



## Arabic Curriculum Design in the Merdeka Curriculum from the Perspective of the American Council on the Teaching of Foreign Languages (ACTFL)

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### Abstract

This paper aims to analyze the design of the Arabic language learning curriculum in the Merdeka curriculum. Researchers use the ACTFL standard in analyzing the content of the Arabic language curriculum in the aspect of competence and depth of mastery of Arabic formulated in the Merdeka curriculum. The purpose of this analysis is to compare Arabic learning outcomes in the Merdeka curriculum with ACTFL standards used internationally in learning foreign languages. The type of research used is qualitative research with a content analysis approach. Data collection methods with documentation. The data and data sources of this research are the Decree of the Director General of Islamic Education 3211 of 2022 concerning the learning outcomes of Islamic religious education and Arabic for the Merdeka Curriculum in Madrasah. Qualitative content analysis design of the Krippendorff model through the stages of selecting units, determining samples, recording data, reducing data, drawing conclusions, narrating research results. The results showed that the Arabic curriculum in the Merdeka curriculum based on ACTFL is divided into 2 aspects, namely: aspects of language skills and language proficiency levels. Language skills include: 1) language skills (language proficiency and language elements), 2) communication skills: interpersonal communication, presentation communication and interpretive communication, 3) cultural skills. The Arabic language learning curriculum design in the Merdeka curriculum is taught from phase A, the easiest level relevant to the ACTFL standard at the low beginner level and phase F is the highest level relevant to the ACTFL standard at the superior level. Analysis of Arabic learning outcomes in the Merdeka curriculum based on ACTFL standards is at the Novice Low to superior level.

**Keyword:** Arabic Curriculum Design, Merdeka Curriculum, ACTFL

### ملخص

هدف هذا البحث إلى تحليل تصميم منهج تعلم اللغة العربية في منهج الحري. استخدم الباحثون معايير ACTFL في تحليل محتوى منهج اللغة العربية في جوانب الكفاءة وعمق إتقان اللغة العربية المصاغة في منهج الحري. والغرض من هذا التحليل هو مقارنة إنجازات تعلم اللغة العربية في منهج الحري ومعايير ACTFL المستخدمة دوليًا في تعلم اللغات الأجنبية. استخدم الباحثون البحث النوعي ومنهج تحليل المحتوى في هذا البحث. وطريقة جمع البيانات هي الوثيقة. صدرت البيانات من تقرير مدير العام للتربية الإسلامية نمرة ٣٢١١ سنة ٢٠٢٢ عن إنجازات تربية الإسلامية واللغة العربية في منهج الحري بالمدرسة. ومر تصميم تحليل المحتوى النوعي لنموذج كريندورف بمراحل اختيار الوحدات، وتحديد العينات، وتسجيل البيانات، وتقليل البيانات، واستخلاص النتائج، وسرد نتائج البحث. أظهرت نتائج البحث أن منهج اللغة العربية في منهج الحري المعتمد على معايير ACTFL تكون على الكفاية اللغوية وإتقان مهارات اللغة العربية. تكونت الكفاية اللغوية في منهج الحري على: (١) المهارات اللغوية وعناصرها، (٢) الكفاية الاتصالية، (٣) الكفاية الثقافية. وتم تصميم مناهج تعلم اللغة العربية في منهج الحري من المرحلة الأسهل ذات الصلة بمعايير ACTFL عند مستوى المبتدئين المنخفض والمرحلة F هي أعلى مستوى ذي صلة

بمعايير ACTFL على المستوى الأعلى. عتمد تحليل نتائج تعلم اللغة العربية في منهج الحري على معايير ACTFL من المستوى المبتدئ الأدنى إلى المستوى الأعلى.

الكلمات المفتاحية: تصميم منهج العربية، منهج الحري، ACTFL

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## Introduction

Arabic language learning in Indonesia has a long history. The initial purpose of learning Arabic is to explore the science of Islam and to practice religious law.<sup>1</sup> Today, Arabic language learning has several orientations, including: 1) religious orientation, where learning Arabic to understand religious knowledge, 2) Academic orientation, Arabic is used to study broad scientific disciplines and the use of Arabic language skills, 3) professional orientation, i.e. learning Arabic for professional purposes such as translators and tour guides, 4) economic and ideological orientation, learning Arabic is used as a means of the interests of imperialism, capitalism and orientalism.<sup>2</sup>

Based on its orientation, Arabic language learning is not only aimed at mastering Islamic religious knowledge, it will be more practical to use it as a global communication tool through various orientations. Therefore, the purpose of this study is to examine the formulation of Arabic learning outcomes set by the Ministry of Religion in the Merdeka Curriculum to meet the needs of students based on this orientation. To analyze the learning outcomes of Arabic in the Merdeka Curriculum, the researcher uses the ACTFL standard as an analysis tool for global Arabic learning outcomes.

Researchers used the ACTFL standards because the institution is concerned with foreign language acquisition at the international level. ACTFL standards cover language skills and linguistic elements in the language being studied.<sup>3</sup> ACTFL is very useful in measuring the mastery of foreign language learning that aims to be used communicatively,<sup>4</sup> so that education impacts learners on knowledge, skills, experience and personality.<sup>5</sup> Based on the above reasons, curriculum development in Arabic language learning is oriented towards learning objectives, content, methods, media,

<sup>1</sup> Mustofa Achmad dan Moh. Abdul Khoлиq Hasan, "Peran Bahasa Arab dalam Pendidikan Islam di Ma'bad Aly Ar-Rasyid Wonogiri: Tinjauan Terhadap Pembelajaran Bahasa Arab sebagai Media Akses Ilmu Agama," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2023): 88–94. DOI: <https://doi.org/10.30997/tjpba.v4i2.8642>

<sup>2</sup> Muhbib Abdul Wahab, "Standarisasi Kurikulum Pendidikan Bahasa Arab di Perguruan Tinggi Keagamaan Islam Negeri," *Arabiyât: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 3, no. 1 (2016): 34–35. DOI: <https://doi.org/10.15408/a.v3i1.3187>

<sup>3</sup> Abdul Latief dan Darmawati, "Objek Penelitian Bahasa Arab," *Matriks: Jurnal Sosial dan Sains* 4, no. 2 (2023): 97–106. DOI: <https://doi.org/10.59784/matriks.v4i2.478>

<sup>4</sup> Ahmad Muradi, "Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 1, no. 1 (2014): 29–48. DOI: <https://doi.org/10.15408/a.v1i1.1129>

<sup>5</sup> Imran Jasim 'al-Jabburi dan Hamzah Hasyim as-Sulthani, *al-Manâhij wa Tharâ'iq Tadrîs al-Lughah al-'Arabiyah*, (Amman: Muassasah Dar al-Shadiq as-Tsaqafiyyah, 2013), hlm. 21.

interaction and evaluation of language learning so that it is clear, directed and measurable from the aspect of learning outcomes.<sup>6</sup>

This study shows the novelty associated with the level of Arabic language learning for students at the madrasah level. In the phase formulated in the Merdeka Curriculum, Arabic language learning in this new curriculum is structured into 6 levels which are then termed phases in the Merdeka Curriculum. The use of ACTFL as a comparative standard in measuring Arabic language skills aims to strengthen Arabic learning outcomes in the Merdeka curriculum oriented to the use of Arabic according to their needs in the global community, not only oriented to religious aspects.

Previously ACTFL as a foreign language standard was also used in a study by Ubaidillah et al to measure the level of language proficiency in Arabic textbooks KMA 183.<sup>7</sup> Maimunah et al who used it as a tool to analyze MI textbooks published by the Ministry of Religion,<sup>8</sup> Hamidiyyah Siregar used ACTFL as a tool to analyze Arabic textbooks at the MA level by incorporating Mackey Theory,<sup>9</sup> Habibie which examines the disconnection of the Arabic language learning curriculum and its implementation at madrasah Aliyah in the ACTFL perspective,<sup>10</sup> dan Dianto who uses the Common European Framework of Reference for Languages (CEFR) standard as an international standard in designing Arabic reading and writing learning curriculum for beginners in Indonesia.<sup>11</sup>

In the above research, ACTFL and CEFR are used as references in analyzing and designing curriculum for Arabic language learning from the aspects of teaching materials and learning outcomes.<sup>12</sup> In contrast to the novelty offered by the author, who uses ACTFL as a standard in measuring the formulation of mastery of Arabic learning at various levels in the Merdeka curriculum, which is the reference for the national curriculum in Indonesia today.

Curriculum change is a necessity in following the development of science and technology. A manifestation of the impact of scientific and technological developments in Indonesia is the revision of the curriculum to become an Merdeka Curriculum.<sup>13</sup> The Arabic language learning curriculum becomes very urgent to be developed so that the learning process (Arabic) becomes more qualified, follows scientific developments (intellectual relevance) and community needs, and the output

<sup>6</sup> Muhzin Nawawi, "Pengembangan Kurikulum Pendidikan Bahasa Arab (Kajian Epistimologi)," *An-Nabighoh: Jurnal Pendidikan dan Pembelajaran Bahasa Arab* 19, no. 1 (2017): 85–106. DOI: <https://doi.org/10.32332/an-nabighoh.v19i1.759>

<sup>7</sup> Ismail Ubaidillah, Moh. Ainin, dan Muassomah Muassomah, "Tingkat Kemahiran Berbahasa dalam Buku Ajar Bahasa Arab KMA 183 Berdasarkan Perspektif ACTFL," *Tsaqofiya: Jurnal Pendidikan Bahasa dan Sastra Arab* 5, no. 1 (2023): 74–91. DOI: <https://doi.org/10.21154/tsaqofiya.v5i1.135>

<sup>8</sup> Iffat Maimunah, dkk., "Analisis Buku Ajar MI Berstandar ACTFL," *Al-Fusha: Arabic Language Education Journal* 4, no. 2 (Juli 2022): 52–64. DOI: <https://doi.org/10.36835/alfusha.v4i2.847>

<sup>9</sup> Husnatul Hamidiyyah Siregar dkk., "Exploring of Arabic Textbook for MA KMA 183 in 2019 Based on Mackey's Theory and ACTFL Standards," *al Mahāra: Jurnal Pendidikan Bahasa Arab* 8, no. 1 (2022): 123–52. DOI: <https://doi.org/10.14421/almahara.2022.081-06>

<sup>10</sup> Faizal Habibie dkk., "Diskoneksi Antara Kurikulum Bahasa Arab dan Implementasi Pembelajarannya di Madrasah Aliyah dalam Perspektif ACTFL," *Jurnal Studi Arab* 13, no. 1 (2022): 49–62. DOI: <https://doi.org/10.35891/sa.v13i1.3125>

<sup>11</sup> Talqis Nur Dianto, dkk., "CEFR-Based Beginner Arabic Reading And Writing Curriculum Design In Indonesia," *Ijaz Arabi Journal of Arabic Learning* 5, no. 3 (2022): 718–38. DOI: <https://doi.org/10.18860/ijazarabi.v5i3.16684>

<sup>12</sup> Laila Faoziyah dan Nailul Izzah, "Analysis of Arabic Language Textbooks for Madrasah Aliyah Class XI Based on the 2013 Curriculum," *Mantiqu Tayr: Journal of Arabic Language* 1, no. 2 (2021): 117–31. DOI: <https://doi.org/10.25217/mantiquitayr.v1i2.1480>

<sup>13</sup> Muhammad Syaifullah, "Curriculum and Syllabus for Teaching Arabic in General Secondary Schools (Evaluation Study) (دراسة تقييمية), المنهج والمقرر لتعليم اللغة العربية في المدارس الثانوية العامة (دراسة تقييمية)," *IJ-ATL (International Journal of Arabic Teaching and Learning)* 2, no. 1 (2018): 123–47. DOI: <https://doi.org/10.33650/ijat.v2i1.302>

produced is in accordance with market demands (social relevance).<sup>14</sup> The Merdeka Curriculum is the government's effort to adapt the needs of students to the development of the demands of their time. The Merdeka Curriculum paradigm has the essence that teachers have freedom in developing curriculum and learning so that teacher creativity is increasingly open and accommodated to innovate productively.<sup>15</sup>

Standardizing Arabic language curriculum development internationally using ACTFL is useful for achieving Arabic language mastery targets for academic and professional orientation. An academic must be able to use Arabic as a tool in conveying ideas, ideas and thoughts through scientific work, because language is an important instrument in obtaining knowledge and supporting scientific thinking activities.<sup>16</sup> Arabic language learning in the Merdeka curriculum is designed with learning stages from low to high levels in 6 levels, namely phases A to F. Merdeka curriculum uses the term phase to refer to each level of learning. In this article, researchers focused on 3 skills (language, communicative and cultural skills) and level of Arabic language mastery in the Merdeka curriculum by using ACTFL as an international standard to analyze the Arabic learning outcomes of the Merdeka curriculum.

## Method

The research method used in this paper is qualitative research with a content analysis approach. The author uses content analysis in writing to analyze the message or text of the Arabic language learning outcomes set by the Ministry of Religion from the perspective of ACTFL as an international foreign language mastery standard. The author attempts to describe the conclusion of the content of Arabic learning outcomes in the Merdeka Curriculum in madrasas by aligning the language proficiency levels on ACTFL.

The data source for this research is the Decree of the Director General of Islamic Education Number 3211 of 2022 concerning the learning outcomes of Islamic religious education and Arabic for the Merdeka Curriculum in Madrasah.<sup>17</sup> Meanwhile, the data in this study are descriptions related to Arabic learning outcomes in Madrasah in the Merdeka Curriculum. The data collection method in this study uses documentation, where researchers only analyze the content or written text.<sup>18</sup> The steps of qualitative content analysis in this paper use the model offered by Krippendorff with the following details: 1) unit selection, 2) sampling, 3) data recording and logging, 4) data reduction, 5) drawing conclusions on the results of the analysis, and 6) narration, which is a description of efforts to answer research questions.<sup>19</sup>

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<sup>14</sup> Muhibb Abdul Wahab dkk., "Standarisasi Kompetensi Bahasa Arab Bagi Calon Sarjana Perguruan Tinggi Keagamaan Islam Negeri," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 5, no. 1 (2018): 38–64. <http://dx.doi.org/10.15408/a.v5i1.6691>

<sup>15</sup> E. Mulyasa, *Implementasi Kurikulum Merdeka*, (Jakarta: Bumi Aksara, 2023), hlm. 15.

<sup>16</sup> Ina Fauziah, Deva Gama Rizky Octavia, dan Fathul Hamdani, "The Urgency of Language as a Tool for Scientific Thinking in Schools: An Approach to Communication Law," *International Journal of Social Learning (IJSLS)* 3, no. 2 (2023): 159–72. DOI: <https://doi.org/10.47134/ijsl.v3i2>

<sup>17</sup> Dirjen Pendidikan Islam, "Keputusan Dirjen Pendis Nomor 3211 Tahun 2022 Tentang Capaian Pembelajaran PAI dan Bahasa Arab Pada Madrasah" (Jakarta: Kementerian Agama, 2022).

<sup>18</sup> Sumarno, "Analisis Isi dalam Penelitian Pembelajaran Bahasa dan Sastra," *Edukasi Lingua Sastra* 18, no. 2 (2020): 36–55. <https://doi.org/10.47637/elsa.v18i2.299>

<sup>19</sup> Klaus Krippendorff, *Analisis Isi: Pengantar Teori dan Metodologi*, Terjemah oleh: Farid Wajidi, (Jakarta: PT Raja Grafindo Persada, 1993), hlm. 18.

## Results and Discussion

Based on the results of the researcher's analysis of the research source Decree of the Director General of Islamic Education Number 3211 of 2022 concerning the learning outcomes of the Islamic religious education and Arabic language Merdeka Curriculum in Madrasah, it shows that the Arabic language learning curriculum design in the Merdeka curriculum is detailed as follows:

### Arabic Language Skills

Researchers found several Arabic language skills contained in the Merdeka curriculum, namely: language skills, communication skills, and cultural skills.<sup>20</sup> The details are as follows:

#### a. Language Skills

One of the skills in the Arabic curriculum of the Merdeka curriculum is language skills. This skill includes 2 aspects, namely: language proficiency and mastery of linguistic elements. Based on the objectives and contents of Arabic language learning that have been determined through Director General Decree 3211 of 2022, it shows that: *First*, Arabic language proficiency is divided into four with each characteristic with details: 1) listening proficiency (*maharoh al-istima'*), 2) speaking proficiency (*maharoh al-kalam*), 3) reading proficiency (*maharoh al-qiroah*), and 4) writing proficiency (*maharoh al-kitabah*). Second, the elements of Arabic language learning are divided into three, namely: sound (*aswat*), vocabulary (*mufrodat*), and grammatical Arabic (*al-qawaid al-lughawiyah al-arabiyah*).

#### b. Communication Skills

The communicative skills set out in the Arabic language curriculum in the Merdeka curriculum require learners to be able to use Arabic as a means of expression, conveying ideas, thoughts and ideas both orally and in writing. This provision is reflected in the rational of Arabic language learning written in the learning outcomes. The narrative that shows learners are required to have communicative skills in Arabic language learning is "able to express feelings, thoughts and ideas verbally-communicatively." ACTFL foreign language learning standards also require that one of the skills that must be present in foreign language learning is communicative.<sup>21</sup>

Based on the description written in the learning outcomes of the Arabic language curriculum in the Merdeka curriculum, it can be concluded that communicative competence relevant to ACTFL standards is divided into several parts, namely:<sup>22</sup>

- 1) Interpersonal communication, as the rational description of learning Arabic "able to express feelings and thoughts." Learners are required to be able to express and convey their feelings in communicating and interacting with individuals and groups around them.
- 2) Presentation communication, as the rational description of learning Arabic "able to convey ideas and ideas", then learners are required to have presentation skills that convey their ideas and ideas through verbal and non-verbal language.
- 3) Interpretive communication. This is reflected in the description "able to use Arabic to study religious, general and cultural sciences." The description refers that students are required to have interpretive communicative skills, where students are able to use Arabic in

<sup>20</sup> "Keputusan Dirjen Pendis Nomor 3211 Tahun 2022 Tentang Capaian Pembelajaran PAI dan Bahasa Arab Pada Madrasah," 92.

<sup>21</sup> Eka Dewi Rahmawati, "Pendekatan Komunikatif dalam Tes Kemampuan Berbicara Bahasa Arab," *Lugawiyat, an Arabic Teaching Journal* 3, no. 1 (2021): 77–95. DOI: <https://doi.org/10.18860/lgv3i1.12321>

<sup>22</sup> Prabowo Adi Widayat dan Muhammad Irham, "Eksplorasi dan Kompetensi Berbahasa Arab Perspektif Konstruktivisme Sosial," *Al-Fathin: Jurnal Bahasa dan Sastra Arab* 4, no. 1 (2021): 93–124. DOI: <https://doi.org/10.32332/al-fathin.v4i01.3636>



studying religious, general and literary sciences through books or books that have been compiled by religionists, scientists and writers.

### c. Cultural Skills

Cultural competence is one of the aspects stipulated in the Arabic language learning curriculum in the Merdeka curriculum. This competency is also included in one of the mandatory aspects of ACTFL foreign language learning. Cultural competence is associated with the relationship between language practice and the language being learned. These cultural competencies are set to integrate learners' Arabic language skills with local Indonesian culture that leads to moderation and tolerance.

This is reflected in the learning objectives of Arabic holistically through the description "able to integrate Arabic language skills with behavior that is reflected in a moderate, critical and systematic attitude. The culture offered in Arabic language learning can be known through the themes formulated in the learning outcomes including: religions in Indonesia, love Indonesia, tourism and Islamic paradigm in Indonesia."<sup>23</sup>

## Arabic Language Learning Outcome Level

The Arabic language learning curriculum design in the Merdeka curriculum has several levels using the term "phase". The phase in the Arabic curriculum referred to in the Merdeka curriculum is the level of Arabic language learning in madrasah. This phase is divided into 6 levels using the terms A-F phase. Researchers use the ACTFL language proficiency guidelines to analyze the level of Arabic language learning that has been arranged in the Merdeka curriculum. This is because the ACTFL language proficiency guidelines have 5 levels of language skills that have been determined.

The description of each phase of Arabic language learning includes 4 language skills, namely listening, speaking, reading and writing. The use of ACTFL language proficiency guidelines is used to analyze the narrative of Arabic language learning outcomes that have been determined according to the levels in ACTFL language proficiency. The results of the analysis of Arabic learning outcomes are as follows:

### Arabic Language Outcomes Phase A

Jack C. Richard who says that in determining the sequence of objectives and subject matter is based on the following criteria: simple to complex.<sup>24</sup> This is shown in the Arabic language learning outcomes in phase A which have been formulated as follows:<sup>25</sup>

- a. Listening proficiency. The listening proficiency learning outcomes in phase A require learners to be able to listen to phonemes, words, intonation and markers in Arabic in a particular theme. This is shown through the description "able to listen to language components such as phonemes, words and intonation on a particular theme". The keywords in this achievement are hearing phonemes, words, and intonation which are oriented towards recognizing letters based on hearing. This listening proficiency is the same as the intermediate beginner sub-level, where learners are able to recognize phonemes, letters, words in a limited theme.

<sup>23</sup> Muhammad Yusuf, "Kompetensi Interkultural Pengajaran Bahasa Arab sebagai Bahasa Asing pada Jenjang Madrasah Aliyah," al Mahāra: Jurnal Pendidikan Bahasa Arab 6, no. 1 (2020): 77–97. DOI: <https://doi.org/10.14421/almahara.2020.061.05>

<sup>24</sup> Ela Isnani Munawwaroh, "Sequence Kompetensi Dasar Mata Pelajaran Bahasa Arab Kurikulum 2013 Jenjang Pendidikan MI, MTs dan MA," Arabia: Jurnal Pendidikan Bahasa Arab 12, no. 1 (2020): 152–71. DOI: <http://dx.doi.org/10.21043/arabia.v12i1.7456>

<sup>25</sup> Dirjen Pendidikan Islam, "Keputusan Dirjen Pendis Nomor 3211 Tahun 2022 Tentang Capaian Pembelajaran PAI dan Bahasa Arab pada Madrasah," hlm. 97-98.

- b. Speaking proficiency in this phase requires learners to have the ability to verbally imitate words and phrases in a limited theme/topic. This proficiency refers to the outcome description "learners are able to imitate words, phrases, sentences". The key word in this outcome is "imitate" with the limitation of words and phrases spoken by learners based on the instructor's instructions. Based on the description of speaking proficiency in this phase, it refers to ACTFL intermediate beginner level speaking proficiency. Learners at this level communicate using a limited number of isolated words and memorized phrases.
- c. Reading proficiency in this phase requires learners to recognize letters and punctuation, and read words correctly on limited themes/topics. This outcome refers to the outcome description "learners are able to read letters and words, punctuation on written texts." The keywords in this outcome are "reading letters, punctuation and words" which is oriented towards learners being able to recognize letters and punctuation correctly, as well as being able to read one written word with clear harokat and reading. Based on the description of reading proficiency in this phase, it refers to the low beginner level of reading proficiency in the ACTFL language proficiency levels. Learners are able to recognize a limited number of letters, symbols or characters. They are usually able to identify high frequency words and/or expressions if there is a very supportive context.
- d. Writing proficiency in this phase requires learners to be able to write letters, words and simple sentences correctly by imitating as exemplified. This proficiency refers to the outcome description "learners are able to imitate letters, words, and simple sentences in writing". The key word in this outcome is "imitate writing", where learners are able to imitate the writing of letters, words and simple sentences modeled by the teacher. Based on the description of writing proficiency in this phase, it refers to the low beginner level of writing proficiency in the ACTFL language proficiency levels. Learners are able to copy or record words or expressions that are known and form letters in the abjad system.

### Arabic Language Outcomes Phase B

In phase B, Arabic language learning shows the Lower Order Thinking Skills (LOTS) level.<sup>26</sup> With the formulation of Arabic learning outcomes as follows:<sup>27</sup>

- a. Listening proficiency, the expected learning outcome in this phase is that learners have the ability to hear vocabulary and respond to commands, questions and greetings. This is indicated through the description of phase B listening learning outcomes, namely: "learners are able to understand and hear vocabulary, command words, greetings and questions." The key word in this outcome description is vocabulary which indicates learners' ability to absorb information at the stage of understanding one word or slightly more. Based on this outcome, the listening proficiency in phase B is the same as the intermediate level of the low intermediate sub-level, where learners can only understand and hear information that is one sentence long in a specific theme and context.
- b. Speaking proficiency in this phase requires learners to be able to use Arabic orally within the scope of phrasing, lexical and phonological in limited themes/topics. This proficiency refers to the outcome description "learners are able to use Arabic in accordance with grammatical, phrasal, lexical and phonological rules". The key word in this outcome is "using Arabic" which is limited to limited themes/topics in learning materials. The use of Arabic in question is the pronunciation or conversation of learners using Arabic which is limited to grammatical, phraseological, lexical

<sup>26</sup> Maulana, "Analisis Capaian Pembelajaran Bahasa Arab dengan Taksonomi Bloom Revisi," Jurnal PTK dan Pendidikan 8, no. 2 (2022): 85–96. DOI: <https://doi.org/10.18592/ptk.v8i2.7621>

<sup>27</sup> Dirjen Pendidikan Islam, "Keputusan Dirjen Pendis Nomor 3211 Tahun 2022 Tentang Capaian Pembelajaran PAI dan Bahasa Arab pada Madrasah," hlm. 99-100.

and phonological. Based on the description of speaking proficiency in this phase refers to high beginner level speaking proficiency on the ACTFL language proficiency level. Learners are able to convey short messages through the use of isolated words and expressions that have been encountered, memorized, and remembered.

- c. Reading proficiency in this phase requires learners to be able to read correctly and fluently simple written sentences in limited themes/topics. This proficiency refers to the outcome description "learners are able to read and understand simple written discourse". The key word in this outcome is "reading simple discourse" which indicates that learners are expected to be able to read written text in the form of simple discourse or simple sentence structure correctly. Based on the reading proficiency description in this phase, it refers to the low intermediate level of reading proficiency on the ACTFL language proficiency levels. Learners are able to understand some information from very simple related texts that relate to a limited number of personal and social needs.
- d. The writing proficiency in this phase requires learners to be able to write using appropriate vocabulary and grammar in the context of a predetermined limited theme/topic. This proficiency refers to the outcome description "learners are able to produce and explain vocabulary according to grammar and known topics. "The key words in this outcome are" produce vocabulary according to grammar and known topics. "The key word in this outcome is" produce vocabulary according to grammar and context" which indicates that learners are expected to be able to write vocabulary that is in accordance with the context of the theme/topic specified, and the writing of the vocabulary must be in accordance with the writing rules. Based on the description of writing proficiency in this phase, it refers to the high beginner level of writing proficiency in the ACTFL language proficiency levels. Learners are able to recombine learned vocabulary and structures to create simple sentences on a very familiar topic.

### **Arabic Language Outcomes Phase C**

Phase C is the beginner level in Arabic language learning. Stressing the beginner level is an increase in language acquisition competence, through increasing practice and producing language.<sup>28</sup> The formulation of Arabic learning outcomes in this phase is as follows:<sup>29</sup>

- a. Listening proficiency in phase C requires learners to be able to understand spoken information by determining the main idea and responding to the information. This learning outcome is shown through the description "learners are able to understand the main idea and make a simple response." The key words in this listening outcome description are main idea and make a response based on the spoken information which indicates that the spoken information is in the form of a simple sentence. The listening proficiency in this phase refers to the intermediate level of the high intermediate sub-level on the ACTFL, as learners are able to understand spoken information of one simple sentence length and can derive substantial meaning from the speech they hear.
- b. Speaking proficiency in this phase requires learners to be able to communicate through simple conversations, asking questions and answering questions in interacting using Arabic. This proficiency refers to the outcome "learners are able to respond by asking and answering questions in simple conversations." The key word in this outcome is "respond in simple

<sup>28</sup> Rika Lutfiana Utami, "Desain Kurikulum Bahasa Arab di Indonesia," EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab 9, no. 1 (2020): 108–24. DOI: <https://doi.org/10.24235/ibtikar.v9i1.6235>

<sup>29</sup> Dirjen Pendidikan Islam, "Keputusan Dirjen Pendis Nomor 3211 Tahun 2022 Tentang Capaian Pembelajaran PAI dan Bahasa Arab pada Madrasah," hlm. 101-102.



conversations" which indicates that learners are expected to be able to communicate using Arabic through simple conversations indicated by the ability to ask questions and respond to answers to questions given. Based on the description of speaking proficiency in this phase, it refers to a high intermediate level of speaking proficiency in the ACTFL language proficiency levels. Learners are able to communicate easily and confidently when dealing with routine tasks and social situations.

- c. Reading proficiency in this phase requires learners to be able to read written text in the form of simple discourse using certain grammatical patterns. This proficiency refers to the diksirpsi outcome "learners are able to read and understand short discourse in the form of texts with certain sentence patterns." The keywords in this outcome are "reading short discourses" and "certain sentence patterns" which indicate that learners are expected to be able to read simple discourses written using several sentence patterns or certain grammatical arrangements, such as the arrangement of the sum of *ismiyah* or sum of *fi'liyah*. Based on the description of reading proficiency in this phase, it refers to a high intermediate level of reading proficiency in the ACTFL language proficiency levels. Learners are able to fully and easily comprehend short, non-complex texts that convey basic and topic-related information.
- d. The writing proficiency in this phase requires learners to be able to produce simple sentence writing using certain sentence patterns or sentence structures, such as *mubtada' kbobar* and *isimiyarob* and sifat. This proficiency refers to the outcome description "learners are able to produce and explain vocabulary in accordance with grammar and context." The keywords in this outcome are "produce vocabulary" and "grammar and context" which indicate that learners are expected to produce writing using certain sentence patterns or structures according to the context of the theme/topic discussed. Based on the description of writing proficiency in this phase, it refers to the intermediate level of writing proficiency in the ACTFL language proficiency levels. Learners show evidence of mastery of basic sentence structure and verb formation.

#### Arabic Language Outcomes Phase D

Phase D in this Arabic learning design is an intermediate level, at the intermediate level is to continue and mature the material obtained at the previous level by increasing the scope of the material, making it more complex and varied. In addition to the main objective at this level is the production of language that is verbal rather than written.<sup>30</sup> as for the formulation of Arabic learning outcomes in this phase as follows:<sup>31</sup>

- a. Listening proficiency in this phase requires learners to have the ability to explore explicit and implied oral information about their surroundings and daily activities. This outcome is shown through the outcome description "learners are able to explore explicit and implicit information from the text heard." The keyword for this outcome is exploration of information from the text which indicates that the learners' ability to absorb information in this phase is in the form of simple paragraphs. This proficiency refers to the advanced level with the intermediate proficient sub-level, where learners are able to understand narrative text and conventional text in the form of simple paragraphs and find the main fact and many supporting facts in the text.
- b. Speaking proficiency in this phase requires learners to be able to carry out conversations with general topics/themes that are in accordance with Arabic language rules. This proficiency refers to the outcome description "learners are able to build interactions using grammatical structures."

<sup>30</sup> Muhajir, *Arab Baru Pengajaran Bahasa Arab: Filsafat Bahasa, Metode dan Pengembangan Kurikulum* (Yogyakarta: FTK UIN Sunan Kalijaga Yogyakarta, 2017), hlm. 234.

<sup>31</sup> Dirjen Pendidikan Islam, "Keputusan Dirjen Pendis Nomor 3211 Tahun 2022 Tentang Capaian Pembelajaran PAI dan Bahasa Arab pada Madrasah," hlm. 103-105.

The keywords in this outcome are "build interaction" and "grammatical structure" which indicate that learners are able to communicate with other individuals or groups using Arabic while still paying attention to the grammatical structure of fusha Arabic. Based on the description of speaking proficiency in this phase, it refers to the intermediate proficient level of speaking proficiency in the ACTFL language proficiency levels. Learners are able to participate actively in very informal and slightly formal conversations on a variety of concrete topics. These Intermediate Proficient speakers can deal well and with relative ease with linguistic challenges posed by complex or unexpected events in the context of routine situations or communicative tasks with which they are familiar.

- c. Reading proficiency in this phase requires learners to be able to understand and explain the written text they read. This proficiency refers to the outcome description "learners are able to understand and reflect on different types of visual texts." The key words in this outcome are "reflect" and "various types of text" indicating that learners are expected to be able to read texts that have various types of genres which are then explained by the reader about the content of the reading text. Based on the description of reading proficiency in this phase, it refers to the low proficient level of reading proficiency in the ACTFL language proficiency levels. Learners are able to understand conventional narrative and descriptive texts with a clear basic structure.
- d. Writing proficiency in this phase requires learners to write simple paragraphs by connecting various sentences, as well as using certain grammatical structures. This proficiency refers to the outcome description "learners are able to connect and describe sentences through simple paragraphs in different types of text that create a connected and logical sequence." The keywords in this outcome are "linking sentences" and "simple paragraphs" which indicate that learners are expected to be able to create essays in the form of simple paragraphs in which the sequence of sentences with one another is connected systematically and logically by using certain sentence structures/patterns. Based on the description of writing proficiency in this phase, it refers to the low proficient level of writing proficiency in the ACTFL language proficiency levels. Learners are able to combine and connect sentences into paragraph-long texts and structures.

### **Arabic Language Outcomes Phase E**

In phase E, Arabic language learning shows the Higher Order Thinking Skill (HOTS) level.<sup>32</sup> With the formulation of Arabic learning outcomes as follows:<sup>33</sup>

- a. Listening proficiency in this phase requires learners to be able to understand general information orally, be able to summarize it and recognize mistakes. This is shown through the outcome description "learners are able to evaluate and assess information heard." The key word in this outcome is evaluating and assessing oral information which refers to the learners' ability to recognize details of the main information and other information in the text. This proficiency refers to the high sub-advanced proficient level where learners are able to listen to conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports.
- b. Speaking proficiency in this phase requires learners to be able to communicate in a complex manner with a variety of topics/ themes with their surrounding environment. This proficiency refers to the outcome description "learners are able to build communication with complex texts."

<sup>32</sup> Ahmad Muradi, dkk., "Higher Order Thinking Skills dalam Kompetensi Dasar Bahasa Arab," Arabi: Journal of Arabic Studies 5, no. 2 (2020): 177–90. DOI: <https://doi.org/10.24865/ajas.v5i2.293>

<sup>33</sup> Dirjen Pendidikan Islam, "Keputusan Dirjen Pendis Nomor 3211 Tahun 2022 Tentang Capaian Pembelajaran PAI dan Bahasa Arab pada Madrasah," hlm. 106-107.

The keywords in this outcome are "build communication" and "complex text" which indicate that learners in this phase are expected to be able to use Arabic as a means of communication and interaction with a variety of complex discussions. Based on the description of speaking proficiency in this phase, it refers to the high proficient level of speaking proficiency in the ACTFL language proficiency levels. Learners are able to demonstrate well-developed abilities to compensate for imperfect understanding of some forms or limitations in vocabulary with the use of communicative strategies.

- c. Reading proficiency in this phase requires learners to be able to read several paragraphs with various types of text, and be able to explain the content of the paragraphs clearly. This proficiency refers to the outcome description "learners are able to understand and reflect on several paragraphs in the text". The key word in this outcome is "reflect on several paragraphs" which indicates that learners are expected to be able to read texts with various genres in a particular title/theme that are composed of several paragraphs, and be able to explain the content of the reading. Based on the description of reading proficiency in this phase, it refers to the high proficient level of reading proficiency in the ACTFL language proficiency levels. Learners are able to understand, fully and with ease, conventional narrative and descriptive texts of any length as well as more complex factual material.
- d. Writing proficiency in this phase requires learners to be able to create essays by connecting several sentences into paragraphs in a logical and sequential manner by expressing ideas or notions in the specified theme/topic. This proficiency refers to the outcome description "learners are able to connect and explain sentences into paragraphs to express ideas and ideas". The keywords in this outcome are "connecting sentences" and "expressing ideas and ideas" which indicate that learners in this phase of learning Arabic are able to write paragraphs composed of several sentences through expressing their ideas and ideas on the theme/topic determined through writing. Based on the description of writing proficiency in this phase, it refers to the intermediate proficient level of writing proficiency at the ACTFL language proficiency level. Learners are able to fulfill a series of academic writing tasks and/or needs. They show the ability to narrate and explain in detail in all major time frames with good mastery of aspects.

### **Arabic Language Outcomes Phase F**

In phase F, learners are able to demonstrate Arabic language skills and knowledge in oral and written form with native speakers.<sup>34</sup> the formulation of Arabic language learning outcomes in this phase is as follows:<sup>35</sup>

- a. Listening proficiency in this phase requires learners to be able to understand oral information with a broader range of themes, and they provide responses to the information heard. This is shown through the outcome description "learners are able to make responses from information using complex grammatical arrangements." The keyword in this outcome is making responses based on information that is grammatically complex. Based on these keywords, it shows that the information heard is a long discourse with a variety of topics. This proficiency refers to the ACTFL superior level, where learners are able to understand speech in a standard dialect on a

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<sup>34</sup> Talqis Nurdianto dan Noor Azizi bin Ismail, "Pembelajaran Bahasa Arab Berbasis Common European Framework of Reference for Language (CEFR) di Indonesia," al Mahāra: Jurnal Pendidikan Bahasa Arab 6, no. 1 (2020): 1–22. DOI: <https://doi.org/10.14421/almaahara.2020.061.01>

<sup>35</sup> Dirjen Pendidikan Islam, "Keputusan Dirjen Pendis Nomor 3211 Tahun 2022 Tentang Capaian Pembelajaran PAI dan Bahasa Arab pada Madrasah," hlm. 108-110.

range of familiar and less familiar topics. They can follow long linguistically complex discourses such as those found in academic and professional settings, lectures, speeches and reports.

- b. Speaking proficiency in this phase requires learners to be able to use Arabic as a means of communication through a range of topics. This proficiency refers to the outcome description "learners are able to speak by producing language orally on general topics." The keywords in this outcome are "producing language" and "general theme" which indicate that learners are able to use Arabic as a communication tool in conveying ideas, thoughts and ideas in a series of topics. Based on the description of speaking proficiency in this phase, it refers to the superior level of speaking proficiency in the ACTFL language proficiency levels. Learners are able to communicate appropriately and fluently in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings.
- c. Reading proficiency in this phase requires learners to be able to read various types of texts such as short stories/articles/essays/reports/books and then explain the content according to the results of their reading. This proficiency refers to the outcome description "learners are able to understand and reflect on various types of visual texts such as short stories/articles/essays/reports/books." The keywords in this outcome are "types of texts such as short stories/articles/essays/reports/books" which shows that learners are able to read various forms of writing such as short stories/articles/essays/reports/books, then learners explain the content of the results of their reading to others. The type of reading exemplified represents that the content read is not only simple text, but there are also several academic texts such as articles, journals and reports. Based on the description of reading proficiency in this phase, it refers to the superior level of reading proficiency at the ACTFL language proficiency level. Learners are able to comprehend texts from various genres related to various subjects. Readers at this level are able to comprehend long texts of a professional, academic or literary nature.
- d. Writing proficiency in this phase requires learners to be able to produce writing with free and in-depth themes. This proficiency refers to the outcome description "learners are able to produce language related to various types of free and in-depth texts". The keywords in this outcome are "producing language" and "free and in-depth" which indicate that learners at this level must have the ability to write using Arabic with a variety of topics in depth. The domain of writing skills in this phase leads to academic writing where examples of themes discussed include religions in Indonesia and Islamic civilization. Based on the description of reading proficiency in this phase, it refers to the superior level of writing proficiency at the ACTFL language proficiency level. Learners are able to produce most types of formal and informal correspondence, in-depth summaries, reports, and research papers on a variety of social, academic, and professional topics.

**Table 1.** the level of learning outcomes of the Arabic language  
Merdeka Curriculum ACTFL Perspective

No	Phase	Proficiency Type	Proficiency Description	ACTFLLevel
1	Arabic Language Outcomes Phase A	Listening	able to listen to language components such as phonemes, words and intonation on specific themes	Novice Mid
		Speaking	learners are able to imitate words, phrases, sentences	Novice Mid
		Reading	learners are able to read letters and words, punctuation on written texts	Novice Low
		Writing	learners are able to imitate letters, words,	Novice Low

			and simple sentences in writing	
2	Arabic Language Outcomes Phase B	Listening	learners are able to understand and hear vocabulary, command words, greetings and questions	Intermediate Low
		Speaking	learners are able to use Arabic according to grammatical, phrasal, lexical and phonological rules	Novice High
		Reading	learners are able to read and understand simple discourse in writing	Intermediate Low
		Writing	learners are able to produce and display vocabulary according to grammar and familiar topics.	Novice High
3	Arabic Language Outcomes Phase C	Listening	learners are able to understand the main idea and make simple responses	Intermediate High
		Speaking	learners are able to respond by asking and answering questions in simple conversations	Intermediate High
		Reading	learners are able to read and understand short discourse in text form with specific sentence patterns	Intermediate High
		Writing	learners are able to produce and explain vocabulary that is appropriate to the grammar and context.	Intermediate Mid
4	Arabic Language Outcomes Phase D	Listening	learners are able to explore the explicit and implicit information of the text heard	Advanced Mid
		Speaking	learners are able to build interactions using grammatical structures	Advanced Mid
		Reading	learners are able to understand and reflect on different types of visual texts	Advanced Low
		Writing	learners are able to connect and describe sentences through simple paragraphs in different types of text that create a connected and logical sequence.	Advanced Low
5	Arabic Language Outcomes Phase E	Listening	learners are able to evaluate and assess information heard	Advanced High
		Speaking	learners are able to build communication with complex texts	Advanced High
		Reading	learners are able to understand and reflect on several paragraphs in a text	Advanced High
		Writing	learners are able to connect and put sentences into paragraphs to express ideas and thoughts	Advanced Mid
6	Arabic Language Outcomes Phase F	Listening	learners are able to make responses from information using complex grammatical structures	Superior
		Speaking	learners are able to speak by producing language orally on general topics	Superior
		Reading	learners are able to understand and reflect on different types of visual texts such as short stories/articles/essays/reports/books	Superior
		Writing	learners are able to produce language related to different types of free and in-depth texts	Superior

Table 1 above explains that the Arabic curriculum design in the Merdeka Curriculum, which is determined by the learning outcomes through the Decree of the Director General of Education



Number 3211 of 2022 concerning PAI and Arabic Learning Outcomes in Madrasahs, has 6 phases. The phases referred to in the Director General's decree are relevant to the levels in Arabic language learning. The formulation of Arabic language learning with various levels (phases) is very important to note because foreign language learning must pay attention to the stages of learning from easy to difficult material.<sup>36</sup> Based on the data in the table above, it shows that the level of Arabic language learning ability in the Merdeka Curriculum is equivalent to ACTFL in the following details:

1. The skills in phase A, which is the initial level for Arabic language learners in madrasahs, have basic abilities by having the ability to listen, pronounce, read and write single letters. This level is equivalent to low beginner on the ACTFL standard.
2. Proficiency in phase B which is the second level shows that Arabic learners in Madrasahs have the ability to listen, say, read and write simple sentence structures relevant to the high beginner-low intermediate level on the ACTFL standard.
3. Proficiency in phase C shows that Arabic learners in Madrasahs have the ability to grasp the main idea and respond to it orally or in writing based on certain contexts and using certain sentence patterns. This level is relevant to the medium-high intermediate level on the ACTFL standard.
4. The ability in phase D shows that Arabic learners in Madrasahs have the ability to explore implied and explicit information, and use it in communication according to the general context, and connect sentences into a paragraph. This level is relevant to the low-intermediate proficient level on the ACTFL standard.
5. Proficiency in phase E shows that Arabic learners in Madrasahs have the ability to listen and speak with complex themes, as well as absorb written information from several references and express their ideas into several paragraphs. This level is relevant to the intermediate proficient-high proficient level on the ACTFL standard.
6. Proficiency in phase F shows that Arabic language learners in Madrasahs have the ability to absorb information and produce oral and written language in depth in an academic scope. This level is relevant to the excellent level in the ACTFL standard.

Arabic language learning in this Merdeka Curriculum has characteristics that are oriented towards the realization of three aspects, namely: 1) mastery of Arabic language competence (*kefayah lughowiyah arabiyah*) which includes four abilities namely: *istima'*, *kalam*, *qiroah* and *kitabah*,<sup>37</sup> 2) communicative competence (*kefayah ittisholiyah*), Arabic is used as a tool for social and academic interaction with other users in the world, 3) cultural competence (*kefayah tsaqofiyah*), Arabic is used to understand the culture of Arab society.<sup>38</sup> Arabic curriculum development is also based on a cognitive foundation related to the character, sources, and values of science in society and its culture.<sup>39</sup>

Al-Fauzan corroborates that Arabic language competence has two bases that include two primaries. First, language skills (*maharah lughowiyah*) which includes four aspects of skills, namely:

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<sup>36</sup> Ahmad Muradi dan Taufiqurrahman, *Pengembangan Kurikulum Pembelajaran Bahasa Arab: Konsep dan Aplikasi*, (Depok: PT Rajagrafindo Persada, 2021), hlm. 22.

<sup>37</sup> Rusydi Ahmad Thu'aimah, *Manabij Tadris al-Lughah al-'Arabiyah bi al-Ta'lim al-Asasi*, (Kairo: Dar al-Fikral-'Arabi, 2001), hlm. 27-29.

<sup>38</sup> Tim Pengembang Kurikulum Merdeka, *"Pembelajaran Bahasa Arab dalam Kurikulum Merdeka,"* (Materi Pelatihan, i-Pintar: Pusat Informasi Pelatihan dan Pembelajaran Kementerian Agama, Jakarta, 2023).

<sup>39</sup> Rusydi Ahmad Thu'aimah, Ali Ahmad Madkur, dan Iman Ahmad Haridi, *al-Marji' fi Manabij Ta'lim al-Lughah al-'Arabiyah li an-Nathiqin bi LughatUkhrá*, (Kairo: Dar al-Fikr al-'Arabi, 2010), hlm. 9.

listening (*istima'*), speaking (*kalam*), reading (*qiroah*), and writing (*kitabah*).<sup>40</sup> Second, the elements of Arabic language which include 3 things, namely: 1) phonology (*ashwat*) which is studied through the science of *al-Aswat*, 2) vocabulary (*al-mufradat*) or what is called a sentence in Arabic which is studied through the science of morphology (science *al-Shorff*), 3) grammatical Arabic (*al-tarakib*) which is used through the science of *al-nahwu*.

Communicative competence is an important component in learning Arabic. This ability is used by learners to interact, communicate and express their ideas in a certain context. Highly communicative learners are better able to share ideas and opinions in communication. They rarely make mistakes in wording and cause misunderstanding to the listener. However, low ability learners are unable to produce grammatical errors that make it difficult for listeners to understand.<sup>41</sup> Therefore, teachers need adjustments in using teaching communicative competence in the Merdeka curriculum.<sup>42</sup> In developing learners' communication skills, teachers can use intercultural communication in developing their Arabic language skills by continuing to instill intrinsic motivation in the Arabic language learning process.<sup>43</sup>

Cultural competence is also one of the competencies that must exist in Arabic language learning in the Merdeka curriculum. One way to help and encourage them to focus on intercultural competence (IC) is to provide textbooks that facilitate the intercultural language learning process.<sup>44</sup> The intercultural dimension of foreign language learning has provided insight into the linguistic and social skills, knowledge and attitudes required to communicate effectively and appropriately in intercultural contact situations. The intercultural dimension in foreign languages emphasizes effective cross-cultural communication based on the acquisition of a set of key competencies, viz: knowledge, attitudes, interpreting and relating skills, discovery and interaction skills.<sup>45</sup>

## Closing

The change from the national curriculum to the Merdeka curriculum has an impact on all subjects, including Arabic language lessons. The Arabic language learning curriculum design in the Merdeka curriculum demands significant changes for students in madrasah. Arabic language learning in the Merdeka curriculum is studied at various levels, from the lowest A phase to the highest F phase. In the Merdeka curriculum, Arabic language learning includes three skill outcomes relevant to ACTFL's 5C standard, namely: language skills, communication skills, and cultural skills. Language skills include language ability and linguistic elements; communication skills include interpersonal

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<sup>40</sup> Abdurrahman Ibrahim al-Fauzan, *Idboaat li Muallimi al-Lughob al-Arabiyah li Ghoiry Natiqina biba*, (Riyadh: al-Arabiyah li al-Jami', 2008), hlm. 130.

<sup>41</sup> Leily Widyaningrum, Abdurrachman Faridi, dan Mursid Saleh, "The Relationship between Communication Strategies and Language Proficiency among the English Department Students of LAIN Kudus," *English Education Journal* 10, no. 4 (2020): 504–602. DOI: <https://doi.org/10.15294/eej.v10i4.40035>

<sup>42</sup> Amirullah Abduh, dkk., "Teachers' Perceptions of English Teaching Strategies in the Current Curriculum Change," *International Journal of Language Education* 6, no. 4 (2022): 437–44. DOI: <https://doi.org/10.26858/ijole.v6i4.25246>

<sup>43</sup> Natalia Guskova dan Elena Golubovskaya, "Enhancement of Academic Performance through Developing Cross-Cultural Communicative Competence: A Case Study of Students Majoring in Economics," *Journal of Language and Education* 9, no. 1 (2023): 76–88. DOI: <https://doi.org/10.17323/jle.2023.13989>

<sup>44</sup> Nur Gedik Bal, "Students' and Instructors' Evaluation of a Foreign Language Textbook from an Intercultural Perspective," *Journal of Language and Linguistic Studies* 16, no. 4 (2020): 2024–39. DOI: <https://doi.org/10.17263/jlls.851032>

<sup>45</sup> Azadeh Nemati, Amir Marzban, dan Ensieh Maleki, "The Role of Intercultural Competence in Foreign Language Teaching," *International Journal of Language and Linguistics* 2, no. 6–1 (2014): 8–12. DOI: <https://doi.org/10.11648/j.ijll.s.2014020601.12>

communication, presentation communication and interpretive communication; while cultural competence is associated with linguistic and cultural insights into the Arabic language being studied.

The results of the analysis of the achievement of Arabic language proficiency levels in the Merdeka curriculum based on ACTFL standards show that the Arabic language learning curriculum design is taught based on its level from the easy one, namely phase A, this phase is relevant to ACTFL standards at the low beginner level. While the highest level in phase F, this phase is relevant to the ACTFL standard at the superior level. At this level, learners have mastery of Arabic in absorbing information and producing oral and written language in depth within the academic scope. With Arabic learning outcomes in the Merdeka Curriculum, students are able to use Arabic based on academic, professional, economic and ideological orientations.

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