

## Implementation of the Independent Curriculum in the Arabic Language Learning Process

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### Abstract

*This study examines the implementation of the Independent Curriculum in Arabic language learning at MTs NU Pakis Malang. Using an interpretive paradigm, the research adopts a qualitative approach with a case study method. Data were collected through observations, interviews, and documentation from the principal, vice principal, and Arabic teachers for grades 7 and 8. The findings indicate that the Independent Curriculum has allowed teachers to adjust materials and teaching strategies according to student needs, fostering a flexible, engaging, and student-centered learning environment. Students are encouraged to be more independent and motivated in their learning. However, challenges were identified, such as variations in student motivation, the need for additional teacher training, and adapting to the block system. Despite these challenges, the curriculum has contributed positively to enhancing student engagement and Arabic language learning outcomes at the school.*

**Keywords:** Implementation, Independent Curriculum, Arabic Language Learning

### 1. Introduction

MTs NU Pakis Malang has implemented an independent curriculum in Arabic language learning, especially for grades 7 and 8. Based on the researcher's observations, this curriculum significantly influences Arabic language education at the school. One of the unique features of the system at MTs NU Pakis Malang is the use of the block system. In this system, one subject is taught over a span of three months within a single learning day. In addition to the block system, the school also employs a learning track record system, which is presented through student portfolios. These portfolios serve as a form of recognition and appreciation from teachers, showcasing the results of students' hard work and progress throughout the learning process.

All assignments, improvements, enthusiasm, and even progress in writing are recorded in the portfolio. This assessment method better appreciates students' work results, allowing students to see more than just the grades on their report cards, as in previous assessments. Through portfolios, students can observe how their progress develops over time, which can serve as a great motivation for them to engage more actively in their studies. The freedom to learn, which carries the concept of independence, also inspires Arabic language teachers to achieve learning outcomes that align with students' characteristics. As a result, students can experience the benefits of learning, particularly in Arabic language education.

After observing several studies that discussed the implementation of the Merdeka curriculum, researcher In the article written by (Rahayu et al., 2022a) the researchers found that the Merdeka Curriculum functions as a main framework in building a resilient generation

with strong social skills, in line with the principles of Pancasila. Meanwhile, the article written by (Rahmadayanti & Hartoyo, 2022) reveals that the Merdeka Curriculum is understood as a learning plan that provides students with the opportunity to learn in a relaxed, calm, unhurried, joyful, and stress-free manner. Merdeka Learning is a goal to be achieved by students, both in the short and long term. With this, education will produce students of higher quality, not only skilled in memorization but also possessing excellent analytical abilities.

Also in the journal with the title Implementation of the Independent Learning Curriculum in Driving Schools (Suryani et al., 2023) with the results finding that there is an independent curriculum which is a reference in driving schools, which produces students who have noble character, are independent, reason critically, are creative, work together. cooperation, a sense of diversity. Driving school principals encourage various kinds of participatory, unique programs and lots of innovation. Fostering cooperation with teachers who support their leaders in participating in creating a driving school.

To complement several previous studies, the researcher focuses on discussing the implementation of the Merdeka Curriculum in Arabic language learning, particularly at MTs NU Pakis Malang. This case presents a significant novelty that is highly worthy of investigation, especially in the context of Arabic language education. Based on this, the researcher formulated two research questions: 1) How is the implementation of the Merdeka Curriculum at MTs NU Pakis Malang? 2) How is the Merdeka Curriculum implemented in Arabic language learning at MTs NU Pakis Malang? This study aims to provide deeper insights into the implementation of the Merdeka Curriculum and its contribution to enhancing the quality of Arabic language learning at the madrasah level.

## 2. Literature Review

The curriculum is the heart of education (Afnanda, 2021), signifying its strategic role in the educational system, as it serves as the core around which educational activities revolve. Teaching and learning activities are structured and guided according to the curriculum (Tri Anggini & Clara Riana Dea Suryani Retno Wulandari, 2022). The curriculum functions as a tool to achieve educational goals. However, it is not a static entity, it is subject to the influence of changing ideas (Arab et al., n.d.). The nature of the curriculum requires it to remain dynamic and adaptable to evolving needs (Suryaman, 2020). These changes imply that the curriculum will continually develop in response to current societal needs (Santika et al., 2022), As society progresses, the curriculum must also adapt to keep pace. Its main focus is on students, society, and the subjects taught.

Therefore, innovation and curriculum development are essential responses to the changing demands of society, ensuring the curriculum remains relevant and applicable. Curriculum development is a critical instrument for enhancing the quality of education (Rahayu et al., 2022b). In the context of foreign language learning, including Arabic, students place great importance on acquiring proficiency in Arabic (Yastibaş & Koç, 2023). The development of Arabic language education in the digital era has brought significant advancements (Mokoginta et al., 2023). Digital learning materials have enriched the student experience by providing engaging and flexible content. Arabic educational apps and platforms have supported the learning process, though careful attention must be given to selecting appropriate content (Amadi & Sholikha, 2023). In the era of globalization, Arabic's importance continues to grow, emphasizing the need for effective and relevant educational approaches (Jufrih et al., 2023).

With the implementation of the independent curriculum, it is expected that students can develop according to their potential and abilities. This curriculum offers critical, high-quality,

expressive, applicable, varied, and progressive learning experiences. The successful implementation of this curriculum requires cooperation, strong commitment, seriousness, and real involvement from all parties, so that the Pancasila student profile can be instilled in students (Suryani et al., 2023). The independent curriculum is understood as a learning design that provides students with opportunities to learn calmly, relaxed, enjoyably, without excessive stress or pressure, enabling them to express their natural talents. Merdeka Belajar focuses on freedom and creative thinking, aiming to support each school in nurturing a generation of lifelong learners who embody the values of Pancasila students (Sumantri et al., 2023). This aligns with Wotruba and Wright's framework, as cited by Uno & Mohamad, which outlines seven indicators of effective learning: 1) well-organized material, 2) effective communication, 3) mastery and enthusiasm for the subject matter, 4) positive attitude towards students, 5) fair grading, 6) flexibility in learning approaches, and 7) good student learning outcomes (Yusuf, 2017).

### 3. Research Methodology

This research was conducted within an interpretive paradigm, utilizing a qualitative approach to observe and understand the individual's explanation and interpretation of their experiences. The research employed a case study method, driven by the researcher's interest in exploring the cases experienced by the informants in the field. This study was conducted at MTs NU Pakis Malang. The data sources include informants selected using purposive sampling: the school principal, vice principal, and Arabic language teachers for grades 7 and 8. Data collection was carried out using several techniques: (a) observation, (b) interviews, and (c) documentation. The population consists of all students at MTs NU Pakis Malang, while the sample consists of grades 7 and 8 students who have implemented the Independent Curriculum. The strategy used by the researcher involves conducting interviews, observations, and documentation, both in-person and online.

### 4. Results

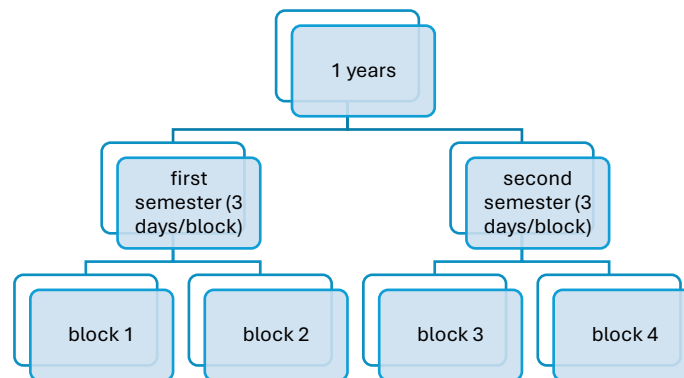
#### 4.1. Results 1

##### **Merdeka curriculum at Mts NU Pakis Malang**

MTs NU Pakis Malang is one of seven private MTS schools in Malang Regency that has been implementing the Merdeka curriculum for almost three years, after being announced by the Minister of Education and Culture in 2022 as one of the schools chosen to implement the Merdeka curriculum with an independent option. The Merdeka curriculum is applied in grades seven and eight, while grade nine still follows the 2013 curriculum. Before MTs NU Pakis Malang was declared a school to implement the Merdeka curriculum, the school had already been searching for and implementing an effective curriculum for learning, where teachers were given the freedom to choose teaching materials, models, and learning methods that suited the characteristics of the students at MTs NU Pakis Malang. This reflects a symbol of freedom, where teachers are given autonomy in selecting the appropriate teaching methods in the classroom, which is not much different from the characteristics of the Merdeka curriculum implemented by the Ministry of Education and Culture.

Therefore, when MTs NU Pakis Malang was declared to have passed the selection, they did not face significant difficulties because they had already understood and largely implemented this approach. The planning process for the Merdeka curriculum at MTs NU Pakis Malang begins at the start of each year, where all teachers gather to determine the focus of learning outcomes. The most important part of this process is for the teachers to ensure that the flow of learning objectives aligns with the outcomes they aim to achieve during the learning process. Here lies the difference between the Merdeka curriculum and the previous curriculum,

where the Merdeka curriculum starts from the students' lack of knowledge or the achievements they wish to attain, while the previous curriculum began with the material that was eventually applied to the students.



**Block Map 1.1**

The explanation in the image above illustrates the system used by MTs NU Pakis Malang, which follows a block-based structure. There are four blocks per year, with each semester consisting of two blocks. Every half semester, one block must be completed, meaning that every three months, students and teachers are required to complete a full learning block. Each block lasts for three days. This system is designed to optimize learning objectives and ensure an effective learning process. However, during the initial implementation, teachers faced challenges related to scheduling changes. Previously, teachers would typically teach for only two to three hours per day, but under the Merdeka curriculum, they were required to teach for approximately five hours a day. This shift demanded that teachers carefully plan and maximize their lessons, as educators serve as the key drivers of the entire educational process.

Teachers must determine the expected learning outcomes and ensure that daily learning objectives are met effectively. This system encourages teachers to engage in continuous learning and professional development. Similarly, students are not limited to completing a single assignment per day but are instead required to work on multiple tasks. As a result, both teachers and students at MTs NU Pakis Malang have found the learning environment to be more structured and engaging. There are no idle hours, and lessons can be delivered comprehensively. Additionally, teachers have greater freedom to foster creativity in the learning process. In the context of Arabic language learning, creativity plays a crucial role in generating ideas and transforming them into high-quality, meaningful products. Teachers are also given the authority and flexibility to innovate and determine the most suitable methods and strategies for their students. This approach ensures that every individual within the school community is actively involved in enhancing the quality of education, taking the initiative, and contributing valuable ideas for continuous improvement.

## 4.2. Results 2

Learning Arabic at MTs NU Pakis Malang presents unique challenges, particularly considering the diverse backgrounds of students. Some students come from elementary schools (SD), while only a few have attended madrasah ibtidaiah (MI). This diversity affects how material is delivered, as it differs from the standards of Islamic boarding schools. Therefore, in the curriculum planning process, teachers must align learning objectives (CP) with students' basic abilities and needs. They must also consider each student's characteristics and limitations, ensuring that the chosen methods and strategies support learning goals effectively. Rather than

imposing high academic standards, the focus is on introducing Arabic from the basics and fostering a love for the language among students. In terms of teaching methods and strategies, teachers have the autonomy to design their own approaches. If the predetermined learning objectives (CP and TP) are deemed too advanced, teachers can adjust them to better suit students' abilities. This flexibility ensures that Arabic lessons remain accessible and effective.

The primary emphasis in Arabic learning at MTs NU Pakis Malang is to cultivate students' interest and enthusiasm for the language within a three-day learning block. Here, teachers play a role beyond simply delivering material—they continuously motivate students and implement engaging learning strategies. One particularly effective approach is the incorporation of educational games, which help boost students' motivation to learn Arabic. Teachers also strive to innovate in learning media, ensuring that Arabic lessons are both engaging and effective. While the core learning materials align with the Ministry of Religious Affairs' textbooks, supplementary materials are tailored to deepen students' understanding. For instance, in the theme of *التعارف* (introduction), the initial focus is on mastering essential *mufrodat* (vocabulary), followed by understanding *isim* (nouns), *fi'il* (verbs), and *huruf* (particles). Given the diverse student backgrounds—where some have not attended MI and may struggle with Quranic reading or recognizing hijaiyah letters—teachers face the challenge of adapting lessons to the most fundamental needs of students. In such cases, instruction often begins with introducing hijaiyah letters before progressing to more complex topics.

One challenge of implementing Arabic learning within a block system is that, over the three-day learning period, some students may exhibit lower-than-average motivation. In response, teachers must carefully analyze student characteristics to determine the most suitable instructional approach. Arabic teachers must always map out essential learning targets, ensuring that foundational skills are adequately addressed. Effective classroom preparation is crucial, as teachers cannot rely solely on spontaneous instruction without a well-thought-out plan. In the block system, teachers must set clear learning targets and outcomes for students to achieve within a specific timeframe. Regarding lesson plans (RPP), teachers must prepare materials for at least three days—one complete learning block. During these three days, students focus entirely on Arabic learning. For example, if the block spans Monday to Wednesday, the teacher must establish specific targets for each day. Monday's lesson should have a defined goal, followed by a different target on Tuesday. By Wednesday, the teacher evaluates the progress and achievements of students. This structured approach ensures that all learning objectives are met within half a semester.

Although MTs NU Pakis Malang has not yet fully implemented thematic learning, it still incorporates real-life themes to enhance understanding. For example, in the *المدرسة* (school) theme, students must recognize related *mufrodat* (vocabulary). Instead of introducing these words through media or audio alone, teachers integrate them into the school environment. Every facility and infrastructure within the school is labeled in Arabic, allowing students to learn vocabulary through direct visual exposure. This method enhances retention and makes Arabic learning more immersive and practical. In practice, Arabic language teachers at MTs NU Pakis Malang can complete one or two materials in a single block of learning, depending on the students' ability to grasp the lesson. For example, if the topic in one block is *ta'aruf* (introduction), then the teacher will cover this theme for three full days. The *ta'aruf* theme itself consists of several sub-materials, including the introduction of *mufrodat* (vocabulary), *isim*, *fi'il*, *huruf*, as well as *hiwar* (conversation) and practice exercises.

On the first day, students are usually given motivation to develop a love for the Arabic language before delving into the material. The teacher then introduces the lesson gradually and strives to create an interactive learning environment. If students start showing signs of

boredom, the teacher changes the learning approach by incorporating games, either mobile-based games or direct classroom activities. At MTs NU Pakis Malang, the use of mobile phones is permitted during learning sessions, provided that it remains under the teacher's supervision to ensure it does not interfere with the lesson. On the second day, the teacher typically assigns students a project, such as creating a video. Teachers continuously innovate and use engaging learning methods or media. However, not all students have high motivation to learn. Some are enthusiastic, while others are indifferent or even completely unmotivated. In such cases, the teacher takes a balanced approach by consistently motivating students and incorporating engaging learning media, such as interactive videos, to keep them interested. The primary goal is not necessarily to make students immediately proficient in Arabic but rather to instill a sense of appreciation and love for the language first.

On the third day, students are usually asked to review the material they have learned and undergo an evaluation by answering questions. Sometimes, the teacher presents the questions using a visual medium that is displayed at the front of the classroom, making students feel challenged and more eager to participate. The block system implemented at MTs NU Pakis Malang has both advantages and disadvantages. One major advantage is that students gain a deeper understanding of the material within each block of meetings. However, a downside is that in the following block, teachers need to review previous lessons, as the long time gap between blocks may cause students to forget what they have learned. For instance, if Block 1 takes place in the first month, then Block 2 may not occur until the fourth month. This gap presents a challenge, but so far, teachers have observed that students can still continue learning Arabic effectively through this block system, which is part of the Independent Curriculum implementation.

In terms of time allocation, the Independent Curriculum at MTs NU Pakis Malang still follows government regulations, with the main difference being the block system. Additionally, there are no longer Mid-Semester Exams (UTS) or Final Semester Exams (UAS). Instead, student assessments are recorded in a portfolio assigned to each student. With this portfolio system, students feel more valued in their learning process. All records of project assignments completed by students are neatly documented and compiled into a tangible portfolio. A significant impact of the block system in this Independent Curriculum is that students can immediately grasp the material presented by the teacher. When students develop a solid understanding, they become more motivated to participate in Arabic language competitions, such as Arabic Olympiads or speech contests. At the same time, teachers also gain greater confidence in training and preparing students who wish to refine their skills and expertise in Arabic.

## 5. Discussion

There are various factors that influence this situation, such as the teaching methods applied, the media used, the teacher's communication style, or the classroom environment, which may not always be conducive to effective learning (Himayaturohmah, 2019). Teachers must demonstrate a positive attitude toward students, as teacher characteristics play a crucial role in student achievement and success in learning. It is essential for teachers to adapt their teaching practices to meet the diverse abilities of students. The ability to adapt knowledge and approaches from various sources is necessary to address the unique needs of each student (Musyafira & Hendriani, 2021). In the case of Arabic language learning, the positive attitude of the teacher is reflected in their efforts to continuously reassure students that they are capable of understanding Arabic. Additionally, the gradual process of introducing Hijaiyah letters is an important step, contributing to students' success and fostering a positive learning experience.

Giving fair grades to students requires teachers to recognize that student success is a direct reflection of their effectiveness in teaching. If the majority of students struggle or fail in their learning, it indicates that the teacher has not effectively conveyed the material. Therefore, the ability to assess student learning outcomes is an essential skill that every teacher must possess. Failure to properly assess learning outcomes may result in an inaccurate evaluation of students' competencies after the learning process (Ibrahim & Muslimah, 2021). In this context, the teacher has been fair in grading, collecting student work in a portfolio. This approach allows students to continuously evaluate and improve their learning methods, especially if they feel they are lagging behind their peers. Small assessments like these also make students feel valued and appreciated for their efforts.

Teachers must also exhibit flexibility in their teaching approach, as they are expected to create a conducive learning environment that allows students to express themselves freely, joyfully, and enthusiastically. This approach helps students engage deeply with the content and understand the essence of what they are learning (Widiyono, 2020). In implementing the Independent Curriculum, Arabic language teachers have applied the best teaching models and methods in each learning block to keep students engaged and prevent boredom. Additionally, teachers have incorporated games that motivate and encourage students to stay excited about learning. Learning outcomes represent the achievement of learning objectives, serving as the product of the learning process. The outcomes achieved by students reflect the efforts made by teachers in facilitating and creating conducive conditions for learning activities at school. This emphasizes that the teacher's success is measured by the learning outcomes of students (Julyanti, E., Rahma, I. F., Chanda, O. D., & Nisah, 2021). The results are also visible in the learning video assignments completed by students and recorded via cellphone. These videos serve as evidence of students' progress, particularly in developing their self-expression skills. Such small achievements with significant meaning are highly appreciated by teachers.

In the researcher's analysis of the Merdeka curriculum in Arabic language learning at MTs NU Pakis Malang, phase D highlights that, in the listening component, students have successfully introduced themselves, identified school equipment, and shared information about home addresses and their environment, using correct grammatical structures. This was confirmed by the documentation of student portfolios, which tracked their learning outcomes. As stated in the journal by (NAJIB, 2021) listening skills are fundamental in Arabic language learning at the Madrasah Tsanawiyah level, as mastering these skills enables students to pronounce and speak Arabic effectively. In the speaking component, students in the class, based on observations, have been able to engage in interactions aligned with the learning theme. While not yet fully proficient in their interactions, students continue to strive and actively develop their speaking skills. From the perspective of speaking in Arabic, the goal is for students to form correct and meaningful sentences according to Arabic grammar (Wulandari, 2020). Although students may not yet be perfect, teachers continue to encourage them to practice simple conversations, such as through video assignments, to strengthen their speaking skills.

In the reading and viewing components, the teacher continues to guide students so that they can comprehend texts related to introductions, school equipment, and other themes. While students still struggle with reading, both the teacher and students persist in their efforts to optimize Arabic learning in this element within one learning day. Students are encouraged to ask the teacher if they encounter any difficulty in reading, and the teacher reads the text aloud while students follow along. Mastering Arabic reading skills is essential for students, as it supports the development of their speaking abilities (Febrianingsih, 2021). Similarly, in terms of viewing, the teacher prepares visual materials related to introductions, school equipment, and other relevant themes before the lesson begins. This preparation sparks enthusiasm among

the students. The goal of viewing is to help students understand visual images and relate them to accompanying spoken or written words (Amaldi et al., 2023). Using engaging media for viewing materials is an ongoing effort by teachers to ensure that learning continues to be effective (Arab et al., n.d.).

In the writing and presenting components, students are able to connect and present simple sentences, particularly in the introductory theme. However, they still face difficulties with longer sentences, which is evident from the frequent mistakes students make in writing Arabic. Writing is closely linked to thought processes and the ability to express ideas in written form (Munawarah & Zulkiflih, 2021). Students also have the opportunity to present their introduction in front of the class, which increases their enthusiasm for learning. This interactive experience, where students can express themselves in front of their peers, enhances their engagement and makes learning more dynamic. The purpose of using presentation techniques in learning activities is to stimulate students' speaking abilities by encouraging them to convey ideas and thoughts to others regarding the topics they are studying (Suryana & Nurhayani, 2021).

## 6. Conclusion

The implementation of Arabic language learning at MTs NU Pakis Malang using the Independent Curriculum has brought significant changes to the teaching and learning process. The block system allows students to focus intensively on specific topics, making learning more structured and interactive. Teachers have greater flexibility in adjusting methods and strategies based on students' needs, ensuring a more personalized and engaging learning experience. However, challenges such as maintaining students motivation and retention over long intervals remain. The integration of digital media, games, and project-based learning has proven effective in fostering students love for Arabic. Moreover, the absence of mid-term and final exams, replaced by portfolio assessments, encourages a more process-oriented approach. Ultimately, this curriculum empowers both teachers and students, creating an innovative and dynamic Arabic learning environment.

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