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MAXIMIZING THE ARABIC LANGUAGE CURRICULUM TO PRODUCE GRADUATE QUALIFICATIONS AT INTEGRATED ISLAMIC SCHOOL

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The qualifications of graduates learning Arabic can be measured by the quality of the curriculum applied. A certified curriculum is qualified when it passes the management process well. The study aims to analyze the management of the Arabic curriculum to produce qualified graduate qualifications. The author uses a descriptive qualitative approach through case study methods at As-Syifa Subang High School. The data was collected through observation phases and interviews with the Deputy Head of the Curriculum School. The results of this study revealed that As-Syifa Subang High School adopted the Merdeka Curriculum with a shared merdeka pattern. The management of the curriculum implementation is carried out after the concepts are well formulated. A variety of curricula include project based-learning, Al-Qur'an deepening, multilingual learning, character education, and entrepreneurship that are integrated into each subject. The findings of this study suggest that in addition to curriculum design there are important bodies that can produce qualified graduate qualifications, that is individual "learners" through good management support and educational materials that are accessible from a variety of sources.

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A. Introduction

The curriculum plays a vital role in producing graduates in line with educational goals through the accumulation of knowledge attitudes, and skills. The Arabic curriculum can be understood as a set of plans and arrangements concerning purposes, content, and teaching materials and methods used as guidelines for conducting Arabic language learning activities to achieve goals through the accumulation of knowledge, attitudes, and skills presented through the strengthening of language skills, *istima'*, *kalam*, *qira'ah*, and *kitabah*.¹ The four must be integrated into the learning process to produce qualified graduate qualifications.

Learning Arabic requires a conducive and meaningful learning atmosphere. Such a goal requires management or management that is truly in line with the purposes of the curriculum. The Arabic curriculum has a central function and position in the entire learning process. Besides having an important position, the Arabic curriculum also has several functions, namely, setting up, planning, organizing, and choosing appropriate and effective methods, strategies, and approaches, and of course, as a benchmark for learning maintenance.² According to Chigbu and Makapela, the management of Arabic curricula is a process of action that includes planning, organization, guidance, and control of the implementation of curricula in order to achieve the goals that have been planned from the outset by using data-supporting aspects.³

According to Chaer, there are many factors determining language learning success, such as age, motivation, formality, environment, first language, and curriculum management.⁴ Good management of the Arabic curriculum needs to be done to produce qualified graduate qualifications. Hasan & Hilmi affirm that good curriculum management has positive implications for the cognitive, affective, and psychomotor development of students towards the Arabic language and has a positive impact on the improvement of the quality of educational institutions.⁵ The quality of an educational institution will be influenced by the extent to which it is able to manage its entire potential optimally, ranging from educational

¹ Apri Wardana Ritonga et al., "E-Learning Process of Maharah Qira'ah in Higher Education During the Covid-19 Pandemic," *International Journal of Higher Education* 9, no. 6 (2020): 227–35, <https://doi.org/10.5430/ijhe.v9n6p227>.

² Reksoadmodjo, *Pengembangan Kurikulum Pendidikan Teknologi Dan Kejuruan* (Bandung: Refika Aditama, 2010).

³ Bianca Ifeoma Chigbu and Sicelo Leonard Makapela, "Data-Driven Leadership in Higher Education: Advancing Sustainable Development Goals and Inclusive Transformation," *Sustainability* 17, no. 7 (April 1, 2025): 3116, <https://doi.org/10.3390/su17073116>.

⁴ Abdul Chaer, *Linguistik Umum* (Jakarta: Rineka Cipta, 2012).

⁵ Agus Wahid Hasan and Danial Hilmi, "Manajemen Pelaksanaan Program Pembelajaran Bahasa Arab Di Pondok Pesantren Sunan Kalijogo Surabaya," *Tarbiyatuna: Jurnal Pendidikan Ilmiah* 7, no. 1 (2022): 75–90, <https://doi.org/10.55187/tarjpi.v7i1.4602>.

resources, pupils, educational means, learning processes, finances, and even its relations with society.

The Arabic language learning curriculum is a tool for planning the process of learning activities in the classroom that is at the heart of school activities. In managing the Arabic curriculum, the object of its management is the Arabic curriculum. So, the management of Arabic is a typical process that consists of the action of planning, organization, guidance, and control that is carried out to the implementation of the Arab language curricula to achieve the goal that has been set from the beginning by using the whole supporting aspect that exists.⁶

Based on the above exposure, it is quite clear that the output of Arabic language learning graduates has qualified qualifications that are adaptive to the development of the times. It is based on the curriculum management process, including aspects of planning, organization, implementation, and supervision, as well as the evaluation of curricula that correspond to the life needs of students in the future.⁷ The qualifications of graduates of Arabic language education became a key indicator of the successful implementation of curricula in schools. Generally, speaking about Arabic language learning qualifications work: first, to support national cultural building. This is in line with the significant role of Arabic in national culture; second, to promote national development. It is in connection with the goal of national development that is not only material but also spiritual, and Arabic is the religious language embraced by the majority of Indonesia.

However, the creation of quality graduate qualifications cannot be passed on to schools alone; all parties must be involved to realize it including parents and society. The school management team plays the role of planning, organizing, operating, monitoring, evaluating, and empowering all available resources.⁸ While parents and the community are the support system of the school when the child is at home. Each of the above elements moves and progresses, performing its respective functions effectively and efficiently. Because the success of the school in improving the performance of its pupils as an indicator of the quality of

⁶ Muhammad Afthon Ulin Nuha and Nurul Musyafa'ah, "Implementation of Quality Management Curriculum in Arabic Learning," *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 2 (November 4, 2022): 417, <https://doi.org/10.29240/jba.v6i2.5137>.

⁷ Andhyarnita Pratami, Sugiarto Sugiarto, and Masduki Ahmad, "Curriculum Management in the Intercultural School," *International Journal of Elementary Education* 5, no. 1 (May 18, 2021): 107, <https://doi.org/10.23887/ijee.v5i1.33937>.

⁸ Susanto Susanto, Apri Wardana Ritonga, and Ayu Desrani, "Innovation Management Plan for Quality Improvement of Madrasah in Covid-19 Situation," *Aspirasi: Jurnal Masalah-Masalah Sosial* 13, no. 1 (2022): 117–33, <https://doi.org/10.46807/aspirasi.v13i1.3001>.

graduates depends heavily on the effectiveness of the management's implementation of its curriculum.⁹

From the above exposure, the authors see the importance of conducting actual studies on the implementation of independent curricula in schools. Although previous research has covered a lot of similar issues, generally new fields of study are literature analysis, curriculum concepts, questions of Arabic curricula, and curricular management systems in schools. The author sees that earlier literature has not yet been able to represent the study of the Merdeka Curriculum, which is the curriculum kibrat in Indonesia today. Therefore, the aim of this study is to describe the management of the Arabic curriculum in schools to produce qualified graduate qualifications that fit the demands of the times.

B. Research Methode

This research uses a descriptive-qualitative approach, where the authors do not need a statistical tool to measure or obtain research data. While the research method uses the case study method at the Integrated Islamic High School, As-Syifa Subang, This method selection aims to deepen the primary data that is then deductively described on the management of the implementation of the Arabic language learning curriculum in producing graduate qualifications of the process, coercion, evaluation, and obstacles. Data collection techniques use detailed interviews as well as descriptive interviews. Both of these interviews were done to obtain more comprehensive data. The interview was distributed using Google Forms to representatives of Arabic language teachers.

As for data analysis, that is, qualitative data analysis using the Miles and Hubberman models consisting of three steps, namely data reduction, data presentation, conclusion withdrawal, or verification.¹⁰ Qualitative data analysis is a selection process that focuses on the simplification, abstraction, and transformation of the "casar" data that emerges from the written records in the field. First, at this stage, the authors first record the results of the observations and interviews in summary form, then classify the data according to needs. Second, the presentation of data is much involved in the display of data collected and previously analyzed in the form of images, graphs, and tables. Third, the verification of initial

⁹ Susanto Susanto, Apri Wardana Ritonga, and Ayu Desrani, "Islamic Boarding School Paradigm: As a Religious Education Institution and Strengthening Student Character," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 4, no. 4 (2023): 878–87, <https://doi.org/10.31538/munaddhomah.v4i4.641>.

¹⁰ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Los Angeles: Sage Publications, 1994).

data with other supporting evidence to strengthen the selection of data to obtain credible conclusions from the field of research.

C. Result of Research and Discussion

Arabic Curriculum Management Pattern

The authors conducted an observation of the management of the Arabic curriculum at As-Syifa Subang High School. This school is based on training because all the students live in dorms. The main objective of education is to be a national-international reference school with a global-looking model school for developing potential students based on strong Islamic character. Because the strength of education at As-Syifa Subang High School is the cultivation of character education through the process of learning both intra-curricular and extra-curricular. The curriculum used in the school is a free curriculum with the characteristics of self-sharing. It means implementing the curriculum independently through the optimization of students' potential to develop their skills as well as sharing knowledge with each other.

The implementation of the independent curriculum at As-Syifa Subang High School covers all national compulsory lessons so that students have national qualifications. In addition, the school also has its own curriculum to support the qualification of students in the Merdeka Curriculum, which includes religious lessons, character strengthening, worship practice, Arabic, reading the Quran, and Tahfidz Al-Qur'an. The combination of Merdeka curricula and school curricula complements each other in realizing the learning objectives that are to be achieved in both curricula. Thus, curriculum management is essential to ensure the implementation of curricula as initially agreed, as well as monitoring and evaluation.

Curriculum is one of the most important factors in the world of education. This has been recorded in the National Education System Act No. 20 of 2003, which states that the curriculum is a set of plans and arrangements concerning purposes, content, and teaching materials, as well as methods used as guidelines for the maintenance of learning activities for a particular educational goal. Therefore, to maximize the application of the curriculum, good management is required.¹¹ Moreover, considering the basic principles of curricular management, strive for the learning process to go well

¹¹ Nurul Fika et al., "Manajemen Kurikulum Pembelajaran Bahasa Arab Di Madrasah Aliyah," *Journal on Education* 06, no. 01 (2023): 7797–7805.

by measuring the achievement of goals by the pupils and encouraging teachers to formulate and continuously improve their learning strategy.¹²

The Arabic language learning curriculum emphasizes that education is not just a science transfer activity but an education that encompasses students through learning from the perspective of the characteristics and cultural richness of Arabic. Therefore, the application of curriculum management must be implemented in accordance with the educational objectives of a school, which refers to the conceptualization of perfect human beings through the transformation of knowledge, skills, and mental attitudes that must be structured in the curricula.¹³ The complexity of the Arabic curriculum drives the entire element of education to advance the principle of collaboration in achieving the desired educational goals. Therefore, the curriculum management system must be well organized so that all parties can implement it.

Curriculum management is a system that manages curricula that are organized, comprehensive, detailed, and structured in order to achieve curriculum goals. According to Nunan, the curriculum is the procedure or principle for planning, implementation, evaluation, and setting up the design of an educational program. According to Supriani et al the curriculum includes all previously planned experiences to prepare students for educational goals.¹⁴ While an Arabic curriculum can be defined as a management plan, a set of plans concerning the content, purpose, and material of the lesson and the measures used as guidelines for the learning of the Arabic language to a specific goal.¹⁵

In the curriculum, there are separate curricula or curricular organization terms. Curriculum organization is the theory of curriculum organization where curricula are separated. It is similar to the separated curriculum, or subject-matter curriculum, which is the grouping of curricula that are separated on one subject from the other. Apparently, Higgins et al reinforces this view by saying that subjects are grouped and separated into more specific categories, where one subject and the other subject are organized

¹² Alfianor Alfianor, "Manajemen Kurikulum Bahasa Arab Di Madrasah Aliyah Normal Islam Putera Rakha Amuntai," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 5, no. 1 (2022): 139, <https://doi.org/10.35931/am.v5i1.881>.

¹³ Reni Nuraeni and Irawan Irawan, "Implementation of Scientific Integration Concept Monitoring and Evaluation on the Pesantren Learning Curriculum," *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 5, no. 2 (2021): 86–95, <https://doi.org/10.33650/al-tanzim.v5i2.2186>.

¹⁴ Yuli Supriani et al., "The Process of Curriculum Innovation: Dimensions, Models, Stages, and Affecting Factors," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 2 (May 18, 2022): 485–500, <https://doi.org/10.31538/nzh.v5i2.2235>.

¹⁵ Henri Guntur Tarigan, *Dasar-Dasar Kurikulum Bahasa* (Bandung: Angkasa, 2009).

separately.¹⁶ In the organization of this curriculum, subjects can set the minimum requirement that students must master to be eligible for class. Usually, subjects are the main tool and source of learning. The subject curriculum consists of separate subjects, and the subject is a set of experiences and knowledge organized logically and systematically by the curriculum experts.

From some of the above opinions, the author concludes that the management of the Arabic learning curriculum is an organized, comprehensive, detailed, and structured curricular management system to achieve the purpose of the curricula in Arabic. It is a vital element in the learning of foreign languages in Indonesia, with the complex characteristics of the Arabic language requiring management to be able to describe the major objectives to be achieved in the curriculum. Because every subject, especially foreign language lessons, has its own challenges and difficulties.

According to Tareva et al, learning Arabic brings challenges and opportunities. For example, becoming a developed country requires an effort to develop multilingual citizens through strengthening language learning in formal and informal educational institutions as an actualization of the interests and aspirations of learners in language development.¹⁷ Traditionally, all forms of Islamic teaching in the Muslim world require Arabic as a means of communication, such as prayer, reading the Quran, and prayer. However, only a small fraction of them understand the meaning of what they read all the time, and most others are just routine. The presence of the Arabic language is expected to be able to address such issues, in the ritual aspects of worship, and can be enhanced as a means of communication for common progress and the nation.

As-Syifa Subang High School realizes the management of the Arabic curriculum in various aspects of compulsory learning for all pupils. The activities are grouped into project-based learning, deepening the Quran, multilingual learning, character education, and entrepreneurship. For example, project-based learning in learning Arabic will lead to learning projects in the Arabic region, and so on. Ritonga et al assessed that relevant Arabic language learning is taught through a variety of media and approaches, in essence

¹⁶ E. Tory Higgins, C. Peter Herman, and Mark P. Zanna, *Social Cognition* (London: Routledge, 2022), <https://doi.org/10.4324/9781003311386>.

¹⁷ Elena Tareva, Veronica Razumovskaya, and David Guile, "Post-Knowledge Economy and Lifelong Language Learning: New Agendas and Issues," ed. Valentina Kononova, Natasha Kersh, and Tatiana Dobrydina (Cham: Springer International Publishing, 2022), 1–24, https://doi.org/10.1007/978-3-030-98566-0_1.

adapted to the needs of schools and pupils and the ease of teachers in implementing them.¹⁸

Arabic Curriculum Management at As-Syifa Subang High School

As-Syifa Subang High School adopted the Merdeka Curriculum with the characteristics of Merdeka Share as an actualization of learning in schools. In the process of formulation, a number of leaders are involved in drawing up the management of curriculum implementation, such as the head of the school, the teaching staff, the quality guarantee team of education, and the department of the developers of the curricula. The teaching team has the authority to carry out the relevance analysis of the Merdeka Curriculum established by the government for As-Syifa Subang High School. This is done to bring about the harmonization of education applied in As-Syifa Subang High School with the educational objectives set by the foundation, which is to develop a special educational model that becomes a national-international reference.

Implementation of the curriculum at As-Syifa Subang High School is carried out through meetings, professional working groups of institutions, and work units. At the meeting, all the leaders of the educational unit are asked to attend the event in a massive manner and have the right to express their views in the preparation of the curriculum at the school. As for the professional working group of the institutions, there are only teachers with the same subjects as IPA, IPS, religion, and language. While the work units are more specific to each work unit, from the lowest to the highest unit level. Mohzana assesses the management of the curriculum with the bonding of the entire academic curriculum. This gives the curriculum depth and ease in the implementation process because it is supported by a solid formulation team.¹⁹

Managing an Arabic curriculum is not a simple job. Basically, every student is interested in studying foreign languages, not to mention Arabic, because they believe that foreign languages are crucial to their future careers. However, learning Arabic requires diligence and consistency because Arabic has different rules of play than the mother tongue or another foreign language. Therefore, schools have an important role to

¹⁸ Mahyudin Ritonga et al., "Learning for Early Childhood Using the IcanDO Platform: Breakthroughs for Golden Age Education in Arabic Learning," *Education and Information Technologies*, no. 0123456789 (2023), <https://doi.org/10.1007/s10639-022-11575-7>.

¹⁹ Mohzana Mohzana, "The Impact of the New Student Orientation Program on the Adaptation Process and Academic Performance," *International Journal of Educational Narratives* 2, no. 2 (April 5, 2024): 169–78, <https://doi.org/10.70177/ijen.v2i2.763>.

play in the success of learning Arabic. Moreover, management must be fully observed and run as it functions. It may be the problems that arise in the learning of Arabic, such as the disadvantage of the plan with the purpose due to the weakness of the management system of the implementation of the curriculum. Currently, the government is presenting a Merdeka Curriculum, which is expected to be able to address the existing issues.

The Merdeka curriculum is a new hope for schools to improve the quality of education in Indonesia. Various national and international studies indicate that Indonesia is experiencing a fairly long learning loss crisis. These studies show that many Indonesian children are unable to understand simple reading or apply basic mathematical concepts. The findings also reveal sharp educational gaps between regions and social groups in Indonesia. The situation was further exacerbated by the COVID-19 pandemic, which lasted from 2020 to 2022. To overcome these crises and challenges, we need systematic change in the curriculum. The curriculum determines the material taught in the classroom.

Roehrig et al assessed the need to formulate curricula because the curriculum affects the quality and teaching methods used by teachers to meet the needs of students. That is why we have developed an independent curriculum as an important part of the effort to recover the lessons learned from the crisis that has long been experienced by Indonesian society.²⁰ There are two main objectives underlying the policy: independent curricula are either an option or an obligation for schools. First, the government in this case wants to reaffirm that schools have the right to autonomy and the responsibility to develop curriculum that suits their needs in the context of each school. Second, with this curriculum option policy, the process of changing national curricula is hoped to be smooth and gradual.²¹

The first option for the school is to implement the 2013 curriculum in full, the two emergency curricula, which were simplified during the pandemic, and the three independent curricula. Schools that use the independent curriculum can choose three more options: self-learning, self-change, and self-sharing. Schools that choose self-

²⁰ Gillian H. Roehrig, Rebecca A. Kruse, and Anne Kern, "Teacher and School Characteristics and Their Influence on Curriculum Implementation," *Journal of Research in Science Teaching* 44, no. 7 (September 2007): 883–907, <https://doi.org/10.1002/tea.20180>.

²¹ Fajrina Sulistyani and Rahmat Mulyono, "Implementasi Kurikulum Merdeka (IKM) Sebagai Sebuah Pilihan Bagi Satuan Pendidikan: Kajian Pustaka," *Didaktik: Jurnal Ilmiah PGSD STKIP Subang* 8, no. 2 (2022): 1999–2019.

learning still use the 2013 curriculum but have begun to apply the principles that exist in the free curriculum, especially to improve literacy competence, numeration, strengthening character education, and others that exist in the independent curriculum. Self-change means fully utilizing the free teaching platform prepared by Kemdikbudristek.

Selecting CP, TP, ATP, teaching devices, assessments, and others on this platform that have covered the needs of schools in implementing the Free Curriculum. While the Free Sharing platform is for schools that have already implemented practices related to the development of teaching materials, have worked to innovate, and are willing to share with other schools, Schools can still change the options in the free curriculum; for example, when at the beginning of the school year they choose self-learning, then they can change to self-changing or self-sharing. However, when a school chooses self-sharing at the start of the school year but has significant obstacles in its journey, the school can change the curriculum to self-learning.

Based on the results of a limited interview with one of the teachers at As-Syifa Subang High School, he revealed that the fundamental change of the Curriculum 2013 with the Merdeka Curriculum lies on the nomination side only, while at the stage of implementation, it is not much different. It is expressed in the following series of applications of the Merdeka Curriculum:²²

1. In the learning device, there is originally KI (core competence) and KD (basic competence) transformed into CP (learning achievement), and in the planning of the CP, it is analyzed to compile the learning objectives and the course of the purpose of learning;
2. The term curriculum is replaced with ATP (Learning Purpose Stream), which is created and designed by the teacher.
3. RPP was replaced in teaching modules and developed by teachers;
4. The difference between the RPP and the teaching module is that the last RPP made one sheet on the curriculum is the 13th, now more. It contains formative and sumative tests, where the tests are planned and designed by the teacher;
5. In the teaching module, it begins with a diagnostic test (divided into two: a cognitive test for learning and a non-cognitive test to know the background of the student)

²² Sulistyani and Mulyono. "Implementasi Kurikulum Merdeka (IKM) Sebagai Sebuah Pilihan Bagi Satuan Pendidikan: Kajian Pustaka,"

and to find out the character of the child (happy or not a student) at the end of learning. The planning of these assessments is planned and made by the teacher.

6. Reduction of IPA and IPS subjects in Phase A; for Phase B, there is a merger of IPA and IPS into IPAS.
7. Submission of materials can be subject and subject, returned to the respective educational unit;
8. Free course hours per week;
9. Students can choose which subjects to be preceded and taught because they are attached to the teaching module, not the practice book.

From the above statement, it is important to note that the Merdeka Curriculum does simplify the teaching device but adds components of the teacher's activity in the Documents of Learning Purposes that were previously not in the 2013 curriculum, such as the presence of diagnostic tests to know the background and character of the pupils and fundamental changes related to a number of documents that must be prepared by teachers, among others. In the Merdeka Curriculum, teachers are given the freedom to choose the subject matter to be taught first and the freedom to choose the number of lessons per week. This makes the distribution of lesson hours per subject matter uneven and leads to a substantial concentration of material. Materials can be submitted thematically or subject to the choice of the educational unit.

The characteristics of the Merdeka Curriculum stated in Dinana's statement suggest that the curriculum is expected to develop the soft skills and character of students according to the requirements of the Pancasila Student Profile program:²³ noble morality, global self-esteem, self-reliance, *royong*, critical, and creative. In addition, the Merdeka Learning curriculum focuses on material that is considered important so that the educational unit, in this case, teachers, can provide more in-depth learning about the basic competences of the student, namely literacy and numeration. *First*, education that liberates is an educational pattern that implements true values and transforms the individual who learns. *Second*, education, which liberates, is an education that is presented with the advancement of the values of human dignity, so that

²³ Muhammad Fahim Dinana, Makhfud Makhfud, and Moch. Mukhlison, "The Use of Differentiated Instruction in Achieving Learning Objectives of Islamic Religious Education in the Merdeka Curriculum," *Jurnal Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 14, no. 1 (May 31, 2024): 79–92, <https://doi.org/10.33367/ji.v14i1.5318>.

discriminatory practices mdignityremoved. This means that every individual who studies is entitled to treatment.

The above theory is interesting because education liberates through the cultivation of the right educational pattern in accordance with the rules that govern the life of a nation that is capable of changing the individual to learn as well as preserving the dignity of human beings, so that there is no practice of discrimination because every individual is entitled to equal treatment. Besides, he hopes that education can restore human life in the sense of restoring human life as it was. In order to realize the concept of education reform, Kemendikbudristek gives the teacher the freedom to teach at a level that corresponds to the needs of a student through the Free Learning program. What's happening all this time is the equalization of the curriculum level without taking into account the individual competence of the student.

In fact, the implementation of this Merdeka Curriculum is not free from problems and challenges. One of them is the teacher's mindset as a curriculum actor. In the Merdeka curriculum, there is a change in the function of the educator where the first educator teaches with a uniform approach for all to be educators who can to create learners into lifelong self-learning so that the role of educator is no longer the transfer of knowledge but the teacher as a mentor, facilitator, or mediator actively. To change the mindset, Kemendikbudristek conducts project-based training and pedagogical competence for teachers. So learning is truly student-centered, with a variety of approaches and learning media used by teachers.

Table 1: Learning patterns of Arabic at As-Syifa Subang High School

NO	PRINCIPLE	IMPLEMENTATION
1	Learning is designed taking into account the stage of development and the level of achievement of the current student, in accordance with the learning needs, as well as reflecting the different characteristics and development of the student so that learning becomes meaningful and enjoyable.	Teachers design or choose the course of Arabic learning by looking at the progress of the students. Taking into consideration the majas istima', kalam, qiro'ah, and bookah, teachers design fun Arabic learning using a variety of fun strategies and various innovations, such as material delivered based on games and songs.

2	Learning is designed and implemented to build the capacity of learners to become lifelong learners.	Learning is conducted using a student-centered approach, and teachers are constantly providing direct feedback that encourages the ability of students to continue learning and exploring the Arabic language. Teachers use opening questions to stimulate deep thinking; Teachers motivate students to participate actively and be able to self-learn; Teachers design learning to encourage students to continuously improve their competence through tasks and activities with appropriate difficulty levels.
3	The learning process supports the development of the competence and character of the students in a holistic way.	Teachers use learning methods despite not having much variation; Teachers reflect on their processes and attitudes to provide coherence and a source of positive inspiration to the students; Teachers refer to Pancasila's student profile when giving feedback
4	Relevant learning, i.e., learning that is designed in accordance with the context, environment, and culture of the student and involves parents and the community as partners.	Teachers organize learning associated with the real world and the surrounding environment, such as the translation of Arabic sentences taken from everyday activities or circumstances; Teachers design interactive learning to facilitate planned, structured,

		integrated, and productive interactions; Teachers conduct Arabic training and participate in various Arabic conferences and seminars, both national and international.
5	Learning is oriented towards a sustainable future.	Teachers motivate students to realize the importance of learning Arabic, especially for Muslims, and the many benefits of learning the Qur'an. In addition to worship, they also improve their knowledge and ability to communicate with native speakers. Teachers use the Pancasila Student Profile Enhancement Project in Arabic language learning to build the character and competence of pupils.

Table 1 above shows the pattern of implementation of an independent curriculum in Arabic language learning at As-Syifa Subang High School. The learning process refers to the characteristics of the Merdeka Curriculum, such as lifelong learning, student-centeredness, and strengthening of student profiles (P2RA) in building pupils with character and the ability to use Arabic in social activities and in personal matters.²⁴ Seeing the complexity of the implementation of the Merdeka Curriculum in schools requires the cognitive, affective, and psychomotor preparation of teachers. Usually, educators who have an adaptive attitude to change will be able to withstand new patterns compared to those who are allergic to renewal, who will find it difficult and slowly removed.

However, speaking of graduate qualifications, it can't just depend on the aspect of the curriculum. Kathleen et al said many elements are directly related to the quality of graduates, such as the major must be in accordance with the public interest, there must be no element of compulsion to enter the major, the curriculum must be in line with the

²⁴ Ihwan Mahmudi and Fitri Masturoh, "Implementasi Kurikulum Merdeka Belajar Dalam Pembelajaran Bahasa Arab," *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 4, no. 2 (2023): 207–32.

demands of the times, the input of the pupils must pass a strict selection phase, the teaching staff must have good knowledge and qualifications, and adequate facilities must be supported.²⁵ However, Hannan judged that the quality of the graduate did not always depend on the means of the course, but the individual students are the key players in managing the learning resources that are accessible at any time without waiting for the teacher's explanation in the classroom.²⁶

D. Conclusion

This study implies strengthening the paradigm of implementing the Arabic language learning curriculum to produce qualified graduate qualifications. The entire academic stakeholder needs to be involved in designing the curriculum to be used in the educational unit so that the management team and educators have a complete understanding of the content and purposes of curricula to provide facility for educators in the implementation process and systematic for the management teams to carry out control. The results of this study revealed that As-Syifa Subang High School adopted the Merdeka Curriculum based on Merdeka Share in Arabic language learning, with various learning activities contained in it such as project-based learning, deepening Al-Qur'an, multilingual learning, character education, and entrepreneurship in intra- and extracurricular learning activities in the classroom and outside the classroom. The entire academic community is involved in the preparation of this curriculum through workshops, professional working groups of institutions, and work units to produce a mature curricular plan. Another finding of this study is that the curriculum is not always the benchmark for producing qualified graduate qualifications. The individual aspect of the student becomes another indelible indicator in achieving the qualification of a qualified graduate through a good school management system supported by the management of teaching materials from a variety of learning resources that are accessible to the student at any time and anywhere without waiting for learning in the classroom with the teacher.

²⁵ Kathleen M. Quinlan and K. Ann Renninger, "Rethinking Employability: How Students Build on Interest in a Subject to Plan a Career," *Higher Education* 84, no. 4 (October 7, 2022): 863–83, <https://doi.org/10.1007/s10734-021-00804-6>.

²⁶ Erin Hannan and Shuguang Liu, "AI: New Source of Competitiveness in Higher Education," *Competitiveness Review: An International Business Journal* 33, no. 2 (February 7, 2023): 265–79, <https://doi.org/10.1108/CR-03-2021-0045>.

The limitations of this study can be measured from the title variable, which only deals with the management of curriculum implementation in Arabic language learning alone, so that the next researcher has a great chance to make improvements to this study by conducting a test of the effectiveness of the use of the Merdeka Curriculum in yielding qualifications of Arabic learning graduates who are qualified according to the demands of the times. In doing so, subsequent researchers can adopt secondary data from various educational institutions using deeper approaches and methods to present a more comprehensive understanding.

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