Design of Arabic Learning Based on the Merdeka Curriculum through PJBL for Islamic Senior High School

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Abstract:
The development of the Arabic language curriculum in Indonesia is increasingly complex. This is based on the increasing need for Arabic language skills in the international world. These basic needs are not only based on the ability to understand and read Islamic sources, but Arabic as an international language of communication is one of the demands of global skills. On that basis, this study aims to explore the design of learning Arabic based on the Merdeka Curriculum at the senior high school level using achievement indicators in the Merdeka Curriculum. The research technique is qualitative approach with data analysis based on content analysis. Data were obtained through literature study from the Merdeka Curriculum and other written sources such as books, articles and curriculum guideline. The results of the study indicate that the learning design based on PjBL (Project Based Learning) can implement the Merdeka Curriculum at the senior high school level. So, the demands of the 6 newest skills such as listening, speaking, viewing (memirsa), reading, writing and presenting can be organized in student projects. The research findings corroborate that the Arabic language learning system uses an Merdeka Curriculum to identify learning outcomes based on cognitive, affective and psychomotor competencies. The implications of this study identify that Arabic language learning needs to be practiced through various intensive assignment projects.

Keywords: Arabic Learning; Merdeka Curriculum; Senior High School; Arabic Language Skills;

Desain Pembelajaran Bahasa Arab Berbasis Kurikulum Merdeka melalui PJBL untuk Madrasah Aliyah

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Abstract:
Perkembangan kurikulum bahasa Arab di Indonesia semakin kompleks. Hal ini didasari oleh kebutuhan terhadap kemampuan berbahasa Arab yang semakin meningkat dalam lingkup internasional. Kebutuhan dasar tersebut tidak hanya bertumpu pada kemampuan memahami dan membaca sumber-sumber Islam, tetapi bahasa Arab sebagai bahasa komunikasi internasional merupakan salah satu tuntutan keterampilan global. Atas dasar itu, penelitian ini bertujuan untuk mengeksplorasi desain pembelajaran bahasa Arab berbasis Kurikulum Merdeka pada tingkat Sekolah Menengah Atas (SMA) dengan menggunakan indikator capaian dalam kurikulum merdeka. Teknik penelitian mengadopsi penelitian kualitatif berbasis studi kepustakaan dengan analisis data berbasis analisis isi. Data diperoleh melalui studi pustaka dari Kurikulum Merdeka dan sumber tertulis lainnya seperti buku dan artikel, pedoman kurikulum. Hasil penelitian menunjukkan bahwa desain pembelajaran berbasis Project Based Learning dapat mengimplementasikan kurikulum mandiri di tingkat SMA. Jadi, tuntutan 6 keterampilan terbaru seperti menyimak, berbicara, memirsa, membaca, menulis, dan mempresentasikan dapat dikelola pada proyek siswa. Temuan penelitian menguatkan bahwa sistem pembelajaran bahasa Arab berbasis project menggunakan kurikulum merdeka dapat mengidentifikasi hasil belajar pada kompetensi kognitif, afektif dan psikomotorik.

Keywords: Arabic Learning; Merdeka Curriculum; Senior High School; Arabic Language Skills;

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INTRODUCTION

Arabic learning in Indonesia has various curriculum changes everytime and it proof that the curriculum is the center of attention for maximum educational outcomes. Initially the application of the Arabic curriculum led to cognitive outcomes, but this paradigm pushed on the psychomotor needs and attitudes of students, because the need for learning outputs was not only centered on cognitive abilities (Utami, 2020). Through these demands, the curriculum continues to experience changes and improvements in each of its elements.

The development of the current curriculum shows the need not only to focus on the three previous domains, but also to strengthen skills in the 21st century; critical thinking, creative, communicative and collaborative skills (Mustofa et al., 2021). Institutions that handle language education are required to develop and innovate curricula that accommodate the interests of users to exist in a global world by possessing the skills demanded by the 21st century (Hasanah et al., 2021). The aim is to prepare students to have superior skills with maximum output capacity.

Changes in the Arabic language curriculum are currently undergoing renewal. Basically, the skill specifications put forward have four important points, namely listening, speaking, reading and writing skills. However, based on the independent curriculum, the Arabic language curriculum has adapted by adding two new skills which are elaborated on viewing (*memirsa)* and presenting skills. This need becomes a positive change, so that learning Arabic does not only use strategies that are classical strategy, but can implement them and internalize 21st century skills and improve receptive and productive skills sparked by the independent curriculum.

The independent curriculum identifies the values of collaboration between parties, how the family supports student learning outcomes, the environment and the existence of school support as an education center (Azmi & Iswanto, 2021). One of the recommendations in implementing the independent curriculum, teachers are expected to use the implementation of the PjBL learning design as a form of increasing cognitive, affective and psychomotor abilities in a balanced way (Khotimah et al., 2021). In choosing a learning model that is in accordance with the independent curriculum, PjBL provides a positive offer for formal and informal learning (Susiawati et al., 2022).

Hidayati et al., (2022) show that the Ministry of Research, Technology and Higher Education identified that project learning in the independent curriculum does not refer to one specific learning method. Project learning is a term that defines learning with several characteristics, namely: 1) Cross-subject learning so that there is a link between one subject and another; 2) Project learning is learning that is applied and not text-based. The main objectives of project learning are solving problems, answering issues, and producing work; 3) Implementation of project learning is carried out in groups and not individual tasks. This allows students to communicate, collaborate, resolve differences of opinion or conflict. Students are also increasingly able to learn independently.

Based on several previous studies, the process of learning Arabic also begins with designing the right syllabus and performance indicators, so that the selection of the method can be maximized according to the desired achievement framework (Bahtiar et al., 2021). The syllabus design process also identified the methods used by teachers in implementing the independent curriculum (Sobri et al., 2021). At the level of high-order thinking skills, students can explore their experiences in the process of working on projects (Sahreebanu et al., 2022). The existence of an attachment between independent and collaboration-based learning emphasizes students to explore their experiences with various learning methods (Khoiriyah, 2020).

Although various studies have been carried out, the independent curriculum in its implementation still requires improvement and refinement to balance theoretical and practical studies in the world of education (Sahreebanu et al., 2022). So that the learning objectives based on the independent curriculum can increase hard skills and soft skills in a balanced competences (Kurniati et al., 2022; Khusni et al., 2022). Based on some previous research, further research is still needed regarding the independent curriculum-based Arabic language learning design for the Madrasah Aliyah level, so that this research can become a guide for teachers to develop and implement it in learning classes. On that basis, this study aims to design an independent curriculum-based Arabic learning design at the senior high school level.

METHOD

This study uses a library study design by analyzing data sources based on journal articles, the independent curriculum in learning Arabic as outlined in the 2022 curriculum, other written sources such as books, legislation. This study uses a content analysis design with the identification of research objectives related to the Arabic language learning design in accordance with the independent curriculum. The data sources were obtained through references to journal articles, 1 independent curriculum file and books to examine appropriate learning designs in implementing the independent curriculum.

FINDINGS AND DISCUSSION

Rationalization Learning Arabic in the independent curriculum identifies students who are able to prepare Arabic language skills with several abilities, namely being able to express feelings, thoughts and ideas in Arabic; internalize Arabic language skills so that they are able to use them in various situations; use Arabic to study religion, science and culture; integration of language skills with moderate behavior and critical and systematic thinking. Based on these statements, it is known that learning Arabic today is not only about the ability to read Islamic sources, but Arabic is able to become an access and intermediary for improving critical, creative, collaborative and communicative thinking skills (Ali et al., 2022).

Through the independent curriculum, learning Arabic is not only in the form of delivering material, but based on the needs of students in learning the language.

The teachers do not focus on spending the material, but on the specifications of what skills students have mastered. This rationalization encourages the improvement of the Arabic language learning process, not only concerned with results, but there is an Arabic learning process that leads to global competency demands (Mustofa et al., 2021). Learning Arabic is expected to be able to improve these competencies by internalizing various strategies in the Arabic language learning curriculum (Sahreebanu et al., 2022).

The curriculum for learning Arabic in Madrasah in 2022 will undergo changes at several points. Initially, language skills were divided into four categories, namely listening, speaking, reading and writing. Meanwhile, in the latest curriculum, Arabic language learning skills consist of the following six skills.
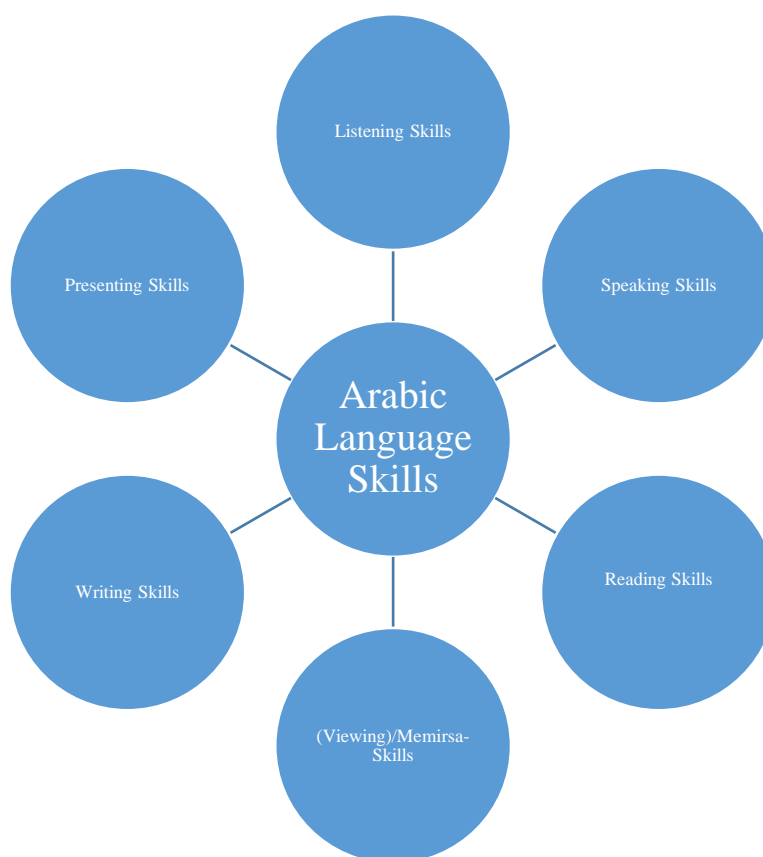
Figure 1. Arabic Language Skills in the Independent Curriculum

Arabic language skills in the independent curriculum identify skills that are modified from reading skills and writing skills. Learners can understand literacy through viewing activities and are able to present knowledge in the form of presentations (Madrasah, 2022). As the purpose of learning Arabic consists of the ability to use Arabic as a global communication and to be able to study religion from authentic sources such as the Qur'an and Hadith. Based on its characteristics, learning Arabic in the independent curriculum is identified as three things, namely language competence, communicative competence and cultural competence. This competence is packaged in the Arabic language learning curriculum. as one example of Arabic learning design as follows.

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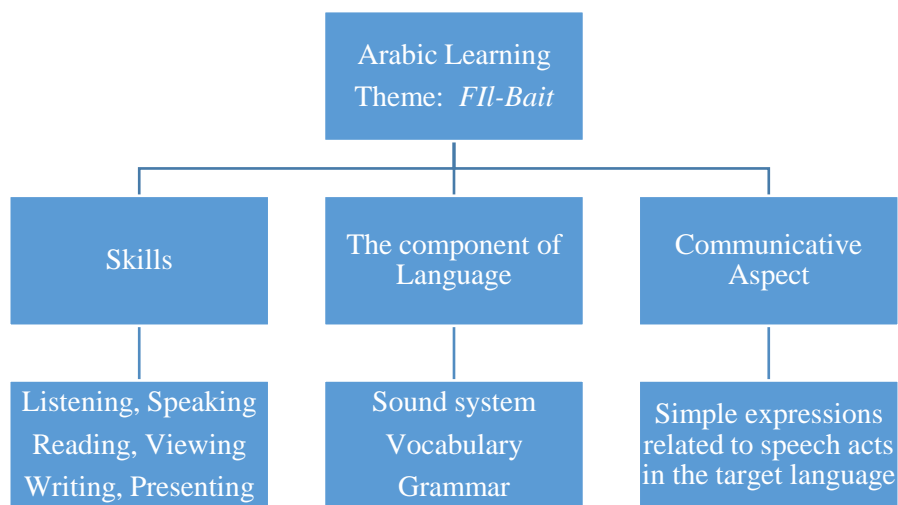
Figure 2. Components of Learning Arabic

Figure 2 identifies the Arabic language learning design in the independent curriculum. Meanwhile, the Arabic language learning model in the independent curriculum can be implemented as follows.

Table 1. Project based learning in learning Arabic

Skills	Project Based Learning
Listening	Students identify linguistic elements, namely sound, vocabulary and grammar through learning resources via YouTube, tape recorders.
Speaking	Students can improve their skills through assignments and projects to communicate with foreign speakers with various language learning applications such as Duolingo, HelloTalk and applications that help students practice speaking.
Reading	Students can be given projects to study reading sources from newspapers, magazines and other written sources, so that texts are not only sourced from textbooks but there is strengthening of reading skills through additional reading sources
Viewing	In improving viewing skills, students can use YouTube as reading material and digital literacy.
Writing	Students can be given the task of writing experiences contextually according to the learning theme. Writing results can be presented in the school wall magazine or submitted on students' social media.

Presenting	Presenting Students can be given assignments to present assignments that have been given, such as the results of reviewing readings and presenting them in oral and written form.

The learning pattern of project based learning can be described as an example with the following description. For example, in order to improve presentation skills in the form of oral and written, students can present presentation material with daily activities. The presentation can be done in the form of presenting slides as evidence of their daily activities as well. Later the teacher and other students can examine and criticize sentences, vocabulary and expressions that are appropriate or not appropriate according to the learning theme. As one of the learning goals when students are able to explain sentences into paragraphs on limited discourse, and make logically connected sequences of daily activities. This sequence can be identified through examples of learning designs contained in the independent curriculum, one of which is that students are able to use the grammatical arrangement of various verbs (*fi'il*) and express ideas according to the structure of the text in writing and orally.(Muslimah 2022)

This project provides opportunities for students to improve literacy skills, think critically and apply the use of Arabic. The learning process shows the demands of students to improve their ability to choose words, phrases and expressions into a written paragraph or oral utterances. The presentation activities require comprehensive training in each learning process. This activity directs students to identify the use of language contextually according to their daily activities.

Based on several models of learning Arabic for each skill, project based learning is able to provide opportunities for students to provide language experience. As the language practice that is practiced is supported by various learning media that are familiar to students (Wulandari, 2019). Project-based learning-based Arabic learning is able to direct students to improve their critical and creative thinking skills through project-based learning design.(Afyuddin, Rafidania, and Fajriyanur 2023)

Specifically in learning Arabic, it shows that students' critical thinking skills about writing skills are improved by using PBL pedagogy (Kumar & Refaei, 2017), project-based learning directs students' ability to think critically in completing projects given by the teacher (Saputra et al. , 2019). Learning like this identifies that the problems presented will shape students' mindsets in understanding student problems and projects (Saptenno et al., 2019; Hairida et al., 2021).

CONCLUSION

This study concludes that PjBL-based learning to improve students' Arabic language skills is compatible with the independent curriculum. This is demonstrated through the existence of an assignment system, presentation of work and criticism of the work of others and demands the creativity of each individual student. Through these indicators, this study recommends PjBL to be implemented in Arabic language

learning at the Madrasah Aliyah level using a variety of media. Through this method, PjBL can achieve students' knowledge in a balanced way from cognitive, affective and psychomotor elements. This research is limited to theoretical presentations, so the researchers recommend further research to identify practical effectiveness with a variety of research methods and the use of relevant learning media.

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