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## The Implementation of the Merdeka Curriculum in Arabic Language Instruction at SMPIT Shohibul Muslimin Serang

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This study analyzes the implementation of the Merdeka Belajar Curriculum in Arabic language learning at SMPIT Shohibul Muslimin Serang. The Merdeka Belajar Curriculum is an educational approach that emphasizes student learning independence, curriculum flexibility, and the use of technology. The purpose of this study was to determine the application, implementation strategies, and challenges of the Merdeka Belajar Curriculum in the context of Arabic language learning at SMPIT Shohibul Muslimin Serang and to evaluate its impact on Arabic language learning achievement. This research method was a case study with a qualitative approach. Data were collected through classroom observations, interviews with respondents, and analysis of curriculum-related documents. The results showed that the Merdeka Belajar Curriculum implementation strategy at SMPIT Shohibul Muslimin Serang involved a shift in learning paradigms to become more student-centered. Teachers act as facilitators and students have more control over their learning process. This implementation further supports student learning independence. However, several obstacles were also identified, including students' difficulties in learning interest and challenges in measuring learning achievement in a broader and contextual manner. Nevertheless, the implementation of the Merdeka Belajar Curriculum has had a positive impact on student motivation and engagement in Arabic language learning.



## INTRODUCTION

Arabic is one of the international languages that holds a strategic position in global communication and is recognized as an official language of the United Nations. In addition to functioning as the primary language of Islamic teachings, Arabic has made significant historical contributions to the development of knowledge, science, and technology, and has enriched cultural heritage at both national and international levels. Therefore, Arabic language learning encompasses not only a religious dimension but also broad academic and cultural dimensions.

Naturally, humans are endowed with linguistic potential from birth. However, achieving effective language proficiency requires a systematic and continuous learning process. For this reason, Arabic is positioned as an important subject within the Indonesian education system, particularly in Islamic educational institutions. In practice, Arabic language instruction should ideally begin with the development of communicative skills, such as contextualized simple conversations, while integrating the four core language skills (listening, speaking, reading, and

writing). This approach emphasizes the integration of sensory engagement in the learning process to enable students to understand and use the language meaningfully (Amarudin, 2015).

Nevertheless, the reality of Arabic language learning in Indonesia still faces various challenges. Compared to other foreign languages such as English, Arabic tends to receive less optimal attention in terms of policy support, facilities, and instructional media innovation (Saepudin, 2021). At the school level, many students demonstrate low interest and motivation in learning Arabic. This is often attributed to the perception that Arabic is a difficult language, as well as the use of teaching methods that are not aligned with students' characteristics and learning needs (Yusuf & Saiful). This condition reflects a gap between the ideal framework of Arabic language instruction and its actual implementation in educational settings.

On the other hand, the curriculum, as a fundamental component of the education system, plays a strategic role in determining the direction and quality of learning. In Indonesia, the curriculum

has undergone various transformations as an adaptive response to social dynamics, scientific advancements, and contemporary demands, ranging from the 1975 Curriculum to the 2013 Curriculum. This transformation has been further accelerated by post-COVID-19 educational policies, leading to the introduction of the Merdeka Curriculum as part of a learning recovery initiative (Rosmana, 2022).

The Merdeka Curriculum represents a new educational paradigm that emphasizes flexibility, learner autonomy, and the holistic development of students' potential. The concept of "independent learning" provides opportunities for students to learn in a more relaxed, creative, and personalized manner, aligned with their interests and talents, without excessive pressure. In this context, teachers function as facilitators and learning drivers who create innovative and meaningful learning environments (Ainia, 2020). Thus, the Merdeka Curriculum is not solely oriented toward cognitive achievement but also toward character building and the development of 21st-century competencies.

The implementation of the Merdeka Curriculum requires the readiness of various educational components, including the availability of learning resources, instructional materials, and the enhancement of teachers' competencies through training and the use of digital technologies. The Merdeka Mengajar Platform serves as a supporting instrument that provides references, inspiration, and collaborative spaces for teachers to develop effective and innovative learning practices (Ayu, 2022). However, in practice, the implementation of this curriculum still encounters various challenges at the institutional level.

Based on preliminary observations conducted at SMPIT Shohibul Muslimin Serang, it was found that the implementation of the Merdeka Curriculum in Arabic language instruction has not yet been fully optimized. This is indicated by several issues, including: (1) limited availability of instructional resources to support curriculum implementation, (2) learning processes that have not yet achieved optimal effectiveness and efficiency, and (3) low levels of student engagement in

learning activities. These findings highlight a gap between the ideal concept of the Merdeka Curriculum and its actual implementation in the context of Arabic language instruction.

Based on this background, this study aims to analyze the implementation and strategies of the Merdeka Curriculum in Arabic language instruction, identify the challenges encountered, and evaluate its impact on students' Arabic learning outcomes at SMPIT Shohibul Muslimin Serang. This research is expected to contribute theoretically to the development of Arabic language pedagogy based on innovative curricula, as well as practically to assist teachers and policymakers in improving the quality of Merdeka Curriculum implementation in educational institutions.

## METHODS

This study employs a qualitative approach using a case study design. This approach is selected because the research aims to examine in depth and contextually the implementation of the *Merdeka Curriculum* in Arabic language instruction within a specific educational setting. A case study enables the

researcher to explore a phenomenon holistically within its real-life context, particularly when the boundaries between the phenomenon and its context are not clearly evident (Moleong, 2022; Sukmadinata, 2017).

The research was conducted at SMPIT Shohibul Muslimin Serang, which was purposively selected on the grounds that the school has implemented the *Merdeka Curriculum* in Arabic language instruction, yet continues to encounter various challenges in its implementation. Accordingly, the case examined in this study is the implementation of the *Merdeka Curriculum* in Arabic language learning within the context of the selected school.

The research subjects include the Arabic language teacher, the school principal, and students. Informants were selected using purposive sampling, based on their direct involvement, level of understanding, and experience related to the implementation of the *Merdeka Curriculum*. Within the case study framework, this selection aims to generate rich and in-depth data.

Data collection techniques employed in this study include participatory observation, in-depth interviews, and documentation. Observation was conducted to directly examine the instructional process and the dynamics of curriculum implementation in the classroom. In-depth interviews were carried out to explore the perceptions, experiences, and strategies employed by teachers and school stakeholders. Meanwhile, documentation was used to complement the data in the form of teaching materials, instructional modules, the school's operational curriculum, and other supporting documents.

In qualitative research, the researcher serves as the primary instrument (human instrument), responsible for collecting, processing, and interpreting the data. The researcher acts as an observer, interviewer, and analyst, actively engaging in all stages of the research process. This involvement enables the researcher to gain a deeper and more contextual understanding of the meanings embedded in the data.

Data analysis in this study follows the interactive model proposed by Miles and Huberman, which consists of three main stages: (1) data reduction, referring to the process of selecting and simplifying raw data; (2) data display, presented in the form of systematic descriptive narratives; and (3) conclusion drawing and verification, conducted iteratively until credible and consistent findings are obtained.

To ensure the trustworthiness of the data, this study applies triangulation techniques, namely: (1) source triangulation, by comparing data obtained from various informants (teachers, students, and the school principal); and (2) methodological triangulation, by comparing data derived from observation, interviews, and documentation. In addition, to strengthen validity in the case study, this research also employs member checking (data confirmation with informants) and an audit trail (systematic tracking of the research process). Thus, the findings of this study are expected to achieve a high level of credibility, dependability, and confirmability.

## RESULTS AND DISCUSSION

### The Implementation of the Merdeka Learning Curriculum at SMPIT Shohibul Muslimin Serang in Arabic Language Instruction

Based on data collected through observation, in-depth interviews, and documentation, this study reveals that the implementation of the *Merdeka Curriculum* in Arabic language instruction at SMPIT Shohibul Muslimin Serang has been initiated since 2022. The implementation has been carried out gradually, taking into account the characteristics of the institution as an Islamic-based educational setting.

In general, the school has adopted the fundamental principles of the *Merdeka Curriculum*, particularly in terms of instructional flexibility and the strengthening of students' character. This is reflected in school policies that integrate the reinforcement of religious values into the instructional structure. The school principal stated that the development of students' profiles is conducted through programs such as Qur'anic literacy (*Baca Tulis Al-Qur'an/BTQ*) and memorization of Juz 30, which are not merely extracurricular

activities but are also integrated into the learning process.

At the level of implementation, Arabic language instruction is conducted through a combination of intracurricular and co-curricular activities. Classroom instruction focuses on the development of linguistic competence (*dirasah lughawiyah*), including vocabulary mastery (*mufradat*) and comprehension of classical Islamic texts (*kitab kuning*). Meanwhile, learning activities outside the classroom are carried out through structured routines (daily, weekly, and annual), aimed at reinforcing the contextual use of the Arabic language.

Analytically, these findings indicate that the implementation of the *Merdeka Curriculum* in the school is not solely oriented toward cognitive aspects, but also emphasizes the integration of linguistic competence and Islamic values. The emerging instructional model can be categorized as an integrative-religious model, which combines Arabic literacy with the reinforcement of religious understanding through two main components: mastery of classical texts

(*kitab kuning*) and vocabulary development.

However, the findings also reveal that the implementation of the *Merdeka Curriculum* has not yet been fully optimal. This is evidenced by the continued dominance of subject-oriented instructional patterns, indicating that the principles of flexibility and differentiated instruction have not been maximally implemented. Consequently, the instructional design remains relatively uniform and has not fully accommodated the individual needs of students.

Based on these findings, it can be concluded that the implementation of the *Merdeka Curriculum* in Arabic language instruction at SMPIT Shohibul Muslimin Serang tends toward an integrative model that combines linguistic competence with religious values. This model holds significant potential for developing both language proficiency and students' character; however, it still requires further enhancement, particularly in terms of pedagogical innovation, including the implementation of differentiated instruction and the optimization of curriculum flexibility.

## **Strategies for the Implementation of the Merdeka Curriculum in Arabic Language Teaching at SMPIT Shohibul Muslimin Serang**

The *Merdeka Curriculum* represents a transformation of national education policy developed in response to global dynamics and the disruption of learning in the post-COVID-19 pandemic era. This policy was introduced by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in 2022, emphasizing the principles of flexibility, differentiation, and student-centered learning. Conceptually, the *Merdeka Curriculum* aims to foster meaningful, adaptive learning while developing 21st-century competencies, including critical thinking, creativity, communication, and collaboration (Ainia, 2020; Fitriyah & Wardani, 2022).

Based on the findings at SMPIT Shohibul Muslimin Serang, the implementation of the *Merdeka Curriculum* in Arabic language instruction begins with a systematic planning phase through the development of an annual program. This phase includes the formulation of learning outcomes, content mapping,

and the determination of competency targets aligned with students' characteristics. These findings indicate that although the *Merdeka Curriculum* provides flexibility, structured planning remains a key element in ensuring the achievement of learning objectives (Rosmana, 2022).

At the implementation stage, the instructional strategies for Arabic language learning in the school demonstrate an integrative pattern that combines the development of linguistic competence with the internalization of Islamic values. One notable practice identified is the habituation of Qur'anic recitation (*qirā'ah*) prior to the commencement of lessons. This activity includes elements of *tahsin* and *tajwid*, which indirectly contribute to strengthening the phonological aspects of language learning. From a linguistic perspective, accurate pronunciation practice constitutes a fundamental component in second language acquisition, particularly in enhancing phonological awareness (Nation, 2001). Thus, the integration of Qur'anic recitation functions not only as a religious activity but also holds

pedagogical relevance in Arabic language instruction.

Furthermore, instructional strategies are developed through two main components, namely the study of classical Islamic texts (*kitab kuning*) and vocabulary enhancement (*mufradat*). The study of *kitab kuning* plays a significant role in training students to read unvowelled classical Arabic texts, which requires in-depth grammatical analysis (*nahwu* and *sharaf*). In language learning studies, the ability to read authentic texts is considered a crucial indicator of advanced literacy proficiency (Grabe & Stoller, 2011). Therefore, the study of *kitab kuning* not only strengthens religious understanding but also contributes to the development of academic literacy in Arabic.

Meanwhile, vocabulary enhancement is implemented through a daily habituation strategy, whereby students are required to memorize at least three new words each day. This strategy aligns with vocabulary acquisition theories that emphasize the importance of repeated exposure and contextual use in improving memory retention

(Schmitt, 2000). Quantitatively, this approach has the potential to result in significant long-term vocabulary mastery, which is a fundamental prerequisite for language proficiency (Nation, 2001).

Moreover, the findings reveal three primary focuses in Arabic language instruction: (1) vocabulary mastery as the foundation of communication, (2) writing skills developed through *kitab kuning* exercises, and (3) pronunciation skills enhanced through Qur'anic recitation practices. These aspects reflect an instructional approach oriented toward the development of fundamental language skills, although they are not yet fully integrated within a modern communicative learning framework.

Analytically, these findings suggest that the implementation of the *Merdeka Curriculum* at SMPIT Shohibul Muslimin Serang tends to adopt a habitual-integrative instructional model that combines linguistic competence with religious values. This model demonstrates strength in simultaneously building linguistic foundations and students' religious character. However, from the

perspective of *Merdeka Curriculum* theory, the implementation still faces limitations in terms of differentiated instruction. The principle of differentiation, which is intended to accommodate diverse abilities, interests, and learning styles of students, has not yet been optimally realized (Tomlinson, 2014).

In addition, the instructional strategies applied still exhibit a tendency toward traditional approaches based on repetition and memorization. While such approaches are effective in the early stages of language learning, they need to be complemented with communicative and contextual approaches to enhance students' communicative competence (Richards & Rodgers, 2014). This indicates a gap between classroom practices and the modern learning paradigm promoted by the *Merdeka Curriculum*.

Based on the overall findings, it can be concluded that the implementation strategies of the *Merdeka Curriculum* in Arabic language instruction at SMPIT Shohibul Muslimin Serang are characterized by an integrative approach that combines linguistic competence with religious values,

supported by systematic habituation strategies. Nevertheless, to achieve optimal implementation, further enhancement is required, particularly in terms of pedagogical innovation, including the application of differentiated instruction, communicative approaches, and more

varied student-centered learning strategies.

The following are several instructional models implemented in classroom settings, outside the classroom, and in daily activities at SMPIT Shohibul Muslimin Serang:

*Tabel 1 The Model of Arabic Language Instruction Implementation in the Classroom*

Classroom Learning Activities	
No	Learning Activities
1	The teacher began the lesson by greeting the students and leading a collective prayer before starting the Arabic language learning session.
2	The teacher delivers the instructional material and explains the learning objectives at each meeting.
3	The teacher opens a question-and-answer session for students who wish to ask questions regarding each learning material presented.
4	The teacher and students recite a prayer after the Arabic language learning session.
5	The teacher evaluates the learning process at each meeting.

*Tabel 2 The Model of Arabic Language Learning Implementation Outside the Classroom*

Outside-the-Classroom Learning Activities	
No	Learning Activities
1	The teacher begins the lesson by greeting the students and reciting a prayer together before starting the Arabic language learning session.
2	The teacher delivers the instructional material and explains the learning objectives at each meeting.
3	The teacher opens a question-and-answer session for students who wish to ask questions regarding the learning material presented at each meeting.
4	The teacher and students recite a prayer after the Arabic language learning session.
5	The teacher evaluates the learning process at each meeting.

*Tabel 3 The Model of Arabic Language Learning Implementation in Daily Activities*

Learning Activities in Daily Life	
No	Learning Activities
1	Students enter the classroom.
2	Students begin the session by reciting <i>Bismillah</i> and reading the Qur'anic <i>qira'ah</i> .
3	Students conclude the Qur'anic <i>qira'ah</i> recitation.
4	Students memorize <i>mufradat</i> (three vocabulary items) before the Arabic language learning class begins.

### **Problems in the Implementation of the Merdeka Belajar Curriculum at SMPIT Shohibul Muslimin Serang in Arabic Language Learning**

In curriculum implementation, a gap is often found between the ideal

design and its actual practice in the field. Based on observations and interviews conducted at SMPIT Shohibul Muslimin Serang, this study identified several challenges in the implementation of the

*Merdeka Belajar* Curriculum in Arabic language learning.

The interview results with the Arabic language teacher revealed that the primary challenge lies in the heterogeneity of students' abilities, particularly in terms of comprehension skills and the speed of understanding learning materials. Some students experienced difficulties in following the learning process, especially in complex subjects such as *kitab kuning* learning. In addition, several students demonstrated low levels of active participation during classroom learning activities, which affected the optimal achievement of learning competencies.

These findings were further reinforced through interviews with students. One student stated that although they were generally able to follow Arabic language learning, they experienced difficulties in providing *harakat* for unvowelled Arabic texts. Another student explained that the main challenge was understanding the language used in *kitab kuning*, which was perceived as linguistically complex. These findings indicate that the primary challenges are not only pedagogical in nature but also related to the level of

material difficulty, which has not yet been fully adjusted to the students' prior abilities.

Analytically, difficulties in reading unvowelled Arabic texts are closely related to the limited mastery of Arabic grammatical structures, particularly *nahwu* and *sharaf*. From the perspective of language learning, this ability belongs to the category of higher-order language skills that require systematic and gradual learning stages (Grabe & Stoller, 2011). Therefore, the implementation of *kitab kuning* materials for beginner-level students potentially creates a high cognitive load, which may hinder the comprehension process (Sweller, 2011).

On the other hand, the issue of limited student participation indicates that the principle of differentiated instruction, which constitutes a key characteristic of the *Merdeka Belajar* Curriculum, has not yet been fully implemented. According to Carol Ann Tomlinson (2014), differentiated instruction requires teachers to adjust learning strategies, methods, and materials based on students' readiness, interests, and learning profiles. In the context of this study, the relatively uniform learning approach resulted in

some students being less optimally engaged in the learning process.

In response to these challenges, teachers conducted continuous learning evaluations. The evaluation process did not solely focus on cognitive aspects but also included affective and behavioral aspects, such as participation, discipline, and student involvement in learning activities. Assessments were conducted periodically through weekly recapitulations to comprehensively monitor students' progress.

Furthermore, the evaluation strategy was complemented by the provision of rewards for students who actively participated and demonstrated positive improvement. This approach is consistent with learning motivation theory, which emphasizes the importance of reinforcement in increasing student participation and engagement, as proposed by B. F. Skinner (1953). For students who experienced difficulties, particularly in *kitab kuning* learning, teachers provided more intensive guidance through detailed explanations and additional exercises.

The evaluation results demonstrated an improvement in students' motivation and interest in Arabic language learning. This was reflected in the increased student involvement in learning activities, both inside and outside the classroom. Thus, despite the various challenges encountered in the implementation of the *Merdeka Belajar* Curriculum, the evaluative and adaptive efforts undertaken by teachers were able to positively influence both the learning process and learning outcomes.

Overall, these findings indicate that the main challenges in implementing the *Merdeka Belajar* Curriculum are related to students' readiness and the adjustment of instructional strategies. Therefore, stronger implementation of differentiated instruction, adjustment of material complexity levels, and innovation in learning strategies are required to ensure a more optimal implementation of the curriculum

## CONCLUSION

This study concludes that the implementation of the Merdeka Curriculum in Arabic language learning at SMPIT Shohibul Muslimin Serang demonstrates a tendency toward an integrative-religious

learning model based on habituation, which integrates the reinforcement of linguistic competence with the internalization of Islamic values. This implementation is reflected through a combination of intracurricular and cocurricular learning activities, as well as daily routine programs, such as vocabulary reinforcement (*mufradat*), the study of classical Islamic texts (*kitab kuning*), and the habitual use of Arabic in everyday interactions.

From a strategic perspective, the implementation of the Merdeka Curriculum is supported by systematic instructional planning and a transformation in the teacher's role from a teacher-centered approach to a facilitator-centered approach, in which teachers function as facilitators who encourage students' independent learning. This transformation has positively contributed to enhancing student engagement and learning experiences, although the implementation of differentiated instruction principles has not yet been fully optimized.

The primary challenges encountered include the heterogeneity of students' abilities, particularly in mastering complex materials such as *kitab kuning*, as well as the low

participation of some students in the learning process. These challenges indicate the need to adjust the complexity level of instructional materials and to develop learning strategies that are more adaptive and responsive to students' individual needs.

Overall, the implementation of the Merdeka Curriculum in Arabic language learning at SMPIT Shohibul Muslimin Serang demonstrates significant potential in improving students' linguistic competence and religious character development. However, optimizing its implementation requires strengthening pedagogical innovation, particularly in the application of differentiated instruction, the development of more communicative and contextual learning methods, and the utilization of more varied instructional media to enhance students' motivation and participation.

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