


Implementation of the Independent Curriculum in Arabic Language Learning in Madrasahs: A Phenomenological Study at Madrasah Aliyah Negeri Pangkep

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| ARTICLE INFORMATION | ABSTRACT |
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| <p>Article History: Received: 25 Januari 2025 Revised: 29 Januari 2025 Accepted: 5 Februari 2025 Published: 19 July 2025</p> <p>Keywords: Merdeka Curriculum; Arabic Language Learning; Thematic Approach; 21st Century Skills</p> | <p>The implementation of the "Merdeka Curriculum" (Independent Curriculum) in Arabic language learning at Madrasah Aliyah Negeri Pangkep aims to foster student-centred learning, promote autonomy, and align education with the needs of 21st-century skills. This study examines how the Merdeka Curriculum is applied in Arabic language instruction, focusing on planning, methods, and evaluation processes. Data were collected through observations, interviews, and document analysis at selected Madrasahs. The findings reveal that the curriculum emphasises flexibility in lesson design, integrating Arabic with religious and cultural contexts, and using diverse teaching strategies, such as project-based learning and thematic approaches. Teachers must develop materials that suit students' interests and abilities while maintaining the curriculum's core competencies. However, limited resources and teacher readiness still hinder optimal implementation. This study highlights the importance of training and support systems to enhance the effectiveness of the Merdeka Curriculum in Arabic language education.</p> |
| <p>Kata kunci: Kurikulum Merdeka; Pembelajaran Bahasa Arab; Pendekatan Tematik; Keterampilan Abad ke-21</p> | <p>Abstrak Penerapan "Kurikulum Merdeka" dalam pembelajaran bahasa Arab di Madrasah Aliyah Negeri Pangkep bertujuan untuk menumbuhkan pembelajaran yang berpusat pada siswa, mempromosikan otonomi, dan menyelaraskan pendidikan dengan kebutuhan keterampilan abad ke-21. Penelitian ini mengkaji bagaimana Kurikulum Merdeka diterapkan dalam pengajaran bahasa Arab, dengan fokus pada perencanaan, metode, dan proses evaluasi. Data dikumpulkan melalui observasi, wawancara, dan analisis dokumen di Madrasah terpilih. Temuan ini mengungkapkan bahwa kurikulum menekankan fleksibilitas dalam desain pelajaran, mengintegrasikan bahasa Arab dengan konteks agama dan budaya, dan menggunakan strategi pengajaran yang beragam, seperti pembelajaran berbasis proyek dan pendekatan tematik. Guru harus mengembangkan materi yang sesuai dengan minat dan kemampuan siswa dengan tetap mempertahankan kompetensi inti kurikulum. Namun, keterbatasan sumber daya dan kesiapan guru masih menghambat implementasi yang optimal. Studi ini menyoroti pentingnya pelatihan dan sistem pendukung untuk meningkatkan efektivitas Kurikulum Merdeka dalam pendidikan bahasa Arab</p> <p>This is an open access article under the CC-BY-SA license.</p>  |

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1. Pendahuluan

The dynamics of education development in Indonesia continue to move in line with the advancement of information technology and the challenges of the times (Suharno et al., 2020; Sukmayadi & Yahya, 2020). With all their stakeholders, educational institutions at the primary, secondary, and higher education levels must react and adapt to various new policies rolled out by

the government, in this case, the Ministry of National Education, as the country's policy holder and education operator. Along with the development of the times, followed by the development of an increasingly dynamic society, the education system and policies have undergone transformation and dynamism along with the impact of globalisation and technological advances (Rohman et al., 2023).

Along with the change in the learning paradigm of the 21st century and the development of a very dynamic and uncertain world, a new pattern is needed in the management of education and learning, including in madrasahs (Assalihee & Boonsuk, 2023). Madrasah must constantly make changes and innovations as well as breakthroughs by utilising information technology to the fullest while still referring to innovative, humanist, and adaptive principles according to the development of science and technology (Siswanto, 2024; Zainuddin et al., 2024).

One of the education policies that continues to change is the curriculum revision policy. Historically, changes and overhauls of the curriculum in Indonesia have undergone eleven revisions, starting in 1947 with a simple curriculum composition until the birth of the KTSP (Irwin, 2021). The 2013 curriculum emerged, which has not been fully implemented in schools. In recent years, after the COVID-19 pandemic, the Emergency Curriculum has been replaced with a new policy with the rollout of the Independent Curriculum in 2020 (Turchi et al., 2020).

The Independent Curriculum is a new education policy launched by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia to provide freedom and flexibility in implementing education (Hakim & Nabila, 2022; Simarmata & Mayuni, 2023). One of this curriculum's main goals is accommodating students' needs and potential, emphasising developing critical thinking skills, creativity, communication, and collaboration. This curriculum encourages innovation and allows schools and teachers to be more flexible in designing learning that suits students' conditions and needs (Thornhill-Miller et al., 2023).

Theoretically, the essence of independent learning is freedom in obtaining learning experiences and knowledge by referring to the concept of human nature as a free human being. This aligns with the ideals of Ki Hajar Dewantara, who developed the idea of free learning in the sense that students can learn independently and creatively (Wahyuni et al., 2023). In other words, the Independent Curriculum is a competency-based curriculum that implements *project-based learning* to improve the character of students based on Pancasila character (Fadillah et al., 2025).

Based on the basic framework of the independent curriculum, this curriculum is designed with various foundations in mind: philosophical, sociological, and psychopedagogical, as well as historical and jurisprudence foundations (Belbase et al., 2022). From this foundation, the objectives of the Independent Curriculum are formulated, and the principles of application that emphasise the development of flexible competencies and characters are focused on achieving and supporting the profile of Pancasila Students. Next, the independent curriculum is developed by formulating graduate competency standards, content standards, and evaluation/assessment standards (Sewang & Halik, 2020).

The basic characteristics of the Independent Curriculum at all levels and educational institutions, including madrasahs, are different from the previous curriculum (Cahyon et al., 2024), namely:

- a. Project-based learning through a project to strengthen the profile of Pancasila Students (P5).
- b. Focus on essential materials so students have enough time to delve into basic literacy and numeracy competencies.
- c. Flexibility in learning is tailored to students' abilities, local context, and content.

- d. Educators are provided with flexibility and support for teaching tools and training materials to develop the curriculum of educational units.

Based on the above description, the basic concept of the Independent Curriculum policy is competency-based, flexible learning, and Pancasila character.

The goals and targets to be achieved from the Independent Curriculum policy are to realise meaningful and practical learning, increase faith and piety to God Almighty, have noble character, and develop the creation, taste, and karsa of students as lifelong learners and with Pancasila character. Referring to the logic of national education policy as stated in the National Education System Law Number 20 of 2003, based on the basic concept of the Independent Curriculum, the Pancasila Student profile was formulated as an ideal picture of Indonesian students who can respond to the development of the times, both in local, national, and global life.

This goal is manifested in the form of more measurable behaviour (Ministry of Education and Culture, 2024:15-16), namely **the Pancasila Student profile**. The term "learner" represents all individuals who learn from various levels of education. In simple terms, the profile of Pancasila Students as the goal of the implementation of the Independent Curriculum can be described as follows:



Figure 1: Pancasila Student Profile of the Independent Curriculum

The six dimensions are 1) Faith and devotion to God Almighty and noble character, 2) Working together, 3) Critical reasoning, 4) Global diversity, 5) Independent, and 6) Creative, and these six dimensions are interrelated with each other and do not stand alone.

In the context of madrasahs, in addition to the realization of the Pancasila Student Profile, the Rahmatan lil Alamin Student Profile (PPRA) was also formulated with 10 indicators, namely: civilized (*ta'addub*), exemplary (*qudwah*), citizenship and nationality (*muwatanah*), taking the middle path (*tawassut*), balanced (*tawāzun*), straight and firm (*I'tidāl*), equality (*musāwah*), deliberation (*syūra*), tolerance (*tasāmuḥ*), and dynamic and innovative (*tathawwur wa ibtikār*). These two student profiles can be combined in the madrasah environment as illustrated below;



Figure 2: Profile of Pancasila Students & Students of Rahmatan lil Alamin

From the picture above, it can be seen that there is a combination between the realization of the Pancasila Student Profile (P5) and the Rahmatan lil Alamin Student Profile (PPRA) which in its implementation combines intracurricular activities that contain learning materials in the classroom and extracurricular activities that are oriented towards developing students' talents and interests outside the classroom. These two profiles can only be realized if a madrasah builds a conducive madrasah culture according to the climate, policies, and patterns of interaction and communication.

The second dimension of the student profile when it is to be implemented and integrated in learning, there are at least three (3) ways of application, namely: (1) designed as subject matter in intracurricular activities, (2) as a learning experience or teaching style by teachers in the classroom, (3) designed as a project of student activities in co-curricular activities through a conducive learning environment.

In the context of learning Arabic, especially in Madrasahs, implementing the Independent Curriculum is essential because Arabic is not only studied as a foreign language, but also as the language of the Islamic religion, which plays a central role in teaching religious science. This presents challenges for madrasahs, considering that Arabic has complexity in terms of grammar (nahwu and sharaf), text comprehension, and speaking skills. In the context of the Independent Curriculum, educators must be able to prepare learning relevant to students' potential without losing scientific substance.

The implementation of the Independent Curriculum in madrasahs follows the policies implemented in schools by the Ministry of Education and Culture. Still, under certain conditions, madrasahs can adapt according to their learning needs, especially in the subjects of Islamic Religious Education and Arabic, which are their peculiarities.

The Merdeka Curriculum for Arabic language learning is part of Indonesia's education reform, which aims to provide more flexibility and independence to schools and students in the learning process. The Independent Curriculum allows teachers to develop teaching methods that suit students' needs and characteristics and encourages more student-centered learning.

Arabic language subjects in madrasahs at the tsanawiyah (SMP) and aliyah (SMU) levels are lessons that are directed to encourage, guide, develop, and train the abilities and skills of Arabic language learners, both *receptive* skills through listening skills (*maharah al-istima'*) and reading (*maharah al-qiraah*), as well as *productive* skills through speaking (*maharah al-kalam*) and writing (*maharah al-kitabah*) skills. For language learning, including Arabic, to take place effectively,

there must always be direct communication and interaction between teachers and students (Hafid et al., 2023).

Arabic language learning presented in madrassas that follow the pattern and structure of the Independent Curriculum is built on the foundation of thinking and rationalization in preparing students to have Arabic language skills. The capabilities in question include: 1) Students' ability to express feelings, thoughts, and ideas by using Arabic well and communicatively, 2). Equipping students with language skills so that they have Arabic language skills in various situations, 3). The ability of students to use Arabic in studying religious, scientific, and cultural sources, 4). Students' ability to speak a language is accompanied by moderate attitude, behavior, and critical thinking (Ministry of Religion of the Republic of Indonesia, 2022).

The characteristics of Arabic language learning in madrassas (Ainy Khairun, 2023: 629) proclaimed in the Independent Curriculum are oriented towards the realization of three (3) things for students (Retnawati et al., 2020), namely:

1. Language competence (*al-kifayah al-lughawiyah*), which is the basic competence in learning a language, includes four language skills in the form of listening skills (*istima'*), speaking skills (*kalam*), reading skills (*qiraah*), and writing skills (*kitabah*). And these four skills must be built on the elements of language (*anashir al-lughawiyah*) that are good and true, including sound (*al-aswat*), vocabulary (*mufradat*), and language rules (*qawaid al-lughah*).
2. Communicative competence (*al-kifayah al-ittishaliyah*) is the ability to practice language with the goal of speaking in various social contexts, both orally and in writing. Arabic functions as a means of communication, so this must be a skill.
3. Cultural competence (*al-kifayah al-tsaqafiyah*), i.e., that Arabic is not only studied as a subject, but also contains cultural messages of both Islamic Arab culture, general global culture, and specific local culture, and it is designed in learning themes or topics such as learning while traveling, reading about Arabic culture, etc.

The conclusion is that the Independent Curriculum, as a new policy in the learning curriculum in madrassas, including in learning Arabic, is to provide a pressure point focused on students (Nawas et al., 2024). Students are the main center who must feel the benefits of this policy. An authentic, comprehensive assessment model accommodates various intelligences, valuing each student's talents, interests, and humanity (Darling-Hammond et al., 1995). Students' evaluation and assessment results no longer rely on cognitive intelligence alone, but also appreciate the affective and psychomotor sides.

The success of the Independent Curriculum in madrasas will be measured by the extent to which the curriculum can change the classroom atmosphere to make students happier, learning activities more passionate, and a culture of lifelong learning possible. In the end, the students' inner atmosphere can shape their character and equip them with the competencies and life skills needed according to the life of their times.

Implementing the Independent Curriculum in Arabic language learning in madrasas presents complex challenges, ranging from material adaptation constraints to limited infrastructure and resources (Hidayatullah, 2024). However, this challenge also opens up opportunities to conduct further research to develop learning strategies and models that align with the principles of the Independent Curriculum without neglecting the religious goals and unique characteristics of the Arabic language in madrasas. This research is fundamental to support the successful implementation of the curriculum in the future and improve the quality of learning in madrasas.

In the implementation process, based on initial observations from Madrasah Aliyah Negeri (MAN) Pangkep which has implemented the Independent Curriculum since 2021 and was used as a *pilot project* for madrasas in Pangkep Regency, it was found that the implementation of the Independent Learning Curriculum still leaves many learning problems in the implementation

process in the field, ranging from the issue of teacher readiness, the availability of supporting facilities, student psychology and technical problems related to learning which include; 1) Preparation, 2) Implementation, 3) Evaluation and supporting and inhibiting factors for its implementation. This is what encourages researchers to conduct more serious research related to the Implementation of the Independent Learning Curriculum in madrasas on Arabic language subjects at Madrasah Aliyah Negeri (MAN) Pangkep with a focus on three things, namely: 1) how is the process of implementing the Independent Learning Curriculum in Arabic Language Learning at MAN Pangkep, 2) what are the results and evaluation of the implementation of the Independent Learning Curriculum in Arabic Language Learning at MAN Pangkep?, and 3) what are the supporting and inhibiting factors for the implementation of the Independent Learning Curriculum in Arabic Language Learning at MAN Pangkep?.

2. Method

This research is descriptive qualitative (Sutrisno Hadi, 1995: 13) using a *phenomenological study approach*. Phenomenology comes from the Greek word *phenomenon*, which means symptoms that occur. *Phenomenology* is the science of something that looks like or how to understand an object or event according to the experience felt by the object of research (O. Harbiansyah, 2018: 8).

This research was conducted to get an overview of the efforts of Madrasah Aliyah Negeri (MAN) Pangkep in implementing government policies in the independent learning curriculum, with research objectives including Arabic teachers, totalling six people, and 11th-grade students in grade 11 B.1 and alternative classes with a choice of Arabic subjects.

To obtain accurate data, this study uses several research instruments in the form of observations, documentation, and structured interviews sourced from madrasah managers, Arabic teachers, and students as informants with a simple random sampling system. The data obtained was processed with **the Miles and Huberman Models**, with the procedure namely; (1) collecting and presenting complete data (*data reduction*), and (2) processing data according to research needs (*data display*), and (3) sorting and verifying data (*data verification*), then (4) drawing conclusions based on the data (*conclusion*). This activity was carried out simultaneously and continuously until this research was completed. This is done to produce accurate and reliable data and make this research worthy of being considered scientific. (Lexy J. Moleong, 1992: 86).

3. Research and Discussion Results

This research makes MAN Pangkep located at Jalan Poros Makassar -Pare KM: 65 Talaka, Ma'rang District, Pangkajene Regency, and the Islands the research locus. Historically, MAN Pangkep was established by community leaders in Ma'rang District with support from the district government. In 1980, MAN Pangkep was a remote class or filial class from Madrasah Aliyah Negeri Ujung Pandang, and the learning process still used the building owned by Madrasah Tsanawiyah Negeri Pangkep with an initial number of students of 50 people. Along with the development and progress of the madrasah, in 1993, MAN Pangkep officially stood on its own, which was inaugurated by the Decree of the Minister of Religion of the Republic of Indonesia Number 244 of 1993, dated October 25, 1993.

Currently, the madrasah under the leadership of Mr. Drs. H. Abd. Hafid H, MA as the Head of the Madrasah since 2019 has experienced rapid development both in terms of facilities and infrastructure as well as in terms of learning and achievements that have been carved by the students of the madrasah in various fields; Science, Arts and Sports Olympiad both on a regional scale as well as at the provincial and national levels. The development and progress of MAN

Pangkep can be traced through the information presented on the madrasah website, <https://manpangkep.sch.id> or <https://sippadama.manpangkep.sch.id/>.

For the 2024-2025 school year, 816 students actively participated in learning, divided into 27 classrooms, fostered by 73 people with various disciplinary backgrounds, both permanent (55 people) and non-permanent / honorary teachers (28 people), and assisted by 20 education staff.

In learning Arabic in this madrasah, Arabic subjects are fostered by 6 Arabic teachers who, on average, have an Arabic language education background at UIN Alauddin Makassar and from the Department of Arabic Literature at Hasanuddin University. They foster around 27 learning groups with a division of lesson hours for Class X as many as 4 hours per week, while classes XI and XII have as many as 2 hours per week.

With the implementation of the independent curriculum in madrassas, including Arabic language learning, Arabic language learning classes are divided into two, namely: 1) compulsory classes for all students with a time allocation of 2 hours per meeting, and 2) Arabic special specialization classes with 5 hours of lessons per week.

Implementation of the Independent Curriculum in MAN Prison

As part of the national education policy, the implementation of the independent curriculum in madrasahs, including MAN Pangkep, still refers to the Guidelines for the Implementation of the Independent Curriculum issued by the Directorate General of Islamic Education of the Ministry of Religion of the Republic of Indonesia as the operator and main person responsible for the implementation of education in madrasahs as outlined through the Decree of the Minister of Religion (KMA) No. 347 of 2022 concerning Guidelines for the Implementation of the Independent Curriculum in Madrasah. The dictum states that this guideline is a reference for madrasahs and stakeholders in the strategy of implementing learning for all subjects in madrasahs as well as providing madrasah independence in managing education and learning to improve the quality and competitiveness of madrasahs by the demands of 21st century competencies.

Like the learning process in madrasahs, learning at MAN Pangkep is an inseparable and integrated unit of activities, including planning, implementation, and assessment/assessment of learning. Planning is an activity designed so that learning runs effectively and is efficiently prepared by teachers before learning is carried out. Implementation is intended as a process of taking place through learning activities through interaction between teachers and students, sources, and learning environments. At the same time, assessment is the process of collecting and processing information as a form of evaluation to determine the development and achievement of student learning outcomes.

The independent curriculum-based learning planning at MAN Pangkep began with the debriefing of madrasah stakeholders on a complete and correct understanding of how the independent curriculum is implemented in the field. According to the Head of the Madrasah, before the implementation of this curriculum at MAN Pangkep, the madrasah, in collaboration with the Ministry of Religion of Pangkep Regency, held socialisation and debriefing for teachers and education personnel, which was carried out at MAN Pangkep by presenting resource persons from Jakarta.

In addition to general socialisation to all stakeholders at MAN Pangkep, teachers, including Arabic teacher groups, also participated in several trainings both at the Pangkep district level and in the city of Makassar, involving Arabic teachers at all levels of madrassas in South Sulawesi. According to Mrs. Hariani H. Dolla, SS, Deputy Head of Madrasah for Curriculum and one of the teachers of Arabic subjects at MAN Pangkep, that to provide a complete understanding of the implementation of the independent curriculum in Arabic subjects, we Arabic teachers have been

given several debriefings such as technical guidance (bimtek) in Makassar City since 2022 both offline and also online technical guidance through the zoom application. Moreover, MAN Pangkep is a *pilot government project* that will implement the independent curriculum in Pangkep Regency. And other things that are done as part of the Arabic language learning planning at MAN Pangkep, Arabic teachers also regularly participate through the KKG forum, always have various knowledge and experience in learning this curriculum.

Meanwhile, in the initial process carried out by Arabic teachers in preparing for learning in the classroom as described by Mrs. Haerani, S.Pd, Arabic teacher of MAN Pangkep, alums of PBA UIN Alauddin Makassar, among others; 1) identify learning objectives and student needs accompanied by consideration of students' culture in learning Arabic, and implementively, Arabic language learning classes at MAN Pangkep are divided into two, namely compulsory Arabic courses that are attended by all students in all classes with varying durations of time at each level which is a special feature of a madrasah, and Arabic subject selection classes for students who have an interest and desire to deepen the language Arabic with more class hours. 2) the preparation of Arabic subject lesson plans, which of course refers to the standard mechanism in the preparation of independent curriculum-based lesson plans, starting from the determination of graduate competency standards (SKL) and Basic Competencies (KD), selection of materials and themes relevant to the level of ability and needs of students, the use of varied and interactive methods accompanied by analysis of student characteristics and learning contexts, such as discussions, role-playing and project-based learning. 3) preparing a holistic assessment planning instrument that includes formative and summative assessments involving students in the assessment process, such as self-assessment and peer assessment.

To measure the extent of the implementation of the independent curriculum at MAN Pangkep, the researcher used parameters used in evaluating the implementation of the independent curriculum in madrasahs in general, including in Arabic language learning based on the indicators of the implementation of the independent curriculum consisting of 8 (eight) standard assessment items, namely; 1) *project-based learning*, 2) Thematic learning, 3) Use of technology, 4) Learning differentiation, 5) Active learning, 6) Authentic assessment, 7) Strengthening of Islamic character and values, 8) Parental and community involvement. The description of the eight indicators of SMEs is as follows:

1. *Project-Based Approach*: This indicator is intended to be how creative teachers and students are in designing interactive and creative Arabic-language learning activities. So in the context of MAN Pangkep, this has been implemented with various activities such as the implementation of ceremonies and morning prayers using Arabic, discussion groups and debates in Arabic both at the intra-madrasah level and participating in Arabic debate activities between madrasahs throughout Pangkep Regency, even the students have independently designed Arabic YouTube channels at the madrasah level.
2. *Thematic Learning*: The independent curriculum encourages teachers to integrate lesson themes with the outside world, and in the context of learning Arabic, the theme of the lesson is associated with various things that exist in the Middle East, such as Arabic culture, the history of Islamic civilization, and others. About this, MAN Pangkep - as described by the Arabic language teacher - that through the media and learning facilities that it has in the form of internet access and learning TV in the classroom, students can watch various Arabic shows, such as the learning atmosphere in Arab countries, the culture of the Arab nation, etc.
3. *Use of Technology*: Teachers are expected to utilize technology in the learning process. This indicator has also been running in Arabic language learning at MAN Pangkep, as described in the second point, where teachers and students can access various learning materials and videos sourced from within the country and learning materials sourced from multiple Arab countries.

This is undoubtedly done in scheduled learning program activities, not suddenly and spontaneously, said Mrs. Haerani, S.Pd.

4. *Learning differentiation*; In the Independent Curriculum, learning is presented while still adjusting to the abilities and needs of students. In the context of learning Arabic at MAN Pangkep, according to Mrs. Haerani Dolla, SS, it is done by mapping the potential of students starting with the identification of the level of reading ability of the Qur'an for students, educational backgrounds that are certainly different between junior high school alums and alumni of madrasah tsanawiyah, and tracing interests and talents in learning Arabic.
5. *Active Learning*: The independent curriculum encourages teachers and students to create an active and participatory-communicative learning atmosphere. MAN Pangkep has succeeded in carrying out various positive activities related to Arabic language learning both in the classroom in, such as Arabic group discussions and games, and activities outside the school, such as inter-class speech competitions, flag ceremonies using Arabic, and short dramas in Arabic at art and cultural performance activities held at madrasahs.
6. *Authentic Assessments*; In the context of the implementation of the independent curriculum at MAN Pangkep, student assessment or assessment is carried out with two assessment methods, namely *formative evaluation*, which is an assessment based on daily teaching and learning process activities, for example, the provision of independent and group assignments and daily tests, and *summative assessment*, which is an assessment that is routinely carried out at the end of the learning semester, both odd and even semesters.
7. *Strengthening Islamic Character and Values*; In general, the independent curriculum mandates the formation of student character through the declaration of the Pancasila Student Profile, and in the context of the madrasah, is combined with the Rahmatan lil Alamin Student Profile (P5 & PPRA). As an educational institution based on Islamic education, as described by Mr. Drs. H. Abd. Hafid, MA, as the Head of the Madrasah that MAN Pangkep strives to instill Islamic values in students and to all madrasah stakeholders so that they behave in an Islamic manner, both in the context of association, dress and interaction both within the scope of the madrasah through the rules and discipline that are applied and outside the madrasah when amid the family and community.
8. *Parent and Community Engagementthe Madrasah*,: As a form of implementation of the independent curriculum in Arabic language learning in Madrasah that the madrasah continues to establish communication with students' parents both formally through extracurricular activities such as camping activities or Arabic language villages, school tours, comparative studies to other madrasahs, and informal communication through informal meetings outside the madrasah.

Based on the indicators and parameters used above as a form of achievement in the implementation of the independent curriculum in Arabic language learning at MAN Pangkep, in general it can be said that MAN Pangkep has succeeded in implementing and implementing the independent curriculum including in learning Arabic as expected from the implementation of the independent curriculum even with various shortcomings and limitations in its implementation.

4. Conclusion

Implementing the Independent Curriculum in Arabic language learning at MAN Pangkep has yielded positive results by providing opportunities to create more flexible, creative, and student-centered learning. Teachers get the chance and space to design learning activities relevant to the needs and potential of students with various backgrounds, including applying innovative methods such as project-based learning and contextual approaches. The Arabic language learning process at MAN Pangkep has also shown that there are efforts to integrate with the Islamic values

and local culture of the Pangkep community, which provides a more meaningful learning experience for students.

However, it is acknowledged that implementing the Independent Curriculum at MAN Pangkep still faces several challenges and leaves several problems, such as limited facilities and infrastructure, teachers' readiness to implement new learning methods, and the need for continuous training to improve educator competence. Therefore, more intensive support from various parties, including educational institutions and the government, is needed to optimize the success of the implementation of the Independent Curriculum in Arabic language learning at MAN Pangkep.

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