretically, the study extends postmethod pedagogy by integrating teacher autonomy, curriculum negotiation, and contextual responsiveness into a unified framework in which teachers mediate curricular expectations, learner needs, institutional conditions, and local realities. Practically, it highlights the need for curricular flexibility, collaborative planning, reflective professional development, diagnostic assessment, and documentation of pedagogical adaptations. In Arabic language teaching, these conditions support contextualized materials, local cultural integration, strategic use of learners' linguistic resources, and communicative assessment.

Keywords – Teacher Autonomy, Postmethod Pedagogy, Arabic Language Teaching, Curriculum Negotiation, Local Contexts.

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INTRODUCTION

Developments in language pedagogy studies indicate a fundamental paradigm shift from a method-based learning orientation to a more contextual, reflective, and adaptive approach. This shift is marked by the emergence of the postmethod pedagogy paradigm, which critiques the limitations of the method-centered approach in addressing the complexities of language learning practices in various educational contexts (Najafi et al., 2024). The post-method paradigm is based on the assumption that there is no single learning method that is universal and effective for all learning situations because each educational environment has different social, cultural, linguistic, and institutional characteristics, and student needs (Muid et al., 2026). Therefore, the effectiveness of language learning is no longer determined by adherence to certain methodological procedures, but rather by the teacher's ability to make professional pedagogical decisions based on real conditions in the classroom (Sun, 2021). In this perspective, teachers are no longer positioned as implementers of established methods, but as decision makers, learning designers, class researchers, and agents of change who have the authority to develop learning practices that are relevant to the needs of students and the demands of the learning environment (Islam, 2020).

This paradigm transformation has significant implications for Arabic language learning, especially in the context of formal and non-formal education, which still shows a strong tendency to maintain a method-based approach (Nasarudin, N., et al., 2024a). Arabic language learning practices in various educational institutions are generally still oriented towards the normative application of certain methods, such as the grammar translation method, direct method, audio-lingual method, or a combination of various institutionally determined methods (Sabilar Rosyad et al., 2026). This approach often places greater emphasis on adherence to methodological procedures than on teachers' ability to adapt learning strategies to students' actual needs. As a result, the learning process tends to be uniform, lacking flexibility, and unable to fully accommodate students' diverse language backgrounds, cultures, initial abilities, learning motivations, and social characteristics (Shahed et al., 2026). On the other hand, changes in the characteristics of the generation of learners in the digital era demand Arabic language learning that is more communicative, collaborative, adaptive, and able to connect linguistic competence with the realities of students' lives (Nasirudeen & Lawal, 2025).

The dominance of method-centered approaches also has implications for limited professional space for teachers in developing learning innovations (Abidin et al., 2025). In highly standardized learning systems, teachers are often positioned as curriculum implementers, forced to follow a linear set of learning materials without sufficient room for modification based on local needs. This situation has the potential to stifle pedagogical creativity, weaken professional reflection, and limit teachers' ability to develop more meaningful learning experiences (Iis Susiawati & Rizka Al Fajr, 2025). In fact, the success of Arabic language learning is not only determined by mastery of language material, but also by the teacher's ability to build contextual interactions, choose strategies that are appropriate to class dynamics, and create a learning environment that can sustainably

encourage students' communicative competence (Ajape et al., 2025). Thus, the main problem in learning Arabic in the contemporary era does not lie solely in choosing the most appropriate method, but rather in how teachers are given professional space to design learning that is responsive to the ever-changing educational context.

Within the framework of post-method pedagogy, teacher autonomy is a fundamental concept determining the quality of the learning process. Teacher autonomy is not defined as unlimited freedom in teaching, but rather as the professional capacity to make pedagogical decisions based on academic considerations, teaching experience, critical reflection, and student needs (Hijjah et al., 2025). Teachers who have autonomy can integrate various learning approaches flexibly, evaluate the effectiveness of the strategies used, carry out continuous innovation, and build learning practices that are appropriate to the characteristics of the educational environment (Arif & Yusuf, 2025). Autonomy also encourages teachers to act as lifelong learners who continuously reflect on their teaching practices to improve the quality of learning. (Mahmudah et al., 2026) In Arabic language learning, this dimension becomes increasingly important considering the complexity of the material, which includes aspects of phonology, morphology, syntax, semantics, pragmatics, as well as the socio-cultural dimensions of Arabic which require a dynamic pedagogical approach (Nofesalya et al., 2025a).

One concrete manifestation of teacher autonomy in the post-method paradigm is the ability to negotiate the curriculum. This concept views the curriculum not as a static document to be mechanically implemented, but as a framework that can be adapted through the interaction between national educational goals, student needs, institutional characteristics, and local conditions (Solehudin, 2025). Curriculum negotiation provides teachers with the opportunity to determine material priorities, choose appropriate learning strategies, develop alternative learning resources, and design more authentic forms of evaluation without ignoring established learning outcomes (Setiyawan & Rifai, 2025). In contemporary education, this approach is becoming increasingly relevant because the curriculum is required to be able to respond to global challenges while maintaining relevance to the needs of local communities (Dawod & Abdul Ghani, 2026a). Therefore, teachers need professional competencies that enable them to translate curriculum policies into contextual and meaningful learning practices.

In addition to curriculum negotiation, integrating local context is a crucial dimension in post-method Arabic language learning. Arabic language learning has often focused exclusively on materials sourced from Middle Eastern cultural contexts, leaving little room for students' local social and cultural experiences. As a result, students face a gap between the learning materials and the realities of everyday life, making the learning process less relevant and meaningful (Ishak et al., 2025). Integrating local contexts is not meant to diminish the authenticity of Arabic, but to build pedagogical bridges that help learners understand the language through experiences close to their lives. Teachers can develop communication examples, reading materials, learning projects, and activities based on local culture that maintain Arabic linguistic rules (Shdouh, 2024). This approach contributes to increasing learning motivation, communicative competence, critical thinking skills, and

the formation of learner identities that are able to connect foreign languages with their social reality.

Although various studies on post-method pedagogy, Arabic language education, curriculum development, and teacher professionalism have developed widely, research that specifically integrates these four aspects within a single conceptual framework remains relatively limited. Most previous studies have focused more on the implementation of post-method pedagogy in general, Arabic language learning strategies, or teacher professional competence separately. Studies that place teacher autonomy as the foundation of post-method pedagogy through the perspective of curriculum negotiation and the integration of local contexts in Arabic language learning have not received adequate attention. This gap indicates the need to develop a conceptual framework capable of explaining the relationship between teacher autonomy, curriculum flexibility, and contextual relevance as a mutually supportive entity in building effective Arabic language learning.

Accordingly, this study employs a Systematic Literature Review (SLR) with thematic synthesis and conceptual modelling to critically examine teacher autonomy in postmethod Arabic language teaching. The review focuses on three interconnected questions: (1) how postmethod pedagogy reconceptualizes teacher autonomy in Arabic language learning; (2) how teachers negotiate curriculum demands with learner needs; and (3) how local social, cultural, institutional, and linguistic contexts are incorporated into pedagogical decision-making. The conceptual analysis synthesizes recurring patterns across the selected literature and uses these patterns to develop an integrated framework connecting postmethod pedagogy, teacher autonomy, curriculum negotiation, and contextual responsiveness.

METHOD

This study uses a Systematic Literature Review (SLR) approach to identify, evaluate, and critically synthesize the literature on teacher autonomy in post-method pedagogy-based Arabic language learning. The review was conducted based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) guidelines so that the process of searching, selecting, assessing eligibility, and synthesizing the literature can be carried out transparently and can be replicated. SLR was chosen because the study not only aims to summarize available theories but also constructs conceptual relationships between post-method pedagogy, teacher autonomy, curriculum negotiation, and local context. The review questions are formulated as follows: (1) how teacher autonomy is constructed in post-method pedagogy and Arabic language learning; (2) how teachers negotiate curriculum demands with learners' needs; and (3) how local social, cultural, institutional, and linguistic contexts are integrated into pedagogical decision-making.

A literature search was conducted through the Scopus, Web of Science, ERIC, ScienceDirect, SpringerLink, Taylor & Francis Online, and Wiley Online Library databases. Google Scholar and accredited national journal portals were used as additional sources to reach research specifically addressing Arabic language education in the context of

Indonesia and non-Arab countries. The searched publications were limited to the period from January 2006 to July 2026. 2006 was chosen as the starting point because this period represents a significant development in the discourse of post-method pedagogy in language teaching. However, seminal works published before this period were included if they provided a theoretical foundation for the post-method concept, teacher autonomy, or curriculum negotiation.

The search strategy used a combination of English and Indonesian keywords with Boolean operators. The main search formula included: ("postmethod pedagogy" OR "post-method pedagogy" OR "beyond methods") AND ("teacher autonomy" OR "teacher agency" OR "teacher professional autonomy") AND ("Arabic language teaching" OR "Arabic language education" OR "teaching Arabic as a foreign language"). The search was expanded through a combination of ("curriculum negotiation" OR "curriculum adaptation" OR "curriculum enactment") AND ("local context" OR "context-sensitive pedagogy" OR "culturally responsive teaching"). For national literature, the keywords "post-method pedagogy," "Arabic language teacher autonomy," "curriculum negotiation," "contextual Arabic language learning," and "local cultural integration" were used. The search was applied to titles, abstracts, and keywords, then supplemented with a search of the reference lists of eligible articles.

Inclusion criteria included: (1) peer-reviewed journal articles, academic books, book chapters, or proceedings; (2) publications in English, Indonesian, or Arabic; (3) discussing at least one key research construct, namely post-method pedagogy, teacher autonomy or agency, curriculum negotiation, Arabic language learning, and local context-based pedagogy; (4) presenting conceptual arguments or empirical findings that can be used to explain the relationships between constructs; and (5) providing accessible full text. Exclusion criteria included popular publications, editorials, book reviews, theses, articles without a clear publisher identity, documents that only discuss specific learning methods without any connection to teacher autonomy, and research unrelated to language education. Duplicate articles, manuscripts with inadequate methodological information, and publications that only include research keywords without substantive discussion were also excluded.

The study selection process followed the four stages of PRISMA 2020: identification, screening, eligibility assessment, and inclusion. The database search initially yielded 312 records. After the removal of 65 duplicates, 247 records were screened based on their titles and abstracts, of which 164 were excluded because they did not meet the predefined research focus, publication-type, or language-learning-context criteria. The remaining 83 full-text articles were assessed for eligibility. Forty-one articles were subsequently excluded because they did not directly address teacher autonomy (15), did not substantively engage with postmethod pedagogy or curriculum negotiation (11), lacked sufficient methodological information (8), or did not provide accessible full text (7). The final corpus comprised 42 studies, subject to verification against the supplementary evidence [table 1](#).

Table 1.

Articles forming the basis of the SLR review

No	Author(s), Year	Title	Design / Type	Framework Appraisal	Focus
1	Abidin, Wargadinata & Muballigh (2025)	Teaching Arabic Speaking Skills Based on Sociocultural Theory in Simulation Model: A Case Study of Arabic Language Department Students	Case study	MMAT	Sociocultural pedagogy; contextual teaching
2	Ajape, Shittu & Adebisi (2025)	Effective Implementation of the Core- Curriculum Minimum Academic Standard of Arabic Language (CCMAS) in Teaching Arabic Language	Empirical/educational	MMAT	Curriculum implementation; institutional standards
3	Alnazzawi & Yahya (2025)	Teaching Strategies in Light of Multiple Intelligences Theory in Teaching Arabic as a Foreign Language Through the Prophetic Biography and Military Expeditions	Empirical/pedagogical	MMAT	Pedagogical adaptation; learner diversity
4	An & Zheng (2026)	Pedagogical Translanguaging and Trans- semiotizing in a LOTE Arabic Classroom	Classroom-based empirical	MMAT	Linguistic diversity; translanguaging
5	Annova et al. (2025)	Enhancing Arabic Language Learning Through CLIL in the MBKM Curriculum	Empirical/pedagogical	MMAT	Curriculum adaptation; integrated pedagogy

No	Author(s), Year	Title	Design / Type	Framework Appraisal	Focus
6	Arif & Yusuf (2025)	Integration of Empiricism, Rationalism, and Positivism in Arabic Language Teaching: A Philosophy of Education Approach	Conceptual/theoretical	Conceptual appraisal	Teacher knowledge; pedagogical epistemology
7	Dawod & Abdul Ghani (2026)	The Role of Teaching Aids in Supporting Differentiated Pedagogy Among Arabic Language Teachers	Empirical	MMAT	Differentiation; teacher decision-making
8	Farouq Abdullah et al. (2025)	Integrating Wordwall and Problem-Based Learning in Arabic Language Instruction at Modern Islamic Boarding Schools	Empirical	MMAT	Innovation; contextual strategy selection
9	Fatahillah, Hafidhoh & Barnamij (2026)	Innovative Strategies in Arabic Language Teaching: Enhancing Communicative Competence in Higher Education	Empirical/pedagogical	MMAT	Communicative pedagogy; innovation
10	Hamid (2025)	Pedagogy as Bountiful Giving: L2 Arabic for Adult Learners Beyond Formal Education	Qualitative classroom inquiry	MMAT	Adult learners; contextual pedagogy
11	Hijjah, Raswan & Royani (2025)	Global Educational Collaboration and Its Role in Elevating Arabic Language Teaching Standards in Postgraduate Studies	Empirical/educational	MMAT	Teacher development; institutional standards
12	Iis Susiawati &	From Classical	Conceptual/review	Conceptual	Pedagogical

No	Author(s), Year	Title	Design / Type	Framework Appraisal	Focus
	Rizka Al Fajr (2025)	Texts to Digital Platforms: Reconstructing Arabic Language Pedagogy for Multidisciplinary Education Goals		appraisal	reconstruction; digital context
13	Ishak et al. (2025)	Bridging Sacred Text and Language Pedagogy: Designing Quran Based Arabic Materials Through Pedagogical Grammar	Conceptual/material development	Conceptual appraisal	Material adaptation; cultural/religious context
14	Islam (2020)	Implementation of Postmethod Pedagogy as an Alternative to Communicative Language Teaching at the Tertiary Level Education	Mixed empirical	MMAT	Postmethod; teacher autonomy
15	Maachi, Khamar & Abubkr (2025)	Using a Pedagogic Corpus and Sketch Engine Tools to Analyze a Literary Text in an Arabic Language Classroom	Classroom-based empirical	MMAT	Teacher adaptation; pedagogical resources
16	Mahmudah, Hanifansyah & Batrisya (2026)	Teaching the Art of Introduction: Barā'at al-Istihlāl as a Strategy in Arabic Language Pedagogy	Pedagogical/conceptu al	Conceptual appraisal	Pedagogical creativity
17	Md. Obaidullah et al. (2025)	A Review on Life and Legacy of Dr. V. Abdur Rahim in Light of Arabic Linguistics and Language Pedagogy	Review/conceptual	Conceptual appraisal	Arabic pedagogy; teacher knowledge
18	Muid et al.	Postmethod	Qualitative case study	MMAT	Postmethod;

No	Author(s), Year	Title	Design / Type	Framework Appraisal	Focus
	(2026)	Pedagogy in Arabic-Speaking Instruction: A Contextual Case Study in an Indonesian Modern Islamic Boarding School			contextuality
19	Najafi, Razmjoo & Sahragard (2024)	Achievement Goal Orientations of Iranian EFL Teachers in Postmethod Pedagogy Expertise	Empirical	MMAT	Teacher expertise; postmethod
20	Fitriani, N., et al. (2025)	Evaluation of Multiple Intelligence Theory in Arabic Language Learning	Empirical	MMAT	Learner diversity; adaptation
21	Nasarudin, N., et al. (2024)	Transforming Arabic Language Learning Through Kumaravadivelu's Epistemology	Literature study	Conceptual appraisal	Kumaravadivelu; postmethod
22	Nasirudeen & Lawal (2025)	E-learning and Arabic Language Instruction: Evidence – Based Best Practices for Online Teaching Methodologies	Review/evidence-based	Conceptual appraisal	Digital context; pedagogical flexibility
23	Nelson & Chen (2023)	The Interplay of Critical Language Pedagogy and Young Arabic EFL Learners	Empirical	MMAT	Critical pedagogy; learner context
24	Nofesalya, Yul & Andrian (2025)	The Continuity of Classical Arabic Language Pedagogy: Muhadatsah Method and Its Application in Modern Maharah Kalam Learning	Empirical/pedagogical	MMAT	Adaptation of traditional pedagogy
25	Pratama et al. (2026)	Research Mapping of	Bibliometric/systematic review	Conceptual appraisal	Research mapping;

No	Author(s), Year	Title	Design / Type	Framework Appraisal	Focus
		Arabic Reading Skills: A Scopus-Based Bibliometric Analysis, Systematic Review, and Pedagogical Implications for Arabic Language Teaching			pedagogical implications
26	Rahmatika & Isop Syafe'i (2025)	Challenges in Teaching Arabic to Early Childhood Learners: Pedagogical and Psycholinguistic Perspectives	Empirical/qualitative	MMAT	Learner characteristics; contextual adaptation
27	Roslan & Sahrir (2020)	The Effectiveness of ThingLink in Teaching New Vocabulary to Non-Native Beginners of the Arabic Language	Empirical	MMAT	Technology; learner needs
28	Sahrir et al. (2025)	Competency and Self-Efficacy among Trainee Teachers in Teaching Arabic Language	Empirical	MMAT	Teacher competence; professional capacity
29	Salsabyila & Taufiq (2025)	The Implementation of the Merdeka Curriculum in Arabic Language Education: A Critical Analysis	Critical/conceptual	Conceptual appraisal	Curriculum negotiation
30	Setiawan & Rifai (2025)	Developing Instructional Media Artificial Intelligence of Arabic Language Teaching and Learning	Developmental/empirical	MMAT	Technology; pedagogical innovation
31	Shahed et al. (2026)	Digital Resources and Pedagogical Limitations in	Empirical	MMAT	Institutional constraints; resources

No	Author(s), Year	Title	Design / Type	Framework Appraisal	Focus
32	Shdouh (2024)	Arabic Language Teaching of English-Medium Schools in Bangladesh Applied Linguistics and its Impact on the Arabic Language Pedagogy: A Theoretical Study	Theoretical	Conceptual appraisal	Applied linguistics; pedagogical flexibility
33	Sholahudin, Nurbayan & Ali (2025)	The Competence of Arabic Language Teachers in the Digital Era: A Study Based on the TPACK Framework	Empirical	MMAT	Teacher competence; digital context
34	Sidqi, Taufiqurrochman & Ifawati (2025)	Continuous Professional Development Strategy in Improving the Competence of Arabic Language Teachers in Islamic Boarding School	Empirical	MMAT	Professional development; institutional context
35	Siregar et al. (2026)	Code-Switching as a Pedagogical Strategy in Arabic Language Teaching at the State Islamic University	Empirical	MMAT	Linguistic diversity; code-switching
36	Solehudin (2025)	Storytelling as a Pedagogical Tool in Arabic Language Teaching: Enhancing Speaking Skills	Empirical/pedagogical	MMAT	Creative pedagogy; communicative learning
37	Sun (2021)	Revisiting Postmethod Pedagogy: Adopting and Adapting Socratic Circle to	Empirical/classroom	MMAT	Postmethod; teacher adaptation

No	Author(s), Year	Title	Design / Type	Framework Appraisal	Focus
38	Suskha (2025)	Secondary EFL Teaching Silent Pedagogies and Hidden Curriculum in Arabic Language Instruction Among Rural Madrasahs	Empirical	MMAT	Institutional/local context
39	Talib et al. (2025)	A Conceptual Study of Qur'anic-Based Approaches in the Teaching of Arabic as a Foreign Language	Conceptual	Conceptual appraisal	Cultural/religious contextualization
40	Silviyanti, Yusuf, Samad & Mukminin (2024)	The implementation of English and Arabic practices at an Islamic bilingual boarding school	Qualitative empirical study	MMAT	Institutional context; Arabic language practices; teacher/student constraints
41	Abdurrizal, Sumardi & Putra (2022)	Teacher Agency in Multilingual Education Policy in an Islamic Boarding School in Indonesia	Qualitative exploratory case study	MMAT	Teacher agency; multilingualism; institutional policy
42	Ilmiani, Mubarak & Samdouni (2023)	Exploring Self-Directed Learning Practices of an Arabic Language Teacher: A Phenomenological Study to Enhance Teaching Quality	Qualitative phenomenological study	MMAT	Teacher professional agency; reflective learning; professional development

Following eligibility assessment, each included study underwent structured quality appraisal. Empirical studies were assessed using criteria adapted from the Mixed Methods Appraisal Tool (MMAT), with methodological domains selected according to study design. Conceptual and theoretical studies were evaluated for conceptual clarity, theoretical coherence, argumentation, engagement with relevant scholarship, and contribution to the field. Two reviewers independently completed the appraisal and recorded results in a supplementary quality-assessment table; disagreements were resolved through discussion and consensus.

Data were extracted using a standardized matrix covering author, year, context, publication type, objectives, research design, key concepts, findings, limitations, and contributions to the conceptual framework. The data were analyzed through thematic synthesis involving close reading, open coding, code clustering, theme development, and interpretation of relationships among themes. Major themes included teacher reflective capacity, decision-making authority, curriculum adaptation, learner diversity, local contextual integration, and institutional constraints. Cross-source comparison, documentation of selection decisions, and consistent extraction procedures supported analytical reliability. The synthesis subsequently informed a conceptual model linking teacher autonomy, postmethod principles, curriculum negotiation, and contextually relevant Arabic language learning.

RESULTS AND DISCUSSION

Construction of Teacher Autonomy in Post-Method Pedagogy and Arabic Language Learning

Based on the synthesis of 42 studies meeting the inclusion criteria, the constructs were developed through a stepwise thematic analysis. During open coding, each study was examined for evidence of teacher authority, professional capacity, reflective action, pedagogical creativity, and responsibility. Initial codes included "freedom to choose strategies," "adaptation of materials," "decision-making," "learning reflection," "teacher practical knowledge," "responsiveness to student needs," and "professional accountability." Related codes were subsequently grouped through categorical coding and compared across sources. This process generated four subthemes: autonomy as professional decision-making capacity, autonomy as reflective practice, autonomy as contextualized pedagogical creativity, and autonomy as authority accompanied by responsibility. These subthemes were not predetermined but emerged inductively from recurring conceptual patterns across the literature.

Overall, the synthesis indicates that postmethod pedagogy constructs teacher autonomy as the professional capacity to generate pedagogical knowledge at the intersection of theory, teaching experience, learner characteristics, and institutional conditions. Unlike method-based approaches that position teachers primarily as implementers of prescribed procedures, postmethod pedagogy rejects the assumption of a universally applicable method. Pedagogical effectiveness therefore depends on teachers' capacity to evaluate theoretical relevance, interpret contextual conditions, and make responsible decisions aligned with learning objectives and learner needs.

Autonomy as a Professional Decision-Making Capacity

The first subtheme was formed by combining the codes "strategy selection," "material prioritization," "curriculum adaptation," and "evaluation adjustment." The emergence of these codes indicates that the literature consistently links autonomy to teachers' capacity to determine pedagogical actions based on professional judgment. In Arabic language learning, this capacity includes decisions regarding which language skills to prioritize, the order in which materials are presented, media selection, forms of

classroom interaction, and assessment techniques (Farouq Abdullah et al., 2025). Teachers do not simply choose between direct, grammar-translation, audiolingual, or communicative methods, but can take relevant elements from various approaches to form a strategy that suits the classroom situation (Md. Obaidullah et al., 2025).

Autonomy in this sense is not synonymous with unlimited individual freedom. Teacher decisions are still guided by learning outcomes, curriculum standards, student needs, and scientific principles. The difference lies in the space available for teachers to interpret these demands contextually. When students have difficulty understanding morphological structures, for example, teachers can increase the use of explicit explanations and directed practice (Suskha, 2025). In classes that have a sufficient grammatical foundation but lack communication confidence, teachers can shift attention to simulations, authentic conversations, or collaborative projects. This flexibility emphasizes that autonomy is the ability to assess learning needs and determine accountable actions, not simply the freedom to change teaching procedures (Salsabyila & Taufiq, 2025a).

Abdurrizal et al. show that teachers in an Islamic boarding school don't merely reproduce multilingual policies but interpret and negotiate them based on pedagogical considerations and students' linguistic conditions. This demonstrates that teacher autonomy is relational—exercised within, not outside, institutional structures. Thus, professional autonomy in postmethod pedagogy means mediating between institutional expectations and classroom realities while sustaining educational objectives (Abdurrizal et al., 2022).

Autonomy as a Reflective Teaching Practice

The subtheme of reflective teaching practices was developed from the codes "self-evaluation," "assessment of strategy effectiveness," "learning from experience," and "continuous improvement." This grouping demonstrates that teacher autonomy in postmethod pedagogy is not only evident in pre-learning decisions but also in the ability to assess the consequences of those decisions. Autonomous teachers observe student responses, identify gaps between planning and implementation, and use evaluation results to improve subsequent learning (Siregar et al., 2026). Thus, reflection serves as a mechanism that connects classroom experiences with the development of professional knowledge.

In Arabic language learning, reflection is necessary because the success of a strategy can vary depending on the language background of the students. Using full Arabic, for example, might be effective in an intermediate class, but it could create barriers to understanding at a beginner level. Teachers need to assess whether the use of the students' first language, code-switching, visual media, or examples close to the students' lives can serve as learning supports. Reflection results should not remain as personal notes but rather serve as a basis for restructuring material, improving question formats, changing interaction patterns, or developing more authentic assessments (Sholahudin et al., 2025a). The teacher's position thus evolves from a user of knowledge to a producer of classroom-based pedagogical knowledge.

Reflective practice also demonstrates the link between autonomy and professional development. Teachers gain new insights not only through formal training, but also through ongoing inquiry into their own practice. Learning logs, student feedback, peer discussions, and classroom action research can be used to assess the effectiveness of pedagogical decisions. These findings reinforce the view that autonomy is not a fixed ability, but rather a capacity that develops through experience, professional dialogue, and a willingness to reexamine teaching assumptions (Annova et al., 2025).

Ilmiani et al. show that self-directed learning—reading, online resources, experimentation, discussion, and training—drives an Arabic teacher's pedagogical growth, demonstrating that autonomy develops through continuous learning rather than formal authority alone. This supports the view that reflective autonomy relies on teachers generating, evaluating, and renewing their own knowledge. Professional development thus means not just acquiring prescribed techniques but critically examining classroom experience to build context-sensitive responses (Ilmiani et al., 2023).

Autonomy as Contextual Pedagogical Creativity

The third subtheme is derived from the codes "learning innovation," "material development," "utilization of local culture," "linguistic diversity," and "relevance to student experience." This theme demonstrates that creativity in post-method pedagogy always has a contextual basis. Creativity is not judged solely on the novelty of media or activities, but on their ability to address specific learning challenges. Arabic teachers can develop dialogues, reading texts, projects, or communication exercises that connect the use of Arabic to students' social lives. Material on markets, families, education, tourism, religious activities, and local traditions can serve as communication contexts without neglecting the appropriateness of Arabic linguistic elements (Sidqi et al., 2025).

Integrating local contexts does not replace Arabic culture as a source of language learning. Instead, teachers' role is to build a bridge between the target language and students' experiences, so that learning develops both linguistic competence and intercultural awareness (Nasarudin, N., et al., 2024b). In a multilingual environment, Indonesian and regional languages can be used in a measured way to explain differences in structure, meaning, or use of expressions (Muid et al., 2026). Such decisions reflect autonomy because teachers need to consider when students' linguistic resources support learning and when their use detracts from opportunities to practice Arabic.

Autonomy as Responsible Authority

The final subtheme was formed from the codes "accountability," "professional competence," "institutional boundaries," and "student interests." The literature synthesis shows that teacher autonomy is always linked to ethical and academic responsibilities. Teachers do have the freedom to adapt their learning, but any adjustments must be pedagogically justified, not contradict educational goals, and be evaluated based on student development (Fatahillah et al., 2026). Thus, autonomy cannot be equated with the act of teaching according to personal preferences.

Responsible authority also requires institutional support. Overly rigid curricula, assessments that focus solely on memorization, administrative burdens, and limited learning resources can limit teachers' decision-making space (Abidin et al., 2025). In contrast, academic leadership that supports collaboration, reflection, and material development provides opportunities for teachers to use professional judgment optimally (Nasirudeen & Lawal, 2025). Autonomy is therefore not only an individual attribute, but also the result of the relationship between teacher competence and the conditions of the educational organization (Pratama et al., 2026a).

Based on these four subthemes, teacher autonomy in post-method pedagogy can be defined as the professional capacity to design, implement, evaluate, and improve Arabic language learning through reflective, contextual, creative, and accountable decisions. This finding directly answers the first research question and demonstrates that autonomy does not stop at the freedom to choose methods. Autonomy encompasses the ability to generate pedagogical understanding from classroom experiences, negotiate educational demands with learners' needs, and develop learning that is relevant to local social and linguistic realities. This construction positions teachers as the primary actors in the implementation of post-method pedagogy and serves as an analytical basis for discussing curriculum negotiation and local context integration in the following section.

Negotiating Curriculum Demands with Student Needs

Subthemes were developed through thematic synthesis of 42 studies meeting the inclusion criteria. The analysis identified passages describing how teachers respond to tensions between curriculum requirements and actual learning conditions. Open coding generated codes including "interpreting learning outcomes," "prioritizing material," "adjusting difficulty levels," "adapting strategies," "developing learning resources," "differentiating learning," "adjusting assessments," and "institutional dialogue." These codes were compared according to their meaning and function within teachers' decision-making processes. The resulting clusters produced four subthemes: contextual interpretation of the curriculum, prioritization based on needs diagnosis, adaptation of learning materials and strategies, and assessment alignment with institutional demands. These categories emerged inductively from recurring patterns rather than being predetermined.

The synthesis indicates that curriculum negotiation does not mean disregarding educational standards or replacing the curriculum unilaterally. Rather, it represents teachers' professional process of translating general curricular provisions into learning experiences responsive to students' abilities, backgrounds, goals, and learning environments. Curriculum establishes direction through competencies, content, time allocation, and assessment, while classroom realities introduce diverse and dynamic needs. Postmethod pedagogy therefore positions teachers as mediators between curricular expectations and classroom conditions. Curriculum functions as an interpretive framework rather than a fixed sequence of procedures, enabling teachers to exercise professional judgment while maintaining educational objectives and institutional accountability.

Through Kumaravadivelu's Postmethod Framework

The findings can be theoretically interpreted through Kumaravadivelu's postmethod framework, particularly the interrelated parameters of particularity, practicality, and possibility. Rather than treating these parameters as separate pedagogical categories, the synthesis indicates that they operate as mutually constitutive dimensions of teacher autonomy. Kumaravadivelu argues that postmethod pedagogy requires language teaching to become sensitive to particular learners, goals, institutional settings, and sociocultural environments, while simultaneously enabling teachers to generate a context-sensitive theory of practice and engage with the sociopolitical dimensions of language education (Kumaravadivelu, 2001). Thus, teacher autonomy in this review should not be understood as freedom from curriculum or institutional regulation, but as the professional capacity to interpret and mediate those conditions through situated pedagogical judgment.

This interpretation is consistent with the parameter of particularity because the reviewed studies demonstrate that pedagogical decisions are contingent upon learners' linguistic backgrounds, learning purposes, cultural experiences, institutional expectations, and available resources. The evidence from Arabic language education further indicates that teachers adapt materials, interactional practices, linguistic resources, and learning activities according to the specific characteristics of their educational environments. Such contextual responsiveness corresponds to Kumaravadivelu's insistence that effective postmethod pedagogy must emerge from local linguistic, sociocultural, and institutional realities rather than from the mechanical application of universal methods (Kumaravadivelu, 2003).

At the same time, the findings demonstrate the practical dimension of autonomy. Teachers enact autonomy by interpreting curricular outcomes, diagnosing learner needs, selecting and modifying materials, evaluating classroom responses, and revising pedagogical strategies. This process reflects Kumaravadivelu's conception of practicality as the development of a teacher-generated theory of practice through continuous reflection and action. The distinction between externally produced professional theory and teachers' situated experiential knowledge is therefore central to understanding how autonomy becomes operational in postmethod teaching. Evidence concerning teacher agency, reflective learning, and professional development further indicates that autonomy develops through teachers' capacity to critically evaluate experience and transform it into pedagogical knowledge (Zhang, J., & Peng, Y., 2024).

The possibility dimension extends this interpretation by demonstrating that pedagogical decision-making is also connected to learner identity, culture, linguistic repertoire, and institutional power relations. In Arabic language classrooms, the integration of local cultural materials, translanguaging, code-switching, and students' existing linguistic resources can create pedagogical spaces in which Arabic is learned in relation to learners' social realities rather than as a culturally detached system (Oraby & Azaz, 2023). This corresponds to Kumaravadivelu's argument that language education can contribute

to identity formation and social transformation by engaging the sociopolitical consciousness that teachers and learners bring into the classroom ([Kumaravadivelu, 2003](#)).

Taken together, the synthesis suggests that particularity, practicality, and possibility should be understood as an integrated mechanism through which teacher autonomy is enacted. Particularity establishes the contextual conditions of pedagogical judgment; practicality converts professional knowledge and experience into situated action; and possibility opens that action to questions of identity, culture, linguistic diversity, and institutional relations. Teacher autonomy therefore emerges not as individual discretion, but as a relational, reflective, and contextually situated form of professional agency through which teachers continuously mediate curricular expectations, learner needs, institutional conditions, and local realities.

Contextual Interpretation of the Curriculum

The first subtheme was formed by combining the codes "interpretation of outcomes," "flexibility of implementation," "institutional context," and "relevance of learning objectives." This pattern indicates that negotiation begins when teachers interpret the competencies listed in the curriculum based on the educational setting in which the learning takes place. Arabic language learning outcomes are generally formulated broadly, for example, the ability to understand texts, convey ideas, or interact using the target language. These formulations do not always detail the materials, strategies, or forms of activities most appropriate for each group of students. Teachers therefore need to translate general outcomes into realistic and achievable operational objectives.

Contextual interpretation is influenced by institutional orientation. Arabic language learning in madrasas, public schools, Islamic boarding schools, and universities can have different emphases. Some institutions prioritize the ability to read religious texts, while others emphasize communication, academic needs, or professional competencies. Teachers need to maintain curricular outcomes while determining implementation strategies that are relevant to students' goals ([Annova et al., 2025](#)). If the curriculum requires mastery of grammatical elements, for example, teachers can teach them through text or communication related to students' lives, not just through structural exercises that are separate from language use ([Sahrir et al., 2025](#)). This action does not reduce the substance of the curriculum but changes the way it is achieved to make it more meaningful.

This interpretation positions teachers as intermediaries between policy and practice. Teachers need to understand both immutable boundaries, such as competency standards and evaluation requirements, and the space for adjustment, such as the sequence of materials, examples of language use, media, and classroom activities ([Mahmudah et al., 2026](#)). The ability to distinguish between these two areas is the basis for responsible negotiation. Without a proper understanding of the curriculum, flexibility risks becoming a distraction. Conversely, without sensitivity to classroom conditions, overly rigid adherence can result in learning that is not aligned with students' abilities ([Setiyawan & Rifai, 2025](#)).

Determining Priorities Based on Needs Diagnosis

The second subtheme was derived from the codes "needs analysis," "initial abilities," "learning objectives," "linguistic diversity," and "learning barriers." These findings suggest that curriculum negotiations must be preceded by a student diagnosis. Teachers need information about their initial abilities, experiences learning Arabic, interests, motivations, learning styles, language backgrounds, and language use goals. This information can be obtained through diagnostic tests, observations, short interviews, questionnaires, class discussions, or analysis of student work. Diagnosis allows for evidence-based curriculum adjustments, rather than solely intuitive ones.

Diagnostic results help teachers determine which material needs to be deepened, simplified, accelerated, or restructured. In classes with heterogeneous abilities, presenting all material at the same difficulty level can widen learning gaps (Suskha, 2025). Beginner learners need vocabulary support, pronunciation modeling, and basic sentence structure, while more advanced learners need opportunities to argue, interpret texts, and develop more complex communication. Teachers can maintain the same general goals but provide different stages, supports, and levels of challenge (Shdouh, 2024). This practice shows that curriculum negotiation is related to the principle of learning equity because students receive support according to their needs.

Prioritization is also necessary when time allocation is not commensurate with the breadth of the material. Teachers must select the most fundamental competencies and those with the highest utility for subsequent skill development (Maachi et al., 2025). In Arabic language learning, vocabulary and structure mastery do not have to be positioned as separate objectives from communication skills. Both can be integrated into reading, speaking, listening, and writing activities. This option allows teachers to meet material demands while avoiding fragmented learning (Fatahillah et al., 2026). Thus, curricular priorities are determined based on the interrelationships between competencies and their benefits to students' needs.

Adaptation of Learning Materials and Strategies

The third subtheme was formed from the codes "modification of teaching materials," "variation of methods," "differentiation of tasks," "utilization of technology," and "student participation." The analyzed literature shows that the results of curriculum negotiations become apparent through the adaptation of learning materials and strategies. Textbooks are not treated as the sole source, but as one tool that can be supplemented with authentic texts, digital media, visual materials, recorded conversations, and sources from the students' environment. Adaptation is necessary when the available materials are too difficult, inappropriate for the students' developmental level, or far from the students' social experiences.

In post-method pedagogy, teachers are not required to replace one method with another, but rather to develop a combination of strategies based on the learning problem. Explicit explanations can be used when students need to understand the rules, while simulations and group work are implemented to expand communication opportunities (Maachi et al., 2025). Project-based learning can be chosen to integrate language skills

with collaboration and problem-solving skills. The use of different strategies is not a form of inconsistency, but rather a professional response to goals and needs that cannot always be met through a single procedure (Hamid, 2025a).

Students can also be involved in negotiations by selecting topics, assignment formats, media, or activities deemed relevant. This involvement does not mean leaving all decisions to the students. Teachers remain responsible for ensuring that agreed-upon choices support curriculum outcomes. However, participation spaces help teachers gain information about learning interests and difficulties while fostering a sense of ownership in the learning process (Rahmatika & Syafe'i, 2025). Negotiations thus take place in a dialogical manner, although the level of participation is adjusted to age, ability, and institutional conditions.

Alignment of Assessment and Institutional Demands

The final subtheme comes from the codes "authentic assessment," "feedback," "graduation standards," "peer collaboration," and "institutional support." The analysis shows that learning adaptations cannot be considered successful if the assessment system continues to measure different aspects of the competencies being developed. If learning is directed at communication skills, assessment cannot simply use multiple-choice questions or mastery of rules. Teachers can integrate written tests with presentations, conversations, portfolios, projects, and performance assessments. This form of assessment still refers to curriculum indicators but provides a more complete picture of student development.

Curriculum negotiation also depends on the institutional space available. Adjustments made by teachers need to be communicated to leaders, colleagues, or the curriculum development team to avoid becoming individual practices. Teacher forums can be used to agree on essential material, discuss student challenges, and design aligned assessments (Salsabyila & Taufiq, 2025b). Documentation of the reasons for adjustments, the implementation process, and learning outcomes is necessary to maintain accountability. In this way, teacher autonomy can run alongside institutional quality standards.

Based on these four subthemes, teachers negotiate curriculum demands with student needs through an interconnected series of steps: interpreting outcomes contextually, diagnosing needs, determining priorities, adapting materials and strategies, and aligning assessments with institutional requirements. These findings answer the second research question by emphasizing that curriculum negotiation is a pedagogical process based on professional judgment, not an act of reducing standards. Within a post-method framework, successful negotiation is determined by teachers' ability to maintain a balance between adherence to educational goals and responsiveness to classroom realities. This position demonstrates that teacher autonomy takes practical form through relevant, measurable, and accountable curricular decisions.

Integration of Local Context in Pedagogical Decision Making

The analysis began with open coding of statements describing relationships between learning-environment characteristics and teacher decisions. Initial codes included

"community communication needs," "students' social experiences," "cultural values and practices," "institutional orientation," "resource availability," "linguistic diversity," "code-switching," and "learning material selection." These codes were compared, grouped according to conceptual similarity, and examined for relevance to the research questions. The analysis generated four subthemes: response to social context, cultural contextualization, adaptation to institutional conditions, and utilization of linguistic diversity. These subthemes were retained because they recurred across the literature and represented contextual domains directly influencing learning planning, implementation, and evaluation.

The synthesis indicates that local context functions not merely as the setting of learning but as a source of pedagogical information informing objectives, materials, strategies, media, interaction, and assessment. Unlike method-based approaches, in which contextual considerations may follow predetermined procedures, postmethod pedagogy places contextual understanding at the foundation of pedagogical decision-making. Teachers consider learners' characteristics, learning environments, communicative purposes, and available resources before selecting appropriate actions. Pedagogical decisions consequently emerge from the interaction between curricular requirements, linguistic principles, and local realities, making contextual sensitivity an essential dimension of professional teacher autonomy.

Response to the Social Context of Students

The first subtheme was formed from the codes "daily experiences," "communication needs," "community characteristics," "social participation," and "learning relevance." This pattern demonstrates that teachers integrate social contexts by connecting Arabic to activities and issues familiar to students. Family environments, schools, Islamic boarding schools, places of worship, markets, student organizations, and digital spaces provide communication situations that can be used as a basis for developing activities. Teachers can develop dialogues, texts, simulations, or projects based on these social interactions so that the use of Arabic has a purpose that can be understood.

Social integration does not mean that all material must be limited to local experiences. The immediate context serves as a starting point that helps learners understand vocabulary, structures, and communication functions before interacting with broader situations ([Sholahudin et al., 2025b](#)). For example, learning about transactions can begin with local buying and selling practices, then expand on variations in communication in Arabic-speaking countries. This approach reduces the distance between the target language and students' experiences while preparing them for differences in language use across regional contexts ([Sabilar Rosyad et al., 2026](#)).

Social context-based decisions also relate to the purpose of learning Arabic. Students studying to understand religious sources have different needs than those preparing for further study, employment, tourism, or international communication. Teachers need to map these orientations through observation, discussion, and needs assessment ([Rahmatika & Syafe'i, 2025](#)). The mapping results are used to determine the proportion of reading, listening, speaking, and writing skills without neglecting curriculum outcomes.

Thus, social relevance is not simply the use of examples close to students' lives, but rather the appropriateness between the competencies being developed and the language functions they require (Susiawati & Fajr, 2025).

Cultural Contextualization in Learning Materials

The second subtheme stems from the codes "local cultural representation," "student identity," "intercultural communication," "community values," and "language authenticity." The synthesis shows that culture influences topic selection, communication examples, illustrations, reading texts, and the way teachers explain the meaning of expressions. Arabic language teaching materials often focus more on Middle Eastern life, while students' cultural experiences receive less space. This imbalance can make the material feel distant and foster the perception that Arabic is only appropriate within certain cultural settings.

Teachers address this issue by presenting local culture as content for communication in Arabic. Community traditions, arts, cuisine, the environment, religious activities, and local lifestyles can be developed into reading, writing, presentation, or conversation materials (Roslan & Sahrir, 2020). Students not only learn the language to understand Arab society but also use it to explain their identity and environment to other speakers (Raswan et al., 2025). Arabic thus serves as a means of knowledge exchange and intercultural communication.

Contextualization needs to be conducted critically to avoid oversimplifying local or Arab cultures. Teachers should avoid portraying culture as a uniform and unchanging set of customs. Learning can be directed toward comparing greetings, politeness, social relationships, forms of celebration, or daily practices, while taking into account the diversity within each society (Nofesalya et al., 2025b). This comparison helps students understand that language accuracy is determined not only by grammatical structure but also by the ability to adapt speech to the interlocutor and the situation. Cultural considerations ultimately become part of the development of pragmatic and intercultural competence.

Adjustments to Institutional Conditions

The institutional context subtheme was developed from the codes "institutional vision," "type of educational unit," "curriculum policy," "learning load," "teacher competency," and "availability of facilities." The findings show that pedagogical decisions are determined not only by the needs of students but also by the structures governing teachers' work. Madrasahs, Islamic boarding schools, public schools, course institutions, and universities have different goals, academic traditions, time allocations, and learning resources (Fitriani, N., et al., 2025). Strategies that are effective in institutions with Arabic-speaking environments may not be directly applicable to schools that only offer a few hours of instruction per week.

Silviyanti et al. show that Arabic/English practices in Islamic boarding schools—vocabulary building, muḥādathah, language control, competitions, and collaboration—are shaped by institutional policies, teacher competence, student motivation, and Indonesian dominance. This confirms that institutional context actively shapes pedagogy; postmethod

teachers must interpret institutional expectations while adapting practices to learners' real linguistic and motivational conditions (Silviyanti et al., 2024).

Teachers integrate institutional conditions by assessing available opportunities and limitations. In institutions with adequate digital facilities, learning can utilize videos, authentic recordings, virtual classrooms, or communication with speakers from other regions. When technology access is limited, teachers can use vocabulary flashcards, objects in the school environment, simple texts, language games, and direct interaction (Dawod & Abdul Ghani, 2026b). Differences in facilities are not a basis for lowering learning objectives but rather determine the form of support and stages that are most likely to be implemented.

The institution's orientation also influences the balance between linguistic competence, text comprehension, and communication skills. In Islamic boarding schools, for example, the tradition of reading scriptures can be used as capital to develop structural analysis and text comprehension, then expanded to speaking and writing activities (Fitriani et al. 2025). In public schools, time constraints can be overcome by selecting essential materials and integrating several skills into one activity (Obaidullah et al., 2025). This kind of adjustment shows that the application of post-method pedagogy requires the ability to read organizational culture, not just understand the characteristics of students.

However, the institutional context can also limit teacher autonomy through rigid curricula, uniform assessments, administrative burdens, or pressure to complete entire textbooks. Therefore, integrating the institutional context requires professional dialogue with leaders, curriculum teams, and colleagues. Teachers can communicate the findings of the need's diagnosis, explain the rationale for adjustments, and document their impact on learning (Hamid, 2025b). This process makes contextual decisions part of the institution's quality development, not individual actions separate from the education system.

Utilization of Local Linguistic Diversity

The fourth subtheme is formed from the codes "multilingualism," "first language," "regional language," "code-switching," "language comparison," and "understanding support." These codes indicate that students' linguistic backgrounds are a pedagogical resource that influences their understanding of Arabic. In Indonesian settings, students generally use regional languages and Indonesian before learning Arabic. Some also have English skills or experience reading Arabic texts for religious purposes. This diversity produces both capital and potential interference that needs to be considered in teaching.

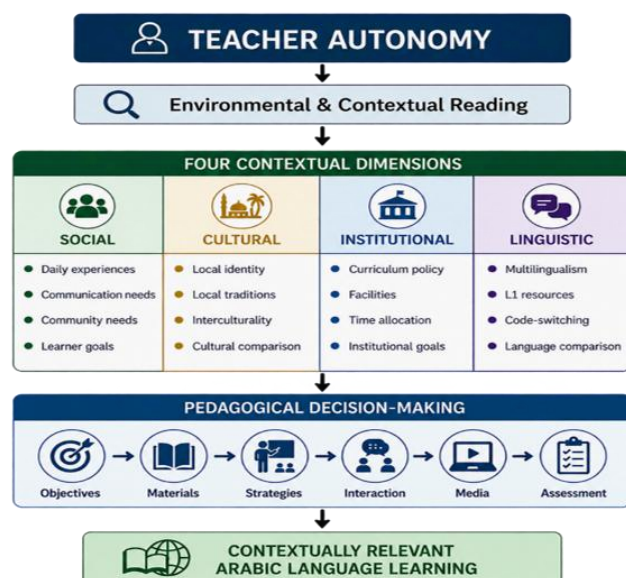
Teachers can use language that students already know as a bridge to explain new concepts, especially at the beginner level. Comparing sound patterns, word formation, sentence structure, and meaning can help students recognize similarities and differences between language systems (Talib et al., 2025). Code-switching can be used deliberately when explaining entirely in Arabic creates excessive cognitive load. However, its use should be gradually reduced as competence develops so that the first language does not replace opportunities for interaction in the target language (Pratama et al., 2026b).

Linguistic considerations also influence the selection of materials and assessments. Teachers need to identify errors that stem from differences in language structure, rather than immediately interpreting them as a lack of learning effort. Feedback is then directed at error patterns that require correction. In a multilingual classroom, students can be involved in comparing how an idea is expressed in Arabic, Indonesian, and regional languages (Hamid, 2025b). This activity increases metalinguistic awareness and positions diversity as a source of learning, not as an obstacle to be eliminated.

Based on these four subthemes (figure 1), local context is integrated through a process of environmental reading that precedes and accompanies pedagogical decision-making. Teachers map social needs, select relevant cultural representations, adapt learning to institutional conditions, and utilize students' linguistic resources. This information is translated into the determination of objectives, materials, strategies, media, interactions, and assessments. These findings address the third research question by demonstrating that contextualization is not a decorative addition of local elements, but rather a mechanism for ensuring the appropriateness of pedagogical decisions. In post-method pedagogy, the ability to connect educational standards with social, cultural, institutional, and linguistic realities is a crucial indicator of teacher autonomy. This integration enables Arabic language learning to maintain linguistic accuracy while being relevant, inclusive, and meaningful to students.

Figure 1.

Contextual Integration as a Mechanism of Teacher Autonomy in Postmethod Arabic Language Teaching



The figure synthesizes the four contextual domains identified in the literature and illustrates how they inform pedagogical decision-making. Social, cultural, institutional, and linguistic contexts do not operate as isolated variables; rather, they interact in shaping teachers' decisions regarding learning objectives, materials, strategies, interaction patterns, media, and assessment. The figure therefore conceptualizes contextual integration as a

mechanism through which teacher autonomy is enacted within postmethod Arabic language teaching.

CONCLUSION

This study concludes that teacher autonomy in post-method Arabic language pedagogy is a relational and contextual professional agency, not unfettered freedom from curricular or institutional demands. A synthesis of 42 studies shows that autonomy is realized through reflective, creative, adaptive, and responsible pedagogical decisions. Teachers interpret learning outcomes, diagnose learners' needs, adapt materials and strategies, evaluate classroom responses, and develop experiential knowledge. In the process, curriculum negotiation becomes an important mechanism that allows teachers to balance curriculum demands, student diversity, and institutional requirements without neglecting learning objectives.

Local contexts have also been shown to play a role as a source of pedagogical knowledge. Social experiences, cultural identity, institutional structures, and linguistic diversity influence the selection of materials, media, activities, interactions, and assessments. Contextualization does not weaken Arabic language learning, but it can increase meaningful participation, intercultural awareness, and the relevance of learning to learners' lives. Theoretically, this study integrates teacher autonomy, curriculum negotiation, and contextual responsiveness within a postmethodist framework.

However, these findings need to be interpreted by considering the limitations of systematic synthesis, variations in study methodology and context, and limitations in the scope of the literature. The resulting framework still requires empirical validation. Future research needs to use qualitative, quantitative, and mixed-methods approaches to test its application in madrasah, pesantren, tertiary, and other contexts. Longitudinal studies are also important to examine the development of teacher autonomy, the influence of institutional support, and the impact of contextual adaptation on engagement, communicative competence, and intercultural learning outcomes.

DECLARATIONS

Author Contributions

Wahida, Basse., Contributed to the conceptualization of the research, preparation of the original manuscript draft, as well as editing and visualization and also contributed to the review and revision of the manuscript and conducted the formal analysis; **Saidah.**, was responsible for validating the research findings and providing overall supervision of the research process; **Hardi HR. M.**, contributed to the design and development of the research methodology.

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The authors declare no conflict of interest.

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There is no additional information to declare.

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