

## A COMPARATIVE SYSTEMATIC REVIEW OF KTSP, K13, AND MERDEKA CURRICULA IN DEVELOPING ARABIC LANGUAGE COMPETENCE AT THE MIDDLE SCHOOL LEVEL

Khaerul Muttakin<sup>1\*</sup>, Azzyra Sholikhatun Nisa<sup>1,2</sup>, Ilham Dhya'ul Wahid<sup>3</sup>

<sup>1,2</sup> UIN Sunan Kalijaga Yogyakarta, Indonesia

<sup>3</sup> Universitas Al-Azhar Kairo, Mesir

### Abstract

This study aims to examine the relative effectiveness and contextual advantages of the Education Unit Level Curriculum (KTSP), the 2013 Curriculum (K13), and the Merdeka Curriculum in developing Arabic language competencies among secondary school students, specifically listening (istimā'), speaking (kalām), reading (qirā'ah), and writing (kitābah). This study employs a Systematic Literature Review (SLR) guided by the PRISMA 2020 framework. A systematic search was conducted across Google Scholar, DOAJ, Scopus, and ResearchGate, resulting in 36 peer-reviewed articles published between 2015 and 2025 that met the inclusion criteria and were analyzed thematically. The findings indicate that KTSP predominantly supports receptive and structural competencies, particularly reading and grammatical mastery, but provides limited opportunities for oral skill development. The 2013 Curriculum demonstrates more systematic literacy development through a scientific approach, although listening and speaking skills remain uneven due to variations in resources and teacher readiness. Meanwhile, the Merdeka Curriculum shows relative effectiveness in integrating receptive and productive skills through differentiated and project-based learning, although its implementation outcomes vary across educational contexts. This review contributes original insight by offering a comprehensive comparative synthesis of three national curricula and highlighting that curriculum effectiveness is shaped not by structural reform alone, but by pedagogical alignment, institutional readiness, and contextual support in Arabic language education.

**Keywords:** Comparative Analysis, Arabic Language Curriculum, Language Proficiency, Systematic Literature Review

* Correspondence Address:	24204022031@student.uin-suka.ac.id			
Article History	Received	Revised	Accepted	Published
	2025-12-21	2026-01-25	2026-02-15	2026-03-15

## INTRODUCTION

## مقدمة

Curriculum changes in Indonesia have long been essential indicators of the dynamics of national education policy, which align with social and technological changes and future competency requirements (Bahri et al., 2025). During each period of curriculum reform, the government strives to reorient learning to be more responsive to global challenges, evolving literacy demands, and the increasingly diverse needs of students (Hamid et al., 2022). The transformation from KTSP to K13 and the introduction of the Merdeka Curriculum reflect efforts to balance knowledge acquisition, character Development, and 21st-century skills (Ridwan et al., 2024). In the context of Arabic language learning, these changes have a significant impact because this subject requires a well-developed, systematic learning design capable of addressing the challenges of acquiring a complex second language (Yayan et al., 2021).

The curriculum policy change was based on formal regulations that marked a shift in the educational paradigm. KTSP was implemented through Permendiknas No. 22 of 2006 and Permendiknas No. 23 of 2006, which gave schools considerable autonomy in developing their curricula (Permendiknas, 2006). Then, in 2013, the government implemented the 2013 Curriculum through Permendikbud No. 69 of 2013 as an effort to standardize learning and strengthen character (Kemendikbud, 2013). Most recently, the Merdeka Curriculum was reinforced by BSKAP Head Decree No. 033/H/KR/2022 in response to the need for more flexible, adaptive, and relevant learning in line with technological developments (Kemendikbudristek, 2022b). These changes reflect that the curriculum is not only a technical instrument, but also a strategic foundation for improving student competency (Assagaf, 2024).

On the other hand, the Ministry of Religious Affairs, through KMA Number 183 of 2019, formulated the objectives of Arabic language learning oriented towards mastery of the four language skills (listening, speaking, reading, and writing) as well as mastery of vocabulary and understanding of religious texts (Kemenag, 2019). This objective emphasizes that Arabic language learning is required to produce students who can communicate at a basic level, understand texts, and show appreciation for Arab-Islamic culture (Kholiq & Insaniyah, 2024). This objective also serves as an essential reference in assessing whether each curriculum is truly capable of developing the targeted competencies (Kadir & Yasin, 2022).

In intermediate Arabic language learning, the curriculum plays a decisive role in shaping students' language achievement. The differences between KTSP, K13, and Kurikulum Merdeka make the curriculum not only a planning document but also an operational framework that determines pedagogical approaches, language interaction models, and the proportion of strengthening skills in listening, speaking, reading, and writing (Ariati et al., 2025). Given the phonological, morphological, and syntactic complexity of Arabic, an ideal curriculum should strike a balance between structural aspects, communicative competence, and religious text literacy (Rufaiqoh et al., 2024). Therefore, variations in design and orientation in the three curricula have direct consequences on the quality of language acquisition and learning success in madrasahs and public schools (Muslim & Harisca, 2021).

In practice, the implementation of these three curricula often shows disparities in Arabic language proficiency between educational units (Nadiya et al., 2024). Madrasahs with strong scientific traditions, supportive religious environments, and a culture of language use in daily activities tend to produce better qira'ah and kalam achievements than public schools (Kholis & Mustofa, 2024). This disparity widened when the new curriculum was implemented, especially in institutions that lacked pedagogical readiness, had teachers with low capacity for learning innovation, or had minimal technological support (Raswan et al., 2025). This condition shows that the effectiveness of a curriculum is not only determined by its conceptual design, but also by the context of its implementation and the adaptability of each institution (Baihaqi et al., 2025).

In addition, each curriculum offers distinct conceptual advantages for shaping Arabic language competencies. KTSP excels in the flexibility of developing local materials, thereby enabling greater emphasis on strengthening qawaid and translation (Zainullah & Ali, 2023). K13 emphasizes standardization and character integration, while the Merdeka Curriculum offers pedagogical freedom and the use of technology (Nur'aini & Al Farisi, 2023). However, these advantages do not necessarily imply that they all have a real and equal impact on student competence. This variation in orientation and implementation raises the fundamental question of which curriculum is most effective in shaping the Arabic language competence of intermediate-level students (Nurwinanda & Khalik, 2023).

Previous studies have made significant contributions to mapping the dynamics of changes in the Arabic language curriculum in Indonesia. A survey by Ainissyifa et al. shows the advantages of the Merdeka Curriculum in terms of learning flexibility and differentiation of learning activities (Ainissyifa et al., 2024). Meanwhile, research by Nursalam et al. confirms that project-based learning approaches can increase the participation and engagement of madrasah students (Nursalam et al., 2023). Meanwhile, Cholidah and Muid proved that grammatical components, especially nahwu, can be effectively adapted into the Merdeka Belajar paradigm (Cholidah & Muid, 2024). In addition, Ananda's study provides a strong description of the pedagogical characteristics of KTSP and the 2013 Curriculum, especially in Arabic language education (Ananda, 2021). These studies demonstrate a significant theoretical contribution to understanding the orientation and characteristics of each curriculum.

Previous studies have made substantial contributions to understanding the implementation and characteristics of the Arabic language curriculum in Indonesia, particularly in relation to KTSP, the 2013 Curriculum, and the Merdeka Curriculum. However, most of these studies examine curriculum changes only partially by comparing two curricula within a given period, emphasizing descriptive analysis, or by focusing on a single dimension of competence, such as nahwu, qirā'ah, or the communicative approach. As a result, the existing findings provide fragmented insights and do not yet offer a comprehensive explanation of how different curricula shape Arabic language competence.

This condition indicates an unresolved research gap in the current literature. Despite the existence and sequential implementation of KTSP, Curriculum 2013, and Merdeka Curriculum, there has been no research that systematically synthesizes empirical evidence to evaluate and compare the relative effectiveness, pedagogical orientation, and advantages of these three curricula in developing the four core Arabic language skills: stimā', kalām, qirā'ah, and kitābah. Furthermore, the influence of contextual factors such as institutional readiness, teachers' pedagogical capacity, and learning resources has not been analyzed integratively across curricula, leaving unanswered questions about why similar curriculum frameworks can produce different learning outcomes in practice.

To address this gap, this study is positioned as a systematic literature review with an evaluative and mapping orientation. Specifically, this research aims to answer several key questions, namely, how do the pedagogical characteristics of KTSP, Curriculum 2013, and Merdeka Curriculum differ in supporting intermediate Arabic language learning? What comparative effectiveness patterns and curriculum advantages emerge in developing the four Arabic language skills? Moreover, what are the main implementation challenges that determine the success of each curriculum in various educational contexts? Through this approach, the study aims to provide an integrated evidence base to inform pedagogical practices and curriculum policy in Arabic.

## METHOD

## منهج

This study employs a Systematic Literature Review (SLR) following PRISMA 2020 guidelines to assess the effectiveness and advantages of the KTSP Curriculum, compared with the 2013 Curriculum and the Merdeka Curriculum, in intermediate Arabic language learning. The use of SLR was chosen because it is capable of producing an objective, comprehensive, and structured synthesis of how the three curricula shape students' language competencies, covering istima', kalam, qira'ah, and kitabah, as well as assessing their pedagogical characteristics and implications

for learning outcomes (Rachmawati, 2024).

### ***Data Search Sources and Strategies***

A systematic literature search was conducted using several scientific databases, namely Google Scholar, DOAJ, Scopus, and ResearchGate. The keywords were adjusted to the focus of the study, including "KTSP Arabic language learning," "2013 Arabic language curriculum," "Merdeka Arabic education curriculum," "comparative Arabic curriculum," "intermediate Arabic language competence," "advantages of Arabic curriculum," and "effectiveness of Arabic language skills curriculum." To maintain scientific validity, articles retrieved via Google Scholar were not immediately included as primary data sources; they were first subjected to a quality-assurance process. Validation at this stage was conducted by ensuring that the articles were published in nationally accredited journals (SINTA 1–4) or indexed in reputable databases such as Scopus and DOAJ, and that they had a transparent peer-review process. Articles from Google Scholar that did not meet these criteria were excluded at the screening stage. The literature search was limited to publications from 2015 to 2025 to represent the implementation phase of KTSP, the 2013 Curriculum, and the Merdeka Curriculum at the secondary and madrasah levels.

### ***Inclusion and Exclusion Criteria***

The inclusion criteria for this study include articles that have undergone peer review, are written in Indonesian or English, and discuss the KTSP, K13, or Merdeka curricula in the context of intermediate Arabic language learning. Articles that assess the effectiveness of the curriculum on students' language competencies, *istima'*, *kalam*, *qira'ah*, and *kitabah*, are designated as primary sources. Exclusion criteria include articles that are purely conceptual and lack empirical data, do not examine the intermediate level, are not relevant to Arabic language learning, or employ unclear methodologies. During the screening and eligibility stage, articles that did not meet the criteria were excluded, leaving 36 articles eligible for further analysis.

### ***Thematic Categorization and Data Analysis***

Data were analyzed using thematic analysis of 36 selected articles. The coding process was carried out independently by two reviewers to enhance objectivity and interpretive consistency. In the initial stage, each reviewer identified the units of analysis: the curriculum focus, the language skills studied, and the main findings regarding effectiveness and implementation. The initial coding results were then compared and discussed to agree on the main themes. Differences in coding results were resolved through consensus discussions until interpretive agreement was reached. The final themes were classified into four main categories, namely: (1) the pedagogical characteristics of each curriculum; (2) the effectiveness and advantages of the curriculum in developing *istimā'*, *kalām*, *qirā'ah*, and *kitābah*; (3) the implications of curriculum implementation on student learning outcomes; and (4) implementation challenges in various educational units. Each theme was analyzed narratively and comparatively to identify patterns of findings, differences in research results, and research gaps, resulting in a comprehensive and replicable synthesis.

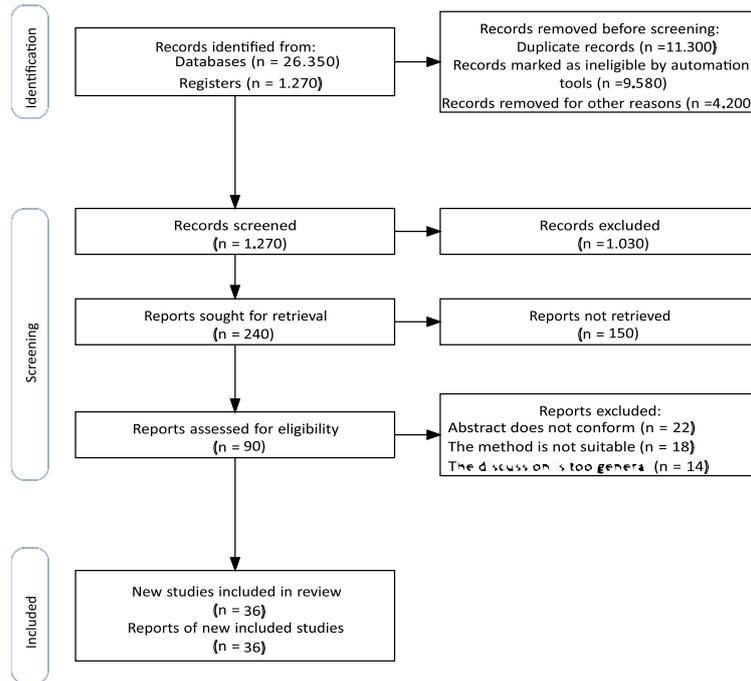


Figure 1. PRISMA Flow Diagram

RESULT | نتائج

The following analysis presents the results of a literature review of scientific articles on the KTSP, K13, and Merdeka curricula, focusing on the distribution of publications by year of publication and topic. The data analyzed includes 36 scientific articles published between 2015 and 2025, obtained through a systematic search of various academic databases. These results provide a starting point for understanding which curriculum is more effective and superior in shaping the Arabic language competence of middle school students.

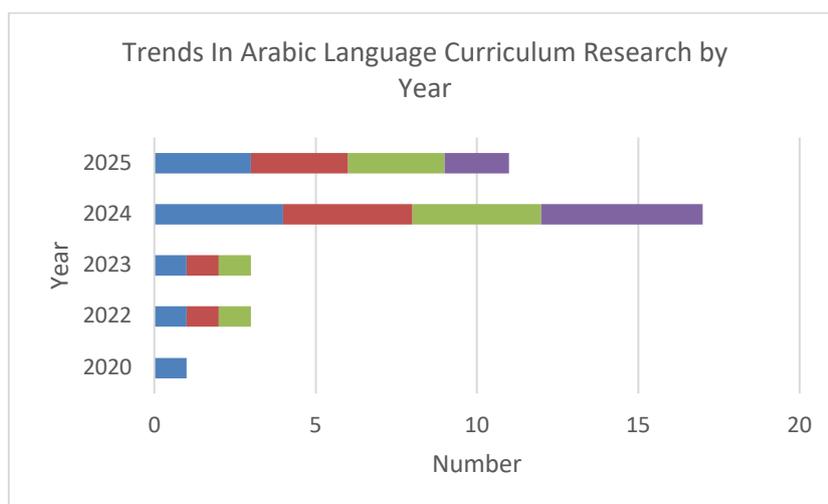


Figure 2. Curriculum Research Trends by Year

The research trend diagram from 2020 to 2025 above shows a consistent increase over the last five years. In 2020, only one relevant study was available, indicating that research on the

effectiveness of the Arabic language curriculum was not yet a significant concern. However, in 2022 and 2023, the number of publications increased to three per year, consistent with the implementation of the Merdeka Curriculum. This policy change prompted renewed interest in teacher readiness, learning restructuring, and the transition from the 2013 Curriculum to the new curriculum.

In 2024, with 17 publications, there was a significant surge in research interest. This year was a crucial phase, as the Merdeka Curriculum was increasingly implemented, prompting many studies to focus on learning effectiveness, comparative curricular evaluations, and their impact in both madrasah and public-school contexts. In 2025, the number of publications decreased slightly to 11 articles, but this figure still shows the high level of academic attention to curriculum analysis. The decline does not mean a weakening of interest, but rather a shift from initial exploration to evaluation and more in-depth development.

### ***Pedagogical Characteristics of the KTSP, K13, and Merdeka Curricula***

The pedagogical characteristics of KTSP, K13, and the Merdeka Curriculum indicate a significant shift in the orientation of intermediate Arabic language instruction. Pedagogically, the Education Unit Level Curriculum (KTSP) is based on the principle of decentralization, which grants broad authority to education units to lead the learning process. This principle is in line with Law Number 20 of 2003 concerning the National Education System, Article 36 paragraph (2), which states that curriculum development at every level and type of education is carried out based on the principle of diversification in accordance with the characteristics of the education unit, regional potential, and students (Kemendikbud, 2006). Within this framework, teachers are given considerable leeway to design contextual learning strategies, including in Arabic language learning. The pedagogical flexibility of KTSP is evident in the freedom teachers have to choose methods, teaching materials, and evaluation methods, provided they continue to adhere to the established competency standards. However, this flexibility also demands a high level of professionalism from teachers, as the quality of learning is primarily determined by teachers' ability to translate curriculum standards into effective instructional practices.

In its implementation, the KTSP structure places syllabus development within the autonomy of educational units, giving teachers the freedom to determine the scope and sequence of material. The pedagogical approach employed is content-based, with an emphasis on mastery of language structure, particularly nahwu and sharaf. Consequently, the learning process emphasizes cognitive skills, including vocabulary mastery, grammar comprehension, and translation exercises. The learning model used is generally conventional and teacher-centered, while assessment is dominated by written tests that measure linguistic knowledge. This pattern is effective in strengthening qira'ah and translation skills, but is not yet optimal in developing kalam and istima' skills (Ariati et al., 2025).

Unlike KTSP, the 2013 Curriculum was developed with a more structured and standardized pedagogical character. This is emphasized in the Minister of Education and Culture Regulation No. 67 of 2013, which states that strengthening the learning and assessment processes is the primary foundation of the curriculum. This strengthening is achieved through a scientific approach that includes observation, questioning, information gathering, reasoning, and communication. This principle is reaffirmed in Permendikbud Number 22 of 2016 concerning Process Standards, which emphasizes that learning is carried out systematically through the stages of planning, implementation, and assessment (Permendikbud, 2016). Within this framework, the pedagogical character of the 2013 Curriculum positions teachers as facilitators

who guide students' thinking processes through standard learning stages, while encouraging the integration of attitudes, knowledge, and skills. This relatively strict pedagogical structure is designed to ensure uniformity in learning quality, although its implementation requires adequate instructional readiness and support facilities (Nur'aini & Al Farisi, 2023).

In the context of Arabic language learning, the 2013 Curriculum is designed to develop communicative competence through an integrated scientific approach. The material structure is systematically and standardly organized into Core Competencies and Basic Competencies, providing teachers with a nationally formulated reference for learning achievement. Activity-based learning models and authentic assessment are being strengthened, including project assessments, language practice, and performance assessments (Aini, 2015). However, in practice, many teachers still face obstacles in consistently applying the scientific approach, so that a balance between structural and communicative learning has not been fully achieved. Thus, although the 2013 Curriculum can overcome some of the limitations of the KTSP, this curriculum has not fully encouraged the development of kalam and istima' skills evenly (Jamanuddin & Ibrahim, 2021).

On the other hand, the Merdeka Curriculum reflects a paradigm shift in pedagogy toward greater flexibility and learner-centeredness. This change is normatively confirmed in Kemdikbudristek Number 56/M/2022, which stipulates learning outcomes based on the developmental phase of students (Kemdikbudristek, 2022). This principle is reinforced by Permendikbudristek Number 12 of 2024, which emphasizes that the curriculum is designed to provide educational units with flexibility to develop learning in accordance with students' characteristics and the institutional context. The pedagogical character of the Merdeka Curriculum is reflected in the application of differentiated learning, the strengthening of project-based learning as a means of developing competencies, and a shift in orientation from material completion to mastery of essential competencies. Within this framework, teachers are no longer bound by a rigid syllabus, but rather act as designers of adaptive learning experiences, so that students have more space to engage actively and reflectively (Nadiya et al., 2024).

In terms of implementation, the Merdeka Curriculum places learning outcomes as the primary reference, enabling teachers to adjust materials, methods, and assessments to students' needs and the educational unit's context. In Arabic language learning, the approach is project-based, differentiated, and integrates digital literacy. The material structure, which is less stringent than that of the 2013 Curriculum, creates opportunities for teachers to develop more communicative and participatory learning strategies. Assessment is designed comprehensively through continuous formative assessment, performance assessment, and portfolios, which directly support the development of productive skills such as kalam and kitabah. Although it has great potential to improve communicative competence, the success of the Merdeka Curriculum's implementation is highly dependent on teachers' readiness to design learning, mastery of technology, and consistency in applying authentic assessment (Hamid et al., 2022).

### ***The effectiveness of each curriculum in developing the four Arabic language skills***

The study results on the implementation of the KTSP curriculum, the 2013 Curriculum, and the Merdeka Curriculum indicate differences in the levels of effectiveness and excellence in developing the four Arabic language skills, which are influenced by the characteristics of curriculum design and the conditions of implementation in educational units. In the KTSP curriculum, research by Zainullah & Ali (2023) indicates that the flexibility of curriculum

formulation at the academic unit level is a significant advantage, as it enables teachers to adapt Arabic-language materials to the institution's needs and characteristics. This advantage is seen in the strengthening of maharah qira'ah and kitabah, which are relatively more stable, primarily through the use of a variety of textbooks and an emphasis on text comprehension. However, the results of research by Syamsuddin & Bachtiar (2022) show that the effectiveness of KTSP in developing maharah kalam and istima' is still limited, mainly due to the low competence of teachers in applying communicative learning models. This finding is reinforced by Zainullah & Ali (2023), who conclude that limited resources and the language environment lead KTSP-based Arabic language learning to be structurally oriented and less supportive of optimal mastery of productive skills (Syamsuddin & Bachtiar, 2022; Zainullah & Ali, 2023).

In the 2013 Curriculum, the research by Nur'aini & Al Farisi (2023) indicates that the structure of Core Competencies and Basic Competencies (KI-KD) provides a more systematic framework for integrating the four Arabic language skills. The advantage of the 2013 Curriculum lies in its application of a scientific approach that encourages active student involvement through the stages of observation, questioning, and communication. The results of research by Thasya & Mufidah (2024) indicate that the use of a direct approach, project-based learning, and technology in K13 contributes to improving the quality of Arabic language learning in a more structured manner. However, the results of research by Sholihah et al. (2024) reveal that the effectiveness of K13 in developing maharah istima' and kalam is not yet evenly distributed, mainly due to limited facilities, a broad range of materials, and variations in teachers' abilities to apply innovative methods. Thus, the systematic advantages of K13 have not been fully converted into balanced communicative skills (Nur'aini & Al Farisi, 2023; Solihah et al., 2024; Thasya & Mufidah, 2024).

Meanwhile, research findings indicate that the Merdeka Curriculum demonstrates greater effectiveness and excellence in developing the four Arabic language skills. Raswan et al. (2025) reported a significant increase in students' motivation, understanding, and participation in Arabic language learning through the Merdeka Curriculum. The main advantage of this curriculum lies in the flexibility of competency-based and project-based learning, which allows students to develop maharah kalam and istima' more intensively through contextual activities. This aligns with the findings of Salsabyila & Taufiq (2025), who show that differentiated and participatory learning promotes the faster development of speaking and listening skills. The results of Ihsan et al. (2025) also indicate that projects involving the creation of Arabic conversation videos and news readings significantly improve speaking fluency and pronunciation accuracy. These findings are reinforced by Habib & Kabalmay (2025), who conclude that systematic learning planning and teaching module development in the Merdeka Curriculum contribute to the more balanced development of maharah istima', kalam, qira'ah, and kitabah. However, the results of research by Azizah et al. (2024) and Nadiya et al. (2024) indicate that the effectiveness of the Merdeka Curriculum is highly dependent on teacher readiness, textbook availability, and support for learning facilities. This lack of preparedness has led some educational units to continue using the K13 or KTSP learning patterns (Azizah et al., 2024; Habib & Kabalmay, 2025; Ihsan et al., 2025; Nadiya et al., 2024; Raswan et al., 2025; Salsabyila & Taufiq, 2025).

**Table 1. Comparative Effectiveness of KTSP, 2013 Curriculum, and Merdeka Curriculum across Arabic Language Skills**

Curriculum	Istima' (Listening)	Kalam (Speaking)	Qira'ah (Reading)	Kitabah (Writing)
KTSP	Limited development; listening activities depend heavily on teacher initiative and	Speaking practice is constrained by traditional teacher-centered methods,	Reading skills are relatively stronger due to textbook-oriented instruction	Writing focuses mainly on mechanical exercises

	are not systematically structured in curriculum documents	resulting in low communicative exposure	and vocabulary memorization	(sentence formation and translation), with limited productive writing tasks
<b>Curriculum K13</b>	Listening skills are more systematically introduced through scientific approaches, though implementation varies by teacher competence	Speaking skills are supported through interactive methods (discussion, role play), yet remain constrained by time allocation and class size	Reading competence shows consistent improvement due to text-based learning and integrated character education	Writing skills benefit from structured assessment and authentic tasks, though students struggle with complexity
<b>Merdeka Curriculum</b>	Listening skills improve significantly through project-based and multimedia-supported learning	Speaking competence shows the most notable progress, supported by differentiated instruction and student-centered tasks	Reading skills develop analytically through text-based and contextual materials, fostering critical thinking.	Writing skills improve in creativity and autonomy, though consistency varies due to teacher readiness

This table presents a comparative overview of the main findings across curricula and Arabic language skills, compiled based on a synthesis of 36 selected articles that systematically examine the effectiveness of each curriculum. The comparison in table form enables identification of dominant patterns across curricula, particularly differences in the focus on receptive and productive skills, as well as the diversity of language-skill integration levels within each curriculum structure.

Based on a synthesis of research findings, the levels of effectiveness and excellence in developing the four Arabic language skills across the three curricula do not follow a uniform pattern. The KTSP curriculum tends to be more effective at producing achievements in receptive skills. In contrast, the 2013 Curriculum shows a more structured integration of language skills, although the productive oral component has not yet developed optimally. Meanwhile, the Merdeka Curriculum tends to produce more balanced achievement across all four skills, with varying levels of success across educational institutions. These findings indicate variation in Arabic language learning outcomes across curricula and their implementation contexts (Kamal, 2025).

### ***Implications of Curriculum Implementation on Student Learning Outcomes***

The implementation of KTSP indicates that student learning outcomes have improved, particularly in text comprehension and mastery of basic Arabic vocabulary. The results of Zainullah and Ali's (2024) research indicate that curriculum adjustments at the school level have facilitated students' gradual understanding of language structure. However, these implications have not been followed by an improvement in oral skills, as shown by Syamsuddin and Bachtiar (2022), who found limitations in the development of kalam and istima' due to the lack of variety in learning methods and media. Thus, the implementation of KTSP has implications for learning outcomes that are more prominent in receptive aspects than in communicative skills (Syamsuddin & Bachtiar, 2022; Zainullah & Ali, 2023)

Research findings on the 2013 Curriculum indicate that its implementation has primarily

improved secondary school students' Arabic language competence, particularly in maharah qira'ah and kitabah. The results of research by Nur'aini and Al Farisi (2023) reveal that applying a scientific approach through the stages of observation, questioning, reasoning, and communication promotes consistency in students' learning outcomes in understanding texts and expressing ideas in writing. This systematic learning pattern enables students to gradually and in a structured manner develop their analytical skills in Arabic. Consistent with these findings, research by Thasya and Mufidah (2024) shows that project-based learning within the 2013 Curriculum framework positively affects Arabic learning outcomes, particularly in educational units with adequate support for facilities and learning media. Project activities encourage students to integrate text comprehension, vocabulary mastery, and writing skills in a more meaningful learning context (Nur'aini & Al Farisi, 2023; Thasya & Mufidah, 2024).

However, the results of Sholihah et al.'s research indicate that these achievements have not been accompanied by the balanced development of students' oral skills. The limitations of audio-visual-based learning media and variations in teachers' pedagogical competencies in managing communicative learning have resulted in maharah kalam and istima' not developing in balance with literacy skills (Solihah et al., 2024). This condition indicates that although the 2013 Curriculum is capable of producing the analytical and literacy competencies of intermediate-level Arabic language students more effectively, the development of oral communication competencies remains constrained by implementation issues. Thus, the implications of the 2013 Curriculum are stronger for literacy and language structure, whereas speaking and listening skills remain variable across educational units (Rekan et al., 2025).

Meanwhile, the implementation of the Merdeka Curriculum has had a more comprehensive impact on students' Arabic language learning outcomes, as it provides greater scope for the integrated development of the four skills. The findings of Raswan et al. (2025) show an increase in student motivation and understanding, which has a direct impact on active involvement in listening and speaking activities, while Salsabyila and Taufiq (2025) note that choice-based learning encourages students to express ideas orally and in writing according to their interests and ability levels. The project-based approach, as described by Ihsan et al. (2025), has been proven to strengthen oral presentation skills, idea processing, and the integration of qirā'ah and kitābah through contextual activities such as video making, dialogue, and informative texts. However, Azizah et al. (2024) and Nadiya et al. (2024) emphasize that these achievements are not uniform due to differences in facility readiness, availability of teaching materials, and teacher competence in designing differentiated learning. Thus, the Merdeka Curriculum shows the most substantial potential in developing listening, speaking, reading, and writing more proportionally, although its success rate is highly determined by the quality of the learning environment and support in each school (Azizah et al., 2024; Ihsan et al., 2025; Nadiya et al., 2024; Raswan et al., 2025; Salsabyila & Taufiq, 2025).

Overall, the variation in student learning outcomes across KTSP, K13, and the Merdeka Curriculum indicates that curricula play an essential role in shaping these outcomes. Still, the quality of implementation determines the extent to which these outcomes can be achieved. The differences in approach, structure, and requirements across curricula have varying effects on Arabic language proficiency, and the outcomes reflect schools' readiness to translate curricula into instructional practice (Thomure et al., 2025). Thus, the success of a curriculum in improving learning outcomes is not determined by the curriculum document itself, but by the synergy between design, pedagogical competence, and the availability of supporting resources (Ananda, 2021).

### ***Implementation challenges in various educational units***

Various educational units face different challenges in implementing the Arabic language curriculum, whether it be KTSP, K13, or the Merdeka Curriculum. In KTSP, the main challenge arises from educators' ability to develop teaching tools independently. A study by Zainullah and Ali shows that most teachers are not accustomed to designing learning models without centralized guidance, resulting in inconsistent implementation quality across institutions. Limited learning resources and pedagogical experience further narrow the scope for innovation, especially in madrasahs that face facility availability issues (Zainullah & Ali, 2023). This situation creates a gap in the quality of learning between schools that have the capacity to manage the curriculum and those that are not yet ready. This situation makes it challenging to implement the KTSP optimally because it requires a level of independence that is not matched by the readiness of most teachers (Sugianto et al., 2024).

In the 2013 Curriculum, the challenges that arise are more related to complex technical and administrative burdens. The application of a scientific approach requires teachers to be meticulous in designing structured learning activities, which, in practice, is not always easy. The findings of Sholihah et al. indicate that teachers continue to struggle to develop learning activities aligned with the Core Competencies and Basic Competencies (KI-KD), particularly in developing Arabic oral skills, which require an active, interactive classroom environment rich in language exposure. This limitation has resulted in limited listening and speaking practice, so students' achievements in these two skills have not progressed in line with improvements in reading and writing. In addition, the availability of learning resources that support observation, exploration, and language practice is uneven across educational units, resulting in minimal implementation of the 2013 Curriculum in some schools (Solihah et al., 2024). Nur'aini and Al Farisi's research also revealed that differences in teachers' ability to understand the structure and logic of the curriculum significantly affected the quality of Arabic language learning across schools. Thus, the main challenge of the 2013 Curriculum lies in the demand for a conceptually strong curriculum structure, which is not yet fully matched by teachers' instructional readiness and adequate learning infrastructure support, so that the development of the four Arabic language skills in middle school students has not been achieved optimally and evenly (Nur'aini & Al Farisi, 2023).

Meanwhile, the Merdeka Curriculum presents distinct implementation challenges because its learning model emphasizes flexibility, differentiation, and project-based learning, which require greater pedagogical readiness and resources. Findings reported by Azizah et al. (2024) and Nadiya et al. (2024) indicate that many schools lack adequate teaching tools, learning modules, and assessment guidelines to implement the principles of the Merdeka Curriculum effectively, particularly in Arabic language learning. This unpreparedness is even more apparent when teachers are required to develop teaching modules independently, conduct phase-based assessments, and design learning activities tailored to students' interests and needs, which directly affect the development of the four language skills (Azizah et al., 2024; Nadiya et al., 2024). In the context of Arabic language learning, these limitations may hinder the development of listening and speaking skills, which require audiovisual media, intensive interaction, and a supportive learning environment (Baihaqi et al., 2025). On the other hand, as shown in the study by Ihsan et al. (2025), project-based learning, such as video making, presentations, and thematic discussions, requires digital tools and collaborative spaces that are not yet available equally in all educational units (Ihsan et al., 2025). This challenge is even more complex in schools where teachers are not accustomed to guiding creative and reflective activities, so that the

implementation of the Merdeka Curriculum often reverts to conventional learning patterns that emphasize qira'ah and kitabah rather than kalam and istima'. As a result, although the Merdeka Curriculum conceptually promises to strengthen communicative competence and balance the four Arabic language skills, its implementation is still often hampered by disparities in resources, teacher readiness, and institutional support (Taufiqurrochman, 2025).

A comprehensive comparison indicates that the challenges of implementing KTSP, Curriculum 2013, and the Merdeka Curriculum appear to stem from an imbalance between curriculum design and the actual capacity of educational units to translate these curricula into Arabic-language learning practices. KTSP requires a high level of teacher independence in designing materials, methods, and evaluations, so that the quality of learning is highly dependent on educators' individual competence. The 2013 Curriculum, on the other hand, requires complete facilities and consistent application of a scientific approach so that the development of maharah istima', kalam, qira'ah, and kitabah can proceed in a balanced manner. Meanwhile, the Merdeka Curriculum requires pedagogical creativity, technological literacy, and modern facility support to optimize differentiated and project-based learning. Differences in conditions across schools with respect to human resources, infrastructure, and management have led to uneven implementation of these three curricula. This disparity directly affects the quality of Arabic language acquisition among middle school students, particularly in developing productive skills that require an active and supportive learning environment. Thus, the challenges of implementation in various educational units confirm that the success of the curriculum in improving Arabic language competence is not only determined by its conceptual framework, but also depends heavily on the readiness of facilities, the pedagogical competence of teachers, and continuous managerial support in supporting the learning process of the four maharah holistically and proportionally (Rekan et al., 2025).

## DISCUSSION | مناقشة

The results of this study indicate that the differences in the pedagogical characteristics of the KTSP Curriculum, the 2013 Curriculum, and the Merdeka Curriculum have direct implications for the development of Arabic language competencies among secondary school students, including listening, speaking, reading, and writing. At the secondary education level, Arabic language competency requirements are not only oriented toward mastery of structure and vocabulary but also toward the ability to understand religious texts and to use the language communicatively in limited contexts (Almelhes & Alsaari, 2024). From a second language acquisition perspective, these requirements are consistent with the concept of communicative competence, which emphasizes the integration of linguistic knowledge and language use in meaningful contexts (McLaughlin, 1988). Therefore, the effectiveness of the curriculum should be understood in terms of its capacity to balance students' receptive and productive competencies, rather than merely to strengthen formal linguistic accuracy (Taha Thomure et al., 2025).

Research on the KTSP curriculum shows that flexibility in learning development enables the adaptation of Arabic-language materials to the context and needs of secondary education units. This flexibility strengthens qira'ah competencies and mastery of basic mufrodat, particularly through text-based learning and translation. However, the dominance of a structural and form-focused approach has not been balanced with systematic opportunities for communicative language use. From the perspective of communicative language teaching, this approach limits

students' exposure to interaction, oral output, and meaning negotiation, which are essential for developing listening and speaking skills (McLaughlin, 1988). As a result, although KTSP is relatively effective in developing basic linguistic competencies, it is still less than optimal in fostering productive skills that require continuous communicative practice and authentic language interaction (Ananda, 2021).

Unlike KTSP, the 2013 Curriculum shows greater consistency and regularity in Arabic language learning among secondary school students. The structure of Core Competencies and Basic Competencies provides more explicit instructional guidance for teachers, enabling the development of measurable qira'ah and kitabah competencies. The scientific approach encourages analytical and reflective learning processes, which positively contribute to students' Arabic literacy. However, when examined through the framework of task-based and communicative learning, the implementation of the 2013 Curriculum still shows limitations in developing istima' and kalam competencies. Learning activities often emphasize procedural stages rather than communicative tasks with clear functional outcomes, especially in schools with limited facilities and inadequate teacher readiness. As a result, the curriculum reinforces academic and literacy-oriented skills but does not fully address the development of oral communicative competencies (Syamsuddin & Bachtiar, 2022).

Meanwhile, the Merdeka Curriculum shows a stronger tendency to improve overall proficiency in Arabic among secondary school students. Differentiated learning and project-based learning provide opportunities for students to use Arabic in contextual, meaningful, and goal-oriented activities such as presentations, dialogues, and simple media production. These characteristics are in line with contemporary second language learning frameworks, particularly Communicative Language Teaching and Task-Based Language Teaching, which emphasize learner autonomy and authentic language use (McLaughlin, 1988). As a result, the development of kalam and istima' competencies became more prominent, while qira'ah and kitabah continued to be supported. However, this study also found that the effectiveness of the Merdeka Curriculum varied greatly across different educational units, indicating that its pedagogical potential was highly dependent on teacher readiness, institutional support, and the availability of learning resources (Sapawi & Yusoff, 2025).

In short, these findings confirm that the effectiveness of the curriculum in shaping Arabic language competence cannot be separated from the context of its implementation. KTSP tends to strengthen receptive and structural competencies but is less communicative-oriented, while the 2013 Curriculum provides more standardized and systematic literacy development without consistently promoting productive oral skills. The Merdeka Curriculum offers the most significant potential for developing communicative competencies, but its success depends on how effectively its principles are translated into classroom practice. These patterns reinforce the view in second-language pedagogy that curriculum design alone is insufficient without pedagogical alignment, teacher capacity, and a supportive learning environment (Thasya & Mufidah, 2024).

Based on the study's overall results, the Merdeka Curriculum appears to be the most promising for developing secondary school students' Arabic language competencies in a more balanced manner, particularly by integrating receptive skills (listening and reading) with productive skills (speaking and writing). This potential is reflected in the flexibility of learning, the application of differentiation, and the use of project-based learning that allows students to use Arabic contextually and meaningfully (Sapawi & Yusoff, 2025). However, the advantages of the Merdeka Curriculum are not automatic or inherent in its design, but rather depend heavily on

the readiness of the education system to support its implementation in the field (Suja et al., 2025). Research findings indicate that, without support from teachers' pedagogical competence, adequate learning resources, and a conducive learning environment, the development of students' Arabic language competence may once again be limited to strengthening receptive aspects, as was the case in the previous curriculum. Therefore, the improvement in the Arabic language competency of secondary school students cannot be understood as a direct consequence of curriculum change, but rather as the result of a learning process that is consciously designed to foster communicative skills, text literacy, and language confidence through synergy between curriculum design, teachers' pedagogical practices, and a supportive educational ecosystem (Kamal, 2025).

This systematic literature review has several limitations. First, reliance on published studies increases the possibility of publication bias, as studies with positive results are more likely to be reported. Second, the predominance of studies conducted in the Indonesian context, particularly in madrasah settings, limits the generalizability of the findings. Third, the predominance of qualitative and descriptive research designs limits the ability to draw strong causal conclusions about curriculum effectiveness. Therefore, future research using quantitative, experimental, and longitudinal designs is urgently needed.

Based on these findings, several actionable recommendations can be proposed. For the Ministry of Religious Affairs (Kemenag), curriculum implementation must be supported by systematic professional development programs that focus on communicative and task-based Arabic language teaching, particularly to strengthen listening and speaking skills (Hudson et al., 2025). Arabic teachers need targeted training in designing communicative tasks, integrating audio-visual media, and applying performance-based assessment aligned with productive skills (Riegel & Rothgangel, 2025). Meanwhile, teacher training institutions (LPTK) must integrate contemporary second-language pedagogy into the education of prospective Arabic teachers to ensure they are well prepared to implement curriculum innovations. These steps are essential to ensure that curriculum reform leads to continuous improvement in Arabic language proficiency (Almelhes & Alsaiari, 2024).

## CONCLUSION | خاتمة

This study confirms that differences in the pedagogical orientation of the KTSP Curriculum, the 2013 Curriculum, and the Merdeka Curriculum have significant implications for the development of Arabic language competence among secondary school students in Indonesia. A synthesis of existing research indicates that KTSP primarily supports receptive and structural competencies; the 2013 Curriculum strengthens the development of systematic literacy; and the Merdeka Curriculum offers the most promising framework for integrating receptive and productive skills through communicative, differentiated, and project-based learning. However, these differences should not be understood as the intrinsic superiority of one curriculum over another, but rather as the result of the interaction between curriculum design, pedagogical implementation, and institutional readiness.

Beyond comparative effectiveness, this study highlights that curriculum reform alone is insufficient to improve Arabic language learning outcomes. The development of communicative

competence requires consistent pedagogical alignment, increased teacher capacity, and a supportive learning ecosystem. In this regard, the Merdeka Curriculum is not only a policy shift, but also a paradigmatic opportunity to reposition Arabic language education from a text-dominated subject to a functional and contextual means of communication, especially at the secondary education level. For future research, several specific avenues of investigation emerge from this review. First, longitudinal studies are needed to examine the sustainability of Arabic language competency development in various educational contexts, such as pesantren-based madrasahs and public Islamic secondary schools, under the Merdeka Curriculum. Second, experimental research focusing on the implementation of project-based Arabic language learning modules—particularly those targeting *kalam* and *istima'* skills—will provide stronger empirical evidence regarding teaching effectiveness. Third, classroom-based comparative studies investigating the impact of teacher professional development programs on communicative Arabic language teaching could offer valuable insights into the role of pedagogical capacity in curriculum success. This targeted research agenda would help move the field beyond descriptive comparisons toward evidence-based curriculum improvement.

In a broader perspective, the findings of this study reflect the ongoing transformation in Arabic language education in Indonesia. This transformation marks a gradual shift from structured, exam-oriented teaching towards communicative, student-centered, and context-sensitive pedagogy. Sustaining this transformation requires not only curriculum innovation but also long-term investment in teachers, learning resources, and institutional support. Thus, the future of Arabic language education in Indonesia depends on the extent to which a coherent pedagogical vision and a commitment to the meaningful use of language in educational practice accompany curriculum reform.

## BIBLIOGRAPHY

## مراجع

- Aini, N. (2015). Studi Komparasi Kurikulum Bahasa Arab Tingkat Satuan Pendidikan dan Kurikulum 2013. *Al Mahāra*, 1(1), 131–156. <https://doi.org/10.14421/almahara.2015.011-06>
- Ainissyifa, H., Nasrullah, Y. M., & Fatolah, N. (2024). Empowering Educational Autonomy to Implement Kurikulum Merdeka in Madrasah. *Jurnal Pendidikan Islam*, 10(1), 25–40. <https://doi.org/10.15575/jpi.v10i1.35133>
- Almelhes, S. A., & Alsaiari, H. E. (2024). A Conceptual Framework for Teaching Arabic as a Second Language. *Theory and Practice in Language Studies*, 14(7), 2110–2118. <https://doi.org/10.17507/tpls.1407.18>
- Ananda, R. (2021). Evaluation of Learning Outcome: The Comparison Between the Education Unit Level Curriculum (KTSP) and the 2013 Curriculum. *Jurnal Ilmiah Peuradeun*, 9(2), 365. <https://doi.org/10.26811/peuradeun.v9i2.510>
- Ariati, F., Retoliah, & Zulfikri. (2025). Concepts, Characteristics, and Scope of Arabic Curriculum Management. *Albariq: Jurnal Pendidikan Bahasa Arab*, 6(1), 64–85. <https://doi.org/10.24239/albariq.v6i1.91>
- Assagaf, M. R. (2024). Arabic Curriculum Planning Management. *Golden Ratio of Data in Summary*, 4(2), 496–504. <https://doi.org/https://doi.org/10.52970/grdis.v4i2.561>
- Azizah, N. L., Naifah, N., Afrianingsih, B. I., Hamidah, M., & Audl Ramadhan, M. A. (2024). Development of

- Arabic Language Learning in Indonesia at 19th – 21st Century. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 16(1), 219. <https://doi.org/10.24042/albayan.v16i1.22767>
- Bahri, S., Yanto, M., & Asad, B. M. M. (2025). The Problems of Indonesian Education Policy with the Change of Curriculum as an Effort to Improve the Ranking of Education Quality in the World. *Journal of Pedagogy and Education Science (JPES)*, 4(2), 412–428. <https://doi.org/10.56741/IISTR.jpes.001019>
- Baihaqi, A. I., Mahliatussukah, H., Hidayati, N., & Khasairi, M. (2025). Arabic Language Learning Model Based on The Merdeka Curriculum. *Lughawiyat: Jurnal Pendidikan Bahasa Dan Sastra Arab*, 4(1), 301–318. <https://doi.org/https://doi.org/10.38073/lughawiyat.v8i2.2465>
- Cholidah, Z., & Muid, F. A. (2024). Inovasi Pembelajaran Nahwu dalam Kurikulum Bahasa Arab Modern. *Journal of Practice Learning and Educational Development*, 4(3), 184–189. <https://doi.org/10.58737/jpled.v4i3.352>
- Habib, I., & Kabalmay, T. (2025). Evaluasi Implementasi Kurikulum Merdeka Pada Pembelajaran Bahasa Arab Kelas X di MAN 1 Gresik. *JLPI: Jurnal Literasi Dan Pembelajaran Indonesia*, 5(1), 22–32. <https://doi.org/10.1016/j.tine.2019.100122>
- Hamid, M. A., Natsir, M., & Muhammad, I. O. (2022). The Development of an Evaluation Instrument for the Implementation of the Arabic Language Curriculum in Islamic High School. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 14(1), 242–257. <https://doi.org/10.24042/albayan.v14i1.10303>
- Hudson, B., Olin-Scheller, C., & Wegner, A. (2025). A critical knowledge-led approach to curriculum research and teacher education across school subjects. *Journal of Curriculum Studies*, 57(5), 507–526. <https://doi.org/10.1080/00220272.2025.2575653>
- Ihsan, M., Hamid, M. A., Nur Hasan, & Syarifaturrahmatullah. (2025). Exploring the Implementation of Project-Based Learning in Arabic Language Education under the “Kurikulum Merdeka.” *Alibbaa': Jurnal Pendidikan Bahasa Arab*, 6(2), 283–308. <https://doi.org/10.19105/ajpba.v6i2.19059>
- Jamanuddin, & Ibrahim. (2021). Problematika Implementasi Kurikulum 2013 Dalam Pembelajaran Bahasa Arab di Pondok Pesantren MA Bahrul Ulum Muliastari-Banyuwangi. *El-Idare: Journal of Islamic Education Management*, 7(1), 107–117. <http://jurnal.radenfatah.ac.id/index.php/El-idare>
- Kadir, S. D., & Yasin, Z. (2022). Implementasi Standar Isi Kurikulum KMA 183 Terhadap Peningkatan Al-Maharah Al-Lughawiyah dalam Model Pembelajaran Bahasa Arab Komunikatif di Kelas VII. *Assuthur: Jurnal Pendidikan Bahasa Arab*, 1(1), 24–36. <https://doi.org/https://doi.org/10.58194/as.v1i1.14>
- Kamal, H. (2025). Teaching Arabic Today: Challenges, Strategies, and Opportunities in Islamic Higher Education. *International Journal of Learning, Teaching and Educational Research*, 24(10), 644–659. <https://doi.org/10.26803/ijlter.24.10.31>
- Kemdikbudristek. (2022a). *Kepmendikbudristek No. 56 Tahun 2022 Pedoman Penerapan Kurikulum dalam rangka Pemulihan Pembelajaran (Kurikulum Merdeka)*.
- Kemdikbudristek. (2022b). *Keputusan Kepala Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Nomor 033/H/Kr/2022*. 1–97.
- Kemenag. (2019). *Keputusan Menteri Agama Nomor 183 Tahun 2019 tentang Kurikulum PAI dan Bahasa Arab*. 1–464.
- Kemendikbud. (2006). *Undang-undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*.
- Kemendikbud. (2013). *Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesianomor 69 Tahun 2013*. 1–253.
- Kholiq, I. N., & Insaniyah, A. L. (2024). Implementasi KMA 183 Dalam Kurikulum Bahasa Arab Di Madrasah

Aliyah Al Amiriyyah Berbasis Pesantren Blokagung Banyuwangi. *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab*, 4(2), 238–254. <https://doi.org/https://doi.org/10.30739/arabiyat.v4i2.3222>

- Kholis, N., & Mustofa, M. A. (2024). Development of Competency-Based Arabic Language Curriculum in Traditional Islamic Boarding Schools. *Arabiyatuna: Jurnal Bahasa Arab*, 8(2), 827–848. <https://doi.org/10.29240/jba.v8i2.10819>
- McLaughlin, B. (1988). *Theories of Second-Language Learning* (2nd ed.). British Library Cataloguing.
- Muslim, A. B., & Harisca, R. (2021). The Urgency of Enhancing Learning Arabic inside National Education Curriculum in Indonesia. *International Journal of Arabic Language Teaching*, 3(01), 66–81. <https://doi.org/10.32332/ijalt.v3i01.3110>
- Nadiya, Aulia, P., Mulyansyah, F., & Noor, F. (2024). Implementation and problems of Applying the Merdeka Curriculum in Arabic Language Learning. *Journal Of Foreign Language Learning and Teaching*, 4(1), 29–43. <https://doi.org/10.23971/jflft.v4i1.8804>
- Nur'aini, R., & Al Farisi, M. Z. (2023). The Observation of Arabic Language Differentiation in the 2013 Curriculum and the “Merdeka” Curriculum. *Abjadia : International Journal of Education*, 8(1), 62–78. <https://doi.org/10.18860/abj.v8i1.22359>
- Nursalam, N., Sulaeman, S., & Latuapo, R. (2023). Implementasi Kurikulum Merdeka melalui Pembelajaran Berbasis Proyek pada Sekolah Penggerak Kelompok Bermain Terpadu Nurul Falah dan Ar-Rasyid Banda. *Jurnal Pendidikan Dan Kebudayaan*, 8(1), 17–34. <https://doi.org/10.24832/jpnk.v8i1.3769>
- Nurwinanda, & Khalik, M. F. (2023). Critical Analysis of Attainment of Arabic Language Learning Outcomes in Competency-based Curriculum at Elementary Islamic School. *Research Horizon*, 3(3), 192–197. <https://doi.org/https://doi.org/10.54518/rh.3.3.2023.120>
- Permendikbud. (2016). *Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 22.Tahun 2016 Tentang Standar Proses Pendidikan Dasar dan Menengah*.
- Permendiknas. (2006). *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 Tahun 2006* (pp. 1–595).
- Rachmawati, R. (2024). Pengenalan Metode Systematic Literature Review (SLR). *Pelatihan Pemanfaatan Artificial Intelligence*, 1–30. <https://elsa.brin.go.id/akun>
- Raswan, Husni, A., Mudhofir, I., Qodri, M., Husein, S. Y., Muradi, A., & Ashfia, A. (2025). Developing a Competency-Based Arabic Curriculum to Foster Merdeka Belajar in Indonesian Madrasahs. *Jurnal Ilmiah Peuradeun*, 13(3), 1881–1908. <https://doi.org/10.26811/peuradeun.v13i3.1930>
- Rekan, A. A., Howell, H. R., Mohamad Salleh, M. N., Rosin, N., Tabrani ZA, Ma`arif, M. A., & Adnan, M. A. M. (2025). Arabic Language Curriculum as a Foundation for Strengthening Religious Education in Public Higher Education. *Jurnal Pendidikan Agama Islam*, 22(1), 97–121. <https://doi.org/10.14421/jpai.v22i1.11340>
- Ridwan, A., Wibowo, A. A., Widiyanti, W., Nurhadi, D., & Isnandar, I. (2024). The Concept Directions of Development 21st Century Vocational Education. *The Eurasia Proceedings of Educational & Social Sciences (EPESS)*, 39, 80–92. <https://doi.org/https://doi.org/10.55549/epess.874>
- Riegel, U., & Rothgangel, M. (2025). Beyond fragmentation in subject didactics and curriculum studies: consensus and contention in research designs. *Journal of Curriculum Studies*, 57(5), 620–635. <https://doi.org/10.1080/00220272.2025.2562531>
- Rufaiqoh, E., Sutiah, S., Ulum, S., Yaqin, M. 'Ainul, Nuruddin, A., & Aloraini, M. A. M. (2024). An Analysis of Arabic Language Curriculum Development in Indonesia. *Jurnal Al-Maqayis*, 11(1), 1–16. <https://doi.org/10.18592/jams.v11i1.9843>

- Salsabyila, S. N., & Taufiq, M. (2025). The Implementation of the Merdeka Curriculum in Arabic Language Education: A Critical Analysis. *Al-Irfan : Journal of Arabic Literature and Islamic Studies*, 8(2), 175–192. <https://doi.org/10.58223/al-irfan.v8i2.535>
- Sapawi, M. S. M., & Yusoff, N. M. R. N. (2025). Integrating technology into the Arabic language curriculum: A systematic review of trends, strategies and cultural dimensions. *Social Sciences & Humanities Open*, 12, 101974. <https://doi.org/10.1016/j.ssaho.2025.101974>
- Solihah, M., Fitrah, M. A., Hidayah, F., & Wijaya, M. (2024). Implementasi Kurikulum 2013 (K13) Bahasa Arab di MTs Swasta Al-Hikmah Mogutat Kotamobagu. *FONDATIA*, 8(3), 729–741. <https://doi.org/10.36088/fondatia.v8i3.5334>
- Sugianto, R., Wulandari, A. H., & Rahman, L. I. (2024). The Implementations of KBK (Competency-Based), KTSP (School- Based), and K-13 Curricula; A Comparative Analysis. *Didaktik : Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 10(2), 121–133. <https://doi.org/https://doi.org/10.36989/didaktik.v10i2.3520>
- Suja, A., Syarifaturrahmatullah, Anwar, K., Fachrurrazi, Khuluq, M., & Eka Retnaningsih, L. (2025). Islamic kindergarten teachers' beliefs about early Arabic learning in the Indonesian context: advantaged learning, teacher's ability, and their methods in teaching Arabic. *Journal of Early Childhood Teacher Education*, 1–13. <https://doi.org/10.1080/10901027.2025.2581022>
- Syamsuddin, & Bachtiar, M. (2022). The evaluation of Arabic Textbooks in SMA based on KTSP & K.13 curriculum in South Sulawesi. *Jurnal Shiraz Arabic Teaching and Learning*, 6(11), 41–60. <https://doi.org/10.22099/JSATL.2022.38740.1116>
- Taha Thomure, H., Taha, H., Sabella, T., & Saleh, R. (2025). A systematic review of teaching and learning in the context of Arabic diglossia. *Social Sciences & Humanities Open*, 12, 102281. <https://doi.org/10.1016/j.ssaho.2025.102281>
- Taufiqurrochman, R. (2025). Linking Environmental Education and Arabic Language Teaching: Curriculum Analysis of Madrasa and Pesantren in Indonesia. *Studia Ecologiae et Bioethicae*, 23(2), 73–85. <https://doi.org/10.21697/seb.5845>
- Thasya, T., & Mufidah, N. (2024). Hasil Implementasi Kurikulum 2013 Terhadap Perkembangan Belajar Siswa Pada Pelajaran Bahasa Arab. *Jurnal Education and Development*, 12(2), 256–260. <https://doi.org/10.37081/ed.v12i2.5647>
- Thomure, H. T., Taha, H., Sabella, T., & Saleh, R. (2025). A systematic review of teaching and learning in the context of Arabic diglossia. *Social Sciences & Humanities Open*, 12, 102281. <https://doi.org/10.1016/j.ssaho.2025.102281>
- Yayan, N., Sauri, S., Sanusi, A., & Indonesia, U. P. (2021). Developing an International Standardized Arabic Language Education Curriculum: Introducing a Conception-Focused Design and Outcome. *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 9(2), 155–172. <https://doi.org/https://doi.org/10.23971/altarib.v9i2.3264>
- Zainullah, A., & Ali, N. (2023). Manajemen Kurikulum Tingkat Satuan Pendidikan (KTSP) Dalam Bidang Bahasa Arab. *BAHTSUNA: Jurnal Penelitian Pendidikan Islam*, 5(2), 77–86. <https://doi.org/10.55210/bahtsuna.v5i2.312>

