لغويات
مجلة علمية محكمة
في تجارب ومحاولات
تعليم اللغة العربية
Lugawiyyat
P-ISSN : 2686 - 6420
E-ISSN : 2686 - 6439

FROM POLICY TO PRACTICE: INDEPENDENT CURRICULUM IN ARABIC LEARNING

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Abstract

The Independent Curriculum provides educational institutions with greater flexibility to adapt learning to students' needs, characteristics, and institutional contexts. This study aims to describe the implementation of the Independent Curriculum in Arabic language learning at MA KH. Syafi'i Pekalongan. This study employed a qualitative approach with a case study design. Data were collected through observations and interviews. The results showed that the implementation of the Independent Curriculum in Arabic language learning had been carried out well, covering lesson planning, implementation, and assessment. However, several aspects still need to be developed, particularly the use of learning media and teachers' readiness and innovation in the learning process. Further development of the curriculum implementation requires collaboration among teachers, students, and all madrasah stakeholders. In addition, the principal needs to provide motivation and encourage continuous improvement in learning, particularly in Arabic language instruction.

Keywords: *Arabic learning; curriculum implementation; independent curriculum.*

INTRODUCTION

Education contributes to the nation's progress by assessing the quality of the mindsets of those within educational institutions (Rahayu et al., 2022). Many creative, innovative, solution-oriented, and productive ideas can be generated by individuals, stemming from their talents and abilities, which develop over time if we view them as a process rather than an educational endeavor. Education is the nation's hope for producing a high-quality generation. Morals are the foundation for solidifying the knowledge learned, following the example of the Prophet (Warasto, 2018).

Talking about education cannot be separated from the school curriculum, because the curriculum is a collection of various subjects that must be studied by students (Asifudin, 2010). Furthermore, the curriculum is a part of education that is used as a reference by every educational unit, especially by administrators and organizers, particularly teachers and principals (Mulyasa, 2019). One of the subjects students must learn is Arabic, which will be discussed further. Researchers argue that learning Arabic is important because it has become an international language studied and studied in many countries. It is also the language of the holy book of Islam, which has many adherents throughout the world.

The sciences of nahwu, sharaf, balaghah, and others are some of the branches of Arabic language studies. However, before learning can begin, the elements necessary for a good and effective education system must be in place. One of the most attention-grabbing elements in the national education system is the curriculum. Curriculum is a very important component of learning. The curriculum is created to facilitate learning, which is supervised and covered by the school or educational institution (Mursyid et al., 2023). The learning process is the core of education (Widodo, H & Nurhayati, 2020). Twenty-first century learning, which is currently widely used, is a shift in learning. This happens because the curriculum designed by schools makes a shift towards an educator-centered and student-centered learning approach.

The Indonesian curriculum has been revised at least ten times in less than a decade, impacting the way students learn. This began with the controversial Independent Learning program (Hasanuddin, Chairunnisa, 2022). This change is very important (Mubarak, 2022), because it can improve skills and create a more creative learning environment. To face the changing paradigms of life in the 21st century, abilities and skills are needed that align with current and future needs. Problem-solving skills, communication, collaboration, creativity and innovation, information media literacy, and technology are some of these needs.

Throughout its history, the curriculum has undergone many changes and improvements. This happened in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (revised 1994 curriculum), 2004 (competency-based curriculum), and 2006 (Education Unit Level Curriculum). In 2013, the Ministry of Education changed it back to the 2013 Curriculum, which was then changed to the Revised Curriculum in 2018 (Khusni et al., 2022). The school curriculum changes along with the change of ministers in Indonesia (Khuroidah & Saputra, 2022). The independent curriculum has been implemented in Indonesia since 2021 during the COVID-19 pandemic (Ningrum et al., 2023).

Curriculum aims to create more creative ways of thinking through the application of character value practices and create intelligent human resources (Jailani, 2022). The aim of the independent curriculum is also to give students the

freedom to choose subjects that suit their interests and talents. Furthermore, schools should not stifle student creativity. The Ministry of Education and Culture plans to shift the Curriculum (K13) to an independent learning curriculum through the Pancasila Student Profile Strengthening program. This change will be successful if we work together effectively (Ulinniam et al., 2021). However, few educational institutions are implementing the independent curriculum. For example, approximately 56.67 percent of students have not yet accessed the Merdeka Teaching Platform. (PMM) owned by the government. Furthermore, many factors cause difficulties in implementing this new curriculum. One of them is the lack of innovation and creativity in creating appropriate learning methods and models for the Independent Curriculum. Students do not utilize learning media, teaching is monotonous, teachers face difficulties in preparing lesson plans and implementing learning models that are in accordance with the scientific approach, and students are accustomed to listening to teachers passively (Rahman et al., 2022).

A survey showed that forty percent of teachers understand the concept of independent learning, but the other sixty percent only know the term from various media and don't fully understand it. As a result, the concept of independent learning has not been effectively implemented. Nevertheless, the concept of independent learning is a proposal for reconstructing the national education system. Restructuring the education system to enable the country to develop and adapt to the times. This independent curriculum has been implemented in various educational institutions, uding in classrooms for several subjects, one of which is Arabic language learning. Because Arabic is the fifth international language officially recognized by the UN , effective learning design uses materials, methods, strategies, media, and approaches that are appropriate to the situation and conditions, as well as the goals of the students (Qur'ani et al., 2023).

The implementation of the Independent Curriculum in Arabic language learning also needs to be supported by the utilization of innovative learning media and digital technology. Massofia et al. (2023) found that the use of Smart Apps Creator can make Arabic learning more interactive, accessible, and enjoyable for students. This indicates that the flexibility offered by the Independent Curriculum needs to be accompanied by the teacher's ability to select and utilize appropriate learning media (Massofia et al., 2023). Similarly, Tarmizi et al. (2025) reported that digitalization in Arabic language learning can support independent learning through the integration of textbooks with application links and digital devices. Such developments demonstrate that Arabic language learning in the Independent Curriculum should not only emphasize curriculum flexibility but also encourage teachers to utilize technology to create more effective and engaging learning experiences (Tarmizi et al., 2025).

The curriculum at the educational unit level in primary and secondary education has been linked to the implementation of independent learning by KMA Number 183 and KMA 184. KMA Number 183 aims to develop a curriculum for the educational unit level. Islamic religious education and Arabic language program to prepare Indonesian students for moderation (Khusni et al., 2022).

In addition to learning media, the availability and quality of Arabic teaching materials are important aspects of implementing the Independent Curriculum. Assajjad et al. (2026) argue that Arabic teaching materials need to integrate form, meaning, and function while also incorporating learning activities rather than merely presenting linguistic content. Their reconstruction of Arabic teaching materials combines systemic functional theory, genre-based approaches, and text-driven pedagogy to connect language elements with language skills and communicative functions. This perspective is relevant to the Independent Curriculum because learning materials are expected to provide meaningful activities that encourage students to develop language competence as well as higher-order thinking skills (Assajjad et al., 2026).

Previous research has shown that there is limited research examining the implementation of the independent learning curriculum in Islamic educational institutions, particularly at the secondary level, specifically regarding Arabic language learning. For example, research conducted by Eni Andari, which describes the implementation of the independent learning curriculum through *a Learning Management System* (LMS), shows that its implementation has several consequences (Andari, 2022). Although both studies focused on the implementation of the independent learning curriculum, Eni Andari's research did not focus on a single subject and used various platforms such as Moodle, Schoology, Academy of Mine, and others. or what is known as *Learning Management System* (LMS). However, this research focuses on one subject, namely Arabic, and how Arabic language learning is conducted to successfully achieve Arabic language learning goals.

Furthermore, Evi Susilowati's study on the Use of the Independent Learning Curriculum in Building Student Character in Islamic Religious Education. The research results show that the independent curriculum has been implemented in schools, but teachers face several challenges when implementing it. One of the challenges is not understanding the concept of "independent learning" and the difficulty of breaking old habits that dominate lecture methods. Other technical challenges include difficulty creating teaching modules and the incompatibility of learning platforms with the content. Finally, during the evaluation stage, teachers struggle to assess or analyze (Susilowati, 2022). Although both talk about implementing the independent learning curriculum, the lessons and levels are different. This study looks at Arabic language lessons at MA KH Syafi'i Pekalongan.

Meanwhile, Evi Susilowati researched Islamic Religious Education lessons as a target in the implementation of this independent learning curriculum, and the research location was in elementary schools.

Furthermore, a study conducted by Ainy Khairun Nisa and Mujahid Al-Ghifari on the Implementation of the Independent Curriculum in Arabic Language Learning at MAN 1 Kendari showed that the implementation of the independent curriculum has been running well at MAN 1 Kendari. The results indicate that to develop the existing independent curriculum, there needs to be cooperation between students and teachers as well as all Madrasah parties (Ainy Khairu Nisa, 2023). The study also found that the principal must provide incentives studies applied the independent learning curriculum in Arabic language lessons and at the same level, namely Madrasah Aliyah. However, there is a difference, namely the research of Ainy Khairun Nisa and Mujahid Al-Ghifari was conducted at MAN 1 Kendari. This research was conducted at MA KH. Syafi'i Pekalongan.

Several studies published in Lugawiyyat have examined various aspects of Arabic language learning that are relevant to the implementation of contemporary curricula. Massofia et al. (2023), for example, examined the use of Smart Apps Creator in Arabic learning and found that interactive digital media can support more effective and enjoyable learning (Massofia et al., 2023). Fitria (2024) emphasized the important role of phonetics (*'ilm al-aswat*) in Arabic listening instruction, particularly in helping learners understand Arabic vocabulary (Fitria, 2024). Meanwhile, Aprilia et al. (2024) highlighted the role of digital Arabic translation dictionaries as learning resources while emphasizing the need to pay attention to the accuracy of meanings provided by electronic dictionaries (Aprilia et al., 2024). More recently, Supriyanto and Toifah (2024), through a systematic literature review, found that Artificial Intelligence can support Arabic learning through error correction, material and reference searches, language practice, translation, grammar explanations, feedback, and speaking and writing practice (Supriyanto & Toifah, 2024). These studies demonstrate that contemporary Arabic language learning increasingly involves technology, digital resources, and varied learning approaches. However, previous studies have not specifically examined how these developments are integrated into the implementation of the Independent Curriculum in Arabic language learning at the Madrasah Aliyah level. Therefore, this study seeks to fill this gap by examining the implementation of the Independent Curriculum in Arabic language learning at MA KH. Syafi'i Pekalongan.

Islamic senior high school of KH. Syafi'i Pekalongan is a private school in Pekalongan under the auspices of the Pekalongan Islamic Education Foundation (YPI). For grade 10, MA KH. Syafi'i Pekalongan uses the independent curriculum, which covers several subjects, including Arabic. For grades 11 and 12, the 2013 curriculum remains in place.

It is hoped that this research will provide insight into how the independent learning curriculum is implemented in Arabic language subjects, particularly at the Madrasah Aliyah level. The author aims to discuss the importance of implementing the independent learning curriculum in madrasas, how it is implemented, and the supporting and inhibiting factors.

METHOD

This research applies a qualitative approach and the type of case study is a type of research that involves limited research subjects because this type of research allows descriptive research to answer educational problems in depth and comprehensively (Sugiyono, 2017). Because it is one of the driving schools and implements the independent curriculum, MA KH. Syafi'i Pekalongan was chosen as the research location. The subjects were Arabic language teachers at the school. Data from primary and secondary sources were collected directly through observation and interviews. However, to ensure data validity, triangulation methods are used. This method utilizes additional resources outside the data for testing or comparison; the most common is checking through other sources. Finally, there are data analysis techniques employed by researchers. They employ three types of analysis: data reduction (data reduction), data display (data display), and conclusion drawing (verification) (Sugiyono, 2011).

RESULTS AND DISCUSSION

The Indonesian Minister of Education and Culture has set the goal of free learning as one of the educational goals in Indonesia in 2020. This curriculum is available for all levels of education, from elementary school (SD/MI), junior high school (SMP/MTS), to senior high school (SMA/MA). The Minister hopes that we can implement this curriculum in the most effective and optimal manner (Hutabarat et al., 2022).

It is clear that the school has seen and understood how important it is to implement the independence curriculum in schools. In addition, it is clear that there is a group assigned to organize preparations for the implementation of the independent curriculum.

To improve students' ability to think independently and think freely, this independent curriculum must be implemented. Thus, this curriculum has the capacity to improve the current standard of education. Students in Indonesia will no longer even worry about studying if they pursue the education they love without having to be regulated by their teachers or parents who must be proficient in every subject, which makes the lessons boring. In addition, the implementation of this curriculum can foster students' curiosity about learning, which can help students

achieve their goals.

The Ministry of Education, Culture, Research, and Technology website explains that the independent curriculum focuses not only on academic education but also on developing essential character values for students. This curriculum also emphasizes inclusion, not only to support students with special needs but also to teach respect for ethnic, religious, and racial diversity. This helps students understand the importance of mutual respect despite differences. Teachers can introduce this concept to their students, which is crucial for shaping their character.

In accordance with the objectives of the Independent Curriculum, established by Decree of the Minister of Religious Affairs of the Republic of Indonesia (KMA RI) No. 347 in 2022, which allows madrasas to independently manage education and learning, which aims to improve the quality of students and madrasas, so they can compete well in facing the challenges of the times (KMA RI No. 347 of 2022).

As a result, MA KH. Syafi'i Pekalongan uses the independent learning curriculum. However, to implement the independent curriculum in madrasas, textbooks must comply with those provided by the Ministry of Religious Affairs of the Republic of Indonesia (KEMENAG RI) for madrasas to strengthen Islamic Religious Education and Arabic.

In addition, the Ministry of Education, Culture, Research, and Technology has provided an explanation of the characteristics of the independent curriculum, namely:

Table 1. Characteristics of the Independent Curriculum

No	Characteristics	Explanation
1	Development of interpersonal and moral skills	Developing interpersonal and moral skills through strengthening the profile of Pancasila students
2	Focus on the important material	Focus on important, relevant material and study it so that there is enough time to building innovation and creativity of students in an effort to achieve basic competencies such as literacy and numeracy
3	Customizable learning	Ability to organize learning according to the level of achievement and development of each student and adapt it to the local context and content.

The table above shows the details of the independent curriculum which is characterized when implemented in schools or madrasas.

Therefore, MA KH. Syafi'i must be ready to implement this independent curriculum, as it is a leading school in Pekalongan and will serve as a model for other schools in the region. The school has made numerous modifications to its curriculum. Grades 11 and 12 continue to use the K13 curriculum, while grade 10 implements the independent learning curriculum. This year, MA KH. Syafi'i Pekalongan is the first to implement the independent curriculum and will serve as a model for other schools in the area.

Implementation of the Independent Curriculum in Arabic Learning

Researchers used observation and interview methods to determine how the independence curriculum was implemented in Arabic language learning for class X at MA KH. Syafi'i Pekalongan. Next, they collected data on how teachers implemented Arabic language learning based on the independent curriculum. The researchers will explain this in detail below, from planning, implementation, and evaluation:

Planning

Based on an interview with Ustadz Muhammad Muslih, the teacher had prepared a Teaching Module before conducting Arabic language instruction. The module served as a guide for planning and implementing classroom activities.

Implementation

The implementation of Arabic language learning in Class X of MA KH. Syafi'i Pekalongan generally followed the prepared Teaching Module. Learning was conducted intracurricularly for 2 × 45 minutes per meeting, twice a week. The learning process consisted of introductory, core, and closing activities, with the core activities emphasizing literacy, critical thinking, collaboration, communication, and creativity.

However, the use of learning media was still limited. This finding is consistent with Massofia et al. (2023), who demonstrated that Smart Apps Creator can provide interactive and enjoyable Arabic learning experiences (Massofia et al., 2023). Tarmizi et al. (2025) also showed that digitalization can support independent Arabic learning through smartphones, digital textbooks, application links, and other digital resources (Tarmizi et al., 2025). Therefore, the implementation of the Independent Curriculum at MA KH. Syafi'i Pekalongan still needs to strengthen the use of innovative and digital learning media according to students' needs and learning objectives.

Introduction

The teacher began the lesson by greeting students, praying, checking attendance, preparing their physical and psychological readiness, and explaining the learning objectives. The lesson focused on *fi'il madhi*, *fi'il mudhari'*, and *fi'il amr*. The teacher also used ice-breaking activities and motivation to prepare students for the lesson.

Core Activities

The core activities followed five stages: literacy, critical thinking, collaboration, communication, and creativity.

In the **literacy stage**, the teacher explained different types of verbs and provided examples, while students listened and observed. However, some students were less attentive and engaged in other activities.

In the **critical thinking stage**, students were given opportunities to ask questions and identify aspects of the material they did not understand. Nevertheless, only a few students actively participated, partly due to differences in students' abilities.

In the **collaboration stage**, students worked in groups to identify types of *fi'il*, provide Arabic examples, gather information, and prepare presentations. However, some students remained passive because they considered Arabic difficult.

The **communication stage**, students presented their group work and responded to other groups' presentations by complementing, confirming, or correcting the information presented.

In the **creativity stage**, teachers and students drew conclusions from the lesson, and students were given opportunities to ask questions about material they had not yet understood.

Closing

At the end of the lesson, the teacher and students reviewed the material on different types of *fi'il*. The teacher conducted oral and written evaluations, assigned homework, explained the topic for the next meeting, and encouraged students to participate actively. The lesson ended with a prayer and greeting.

Evaluation or Assessment of Learning

Based on the interview, the teacher primarily used summative assessment to evaluate students' achievement in knowledge and attitudes. However, assessment practices could be further diversified to support more learner-centered learning. Baity et al. (2025) found that portfolio-based evaluation can improve students' motivation and engagement while supporting the development of grammatical accuracy, vocabulary, and coherence (Baity et al., 2025). Therefore, the assessment of Arabic learning under the Independent Curriculum could be complemented by formative and portfolio-based assessment to better capture students' learning processes and progress.

Supporting and Inhibiting Factors in the Implementation of the Independent Curriculum in Arabic Learning

Schools strive to ensure that learning is successful for all their students. In a learner's life, there are times when activities run optimally, and there are times when they do not. This is caused by factors that support and hinder these activities. In addition, in terms of implementing the Independent Curriculum in Arabic language

learning in class X MA KH. Syafi'i Pekalongan, as shown by an interview with Ustadz Muhammad Muslih, S.Pd, there are several supporting and inhibiting factors in the implementation of the Independent Curriculum.

Supporting factors for teachers include the difficulty of teaching students with the maximum passing grade (KKM) in the past. However, with the independent curriculum, teachers feel a deep appreciation for their students' learning process and achievements. With the independent curriculum, teachers also have a greater opportunity to understand their students' interests, talents, needs, and abilities. Meanwhile, inhibiting factors for teachers include a lack of experience in independent learning, a lack of references for Arabic language learning in the independent curriculum, which are very few and difficult to find, a lack of specific training for each subject, especially for Arabic language teachers, a lack of learning media at MA KH. Syafi'i Pekalongan to support learning, and poor time management.

A supporting factor for students is that Arabic language learning has a flexible curriculum, which encourages them to be more active and confident in speaking in front of others. A hindering factor for students is that they don't have enough time to study because of the numerous discussions and presentations.

CONCLUSION

Independent curriculum is crucial for Arabic language learning because it provides flexibility to teachers and students, allows for more individualized instruction, fosters creativity, and maximizes student potential. Additionally, this curriculum helps students learn skills relevant to the modern world, such as critical thinking, communication, collaboration, and creativity. In learning Arabic in class X MA KH. Syafi'i Pekalongan, the entire independent curriculum is used. From planning, implementation, and evaluation, the teaching modules are designed in accordance with the indeendent curriculum. A scientific approach is used in the implementation process, and the Arabic language learning process encompasses three domains: attitudes, knowledge, and skills.

In its implementation, the independent curriculum in Arabic language learning at MA KH. Syafi'i Pekalongan involves adapting teaching methods, materials, and assessments to be more student-centered, with teachers acting as facilitators, giving students the freedom to explore material according to their interests and learning styles. The use of technology and a variety of learning resources is also a crucial part of this implementation. However, challenges in implementing the independent curriculum include a lack of teacher preparedness, limited resources and infrastructure, and resistance to change. Time constraints and an uneven understanding of the independent curriculum concept also pose obstacles. conversely, support from schools, the government, and parents plays a significant role in the success of the independent curriculum. Training and

professional development for teachers and the provision of adequate facilities are also crucial supporting factors. A spirit of innovation and collaboration among all stakeholders contribute to its successful implementation. The independent curriculum offers a significant opportunity to improve the quality of Arabic language learning in a more adaptive and student-centered manner, but its success depends heavily on the readiness and support of the various parties involved.

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