Comparative Study of the Curriculum 13 and the Merdeka Curriculum in Arabic Language Learning at the Madrasah Ibtidaiyah (Islamic Elementary School) Level

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Abstract

The curriculum is one of the components that cannot be separated from the implementation of education. The curriculum must also always follow the demands of the times, so that change will always happen. The impact of this change then affects the implementation of the learning process for some of the students in Arabic. This article will discuss the change in the learning of Arabic as a result of the transformation of Curriculum 13 to the Merdeka Curriculum. By using qualitative descriptive research methods based on literacy data and library research, obtain research as follows:
The difference between learning Arabic in Curriculum 13 and the Merdeka Curriculum is seen in the measurement of learning goals, learning planning, learning implementation, and learning assessment.

Keywords: Perbedaan, Kurikulum 13, Kurikulum Merdeka, Pembelajaran, Bahasa Arab

Introduction

Education is an important part of human life. Education is the first step for humans to acquire knowledge. Education is able to form a generation of knowledgeable, broad-minded humans, thereby producing quality human resources.[104]

In line with this, National Education System Law no. 20 of 2003 states that education is "a conscious effort and something that is planned in order to realize something new in learning and the learning process so that students can actively develop

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[104] Faradilla Intan Sari, Dadang Sunendar, and Dadang Anshori, "Analisis Perbedaan Kurikulum 2013 Dan Kurikulum Merdeka," *Jurnal Pendidikan Dan Konseling (JPDK)* 5, no. 1 (January 2, 2023): 146, https://doi.org/10.31004/jpdk.v5i1.10843.

the student's personality. then have religious spiritual abilities, self-management, personality, intelligence, good character, and also skilled abilities that are needed by oneself, society, nation and state.".[105] In realizing this goal, careful planning is certainly needed in planning good education, one of which is the preparation of adequate curriculum tools

In general, the curriculum is an initial design that serves as a guide for carrying out the learning process in education. Without a well-structured curriculum, learning will not achieve the desired goals.[106] The function of the curriculum is to achieve national education goals. always changes from time to time following developments in the world and science. The curriculum must be in line with world developments in order to be able to face the needs and challenges of the times.[107] The national education curriculum in Indonesia itself has undergone several changes with the aim of aligning with the demands of changing times. Starting with the first curriculum after Indonesian independence, namely the 1947 curriculum, it underwent successive changes until the most recent change today is the Merdeka curriculum.[108]

This curriculum change then affects the learning process for each subject, including Arabic language subjects, at the Madrasah Ibtidaiyah (islamic elementary school) level. In the transformation from the last curriculum, namely curriculum 13, to the Merdeka curriculum, there are several differences when viewed in terms of the process of implementing the curriculum. In this article, the author will analyze several differences between the two curricula mentioned previously.

Method

The research method uses a descriptive-qualitative approach and uses library research, where researchers collect and understand various data, theories, and literature related to research. In this research, the researcher tries to examine how the Arabic

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[105] *Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional & Undang-undang No.14 th 2005 tentang Guru & dosen* (VisiMedia, n.d.), 2.

[106] Alhamuddin, *Politik Kebijakan Pengembangan Kurikulum di Indonesia: Sejak Zaman Kemerdekaan hingga Reformasi (1947-2013)* (Prenada Media, 2019), 1.

[107] Dwi Setia Kurniawan and Hamzah Usaid Uzza, "Studi Komparasi Kurikulum 2013 Dan Kurikulum Merdeka Pada Mata Pelajaran Bahasa Arab di Madrasah," *Jurnal Ilmu Tarbiyah* 2, no. 1 (June 9, 2023): 93.

[108] Rony Sandra Yofa Zebua, *Potret Perkembangan Kurikulum Pendidikan Indonesia dari Masa ke Masa: (sejak kurikulum tahun 1947 hingga sekarang)* (Magister Pendidikan Islam UNISBA, 2020), 5.

language learning process has changed at the Madrasah Ibtidaiyah (Islamic Elementary School) level due to changes in the curriculum from Curriculum 13 to the Merdeka curriculum.

Result and Discussion

1. **The urgency of changing Curriculum 13 to the Independent Curriculum in Madrasah Ibtidaiyah Arabic language learning**

The previous 13th curriculum was also prepared to complement the shortcomings of the previous curriculum and keep up with current developments. Curriculum 13 is prepared by prioritizing aspects of increasing knowledge and skills and developing certain traits, such as spiritual and social, as a strengthening of students' character, which is in line with Islamic religious education and character. The hope is that this will create a religious culture in the school environment. When the COVID-19 pandemic occurred, implementing Curriculum 13 also became increasingly difficult, so the government issued a prototype curriculum to overcome obstacles to implementing Curriculum 13 during the pandemic, which ultimately became the forerunner to the establishment of the Merdeka Curriculum. The aim of holding an independent curriculum is actually to catch up with the material left behind due to the pandemic. Currently, several schools can use Curriculum 13 while preparing the readiness of each institution to implement the Merdeka curriculum in stages.[109]

Kurikulum Merdeka Madrasah (KMM), which means Merdeka Curriculum in Madrasah and is regulated in KMA (Keputusan Menteri Agama) (which means decision of the minister of religion) number 347 of 2022, is an implementation guide for madrasas appointed as implementers of the Merdeka Curriculum for the 2022–2023 academic year. The targets of the Merdeka Curriculum in Madrasah Implementation Guidelines are educational units and other stakeholders in the implementation of education and learning in Madrasah. The aim of KMA 347 of 2022 is to provide a guideline for implementing the Merdeka curriculum in madrasah, which is intended to be in accordance with educational needs and management characteristics. The aim is to guarantee the independence of madrasahs in managing education and learning and improve the quality and competitiveness of madrasahs according to the demands of 21st-century competence. This curriculum focuses on essential material, character development, and student

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[109] Sari, Sunendar, and Anshori, "Analisis Perbedaan Kurikulum 2013 Dan Kurikulum Merdeka," 147.

competence. The Independent Learning Curriculum can be used at all levels of education, starting from elementary school, middle school, high school, and vocational school.[110]

2. Differences in the Implementation of the Merdeka Curriculum and Curriculum 13 in Arabic Language Learning at Madrasah Ibtidaiyah

Learning Objectives

Arabic language curriculum 13 at Madrasahs is prepared to achieve basic language competencies, which include four language skills that are taught integrally, namely listening, speaking, reading, and writing. However, at the basic (elementary) education level, the emphasis is on listening and speaking skills as the foundation of language. Arabic language subjects have the following objectives:[111]

a. Develop communication skills in Arabic, both orally and in writing, which include four language skills: listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*).

b. Raising awareness about the importance of Arabic as a foreign language as the main tool for learning, especially in studying sources of Islamic teachings.

c. Develop an understanding of the interrelationship between language and culture and broaden cultural horizons. Thus, students are expected to have cross-cultural insight and involve themselves in cultural diversity.

Meanwhile, in the Merdeka curriculum, the objectives of learning Arabic at the Madarasah Ibtidaiyah level are also not much different from the objectives of learning Arabic in the independent curriculum. Learning objectives still emphasize mastery of four language skills, namely listening, speaking, reading, and writing.[112]

Learning Component

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[110] Ali Mursyid et al., "Penerapan Kurikulum Merdeka dalam Rencana Pelaksanaan Pembelajaran di Purwakarta," *Al Fahim Jurnal Manajemen Pendidikan Islam* 5, no. 1 (March 30, 2023): 179, https://doi.org/10.54396/alfahim.v5i1.566.

[111] Taufiqurrahman Huri, "StandarIsi Bahasa Arab Di Madrasah (MI, MTs Dan MA) Kurikulum 2013," accessed October 8, 2023, http://lughotudhod.blogspot.com/2014/05/standar-isi-bahasa-arab-di-madrasah-mi.html.

[112] "TP ATP Modul Bahasa Arab MI MTs MA Kurikulum Merdeka - Kami Madrasah," accessed October 8, 2023, https://www.kamimadrasah.id/2022/11/tp-atp-modul-bahasa-arab-mi-mts-ma.html.

The components that support the running of a curriculum are starting to show some differences between the 13th curriculum and the independent curriculum. Some of these differences can be seen in the table below.[113]

Table 1. *Differences Implementation Curriculum 13 and Merdeka Curriculum*

Differences	Curriculum 13	Merdeka Curriculum
Learning Target	Using KI (Kompetensi Inti which means Core Competencies) and KD (Kompetensi Dasar which means Basic Competencies) for each learning target at each class level. In KI there are several general achievements such as spirituality, attitudes, knowledge and skills. Then the KD contains details of knowledge related to language and language skills.	Using CP (Capaian Pembelajaran, which means learning outcomes), using phase levels For the madrasah ibtidaiyah level, the class phase is only up to phases A–C. Phase A is class 1-2, phase B is class 3-4, and phase C is class 5-6.
Learning Planning	Learning planning is guided by the syllabus, which consists of KI and KD, learning flow, teaching materials, and media used. All of these things can be used as a perspective by teachers to determine the direction of learning.	Using ATP (Alur Tujuan Pembelajaran, or that means Learning Objective Flow), which can be developed by the teacher himself according to the needs and characteristics of students, educational institutions, and the learning environment, the flow of learning objectives is, of course, guided by predetermined learning outcomes.

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[113] Kurniawan and Uzza, "Studi Komparasi Kurikulum 2013 Dan Kurikulum Merdeka Pada Mata Pelajaran Bahasa Arab di Madrasah," 96–99.

Learning Implementation Planning	Using a learning implementation plan, or Rencana Pelaksanaan Pembelajaran in Indonesian (RPP), It contains madrasah identity, main material, time allocation, KI and KD, learning objectives, learning media, learning methods, and learning steps.	Using teaching modules (Modul Ajar), where the content is more or less the same as the RPP, the difference is that the teaching module is more detailed in describing the teaching material. The teaching module is equipped with various learning materials, student activity sheets, and assessments to check whether the learning objectives have been achieved by students.
Assessment	In the curriculum, 13 assessments are carried out to measure three main aspects, namely cognitive, affective, and psychomotor aspects. Educators use KKM (Kriteria Kompetensi Minimum, or minimum completeness criteria) to assess competency completeness. Students who have not yet reached the KKM should take remedial training.	In the Merdeka curriculum, assessment is carried out oriented towards the learning process. The Merdeka curriculum assessment is divided into three parts. (1) Diagnostics, namely assessments carried out before learning begins, usually to see the level of ability and character of students so that teachers can design appropriate learning. (2) Formative assessment is an assessment to monitor the achievement of learning objectives after each lesson. This evaluation can also be used to determine the effectiveness of each learning process. (3) A summative evaluation is an

		evaluation after several lessons have been carried out; this evaluation can be carried out every half semester, one semester, or grade increase. The completeness criteria used no longer use KKM but use KKTP (Kriteria Ketuntasan Tujuan Pembelajaran, or criteria for completeness of learning objectives), where this completeness is no longer seen cumulatively but is seen specifically for each learning objective.

The Scope of Learning Material

The scope of Arabic language learning material at Madrasah Ibtidaiyah level is in accordance with KMA No. 183 of 2019 in Curriculum 13, which includes themes regarding introductions, madrasa equipment, work, addresses, family, body parts, at home, in the garden, in the madrasah, in the laboratory, in the library, in the canteen, hours, daily activities, work, home, and recreation.[114]

Meanwhile, the scope of Arabic language learning in the Merdeka curriculum at the Madrasah Ibtidaiyah level, according to KMA No. 347 of 2022, includes :[115]

a. 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 language. a

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[114] Kementrian Agama RI, "KMA No 183 Tahun 2019 Tentang Kurikulum PAI Dan Bahasa Arab Di Madrasah," Google Docs, 29–30, accessed October 9, 2023, https://drive.google.com/file/d/1QQN_b44sdX-otCLKhhJkYWDba1rT1-JO/view?usp=sharing&usp=embed_facebook.

[115] Kementrian Agama RI, "KMA 347 Tahun 2022 Tentang Pedoman Implementasi Kurikulum Merdeka Pada Madrasah," 22, accessed October 8, 2023, https://sikurma.kemenag.go.id/portal/Info/detail_artikel/QnFFYzhxSXh1cjFqZk4rYXBiRWc3QT09.

tool for understanding religion and daily communication within the family and surrounding environment.

b. The linguistic elements (sounds, words, and meanings) of the text are very simple: oneself, family, madrasah, equipment in the surrounding environment, time, and daily life as aspects of knowledge needed to improve language skills.

c. The social function of simple speech acts in the context of everyday life, which is a form of language performance used in certain situations and conditions in the family and surrounding environment. Students with special needs can follow the content standards with adjustments made to their needs. Students with special needs who have been assessed by each educational unit

Conclusion

Every curriculum that is prepared and implemented for educational purposes will definitely continue to experience changes as a result of developments over time. These changes ultimately affected the implementation of various learning materials, including Arabic language learning. In its implementation, there are several things that have changed slightly. For example, in K13, learning targets are measured using KI and KD, while in the Merdeka Curriculum, they are measured using CP. Then, for learning planning in K13, the syllabus is used as a guide, whereas in the Merdeka curriculum, it is more liberal but still guided by the ATP. The planning process for implementing learning in K13 uses lesson plans, while the Merdeka curriculum uses teaching modules. And finally, the K13 assessment focuses on completing minimum competencies, whereas in the Merdeka curriculum, it focuses more on the criteria for completing learning objectives.

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