KITABA: Journal of Interdisciplinary Arabic Learning, 01 (02): 60-68 (2023)
DOI: 10.18860/kitaba.v1i2.21306

Magister Pendidikan Bahasa Arab
Pascasarjana UIN Maulana Malik Ibrahim
Malang, Indonesia

KITABA
JOURNAL OF INTERDISCIPLINARY ARABIC LEARNING

INNOVATIVE APPROACH AND MODEL FOR ARABIC CURRICULUM DEVELOPMENT IN THE SOCIETY 5.0 ERA

Islamiyah Sulaeman
Universitas Islam Negeri Maulana Malik Ibrahim Malang, Jawa Timur, Indonesia

Article History:
Received: May 28, 2023
Revised: June 20, 2023
Accepted: July 05, 2023
Published: July 30, 2023

Keywords:
Arabic; Curriculum Development; Society 5.0

*** Correspondence Address:**
220104210011@student.uin-malang.ac.id

Abstract: This study aims to describe approaches and models of Arabic curriculum development relevant to the era of Society 5.0. This research uses a qualitative-descriptive system with a literature study method. The results of this study found that the use of the STEAM approach and SAR (Systematic Action Research) development model are relevant to be used in developing the Arabic curriculum in the era of Society 5.0. Integrating an innovative Arabic curriculum through the STEAM approach and the SAR development model can actively motivate students, increase their interest in learning, and produce skills relevant to the demands of an increasingly technologically advanced society. These findings contribute to developing an Arabic curriculum that is more relevant to the needs of learners in the era of Society 5.0. This STEAM-based SAR model can guide educators in facing the challenges and opportunities that exist in developing Arabic learning that is adaptive and responsive to social and technological changes.

INTRODUCTION

Arabic language education in Indonesia is currently undergoing a transformative phase. The quality of students' Arabic language skills in educational institutions is still subpar and requires significant improvement. In line with the research conducted by Sanjaya & Hidayat (2021), which explains that problems with Arabic language skills are caused by many factors, one of which is the teaching process factor contained in the curriculum. This is corroborated by research by Miskat S. Inaku (2022), which shows that the curriculum plays a vital role in the ability to communicate in Arabic, both orally and in writing. The education system indirectly influences the low Arabic-language skills of students in Indonesia. This is related to the Indonesian education curriculum, which is still full of enigmas. Therefore, this impacts the success of Arabic language education in Indonesia as a part of the Indonesian education curriculum.

If we look closely at its historical origins, the education curriculum in Indonesia has experienced the dynamics of change eleven times. Starting from the simple pre-independence period, followed by successively sophisticated independence (Siregar & Julianto, 2022). The curriculum in Indonesia developed from the beginning of independence or the old order period (1947 curriculum, 1952 curriculum, and 1964 curriculum), the new order curriculum (1968 curriculum, 1975 curriculum, 1984 curriculum, and 1994 curriculum), the reform period curriculum (2004 curriculum, competency-based (KBK), education unit level curriculum (KTSP), and 2013 curriculum). The entire curriculum aims to advance Indonesian education for the nation's generation. However, this dynamic shows Indonesia has not finished revamping its education curriculum (Manurung, 2019).

Not only that, but the implementation of the education process in Indonesia still faces crucial problems. These problems become problems that indirectly affect the quality of the curriculum in Indonesia. One of the most discussed essential issues is the educational gap. For example, quotiety, in education, where there are still many underdeveloped areas far from the reach of education, there are also many Indonesian people who drop out of school due to financial constraints (Kurniawati, 2022). This problem shows a form of failure of the Indonesian education system, where the existing system has not demonstrated significant achievements in overcoming the education problems in Indonesia.

The curriculum in the Indonesian education system has excellent urgency. If the curriculum is lost, education cannot be carried out, and educational goals will not be achieved. Then, if the curriculum is ambiguous, education also cannot convey meaningful changes to citizens to realize the ideals of the state in the 1945 Constitution. So, it can be interpreted that teaching without a curriculum will cripple the educational process. This shows the integration between curriculum and education in society. Where is the curriculum as a guide for implementing education, which must always be adapted to modern situations and conditions (Martin & Simanjorang, 2022). If the curriculum Is neatly designed and Implemented within the education stem, quality education will be produced in an intellectual and empowered society.

The dynamics of the existing curriculum have contributed to the development of Arabic language education in Indonesia. So, the development of the Arabic language in Indonesia, of course, requires the development of the Indonesian education curriculum, especially the Arabic language curriculum. Developing the Arabic language curriculum is decisive in improving the quality of students' Arabic language. To realize curriculum development, sensitivity to the times is needed. The general education curriculum in Indonesia has undergone many changes to keep up with the times. Thus, in responding to the challenges of the times, the Arabic language curriculum needs to make development efforts based on the current era of a new society, for example during the pandemic, an evaluation was carried out in the process of adapting to global conditions in the Arabic language curriculum, also during the new normal period until today it certainly requires efforts to adapt to curriculum development.

Curriculum development can be interpreted as an effort or action to develop a set of components that become a unified curriculum. It is the most vital part of the educational process. Learning materials that focus on improving the quality of education are the leading suggestions for curriculum development (Soleman, 2020). In addition, curriculum development is related to issues that are developing in society, such as the first issue regarding the vision of Indonesia, the second issue regarding the development of artificial intelligence, the third issue concerning the digital revolution 5.0, the fourth issue regarding community literacy, and the fifth issue concerning regulations (Suryaman, 2020). These issues require development in the curriculum, where the existing curriculum must adapt to phenomenal and urgent societal problems. These factors are also related to education which needs to keep up with global social changes accompanied by changes in the skills required.

Curriculum development rests on several foundations: philosophical and historical foundations, psychological foundations, sociocultural foundations, as well as science and technology foundations. Curriculum development has goals related to institutional goals, curriculum goals, and educational goals. Curriculum development aims to overcome problems that affect the curriculum over time (Bahri, 2017). The curriculum development process involves planning, implementation, and evaluation. In addition, depending on the level, there are several stages of development: National-level curriculum development, institutional-level curriculum

development, subject-level curriculum development, and class-level curriculum development (Fajri, 2019)

Society 5.0 is synonymous with life centered on seeking economic development and solving social problems with a system that combines virtual and physical space. Society 5.0, developed by Japan, defines an ideal situation where countries must develop by utilizing sustainable technological changes and benefiting everyone (Narvaez Rojas et al., 2021). It can be seen that all are united in human-centricity, system resilience, & sustainability. Further interpretation based on the definition reveals several differences; for example, in some definitions of society, 5.0 requires all eras of technological & people's progress, while the rest are more focused on industrial transformation (Darsana & Sudjana, 2022). The main goal of Society 5.0 is to take advantage of the possibilities offered by Industry 4.0 to improve the quality of people's lives. Society 5.0 enables sophisticated technologies such as IT, IoT, robotics, artificial intelligence, and augmented reality to be used in life, health, and other areas of human activity (Pereira et al., 2020).

Various previous studies have examined the Arabic language curriculum from time to time. The studies tend to explore the Arabic language curriculum in three aspects. The first emphasizes more elements of the survey of curriculum dynamics, such as research by Maghfuri & Rasmuin (2019) about the dynamics of the pesantren-based madrasah curriculum. The second emphasizes more aspects of the study on curriculum evaluation, such as research by Chasanah & Prastowo (2021) regarding the assessment of language curriculum for improving academic quality. The third emphasizes more aspects of the study of curriculum management, such as research by Alfianor (2022) about managing the Arabic language curriculum in madrasas.

This research has similar to previous studies examining the development of the Arabic language curriculum. However, in this study, the Arabic language curriculum was studied in a different aspect, namely aspect of the development of the Arabic language curriculum in the era of Society 5.0. This research aims to describe an approach and development model that is actual Arabic curriculum development in the era of Society 5.0. This study focused on exploring the development of the Arabic language curriculum in the context of Society 5.0. While previous studies have also examined the Arabic language curriculum, this research sought to investigate it from a different perspective, considering the specific needs and challenges presented by the era of Society 5.0.

This research is based on the argument that the development of the Arabic language curriculum in Indonesia in the era of Society 5.0 is a discourse that requires further and more focused studies to improve the quality of Arabic language education in Indonesia, especially in the Arabic language skills of students in educational institutions. The current era tends to shift learning by integrating science and technology. In contrast, Arabic as a foreign language requires more focus in adapting its existence to the challenges of today's times. Therefore, developing the Arabic language curriculum in the Society 5.0 era urgently needs to be studied as a discourse in Arabic language education.

METHOD

This study discusses the Arabic language curriculum to develop the Arabic language curriculum in the Society 5.0 era with the unit of analysis in the form of curriculum development components appropriate for developing the Arabic language curriculum in the Society 5.0 era. This research uses a descriptive-qualitative approach with a literature study method, which

collects information and data from various materials from the library, such as reference books, similar previous research results, articles, notes, and various journals related to this research topic. The literature search is conducted through academic databases, scientific journals, and relevant related publications such as Google Scholar and Science Direct.

The data obtained are then analyzed systematically by identifying themes, perspectives, and findings relevant to the research objectives. Literature research methods provide a strong theoretical foundation and deep understanding of the STEAM approach, SAR Model development, and concepts and societal changes related to the era of Society 5.0. The data of this research was analyzed with the descriptive analysis technique. The literature analysis became the basis for integrating an innovative Arabic curriculum development in this study.

RESULTS AND DISCUSSION

In developing the Arabic language curriculum, several aspects need to be the focus of attention, namely development principles, approaches, and models. These three aspects are interrelated with each other, so the integration of these three aspects is a must. This shows that the development of the Arabic language curriculum results from a manifestation of mature thought to be transformed into an innovative product that responds to the challenges of the times. In line with research by Setyawan (2020), the 21st century has influenced new directions in learning Arabic, so innovative ideas are needed with the development of an era-based curriculum which is a disruptive era or an era full of change.

Principles of Arabic Curriculum Development

As something dynamic, the Arabic language curriculum is developed by considering certain signs. These signs are considered to provide a rational basis for formulating curriculum development actions to be carried out. This is in line with research by Shofiyah (2018), that the principles of curriculum development play a role in improving the quality of learning. Also corroborated by research by Imelda (2022), which states that the principles of curriculum application are indispensable as part of the curriculum design process. For this reason, there are several general and specific principles in developing the Arabic language curriculum (Desrani & Aflah Zamani, 2021). These general principles include the following five principles:

a. The principle of relevance, which consists of internal and external aspects. Internal aspects of the curriculum have relevance to the curriculum components (objectives, materials, strategies, organization, and evaluation). At the same time, the external aspect of the component has epistemological relevance, psychological relevance, and sociological relevance.

b. The principle of flexibility relates to the flexibility of results and curriculum implementation, which means that it can be adapted to dynamic situations and conditions. The curriculum is flexible anywhere. Curriculum development can still be done for children with different backgrounds and abilities.

c. The principle of continuity means continuity in the curriculum, both vertically and horizontally. Continuity is interpreted as related. That is, there is a value in linkages between curricula from various levels of education and with various studies to complement other studies.

d. The principle of efficiency means that everything in curriculum planning is carried out more optimally and effectively. Efficiency is one of the principles that need to be considered in developing a curriculum so that what has been planned is by the goals to be achieved.

e. The principle of effectiveness means the extent to which the learning program plan is achieved or implemented. Two aspects of effectiveness need attention: the effectiveness of teaching teachers and the effectiveness of student learning.

The specific principles of curriculum development consist of five things (Prasetyo & Hamami, 2020), as follows:

a. The principle of setting educational goals is based on sources, such as government regulations and policies, surveys on community needs, surveys on the views of experts in certain fields, surveys on the quality of human resources, and the experiences of other countries in dealing with the same problem.

b. The principle of selecting curriculum content, which consists of several considerations as a basis of reference, such as the elaboration of educational goals into specific and simple actions of learning outcomes, the content of learning materials includes aspects of knowledge, attitudes, and skills, and curriculum units are arranged in a logical order and systematically, given simultaneously in a sequence of learning situations.

c. The principle of selecting a teaching and learning process, which pays attention to several things, such as the suitability of teaching and learning methods or techniques for teaching subject matter, variations of methods or techniques in the teaching and learning process for individual student differences, as well as the effectiveness of methods or techniques in activating students and encouraging the development of new abilities.

d. The principle of selecting media and teaching tools pays attention to several things, such as planning activities and inventory of what tools or media are available, as well as the organization of tools in learning materials, either in the form of modules or textbooks.

e. Principles regarding assessment include three basic things that must be considered: first, planning an assessment tool. Second, develop an assessment tool. Third, managing the results of the assessment.

STEAM Approach

Efforts to develop the Arabic language curriculum are carried out with full readiness. After formulating a curriculum design based on existing curriculum development principles, a method or method is needed to support the development process. For this reason, a certain approach is needed that aligns with the main concepts in the desired curriculum development design. This is in line with research by Tamaji & Umrah (2022) that the approach taken by curriculum developers is to produce a curriculum as an educational guide. This is corroborated by research by Huda (2019), that the approach is taken to determine the forms and patterns used by the curriculum.

The curriculum development approach can be adapted to the objectives of the curriculum, in this case, the Arabic language curriculum, which is in line with current developments, which are entering the era of society 5.0, which requires the integration of science and technology in all aspects of life, including education. Mu'minah (2021), in his research, stated the approach that can be used in dealing with the era of Society 5.0 is the STEAM (Science, Technology, Engineering, Art, and Mathematics) approach. This is corroborated by research by

Carter et al. (2021), which states that the integration of pedagogy of science, technology, engineering, art, and mathematics has formed with various purposes, processes, and results. The common aspiration relates to students learning the interdisciplinary skills needed in the world of work, enhancing intellectual curiosity, and developing collaborative and socially equal creative responses to the challenges of a complex world.

The concept of STEAM was first proposed in 2001 by Judith A. Ramaley, an American biologist who is the director of the National Science Foundation. STEAM is one of the most popular interdisciplinary, integrated curricula taught in the last two decades. Aspects in STEAM have the same and similar relationships, concepts, and patterns. STEAM's integrated curriculum in modern education facilitates students to understand the big picture and apply knowledge to learn new knowledge. As part of an integrated curriculum, STEAM can be taught in parallel to build meaningful learning and learn how to learn (Al-Mutawah et al., 2022).

Mu'minah (2021), in her research, also suggests that the STEAM approach provides opportunities for educators to teach effectively using transdisciplinary questions. The theoretical and conceptual framework regarding this approach was developed as a recommendation to curriculum developers regarding educational paradigms and practices that could be developed further. According to the age and depth of the curriculum content, activities help students seek additional information and incorporate certain technological skills and artistic tastes. An integrated STEAM curriculum dimension that encourages students' cognitive and conceptual understanding across five disciplines simultaneously (Al-Mutawah et al., 2022). Besides that, research by Gamette (2020) suggests that this STEAM approach requires ongoing collaboration between teachers and education administrators for optimal results.

SAR Development Model

The next step needed in developing the Arabic language curriculum is to determine the curriculum development model used as a benchmark. According to Rouf et al. (2020), the development model must be able to describe a learning planning system process that can meet various needs and standards of educational success. This is in line with the opinion of Darmansah (2022), that the curriculum development model is defined as a set of alternatives in planning procedural efforts in designing, implementing, and evaluating a curriculum. Also corroborated by research by Rosnaeni et al. (2022) that curriculum development models are needed as a theoretical basis for carrying out curriculum development.

Various models of curriculum development have been studied in a lot of literature, such as research by Rosnaeni et al. (2022) which outlines several forms of curriculum development models that can be used in curriculum development in schools, namely Roger's interpersonal relations model, Emerging technical models, The Systematic action-research model, The Administrative (Line-Staff) Model, The Grass-Roots Model, Tyler's Model, Taba's Inverted Model, Beauchamp's System Model. This is in line with the research of Suratno et al. (2022), which outlines curriculum development models in the form of Tyler's Behavioral Model, Beauchamp's Managerial Model, Saylor, Alexander, and Lewis's Administrative model, The Grass Roots Model, Taba's Inverted Model, The Demonstration Model, Roger's Interpersonal Relations Model, and The Systematic Action-Research Model. Also, research by Tamaji & Umrah (2022), lines the Arabic curriculum development models, namely the Administrative model, The grass-roots model, the Demonstration model, Beauchamp's System model, Roger's Interpersonal Relations model, The Systematic Action-Research model, and Taba's Inverted model.

The Arabic curriculum development model used in developing the Arabic language curriculum should be adapted to the conditions and needs of Arabic language learning that respond to the challenges of today's times. Based on the literature sources, the researcher considers that the most suitable Arabic language curriculum development model in supporting the integration of science and technology in the era of Society 5.0 is The Systematic Action-Research model.

The Systematic Action-Research model is also called the systemic action model, which emphasizes three things, namely human relations, schools, and community organizations, and the authority of professional knowledge (Suratno et al., 2022). This model uses a research design in its development. This research focuses on describing, interpreting, and explaining a social and time condition encountered by evaluating it to improve learning (Fitria et al., 2022). In this model, the curriculum is developed in the context of the expectations of the community, parents, community leaders, entrepreneurs, students, teachers, and others. There are two steps of curriculum development with this model, as stated by Tamaji & Umrah (2022), as follows:

a. Exploring the collected data as material for curriculum development. The information (information) collected must be valid and reliable to be used as a solid basis for curriculum development decisions. Weak data causes errors in decision-making. Based on this decision, a comprehensive (comprehensive) plan was developed to resolve the existing problems.

b. Implementation of decisions made in the first step. New information (information) is obtained from this process, which is then used to evaluate problems encountered in the field as a follow-up to changes or improvements to the curriculum.

This model is considered the most appropriate, referring to research by Fitria et al. (2022), who argue that this model is a vehicle for the curriculum to determine directions flexibly and quickly to unpredictable social change. In line with research by Tamaji & Umrah (2022), this model comes from the assumption that curriculum development is social change. This is also corroborated by Suratno et al. (2022) in their research, that social change in this model includes processes that involve parents, students, and teachers, the structure of the school system, patterns of personal and group relationships, schools, and communities. The relevance of this model to the era of Society 5.0 is in the disruptiveness of the current era, which is an era full of changes, so this model allows for a more rapid and progressive adaptation of social change, in this case, changes related to the digital revolution, which are considered capable of support the accelerated development of the Arabic language curriculum.

CONCLUSIONS

The development of the Arabic language curriculum in the era of Society 5.0 is a necessity that can be realized by applying three elements: the principles of curriculum development, curriculum development approaches, and curriculum development models. The principles of Arabic curriculum development that need attention consist of five general principles (principles of relevance, flexibility, continuity, efficiency, and effectiveness) and five specific principles (principles of setting educational goals, selecting curriculum content, selecting teaching-learning processes, selecting media, and selection of assessment tools). Furthermore, the Arabic language curriculum development approach relevant in the era of Society 5.0 that can be used is the STEAM approach (Science, Technology, Engineering, Art, and Mathematics) and SAR (Systematic Action Research) development model.

This research has high urgency in the study of Arabic in Indonesia because it can be used as a reference in improving the quality of Arabic language education in Indonesia, especially in the development of the era of Arabic Curriculum Society 5.0. The results of this study indicate that the study of Arabic cannot be drowned by the challenges of the times but can still survive with ongoing development efforts. This research still has limitations in the data and literature sources found, so it is highly recommended to conduct further research related to topics relevant to this research.

BIBLIOGRAPHY

Al-Mutawah, M. A., Thomas, R., Preji, N., Alghazo, Y. M., & Mahmoud, E. Y. (2022). Theoretical and Conceptual Framework for A STEAM-Based Integrated Curriculum. *Journal of Positive School Psychology*, 5045–5067.

Alfianor, A. (2022). Manajemen Kurikulum Bahasa Arab Di Madrasah Aliyah Normal Islam Putera Rakha Amuntai. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban*, *5*(1), 139. https://doi.org/10.35931/am.v5i1.881

Bahri, S. (2017). Pengembangan Kurikulum Dasar Dan Tujuannya. *Jurnal Ilmiah Islam Futura*, *11*(1), 15. https://doi.org/10.22373/jiif.v11i1.61

Carter, C. E., Barnett, H., Burns, K., Cohen, N., Durall, E., Lordick, D., Nack, F., Newman, A., & Ussher, S. (2021). Defining STEAM Approaches for Higher Education. *European Journal of STEM Education*, *6*(1), 13. https://doi.org/10.20897/ejsteme/11354

Chasanah, U., & Prastowo, A. (2021). Evaluasi Kurikulum Pembelajaran Bahasa Arab Untuk Perbaikan Mutu Akademik Di Mi Mambaul Ma'Arif. *Ta'allum: Jurnal Pendidikan Islam*, *9*(2), 272–299. https://doi.org/10.21274/taalum.2021.9.2.272-299

Darmansah, D. (2022). Model Evaluasi Kurikulum dalam Pembelajaran. *Universitas Muhammadiyah Sidoarjo*, 1–4. http://eprints.umsida.ac.id/9585/%0Ahttp://eprints.umsida.ac.id/9585/1/Darmansah-Kurikulum.pdf

Darsana, I. M., & Sudjana, I. M. (2022). A Literature Study of Indonesian Tourism Human Resources Development in the Era of Society 5.0. *AL-ISHLAH: Jurnal Pendidikan*, *14*(3), 2691–2700. https://doi.org/10.35445/alishlah.v14i3.2014

Desrani, A., & Aflah Zamani, D. (2021). Pengembangan Kurikulum Pembelajaran Bahasa Arab di Masa Pandemi Covid-19. *Jurnal Alfazuna : Jurnal Pembelajaran Bahasa Arab Dan Kebahasaaraban*, *5*(02), 2014–2234. https://doi.org/10.15642/alfazuna.v5i02.1252

Fajri, K. N. (2019). Proses Pengembangan Kurikulum. *Islamika*, *1*(2), 35–48. https://doi.org/10.36088/islamika.v1i2.193

Fitria, Z., Arif, Z., & Lestari, A. (2022). Penerapan Model Pengembangan Kurikulum Systematic Action Research Di Pesantren Tahfidz Maskanul Huffadz. *Rausyan Fikr : Jurnal Pemikiran Dan Pencerahan*, *18*(1). https://doi.org/10.31000/rf.v18i1.6067

Gamette, M. (2020). Improving forensic science integration: A Director's perspective. In *Forensic Science International: Synergy* (Vol. 2, pp. 183–186). Elsevier. https://doi.org/10.1016/j.fsisyn.2020.05.005

Huda, N. (2019). Pendekatan--pendekatan Pengembangan Kurikulum. *QUDWATUNA*, *2*(2), 175–197.

Imelda. (2022). Pernak Pernik Desain Kurikulum Bahasa. *Ulil Albab*, *1*(7), 2300–2314.

Kurniawati, F. N. A. (2022). Meninjau Permasalahan Rendahnya Kualitas Pendidikan Di Indonesia Dan Solusi. *Academy of Education Journal*, *13*(1), 1–13.

https://doi.org/10.47200/aoej.v13i1.765

Maghfuri, A., & Rasmuin, R. (2019). Dinamika Kurikulum Madrasah Berbasis Pesantren Pada Abad Ke-20 (Analisis Historis Implementasi Kurikulum Madrasah). *Tadbir : Jurnal Studi Manajemen Pendidikan*, *3*(1), 1. https://doi.org/10.29240/jsmp.v3i1.794

Manurung, L. (2019). Sejarah Kurikulum di Indonesia. *Jurnal Ilmiah Wahana Pendidikan*. http://jurnal.peneliti.net/index.php/JIWP/article/view/98

Martin, R., & Simanjorang, M. M. (2022). Pentingnya Peranan Kurikulum yang Sesuai dalam Pendidikan di Indonesia. *Prosiding Pendidikan Dasar*, *1*(1), 125–134. https://journal.mahesacenter.org/index.php/ppd/article/view/180

Miskat S. Inaku, W. L. (2022). Kebijakan Kurikulum Dalam Pembelajaran Bahasa Arab. *Assuthur Journal*, *1*(1), 15–25.

Mu'minah, I. H. (2021). Studi Literatur: Pembelajaran Abad-21 Melalui Pendekatan Steam (Science, Technology, Engineering, Art, and Mathematics) Dalam Menyongsong Era Society 5.0. *Prosiding Seminar Nasional Pendidikan*, *3*, 584–594. https://prosiding.unma.ac.id/index.php/semnasfkip/article/view/654

Narvaez Rojas, C., Alomia Peñafiel, G. A., Loaiza Buitrago, D. F., & Tavera Romero, C. A. (2021). Society 5.0: A Japanese concept for a superintelligent society. *Sustainability (Switzerland)*, *13*(12), 6567. https://doi.org/10.3390/su13126567

Pereira, A. G., Lima, T. M., & Charrua-Santos, F. (2020). Industry 4.0 and Society 5.0: Opportunities and Threats. *International Journal of Recent Technology and Engineering (IJRTE)*, *8*(5), 3305–3308. https://doi.org/10.35940/ijrte.d8764.018520

Prasetyo, A. R., & Hamami, T. (2020). Prinsip-prinsip dalam Pengembangan Kurikulum. *Palapa*, *8*(1), 42–55. https://doi.org/10.36088/palapa.v8i1.692

Rosnaeni, R., Sukiman, S., Muzayanati, A., & ... (2022). Model-Model Pengembangan Kurikulum di Sekolah. *EDUKATIF: JURNAL ….*

Rouf, M., Said, A., & HS, D. E. R. (2020). Pengembangan Kurikulum Sekolah: Konsep, Model dan Implementasi. *AL-IBRAH*, *5*(2), 23–40.

Setyawan, C. E. (2020). Arah Perencanaan Pembelajaran Bahasa Arab Abad 21. *Al-Manar*, *9*(1), 55–82. https://doi.org/10.36668/jal.v9i1.133

Shofiyah, S. (2018). Prinsip – Prinsip Pengembangan Kurikulum dalam Upaya Meningkatkan Kualitas Pembelajaran. *Edureligia; Jurnal Pendidikan Agama Islam*, *2*(2), 122–130. https://doi.org/10.33650/edureligia.v2i2.464

Siregar, N. S., & Julianto, A. (2022). Dampak Perubahan Kurikulum terhadap Buku Paket Bahasa Indonesia sebagai Kebijakan Pendidikan. *Jurnal Pendidikan Islam Al-Affan*, *3*(1), 1–11.

Soleman, N. (2020). Dinamika perkembangan kurikulum di Indonesia. *Foramadiahi: Jurnal Kajian Pendidikan Dan ….* http://journal.iain-ternate.ac.id/index.php/foramadiahi/article/view/228

Suratno, J., Sari, D. P., & Bani, A. (2022). Kurikulum dan Model-model Pengembangannya. *Jurnal Pendidikan Guru Matematika*, *2*(1).

Suryaman, M. (2020). Orientasi Pengembangan Kurikulum Merdeka Belajar. *Seminar Nasional Pendidikan Bahasa Dan Sastra*, *1*(1), 13–28. https://ejournal.unib.ac.id/index.php/semiba/article/view/13357

Tamaji, S. T., & Umroh, I. L. (2022). KONSEP PENGEMBANGAN KURIKULUM DAN IMPLEMENTASINYA DALAM PEMBELAJARAN BAHASA ARAB. *Al-Fakkaar*, *3*(1), 97–115.