



Strategies and Learning Models for Arabic Language Instruction Based on the Independent Curriculum for the Digital Native Generation

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Abstract

The rapid development of digital technology has significantly influenced educational practices, particularly in language learning. The emergence of the digital native generation, who are highly familiar with technology and prefer interactive learning environments, requires a pedagogical transformation in Arabic language instruction. This study aims to analyze the appropriate strategies and learning models for Arabic language teaching within the framework of the Independent Curriculum (Kurikulum Merdeka) in Indonesia, adjusted to the characteristics of digital native learners. This research employed a qualitative descriptive approach using a literature review method. Data were collected from various academic sources published between 2015 and 2025, including peer-reviewed journals, books, and conference proceedings. The data analysis applied a critical and thematic content analysis to identify key concepts, patterns, and implications related to Arabic learning strategies and models compatible with the Independent Curriculum. The findings reveal that five learning models, Project-Based Learning (PjBL), Problem-Based Learning (PBL), Inquiry-Based Learning (IBL), Discovery Learning (DL), and Cooperative Learning (CL) are the most effective and relevant for fostering student-centered, collaborative, and technology-integrated Arabic learning. These models align with the 4C competencies emphasized in the Independent Curriculum: critical thinking, creativity, communication, and collaboration. Integrating digital media and interactive platforms not only enhances students' linguistic proficiency (maharah lughawiyah) but also improves their motivation, engagement, and problem-solving skills. In conclusion, this study highlights the necessity of implementing digital pedagogy in Arabic language learning to meet the learning needs of digital natives. The integration of technology-based, collaborative, and inquiry-oriented models supports the realization of meaningful, flexible, and future-oriented education in the era of the Independent Curriculum.

Keywords:

Arabic Language Learning; Digital Native; Independent Curriculum; Learning Strategies; Learning Models

A. INTRODUCTION

The development of digital technology in the 21st century has brought significant changes across various aspects of life, including education. The generation born and raised in a digital environment commonly referred to as digital natives is characterized by early familiarity with technology and a preference for fast-paced, visual, and interactive learning (Boini, Sahrul, Wahab, & Kurniawan, 2024). This condition requires educational institutions to adapt pedagogical approaches in alignment with the characteristics of learners who are more active and technology-oriented (Salsabila, Hanifan, Mahmuda, Tajuddin, & Pratiwi, 2023).

In the context of language learning, particularly Arabic, traditional teacher-centered approaches are increasingly considered less effective in developing students' communicative competence and critical thinking skills (Amadi & Sholikha, 2023). Conventional models that rely

heavily on memorization and structured drills often fail to engage digital native learners and encourage active participation. Therefore, there is a growing need for collaborative, contextual, and digitally integrated strategies and models for Arabic language instruction that can meet the learning needs of today's generation (Musthofa, 2020; Baity & Faiqoh, 2024)

The Independent Curriculum implemented in Indonesia represents an educational reform emphasizing differentiated instruction and the strengthening of 21st-century competencies—critical thinking, creativity, collaboration, and communication (4C) (Rifky et al., 2024). This approach positions students as the center of the learning process and teachers as facilitators (Choridah & Mufidah, 2024). Accordingly, Arabic language learning must be designed to adapt to digital natives' learning styles and incorporate interactive digital media that foster learner autonomy (Nuraeni, 2023).

Previous studies have demonstrated the effectiveness of innovative learning models such as Project-Based Learning, Problem-Based Learning, Inquiry-Based Learning, Discovery Learning, and Cooperative Learning in enhancing students' critical thinking, collaboration, and motivation (Lestari & Hakim, 2024; Maulana, 2023). However, most of these studies have discussed these models in general, without explicitly linking them to the characteristics of digital native learners within the context of Arabic language learning under the Independent Curriculum.

Therefore, a systematic investigation is required to identify strategies and learning models for Arabic language instruction that are both aligned with the Independent Curriculum and responsive to the traits of digital natives. The present study aims to describe the characteristics of Arabic language learning based on the principles of the Independent Curriculum and to analyze effective strategies and learning models for digital native learners.

B. METHODS

This study employed a descriptive qualitative approach using the literature review method. This method was chosen because the research aimed to describe and analyze strategies and learning models for Arabic language instruction under the Independent Curriculum for digital native learners. Literature review is relevant for identifying trends, research gaps, and synthesizing theoretical and practical insights from previous scholarly works (Creswell, 2018).

The design of this study was descriptive-analytical, systematically examining Arabic language learning phenomena within the context of the Independent Curriculum based on relevant literature. The researcher did not conduct direct experiments but reviewed and compared findings from previous studies to formulate a conceptual model aligned with digital natives' characteristics.

The data were collected from scientific literature published between 2015 and 2025, including peer-reviewed journal articles, academic books, and conference proceedings. These sources were accessed through databases such as Google Scholar, ScienceDirect, and DOAJ using the keywords: "Arabic language learning strategies," "Independent Curriculum," "digital natives," and "innovative learning models."

This study focused on both conceptual and empirical studies within the context of Arabic language education in Indonesia, particularly those implementing the Independent Curriculum at the Islamic school (madrasah), secondary school, and university levels (Rifky et al., 2024). The research instrument consisted of a literature analysis sheet used to record key information from each source, including author, year, research objectives, methodology, main findings, and relevance to the current study (Snyder, 2019). The research procedure followed four main stages (Kitchenham, 2004), there are:

1. Problem identification and objective formulation: defining research questions focusing on relevant Arabic learning strategies and models for digital natives.
2. Literature search: identifying relevant studies published between 2015–2025 in peer-reviewed journals.
3. Selection and evaluation: filtering sources based on topic relevance, scientific validity, and consistency with the Independent Curriculum context.
4. Data analysis and synthesis: conducting thematic content analysis to identify patterns, key concepts, and implications of learning models for digital natives (Braun & Clarke, 2019).

Data were analyzed descriptively and critically through categorization, reduction, and

interpretation of key themes (Creswell, 2018). The analysis maintained principles of validity and objectivity, resulting in a conceptual synthesis illustrating the relationship between the Independent Curriculum, Arabic learning strategies, and the learning needs of digital natives.

C. RESULT & DISCUSSION

Characteristics of Arabic Language Learning in the Era of the Independent Curriculum

Essentially, the orientation of contemporary Arabic language instruction emphasizes three core competencies: linguistic competence (*al-kifāyah al-lughawiyyah*), communicative competence (*al-kifāyah al-ittiṣāliyyah*), and cultural competence (*al-kifāyah al-thaqāfiyyah*) (Nuraeni, 2023). Linguistic competence (*al-kifāyah al-lughawiyyah*) includes the four fundamental language skills (*maharah lughawiyyah*): listening skill (*maharah al-istimāʿ*), speaking skill (*maharah al-kalām*), reading skill (*maharah al-qirāʾah*), and writing skill (*maharah al-kitābah*) (Musthofa, 2020), all of which can be learned and developed through structured pedagogical processes. Meanwhile, communicative competence (*al-kifāyah al-ittiṣāliyyah*) can be achieved through verbal interaction and both oral and written communication (Rifa'i, 2021).

Like any language that reflects the culture of its speakers () (Jannah, Aisyah, & Aprilia, 2024), Arabic also functions as an expression of Islamic Arab culture (*thaqāfah ʿarabiyyah islāmiyyah*), general global culture (*thaqāfah ʿālamīyyah ʿāmmah*), and specific local culture (*thaqāfah maḥalliyyah khāṣṣah*) (Nuraeni, 2023). These cultural dimensions can be integrated into contextual Arabic language instruction. As a result, students are not merely learning Arabic textually, but also contextually, as part of a functional, communicative language that represents culture.

Arabic language learning has undergone transformation following the transition from the 2013 Curriculum to the Independent Curriculum (*Kurikulum Merdeka*) (Khuroidah & Taufik, 2022). The scientific approach emphasized in the 2013 Curriculum has now been replaced with a differentiated-instruction approach (Baity & Faiqoh, 2024), particularly within Arabic language learning. Learning media therefore require innovation and creative adaptation to support the attainment of 21st-century competencies (Nuraeni, 2023), especially as today's learners exhibit distinctive tendencies in their use of technology commonly referred to as digital natives (Boini, Sahrul, Wahab, & Kurniawan, 2024).

Arabic language instruction in the era of the Independent Curriculum prioritizes character formation and the development of the 4C competencies: critical thinking and problem solving, creativity, communication skills, and the ability to work collaboratively (Nuraeni, 2023). These 4C competencies are essential for digital natives and must be further strengthened through the differentiated learning approach adopted by the Independent Curriculum (Ma'wa, Suparmanto, Abdurrahman, Najwa, & Karim, 2024).

The effectiveness of Arabic language learning under this curriculum depends heavily on its proper implementation by educators. Teachers must first identify the diverse learning styles of their students visual, auditory, and kinesthetic before implementing differentiated approaches in Arabic instruction. Consequently, Arabic learning becomes more flexible and student-centered rather than teacher-dominated (Rifky et al., 2024). This shift aligns with the principles of learning in the Independent Curriculum, which emphasizes flexibility, essential content mastery, and the cultivation of student character (Choridah & Mufidah, 2024), particularly those belonging to the digital-native.

The literature review of research and academic publications over the past decade (2015–2025) revealed that Arabic language learning in Indonesia has undergone a significant transformation since the implementation of the Independent Curriculum. This transformation is marked by a shift from teacher-centered to student-centered instruction and by increased integration of digital technology in teaching and learning (Rifky et al., 2024).

The Independent Curriculum allows educators to design learning activities that accommodate students' potential, interests, and learning styles. Digital natives, who were born and raised with technology, possess unique characteristics such as high adaptability, visual and interactive learning preferences, and a tendency toward experiential and collaborative learning (Boini et al., 2024). Hence, Arabic learning strategies and models must align with these traits to achieve meaningful and effective learning.

Arabic language learning under the Independent Curriculum can be implemented through

various relevant instructional models (Arsyad & Fahira, 2023), including Project-Based Learning, Problem-Based Learning, Inquiry-Based Learning, Discovery Learning, and Cooperative Learning all of which emphasize students as active participants (student-centered) while positioning teachers primarily as facilitators (teacher-centered) (Rifky et al., 2024).

Implementation Strategy for Arabic Language Learning Models in the Independent Curriculum and Its Implications for Digital Natives

1. Project-Based Learning (PjBL) in Arabic Language Learning

The Project-Based Learning (PjBL) model is an innovative and contextual approach-based learning model implemented through complex collaborative activities (Lestari & Hakim, 2024). This instructional model effectively fosters students' learning autonomy through innovative collaborative projects. Moreover, the model contributes to the development of students' cognitive, affective, and psychomotor domains, particularly for learners categorized as digital natives (Alwi, Usilmi, Alfansa, & Oktaviana, 2023), especially within the context of Arabic language learning.

The Project-Based Learning model can be implemented in Arabic language instruction (Nababan, Marpaung, & Koresy, 2023; Rinjani & Isnol, 2024), particularly in language skills (*maharah lughawiyyah*), as illustrated below:

1. The teacher begins the lesson by posing essential questions related to the topic, and students respond by asking further questions driven by their curiosity. For example, in learning Arabic with the theme of daily activities (*Ansyithah al-Yaumiyyah*), the teacher interacts with students and stimulates them by asking about their daily routines.
2. The teacher plans projects relevant to the topic and schedules them collaboratively with students. For instance, in learning Arabic with the theme of daily activities (*Ansyithah al-Yaumiyyah*), the teacher designs language-skills-based projects tailored to the characteristics of digital natives, including:
 - a. Writing skills (*maharah al-kitābah*) can be developed by having students write descriptions of their daily activities using digital applications such as Microsoft Office Word. Students begin by writing in Indonesian during the first session, and these texts are translated into Arabic in the following meeting. The teacher then reviews the grammar and sentence structure (*qawā'id wa tarākīb*) during the second meeting.
 - b. Reading skills (*maharah al-qirā'ah*) can be strengthened by having students read aloud their daily activities and record them in video format using a digital video recorder or similar application during the third session.
 - c. Listening (*maharah al-istimā'*) and speaking skills (*maharah al-kalām*) can be developed by displaying the students' video projects using an LCD projector or similar device. Students listen to several showcased videos, after which the teacher asks them to summarize the content and present it orally in Arabic during the third session and subsequent meetings.
3. Teachers must consistently guide students throughout the project process, especially when learners encounter challenges and require assistance. Teachers also need to monitor students' progress and conduct evaluations through post-learning reflection activities before proceeding to the next topic. The availability of e-learning platforms further facilitates teachers and students in managing the learning process, including collecting projects online.

The Project-Based Learning model in the era of the Independent Curriculum (*Kurikulum Merdeka*) has positive implications for digital natives learning Arabic. This model encourages digital natives to be innovative and critical in project-based problem solving, enabling them to apply their competencies in practical and tangible ways (Kertati et al., 2023). Students also become more creative, innovative, and responsible for their own learning outcomes when completing projects (Rahmaniati, 2024). However, the model also presents several challenges, such as requiring adequate time, cost, and infrastructure (Shodiqoh & Mansyur, 2022). Students additionally need a deep understanding of the material to be able to apply it effectively in project form (Pertiwi, Nurfatimah, & Hasna, 2022).

2. Problem-Based Learning (PBL) in Arabic Language Learning

The Problem-Based Learning (PBL) model is an approach that emphasizes critical and solution-oriented learning through contextual problem-solving activities (Purwanto, 2022). This instructional model effectively develops students' critical thinking skills by engaging them in relevant case studies. In addition, the model contributes to the enhancement of cognitive aspects, particularly in terms of critical thinking and problem solving, for students categorized as digital natives (Mahliatussikah, 2023) within Arabic language learning.

The Problem-Based Learning model can be implemented in Arabic language instruction, particularly in *maharah lughawiyyah* (language skills), as illustrated below:

1. The teacher begins the lesson by providing an apperception aligned with the learning topic through a case study to be solved by students collaboratively. Students then start formulating solutions based on critical analysis (*critical thinking*) of the problem. For instance, in Arabic language learning with the theme of environmental preservation (*Al-Hifzu 'alā Al-Bī'ah*), the teacher stimulates students' analytical abilities by displaying environmental images through an LCD projector. Each student identifies the problems shown in the images and discusses relevant contextual solutions through brainstorming activities under the teacher's guidance.
2. The teacher guides students during brainstorming as an investigative process of generating solutions based on real and relevant information related to the learning topic. For example, in Arabic learning with the theme of environmental preservation (*Al-Hifzu 'alā Al-Bī'ah*), the teacher facilitates group discussions and brainstorming while integrating the development of Arabic language skills suited to the characteristics of digital natives, including:
 - a. Writing skills (*maharah al-kitābah*) and reading skills (*maharah al-qirā'ah*) can be developed through activities in which students critically write the results of their investigation on environmental issues along with proposed solutions using digital applications such as Microsoft Office Word. Students compose their investigation in Indonesian, which is later translated into Arabic. The teacher then reviews students' grammar and meaning accuracy (*qawā'id wa tarjamah*).
 - b. Speaking skills (*maharah al-kalām*) and listening skills (*maharah al-istimā'*) can be developed by having students present the results of their investigation on environmental preservation either directly (*mubāsharah*) or by recording their presentations using a digital video recorder. These videos can then be shown and listened to collectively during the lesson.
3. The teacher must monitor students' progress throughout the learning process and conduct evaluations through post-learning reflections together with the students before moving on to the next topic. With the use of e-learning platforms, teachers and students can more easily manage learning activities, including conducting problem-solving-based assessments online.

The Problem-Based Learning model in the era of the Independent Curriculum (*Kurikulum Merdeka*) has positive implications for digital natives learning Arabic. This model encourages students to think critically in addressing contextual issues (Kertati et al., 2023). Learners become more active and critical toward real-world problems (Nababan, Marpaung, & Koresy, 2023). However, this model also presents several limitations, such as the need for considerable time, cost, and adequate facilities (Shodiqoh & Mansyur, 2022). Students are also required to be consistently active and possess a broad understanding in order to effectively solve problems within the learning process (Nababan, Marpaung, & Koresy, 2023).

3. Inquiry-Based Learning (IBL) in Arabic Language Learning

The Inquiry-Based Learning (IBL) model is an instructional approach that is flexible and systematic, implemented through activities requiring systematic, critical, and logical investigative skills (Srifitriani, Regita, & Ghiffar, 2022). This learning model effectively develops students' systematic, critical, and logical thinking patterns, along with fostering autonomy among learners categorized as digital natives (Maulana, 2023), particularly when learning Arabic through various available sources, especially digital learning resources accessible on the internet.

The Inquiry-Based Learning model can be implemented in Arabic language instruction, particularly in *maharah lughawiyyah* (language skills), as follows:

1. The teacher begins the lesson by providing an apperception aligned with the investigation-based topic, engaging students in group-based inquiry activities. Students begin developing

curiosity and initiate investigations using logical and systematic critical thinking processes. For example, in Arabic learning with the theme of natural phenomena (*Al-Aḥdātsu Aṭ-Ṭabī'iyah*), the teacher displays an image of rainfall using an LCD projector. Students then discuss and identify the process of rainfall using various online learning resources.

2. The teacher acts as a facilitator and guides students during discussions throughout the learning process. For instance, in Arabic lessons themed around natural phenomena (*Al-Aḥdātsu Aṭ-Ṭabī'iyah*), the teacher assists students in investigating the occurrence of rainfall and integrates the inquiry activities with the development of Arabic language skills appropriate for digital natives, including:
 - a. Reading skills (*maharah al-qirā'ah*) and writing skills (*maharah al-kitābah*) can be developed through investigative activities related to natural phenomena (*Al-Aḥdātsu Aṭ-Ṭabī'iyah*), such as rainfall, using various online reading sources that can be accessed independently via Google or similar platforms. Students write their explanations in Indonesian, which are later translated into Arabic. The teacher then evaluates the accuracy of their answers and assesses the grammatical and semantic correctness (*qawā'id wa tarjamah*).
 - b. Speaking skills (*maharah al-kalām*) and listening skills (*maharah al-istimā'*) can be developed through activities in which students demonstrate the process of natural phenomena such as rainfall either directly (*mubāsyarah*) or by creating animated videos using digital applications such as Animaker. These videos can then be displayed and listened to collectively during class sessions.
3. The teacher must monitor students' learning progress and conduct evaluations through post-learning reflection activities together with the students before moving on to the next lesson topic. The presence of e-learning platforms greatly facilitates both teachers and students in managing instructional activities, including organizing inquiry-based assessments online.

The Inquiry-Based Learning model in the era of the Independent Curriculum (*Kurikulum Merdeka*) has significant positive implications for digital natives learning Arabic. This model encourages students to think critically, independently, and confidently in solving concrete problems (Kertati et al., 2023). Students also become more active and autonomous in their learning (Nababan, Marpaung, & Koresy, 2023). However, the effectiveness of this learning model is influenced by students' cognitive abilities in understanding the learning material (Prasetyo, 2021), which may pose challenges for teachers in their role as facilitators.

4. Discovery Learning (DL) in Arabic Language Learning

The Discovery Learning model is an instructional approach that promotes active and independent learning through activities requiring critical, analytical, and logical investigation of knowledge (Selviani & Gumindari, 2023). This model also contributes to shaping and developing students' critical, analytical, and logical thinking patterns (Maulana, 2023), supporting cognitive, affective, and psychomotor aspects of learners (Fasekhah, 2023), particularly those categorized as digital natives in learning Arabic from various available sources, especially online learning resources.

The Discovery Learning model can be implemented in Arabic language instruction, particularly in *maharah lughawiyyah* (language skills), as follows:

1. The teacher begins the lesson by posing essential questions related to the learning topic, and students respond with various hypotheses and answers. For example, in Arabic language learning with the theme of natural phenomena (*Al-Aḥdātsu Aṭ-Ṭabī'iyah*), the teacher stimulates students by asking them to observe and analyze the causes of flooding.
2. The teacher acts as a supervisor, guiding students throughout the exploration process. For instance, in Arabic lessons with the theme of natural phenomena (*Al-Aḥdātsu Aṭ-Ṭabī'iyah*), the teacher assists students in exploring the causes of flooding and integrates this exploration with the development of Arabic language skills suited to digital natives, including:
 - a. Reading skills (*maharah al-qirā'ah*) and writing skills (*maharah al-kitābah*) can be developed through exploratory activities investigating the causes of flooding as a natural phenomenon (*Al-Aḥdātsu Aṭ-Ṭabī'iyah*) using articles and news sources available online. Students may independently access such information via Google or similar platforms.

They then present the information in the form of an Arabic concept map, including causal analysis of the flooding event using tools such as flowchart websites.

- b. Speaking skills (*maharah al-kalām*) and listening skills (*maharah al-istimāʿ*) can be developed through activities where students demonstrate the causes of flooding directly (*mubāsyarah*) using video presentations via an LCD projector or similar device. Students summarize their causal analysis and support it with evidence from existing case studies as scientific verification of the flooding phenomenon.
3. Teachers must monitor students' progress throughout the learning process and conduct evaluations through post-learning reflection activities together with students before proceeding to the next topic.

The Discovery Learning model in the era of the Independent Curriculum (*Kurikulum Merdeka*) has positive implications for digital natives learning Arabic. This model encourages learners to think critically, analytically, logically, and reflectively when investigating learning materials (Khasinah, 2021). Students also become more active and independent in their learning (Nababan, Marpaung, & Koresy, 2023). However, the effectiveness of this learning model is influenced by the duration required for each lesson session (Khasinah, 2021), as it generally requires more time.

5. Cooperative Learning (CL) in Arabic Language Learning

The Cooperative Learning model is a collaborative, active, and proportional instructional approach implemented through small-group discussion activities (Shidiq, Dewi, Budianto, & Hasanah, 2024), particularly for discussing materials related to Arabic language learning. This model plays an important role in developing students' collaborative skills, teamwork abilities, and sense of responsibility—especially among digital-native learners (Maulana, 2023).

The Cooperative Learning model can be implemented in Arabic language instruction, particularly in *maharah lughawiyyah* (language skills), as follows:

1. The teacher begins the lesson by providing an apperception aligned with the learning topic and assigning specific materials to each group. Students then start discussing the assigned material within their groups. They may read relevant online literature accessed via Google or similar platforms. For instance, in Arabic lessons with the theme of Indonesian scholars (*Al-'Ulamā' fī Indunīsiyā*), the teacher divides students into several small groups and assigns each group the name of a scholar to study and discuss together.
2. The teacher acts as a supervisor, guiding students throughout the exploration process. For example, in Arabic learning with the theme of Indonesian scholars (*Al-'Ulamā' fī Indunīsiyā*), the teacher assists students in exploring the biography and contributions of a specific scholar. During this process, the teacher integrates the learning theme with the development of Arabic language skills suitable for digital natives, including:
 - a. Reading skills (*maharah al-qirā'ah*) and writing skills (*maharah al-kitābah*) can be developed through activities in which students explore the biography and contributions of the assigned scholar using online articles and news sources accessible via Google or similar platforms. Students then discuss the complexity of the content within their groups.
 - b. Speaking skills (*maharah al-kalām*) and listening skills (*maharah al-istimāʿ*) can be developed through group conversation (*hiwār*) activities discussing the biography and contributions of the assigned Indonesian scholar. Each group presents its *hiwār* in turn, while other groups are required to listen and provide summaries. The presentation can be delivered directly (*mubāsyaratan*) or through recorded video projected via LCD.
3. The teacher monitors each group's cohesiveness throughout the lesson and conducts evaluation through post-learning reflection activities before moving on to the next topic.

The Cooperative Learning model in the era of the Independent Curriculum provides positive implications for digital natives learning Arabic. This model encourages digital-native learners to actively collaborate in discussing learning materials (Hasanah & Himami, 2021). Students also become more active, adaptive, and responsible toward their respective groups (Shidiq, Dewi, Budianto, & Hasanah, 2024). However, the success of this model is influenced by the size of each group and the diverse characteristics of its members (Hasanah & Himami, 2021).

Table 1. Characteristics and Implications of Learning Models under the Independent Curriculum

Learning Model	Main Characteristics	Implications for Digital Natives
Project-Based Learning	Project-based learning, collaboration, and tangible results	Encourage students to think innovatively and produce digital works in Arabic.
Problem-Based Learning	Contextual problem-based learning	Get students used to finding solutions through digital research and online discussions.
Inquiry-Based Learning	Inquiry-based learning and information discovery	In line with the curiosity character of digital natives and supporting independent discovery by learning
Discovery Learning	Learning based on exploration of concepts and discovery of meaning	Develop collaborative skills and interactive communication skills across digital platforms
Cooperative Learning	Group collaboration based learning	Develop collaborative and interactive communication skills across digital platforms

Table 2. Strengths and Weakness of Learning Models under the Independent Curriculum

Learning Model	Strengths of Learning Models	Weakness of Learning Models
Project-Based Learning	Develop creativity, responsibility, and problem solving skills	Requires adequate time and supporting facilities
Problem-Based Learning	Improve critical and reflective thinking skills	Complex for students who are not used to analytical thinking
Inquiry-Based Learning	Train curiosity and investigative skills	Requires intensive guidance from teachers
Discovery Learning	Develop analytical and synthesis skills	The learning process tends to take a long time
Cooperative Learning	Improve social interaction and effective communication	Potential for domination by members of a particular group

D. CONCLUSION

The transformation of Arabic language learning in the Independent Curriculum era is inseparable from technological advances and the characteristics of digital natives. The literature review concludes that effective Arabic instruction today must be student-centered, project- and collaboration-based, and technologically integrated.

Five learning models Project-Based Learning (PjBL), Problem-Based Learning (PBL), Inquiry-Based Learning (IBL), Discovery Learning (DL), dan Cooperative Learning (CL) are found to be most relevant, as they enhance not only linguistic competence (maharah lughawiyah) but also 4C skills: critical thinking, creativity, communication, and collaboration. When combined with interactive digital media such as e-learning, instructional videos, and online collaboration platforms, these models foster engagement, responsibility, and problem-solving abilities among learners.

Theoretically, the findings strengthen Vygotsky's (1978) social constructivist theory, underscoring the importance of interaction, collaboration, and authentic experiences in knowledge construction. Practically, this study recommends that Arabic teachers develop digital pedagogical competence and design interactive, contextual learning activities aligned with digital natives' characteristics. Educational institutions are encouraged to provide continuous professional development and adequate technological resources.

Future research should focus on developing and empirically testing an integrative digital-based Arabic learning model through a Research and Development approach. Such efforts are expected to contribute to the effective implementation of the Independent Curriculum and the advancement of Arabic pedagogy responsive to the needs of the digital generation across educational levels.

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