Merdeka Curriculum Innovation for Arabic Learning in 5.0 Era

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Abstract:

This article aims to describe Merdeka Curriculum innovation for Arabic learning through 3 aspects: concept, urgency, and innovation. This study uses a qualitative approach with descriptive methods, namely library research. As for data collection techniques through observation and study of documents related to the themes raised in writing this article. Then, the process of data analysis was done through 3 stages, collecting data, data presentation and reduction, and drawing conclusions. The results are: 1) the concept of Merdeka Curriculum is centered on several things including freedom of learning, emphasizing learning outcomes, student-centered, use of technology and media, and collaboration; 2) the urgency of Merdeka Curriculum lies in the importance of producing independent, creative, and adaptive individuals to face the challenges of a rapidly changing future; 3) Merdeka Curriculum innovation in Arabic learning is to create student learning experiences in a different atmosphere, not burdening teachers regarding administration preparation, utilization of various technologies, application of various active learning models such as active debate, brainstorming, reading guides, group resumes, random text, charade lessons, jigsaw, study gallery and more.

Keywords: Merdeka Curriculum; Innovation Learning; Arabic Learning
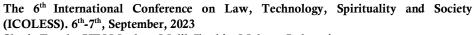
Introduction

Today, the educational curriculum has undergone changes as well as developments in order to achieve the goals of education. Anticipatory and adaptive are two elements that must be present in changes as well as advances in science and technology.[1] The curriculum in Indonesia has undergone several changes between; 1994 curriculum, 2004 Competency-Based Curriculum (KBK), 2013 Education Unit Level Curriculum (KTSP).[2] In 2019 the independent curriculum was initiated by minister Nadiem Makarim. The continuous change of curriculum is also a separate problem for educators and students. In the era of society 5.0, innovation progresses so fast that it brings people to use technology better. This is to make language more prioritized, because the function of language is as a communication tool. Language learning is not limited to completing a lot of material, but language learning is

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[1] Sholihatul Atik Hikmawati, "Pendekatan Dan Model-Model Pengembangan Kurikulum Bahasa Arab Pada Madrasah/Sekolah Di Indonesia," Jurnal Ihtimam 1, no. 2 (2018): 203–18, https://doi.org/10.36668/jih.v1i2.170.

[2] Ismail Suardi Wekke dan Ridha Windi Astuti, "Kurikulum 2013 di Madrasah Ibtidaiyah: Implementasi di Wilayah Minoritas Muslim," Tadris: Jurnal Keguruan dan Ilmu Tarbiyah 2, no. 1 (2017): 33, https://doi.org/10.24042/tadris.v2i1.1736.

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required to have meaning in achieving effective goals as well as successful learning.[3] Learning Arabic certainly cannot be separated from the use of the curriculum in schools.

Merdeka Curriculum is an educational concept that places students as the main subject in the learning process. In the context of learning Arabic, the Merdeka Curriculum allows students to have freedom in determining the course of learning, choosing the appropriate method, and developing Arabic language skills independently. Thus, this innovation aims to create a learning environment that is inclusive, interactive, and responsive to students' needs. In addition, the concept of independent learning aims to make students competent and intelligent in improving the nation's human resources and have high morals. Nadiem himself initiated the policy of independent learning not without reason. This is based on research in 2019 which revealed that there were student assessment results that ranked sixth from the bottom, namely 74 out of 79 countries related to Mathematics and literacy.

Merdeka Curriculum requires three elements that must be interrelated and cannot be separated: commitment, ability to carry it out, and independence. The concept of independent learning is interpreted so as not to force achieving the targets, but learning requires time as well as new innovation. As for educators, they are also not required to be someone who is all-rounder, but educators can learn from the mistakes of themselves and others. From this, educators learn to intend to be able to know, but to be able to transfer what is known to others.[4]

The curriculum shift also has an impact on how the learning process on subjects in schools, including Arabic learning. Several schools have started implementing an independent curriculum in Arabic subjects and even at the university level, which is indeed the concept of Merdeka Belajar-Kampus Merdeka (MBKM). As with Dhea et al.'s previous research related to the implementation of the independent curriculum in Arabic learning at universities, the supporting factors were found to be a good synergy between lecturers and students as well as challenges, namely students who do not yet have good Arabic language skills. Then, as for Muhammad Jallan's research related to the independent curriculum in Arabic language learning at Islamic boarding schools, he said that educators are strengthened by a learning platform by applying it in seeking *mufradah* (vocabulary). Educators also learn how to operate the internet or platforms like *wassatiyah*. In contrast to previous research, Rifqi et al.'s research found that the implementation of the independent learning curriculum in learning Arabic had been managed with proper quality management. However, the implementation of independent learning itself had not been fully implemented and was still in the gradual adaptation stage.

From some previous studies, it can be seen that the Merdeka Curriculum has been implemented in Arabic learning. Because of this, researchers are interested in conducting research related to independent curriculum innovation in learning Arabic in the era of society 5.0. Some of the research problems are: 1) what is the concept and urgency of the Merdeka Curriculum in learning Arabic? 2) how does the Merdeka Curriculum innovation affect Arabic learning? The difference between this article and the previous studies is that this article will explain in detail and

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[3] Sampiril Taurus Tamaji, "Manajemen Pembelajaran Bahasa Arab," Jurnal Studi Keagamaan, Pendidikan Dan Humaniora 5, no. 1 (2018): 107–22.

[4] Mira Marisa, "Inovasi Kurikulum 'Merdeka Belajar' di Era Society 5.0," Santhet: (Jurnal sejarah, Pendidiikan dan Humaniora) 5, no. 1 (2021): 72, https://doi.org/10.36526/js.v3i2.e-ISSN.

theoretically how the Merdeka curriculum provides new innovations related to the implementation of Arabic learning.

Research Methods

This study is qualitative research with descriptive methods. It is a method based on postpositivism, used to examine the conditions of natural objects, where the researcher is the key instrument.[5] Zef Risal explained that the purpose of qualitative research is to describe complex realities, gain an understanding of the meaning of the research.[6] Then, authors conducted this research using the library research method. The data were collected from observation and documents study which are relevant to the themes in this article such as from books, journals, and the like. They were then analyzed in order to find ideas related to research problems. Next, the researcher collects all the ideas from the problem so as to produce a detailed explanation regarding the research.

Results and Discussion

Concept and Urgency of Merdeka Curriculum in Arabic Learning in 5.0 Era

The concept of Merdeka Curriculum is the formation of independence in thinking. Independence of thought is determined by the teacher. This means that the teacher is the main pillar in supporting success in education.[7] In the future, that learning system will also have a different feel, namely that previously learning always used the classroom, so a different atmosphere such as learning outside the classroom will be tried to be realized in this independent learning curriculum. In addition, the emphasis of the learning process is more on the formation of student character, this is applied in a way that educators and students are able to communicate well through teaching and learning activities with discussion methods that do not make students feel psychologically afraid. Even so, the application of learning like this still doesn't forget how the competency achievements should be obtained. Therefore, that independent learning curriculum is related to how an educator is able to convey subject matter by linking it to the formation of the character of students.[8]

Furthermore, the concept of the Merdeka Belajar curriculum in learning Arabic includes several principles and approaches that support the development of students' competencies holistically and provide freedom and flexibility in learning. So based on the results of the researcher's analysis of the literature related to the theme of this article, the following are some of the concepts of the Freedom to Learn curriculum in learning Arabic:

1. Freedom of Learning: This concept recognizes that every student has different interests, needs and talents. This is in accordance with the philosophy of the Merdeka Learning curriculum itself where independent learning is determining decisions, alternatives and educational choices that are guided by education and curriculum development. Independent learning is a thinking activity that

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[5] Sugiyono, Metode Penelitian Kualitatif (Bandung: CV Alfabeta, 2017)

[6] Aminol Rosid Abdullah Zef Risal, Rachman hakim, Penelitian dan Pengembangan (Malang: CV. Literasi Nusantara Abadi, 2022)

[7] Juliati Boang Manalu et al., "Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar," Mahesa Centre Research 1, no. 1 (2022): 80–86, https://doi.org/10.34007/ppd.v1i1.174.

[8] Sri Sumaryamti, "Inovasi Pembelajaran Bahasa Indonesia Dalam Kurikulum Pancasila," Jurnal Indonesia Sosial Teknologi 4, no. 1 (2023): 47–55.

manages, adjusts and combines natural learning processes.[9] In Arabic leraning, learning freedom allows students to choose topics or learning contexts that are relevant to their interests and needs. Students can take the initiative and manage their own learning process.

2. Emphasis on Learning Outcomes: The Merdeka Learning curriculum emphasizes learning outcomes that reflect the competencies achieved by students.[10] In learning Arabic, this means placing a focus on developing language skills, understanding grammar, vocabulary, and the ability to communicate effectively in Arabic.[11] This is in line with Maman Suryaman's statement that one of the Free Learning curriculum orientations is OBE. OBE is an educational process that focuses on achieving specified concrete outcomes (result-oriented knowledge, abilities and behaviors). OBE is a process that involves structuring curriculum, assessment, and reporting practices in education that reflect high levels of learning achievement and mastery rather than credit accumulation.[12]

3. Student-Centered Learning: This concept places the student at the center of learning. The teacher acts as a facilitator and companion in facilitating the student learning process.[13] In learning Arabic, this approach can activate students in language interactions, group discussions, or collaborative projects that enable them to apply Arabic knowledge and skills more actively.

4. Use of Technology and Media: the Merdeka Learning curriculum also demands the use of technology and media in the learning process.[14] In learning Arabic, the use of technology and media can support students in accessing various learning resources, broaden their learning experience, and increase their motivation and involvement in the learning process.

5. Collaboration and Project Based Learning: This concept encourages students to work collaboratively on learning projects. In learning Arabic, students can work together on projects related to the material being studied, such as making a short film, drama, or publishing a simple book in Arabic. This helps students to improve language skills, creativity, and teamwork.

6. Formative Evaluation and Learning Process: The Independent Learning Curriculum encourages formative evaluation that focuses on students' learning processes.[15] In learning Arabic, formative evaluation can involve continuous feedback, student reflection, and learning adjustments according to the needs and progress of students in learning Arabic.

    Continuing the discussion above, that in general the urgency of the independent

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[9] Mohammad Jailani, "Pembelajaran Bahasa Arab Berbasis Kurikulum Merdeka di Pondok Pesantren," Jurnal Praktik Baik Pembelajaran Sekolah dan Pesantren 1, no. 01 (2022): 7–14, https://doi.org/10.56741/pbpsp.v1i01.10.

[10] Maman Suryaman, "Orientasi Pengembangan Kurikulum Merdeka Belajar," 2020, 13–28.

[11] Tim pengembang kurikulum merdeka, "Pembelajaran Bahasa Arab Dalam Kurikulum Merdeka," 2022, https://www.intelmadrasah.com/2022/10/pembelajaran-bahasa-arab-dalam.html.

[12] Suryaman, "Orientasi Pengembangan Kurikulum Merdeka Belajar."

[13] Rendika Vhalery, Albertus Maria Setyastanto, dan Ari Wahyu Leksono, "Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur," Research and Development Journal of Education 8, no. 1 (2022): 185, https://doi.org/10.30998/rdje.v8i1.11718.

[14] Manalu et al., "Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar."

[15] Suri Wahyuni Nasution, "Assesment Kurikulum Merdeka Belajar Di Sekolah Dasar," Prosding Seminar Nasional Pendidikan Dasar 1, no. 1 (2021): 135–42, https://doi.org/10.34007/ppd.v1i1.181.

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curriculum lies in the importance of producing individuals who are independent, creative and adaptive to face the challenges of a rapidly changing future. An independent curriculum can also help overcome the tendency of the traditional curriculum to focus too much on factual knowledge without providing adequate opportunities for students to develop their potential.[16] By adopting an independent curriculum approach, education can become more relevant, interesting, and empower students to prepare for their future.

With regard to the statement above, the Free Learning Curriculum plays an important role in enhancing learning Arabic by actively involving students, developing creativity and innovation, and preparing them to face global challenges. This curriculum encourages learning that is more meaningful, relevant and impactful for students in mastering Arabic.[17] Pengembangan Kompetensi: Kurikulum Merdeka Belajar bertujuan untuk mengembangkan kompetensi siswa secara holistik, termasuk kompetensi berbahasa Arab. For more details, here are some of the urgency of the Free Learning Curriculum in learning Arabic:[18]

1. Active Involvement of Students: The Free Learning Curriculum encourages active involvement of students in the learning process. In learning Arabic, this can include the use of various strategies and methods that involve students directly, such as group discussions, collaborative projects, presentations, or roles. Thus, students can be more involved in learning Arabic and improve their understanding and language skills.19

2. Development of Creativity and Innovation: The Free Learning curriculum provides space for students to develop creativity and innovation in learning Arabic. Through a more open and flexible approach, students can explore new ways to learn Arabic, including the use of technology, media, or creative projects. As stated by Aoun, the use of technology in the world of education is to find out and identify the learning needs needed by students.20 The process of identifying student needs will be faster with technology. With this it is hoped that it can increase students' interest and motivation as well as increase the effectiveness of learning Arabic.

3. Readiness to Face Global Challenges: Arabic learning through the Free Learning Curriculum also helps students prepare themselves to face global challenges. In the era of globalization and interconnectivity, good Arabic language skills are becoming increasingly important.21 The Free Learning curriculum can strengthen cross-cultural communication skills, understanding diversity, and awareness of the social and cultural context related to Arabic.

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[16] Vhalery, Setyastanto, dan Leksono, "Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur."

[17] Rifqi Aulia Rahman et al., "Adaptasi Kurikulum Merdeka Belajar Mata Pelajaran Bahasa Arab di SMP Takhassus Al-Qur'an Wonosobo," Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab 6, no. 2 (2023): 265–84, https://doi.org/10.32699/liar.v6i2.3707.

[18] Marisa, "Inovasi Kurikulum 'Merdeka Belajar' di Era Society 5.0."

[19] Rahman et al., "Adaptasi Kurikulum Merdeka Belajar Mata Pelajaran Bahasa Arab di SMP Takhassus Al-Qur'an Wonosobo."

[20] Aoun, Robot-proof: higher education in the age of artificial intelligence (USA: MIT Press, 2018).

[21] Ahmad Syagif dan Hannany Mustaufiy, "Paradigma Pembelajaran Bahasa Arab Di Era Society 5.0" 3, no. 2 (2022): 134–44.

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4. Increased Relevance and Attractiveness: The Independent Learning curriculum seeks to make learning more relevant and interesting to students.22 In the context of Arabic leraning, this curriculum can adapt learning materials to the needs of students and the real world, introduce relevant and interesting content, and integrate technology and media currently used by students.

Merdeka Curriculum Innovation in Arabic Learning in 5.0 Era

The concept of independent learning is interpreted not to force achievement targets, but learning requires time in its new innovations. Students need something that looks different from before, this is obtained from the role of the educator. In connection with the potential of students who are obtained not only from the learning process in the classroom, but can also be obtained from other learning environments. So that the competencies intended for students are not individualistic but grow together with the surrounding learning environment.²³

Thus, various innovations were found that could be used in the Arabic language learning process so that it seemed to attract the attention of students at school, especially in making Learning Implementation Plans, teachers were no longer burdened with writing multiple sheets of lesson plans, in this independent curriculum it was enough to write lesson plans on one page that was contains several components, namely learning objectives, learning steps, and learning assessment.²⁴ Furthermore, bringing students to learn in a different atmosphere. Such as bringing students to a learning atmosphere outside the classroom or in the open nature. Through this learning process, students are able to develop innovation to practice their ability to speak Arabic to the natural surroundings. Based on the researcher's review that this is in accordance with one of the orientations of learning Arabic in the Merdeka Learning curriculum itself, namely the realization of cultural competence *(al-kifayah al saqofiyyah)* where Arabic Language Learning besides teaching language, it contains cultural messages from the language it self, The culture contained in this case is Islamic Arabic culture *(śaqafah arabiyyah islamiyyah)*, general global culture *(śaqafah ālamiyyah āmmah),* and special local culture *(śaqafah maḥalliyah khāṣah).²⁵* This cultural content is reflected in the themes or topics raised in learning. For example: introduction, exercise, travel and tourism, environmental preservation, information and communication technology, Islamic civilization, hajj and umrah, Arabic poetry, birthday of the Prophet, love of Indonesia. One of the strategies to achieve this competence is by bringing students to study outside the classroom or visiting Indonesian cultural places.

There are several factors that must be considered by the teacher to develop students' potential for learning Arabic, including: a) creating confidence in students speaking in public and avoiding fear, b) providing opportunities for students in class to communicate freely and directed through scientific communication, c) Involve students to be active during the learning process in order to determine learning objectives and determine the steps of the evaluation process, d) provide appropriate

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[22] Vhalery, Setyastanto, dan Leksono, "Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur."

[23] Marisa, "Inovasi Kurikulum 'Merdeka Belajar' di Era Society 5.0."

[24] Vhalery, Setyastanto, dan Leksono, "Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur."

[25] Tim pengembang kurikulum merdeka, "Pembelajaran Bahasa Arab Dalam Kurikulum Merdeka."

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supervision to students and involve students to be active and creative in learning Arabic. This step is very suitable to be developed by the teacher to students in order to create a conducive learning atmosphere. In creating learning that is comfortable and enjoyable, teachers should develop innovative teaching materials so as to create an interesting class atmosphere, arouse student creativity, be fun, and increase student understanding in learning Arabic.[26] According to Mohammad Jailani, active learning strategies need attention to teaching and learning activities, especially in managing learning places because this is important for student development and management of learning activities by managing strategies, learning materials, evaluations, and learning resources in order to adjust the chosen innovation strategy in order to create learning objectives.[27]

With regard to the statement above, that there are three important competencies that must be achieved by students in learning Arabic in the Merdeka curriculum era, namely: a) Language competence *(al-kifāyah al-lugawiyyah)*, a basic competency in language which includes four language skills *(al-mahārāt al-lugawiyyah)* namely listening skills *(mahārah al-istimā')*, speaking skills *(mahārah al-kalām)*, reading-viewing skills *(mahārah al-qirā'ah)*, and writing-presenting skills *(mahārah al-kitābah)*. These language skills must be carried out based on good and correct language elements *(al-anāṣir al-lugawiyyah)* including: sound *(aṣwāt)*, vocabulary *(mufradāt)*, and language rules *(qawā'id al-lugah)*.[28]

Therefore, one alternative that can be applied is to use the trialized method through technology by displaying interesting and innovative videos such as showing short dramas, short Arabic films, and song videos to attract students' learning atmosphere. In addition, by implementing one of the active learning strategies in involving students optimally and learning takes place actively, creatively, and fun. Situations like this can encourage the creation of individual and group competencies both through competition and cooperation (cooperative learning) so that students can easily grow their language skills.[29] Among several models of active learning strategies that can be applied in learning Arabic are active debate, brainstorming, reading guides, group resumes, random text, guessing lessons, jigsaw, learning galleries and many other strategies.

Next, the last is the role-play learning strategy by using the players to play drama. Because this method is very effective to apply to students in the process of learning Arabic. The teacher will give assignments to students to make an interesting drama and may use costumes to make it look amazing when playing drama. In this case, students will be assigned to play a character in the events to be told. Steps in learning to play a role include warming up, choosing players, preparing observers, setting the stage, playing roles, discussing and evaluating, replaying roles, discussion and second evaluation, sharing experiences, and concluding. This statement is supported by one of the results of the study that applying the role playing method can improve students' speaking Arabic skills and they are very happy with the application

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[26] Umi Machmudah dan Abdul Wahab Rosyidi, Active Learning dalam Pembelajaran Bahasa Arab (Malang: UIN Malang Press, 2008).
[27] Mohammad Jailani, "Pembelajaran Bahasa Arab Berbasis Kurikulum Merdeka di Pondok Pesantren."
[28] Tim pengembang kurikulum merdeka, "Pembelajaran Bahasa Arab Dalam Kurikulum Merdeka."
[29] Machmudah dan Rosyidi, Active Learning dalam Pembelajaran Bahasa Arab.

of the method.[30]

Conclusion

Merdeka Curriculum has brought positive changes in Arabic Learning, by giving students the freedom to organize their own learning, choose appropriate methods, and develop Arabic skills independently. Students can experience a more personal and meaningful learning experience. In an era that is constantly developing, it is important for the Arabic language curriculum to continue to innovate and keep up with the times to ensure optimal learning quality. Based on the explanation in the previous chapter, the following are important points as conclusions in this discussion including: 1) the concept of the Merdeka curriculum is centered on several things including freedom of learning, emphasis on learning outcomes, student-centered, use of technology and media, and collaborative; 2) the urgency of the Merdeka Curriculum lies in the importance of producing independent, creative and adaptive individuals to face the rapidly changing future; 3) Merdeka Curriculum innovation in Arabic learning in the form of creating student learning experiences in a different atmosphere, not burdening teachers regarding administration preparation, utilization of various technologies, application of various active learning models such as active debate, brainstorming, reading guides, group resumes, random text, charade lessons, jigsaw, study gallery and more.

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[30] Ellyza Amin, "PENERAPAN METODE BERMAIN PERAN PADA MATA PELAJARAN BAHASA ARAB SISWA KELAS IX E MTSN 1 SERANG," Wawasan: Jurnal Kediklatan Balai Diklat Keagamaan jakarta 2 (2021): 64–73.

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