



**The Development Model of the Merdeka Belajar
Curriculum in Arabic Language Learning**

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Abstract

In the increasingly evolving world of education, the need to create a more flexible and contextual learning system is becoming more urgent. The Merdeka Belajar Curriculum, which provides freedom and independence for students, presents itself as a solution to address these challenges. However, the implementation of the right learning model in the context of Arabic language learning remains an issue that requires further exploration. This study aims to identify the development models of the Merdeka Belajar Curriculum that are suitable for Arabic language learning. The research method used is library research with a qualitative descriptive design, where various literature and academic sources are analyzed to find the most effective model for implementing the Merdeka Belajar Curriculum in the context of Arabic language learning. The results show that the Problem-Based Learning (PBL) model is one of the most suitable models for implementation in Arabic language learning. This model demands that students think critically, creatively, and innovatively in solving problems related to the use of the Arabic language. Furthermore, this approach aligns with the Merdeka Belajar Curriculum concept, which provides students the freedom to explore and develop their understanding according to the needs and context of the learning process. By implementing Problem-Based Learning, it is expected that Arabic language learning will become more interactive, applicable, and foster students' independence in understanding and effectively using the Arabic language.

Keywords : model, development, curriculum, arabic language learning

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A. Introduction

The education curriculum in Indonesia has often undergone changes and differences over time, to the extent that educators have the impression that a curriculum revision almost always follows every change in the Minister of Education. The curriculum used before and after independence differs due to the evolving needs of society, which have rapidly developed, especially after Indonesia went through the reform era. Numerous curricula have been implemented in Indonesia, including the 1947 Educational Plan, the 1952 Detailed Educational Plan, the 1968 Curriculum, the 1975 Curriculum, the 1984 Curriculum, the 1994 Curriculum, the 1999 Curriculum Supplement, the 2004 Competency-Based Curriculum (KBK), the 2006 School-Based Curriculum (KTSP), the 2013 Character-Based Curriculum (K-13), and the 2021 Merdeka Belajar Curriculum.¹

Etymologically, the word "curriculum" comes from the Latin *curare*, meaning "racecourse." In Arabic, the term "curriculum" is more commonly known as "*al-manahij*" or "*al-manahij al-dirâsi*." The word *manhaj* etymologically means "*al-tharîq al-wâdhih*," or the clear and straight path.² Terminologically, *manhaj* refers to the comprehensive steps used by an educator based on experiments and practices to achieve set educational goals.³ E. Mulyasa, in his book *Kurikulum Berbasis Kompetensi*, states that a curriculum is a concept that emphasizes the development of competence, focusing on the ability to perform tasks according to certain performance standards so that students in the form of mastery over specific competencies can feel the results.⁴ According to Mulyasa, the curriculum is the development of the abilities that students already possess in order to enhance their potential.

Each curriculum development or revision naturally has its advantages and challenges, along with issues in its implementation.⁵ Madrasah Nasyiin Sidoarjo is one of the private madrasahs currently implementing the Merdeka Belajar curriculum, which includes Arabic language subjects. This study is motivated by various problems and challenges encountered during the implementation of the Merdeka Belajar curriculum, which was introduced as an improvement over previous curricula. Among the issues are delays in the delivery of textbooks or teaching materials to madrasahs that are implementing the curriculum, uneven teacher training, and students feeling overburdened by the learning activities.

¹ Sholihatul Atik Hikmawati, "Pendekatan Dan Model-Model Pengembangan Kurikulum Bahasa Arab Pada Madrasah/Sekolah Di Indonesia," *Jurnal Ihtimam* 1, no. 2 (2018): 203–18, <https://doi.org/10.36668/jih.v1i2.170>; Ahmad Fadhel Syakir Hidayat, Akhirudin Akhirudin, and Sutiah Sutiah, "Curriculum Management Characteristics in Arabic Language (A Comparative Study of Curriculum Documents in Arabic Language Education at UINSI Samarinda and UIN FAS Bengkulu)," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 7, no. 2 (2023): 143–60.

² Christine Sant'Anna de Almeida et al., "Pengembangan Kurikulum Bahasa Arab," *Revista Brasileira de Linguística Aplicada* 5, no. 1 (2016): 1689–99.

³ Muhajir, *Pengembangan Kurikulum Bahasa Arab* (Banguntapan Bantul: Semesta Aksara, 2022).

⁴ Enco Mulyasa, "Kurikulum Berbasis Kompetensi Konsep, Karakteristik, Dan Implementasi," 2002.

⁵ Ahmad Fadhel Syakir Hidayat et al., "Attempts to Unravel and to Overcome The Educational Issues of Nahwu (A Multi-Site Descriptive Study at UINSI Samarinda and UNSIQ Wonosobo)," *Al-Jawhar: Journal of Arabic Language* 2, no. 1 (June 1, 2024): 1–18, <https://doi.org/10.69493/ajoa.v2i1.41>.

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Given these challenges, it is necessary to research the realities observed in the field to provide a positive perspective for students, teachers, and madrasahs.

B. Method

References should accompany the methodology used. The research procedure, including the approach, type of research, data collection methods, data analysis techniques, data validity, and focal points of the study (if applicable), should be highlighted. Additionally, the research locus, population, and sample should be provided in detail.

The method employed in the preparation of this article is a descriptive qualitative research method. This research method utilizes natural phenomena by observing occurrences and involving various available methods. Qualitative research is aimed at gaining an understanding of the subject under study. This type of research is characterized by the collection of non-numeric data, which is presented descriptively with detailed words rather than quantitative data.⁶

The data collection technique used in this article is library research, commonly referred to as library research. In line with Sutrisno Hadi's perspective, in this study, the data and materials were obtained from library literature, including books, articles, journals relevant to the discussion topic, and even the Supreme Court Decree No. 347 of 2022 (Keputusan Mahkamah Agung No. 347 tahun 2022), which has been cited and supported by other relevant references pertaining to the research subject.⁷

C. Findings and Discussion

Definition and Policy of the Merdeka Curriculum

The Merdeka Curriculum is a development of the 2013 curriculum based on the prototype curriculum officially established by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). However, schools are still free to choose how to implement the curriculum within their respective educational units. The Merdeka Curriculum was developed in response to the impacts of the COVID-19 pandemic, aiming to address the disruptions caused by the outbreak.⁸ The development of the Merdeka Curriculum in Indonesia has been gradual, starting in 2020 and officially implemented up to the present. This curriculum is the government's effort to catch up on learning loss due to the Covid-19 pandemic.⁹ The Merdeka Curriculum emphasizes independent learning for both teachers and students, offering freedom and enhancing the learning environment, making it more comfortable, creative, and interactive. Students engage in active exploration of learning topics.¹⁰

⁶ Miza Nina Adlini et al., "Metode Penelitian Kualitatif Studi Pustaka," *Edumaspul: Jurnal Pendidikan* 6, no. 1 (2022): 974–80.

⁷ Aris Dwi Cahyono, "(Library Research) Peranan Pengembangan Manajemen Kinerja Tenaga Administrasi Kesehatan Terhadap Peningkatan Mutu Pelayanan Kesehatan Di Puskesmas," *Jurnal Ilmiah Pamenang* 3, no. 2 (2021): 28–42, <https://doi.org/10.53599/jip.v3i2.81>.

⁸ I Komang Wahyu Wiguna and Made Adi Nugraha Tristaningrat, "Langkah Mempercepat Perkembangan Kurikulum Merdeka Belajar," *Edukasi: Jurnal Pendidikan Dasar* 3, no. 1 (2022): 17, <https://doi.org/10.55115/edukasi.v3i1.2296>.

⁹ *Jurnal Ilmiah and Wahana Pendidikan*, "Kurikulum Merdeka Dalam Perspektif Kajian Teori: Analisis Kebijakan Untuk Peningkatan Kualitas Pembelajaran Di Sekolah" 9, no. 19 (2023): 979–88.

¹⁰ Amrazi Zakso, "Implementasi Kurikulum Merdeka Belajar Di Indonesia," *Jurnal Pendidikan Sosiologi Dan Humaniora* 13, no. 2 (2023): 916, <https://doi.org/10.26418/j-psh.v13i2.65142>.

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Merdeka Belajar is a curriculum designed to nurture children's talents and interests from an early age, focusing on essential material, character development, and student competencies.¹¹ The Ministry of Education and Culture (Kemendikbud) believes that the Merdeka Belajar policy, which grants educational institutions autonomy through decentralization or government bureaucratization, encourages not only students but also teachers to innovate, learn creatively, and work independently.¹² The policy of developing the 2013 curriculum into the Merdeka Belajar curriculum is outlined in the Ministry of Education, Culture, Research, and Technology Decree No. 56/M/2022, dated February 10, 2022, which provides guidelines for the implementation of the Merdeka Belajar curriculum as part of the learning recovery process. This decree serves as the legal basis for the implementation of the Merdeka Belajar curriculum in schools and madrasahs, as well as all educational institutions across Indonesia.¹³ It is also explained in KMA Decree No. 347 of 2022 regarding the guidelines for the implementation of the Merdeka Curriculum in madrasahs, stating that the Merdeka Curriculum in madrasahs applies to all subjects except PAI (Islamic Religious Education) and Arabic Language, which are developed by the Ministry of Religious Affairs (Kemenag). The madrasahs themselves further develop the unique values of madrasahs.¹⁴

Definition and Policy of the Merdeka Curriculum

A model is an essential pattern that serves as a reference for taking action. Models are often found in various educational activities. Many educational institutions have a framework for a one-year plan. Numerous educational institutions adopt problem-solving concepts or procedures that are unavoidable.¹⁵ Curriculum development is continuously carried out in the field of education in response to the demands of science, technology, and the dynamics of population growth, as undertaken by educational institutions. According to Nana Syaodih Sukmadinata, curriculum development involves planning, mindset execution, assessment, and curriculum development. The goal of the curriculum is to provide a foundation, content, and a reference for the development of student competencies in an optimal manner in accordance with the challenges posed by societal developments.¹⁶

Curriculum development can be carried out in various ways, expressed through different models. Numerous models have been developed and discovered by curriculum experts, each with its strengths and weaknesses.¹⁷ The

¹¹ Eduard Davidz, . “ B. Konsep Pembelajaran Merdeka Belajar,” *Laporan Diklat Pendampingan Implementasi Kurikulum Merdeka Jenjang Sd*, 2023.

¹² lian, *IMPLEMENTASI KURIKULUM MERDEKA BELAJAR DI SMA NEGERI 1 TANJUNG JABUNG TIMUR*, vol. 5, 2023.

¹³ Mulik Cholilah et al., “Pengembangan Kurikulum Merdeka Dalam Satuan Pendidikan Serta Implementasi Kurikulum Merdeka Pada Pembelajaran Abad 21,” *Sanskara Pendidikan Dan Pengajaran* 1, no. 02 (2023): 56–67, <https://doi.org/10.58812/spp.v1i02.110>.

¹⁴ Kemenag, “Keputusan Menteri Agama Republik Indonesia No 347 Tahun 2022 Tentang Pedoman Implementasi Kurikulum Merdeka Pada Madrasah,” *Implementasi Kurikulum Merdeka*, 2022, 1–60.

¹⁵ Agus Dwianto, “Model-Model Pengembangan Kurikulum, Desain Pengembangan Kurikulum,” *Diakses Pada Tanggal 16 Februari 2020, Pukul 07 : 15*, no. 1401412316 (2014): 1–13.

¹⁶ Raden Praja Hasbi and Fitri Nur Mahmudah, “Pengembangan Kurikulum Sekolah,” *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 5, no. 2 (2020): 1–6.

¹⁷ Syaifuddin Sabda et al., *PENGEMBANGAN KURIKULUM (Tinjauan Teoritis)*, 2019.

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Indonesian Dictionary (KBBI) also explains the relationship between approaches and curriculum development as the process, path, and methods that curriculum developers follow to produce a curriculum that serves as the foundational reference for learning or education. Regarding the model of curriculum development, there are several types, including:

1. Tyler Model

The Tyler model is widely recognized in curriculum development and has received particular attention in the planning phase, making it known as a classical model. It is outlined in his book *Basic Principles of Curriculum and Instruction: The Tyler Rationale*, which asserts that curriculum development should be treated logically and systematically.¹⁸ This model emphasizes the importance of rational opinions, as well as analyzing and interpreting the curriculum and instructional programs in an educational institution. It stresses that learning is structured by the school. Tyler emphasizes that achieving educational goals involves addressing four main issues, as follows:¹⁹

- a. Objectives (expected educational goals): In this context, a teacher should determine the educational goals to be achieved by the end of the semester. According to Tyler, achieving educational goals in learning is contingent upon the alignment between selecting and ensuring that the subject matter meets the needs and abilities of the learners. Tyler identifies three aspects to consider when determining educational objectives: the nature of the learners, the civilization of society, and the perspectives of experts in the field of study. In the context of Arabic language learning, this model emphasizes setting educational goals so that students master *maharatul lughah* (listening, speaking, reading, and writing) and *anasirul lughoh* (grammar and vocabulary).²⁰
- b. Selecting learning experiences: After determining educational objectives, the next step is to select learning experiences that align with the student's background competencies. This is crucial as it influences the mental and emotional conditions of the learners. In Arabic language teaching, educators must adjust the learning process to match the competencies of each student, considering their background. Not all students are familiar with Arabic; some may come from primary or secondary schools or have no prior exposure to the language. Therefore, the teaching process should be adapted accordingly to ensure it is conditional and aligned with the educational goals. For instance, in a class of 7th-grade students from an elementary school background, a lecture method might be employed to introduce basic knowledge of Arabic.
- c. Organizing learning experiences: This phase involves organizing the learning experiences, which include the stages of learning and the material

¹⁸ SERI REZKI FAUZIAH, "MODEL PENGEMBANGAN KURIKULUM TYLER DAN IMPLIKASINYA DALAM PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DI SEKOLAH" 5, no. 2 (2019): 197–218.

¹⁹ Fitriah, "Model Pengembangan Kurikulum Ralph W. Tyler," *An-Nahdhah* 11, no. 21 (2018): 45–58.

²⁰ Mamluatu Sholihah, Risda Aprilia, and Fathi Hidayah, "Penerapan Model Tyler Pada Pengembangan Kurikulum Bahasa Arab Di MTs Ja-Alhaq Kota Bengkulu," *Mumtaz: Jurnal Pendidikan Agama Islam* 2, no. 2 (2023): 106.

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to be taught. The teaching materials used by the students are organized in a way that facilitates achieving the educational objectives. The sequence of lessons and content should be structured to ease the evaluation process. In Arabic language learning, this could involve presenting material from simple to complex, such as Arabic vocabulary, reading, and then grammar lessons.

- d. Evaluation: The selection of appropriate evaluation methods is an essential part of the Tyler model. The type of assessment used should align with the nature and goals of the learning objectives. In Arabic language learning, evaluation should be tailored to the maharatul lughah components; for example, oral assessments can be used to evaluate speaking skills (kalam), where students demonstrate their proficiency in this area.

2. Taba Model

This curriculum development model is a modification of the Tyler model, which emphasizes the role of the teacher as the primary factor in curriculum development. In the implementation of curriculum development, the teacher is positioned as an innovator, a characteristic feature of the Taba model. Hilda Taba argued that curriculum innovation provides a unit for experimentation. There are five steps that must be developed, as follows:²¹

- a. Teacher groups initially create the curriculum units to be tested. The stages involved in achieving the desired results include analyzing needs, establishing specific objectives, selecting materials, choosing teaching processes, organizing, and developing evaluation methods while checking the consistency of the content.
- b. Experiment with the curriculum units to validate their feasibility for use.
- c. Revising the units based on the results of the experiment conducted during the trial phase.
- d. Developing the entire curriculum framework based on the findings from the experiments.
- e. Implementing the curriculum that has been tested. Teachers prepare for this by attending training, seminars, and socialization sessions.

3. Wheeler Model

Wheeler argues that curriculum development is a process characterized by a cyclical nature. In this model, curriculum development is continuous, and it is evident that each step is interconnected with the others. The steps to be followed in the Wheeler model are as follows:²²

- a. Ensure general and specific objectives: The general objectives are practical and normative, encompassing philosophical goals, such as ensuring that students in madrasahs receive Arabic language instruction. The specific objectives, on the other hand, are more precise, objective, and measurable in terms of achievement.

²¹ . Roviin ., "Pengembangan Kurikulum Bahasa Arab Di Madrasah," *Tarling : Journal of Language Education* 1, no. 2 (2018): 1–18, <https://doi.org/10.24090/tarling.v1i2.1248>.

²² Wina Sanjaya, "Kurikulum Dan Pembelajaran: Teori Dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP)," 2011.

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- b. Ensure learning experiences that facilitate the achievement of the set objectives by students.
- c. Ensure the relevance of the content/material to the learning experiences.
- d. Complete all learning experiences.
- e. Conduct evaluations of the development steps and the achievement of the objectives.

4. Emerging Technical Model

This model explains that the development of curriculum models is influenced by advances in science and technology (S&T), as well as the values and efficiency in business practices. New tendencies have emerged based on these factors, including:²³

- a. The Behavioral Analysis Model: This model focuses on behaviour or capability. A behaviour or skill is broken down into stages, starting from simple tasks and progressing to more complex ones.
- b. The System Analysis Model: Originating from business efficiency activities, this model's initial phase is to determine the specifications of the learning outcomes that students must master.
- c. The Computer-Based Model: This model involves utilizing computers in the curriculum development process.

5. Rogers Model

This model was developed by psychologist Carl Rogers. According to Rogers, a curriculum is necessary because it influences the development of individuals to become open, flexible, and adaptive to change. This model consists of four stages in curriculum development:²⁴

- a. Determining the targets of the education system: The main focus of this stage is the Involvement of educational staff or officials alongside intensive group activities.
- b. Participation of educators in intensive group experiences: Students exchange experiences under the guidance of instructors.
- c. Developing intensive group experiences: A class or lesson unit is considered intensive when there are wider community meetings to strengthen interpersonal relationships.
- d. Involvement of parents in intensive group activities.

6. Administrative (Line Staff) Model

The first and most widely recognized curriculum development model is the administrative model. This model uses the "line staff procedure" concept, which refers to the command hierarchy from top to bottom or a "top-down approach." This means that curriculum development originates from a central authority (such as the Ministry of Education) and is structured and implemented by educational institutions. In this model, the government (Ministry of Education and Culture) acts as the policymaker, preparing teams to develop the curriculum

²³ Tarida Alvina Simanjuntak, "Jurnal Stipro-Model Pengembangan Kurikulum (2018)," 2018.

²⁴ A. Wahyudin, *Kurikulum Dalam Tantangan Perubahan*, In A. & Wahyudin, *Sejarah Kurikulum Pendidikan Di Indonesia (Pp. 25-46)*, 2020.

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while educational institutions and teachers implement it in the classroom. The steps in applying this curriculum model include:²⁵

- a. The curriculum development team begins by creating the general concept, principles, references, and strategies for the academic draft.
- b. Needs analysis.
- c. Formulating the curriculum.
- d. Curriculum validation through trials and careful review by expert teams.
- e. Revision based on obtained results.
- f. Socialization and dissemination.
- g. Monitoring and evaluation.

7. Beauchamp's System Model

Beauchamp's system model focuses on several key objectives in curriculum development, including preparing the scope of the curriculum, personnel, organization, curriculum development procedures, curriculum implementation, and evaluation.²⁶ This model is carried out sequentially and involves a wide range of experts. Evaluation in this model also covers every point of reference for developing the Merdeka Belajar curriculum.

According to Beauchamp, the definition of curriculum is planning in education or teaching. Beauchamp's curriculum development model involves five steps:²⁷

- a. Determining the area where the curriculum content will be delivered, whether it be by schools, districts, regions, provinces, or the nation.
- b. Identifying those involved in curriculum development and the tasks they will perform.
- c. Defining the procedures to follow, including formulating objectives (both general and specific), selecting content and Learning experiences, and determining tools and types of evaluation.
- d. Curriculum implementation: To ensure effective implementation of the new curriculum, support from various sources is required, such as teachers, funds, facilities, management, etc.
- e. Curriculum evaluation.

8. Grass Roots Model

The Grass Roots model is the opposite of the administrative model. Known as the bottom-up approach, this model starts with desires originating from the grassroots level, such as schools as educational units or teachers.²⁸ These desires are typically driven by experiences felt by the schools or teachers, where the current curriculum is seen as problematic or mismatched with the needs and

²⁵ O Rokhman et al., "MODEL PENGEMBANGAN KURIKULUM," *Jurnal Berkala Epidemiologi* 5, no. 1 (2020): 90–96.

²⁶ Christine Sant'Anna de Almeida et al., *PENGEMBANGAN KURIKULUM MERDEKA*, *Revista Brasileira de Linguística Aplicada*, vol. 5, 2016.

²⁷ Izzatul Fitriyah, "Manajemen Kurikulum Dalam Perspektif Beauchamp," *JUMPA: Jurnal Manajemen Pendidikan* 1, no. 1 (2020): 16–27.

²⁸ Tanya Weaver, "Grass Roots," *Engineering* 250, no. 2 (2009): 44–47.

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potential available on the ground. Several key considerations must be taken into account when developing a curriculum at the grassroots level, including:²⁹

- a. Educators must possess the necessary competencies.
- b. Educators must be genuinely involved in curriculum improvement and addressing curriculum-related issues.
- c. Instructors must be directly linked to specifying targets, material choices, and ensuring assessments.
- d. Meetings among educators will lead to agreements on goals, standards, and plans.
- e. This model expects that due to the diversity of curriculum frameworks in schools, there will be equitable Participation from both schools and regions. The necessary actions to implement a grassroots curriculum are: (1) conducting investigations, (2) reviewing educational plans, (3) identifying environmental issues, (4) solving problems equitably, (5) developing curriculum, and (6) introducing new, more authentic educational plans.

9. Problem Based-Learning (PBL) Model

Problem-Based Learning is a teaching model focused on solving problems and applying concepts in real-world situations. PBL is an active learning method that encourages students to think critically and develop skills in solving problems.³⁰ The more actively students engage in thinking skills, the more likely they are to solve problems. PBL allows students to engage in an active learning process, developing their own understanding of knowledge through its application in everyday life. This model involves students in solving problems and applying their knowledge and skills in real-world situations.

The steps in the Problem-Based Learning model allow teachers to continuously motivate students throughout the learning process, prompting them to maintain their initial motivation to solve problems. Additionally, this model enables teachers to enhance students' independence in completing individual tasks related to the problems to be solved. As a constructivist learning model, PBL, which is student-centred, fosters creativity, collaboration, metacognitive thinking, develops higher-order thinking skills, increases understanding of meaning, enhances independence, facilitates problem-solving, and builds teamwork. This is in line with the expected learning outcomes of the Merdeka Belajar Curriculum, which emphasizes teachers' flexibility in creating differentiated Learning based on the student's abilities.

Implementation of the Merdeka Belajar Curriculum in Arabic Language Learning

In general, the term implementation in the Indonesian Dictionary refers to the execution or application of something. The term implementation is usually associated with activities carried out to achieve specific goals. One of the efforts to realize a system is through implementation. This system is applied to ensure

²⁹ Yani Pratiwi et al., "Role Model Pengembangan Kurikulum Grass Root Di Sekolah Dasar," *Bidayatuna Jurnal Pendidikan Guru Mandrasah Ibtidaiyah* 5, no. 2 (2022): 188–203, <https://doi.org/10.54471/bidayatuna.v5i2.1680>.

³⁰ Andi Annisa Sulolipu et al., "Model Pembelajaran Dalam Implementasi Kurikulum Merdeka," *Jurnal Pengabdian Kolaborasi Dan Inovasi IPTEKS* 1, no. 5 (2023): 730–37, <https://doi.org/10.59407/jpki2.v1i5.118>.

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that planned activities are effectively realized. In relation to the Merdeka Belajar curriculum, this curriculum emphasizes the process of independent learning and aims to make students more active both inside and outside the classroom. The implementation of this curriculum will be applied to Arabic language learning in order to improve basic competency skills across the four language skills: listening (istima'), speaking (kalam), reading (qiro'ah), and writing (kitabah). Arabic is a foreign language subject that has been taught in various educational institutions, including MI (Madrasah Ibtidaiyah), MTS (Madrasah Tsanawiyah), MA (Madrasah Aliyah), as well as in higher education institutions.

Several curriculum development models are applied in the Merdeka Belajar curriculum, as mentioned above. The author will elaborate on the implementation of the Problem-Based Learning (PBL) model in Arabic language learning based on fundamental competencies. The application of this model is in line with the characteristics of PBL, including: Pengajuan pertanyaan/masalah.

1. Problem/question presentation
2. Focus on interdisciplinary connections
3. Authentic inquiry
4. Producing and presenting products
5. Collaboration

The implementation of the Merdeka Belajar curriculum-based learning in Arabic language subjects provides significant benefits for both educators and students, enabling them to innovate and be creative in the implementation of Arabic language teaching. Specifically, it enhances the competencies in maharatul lughah and anasirul lughah. Below are some analyses and summaries of articles related to the implementation of Problem-Based Learning in the Merdeka Belajar curriculum.

Table 1. Article on the Implementation of PBL in the Merdeka Belajar Curriculum

Researchers and Year	Title of Article	Research Findings
Ahmad purwanto, 2022	Implementation of the Problem-Based Learning Model to Improve Student Learning Outcomes in Arabic Language Subjects	According to the results in the article, student learning outcomes in Arabic language lessons, using the concept of tashrif fiil madhi IX at MTs N 1 Pengandaran through the Problem-Based Learning (PBL) method, showed improvement from cycle to cycle. The average score increased from 55 before the intervention to 72.3, which represents a 36% improvement in learning outcomes. Further results show an additional 37% improvement in learning. These findings indicate that the use of the PBL model significantly enhances student learning outcomes.
Rohis amaliyah, 2023	Application of the Problem-Based Learning Strategy to Improve Writing Skills of	Application of the Problem-Based Learning Strategy to Improve Writing Skills of Class X3 Students at MAN 1 Pasuruan Based on the implementation results, it can be concluded that the application of the Problem-Based

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	Class X3 Students at MAN 1 Pasuruan	Learning model in Class X3 at MAN 1 Pasuruan was fully implemented according to the guidelines outlined in the literature review. In the PBL implementation, educators must model the process before students practice it. The application of PBL significantly improved reading skills in both cognitive and psychomotor aspects, although the improvement was not highly significant. As a result, over 80% of Class X3 students met the cognitive and psychomotor aspects satisfactorily.
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Based on the article summaries provided, the learning approach using the Problem-Based Learning model for each maharah (skill) can be implemented in the Merdeka Belajar curriculum. This is evidenced by the research conducted by Ahmad Purwanto and Rohis Amaliyah. The findings from the studies show improvements from one cycle to the next. The results from the PBL model research demonstrate significant improvements in student learning outcomes, although the implementation in Rohis Amaliyah's study showed less significant results.

Teachers, as learning facilitators, are required to develop teaching methods based on problem-solving approaches, such as the Problem-Based Learning model, which emphasizes skills in problem-solving. The Problem-Based Learning model can enhance students' language skills more actively through group discussions, where students exchange ideas to solve problems.³¹

D. Conclusion

In this article, the researcher identifies several models of the Merdeka Curriculum development, including the Tyler model, Taba model, Wheeler model, Rogers model, Administrative model, Beauchamp model, Grassroots model, and the Problem-Based Learning (PBL) model. Each of these curriculum development models has its own distinct characteristics, and every model has specific steps for its implementation. The model discussed by the researcher in relation to Arabic language learning is the Problem-Based Learning model. The researcher found that the implementation of the Problem-Based Learning model is suitable for application in teaching. The implementation of this model requires educators to be creative, innovative, and capable of solving problems while incorporating the principles of the Merdeka Belajar curriculum.

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³¹ Muhammad Fu et al., "IMPLEMENTASI MODEL PEMBELAJARAN PROBLEM BASED LEARNING PADA KURIKULUM MERDEKA PESERTA DIDIK ABAD 21 Pendahuluan" 3 (2023): 31-39.

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