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Arabic Language Learning Model in the Era of Independent Curriculum that is Relevant in the 21st Century / Model Pembelajaran Bahasa Arab di Era Kurikulum Merdeka yang Relevan di Abad Ke-21

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Abstract: Arabic, which since 1972 has become an international language and is the official language of 25 countries in the world, is increasingly widespread. Arabic language learning continues to develop, both from methods, learning media to the curriculum used. This study aims to determine the models of Arabic language learning in the era of independent curriculum that are relevant in the 21st century. This research uses a descriptive method with a qualitative approach. Data is obtained by literature study (library research), namely by collecting, processing, and analyzing data related to the Arabic learning model in the independent curriculum. The result of this study is that there are 5 learning models that are relevant to learning Arabic curriculum Merdeka in the 21st century. Among them are: 1) Project Based Learning (PjBL) Model, 2) Problem Based Learning (PBL) Learning Model, 3) Inquiry Based Learning Model, 4) Discovery Learning Model and 5) Cooperative Learning Model.

Abstrak: Bahasa Arab yang sejak 1972 menjadi bahasa internasional dan menjadi bahasa resmi 25 negara di dunia semakin tersebar luas. Pembelajaran bahasa Arab terus berkembang, baik dari metode, media pembelajaran hingga kurikulum yang digunakan. Penelitian ini bertujuan untuk mengetahui model pembelajaran bahasa Arab di era kurikulum merdeka yang relevan di abad ke-21. Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif. Data diperoleh melalui studi literatur (library research), yaitu dengan mengumpulkan, mengolah, dan menganalisis data yang berkaitan dengan model pembelajaran bahasa Arab dalam kurikulum mandiri. Hasil penelitian ini adalah terdapat 5 model pembelajaran yang relevan dengan pembelajaran kurikulum bahasa Arab Merdeka di abad ke-21. Diantaranya adalah: 1) Model Project Based Learning (PjBL), 2) Model Problem Based Learning (PBL), 3) Model Inquiry Based Learning, 4) Model Discovery Learning dan 5) Model Cooperative Learning.



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Introduction

Arabic, as one of the most widely spoken languages globally, holds a significant position both historically and contemporarily. Recognized as an international language in 1972, Arabic is the official language of 25 countries and serves as a medium of diplomacy, particularly within organizations such as the United Nations (UN). Beyond its administrative and political roles, Arabic is deeply tied to religious, cultural, and academic traditions, being the language of the Qur'an and Hadith. Its role as a unifier of the Muslim community and a medium for intellectual and spiritual engagement highlights its global importance.¹

Arabic is not just a means of communication but also an essential element in various domains such as law, science, technology, Islamic banking, economics, trade, and education. Its adaptability across these fields further underscores its importance. Arabic language learning is a mandatory second language that students must learn in order to be able to speak besides their mother tongue.² Particularly in Islamic education, the role of Arabic is vital, enabling students to access foundational Islamic texts and delve deeper into the understanding of Islamic history and culture. Mastery of Arabic opens the door to exploring and preserving the intellectual heritage of the Islamic world.³

However, despite its importance, learning Arabic faces numerous challenges. For non-native speakers, the unique script, grammar, and syntax of Arabic can pose difficulties. These challenges often create a perception that Arabic is difficult to master. To address this, significant efforts have been made to develop innovative teaching methods that simplify the learning process. These efforts include integrating modern pedagogical techniques, leveraging technology, and creating supportive learning environments tailored to the diverse needs of learners.⁴

An Arabic language teaching curriculum, especially for non-native speakers, plays a pivotal role in overcoming these challenges. In Indonesia, with its large Muslim population and significant number of Hajj and Umrah pilgrims annually, the demand for

¹ Iis Susiawati and Dadan Mardani, "Bahasa Arab Bagi Muslim Indonesia Antara Identitas Dan Cinta Pada Agama," *Jurnal Pendidikan Dan Konseling* 4 (2022): 1349–58.

² Puti Rindang Sari et al., "Penerapan Game To Be Detective Untuk Menyusun Kalimat Tanya Dalam Pembelajaran Bahasa Arab," *Loghat Arabi* 4, no. 1 (2023).

³ Novita Sari Nasution and Lahmuddin Lubis, "Urgensi Pembelajaran Bahasa Arab Dalam Pendidikan Islam," *Jurnal Simki Pedagogia* 6, no. 1 (2023): 181–91, <https://doi.org/10.47783/jurpendigu.v2i2.232>.

Arabic proficiency is high. An effective curriculum encompasses not only the four core language skills—listening, speaking, reading, and writing—but also cultural insights and accurate grammar. This comprehensive approach ensures that learners not only communicate effectively but also understand the cultural and historical nuances of the language, preventing misunderstandings and enhancing cultural appreciation.⁵

In the context of 21st-century education, Arabic learning must adapt to modern pedagogical standards emphasizing student-centered approaches. These approaches prioritize the "4Cs"—communication, collaboration, critical thinking, and creativity—as essential competencies for navigating an interconnected and rapidly changing world. Integrating these elements into Arabic teaching not only enhances language proficiency but also equips students with the skills necessary for critical engagement with the language and its applications.⁶

Additionally, various factors influence the effectiveness of Arabic language learning, including educators, learners, learning environments, teaching methods, and the use of technology. Well-designed teaching models are essential for achieving educational objectives. These models must be dynamic, adapting to technological and social changes characteristic of the modern era. A conceptual and theoretical understanding of teaching models enables educators to select or develop approaches that are effective and contextually relevant.⁷

Curriculum evolution is a dynamic process responding to the ever-changing demands of society, culture, and technology. In Indonesia, the transition to the Independent Curriculum (Kurikulum Merdeka) reflects a commitment to flexibility, contextual relevance, and holistic education. This curriculum empowers educators and learners by granting autonomy to adapt learning experiences to local needs while ensuring alignment with national educational goals. Kurikulum Merdeka emphasizes student independence, cross-disciplinary approaches, and contextual adaptability, making

⁴ Talqis Nurdianto and Noor Azizi bin Ismail, "Pembelajaran Bahasa Arab Berbasis Common European Framework Of Reference For Language (CEFR) Di Indonesia," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2020): 13, <https://doi.org/10.14421/almahara.2020.061-01>.

⁵ Nurdianto and Ismail.

⁶ Muhammad Sabri Sahrir, Nurulhuda Osman, and Ilyani Syiham Muhammad, "Aplikasi ' Konsep 4C ' Pembelajaran Abad Ke -21 Dalam Kalangan Guru Pelajar Sarjana Mod Pengajian Pendidikan Bahasa Arab Cuti Sekolah UIAM Application of ' 4C Concept ' in 21st Century Learning Among Student Teachers for Master in Education for Arabic in," *E-Jurnal Bahasa Dan Linguistik* 2, no. 1 (2020): 12–22.

⁷ Agariadne Dwinggo Samala et al., "Studi Teoretis Model Pembelajaran: 21st Century Learning Dan TVET," *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 2 (2022): 2794–2808, <https://doi.org/10.31004/edukatif.v4i2.2535>.

it well-suited to modern educational challenges.⁸

Despite this, research on the implementation of Kurikulum Merdeka within the context of Arabic language learning remains limited, particularly in Islamic educational institutions at the secondary level. Existing studies, such as those by Agariadne et al., have explored diverse 21st-century teaching models but have not specifically focused on Arabic. Similarly, research by Ihwan Mahmudi and Fitri Masturoh has highlighted general principles of Kurikulum Merdeka in Arabic language teaching but lacks depth in exploring specific teaching models and strategies tailored for Arabic instruction. These gaps underscore the need for focused research to identify effective and innovative teaching models for Arabic language instruction within the framework of Kurikulum Merdeka.⁹

This study aims to explore, analyze, and propose effective teaching models for Arabic language instruction that align with the principles of Kurikulum Merdeka and the demands of 21st-century education. Specifically, the research seeks to examine the challenges and opportunities in teaching Arabic within the framework of Kurikulum Merdeka, identify innovative and contextually relevant teaching models that meet the diverse needs of learners, and provide practical recommendations to enhance Arabic language education in Indonesia. Through these objectives, the study aspires to contribute to the development of Arabic teaching methodologies, offering insights that bridge theoretical frameworks with practical applications. The findings are expected to serve as references for educators, curriculum developers, and policymakers in improving Arabic language education and meeting the needs of learners in the modern era.

Methods

This research uses a descriptive method with a qualitative approach. This qualitative research procedure produces descriptive data in the form of written or spoken words from people and observed behaviors.¹⁰ Data is obtained by literature study (*library research*), namely by collecting, processing, and analyzing data related to the

⁸ Amalia Rahajeng Wulandari et al., "Strategi Pengembangan Diri Mahasiswa Melalui Kurikulum Merdeka Belajar Untuk Meningkatkan Kemampuan Berbicara Di Jurusan Pendidikan Bahasa Arab FTK UIN Mataram," *Jurnal Al-Tarqiyah Pendidikan Bahasa Arab* 6 (2023): 184–87.

⁹ Ihwan Mahmudi and Fitri Masturoh, "Implementasi Kurikulum Merdeka Belajar Dalam Pembelajaran Bahasa Arab," *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 2023, 207–32.

Arabic learning model in the independent curriculum. According to Nazir in Yunia and Wisda's research ¹¹, literature study also means data collection techniques by reviewing books, literature, notes, and various reports related to the problem to be solved.

After the data is collected, the researcher conducts data analysis, namely by collecting data in the form of articles related to research, then data reduction which means that the data that has been collected is sorted and selected again and then categorization, after several stages then enter the stage of data display and conclusions. The focus of discussion in this research is on 21st century learning and skills, and Arabic learning models that are relevant to the current era.

Results and Discussion

21st Century Learning

The 21st century refers to an era that began in 2001 and lasts until now. The principles of learning in the 21st century are simplified into four principles, namely, learning must be participant-centered, in learning there must be collaboration, learning must be related to the daily lives of students, and learning must also prepare students to be able to blend into society. Thus, researchers will explain how the principles of learning in the 21st century in learning Arabic. ¹²

The 21st century is an era where young people are called millennials. Millennials prefer modern ways of learning such as using information technology such as *e-learning*, virtual face-to-face applications such as *Zoom*, then social media like *whatsapp*, *instagram*, *telegram* and so on. Similarly, today's Arabic students prefer *internet* and *Google* as his teacher. Now *internet* and *Google* Already able to provide access and information in detail and clearly about Arabic. In the era of *disruptive* Currently, students are required to be technologically literate as well as teachers must innovate in using learning media to attract students' attention, motivate students to learn and keep up with the times in order to become creative and innovative teachers in the current era. The problem with teachers and students today in learning Arabic is that Arabic is learned, not

¹⁰ Basmala et al., "Peran Mu'askar Al-Lughah Dalam Meningkatkan Keterampilan Berbicara Bahasa Arab," *Loghat Arabi: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 4, no. 2 (2023): 1–16. <https://www.journal.iaiddipolman.ac.id/index.php/loghat/article/view/4>

¹¹ Yunia Dwi Puspitasari and Wisda Miftakhul Ulum, "Studi Kepustakaan Siswa Hiperaktif Dalam Pembelajaran Di Sekolah," *Jurnal Didika: Wahana Ilmiah Pendidikan Dasar* 6, no. 2 (2020): 304–13, <https://doi.org/10.29408/didika.v6i2.2507>.

practiced. Therefore, the current direction of Arabic learning planning is focused on the use of Arabic in communicating both oral and written.¹³

21st century learning is expected graduates to have 21st century skills which includes critical thinking, problem solving, initiating and creating, communicating and collaborative. The four main principles of 21st century learning are (1) *student-centered learning*, namely learner-oriented learning; (2) *collaborative*, which is able to collaborate with friends or others; (3) *should have context* which means learning has meaning and can be applied in everyday life; and (4) *integrated with society*, where schools must be integrated with community and social life to increase empathy and social sensitivity.¹⁴

21st century learning is oriented towards digital lifestyles, expanding intellectual horizons, emerging currents of openness, increasing interaction globally, blurring boundaries due to unstoppable information. 21st century learning is learning designed for the 21st century generation to be able to keep up with the latest technological developments. It can be concluded that 21st century learning aims so that humans can be relevant to their times, in addition to the ability *of learning to how, learning to do, learning to be, and learning to live together* must also have the ability in the fields of technology, media, and information.

4C skills (*Learning Skills*) is a skill that learners must master in various disciplines. The 4C skills are: *critical thinking, communication, collaboration, and creativity*. *Critical thinking* or critical thinking is essential in solving problems; *Communication* or the ability to communicate becomes a very important aspect in any condition and thing; *Collaboration* is the ability to work together, collaborate in teams and groups; *Creativity* is the ability to give birth to an idea, a new concept, a new innovation to solve a problem. *IMT Skills (Information, Media & Technology Skills)* or literacy skills (*Literacy Skills*) is a skill in using information, media and technology. This soy sauce can be seen how someone can determine a trusted source of information, able to operate the latest digital technology.¹⁵

¹² Ahmad Azhari et al., "Konsep Pembelajaran Perspektif Ibnu Khaldun Dan Relevansinya Pada Pembelajaran Bahasa Arab Di Abad 21," *Studi Arab* 12, no. 2 (2021): 120–33, <https://doi.org/10.35891/sa.v12i2.2854>.

¹³ Hamzah, "Telaah Metode Pembelajaran Bahasa Asing dalam Dimensi Historis: Dari Era Metode sampai Era Pasca," *International Conference on Education, Islamic Studies, and Local Wisdom (ICEIL) 2022*. <https://jurnal.stainmajene.ac.id/index.php/iceil/article/view/488>

¹⁴ Samala et al., "Studi Teoretis Model Pembelajaran: 21st Century Learning Dan TVET."

¹⁵ Samala et al., "Studi Teoretis Model Pembelajaran: 21st Century Learning Dan TVET."

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It is known that the principle of learning in the 21st century is student-centered in learning, so in Arabic learning students are not only required to understand what the educator explains but students must also be able to explain back what the educator teaches with their own oral, which means here students must be able to make effective reasoning on information. For example, in *Nahwū learning*, after the educator explains the material about *Nahwū*, students must be able to re-explain it in Arabic according to their own language skills.

Learning in the 21st century also requires that learning be carried out collaboratively by directing students to discuss with each other or communicate with other friends. This will hone students' communication skills and can create their own understanding collaboratively. In learning, students have different language skills, so that when learning is carried out communicatively and discussions between students, a language environment or *bi'ah lughowiah* will be created, which will certainly improve the language skills of students.

In addition to learning must be learner-centered and collaborative, learning in the 21st century must also link the material with the daily lives of students. In learning Arabic materials such as *hiwār* texts or *istima'* texts can be related to the daily lives of students, besides that occasionally students also need to be invited to meet with experts or *native Arabic speakers* to expand their experience and improve their language skills.

While the fourth, namely learning, needs to direct students to blend in with the community. In this case, educators need to facilitate students so that they can carry out activities related to the community, so it is hoped that with the language ability of

students, they can take a role in the community, for example holding language training and so on.¹⁶

The Concept of the Merdeka Curriculum

The independent curriculum is almost the same as emphasizing competence as a standard of graduate competence. In the context of Arabic, the linguistic competence that must be achieved is listening, speaking, reading and writing. However, in its implementation, Arabic language learning which in the 2013 curriculum and the independent curriculum has various differences ranging from the core and basic competencies of each grade level to learning each phase with learning outcomes, developing the flow of learning objectives, to teaching modules that have the same function as RPP but there are more complex components.

The assessment of Arabic language learning in the 2013 curriculum separates the value of knowledge and skills and uses KKM as a determinant of completeness. However, in the independent curriculum in which there are formative and summative assessments, it does not separate the assessment of knowledge and skills. The completeness criteria in the independent curriculum use KKTP (criteria for completeness of learning objectives) instead of using KKM (minimum completeness criteria).¹⁷

The definition of curriculum in the National Education System Law No. 20 of 2003 is a set of regulatory plans regarding the objectives, content and learning materials as well as the methods used which are planned and directed by schools to achieve the objectives of Education. The curriculum is an important aspect in the learning component, its implementation requires planning, implementation, and evaluation that is very much in line with the needs of science, technology, and skills (IPTEKS), as well as competencies needed by the general public.

The curriculum in Indonesia continues to undergo several changes. All these changes are due to changes in competency needs, thus affecting the continuity of education in the future. Changes in orientation, design, models and so on with the main aim to improve the quality and quality of national education and align with existing education in the world. Curriculum changes after independence were in 1947 (Leer Plan),

¹⁶ Azhari et al., "Konsep Pembelajaran Perspektif Ibnu Khaldun Dan Relevansinya Pada Pembelajaran Bahasa Arab Di Abad 21."

1952 (Rentjana Pelajaran Terurai), 1964 (Rentjana Pendidikan), 1968 (Curriculum 1968), 1975 (Curriculum 1975), 1984 (Curriculum 1984), 1994 (Curriculum 1994) and curriculum supplements 1999, 2004 (Computer-Based Curriculum), 2006 (Education Unit Level Curriculum), and the 2013 curriculum, then underwent changes in 2020 and 2022 namely the revised 2013 curriculum, and the independent curriculum.

Education transformation through an independent learning policy is one of the steps to realize Indonesia's Superior Human Resources that have a Pancasila Student Profile. Merdeka Belajar is intended for primary and secondary education levels (SMP/SMA/SMK/equivalent). This curriculum is implemented based on the development of student profiles to live with the soul and values of Pancasila.

The independent curriculum began to be tested in 2020 and implemented from 2022 with the concept of independence. The concept of independent learning is a form of government strategy development to restore an independent national education system so that it is in accordance with the needs of the community from the learning process to assessment. The design of an independent curriculum has been studied based on the alignment between curriculum policies at the national level that are more abstract with curriculum development in educational units until the correct curriculum is learned by students.

The essence of freedom of learning is freedom in gaining learning experience and knowledge by placing humans as their nature. In line with the ideals of Ki Hajar Dewantara which focuses on learning with free concepts so that students can learn independently and creatively. With this freedom, it is used as an encouragement for students to explore their knowledge so as to create an independent character. In other words, the independent curriculum is a competency-based curriculum that applies project-based learning to support the character of students in accordance with the Pancasila student profile.

From some of these descriptions, it can be said that the concept of the independent learning curriculum is a curriculum with free learning, in the sense of providing space to develop more, creatively, providing opportunities for students to learn more flexibly, learning in situations that are not always formal, more interactive, and expected to be able to improve graduate competence, improve *soft skills* and *hard skills*,

¹⁷ Hamzah Usaid Uzza and Dwi Setia Kurniawan, "Studi Komparasi Kurikulum 2013 Dan Kurikulum Merdeka Pada Mata Pelajaran Bahasa Arab Di Madrasah," *JIT: Jurnal Ilmu Tarbiyah* 2, no. 1 (2023): 91–

So that students will be more prepared and relevant in accordance with the needs of the times and have character in accordance with the values of Pancasila.

Independent learning education is part of the government's efforts to improve the quality of education in Indonesia, the government not only launched the new curriculum but included other efforts to facilitate its implementation, such as the existence of an independent teaching platform, training or seminars for teachers, and so on. With the hope that educational institutions in Indonesia are ready and able to implement this independent learning curriculum in all aspects of teaching and learning activities or in all subjects.¹⁸

The Merdeka Curriculum in Madrasah is a curriculum of subjects other than PAI and Arabic prepared by the Ministry of Education, Culture, Research and Technology, a curriculum of PAI subjects and Arabic specifically for Madrasahs developed by the Ministry of Religious Affairs, and the distinctive values of Madrasah developed by madrasahs. Content Standards for Islamic Religious Education and Arabic in Madrasah were developed referring to Graduate Competency Standards and Government Regulation Number 57 of 2021 concerning National Education Standards as amended by Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards.

This Content Standard is formulated in detail into the scope of the material based on:

1. Mandatory cargo in accordance with the provisions of laws and regulations
2. Scientific concept
3. Flow, level, and type of education

Systematically, the preparation of Islamic and Arabic Education Content Standards is carried out by formulating the scope of learning materials to develop student competencies based on graduate competency standards by adjusting the *learning progress* of students at each level and type of education.

The formulation of the scope of Islamic Religious Education and Arabic learning materials in madrasahs is directed to provide flexibility to educators to facilitate diverse learners in developing their competencies by adopting the principle of differentiation.

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¹⁸ Mahmudi and Masturoh, "Implementasi Kurikulum Merdeka Belajar Dalam Pembelajaran Bahasa Arab."

The scope of this material is based on scientific concepts carried out in accordance with the development of science, technological advances, art, and culture. The formulation of the scope of the content standard material for Islamic Religious Education and Arabic is arranged based on the pathway, level of RA, MI, MTs, MA / MAK, and type of Education.

The scope of the content standard material for Islamic Religious Education and Arabic for students with disabilities uses the established content standards by considering the principle of flexibility according to the characteristics and conditions of students based on the results of the assessment.

In Raudhatul Athfal education, Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah have their own peculiarities related to the details of subjects incorporated in Islamic Religious Education and Arabic, namely the subjects of the Qur'an Hadith, Akidah Akhlak, Jurisprudence, Islamic Cultural History, and Arabic.

Project-based learning to strengthen the character of Pancasila students is designed for the achievement of the profile of Pancasila and Rahmatan Lil Alamin students according to the phase of students, and nevertheless can also be related to learning outcomes in all subjects simultaneously and not just in one particular subject, for example Pancasila Education or PAI and Arabic.

Specifically in Madrasah Aliyah which has a special content of religious excellence (MAPK), the scope of Arabic subjects is formulated as follows;

1. Communication in Arabic, both oral and written, which includes four language skills, namely listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*) to prepare students to have the ability to use Arabic as a tool to explore religion and communicate daily within the family, surrounding environment, national and global.
2. Linguistic elements (sounds, words and meanings) in the form of oral and written discourse in the form of simple explanations or dialogues about insights about social life, public facilities, health, public places, Islamic figures, Islamic holidays, Islamic stories, to train the four aspects of language skills.
3. Social Function of Complex Speech Acts in the context of social society, which is a form of language performance used in certain situations and conditions in the family, surrounding environment, national and global.
4. Competence of Nahwu, Sharaf and Balaghah through strengthening Aspects, forms, meanings, functions and grammatical arrangements of Arabic are mastered through

study and contextualization using *kutubut turats* (yellow book), covering the science of nahwu, sharaf and balaghah consisting of: form, meaning and function of the grammatical arrangement of the science of nahwu and Ilmu shorof in a discourse according to the context and form, meaning and function of the arrangement of sentences and texts in the science of balaghah (*Ma'ani, Bayan and Badi'*) with the aim of having mastery. A self-paced curriculum is a curriculum with various intracurricular learning formats, where the content is optimized to give students enough time to explore concepts and strengthen skills. Teachers can flexibly choose from a variety of teaching tools so that learning suits the needs and interests of students. Projects to strengthen the record achievement of Pancasila students have been developed based on certain themes identified by the government. Projects are not intended to achieve specific learning objectives, so they are not related to the content of the subject.

Various national and international studies show that Indonesia has a long history of academic crises. These studies show that many Indonesian children are unable to understand simple reading or apply basic math concepts. The results also show stark education gaps between regions and social groups in Indonesia. This condition was exacerbated by the outbreak of the Covid-19 pandemic. To overcome these various crises and challenges, systemic changes are needed, one of which is through the curriculum. The curriculum defines the topics to be taught in class. The curriculum also affects the pace and teaching methods teachers use to meet the needs of their students.¹⁹

Arabic Learning Model

In carrying out the teaching and learning process, a learning framework is needed so that the learning process can run smoothly. Many learning models are commonly applied in the learning process. It's just that each program has a certain learning model that is used as a superior learning model. The use of learning models in the teaching and learning process aims to streamline and streamline a learning process. The learning process takes place effectively and efficiently to achieve learning objectives.

¹⁹ Muhammad Arsyad and Elsyia Febiana Fahira, *Model-Model Pembelajaran Dalam Kurikulum Merdeka*, 2024.

1. Project Based Learning (PjBL)

The Project Based Learning (PjBL) model is a learning step that serves as a guideline for educators to implement the teaching and learning process in the classroom.²⁰ Type Project Based Learning (PjBL) is a learning model that starts or departs from a project to gain knowledge. Project-based learning is a learning model that uses projects as a first step to acquiring and integrating new knowledge based on the experience of real-life activities. Project-based learning is designed to be used in complex problems that students need to investigate and understand.²¹

The project-based learning model has characteristics that make teachers become facilitators to provide problems in the form of projects that must be solved by students. This then makes students have to design processes and frameworks to make solutions to these problems. The characteristics of project-based learning according to Daryanto and Rahardjo are as follows.

- a. Learners make decisions about a framework.
- b. There are problems or challenges posed to students.
- c. Students design processes to determine solutions to problems or challenges posed.
- d. Learners are collaboratively responsible for accessing and managing information to solve problems.
- e. The evaluation process is carried out continuously.
- f. Students periodically reflect on the activities that have been carried out.
- g. The final product of the learning activity will be evaluated qualitatively.
- h. Learning situations are very tolerant of errors and changes.²²

An example of research using this model is research from Sahrizal, et al. The results of this case-method-based research are one option that can be applied by lecturers to train students' higher-order thinking skills.²³

²⁰ Anselmus Y Mones et al., "Project Based Learning (PjBL) Perspektif Progresivisme Dan Konstruktivisme," *Prosiding Seminar Nasional "Peran Teknologi Pendidikan Menuju Pembelajaran Masa Depan: Tantangan Dan Peluang,"* 2023, 1–11, https://if.binadarma.ac.id/document/1667374163_Panduan_Pelaksanaan_Mata_Kuliah_Project.pdf.

²¹ Arsyad and Fahira, *Model-Model Pembelajaran Dalam Kurikulum Merdeka*.

²² Gamal Thabroni, "Project Based Learning: Pengertian, Kelebihan, Sintaks, Dsb," 2022, <https://serupa.id/project-based-learning/>.

2. Problem Based Learning (PBL)

Problem-based learning is an approach that imparts new knowledge to students by presenting problems at the beginning for students to solve. However, teachers should still ask students to bring up real and relevant problems. Students use their own knowledge or from other sources to solve the problem.²⁴ According to Arends in Resti's research, et al. explained that the characteristics of the problem-based learning model are as follows.

- a. The problems posed are in the form of problems in real life so that students can make questions related to problems and find various solutions in solving problems.
- b. Learning has an interdisciplinary relationship so that students can solve problems from various subject points of view.
- c. The learning carried out by students is authentic inquiry and in accordance with the scientific method.
- d. The resulting product can be a real work or a demonstration of the problem being solved to be publicized by students.
- e. Students work together and motivate each other regarding the problems solved so as to develop students' social skills.²⁵

An example of research using this model is research from Nur Fuadi, et al. The results of his research provide a brief overview of the application of educational games and success in achieving learning objectives.²⁶

3. Inquiry Based Learning

Inquiry-based learning models are learning that allows students to independently ask questions, conduct research or search, take tests, or research to get the information they need. ²⁷ Inquiry learning can be defined as a learning

²³ Sahrizal Vahlepi, Helty, and Friscilla Wulan Tersta, "Implementasi Model Pembelajaran Berbasis Case Method Dan Project Based Learning Dalam Rangka Mengakomodir Higher Order Thinking Skill Mahasiswa Dalam," *Jurnal Pendidikan Tambusai* 5, no. 3 (2021): 10153–59.

²⁴ Tri Sudibyo, Tyas Deviana, and Arisita Widura, "Peningkatan Hasil Belajar Siswa Kelas V Pada Materi Peristiwa Seputar Proklamasi Kemerdekaan Indonesia Melalui Model Problem Based Learning (PBL) Di SDN Kepatihan 1 Tulungagung," 2024.

²⁵ Resti Ardianti, Eko Sujarwanto, and Endang Surahman, "Problem-Based Learning: Apa Dan Bagaimana," *Diffraction* 3, no. 1 (2022): 27–35, <https://doi.org/10.37058/diffraction.v3i1.4416>.

²⁶ Abdul Hafizh Nur Fuadi et al., "Penerapan Permainan Nahwu Matching Dalam Pembelajaran Isim Isyārah" 7, no. 1 (2024): 501–16.

²⁷ Nurlaela Siti Ramdani, "Analisis Model Pembelajaran Inquiry Dalam Meningkatkan Hasil Belajar Peserta Didik Di Sekolah Dasar," *Titutional Environment and Entrepreneurial Cognitions: A Comparative Business Systems Perspective. Entrepreneurship Theory and Practice*. (2021).

process that involves students in investigating a topic or problem in depth and systematically. In this process, students are encouraged to ask questions, gather data, analyze information, and draw conclusions. The teacher acts as a facilitator who guides and supports students in their learning process.²⁸ In this model, students are guided to discover the material presented in the lesson through questioning and self-introspection.

The learning objectives in this Inquiry Based Learning model with a scientific approach include several aspects,²⁹ namely:

- a. Improving intellectual abilities, especially the higher-order thinking skills of the students
- b. Developing the students' ability to solve problems systematically, creating a learning environment where students feel that learning is a necessity
- c. Achieving high learning outcomes, training students to communicate ideas
- d. Especially in writing scientific articles and developing students' character.
- e. An example of research that uses this model is from Siti Nurlaela Ramdani's research, namely Inquiry Learning Model Analysis In Improving Student Learning Outcomes In Elementary Schools.³⁰

4. Discovery Learning

Discovery Learning is a learning model that emphasizes the process of actively and independently understanding a material concept to draw conclusions. In this learning model, students are expected to be more active in learning activities where the teacher acts as a supervisor. The teacher simply asks the students a series of questions related to the material. Students are then tasked with finding, researching and deciding on their observations as capital to answer the teacher's questions. The characteristics of the inquiry model, namely the learning process for students to solve these problems, and can emphasize the research process, learning students can develop a series of conferences in the learning process through guidance from the teacher ³¹. Examples *Discovery Learning* i.e.

²⁸ Depin et al., "Inquiry Learning: Pengertian, Sintaks Dan Contoh Implementasi Di Kelas," *Indonesian Journal on Education and Learning* 1, no. 2 (2024): 39–43.

²⁹ Kasjan Maumude, "Penerapan Model Pembelajaran Inquiry Based Learning Terhadap Hasil Belajar Fisika Kelas XI Madrasah Aliyah Galesong Selatan" (2023).

³⁰ Ramdani, "Analisis Model Pembelajaran Inquiry dalam Meningkatkan Hasil Belajar Peserta Didik di Sekolah Dasar."

³¹ Ramdani.

research from Moh. Zainul Muttaqin (2022). There is an increase in student learning motivation through the application of the Discovery Learning Learning Model with card media.³²

5. Model Cooperative Learning

The cooperative learning model is a group learning model with a certain volume whose purpose is to encourage group members to achieve maximum learning outcomes. The purpose of this model is to maximize the learning outcomes that can be achieved from pre-set learning objectives. It is based on the fact that the level of knowledge of members of this group is low, medium and high.³³

Examples of Cooperative Learning Models are research from Nuraina & Marwati (2024), After using the learning model *cooperative learning* Student learning outcomes increased in completeness from 6.67% to 86.67%, stating that the use of learning models *cooperative learning* in Arabic language learners in class VIII G MTsN 02 West Bandung are able to improve student learning outcomes.³⁴

Conclusion

The Merdeka Curriculum reflects the principles of 21st-century learning by adopting a student-centered approach. This curriculum emphasizes the development of critical thinking, collaboration, creativity, and real-world application of skills. In Arabic language education, the integration of technology, project-based learning, and approaches relevant to societal needs are essential for enhancing students' communication abilities. To support its implementation, it is recommended to conduct regular teacher training to master 21st-century teaching methods and supporting technologies. Additionally, contextual and relevant learning modules should be developed, and opportunities for students to engage in real-world projects and collaborative activities should be increased. A more comprehensive evaluation system should also be implemented, integrating assessments of knowledge and practical skills

³² Moh. Zainul Muttaqin, "Penerapan Discovery Learning Dengan Media Kartu Untuk Meningkatkan Motivasi Belajar Bahasa Arab," *Artickel* 2, no. 2 (2022): 1075–83, <https://e-proceedings.iain-palangkaraya.ac.id/index.php/PPGAI/article/view/1137>.

³³ Arsyad and Fahira, *Model-Model Pembelajaran Dalam Kurikulum Merdeka*.

³⁴ Shintya Nuraina and Siti Marwati, "Pengunaan Model Cooperative Learning Untuk Meningkatkan Hasil Belajar Bahasa Arab MTsN 2 Bandung Barat" 4, No. 8 (2024).

holistically. Through these measures, Arabic language learning can become more relevant to contemporary demands, producing competent graduates ready to face global challenges.

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