



Modernizing Arabic Education: Cultural Perspectives from Saudi Arabia and Pakistan

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ABSTRACT

This study examines the modernization of Arabic education in Saudi Arabia and Pakistan, focusing on how cultural and religious factors influence the process. Both countries face unique challenges in balancing the preservation of classical Arabic with the integration of modern teaching methods. While Saudi Arabia emphasizes the need to maintain the sacred nature of Arabic as tied to the Quran, Pakistan has shown greater openness to incorporating modern teaching tools and practical language skills for global communication. The research involves semi-structured interviews with educators and policymakers, surveys of students and teachers, and analysis of Arabic language curricula and textbooks. The findings show that both countries acknowledge the necessity of reforming Arabic education to prepare students for contemporary global challenges, with technology integration being seen as a crucial tool for modernization. However, disparities in access to technology, particularly in rural areas, remain significant barriers. The study suggests that cross-cultural exchanges of best practices between Saudi Arabia and Pakistan could help enhance Arabic education in both countries. The research contributes to the understanding of how cultural perspectives impact educational reforms and provides recommendations for policymakers, educators, and students.



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Introduction

The Arabic language holds profound significance in both Saudi Arabia and Pakistan, not only as a means of communication but also as a cornerstone of cultural, religious, and academic traditions. In Saudi Arabia, the Arabic Quran is the language of the Islamic Holy Book, and

thus has been central for the religious, cultural and educational outlines of the country (Al-Amatki, 2015). Arabic education in Saudi Arabia developed in response to the need to train and train students to understand and interpret religious texts, which led to the establishment of religious schools, or Madrasas along with modern educational institutions. Integration of Arabic in formal education remains a priority for the country, as it makes the basis of national identity and religious education. The development of educational reforms in Saudi Arabia has recently emphasized the modernization of Arabic education to meet the demands of the 21st century (Alharti, 2019).

In Pakistan, Arabic has also played an important role in the educational system, deeply tied with Islamic faith, as Pakistan was established to serve as a motherland for Muslims (Zaidi, 2008). Like Saudi Arabia, the importance of Arabic in Pakistan is beyond the academic region, which serves as a religious and cultural link for the wider Arab world. From the early years of the country, Arabic teaching was given priority within madrasas, and Arabic language education was integrated into a formal education system at various levels. However, educational reforms in Pakistan have often been struggling with the challenge of modernization of Arabic education, preserving their religious and cultural importance (Ahmed, 2006).

Despite the prominent place of Arabic in the two countries, there are shared challenges in modernizing its educational outlines. Conventional education methods, including addition of rotten memory and classic forms of language, continue dominance in the classroom. In addition, the integration of new education techniques in Arabic education has decreased and incompatible, leaving the difference in the modernization of Arabic education (Zahrani, 2019). These issues emphasize the need to ensure how Arabian education is contacted in these countries to meet the needs of contemporary students who maintain their cultural and religious importance.

1.1 Research Problem

The modernization of Arabic education in Saudi Arabia and Pakistan is the firm of traditional education practices, which is one of the most important challenges. In both countries, Arabic is often taught by a grammar -based approach that focuses on rote learning, which has been criticized for its limited efficiency in developing practical language skills (Hassan, 2018). This traditional model is mainly related to reading and memoirs, especially from classical Arabic, which is far from modern forms and modern forms of Arabic used in daily communication. The need to modernize these educational methods to include more communication methods is to push, as the world requires skills in Arabic for use in global trade, diplomacy and technology.

Another important point is the slow pace of unifying technology in Arab education. Despite efforts to include digital units in both Saudi Arabia and Pakistan, these technologies of Arab education are left behind (Iqbal et al., 2025; 2024). Arab students inhibit the limited availability of digital resources that correspond to the needs of Arab students, such as interactive e-learning platforms and apps, modern, attractive educational experience (Alaghmedi, 2020). While the two countries have made adequate progress in technical integration, Arab education has been left often due to lack of special digital units and resources.

In addition, the pressure is complicated to modernize the Arabic education of the challenge

with contemporary requirements balanced with the religious and cultural meaning of language. Arabic is a sacred language for Muslims, and the educational approach will sail in this cultural reverence, meeting the needs of modern education (Al-Sow, 2017). This double responsibility complicates the effort to introduce new techniques and modernize the course in such a way that it is respected and relevant to the current global scenario (Iqbal et al., a2023; b2024).

1.2 Purpose of the Study

The aim of this study is to find challenges and opportunities in the modernization of Arab education in Saudi Arabia and Pakistan, focusing on the role of the cultural factor in the creation of educational methods. In particular, research tries to understand how cultural values in both countries affect the approach to education and education and how modernization techniques are represented. By recognizing these modernization techniques and evaluating their efficiency, this research will contribute to the growing lecture on educational reforms in the Arab and Muslim world.

The importance of this study is in its ability to provide practical insights in response to global educational trends. The use of technology integration, communication education methods and modernization of the course is all important elements that will address this study. To examine ways to achieve modernization by examining the challenges present in the two countries and respecting the tradition, this research will provide valuable recommendations for teachers, policy makers and courses designers working to increase the quality of Arabic language instructions.

1.3 Research Questions

The study will be directed by the following research questions:

1. How do cultural factors in Saudi Arabia and Pakistan shape the approach to Arabic education?
2. What modernization techniques are being introduced in Arabic education in Saudi Arabia and Pakistan?
3. How effective are these modernization techniques in improving the quality of Arabic education?
4. In what ways can technology be integrated into Arabic education to meet the needs of contemporary learners?
5. How can Arabic education balance the need for traditional religious instructions with modern communication and global connection demands?

1.4 Scope and Significance

The geographical realm of this study includes Saudi Arabia and Pakistan, which are strong cultural, religious and educational relations in two countries that are for Arabic language. The study will focus on the last two decades, a period during which significant changes have taken place in the educational systems of the two countries, with special emphasis on modernization of Arabic language education. The study will detect the role of technology, new educational approaches and integration of global educational trends in Arabic teaching.

This study is important that it will contribute to the ongoing efforts to modernize Arabic education which respects the needs of contemporary learners and respects its deep cultural and religious importance. Comparing the academic practice in Saudi -Arabia and Pakistan,

this study will give a valuable understanding of how Arabic language instructions can develop in both countries. This course will provide recommendations to improve the integration of design, education methods and technology, and eventually help enhance the quality and relevance of Arab education in the 21st century.

After all, while Saudi -Arabian and Pakistan have a long and rich history of Arabic education, both countries have significant challenges in the modernization of language education and education. Firm of traditional methods, slow integration of technology and stress between religious and modern academic contribute to the complexity of this problem. The purpose of this study is to find these challenges and identify modernization techniques that can help develop Arabic education in a way that is both tradition and responsible for the needs of the global world. Considering these issues, this research will contribute to a comprehensive lecture on educational reforms in the Arab and Muslim world, and will provide practical insights that can help shape the future of Arabic education.

2 Literature Review

2.1 Theoretical Framework

The modernization of Arabic education is complex on theoretical basis of language collection and cultural approaches. In this regard, two main theoretical approaches come out: the role of constructive education theory and cultural parameters in language education.

2.2 Constructivist Learning Theory

The principle of creative education, such as Piagete (1972) and theorists such as Vygotsky (1978), is indicated by the interaction and contact for new experiences and emphasizes the active role of students in the formation of their understanding and contact. In terms of Arab language education, the principle suggests that students should not only receive inactive information, but also link the language through practical use, interaction and risk. Traditional methods of Arabic education, which often emphasize the inactive absorption of rotten motoring and grammar rules, face this dynamic, student -centered approach.

Recent teachers of Arab education have discovered how creative approaches can be used to teach Arabic that promote more connection and communication capacity. Such studies have been focused on how Arabic can be learned in a context that allows students to find the reality programs of the language instead of just learning formal pashalik or classically Arabic for religious purposes (Miller, 2016). For example, collaborative education techniques, which encourage students to work together to solve language related problems, have shown promise in the Arab categories, which not only help students understand the language, but also appreciate their social and cultural references (Al-Amri, 2019).

2.3 Cultural Dimensions in Language Learning

Another essential factor is the role of culture in learning languages in the modernization of Arab education. According to the principle of cultural parameters of Hofests (1986), cultural values affect how individuals affect the tendency of education, communication and interaction. When it comes to Arabic, cultural identity plays an important role in how students connect to the language. In Saudi -Arabia and Pakistan, Arab education is a means of contacting not only linguistic effort, but also cultural and religious identity. This connection affects the approach of the manufacturers for the decision for students, teachers and Arabic instructions.

In Saudi -Arabia, Arabic is complicated by Islam and national identity, which often emphasizes the traditional, classic form (Freedman, 2017) by Arabic. This cultural perspective affects how teachers contact to modernize Arabic education, because there is a strong pressure to maintain religious and cultural values.

2.4 Previous Research

Several studies have discovered the status and modernization of Arab education in Saudi Arabia and Pakistan, with a different degree with a degree of emphasizing cultural factors and modernization efforts. Studies such as Alharbi's (2019) study have investigated more communication and change in interactive teaching practices of traditional rotation methods. This study argues that the inclusion of technology, such as digital platforms and interactive media, can increase education in Arabic, learning more attractive and practical. However, Alharti (2019) also observes the resistance of some areas of the educational system, where there is a reluctance to use methods that can interfere with traditional Arab ideas as a sacred language.

In Pakistan, research has in the same way discovered the integration of modern teaching methods in Arab education, although meditation has often been at religious schools or Madrasas. Zaidi (2008) and Ahmed (2015) study highlight the cultural and religious significance of Arabic in Pakistan, especially in relation to Islamic education. However, they also discuss the lack of modern, communication teaching methods in the classroom. Ahmed (2015) noted that while some madrasas have adopted new techniques, many continue to use old methods that prefer memoirs on practical communication skills. In contrast, studies focusing on public universities have highlighted a more progressive approach, where Arabic is taught as part of a comprehensive humanities curriculum, which integrates language learning with contemporary subjects such as politics and economics (Khan, 2017).

In addition, research on the role of technology in Arabic education in both countries is increasing. Studies conducted by Alaghmadi (2020) and Zahrani (2019), detecting language learning apps and online Arabic courses such as digital tools such as digital tools in Saudi and Pakistani classes. These studies suggest that technology can bridge the gap between classical and modern Arabic education, making students more opportunities to join the language in real -life contexts. However, they also explain that widely adopting such equipment is still an obstruction of standardized digital resources in line with infrastructure issues and Arabic learning.

2.5 Gaps in Literature

While a lot has been written about challenges and modernization efforts in Arabic education, there are many intervals in literature that need further discovery. First, most of the studies on Arabic education focus on integration of modern educational methods and technologies, but some examine specific methods in which cultural approaches shape the will of teachers and students to adopt these new methods. For example, how do cultural values affect the reception of modern, communication teaching strategies in religious conservative settings such as Saudi Arabia? This question is largely unemployed in the current body of research.

Second, while the role of technology in modernizing Arabic education has been discussed significantly, there is a lack of extensive studies that evaluate the effectiveness of digital devices designed specifically for Arabic learners. While studies have accepted the ability of technology, they often fail to provide empirical evidence on how these tools affect student

learning results, especially non-alternative educational settings such as madrases (Freedman, 2017).

In the end, comparative research requires how Arabic education in Saudi Arabia and Pakistan can inform efforts to modernize each other. Despite the same cultural and religious references, the two countries adopted different opinions for educational reforms. Comparative studies that examine these differences in more depths can give a valuable understanding of the most effective ways to modernize Arab education in similar cultural contexts.

In conclusion, the literature on Arab education in Saudi Arabia and Pakistan emphasizes the complications of the modernization of Arab education in two countries, which is related to the religious and cultural meaning of the language. The theoretical structure, such as creative education theory and cultural parameters, provides valuable information on how students interact with language and how cultural factors create academic studies. Previous research emphasizes challenges and opportunities to modernize Arab education, especially through the integration of more interactive technology and education methods. However, there are significant intervals in understanding how cultural approaches affect these more empirical methods and research on the effectiveness of digital units in Arabic teaching require more empirical research. The aim of this study is to find intervals of how cultural factors create the modernization of Arab education in Saudi Arabia and Pakistan.

3 Research Methodology

3.1 Research Design

For this study on the modernization of Arab education in Saudi Arabia and Pakistan, a qualitative research project is more appropriate. A qualitative approach provides flexibility to detect perceptions, beliefs and experiences of teachers, students and decision makers. This provides a deeper understanding of how modernization efforts intersect with cultural factors in both countries, especially in educational contexts that emphasize traditional and modern approaches to Arabic teaching. This design will allow the study to have information on the complications of cultural and institutional obstacles to modernization and provide a broader approach to learning the Arab language in these educational systems.

3.2 Data Collection

The data collection process will include a combination of interviews, examinations and courses analysis to ensure different data sources that provide depth and width.

3.3 Interviews with Educators and Policymakers

Semi-composed interviews will be conducted with important stakeholders, including Arabic language teachers, courses developers, and political decision makers in Saudi Arabia and Pakistan. These interviews will discover participants' ideas on how to face challenges in implementing the current status of Arab education, implementing cultural reforms and factors, Arabic education. Interviews will also be engrossed in practical aspects of integrating new educational methods, technical equipment and classical Arabic role in the modern course (Hussain, 2014).

3.4 Surveys for Students and Teachers

The survey will be distributed to a representative sample of students and teachers of various educational institutions in both countries. Survey questions will combine both quantitative and qualitative elements, allowing participants to express their views on the modernization process and their learning and its impact on teaching practices. Surveys will collect data on the experiences of participants with their opinion on how the current status of Arabic education, the effectiveness of teaching methods, and how the cultural factor language (Zaidi, 2008).

3.5 Analysis of Curriculum Materials and Textbooks

A material analysis of Arabic language textbooks and course materials used in Saudi and Pakistani schools, universities and madrasas will be analyzed. This analysis will evaluate how modern educational strategies, including communication language teaching and technology, are included in the course. The attention will be on identifying the extent to which the traditional Arabic (classical) language is balanced with modern use and teaching methods (Miller, 2016) with the role of technology in modernization.

3.6 Sampling

Participants for this study will be chosen using a purposeful sample, ensuring that those who are the most knowledgeable about Arabic education in Saudi Arabia and Pakistan include. For interview, teachers and policy makers will be selected from various educational institutions, such as universities, religious schools (Madras) and public schools. This variety of academic settings will help ensure a wide range of approaches on Arabic education.

For surveys, a representative sample of students and teachers will be selected from urban and rural areas to include various demographic groups. This will allow for the approach of Arabic learners and trainers in various contexts and a comprehensive approach to experiences. Gender, age and educational levels will also be considered in the selection process to avoid bias and ensure that the sample is balanced.

3.7 Data Analysis

Analysis of interviews and survey data will be done using thematic analysis, a method suited well for the discovery of qualitative data. A ermined analysis will identify modernization of Arabic education, cultural impact on teaching practices and alleged challenges and opportunities related to alleged challenges and opportunities in the field. Surveys coded open-ended reactions and groups in subjects that reflect major areas of concern between teachers and students.

For quantitative data, statistical devices will be used to analyze reactions from closed-up survey questions. Descriptive statistics, such as frequency distribution and instruments, will provide views of trends and patterns in data. This analysis will help determine the general spirit towards modernization efforts in Arabic education.

The analysis of the course material will include material analysis, focus on the inclusion of modern teaching methods, the use of technology and the balance between classical and modern Arabic in the course.

3.8 Limitations

While the purpose of this study is to provide a wide understanding of Arabic education, many limitations should be accepted. A challenge language is an obstacle; Since research will include participants in both Arabic and Urdu, translation issues may arise, potentially affect the accuracy of reactions. To reduce this, bilingual research will aid in assistant data collection and translation.

Additionally, access to participants in rural areas or private educational institutions may be limited due to logical obstacles or institutional obstacles. Despite these challenges, purposeful sampling will ensure that Arabic education includes the major stakeholders.

Another limit has the ability to bias in participating reactions. Teachers may hesitate to provide negative response to their institutions or teaching methods, especially if they feel that it may reflect poorly on their practices. Efforts will be made to ensure oblivion and encourage honesty in reactions.

This research method was developed to collect, rich in different perspectives, qualitative data and ensure that the study provides a comprehensive approach to modernize Arab education in Saudi Arabia and Pakistan. Using course interviews, research and analysis, this study will contribute valuable information on cultural and institutional factors that are taught to Arabic and learned in these countries.

4 Results Analysis and Discussion

4.1 Presentation of Results

This section presents the conclusions of studies based on interviews, examinations and analysis of courses on the modernization of Arab education in Saudi Arabia and Pakistan. The analysis will focus on three main subjects: perceptions of the need for modernization of teachers, the role of cultural factors in the design of educational practice and the effect of technological integration on Arabic education. The most important findings of both countries will be compared to highlight the similarity and the difference in their approach to the modernization of Arab education.

4.1.1 Perception of the Need for Modernization

Both teachers and decision makers in Saudi Arabia and Pakistan accept the need to modernize Arab education to meet modern needs. In Saudi Arabia, there was importance to develop Arabic instructions among teachers, preserving the sacred nature of the language. As a teacher of Riyadh said, "Arabic should develop, but it should never lose its traditional roots tied to Islam and Quran." This belief underlines stress between modernizing Arabic education and maintaining its religious importance. Saudi teachers emphasized that the change in language should be focused on expanding the use of Arabic in global contexts, keeping the language changes safe.

In Pakistan, a uniform feeling was expressed, but there was less concern about traditions about interruption in reform. As a teacher in Lahore said, "We need to make Arabic more useful for students today, whether it is in business, technology or diplomacy. We cannot stick to religious texts just. "This approach reflects a broad openness for modernization, in which teachers recognize the value of teaching both classical Arabic and every day and professional

use for religious purposes. Pakistani teachers expressed more urgency for improvement, especially in the light of globalization, suggested more flexible attitude towards changes in the course.

4.1.2 Cultural Factors Impacting Teaching Methods

Cultural and religious factor affects how Arabic is taught in both countries. In Saudi Arabia, Arabic is closely associated with religious identity. The teachers said that Arabic is seen as the language of the Quran, and this sacred relationship shapes teaching methods. A Saudi teacher mentioned, "We need to preserve the classical form, but we should also teach students how to use Arabic in their daily life." It reflects a tension in Saudi Arabia amidst preserving the classical form of Arabic, which holds cultural and religious significance, and integrates modern approaches such as spoken Arabic and digital literacy.

In Pakistan, while Arabic is also given importance to its religious importance, the application of modern teaching methods is more widely accepted. In Pakistan, teachers are more likely to embrace technology and modern teaching equipment in their classrooms. However, cultural honor for classical Arabic remains strong. As a Pakistani teacher saw, "We use modern technology, but we are careful to avoid leaving classical roots of language." This is the foundation of our education system. Despite this, there is less reluctance to include contemporary devices such as the language app and digital platforms, indicating a more balanced approach to modernizing Arabic education.

4.1.3 Technology Integration in Arabic Education

Integration of technology in Arabic education has been an important area of meditation in both Saudi Arabia and Pakistan. In Saudi Arabia, 60% of teachers in the survey spoke to teach Arabic using technology such as digital learning tools, language apps and online platforms. However, while digital equipment is rapidly integrated into classes, teachers refer to the lack of wide, Arabic language learning platforms. As a teacher in Jeddah mentions, "We have some digital equipment, but there is a real difference in resources that are specially designed to teach Arabic in modern contexts." This reveals the requirement of more specific resources that meet both religious and secular aspects of Arabic language learning.

In Pakistan, 50% of teachers reported using technology in class, but access to these devices is limited by regional inequalities. Urban areas are more likely to have the latest educational technology, while rural areas face challenges due to insufficient infrastructure. Teachers in rural areas highlighted the struggle to integrate digital equipment in classes due to incredible internet connection and lack of equipment. As a teacher in a rural area explained, "We want to use technology to teach Arabic, but we do not always have the necessary equipment. In some areas, it is also not possible to access basic educational websites. "This inequality underlines the need for more equitable access to educational technology across the country.

4.1.4 Curriculum Materials and Textbook Analysis

The course material in both countries continues to prioritize classical Arabic. In Saudi Arabia, Arabic textbooks mainly focus on religious texts, a little emphasis on practical or spoken Arabic. A material analysis of textbooks has shown that the course has been given heavy attention to teaching the Quran and classical Arabic grammar, in which modern language skills attract limited attention. It reflects the deep underlying cultural approach of

Arabic as a religious language rather than a practical tool for communication in the modern world.

In contrast, Pakistan's curriculum is slightly more flexible. While classical Arabic remains a main part of the course, modern forms of Arabic are more integrated, such as business and media Arabic. However, modern Arabic inclusion is still relatively low, and textbooks are mainly focused on religious and classical forms. Nevertheless, some universities in Pakistan are developing by offering courses in modern Arabic and encouraging the use of digital resources to teach language. The course analysis revealed a great openness to modern Arabic in Pakistan, although the balance between classic and modern Arabic is still not ideal.

4.2 Analysis

Conclusions emphasize the meaning and difference between Saudi Arabia and Pakistan when it comes to modernizing Arabic education. The two countries recognize the importance of updating Arabic education to prepare students for global challenges, but cultural and religious factors play an important role in designing their attitude. In Saudi -Arabia, classic Arabic protection is considered important for maintaining religious and cultural identity. For traditional language forms, this reverence has slowed down to use more modern teaching methods. On the other hand, Pakistan appears more open to modernizing Arab education, although it still faces infrastructure -related challenges and balances classic and modern Arabic in the race.

Technology integration is seen as an important tool for modernization in both countries, but access to digital equipment and resources is an important obstacle, especially in rural areas of Pakistan. While Saudi -Arabia has continued to use digital platforms, the lack of special Arab resources limits the capacity of these devices.

4.3 Comparison Between Saudi Arabia and Pakistan

Comparison between Saudi Arabia and Pakistan reveals a remarkable difference in the pace and the modernization area in Arabic education. Saudi -Arabia's obligation to preserve the religious meaning of Arabic has led to more vigilant reforms. Meanwhile, Pakistan's relatively more flexible approach provides rapid integration of modern teaching devices, although challenges remain in rural areas.

The two countries share the desire to modernize Arabic education, but the extent to which cultural traditions affect this process are different. The Saudi Arabia is more careful to embrace changes due to the importance of classical Arabic, while Pakistan shows more desire to integrate modern approaches, especially into urban areas.

4.4 Implications

The conclusions have many important implications for decision makers, teachers and students in both countries

4.4.1 For Policymakers

Political decision makers in both Saudi Arabia and Pakistan should consider how cultural and religious factors form the modernization of Arab education. In Saudi -Arabia, reforms should be carefully prepared to honor the religious importance of classically Arabic by integrating

modern teaching methods and technology. In Pakistan, the state's support should focus on addressing digital classifications, especially in rural areas, to ensure similar access to technology for Arabic education.

4.4.2 For Educators

Teachers should be encouraged to embrace modern educational techniques, such as teaching communication language, which promotes practical Arab skills. However, teacher education programs should emphasize the need to balance modern methods in relation to the classic form of Arabic, and ensure that students receive a good education in the language.

4.4.3 For Students

Students will benefit from a course including both classic and modern Arabic, which equates them with the skills needed for religious studies and communication with the real world. They will also be designed for career in business, technology and diplomacy in contact with modern Arabic, where Arabic is used rapidly in international contexts.

Finally, both Saudi Arabia and Pakistan face important challenges in modernizing Arabic education due to cultural and religious factors. However, both countries are recognizing the need for reform. While Saudi Arabia's approach is more conservative, Pakistan seems more flexible to integrate modern methods, emphasizing classical Arabic. Technology provides an important tool for modernization, but similar access to digital resources is a challenge, especially in rural areas. There are all roles to play to ensure policy makers, teachers and students

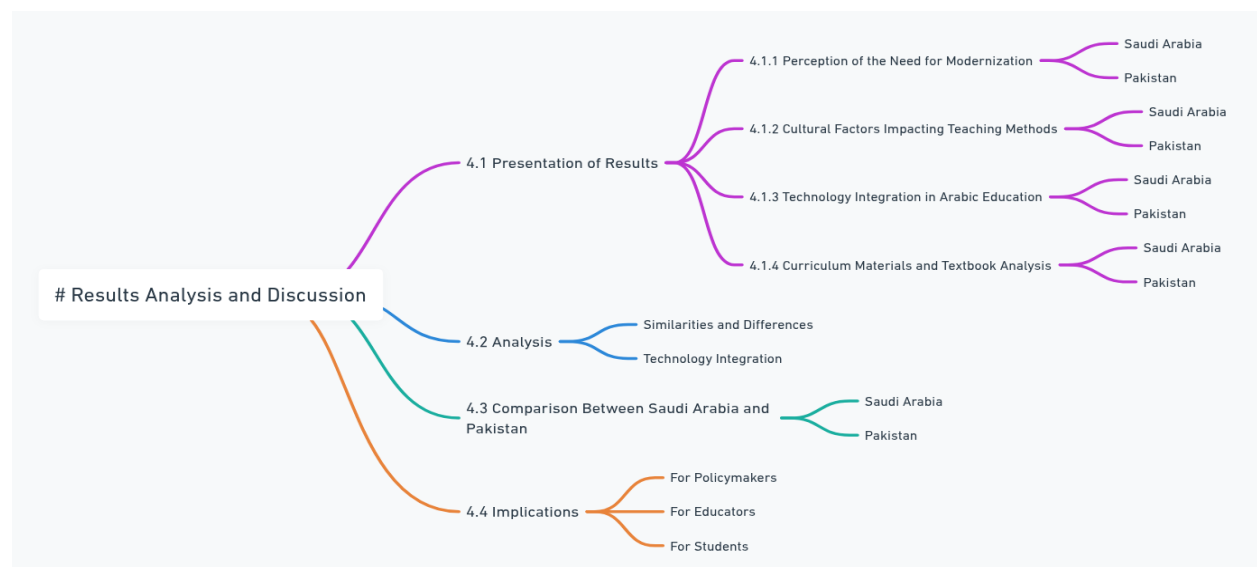


Figure 1: Summarizing conclusions and subjects from the result analysis and discussion on modernization of Arabic education in Mind Map Saudi Arabia and Pakistan

5 Conclusion

5.1 Summary of Key Findings

The study perceived modernization of Arabic education in Saudi Arabia and Pakistan, which exposes both equality and difference in their outlook. The major findings show that the two countries recognize the importance of updating Arabic education to meet contemporary needs. Saudi Arabia, while accepting the need for change, emphasizes preserving religious

and cultural importance of classical Arabic. On the other hand, Pakistan shows a great openness to modernize teaching methods and include practical language skills, especially in urban areas. Cultural and religious factors play an important role in shaping educational practices in both countries, with a shared concern about balanced the traditional forms of Arabic with the demands of global communication. Technology integration has been seen as an important tool for modernization, although both countries face obstacles related to access, especially in rural areas.

5.2 Contribution to the Field

This research contributes to the understanding of Arabic education by providing comparative analysis of Saudi Arabia and Pakistan, focusing on how the cultural approaches affect the modernization process. By examining challenges and opportunities in both countries, this study provides valuable insight into the complications of using Arab education for contemporary requirements, and respects its cultural and religious significance. The study emphasizes how the education system in the two countries navigates the tension between preserving the classic form of Arabic and preparing students for a global world where modern Arab skills are needed.

5.3 Recommendations

Future research can benefit from detecting cross-cultural exchange of best practice between Saudi Arabia and Pakistan, which means that the two countries are able to learn from each other's successes and challenges in modernizing Arabic education. Political decision makers must prefer to address digital divisions, especially in rural areas, to ensure similar access to technology for Arab students. Encouraging the use of multimedia tools and digital platforms can greatly increase the learning experience, and provide students with interactive and attractive ways to learn classically and modern Arabic. In addition, modern teaching methods must match cultural contexts and values in each country, ensuring that improvements are effective and culturally sensitive.

5.4 Final Thoughts

Arab education preserves its cultural and religious significance and has the ability to develop in ways to meet the needs of contemporary students. To embrace modernization efforts, integrate technology and promote a balanced approach to traditional and modern Arabic, both Saudi Arabia and Pakistan can help ensure that Arabic remains an important and relevant language for future generations. The ongoing efforts to modernize Arabic education, if done in relation to thinking and cultural values, can contribute to a more interconnected, global world where Arabic is seen as a practical tool for a sacred language and communication.

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