



THE OBSERVATION OF ARABIC LANGUAGE DIFFERENTIATION IN THE 2013 CURRICULUM AND THE "MERDEKA" CURRICULUM

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Abstract: Indonesian education is in a transition and adaptation period from the *K-13* (2013 Curriculum) to the *KM* (*Merdeka* Curriculum). So research that compares the two curricula needs to be done to understand the transition of *K-13* to *KM*, especially in Arabic subjects. This research was descriptive-comparative-evaluative research with a content analysis design. Data collection instruments were document studies and semi-structured interviews to explore teacher perceptions regarding those two curricula. In the *KM* goal component, language skills are expanded into six language elements, listening (*istimā'*), speaking (*kalām*), reading-viewing (*qirā'ah*), and writing-presenting (*kitābah*). The language skills for viewing and presenting did not exist previously in the *K-13*. The material components in both curricula still have the same scope. *K-13* uses a scientific approach in the strategy component, while *KM* uses a differentiated learning approach according to student achievement. Then the learning strategies in *K-13* are arranged in *RPP* (Learning Implementation Plan), while those for *KM* are in teaching modules. Then, in the evaluation component, the *KKM* (Minimum Completeness Criteria) changes to the *KKTP* (Learning Objectives Achievement Criteria). The information obtained from the interviews shows that the teacher has recently been given freedom in teaching, they experience confusion and are not yet ready. Teachers already understand *KM* theory but have not been able to implement it ideally. This lack of implementation is due to the influence of the unavailability of Arabic language textbooks based on *KM*, the unavailability of report cards with an assessment format based on *KM*, and teachers under the Ministry of Religion have been unable to take part in the program of mover teachers education program.

Introduction

The curriculum is dynamic, meaning there is no forever-relevant curriculum without any changes or improvements (Santika et al., 2022). For this reason, the related party should develop a curriculum to adapt the educational process toward the world that continues to develop, especially in science and technology. The related party developing the curriculum is by considering whether the curriculum is still relevant to the students' living environment, world developments, science and technology, and job demands (Ulum, 2020). Since the *Rentjana Pelajaran 1947* (1947 Lesson Plan) the first curriculum implemented, curriculum in Indonesia has been adjusted several times (Hidayat et al., 2017). Today, Indonesian education is in a transition period from the *K-13* (*Kurikulum 2013/2013 Curriculum*) to the *Kurikulum Merdeka* (*Merdeka Curriculum*) (Qomariyah & Maghfiroh, 2022).

The academic unit has used the *K-13* curriculum since the 2013/2014 school year. *K-13* is a competency and character-based curriculum aiming to form students' good character so their attitude and knowledge are balanced (Alfin et al., 2022). Research on implementing *K-13* in elementary schools explains that students' learning motivation has increased, their ways of thinking have developed, and they are more motivated to learn, solve social problems, and gain competence in social, spiritual, knowledge, and skills aspects. Besides, teachers can explain much material at once in one theme and understand students' abilities based on social, spiritual, knowledge, and skills factors. However, there were also obstacles in applying *K-13*, where students experienced confusion because the academic unit combined several subjects into one theme. It also causes the material in student books to be significantly reduced (Bahtiar, 2019). Another difficulty in implementing *K-13* is the lack of teacher training, understanding of the curriculum, and inadequate facilities owned by education units (Astri et al., 2021).

The learning system in *K-13* is a thematic learning that focuses on students' learning process and requires the teacher's full attention to their students (Putri & Suyadi, 2021). However, at the beginning of 2020, face-to-face learning at schools was changed to virtual face-to-face learning due to the emergence of the Covid-19 pandemic. The use of online learning is less optimal. One is due to the significant reduction in student learning time (Anggraini et al., 2021). The student obstructs achieving learning competencies because of reduced study time.

Furthermore, the *Kemendikbudristek* (*Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi*/Ministry of Education, Culture, Research, and Technology) issue the policy to respond to the educational problems resulting from the pandemic. *Kemendikbudristek* gives flexibility to education units to choose a curriculum by considering the learning needs of students. "Kepmendikbudristek Number 719/P/2020 concerning Guidelines for Implementing Curriculum in Education Units in Special Conditions" shows three options to be chosen by the education unit. The three curriculum options are: (1) continue to use the National Curriculum (*K-13*); (2) *Kurikulum Darurat* (Emergency Curriculum); and (3) simplify the curriculum independently. The *Kemendikbudristek* prepared the Emergency Curriculum by simplifying *K-13* as an option for academic units to reduce the impact of learning loss. In addition, the ministry allows the academic unit to simplify the curriculum independently by adjusting learning based on the education units' readiness and the student's needs.

The Emergency Curriculum is the simplification of (*KD*) in *K-13*. The goal of its learning curriculum is to focus on core competencies and prerequisite competencies for the continuation of learning at the next level. The evaluation of implementing the Emergency Curriculum by *Kemendikbudristek* showed that students' literacy and numeracy assessment results were better than those using *K-13*. In addition, the *Kemendikbudristek* used an emergency curriculum to reduce learning loss during the pandemic (Kemendikbudristek, 2022).

Implementing the Emergency Curriculum is flexible by adjusting learning needs, which has proven effective in supporting learning outcomes. Based on this problem, it is necessary to develop a curriculum to accommodate the learning process after the pandemic. In response to this problem, the *Kemendikbudristek* has also developed a Prototype Curriculum (currently called the "Merdeka" Curriculum), which is flexible, competency-based, and focuses on character development and soft skills (*Kemendikbudristek*, 2022).

KM is a curriculum with *Merdeka Belajar* (Freedom to Learn), which aims to liberate education (*Vhalery et al.*, 2022). Independent education allows teachers and students to be independent in thinking and innovating. Thus, collaborating with teachers and students can create active, creative, and productive learning (*Indarta et al.*, 2022). The *Merdeka Belajar* concept also allows students to develop their skills and talents.

The main characteristics of *KM* cover several things, namely: "(1) development of soft skills and character with a project to strengthen the profile of "Pancasila" students (*Proyek Penguatan Profil Pelajar Pancasila*); (2) focus on essential material, so that there is sufficient time to explore basic competencies (literacy and numeracy); and (3) flexible learning, in which the teacher has the freedom to create quality learning according to the needs and learning environment of students. In its implementation, in the first year, the performance of *KM* can be considered quite good compared to the full use of *K-13* (*Angga et al.*, 2022). The dynamics of curriculum changes before the pandemic to the current learning recovery period shows in Table 1.

Table 1. Curriculum Policy Flow during a Pandemic

Pre Pandemic	<i>K-13</i>
Pandemic (2020-2021)	<i>K-13</i> , <i>kurikulum darurat</i> (emergency curriculum), and simplification of the curriculum independently
Pandemic (2021-2022)	<i>K-13</i> , <i>kurikulum darurat</i> , and prototype curriculum in <i>Sekolah Penggerak</i> (Mover School)
Learning Recovery (2022-2024)	<i>K-13</i> , <i>kurikulum darurat</i> , and prototype/ <i>KM</i> (<i>kurikulum merdeka</i> /independence curriculum)
2024	The evaluation of the curriculum during the learning recovery period becomes the determination of the national curriculum.

KM is currently not required in all schools and *madrasah* (islamic schools) in Indonesia, but just *Sekolah Penggerak* (Mover Schools) that implements this curriculum. Implementing the national curriculum for educational units under the auspices of the *Kemenag* (Kementerian Agama/Ministry of Religion) also has its guidelines. *Madrasah* prioritize religious learning over public learning material (*Adawiyah et al.*, 2022). *Madrasah* have more Islamic subjects than public schools, such as *Fiqh*, *Aqidah Akhlak*, *Al-Qur'an* and *Hadith*, *Islamic Cultural History*, and *Arabic language* (*Addaroini*, 2020).

Studies that examine the implementation of *KM* in Arabic subjects have been carried

out and show that this curriculum is still in the adaptation stage (Rahman et al., 2022). Likewise, the research compares *K-13* with *KM*, such as in English language subjects. This research shows an effort to strengthen English language skills in *KM* through six language skills: listening, reading, speaking, writing, viewing, and presenting (Rohimajaya et al., 2022). It differs from the English language subject in *K-13*, which only focuses on the four language skills.

Based on the research conducted by the researchers through *Herzing's Publish or Perish*, no studies compare Arabic language subjects in *K-13* with *KM* for *MTs* (*Madrasah Tsanawiyah*/Islamic Middle School). The researchers need to analyze the two curricula to understand the difference in *KM* compared to *K-13*, especially now that Indonesian education is transitioning and adapting to *KM*. Then, this study aims to compare Arabic language subjects in *K-13* with *KM* at the *MTs* level. Since learning is already running normally and starts face-to-face learning at school, this research will only compare *K-13* and *KM*. The researchers expected that the result could explain the difference between the Arabic language subjects in *K-13* and the *KM* curriculum at the *MTs* level.

Method

This research was descriptive-comparative-evaluative research with a content analysis design. Data collection instruments were document studies and interviews. The documents analyzed the document that correlated with Arabic subjects in *K-13* and *KM* consisted of (1) *KMA* (*Keputusan Menteri Agama*/Decree of the Minister of Religion) Number 183 of 2019 concerning *PAI* Curriculum and Arabic Language in Islamic school; (2) *KMA* Number 347 of 2022 concerning Guidelines for the Implementation of the "Merdeka Curriculum" in *Madrasah*; and (3) *Keputusan Direktorat Jenderal Pendidikan Agama Islam* (Decree of the Director General of Islamic Education) Number 3211 of 2022 concerning Learning Achievements of Islamic Religious Education and Arabic Language *Merdeka* Curriculum in *Madrasah*. The components analyzed from the curriculum documents were the objectives component, the material component, the strategy component, and the assessment component. So this research focused on describing, comparing, and evaluating four curriculum components.

The researchers conducted semi-structured interviews with two informants: one *Wakil Kepala Bidang Kurikulum* (Deputy Head of *Madrasah* for Curriculum) and one teacher of Arabic language subjects at one of the *Madrasah Negeri* (Islamic Public School) in Bandung City. The researchers conducted interviews to explore their perceptions regarding Arabic language subjects in *K-13* and *KM*. The sampling technique used was purposive sampling, and informants were selected based on criteria, namely experiencing a period of transition from *K-13* to the *KM* curriculum. The researchers determined the criteria to obtain accurate data to describe, compare and evaluate *K-13* and *KM*.

Result

Curriculum change is a common case in the education field. Curriculum changes have had both positive and negative impacts. The positive impact encourages students to get knowledge to align with the current development. While the negative impact of rapid curriculum changes also hinders the students from adjusting to the new learning system (Setiawati, 2022). The Indonesian curriculum is currently in the adaptation stage from *K-13* to *KM*.

The comparison between *K-13* and *KM* is about general and specific terms in Arabic subjects. The general discussion compares the curriculum based on aspects of the basic framework, intended competencies, curriculum structure, learning, assessment, teaching tools provided by the government, and learning tools. Meanwhile, the curriculum specifically for Arabic language subjects is compared based on four curriculum components: the objective component, the material component, the strategy component, and the evaluation component (Muradi & Taufiqurrahman, 2021).

Discussion

The Common Comparison Between the 2013 Curriculum (*K-13*) and the "*Merdeka* Curriculum" (*KM*)

The results of the curriculum comparison carried out by the Ministry of Education and Culture, which the researchers quoted via the web page <https://kurikulum.kemdikbud.go.id/perbandingan-kurikulum> compares both curricula in the following aspects:

1) Basic Framework

Sisdiknas (*Sistem Pendidikan Nasional*/National Education System) and *Standar Pendidikan Nasional* (National Education Standards) designed the main foundation of *K-13* and *KM*. In addition, the *Profil Pelajar Pancasila* (Pancasila Student Profile) is also developed in *KM*, which is absent in *K-13*.

2) Targeted Competency

In *K-13*, the competencies arranged using points called *KD* (*Kompetensi Dasar*/Basic Competency). Social, spiritual, knowledge, and skills aspects are a part of *KD* based on *KI* (*Kompetensi Inti*/Core Competency). The competencies in *KM* arranged with *CP* (*Capaian Pembelajaran*/Learning Outcomes) paragraphs. *CP* is structured per phase and includes attitudes, skills, and knowledge.

3) Curriculum Structure

The approach to *K-13* arranges subject-based learning (particularly for elementary schools applying an integrative thematic approach) and *JP* (*Jam Pelajaran*/Lesson Hours) per week. Meanwhile, *KM* uses a subject-based, thematic, or a combination of both, with

annually arranged *JP*.

4) Learning

All subjects in *K-13* use the scientific approach. *K-13* learning focuses on intra-curricular (face-to-face) and co-curricular activities outside of face-to-face learning with a maximum of 50% teaching load. Co-curricular activities don't need a specific prepared format. *KM* uses the differentiated learning process by adjusting the student achievement level. *KM* learning consists of 70-80% intra-curricular *JP* and 20-30% co-curricular *JP* through the *Profil Pelajar Pancasila*.

5) Assessment

K-13 assessments on all subjects are in formative, summative, and authentic formats. Assessment is divided based on attitudes, knowledge, and skills. Meanwhile, the *KM* assessment focuses on formative assessments to plan learning based on student achievements and authentic assessments, especially on *Profil Pelajar Pancasila* projects. In *KM*, the attitudes, knowledge, and skills categorized as a unit.

6) Teaching Devices Provided by the Government

In *K-13*, in the form of textbooks and non-text. Meanwhile, in *KM*, besides textbooks and non-text books, examples are provided for academic unit operational curricula, projects to strengthen *Pancasila* student profiles, teaching modules, and *ATP* (*Alur Tujuan Pembelajaran*/Learning Objectives Flow).

7) Curriculum Set

K-13 has learning guides and assessments for each level and curriculum implementation guidelines. Then, the *KM* has guides for learning, assessment, *Profil Pelajar Pancasila*, development of school operational curricula, and learning for special education.

The Comparison Between Arabic Language Subjects in the 2013 Curriculum (*K-13*) and the "Merdeka Curriculum" (*KM*) at the *MTs*

*The Objectives of Arabic Subjects for *MTs* Level at *K-13* and *KM**

The educational goals categorized into national goals, institutional goals, curricular goals, and instructional goals (Muradi & Taufiqurrahman, 2021). The goals students must master after completing a subject in an academic unit are called curricular goals. This curricular goal relates to the competencies or abilities that students must master.

Quoting from *KMA* Number 183 of 2019 concerning *PAI* Curriculum and Arabic Language in Islamic schools, the competencies targeted in *K-13* are: (1) Improving communication skills in language skills, especially in listening (*istima'*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*); (2) Increasing the understanding of Arabic language as an international language and learning the sources of Islamic teachings, (3) Growing knowledge about the cultural correlation with language and broad knowledge

related to culture. Therefore, students must have language skills, including grammar, text, approach, sociology, and culture. While in the "Director General of Islamic Education Decree Number 3211 of 2022 concerning Learning Achievements of Islamic Religious Education and Arabic Language "Merdeka Curriculum" in an Islamic school," the competencies aimed at *KM* are oriented towards three things, namely: (1) language competence, including four language skills, namely listening (*istimā'*), speaking (*kalām*), reading-viewing (*qirā'ah*), and writing-presenting (*kitabah*) and includes elements of language, namely sound, vocabulary, and language rules; (2) communication competence, communicating using the Arabic language as a means of oral and written communication; and (3) cultural competence, where language contains cultural messages of that language.

In general, *K-13* and *KM* have three similar targeted competencies: language, communication, and culture. However, in language competence in *KM*, *qirā'ah* language proficiency is developed into reading-viewing and *kitabah* into writing-presenting. Viewing is a skill in which students must explain visual and audio-visual texts, interpret various types of multimodal texts, and describe critically based on the context (Mulyadi & Wikanengsih, 2022).

Viewing skills can also grow students' knowledge in absorbing information, adapting it according to their background knowledge, and explaining information logically and critically. While presenting is the ability to present, criticize, and evaluate ideas clearly and effectively, independently or in groups, using the right strategy. This expansion of language skills is similar to previous *KM* studies in English subjects, where the expansion of language skills results in six elements (Pouw & Mulyanti, 2023).

The three competencies above (language, communication, and culture) developed into curricular goals and material objectives in *K-13* and *KM*. The curricular goals in *K-13* organized into Core Competencies and Basic Competencies, while *KM* was into *Capaian Pembelajaran* (Learning Outcomes). The Arabic curricular objectives at the *K-13 MTs* level arranged in *KD* based on *KI*, which includes four aspects: spiritual attitudes, social attitudes, knowledge, and skills (KMA Number 183 of 2019 concerning PAI Curriculum and Arabic Language in Islamic school, 2019).

Table 2. Example of *KI/KD* Arabic language in *K-13 7th* grade student at *MTs*

CORE COMPETENCIES 1 (SPIRITUAL ATTITUDE)	CORE COMPETENCIES 2 (SOCIAL ATTITUDE)	CORE COMPETENCIES 3 (KNOWLEDGE)	CORE COMPETENCIES 4 (SKILLS)
1. Appreciate and apply the teachings and religion they adhere to	2. Demonstrate honest behavior, discipline, responsibility, caring (tolerance and cooperation), courtesy, and confidence in interacting effectively with the social and natural environment within around and environment	3. Understand and apply knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, and culture related to visible phenomena and events	4. Processing, presenting, and reasoning in the concrete realm (using parsing, composing, modifying, and creating) and the abstract realm (writing, reading, counting, drawing, and composing) according to knowledge in school and other sources from the same point of view /theory

BASIC COMPETENCIES	BASIC COMPETENCIES	BASIC COMPETENCIES	BASIC COMPETENCIES
1.1 Accept that language skills are a gift from Allah SWT.	2.1 Carry out caring behavior in communicating with the social and natural environment within around and environment.	3.1 Understand the social function, text structure, and linguistic elements (sounds, words, meanings, grammatical) of simple texts related to the theme: التعرف: which involve speech acts of introducing oneself and other people, asking the country/region of origin by using question words (هل — من أين)	4.1 Demonstrate speech acts of introducing yourself and other people, asking about country/region of origin by using question words (هل — من أين) both orally and in writing.

The Arabic language curricular objectives at the *KM* level of *MTs* structured into a *CP* based on elements of language skills. The *KM* classified the 7th, 8th, and 9th grades in Phase D (Directorate General of Islamic Education Decree Number 3211 of 2022 concerning Learning Outcomes, 2022).

Table 3. Arabic language CP on KM at MTs grade (Phase D)

Element	Learning Outcomes
Listening	<p>Students can explore information about introductions, facilities at the school, school equipment, address, home, family, daily activities, hobbies, job, health, Islamic holidays, tourism, nature, and the environment by using grammatical structures:</p> <p>المبتدأ + الخبر، الأرقام، الخبر المقدم + المبتدأ المؤخر التصريف اللغوي للمضارع، العدد الترتيبي (ساعة)، الجملة الاسمية والجملة الفعلية، (أن - لن - ل) + الفعل المضارع، المصدر الصريح، الفعل الماضي، كان واسمها وخبرها، لا الناهية/لم + الفعل المضارع، الفعل المزيد، فعل الأمر، اسم الموصول، اسم التفضيل</p> <p>to understand explicit and implied information from the text heard.</p>
Speaking	<p>Students can build interactions through introductions, facilities at the school, school equipment, address, home, family, daily activities, hobbies, work, health, Islamic holidays, tourism, nature, and the environment by using grammatical structures:</p> <p>المبتدأ + الخبر، الأرقام، الخبر المقدم + المبتدأ المؤخر التصريف اللغوي للمضارع، العدد الترتيبي (ساعة)، الجملة الاسمية والجملة الفعلية، (أن - لن - ل) + الفعل المضارع، المصدر الصريح، الفعل الماضي، كان واسمها وخبرها، لا الناهية/لم + الفعل المضارع، الفعل المزيد، فعل الأمر، اسم الموصول، اسم التفضيل</p> <p>as a communication tool.</p>
Reading - Viewing	<p>Students can understand and reflect on various types of visual or multimodal texts about introductions, facilities at the school, school equipment, addresses, home, family, daily activities, hobbies, work, health, Islamic holidays, tourism, nature, and the environment by using grammatical structures:</p> <p>المبتدأ + الخبر، الأرقام، الخبر المقدم + المبتدأ المؤخر التصريف اللغوي للمضارع، العدد الترتيبي (ساعة)، الجملة الاسمية والجملة الفعلية، (أن - لن - ل) + الفعل المضارع، المصدر الصريح، الفعل الماضي، كان واسمها وخبرها، لا الناهية/لم + الفعل المضارع، الفعل المزيد، فعل الأمر، اسم الموصول، اسم التفضيل</p> <p>to understand explicit and implied information from various types of text.</p>
Writing - Presenting	<p>Students can connect and explain sentences through simple paragraphs on various types of text and make logic sequences about introductions, facilities at the school, school equipment, address, home, family, daily activities, hobbies, work, health, daily life, Islamic holidays, tourism, nature, and the environment by using grammatical structures:</p> <p>المبتدأ + الخبر، الأرقام، الخبر المقدم + المبتدأ المؤخر التصريف اللغوي للمضارع، العدد الترتيبي (ساعة)، الجملة الاسمية والجملة الفعلية، (أن - لن - ل) + الفعل المضارع، المصدر الصريح، الفعل الماضي، كان واسمها وخبرها، لا الناهية/لم + الفعل المضارع، الفعل المزيد، فعل الأمر، اسم الموصول، اسم التفضيل</p> <p>to express ideas according to the structure of the text in writing and orally.</p>

The taxonomic theory of goals by Bloom classifies human behavior into three aspects, namely based on cognitive, affective, and psychomotor (Arifin, 2017). The cognitive aspect is related to knowledge, recognition and understanding, intellectual skills, and skills development. The affective aspect correlated with attitudes, appreciation, values, and adaptability. The psychomotor aspect relates to physical skills. Based on this theory, the purpose of Arabic in *K-13* includes three aspects of Bloom's taxonomy. *K-13*'s goals are directly translated based on cognitive, affective, and psychomotor aspects. For the affective aspect, the purpose of Arabic in *K-13* defines into two, namely spiritual attitudes and social attitudes. *K-13* has also fulfilled aspects of language skills in *KD*. At the same time, the purpose of Arabic in *KM* is explained based on elements of language skills which indirectly include cognitive, affective, and psychomotor aspects. Furthermore, *KI/KD* in *K-13* is structured into *indikator pembelajaran* (learning indicators), while in *KM*, it becomes *TP (Tujuan Pembelajaran/Learning Objectives)* and *ATP (Alur Tujuan Pembelajaran/Learning Objective Flow)*. The teacher prepared learning indicators and *TP/ATP* independently, and the researchers did not discuss them further in this study.

Based on the results of interviews with the *Wakabid Kurikulum*, she said that the contents of *KI/KD* and *CP* were still the same. It's just that *CP* is arranged for 1 phase (Phase D) while *KI/KD* is per semester. Then, the results of interviews with Arabic language teachers concluded that in *CP*, there was no grouping between knowledge and skills. He said that learning had not gone that way to develop language skills for viewing and presenting because of the *Kemenag*'s lack of Arabic textbooks based on *KM*. At the same time, the prior research revealed that material related to viewing and presenting skills is already available in Indonesian language textbooks published by the *Kemendikbudristek* (Mulyadi & Wikanengsih, 2022).

Table 4. Differences in terms of K-13 and KM

<i>K-13</i>	<i>KM</i>
<i>KI (Kompetensi Inti/Core Competency) & KD (Kompetensi Dasar/Basic Competence)</i>	<i>CP (Capaian Pembelajaran/Learning Achievement)</i>
<i>RPP (Rencana Pelaksanaan Pembelajaran/Learning Implementation Plan)</i>	<i>Modul Ajar (Teaching Module)</i>
<i>KKM (Kriteria Ketuntasan Minimal/Minimum Completeness Criteria)</i>	<i>KKTP (Kriteria Ketercapaian Tujuan Pembelajaran/Learning Objectives Achievement Criteria)</i>

Learning Material of Arabic Subjects for MTs Level using K-13 and KM

The development of Arabic teaching materials or materials must pay attention to the principle of developing Arabic teaching materials. According to Al-Ghali and Abdullah, the principles of developing Arabic teaching materials consist of socio-cultural, psychological, linguistic, and educational principles (Syaifullah, 2019). First, the socio-cultural principle relates to culture in general and Islamic culture in particular.

Second, psychological principles are associated with selecting material to increase students' learning motivation. Third, the linguistic principle includes four language skills, namely listening (*istimā'*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*). The four principles of education relate to developing teaching materials, from the concrete to the abstract and from easy to difficult learning material.

The Arabic material taught at the *MTs* level at *K-13* covers topics of spoken and written discourse in the form of descriptions or simple conversations about self-identity, hobbies, life at the school, family life, place of residence, work, environment, and religious events (KMA Number 183 of 2019 concerning PAI Curriculum and Arabic Language in Madrasah, 2019). It is not much different from the Arabic language material taught at the *MTs* level to *KM*, which includes spoken and written discourse in the form of simple descriptions or conversations about self-identity, life in an Islamic school, family life, social life in the surrounding environment and national daily religious events (KMA Number 347 of 2022 Concerning Guidelines for Implementation of the "Merdeka Curriculum" in an Madrasah, 2022).

Based on the data obtained, the scope of material in *KM* and *K-13* is not much different. The material selection illustrates socio-cultural principles with themes for religious activities at *K-13* and Islamic holidays at *KM*. Based on psychological principles, the selection of material themes at the *K-13* and *KM MTs* levels is close to students' daily lives and living environments so that learning can be relevant. The material in *K-13* and *KM* includes aspects of language skills that fulfill linguistic principles.

The interview results with Arabic subject teachers found that *KM* Arabic textbooks were unavailable, so teachers still used *K-13* Arabic textbooks. The Arabic language material in *K-13* and *KM* is still the same. The teacher can determine which part of the material will be taught in *KM* first. Teachers are also not required to complete all of the material as long as students can achieve *CP* during Phase D. It is in line with previous findings, which show that in *KM*, teachers have the freedom to teach material from the essential part (Ningrum et al., 2023).

Strategy of Arabic Subject for MTs Level at K-13 and KM

The learning strategy is the steps from opening to closing the learning process in class to achieve learning objectives (Mustofa & Hamid, 2020). The teacher implements learning Arabic subjects in *K-13* by applying the *RPP* (*Rencana Pelaksanaan Pembelajaran/Learning Implementation Plan*), which contains an introduction, core activities, and closing. *RPP* includes several components: learning objectives, *KI*, *KD*, materials, media, time allocation, methods, learning stages (introduction, core activities, closing), learning resources, and assessment.

Meanwhile in *KM*, the implementation of learning is the application of the *modul ajar* (teaching module). The *modul ajar* contains learning activity plans for several meetings. The teaching module contains (1) general information, which includes initial

competency identity, *Profil Pelajar Pancasila* and *Profil Pelajar Rahmatan lil 'Alamin*, infrastructure, student targets, and learning models, (2) core components, which consist of learning objectives, meaningful understanding, triggering questions, learning activities (introduction, core, closing), assessment, a reflection of educators and students; and (3) attachments, such as student worksheets, enrichment and remedial, reading materials, glossary and bibliography (Ministry of Religion RI, 2022). The teaching module contains at least three components: learning objectives, learning activities, and assessment plans (Siregar, 2022). The lesson plan for KM in the teaching module consists of more detailed components than the *RPP* in *K-13*. For this reason, the *KM* teaching module is also called *RPP Plus*. It aligns with information obtained from interviews with the *Wakabid Kurikulum*, which states that *RPP* are more efficient in preparation. It is because *RPP* have fewer components than teaching modules, from planning to assessment. However, the teacher can choose *RPP* or *modul ajar* for implementation.

The *K-13* learning approach adapts to the student's characteristics and subjects. *K-13* can apply scientific, thematic, integrated thematic approaches, problem-based learning, project-based learning, inquiry, and discovery, or a combination of several approaches simultaneously. At the same time, the approach to learning Arabic material in *KM* is a text-based approach through spoken, audio, written, visual, and multimodal. Along with used of student learning achievements to adjust an application of differentiated learning (Kemenag RI, 2022). Scientific learning directs students to understand knowing and understanding material with a scientific approach through the process of concluding (Rathomi, 2019). Meanwhile, differentiated learning focuses on making students pivot in learning so that learning methods are adapted to their learning styles and abilities (Ningrum et al., 2023).

Interview data from the *Wakabid Kurikulum* said:

"Previously, teachers were not given freedom, so when they were given freedom, they experienced confusion and were not ready yet. What to do?"

In more detail, teachers can only administratively obey, but implementing it in learning is still difficult. There is no direct teacher training regarding differentiated learning by the *Kemenag*. Some teachers try to apply in class but are unsure if their actions are appropriate, especially with the absence of *guru penggerak* (mover teachers) in the *MTs*. The statement reinforces by the findings from question and answer on the page <https://sekolah.penggerak.kemdikbud.go.id/gurupenggerak/faq/>, which states that the *Kemendikbudristek* takes responsibility for the *guru penggerak* education program on teachers. It makes teachers under the auspices of the *Kemenag* unable to register for the *guru penggerak* education program even though the role of the *guru penggerak* is important to mobilize and exemplify the implementation of *KM* in the school that uses *KM* (Jannati et al., 2023).

Interviews with Arabic subject teachers also reveal something similar who said:

"Teaching thirty students in the class is the same as facing thirty problems. So teaching ideally by paying attention to differences in how students learn is difficult."

As a result, the teacher can only classify students based on their abilities. As a result, no strategy can be said to be the most appropriate for all learning situations due to differences in situations and characteristics of students (Mustofa & Hamid, 2020).

The points that received the most positive teacher reactions were the Project for *P5* (*Proyek Penguatan Profil Pelajar Pancasila*/Strengthening Pancasila Student Profiles) and the *P2R* (*Profil Pelajar Rahmatan lil' Alamiin*/Rahmatan lil' Alamiin Student Profiles). *P5* aims to build the character and competence of students, which consists of six dimensions, namely: (1) faith and piety to God Almighty and having noble character; (2) global diversity; (3) cooperation; (4) independent; (5) critical reasoning; and (6) creative (Kemendikbudristek, 2022). There are ten *P5* themes in *madrasah*: sustainable living, local wisdom, unity in diversity, body and soul, *Pancasila* democracy, engineering and technology to build the *NKRI* (*Negara Kesatuan Republik Indonesia*/Unitary State of the Republic of Indonesia, entrepreneurship, and employment. Meanwhile, there are ten themes in *P2R*, namely civilized (*ta'addub*), exemplary (*qudwah*), citizenship and nationality (*muwatanah*), taking the middle way (*tawassut*), balanced (*tawāzun*), straight and firm (*i'tidāl*), equality (*musāwah*), deliberation (*syūrah*), tolerance (*tasāmuḥ*), dynamic and innovative (*tathawwur wa ibtikār*) (KMA Number 347 of 2022 concerning Guidelines for Implementation of the "Merdeka Curriculum" in Madrasah, 2022). The teacher conducts *P5* and *P2R* at this MTs in a special week where students focus on the project for 1-2 days. The teacher conducted *P5* and *P2R* in a special week because the teacher felt it would be more complicated when mixed with every lesson. The teacher believes that students are more active than before and that their character is more visible during the implementation of *P5* and *P2R*.

Evaluation of Arabic Subjects MTs Level at K-13 and KM

Ralph Tyler (1950) describes evaluation as collecting data to assess the extent to which educational goals have been achieved (Ridho, 2018). Learning outcomes assessment consists of three basic principles, namely the overall principle, the continuity principle, and the objectivity principle (Febriana, 2019). The principles of assessment in *K-13* are valid, fair, objective, systematic, open, integrated, accountable, based on comprehensive and continuous criteria, and based on criteria. The achievement of the *KKM* (*Kriteria Ketuntasan Minimal*/Minimum Completeness Criteria) decided by the academic unit is the basis for evaluating learning outcomes determined by the academic unit. The assessment aspects include attitudes, knowledge, and skills. The teacher assesses the school exams and the government (national exams).

Meanwhile, the principle of assessment on *KM* is fair, objective, and educative. The teacher evaluates *KM* learning outcomes by considering the achievement of learning outcomes with the *KKTP* (*Kriteria Ketercapaian Tujuan Pembelajaran*/Learning Objectives Achievement Criteria). It is in line with previous research regarding the implementation

of *KM* in *Sekolah Penggerak* (Mover Schools) which argued that *KKM* changed to *KKTP* (Hasibuan et al., 2022). There are two assessments: a formative evaluation during the learning process and a summative assessment to determine class promotion and graduation from an academic unit.

The results of the interviews reveals that *KKM* in *K-13* determined by the school in the form of numbers. At the same time, the *KKTP* in *KM* contains criteria in the form of points compiled by the subject teacher. *KKTP* is also more flexible because it assesses learning outcomes based on whether or not students achieve the learning objectives. The form of the final assessment in *KM* is also more diverse. It is not only in written tests, as in *K-13*. Teachers can use oral tests, practice tests, portfolios, and other tests in *KM* as final assessments. Unfortunately, the teacher cannot apply the *KKTP* assessment because the report cards in the *madrrasah* still use the *K-13* report cards. It aligns with findings related to the comparative implementation of *K-13* and *KM* at the elementary school level, which state that there is no *KM* assessment format yet (Angga et al., 2022). So the teacher still does not know how to convey the *KM* assessment as a report.

Conclusion

Based on the research result, the researchers concludes that there are some differences between the *K-13* and the *KM*. In the objective component, there is a change in the formulation of *KI* (*Kompetensi Inti/Core Competency*) and *KD* (*Kompetensi Dasar/Basic Competence*) in *K-13* to *CP* (*Capaian Pembelajaran/Learning Outcomes*) in *KM*. In *KI/KD*, Arabic is arranged based on social attitudes, spiritual attitudes, knowledge, and skills. Meanwhile, *CP* is arranged based on elements of language skills. Elements of language skills in *KM* also developed become listening (*istimā'*), speaking (*kalām*), reading-viewing (*qirā'ah*), and writing-presenting (*kitābah*). In the material component, both *K-13* and *KM* Arabic language material taught is still within the same material scope. In the strategy component, *K-13* uses a different scientific approach from *KM* which uses a differentiated learning approach according to student achievement. Then the learning strategies for *K-13* are arranged in lesson plans, while those for *KM* are in teaching modules. Furthermore, the *KKM* (*Kriteria Ketuntasan Minimal/Minimum Completeness Criteria*) changes to the *KKTP* (*Kriteria Ketercapaian Tujuan Pembelajaran/Learning Objectives Achievement Criteria*) in the evaluation component.

The information obtained from the interviews shows the reality, that teacher who was not given freedom before when given the freedom they experience confusion and are not yet ready. It's a teacher who already understands *KM* theory, but has not been able to implement it ideally because of several things. Such as the unavailability of Arabic language textbooks based on *KM*, the unavailability of report cards with an assessment format based on *KM*, and teachers under the auspices of the *Kemenag* (*Kementerian Agama/Ministry of Religion*) who have not been able to take part in the *guru penggerak* (mover teachers) education program.

Recommendations

Based on the findings, the researchers provides several suggestions for improvement, especially for *madrasah* under the auspices of the *Kemenag*.

- 1) The procurement of socialization and curriculum training (both administration and implementation practices) must be hold before being directly implemented in *madrasah*. So, the teachers does not only understand the theory but has the readiness to apply it.
- 2) Ensure learning tools such as textbooks and assessment formats (reports) are available before asking schools/*madrasah* to implement the new curriculum. These are the main tools in implementing and assessing learning.

This research still has many weaknesses. The researchers has limited time and cannot discuss the findings deeply. The researchers expects that the results of this study can be useful for readers and serve as a reference for further research.

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