



IMPLEMENTATION OF THE INDEPENDENT LEARNING CURRICULUM IN ARABIC LANGUAGE LEARNING AT MI EMPAT MEI

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Abstract

The purpose of this research is to find out the implementation of the independent learning curriculum in Arabic language learning at MI Empat Mei. The research method uses literature study research. Research data is obtained from scientific books, research reports, scientific essays, theses and dissertations, regulations, decrees, yearbooks, encyclopedias, and other printed and electronic written sources. The application of the independent curriculum in Arabic language learning is new and is a hot topic that is being discussed. The existence of changes in the curriculum makes all components involved in it face the conditions. The implementation of independent learning in Arabic language at MI Empat Mei has a learning flow.

Keywords: Education, Independent Curriculum

Introduction

In the Legislation on the Education system No. 20 Of 2003, says that Education is “a conscious and planned effort to create an atmosphere of learning and learning so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves and society”¹¹⁶. Education is a process of human activity that is very important for life. Education has always received more attention from the government, which currently continues to undergo policy changes in order to anticipate the development of globalization and

¹¹⁶ Dewi Pristiwanti et al., ‘Pengertian Pendidikan’, *Jurnal Pendidikan Dan Konseling (JPDK)* 4, no. 6 (2022): 7911–15.

improve the quality of student. Education in simple and general terms, means an effort to grow and develop innate potentials, both physical and spiritual, in accordance with the values that exist in society and culture¹¹⁷. The 21st century learning that is currently being developed leads schools to change the learning approach from teacher centered to student centered.

The spirit of education lies in the curriculum and can never be separated. Kamiludin and Suryaman stated that the curriculum is a set of educational programs that have been prepared and implemented to achieve educational goals in which there are components that are interrelated and support each other. Hindayani explained that the curriculum occupies a central position in all kinds of educational activities, in order to create educational goals, the curriculum must be able to improve its quality, where the curriculum must be able to adjust to the situation of each school, pay attention to the needs and development stages of students, the needs of national development while keeping in mind that national education originates from national culture and national education based on Pancasila and the 1945 Constitution¹¹⁸. Madrasah Ibtidaiyah or MI is a formal education unit in which consists of 6 (six) levels at the basic education level. Madrasah Ibtidaiyah is equivalent to Elementary School (SD) which must be taken by all Indonesian children. The difference is that at the Madrasah Ibtidaiyah school level, students are given additional subjects that have more Islamic content than elementary schools, such as Jurisprudence, Akidah Akhlak, Al-Qur'an Hadith and Arabic.

The curriculum in Indonesia has changed repeatedly. Basically, the curriculum changes made by the government are for the improvement of the education system in Indonesia. Although in reality every curriculum must have shortcomings and needs to be evaluated and improved so that educational goals are achieved properly. The Arabic language subject curriculum in any educational institution with various modes of development, must consider the needs of stakeholders, both internal stakeholders (teachers, student, leaders) and external stakeholders (community, use of graduates, alumni). The independent learning curriculum comes to be a bright spot for the paradigm of humanizing education¹¹⁹.

¹¹⁷ Atin Supriatin and A Nasution, 'Implementasi Pendidikan Multikultural Dalam Praktik Pendidikan Di Indonesia', *Elementary* 3, no. 1 (2017): 1–13.

¹¹⁸ Dewi Rahmadayanti and Agung Hartoyo, 'Potret Kurikulum Merdeka, Wujud Merdeka Belajar Di Sekolah Dasar', *Jurnal Basicedu* 6, no. 4 (2022): 7174–87.

Method

The method used in this writing is the library research method. Literature study according to Syaibani (2012) is all efforts made by researchers to collect information relevant to the topic or problem that will or is being researched. The information will be obtained from scientific books, research report, scientific essays, theses and dissertations, regulations, decrees, yearbooks, encyclopedias, and other printed and electronic written sources.

Researchers use this type of research for several reasons because the problems being studied using the literature study method can be answered simply by studying the literature without conducting research in the field. That is, on the issue of school refusal, researchers do not need to go directly to schools to make observations or observations and interviews with students to obtain data. It is only enough to analyze the results of the literature study obtained through scientific journals.

Result and Discussion

The independent curriculum is developed as a curriculum that is more flexible and centered on fundamental material and develops the uniqueness and abilities of students. “The Ministry of Education and Culture stated that there are 4 ideas of change that support independent learning with this program related to the National Standardized Test (USBN), National Examination (UN), Learning Implementation Plan (RPP), and Zoning New Student Admission Regulations (PPDB)”. The stand-alone curriculum is designed to support learning recovery from the COVID-19 pandemic. Learning freedom for teachers or students is what is emphasized in independent learning. The main assumption of independent learning is giving trust to teachers so that teachers feel free in carrying out learning”. The learning atmosphere is more comfortable, teachers and students can be more relaxed in discussing, learning can be outside the classroom which not only listens to the teacher’s explanation, but rather forms courage, independence, cleverness in socializing, civilized, polite, competence, and not only duplicate the ranking system according to opinion. “returning the national education system to the essence of the law to give schools the freedom to interpret the basic competencies of the curriculum into

¹¹⁹ Rifqi A Rahman et al., ‘Adaptasi Kurikulum Merdeka Belajar Mata Pelajaran Bahasa Arab Di SMP Takhasus Al-Qur’an Wonosobo (Telaah Aspek Manajemen Mutu Pembelajaran)’, *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 6, no. 2 (Desember 2022).

their assessments”. By implementing an independent curriculum, it will be more relevant and interactive where project-based learning will provide ample opportunities for students to actively explore factual issues¹²⁰.

The Ministry of Religion’s policy regarding the implementation of Merdeka Belajar in Arabic language subjects is as follows:¹²¹

1. Arabic Language Learning Orientation, including:
 - a. Having the competence to use Arabic to communicate.
 - b. Having the ability to use Arabic to explore religion from authentic sources.
2. Arabic Language Learning Approach: Pedagogy of the genre, which is as follows:
 - a. Building Context

The purpose of this stage is to build learners’ knowledge or background knowledge about the topic to be learned through *istima’* and *qiro’ah* activities.
 - b. Text Modeling

At this stage the teacher presents a model text to explain the text structure and grammatical structure.
 - c. Building the Text Together

At this stage learners begin to contribute to the construction of the text and the teacher gradually reduces his/her contribution. Although the teacher’s dominance is reduced.
 - d. Building the Text Independently

At this stage learners work alone to create the text that has been determined and then present their work in front of the class.
3. Elements of Arabic Learning Outcomes
 - a. Listening

The ability to understand, identify, and interpret facts, main ideas, event sequences, explicit and implied meanings, values, facts and

¹²⁰ Restu Rahayu et al., ‘Implementasi Kurikulum Merdeka Belajar Di Sekolah Penggerak’, *Jurnal Basicedu* 6, no. 4 (2022): 6313–19.

¹²¹ Rahman et al., ‘Adaptasi Kurikulum Merdeka Belajar Mata Pelajaran Bahasa Arab Di SMP Takhasus Al-Qur’an Wonosobo (Telaah Aspek Manajemen Mutu Pembelajaran)’ *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 6, no. 2 (Desember 2022).

opinions, solutions, benefits, read tables, create questions, and summarize the content of the text listened to.

b. Speaking

The ability to deliver short messages, ask questions, communicate information on specific topics, present opinions appropriately, fluently, skillfully, efficiently and effectively in accordance with the target language culture.

c. Reading and Viewing

The ability to understand, interpret and determine facts, main ideas, sequence of events, explicit and implied meanings, values, facts and opinions, solutions, benefits, read tables, create questions, and summarize the content of the text read. The ability to notice, understand, use, reflect, analyze, evaluate, and appreciate the structure, content, assumptions, values, beliefs, social functions of the texts in visual media according to their purpose and importance.

d. Writing and Presenting

The ability to write words and expressions, convey messages, communicate facts and opinions in words and paragraphs with attention to the time frame, grammatical structure, and culture of the target language. Ability to present, criticize and evaluate ideas clearly and effectively, both individually and in groups using appropriate strategies and gestures.

4. Phases and Progress of Arabic Language Learning (specifically for class VII is phase D)

- a. Selective listening. Students can scrutinize the information they hear.
- b. Interactive speaking. Students know how to form interactions with simple written discourse.
- c. Interactive Reading-Viewing. Students can interactively digest and reflect on multiple paragraphs, written text or visual media.

- d. Responsive writing and presentation. Students can connect and explain sentences in limited discourse into paragraphs and form a series of two or three logically related paragraphs.

The implementation of the independent curriculum in Arabic language learning is new and a hot topic that is being discussed. Its implementation has been explained in detail in the Decree of the Minister of Education and Culture Number 262/M/2022 which discusses the Amendment and Decree of the Minister of Education and Culture Number 56/M/2022. In this case, Arabic language learning in MI is regulated as follows :¹²²

1. Learning Outcomes (CPs) for Arabic language learning in MI have been initiated by the main unit leader and are appropriate in the areas of curriculum, assessment, and books. The learning outcomes have been organized by phases with elements of Arabic language learning (Istima', kalam, qira'ah, and kitabah).
2. Provide assessment to measure the achievement of student learning outcomes, with the principle that assessment is an integrated part of the learning process and learning facilities. Assessment is a report on student learning progress and achievement, providing useful information about character and ability.
3. Implementation of P5 which is a project-based co-curricular activity. Designed to increase efforts to achieve competence and character in accordance with the Pancasila learner profile which is compiled based on the SKL. P5 in Madrasah Ibtidaiyah or MI education takes 20%-30% of the total lesson hours for one year. Not only that, the Ministry of Education and Culture has determined the main themes of P5 that will play an important role by all subject teachers, including: sustainable lifestyle, local wisdom, bhineka tunggal ika, build the soul of the body, the voice of democracy, engineering technology, entrepreneurship, and employment.
4. The mechanism for implementing the independent curriculum without being implemented through three options:
 - a. Implementing some of the principles of the independent curriculum without changing the education unit curriculum,

¹²² Linda A Khuroidah and Taufik, 'Transformasi Pembelajaran Bahasa Arab Penjurusan SMA', *Studi Arab* 13, no. 2 (2022): 1–13.

- b. Using P5 as co-curricular or extracurricular by utilizing different learning time,
- c. Implementing the independent curriculum using materials provided by the central government,
- d. Implementing an independent curriculum by developing various teaching materials by the education unit.

The implementation of the independent curriculum in Madrasah basically follows the policies implemented by the Ministry of Education in schools, but under certain conditions madrasah makes adjustments to the learning needs of madrasah and strengthens specific Islamic religious education and Arabic language¹²³. The changes in the curriculum make all components involved in it face the conditions. The process requires good governance so that the realization of the goals to be achieved, namely improving the quality of teaching and education in Indonesia. Therefore, the Ministry of Education and Culture provides curriculum choices as a form of change management effort¹²⁴. In learning, the independent curriculum is not directly applied just like that. Of course, teachers must have a strategy so that learning runs effectively¹²⁵. All references and ways of teaching both with modules and with learning media, around learning are available with an independent learning platform. Arabic language learning at MI Empat Mei leads to a culture of independent learning. Teachers deliver material with teaching styles and patterns that suit students. Not with conventional-based learning or learning with the lecture method. The implementation of Merdeka Belajar learning in Arabic language learning at MI Empat Mei has a learning flow. From the topic of learning planning, teachers can choose and proceed to the topic of assessment or the topic of adjusting learning to student characteristics first¹²⁶.

¹²³ Ali Mursyid et al., 'Penerapan Kurikulum Merdeka Dalam Rencana Pelaksanaan Pembelajaran Di Purwakarta', *Al-Fahim: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (March 2023): 173–87.

¹²⁴ Siti Aisyah, K Arisanti, and F Yaqin, 'Adaptasi Dan Inovasi Madrasah Ibtidaiyah Dalam Menyambut Kurikulum Merdeka Belajar', *Jurnal Educatio FKIP UNMA* 9, no. 1 (2023): 386–93.

¹²⁵ Nur Afifah, Abd. Rahim Razaq, and M Ibrahim, 'Strategi Guru Dalam Menerapkan Kurikulum Merdeka Pada Pembelajaran Bahasa Arab Siswa Kelas VII SMP Unismuh Makassar', *ULIL ALBAB: Jurnal Ilmiah Multidisiplin* 2, no. 7 (June 2023): 2664–74.

¹²⁶ Mohammad Jailani, 'Pembelajaran Bahasa Arab Berbasis Kurikulum Merdeka Di Pondok Pesantren', *Jurnal Praktik Baik Pembelajaran Sekolah Dan Pesantren* 1, no. 1 (2022): 7–14.

The independent learning curriculum is expected to improve the quality of education in Indonesia and produce graduates who have the competencies needed in the era of globalization. However, it should be remembered that the implementation of an independent curriculum must be carried out properly and appropriately so that it can have a positive impact on improving the quality of education in Madrasah Ibtidaiyah¹²⁷. Therefore, multiplatform independent learning is very intriguing for parents, students, and teachers in the hope that students will be more enthusiastic in developing material, memorization, and practice speaking Arabic.

Conclusion

The implementation of the Merdeka Belajar curriculum in Arabic language learning at MI Empat Mei is more relevant and interactive where project-based learning will provide ample opportunities for students to actively explore factual issues. The application of the independent curriculum in Arabic language learning is new and is a hot topic that is being discussed. The implementation of the independent curriculum in Madrasah basically follows the policies implemented by the Ministry of Education and Research in schools, but under certain conditions madrasah makes adjustments to the learning needs of madrasah and strengthens Islamic religious education and specific Arabic. The independent learning curriculum is expected to improve the quality of education in Indonesia and produce graduates who have the competencies needed in the era of globalization.

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