Educators' and Learners' Responses to Optimising the Development of Arabic Teaching Module Based on the Merdeka Curriculum

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Abstract

This study aimed to develop an Arabic teaching module based on the Merdeka curriculum for grade IV of Asasalam Islamic Elementary School Bandar Lampung and to analyze educators' and students' responses to the teaching module. A teaching module is an important part of learning implementation. Moreover, the implementation of the Merdeka curriculum must also be harmonized with the existence of teaching module. However, Assalam Islamic Elementary School in Bandar Lampung, which has implemented the Merdeka curriculum, does not yet have a teaching module / teaching materials based on the Merdeka curriculum. The type of research employed in this study was Research and Development (R&D) with the ADDIE model. Data collection involved conducting interviews with Arabic language subject teachers at Assalam Islamic Elementary School. The instruments utilized in this development included student questionnaires and product validation instruments. Data analysis techniques encompassed qualitative descriptive and quantitative descriptive methods. Qualitative descriptive analysis was utilized to process data from the review of material experts, media experts, and field practitioners' responses, including teachers and students. Quantitative descriptive analysis was derived from the results of product feasibility, represented in the form of product practicality.

The validation results from media experts yielded an average value of 86%, while those from material experts showed an average value of 93%, categorized as very feasible. Furthermore, the average response from educators was 93%, falling into the attractive category. The responses from students in small group trials averaged 91%, whereas in field trials, the average was 83%. Based on the findings of this study, it is evident that the teaching module is highly engaging for use in the learning process. This research contributes to the development of Arabic teaching module based on the Merdeka curriculum.

Keywords: Arabic language education; independent curriculum; teaching module

Introduction

Education is a process of human activity that is important for life. Education has always received more attention from the government.[1] Policy-making processes such as the creation of ethical guidelines and competency frameworks[2] currently continue to undergo policy changes in order to anticipate the development of globalization and improve the quality of students.[3] One of the things that must be considered by educators is how to make the lesson liked and interested by students.[4] As an educator, it would be nice to be able to take advantage of technological and scientific developments to create learning media that are interesting and aim to help educators and students in the process of teaching and learning activities.[5] The learning process in the classroom should be designed in such a way that it challenges the development of knowledge for learners.[6] Subsequently, students engage in the cognitive constructivist

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[1] Hasanuddin et al., *Perencanaan Pembelajaran (Kurikulum Merdeka Belajar)*. (sada kurnia pustaka, 2022).

[2] Jan Delcker et al., "First-Year Students AI-Competence as a Predictor for Intended and de Facto Use of AI-Tools for Supporting Learning Processes in Higher Education," *International Journal of Educational Technology in Higher Education* 21, no. 1 (2024), https://doi.org/10.1186/s41239-024-00452-7.

[3] T. W. Apoko et al., "The Implementation of Merdeka Belajar Kampus Merdeka Policy: Students' Awareness, Participation, and Its Impact.," *Journal of Education Research and Evaluation* 6, no. 4 (2022).

[4] Elvia Susanti, Mahyudin Ritonga, and Bambang Bambang, "Pengaruh Penggunaan Media Powerpoint Terhadap Minat Belajar Bahasa Arab Siswa," *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 1 (2020): 179, https://doi.org/10.29240/jba.v4i1.1406.

[5] Koderi Koderi, Muhammad Aridan, and Ahmad Bukhari Muslim, "Pengembangan Mobile Learning Untuk Penguasaan Mufrodat Siswa MTs," *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 2 (2020): 265, https://doi.org/10.29240/jba.v4i2.1769.

[6] Meidijati;, "A New Decade for Social Changes," *Technium Social Sciences Journal* 6, no. December (2020): 101–5.

approach, wherein they actively construct and refine their knowledge structures by synthesizing past experiences within the learning milieu.[7] The implementation of formal education provides opportunities for students to carry out learning activities.[8] The core of educational activities is in the learning process.[9] The 21st century learning that is currently widely used is a learning transition where the curriculum developed leads schools to change the learning approach from teacher centred to student centered.[10]

Language is a system of ideas and culture that is a natural entrance (madkhal) to explore the values accumulated in society throughout its history, in addition to being a means chosen by humans to communicate (tawashul).[11] then Arabic developed along with the development of Islam.[12] Moreover, the Arabic instructional resources in Indonesia exhibit a notable lag in development compared to other foreign languages, notably English, with many madrasas still reliant on teaching materials sourced from the Middle East. Conversely, the imperative for innovation and advancement in Arabic educational materials has become pronounced in tandem with the rapid evolution of scientific and technological domains. Therefore, the competence to develop teaching materials must be truly mastered by Arabic language teachers.[13] All of this will certainly affect the enthusiasm of students and the final results they achieve.[14]

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[7] Lijie Hao et al., "The Effect of Project-Based Learning and Projectbased Flipped Classroom on Critical Thinking and Creativity for Business English Course At Higher Vocational Colleges," *Malaysian Journal of Learning and Instruction* 21, no. 1 (2024): 159–90, https://doi.org/10.32890/mjli2024.21.1.6.

[8] Muhimmatul Choiroh, "Evaluasi Pembelajaran Bahasa Arab Berbasis Media E-Learning," *Jurnal Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 3, no. 1 (2021): 41–47, https://doi.org/10.47435/naskhi.v3i1.554.

[9] H. Widodo and E. & Nurhayati, *Manajemen Pendidikan Sekolah, Madrasah, Dan Pesantren* (T REMAJA ROSDAKARYA, 2020).

[10] Fitri Masturoh and Ihwan Mahmudi, "Implementasi Kurikulum Merdeka Belajar Dalam Pembelajaran Bahasa Arab," *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 4, no. 2 (2023): 207–32, https://doi.org/10.52593/klm.04.2.07.

[11] Abd Aziz and Saihu Saihu, "Interpretasi Humanistik Kebahasaan: Upaya Kontekstualisasi Kaidah Bahasa Arab," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 2 (2019): 299, https://doi.org/10.29240/jba.v3i2.1000.

[12] Cahya Edi Setyawan and Khairul Anwar, "Peran Bahasa Arab Dalam Pendidikan Islam Sebagai Urgensitas Mengahadapi Revolusi Industri 4.0," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 1, no. 1 (2020): 11–19, https://doi.org/10.35316/lahjah.v1i1.571.

[13] Muhammad Syaifullah and Nailul Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 1 (2019): 127, https://doi.org/10.29240/jba.v3i1.764.

[14] Muti Rahman, "Model Pembelajaran Program Ekstrakurikuler Bahasa Arab Dan Implementasinya Di Madrasah Aliyah Pesantren" 3, no. 1 (2019): 29–46, https://doi.org/10.29240/jba.v3i1.629.

Basically, a module is a material that has been specifically designed for learning purposes and can be useful in the learning process in the classroom. Modules are teaching materials that are written with the aim that students can learn independently without or with the guidance of educators.[15] A teaching module is a document that contains the objectives, steps, learning media, and assessments needed in one unit/topic based on the flow of learning objectives.[16] The availability of modules can help students in obtaining information about learning materials.[17] Nasution, as elucidated within the historika journal module, stands as a pedagogical artifact meticulously tailored to facilitate learning through structured subject matter presentation. This didactic resource endeavors to foster specific learning outcomes geared towards autonomous student engagement.[18]

Module is a set of materials that have been arranged systematically so as to create an environment or atmosphere that allows students to learn well. The function of the module is as an independent teaching material, a substitute for the function of the educator, as an evaluation tool and as a reference material for students.[19] Appropriate teaching resources, techniques, media, and assessment practices play a crucial role in shaping the learning process. They are instrumental in fostering the acquisition of Arabic language skills among students.[20] Daryanto argued that the module functions for independent learning (self-instruction), meaning that module users can learn anytime and anywhere independently.[21] According to Prastowo, teaching materials serve various essential functions: they act independently, they serve as educators' aides, they function as evaluation tools, and they provide reference materials for students.[22]

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[15] Novita Septryanesti1 and Lazulva, "Desain Dan Uji Coba E-Modul Pembelajaran Kimia Berbasis Blog Pada Materi Hidrokarbon," *Jurnal Tadris Kimiya*, 2019, 203.

[16] Deni Hardiansah, *Kurikulum Merdeka Dan Paradigma Pembelajaran Baru* (Bandung: Penerbit Yrama Widya, 2022).

[17] Eka Puspita Dewi et al., "Efektivitas Modul Dengan Model Inkuiri Untuk Menumbuhkan Keterampilan Proses Sains Peserta Didik Pada Materi Kalor," *Tadris: Jurnal Kependidikan Dan Ilmu Tarbiyah* 2, no. 2 (2017): 105.

[18] Yaumil Qoriaha, Sumarnob, and Nurul Umamah C, "The Development Prehistoric Of Jember Tourism Module Using Dick And Carey Model," *Jurnal Historica* 1 (2017): 101.

[19] Andi Prastowo, *Panduan Kreatif Membuat Bahan Ajar Inovatif* (Yogyakarta:Diva Press, n.d.).

[20] Noza Aflisia and Hazuar Hazuar, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Pendekatan Komunikatif," *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 1 (2020): 111, https://doi.org/10.29240/jba.v4i1.1380.

[21] Riri Susanti, "Pengembangan Modul Pembelajaran Pai Berbasis Kurikulum 2013 Di Kelas V Sd Negeri 21 Batubasa, Tanah Datar," *Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan* 2, no. 2 (2017): 161.

[22] Durinta Puspasari Hesty Indria Wahyuni, "Pengembangan Modul Pembelajaran Berbasis Kurikulum 2013 Kompetensi Dasar Mengemukakan Daftar Urut Kepangkatan Dan

The purpose of preparing the module itself is so that students can learn independently without or with the guidance of educators (which is minimal, the role of educators is not too dominant and authoritarian in learning activities, train students' honesty, accommodate various levels and learning speeds of students, and so that students are able to measure their own level of mastery of the material that has been learned.[23] The benefits of modules for students are to foster learning independence, expand the time to continue learning with the willingness to learn that students have.[24] The curriculum includes all the elements needed in a learning starting from goals, learning processes, time, teachers, learners and the institution itself, so that the learning process leads to a maximum achievement.[25] The curriculum is part of a very important learning component. The curriculum is designed to facilitate the teaching and learning process under the supervision and responsibility of the school or educational institution.[26] The open curriculum development process invites stakeholders to look for something in the sociological realm. This is due to the lack of ability to manage a subject-centred curriculum.[27] One of the learning tools that must be completed by educational institutions is the curriculum.[28] Curriculum is a plan of lessons, teaching materials, learning experiences that have been programmed in advance.[29] This will enable a better understanding and a more comprehensive picture of the curriculum.[30] The curriculum is a reference for every educator in implementing the teaching and learning process. Indonesia is a country that has

Mengemukakan Peraturan Cuti," *Jurnal Pendidikan Ekonomi Manajemen Dan Keuangan* 1, no. 1 (2017): 59.

[23] Irsyad Kholis Fatchurroza, "Pengembangan Bahan Ajar Modul Bahasa Arab Berperspektif Gender Bagi Peserta Didik Kelas Vii Madrasah Tsanawiyah," *Jurnal Studi Agama* 6, no. 2 (2018): 198.

[24] Bahraeni, "Efektifitas Pengembangan Bahan Ajar Ilmu Pendidikan Islam Berbasis Model Pembelajaran Khooperatif Tipe Jigsaw Melalui Kegiatan Desiminasi Pada Stais Ddi Maros," *Jurnal PAI FTK* 6, no. 1 (2017): 101.

[25] Fatwiah Noor, "Kurikulum Pembelajaran Bahasa Arab Di Perguruan Tinggi," *Arabiyatuna : Jurnal Bahasa Arab* 2, no. 1 (2018): 1, https://doi.org/10.29240/jba.v2i1.305.

[26] A. Mursyid et al., "Penerapan Kurikulum Merdeka Dalam Rencana Pelaksanaan Pembelajaran Di Purwakarta.," *Ál-Fâhim: Jurnal Manajemen Pendidikan Islam,* 5, no. 1 (2023): 173–87.

[27] Muhammad Ilfan Fauzi, "Pemanfaan Neurosains Dalam Desain Pengembangan Kurikulum Bahasa Arab," *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 1 (2020): 1, https://doi.org/10.29240/jba.v4i1.1095.

[28] F. Fatmawati and and Y Yusrizal, "Peran Kurikulum Akhlak Dalam Pembentukan Karakter Di Sekolah Alam SoU Parung Bogor," *Jurnal Tematik* 10, no. 2 (2020): 74–80.

[29] Nurjannah Nurjannah, "Analisa Kebutuhan Sebagai Konsep Dasar Dalam Pengembangan Kurikulum Bahasa Arab Di MAN Curup," *Arabiyatuna : Jurnal Bahasa Arab* 2, no. 1 (2018): 49, https://doi.org/10.29240/jba.v2i1.409.

[30] Abolfazl Rafiepour and Danyal Farsani, "Cultural Historical Analysis of Iranian School Mathematics Curriculum: The Role of Computational Thinking," *Journal on Mathematics Education* 12, no. 3 (2021): 411–26, https://doi.org/10.22342/JME.12.3.14296.411-426.

made changes / revisions to the curriculum several times.[31] The curriculum continues as the emergence of the 1964 curriculum, the 1968 curriculum, the 1975 curriculum, the 1984 curriculum (enhanced 1975 curriculum), the 1994 curriculum and the 1999 curriculum supplement, the 2004 curriculum (competency-based curriculum), the 2006 curriculum (education unit level curriculum) and the 2013 curriculum which also has a revised edition. Every curriculum change in the education unit has a strong basis. Curriculum changes are inseparable from the development of a digitalised era. Similar to contemporary times, the incorporation of digitalization stands as a key indicator for the development of autonomous learning curricula.[32] Indonesia currently chooses Merdeka Curriculum as the Education standard.[33] The independent learning curriculum policy initiated by the Minister of Education and Culture is expected to be a solution to various problems that occur, especially in terms of determining the orientation of educational goals. The policy on independent learning emerged in the current era of industrial revolution 4.0 and society 5.0. The era of industrial revolution 4.0 and society 5.0,[34] which has both challenges and opportunities for all educational institutions in Indonesia.

The Merdeka Curriculum is learning that leads to the needs of *students (student-centred)*, where previously the concept of learning was still centred on the teacher or educator.[35] The Merdeka Belajar Curriculum is the answer to the intense competition for human resources globally in the 21st century.[36] Merdeka Belajar is a breakthrough policy launched by Education Minister Nadiem Makarim, which aims to restore the education management authority of school principals and local governments.[37] The understanding that occurs is that the

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[31] F. Fatmawati and Y Yusrizal, "Analysis of the Utilization of Nature as a Learning Media in the Covid-19 Pandemic Era," *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)* 4, no. 4 (2021): 8150–54.

[32] Juliati Boang Manalu et al., "Prosiding Pendidikan Dasar Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar," *Mahesa Centre Research* 1, no. 1 (2022): 80–86, https://doi.org/10.34007/ppd.v1i1.174.

[33] Diah Lestari, Masduki Asbari, and Eka Erma Yani, "Kurikulum Merdeka: Hakikat Kurikulum Dalam Pendidikan," *Journal of Information Systems and Management (JISMA)* 2, no. 6 (2023): 85–88.

[34] Erlina Erlina, Idham Khalid, and Ahmad Bukhari Muslim, "Integration of Prismatic Science and Development of Arabic Education Master Curriculum," *Arabiyatuna : Jurnal Bahasa Arab* 6, no. 2 (2022): 591, https://doi.org/10.29240/jba.v6i2.5024.

[35] Yose Indarta et al., "Relevansi Kurikulum Merdeka Belajar Dengan Model Pembelajaran Abad 21 Dalam Perkembangan Era Society 5.0," *Edukatif : Jurnal Ilmu Pendidikan* 4, no. 2 (2022): 3011–24, https://doi.org/10.31004/edukatif.v4i2.2589.

[36] Indarta et al.

[37] Hasrida Hutabarat, Rahmatika Elindra, and Muhammad Syahril Harahap, "Analisis Penerapan Kurikulum Merdeka Belajar Di Sma Negeri Sekota Padangsidimpuan," *Jurnal MathEdu (Mathematic Education Journal)* 5, no. 3 (2022): 58–69, http://journal.ipts.ac.id/index.php/.

concept of freedom to learn is freedom of thought. Related to this understanding, the essence of freedom of thought must first be owned by educators. Nadiem has emphasized that the involvement of educators, as primary actors, is crucial for the engagement of other stakeholders, particularly students. He underscored this point by highlighting numerous criticisms directed towards policies, such as decentralizing the assessment of National Exams to individual schools. Therefore, there are various criticisms in mentioning that many principals and educators are not ready and do not have the competence in creating individual assessments.[38]

Nadiem Makarim stated that teachers have very difficult but noble duties and responsibilities. Teachers are given the responsibility of shaping the future of the nation but are based on very many rules in the form of administrative preparations that must be provided by teachers so that the noble concept in the form of help that teachers should do to their students is not maximised.[39]

The goal of the independent learning curriculum is designed so that learners have many alternative competencies and skills that are relevant, developed in the future. Ki Hajar Dewantara's ideals focus on free learning so that learners can learn independently and creatively.[40] Empowered with a profound grasp of tawhid values and the freedom to select their fields of study, students can tailor their learning experiences to meet their present needs and future aspirations. Furthermore, efforts to instil Islamic education values have also been instilled through character strengthening methods in the form of faith values, worship values, *akhlakul karimah* values by integrating Islamic religious habits in the independent learning curriculum.[41]

Based on the data obtained, the previous Arabic language learning process, educators have used the 2019 madrasa curriculum book, while the school has used the Merdeka curriculum in 2022-2023. In addition, the Arabic language learning teaching module has also not been developed based on the Merdeka curriculum. Therefore, the development of teaching modules based on the Merdeka curriculum in Arabic language learning is carried out. This is an

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[38] Mira Marisa, "Inovasi Kurikulum 'Merdeka Belajar' Di Era Society 5.0," *Santhet: (Jurnal Sejarah, Pendidiikan Dan Humaniora)* 5, no. 1 (2021): 72, https://doi.org/10.36526/js.v3i2.e-ISSN.

[39] Manalu et al., "Prosiding Pendidikan Dasar Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar."

[40] Yekti Ardianti and Nur Amalia, "Kurikulum Merdeka: Pemaknaan Merdeka Dalam Perencanaan Pembelajaran Di Sekolah Dasar," *Jurnal Penelitian Dan Pengembangan Pendidikan* 6, no. 3 (2022): 399–407, https://doi.org/10.23887/jppp.v6i3.55749.

[41] Ikhwanul Muslimin, "Konsep Dan Implementasi Kurikulum Merdeka Belajar Pada Lembaga Pendidikan Islam Studi Kasus Di Madrasah Se-Jawa Timur," *Jurnal Administrasi Pendidikan Islam* 5, no. 1 (2023): 43–57, https://doi.org/10.15642/japi.2023.5.1.43-57.

interesting problem, especially since this curriculum is the latest curriculum. Through this research, it is hoped that it can be a tool for educators in the classroom in the learning process and make students more motivated when learning and contribute to the development of Arabic teaching modules that are more effective.

Referring to relevant research, the development of teaching modules based on the Merdeka curriculum is a series of studies to solve problems in learning related to learning resources tailored to the needs and characteristics of students.[42] Teaching module is one of the learning tools or learning designs based on the applicable curriculum that is applied with the aim of achieving predetermined competency standards.[43] The other research that explains differentiated learning in mathematics learning in the Merdeka curriculum.[44] The Merdeka curriculum is needed because various national and international studies show that Indonesia has experienced a long learning crisis.[45] The teaching module of the Merdeka curriculum is currently seen as a very important tool for the successful implementation of learning with a new model or paradigm.[46] Merdeka curriculum puts forward the concept of "Merdeka Belajar" for students designed to help recover the learning crisis. Merdeka Belajar is a vision built on the thoughts of the father of Indonesian Education, Ki Hadjar Dewantara, who stated that independence is the goal of education as well as an educational paradigm that needs to be understood by all stakeholders.[47]

Based on previous research, which served as a reference indicating that the Arabic teaching module under the Merdeka curriculum had not been extensively developed, further development was deemed necessary. Therefore, the purpose of this study was to develop a teaching module based on the Merdeka curriculum. To accomplish these objectives, this study employed the

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[42] Frita Devi Asriyanti, "Pengembangan Bahan Ajar Modul Pada Mata Pelajaran Bahasa Indonesia Di Kelas Iv Sdn Kendalbulur Ii Tulungagung," *Jurnal Pena Sd* 03, no. 01 (2018): 42–55.

[43] Irmaliya Izzah Salsabilla, Erisya Jannah, and Juanda, "Analisis Modul Ajar Berbasis Kurikulum Merdeka," *Jurnal Literasi Dan Pembelajaran Indonesia* 3, no. 1 (2023): 33–41.

[44] Meria Ultra Gusteti and Neviyarni Neviyarni, "Pembelajaran Berdiferensiasi Pada Pembelajaran Matematika Di Kurikulum Merdeka," *Jurnal Lebesgue : Jurnal Ilmiah Pendidikan Matematika, Matematika Dan Statistika* 3, no. 3 (2022): 636–46, https://doi.org/10.46306/lb.v3i3.180.

[45] Marsela Yulianti et al., "Peran Guru Dalam Mengembangan Kurikulum Merdeka," *Jurnal Ilmu Pendidikan Dan Sosial* 1, no. 3 (2022): 290–98, https://doi.org/10.58540/jipsi.v1i3.53.

[46] Ainil Fitri, Liza Efriyanti, and Rifka Silmi, "Pengembangan Modul Ajar Digital Informatika Jaringan Komputer Dan Internet Menggunakan Canva Di Sman 1 Harau," *JATI (Jurnal Mahasiswa Teknik Informatika)* 7, no. 1 (2023): 33–38, https://doi.org/10.36040/jati.v7i1.5999.

[47] Siti Hesniyatul Jamila, "Pengembangan Pembelajaran Kurikulum Merdeka," *Tafhim Al-'Ilmi* 14, no. 2 (2023): 292–309, https://doi.org/10.37459/tafhim.v14i2.6316.

research and development method. Additionally, the ADDIE research model was utilized, consisting of five main phases or stages: (A) analysis, (B) design, (C) development, (D) implementation, and (E) evaluation.

This research used the research and development method.[48] R&D is a process used to develop and validate educational products.[49] The product in question is not always in the form of objects or hardware (hardware) such as books, modules, classroom learning aids, but can also take the form of software (software) such as computer programs for data processing, training, guidance, evaluation or learning applications.[50] The model used in this research and development was the ADDIE development model. (*Analyze, Design, Development, Implementation, Evaluation*).[51] It is one of the learning system design models that shows the basic stages of a learning system that is simple and easy to learn. This model has five main phases or stages, namely: (A)nalysis, (D)esign, (D)evelopment, (I)mplementation, and (E)valuation. ADDIE emerged in the 1990s developed by Reiser and Mollenda. One of the functions of ADDIE is to guide the development of training programme tools and infrastructure that are effective, dynamic and supportive of training performance.[52]

In this development research, data collection techniques utilized validation sheets from material experts, linguists, media experts, teacher and learner response questionnaires, and learner tests. The data obtained in this development research comprised both qualitative and quantitative data. Qualitative data was derived from suggestions and input provided by validators during the validation stage by material and media experts. Meanwhile, quantitative data was acquired from the assessment of validation sheets completed by material experts, media experts, and teacher and learner response

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[48] M Tegar Wicaksana, "Development of Arabic Interactive Learning Media Assisted by Kodular for Grade VIII at Islamic Junior High School," *Lang. Technol. Soc. Media* 1, no. 1 (2023): 27–41, https://journal.wiseedu.co.id/index.php/ltsmjournal/about.

[49] W. Yuliani and N. & Banjarnahor, "Metode Penelitian Pengembangan (RND) Dalam Bimbingan Dan Konseling. QUANTA," *Jurnal Kajian Bimbingan Dan Konseling Dalam Pendidikan,* 5, no. 3 (2021): 111–18.

[50] I. Rahmatullah Siregar, L., Herlin, & Syofii, "Pengembangan Media Pembelajaran Modul Elektronik Mata Kuliah Diagnosis Kendaraan Di Program Studi Pendidikan Teknik Mesin Universitas Sriwijaya," *Jurnal Pendidikan Teknik Mesin,* 4, no. 1 (2017): 44–50.

[51] Yusra Al Amin and Zughrofiyatun Najah, "Developmental Research: An Android-Based Arabic Language Learning Application as a Means to Improve Middle School Students' Learning Outcomes," *Language, Technology, and Social Media* 1, no. 1 (2023): 52–64.

[52] Bintari and Kartika Sari, "Desain Pembelajaran Model Addie Dan Implementasinya Dengan Teknik Jigsaw," *Prosiding Seminar Nasional Pendidikan, n.D.,* n.d., 93.

questionnaires.[53] The product development of Arabic teaching modules based on the Merdeka curriculum was undertaken.

The data analysis technique used descriptive qualitative and descriptive quantitative techniques. Qualitative descriptive analysis was used to process data from material expert reviews, media experts and field practitioner responses consisting of teachers and students.[54] Quantitative descriptive analysis was obtained from the results of product feasibility of product practicality. The data obtained were then analysed using quantitative methods to calculate the number of answer scores from the experts' validation sheets measured using a Likert scale. Likert scale has five categories. As follows:

Table 1Expert Rating Likert Scale Category

Criteria	Score
Very feasible	5
Feasible	4
Enaught feasible	3
Less feasible	2
Very less feasible	1

Analysis of the validity of the data obtained from the experts was then processed using the following formula:

$$SPV = \frac{Ksax}{Pt} \times 100\%$$

Description   :

SPV   : validation percentage score

Ksax   : the number of rating scales selected for the aspect being rated

Pt   : high assessment

The level of feasibility in the development of teaching modules based on this Merdeka curriculum can be seen in the percentage results as follows:

Table 2.Criteria for Expert Validity Level

Scale/score range	Criteria
81-100%	Very feasible
61-80%	Feasible
41-60%	Less feasible

[53] W Nur Fatiah, P., Sukmanasa, E., & Syahiril Anwar, "Pengembangan Evaluasi Pembelajaran Menggunakan Quizizz Tema 9 Subtema 1 Pembelajaran 3. Didaktik:," *Jurnal Ilmiah,* 9, no. 4 (2023): 2614–2188.

[54] Pratama and & Gunarto, "Media Pembelajaran Berbasis Video Tutorial Teknik Dasar Sepak Cungkil Dalam Permainan Sepak Takraw," *Jurnal Ilmu Keolahragaan Undiksha* 11, no. 2 (2023).

1-40%	Not feasible

The analysis of the practicality of teaching modules was considered practical if the results of the questionnaire responses from educators and students received satisfactory ratings. Data from the responses of educators and students were utilized to assess the practicality of teaching module. The answers from the educator and learner response questionnaire were measured using a Likert scale.

Result and Discussion

The research and development process yielded Arabic teaching modules based on the Merdeka curriculum. This research employed the Research and Development (R&D) methodology, utilizing the ADDIE model. The stages of the ADDIE development research model—Analysis, Design, Development, Implementation, and Evaluation—were applied in this study.

The analysis stage aimed to analyze the learning needs through interviews with the class teacher. The results of the needs analysis stage revealed that the teaching materials utilized still relied on lesson plans and the 2019 madrasa curriculum book as tools in the learning process. Additionally, it was found that the Arabic teaching module based on the Merdeka curriculum for grade IV SD / MI had not been developed. Therefore, researchers developed Arabic teaching modules based on the Merdeka curriculum for grade IV SD / MI. The learner analysis stage resulted in the perception that the implementation of learning was considered boring due to the limited variety of media, and Arabic, being a challenging language to comprehend, particularly for those who could not read Arabic script. The learning material analysis stage that at SD Islam Assalam Bandar Lampung obtained class IV odd semester material that is being taught by the Arabic language subject teacher, namely the chapter العنوان,

المهنة, امالي

The next stage involved researchers designing or developing the teaching materials. The teaching module was prepared based on the book "Merdeka curriculum and New Paradigm of Learning". In the book, the components of the teaching module based on the Merdeka curriculum consist of 3 components, namely 1) general information (identity of the module author, initial competence, Pancasila learner profile, facilities and infrastructure and the learning model used), 2) core components (learning objectives, assessment, meaningful understanding, questions that trigger learning activities, and reflections of learners and educators), and 3) attachments (learner worksheets,

enrichment and remedial, reading materials for educators and learners, glossary and bibliography).[55]

During the Development stage of the Arabic teaching module based on the Merdeka curriculum, upon completion, the teaching module was validated by experts, including material experts and media experts, to solicit suggestions or improvements for the developed module. The aim was to ensure that the developed module was suitable for testing with students. The average results from media experts obtained 86% with the criteria "Very Feasible", while the average results from material experts were 93% with the criteria "Very Feasible". This shows that the teaching module developed is suitable for use in the learning process.

At the Implementation stage after completion of validation by media experts and material experts. During the implementation stage, educators and students were divided into two trials: small group trials and field group trials. The average result of the educator's response obtained a score of 93% with the category "Very interesting". The results of the attractiveness test of the developed module were evident from the questionnaire results distributed to students, which obtained an average score of 91%, falling within the "very interesting" category. After the small group trial that the development module was very interesting, the module was widely tested involving 25 students and obtained an average result of 83% with a very interesting category. It can be concluded that the Arabic learning module based on the Merdeka curriculum is very interesting to use.

Evaluation is a process to see the teaching module that has been developed by researchers in accordance with initial expectations or not. At the evaluation stage, assessments could occur at each of the four stages of ADDIE. The evaluation conducted was termed formative evaluation, conducted at each stage, with summative evaluation conducted at the final evaluation stage.

The results of validation by media experts are presented in the following table:

Table 3. Media Expert Validation Results

Aspect	Media expert		Presentase	Criteria
	Validator I	Validator II		
Display Cover	80%	100%	90%	Very feasible

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[55] Deni Hardiansah, *Kurikulum Merdeka dan Paradigma Pembelajaran Baru*, (Bandung: Penerbit Yrama Widya, 2022),

Material display	80%	96%	88%	Very feasible
Module Role	80%	80%	80%	Feasible
Overall Percentage		86%		Very feasible

Based on Table 3. the results of media expert validation including Mr Prof. Dr.H. Sultan Syahril, MA. And Mr Ahmad Nur Mizan, S. Hum, M.A in the table above it can be seen that the acquisition on the Cover Display Aspect is 90%, the material display aspect is 88% and the module role aspect is 80% The average result of the three aspects is 86% with a very feasible category.

The results of validation by media experts are presented in the following table:

Table 4. Material Expert Validation Results

Aspect	Material expert		Presentase	Criteria
	Validator I	Validator II		
Content feasibility	100%	100%	100%	Very feasible
Language feasibility	88%	88%	88%	Very feasible
Presentation aspect	93%	93%	93%	Very feasible
Overall Presentase		93%		Very feasible

Based on Table 4. the results of material expert validation including Mr Prof. Dr.H. Syaripudin, M.Ag. And Mr Alfarezi Robani, S.pd. in the table above it can be seen that the acquisition in the content feasibility aspect is 100%, the linguistic feasibility aspect is 88% and the presentation aspect is 93% The average result of the three aspects is 93% with a very feasible category.
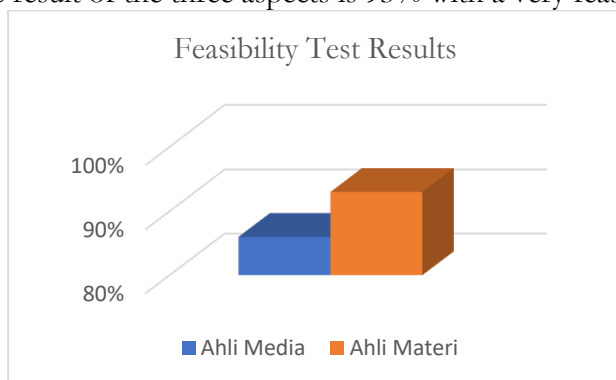

Figure 1. feasibility test results

The following is data on the results of educator responses at SD Islam Assalam:

Table 5. Results of Educator Response at SD Islam Assalam

No	Aspeck	Peresentase	Category

1.	Appropriateness to the level of development of learners	88%	Very interesting
2.	Communicative	100%	Very interesting
3.	Presentation technique	93%	Very interesting
	Average	93%	Very interesting

Table 5 shows an assessment percentage of 88% for the aspect of suitability for students' developmental level, 100% for the communicative aspect, and 93% for the presentation technique aspect. The average result of the three aspects is 93% with a very interesting category.

Small group trials were conducted with students involving 5 people. The following are the results of the small group trial at SD Islam Assalam:

Table 6: Results of the Small Group Trial at Assalam Islamic Elementary School

No	Aspect	Persentase	Category
1.	Feasibility of teaching modules	91%	Very interesting
2.	The strength of the material	92%	Very interesting
3.	Presentation technique	90%	Very interesting
	Average	91%	Very interesting

According to Table 6, the results of small group trials, which involve 5 students at SD Islam Assalam, reveal that each aspect garnered percentages as follows: 91% for the feasibility of teaching modules, 92% for the strength of the material, and 90% for presentation techniques. The average of these three aspects is 91%, categorized as "very interesting."

The outcomes of the field trial conducted at SD Islam Assalam are presented in the subsequent table:

Table 7. Field Trial Results at Assalam Islamic Elementary School

No	Aspect	Persentase	Category
1.	Feasibility of teaching modules	80%	interesting
2.	The strength of the material	84%	Very interesting
3.	Presentation technique	85%	Very interesting
	Average	83%	Very interesting

According to Table 7, the results of the field trial at Assalam Islamic Elementary School show percentages of 80% for the feasibility aspect of the teaching module, 84% for the strength of the material aspect, and 85% for presentation techniques. The average result across these three aspects is 83%, falling into the "very interesting" category.

User Response to the Arabic Teaching Module Based on the Independent Curriculum

- Respon pendidik
- Uji coba Kelompok kecil
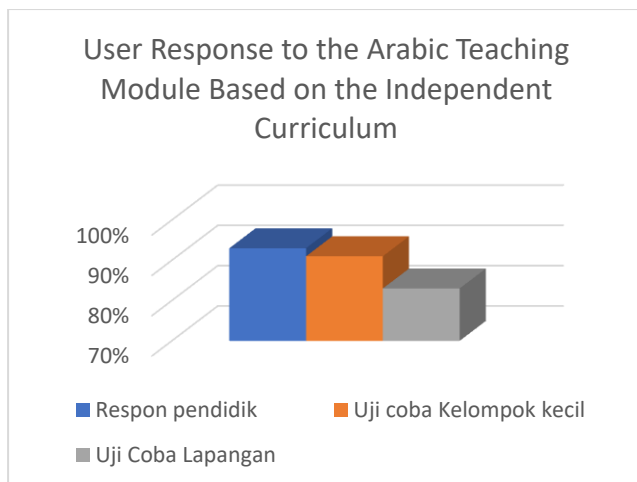- Uji Coba Lapangan

Figure 2. User Response to the Merdeka curriculum Arabic Teaching Module

Referring to relevant research that in a paper entitled "Development of Interdisciplinary-Based Indonesian Teaching Modules in Elementary School Lower Grades in the Merdeka Curriculum", This research was developed to enable teachers to implement an interdisciplinary approach in reading skills within Indonesian language subjects, integrating them with IPAS (IPA and IPS). This was achieved by linking contextual text discourse to enhance students' understanding of concepts and learning process skills. The approach employed in this research was Research and Development, with educators and grade 1 elementary school students as the research subjects. Data collection was conducted using the 4D model (define, design, develop, disseminate). The findings of this study indicated that the teaching modules developed were aligned with the conditions and requirements of students, teachers, and schools. Focus on achieving holistic learning objectives, namely the achievement of aspects of knowledge, skills and student character in the application of the Pancasila Student Profile.[56] In this study, the authors explored the responses of educators and students regarding the enhancement of Arabic teaching module development under the Merdeka curriculum. The model in this study used the ADDIE model. The teaching module developed in this study was based on the Arabic language subject in class IV.

The next relevant research entitled "The Merdeka curriculum paradigm for elementary school teachers" explains about Merdeka curriculumwas dream

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[56] Hana Triana, Prima Gusti Yanti, and Dina Hervita, "Pengembangan Modul Ajar Bahasa Indonesia Berbasis Interdisipliner Di Kelas Bawah Sekolah Dasar Pada Kurikulum Merdeka," *Jurnal Ilmiah Mandala Education* 9, no. 1 (2023): 504–14, https://doi.org/10.58258/jime.v9i1.4644.

of implementation curriculum after pandemic. It has several principles, on of them was flexibility. Its means that school can apply this curriculum based on the environment. Nonetheless, this curriculum was relatively novel for teacher implementation. The aim of this research was to delineate the Merdeka curriculum conceptually, intended for implementation in 2025. The research method used was a descriptive qualitataive. Collecting data used depth interview andliterature review from journal about Merdeka curriculum. This curriculum can be implemented in various regions. Teachers prepared for the Merdeka curriculum by participating in workshops organized by educational and private institutions. According to interviews with other elementary school teachers, they responded enthusiastically to this curriculum. It is hoped that this curriculum, once implemented, will help achieve our goals in Indonesian education. 57 However, in this study, the authors discussed the responses of educators and students to the optimization of the development of Arabic teaching modules based on the Merdeka curriculum. Subsequently, the study aimed to develop Arabic teaching modules based on the Merdeka curriculum for class IV at Asasalam Islamic Elementary School in Bandar Lampung and analyze the responses of educators and students to these modules. The research employed the Research and Development (R&D) approach with the ADDIE model. Data collection involved interviews with Arabic language subject teachers at elementary schools. It was hoped that this Arabic teaching module based on the Merdeka curriculum would prove useful in the learning process.

The next research entitled "Analysis of the needs for developing teaching materials for writing fantasy stories in the independent learning curriculum" this study explains that teachers have an important role in learning activities, one of which is evaluating learning activities. The purpose of this study is to analyze the needs of teachers in developing teaching materials for writing fantasy stories. This research uses a development research model that refers to Thiagaragan's 4D model with restrictions on the first stage or defining stage and the method used is descriptive qualitative method. The source of research data is junior high school Indonesian language teachers in Jambi. The results of this study indicate that junior high school Indonesian language teachers have knowledge of folklore titles and agree to the use of folklore as a source of developing material for writing fantasy stories. Also the implementation of the Merdeka Curriculum which contains the Pancasila learner profile is in accordance with the character values found in Jambi folklore.58

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[57] Chumi Zahroul Fitriyah and Rizki Putri Wardani, "Paradigma Kurikulum Merdeka Bagi Guru Sekolah Dasar," *Scholaria: Jurnal Pendidikan Dan Kebudayaan* 12, no. 3 (2022): 236–43, https://doi.org/10.24246/j.js.2022.v12.i3.p236-243.

[58] Laila Masrura, "Analisis Kebutuhan Pengembangan Bahan Ajar Menulis Cerita Fantasi Pada Kurikulum Merdeka Belajar," *LITERASI: Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia Dan Daerah* 13, no. 2 (2023): 430–41, https://doi.org/10.23969/literasi.v13i2.7433.

While in this study, the author discussed the responses of educators and students to the optimization of the development of Arabic teaching modules based on the Merdeka curriculum. The type of research used was Research and Development (R&D), employing the ADDIE model. The teaching modules developed in this study pertained to Arabic language subjects in class IV of SD Islam Assalam in Bandar Lampung.

The next relevant research entitled "Busperak looks at the novelty of the Merdeka curriculum through the development of teaching materials" explains that the Merdeka curriculum emphasizes literacy skills, including critical and communicative thinking which are outlined in teaching materials. Then this study uses a research and development method with the ADDIE model to produce busperak. The research instruments used validity sheets and questionnaires. The result of this study is that the product of developing a driving school book is suitable for use.59 In contrast to the research mentioned earlier, this study examined the responses of educators and students to the optimization of the development of Arabic teaching modules based on the Merdeka curriculum. Similar to the previous research, this study also focused on the Merdeka curriculum. The method used in this research was Research and Development (R&D), employing the ADDIE model.

The next research entitled "Arabic Language Learning Based on Merdeka curriculum in Islamic Boarding Schools" explains the issues of independent learning in Islamic boarding schools with the subject of Babul Ulum Pamekasan Madura Islamic boarding school. The method used is case study-based qualitative research. The respondents of this study were ustadz and santri. Data were obtained through interviews, observations, and documentation, which were analyzed using triangulation techniques (display, reduction, presentation, and data verification). The results of this study describe the implementation of independent learning in Islamic boarding schools, both at the level of madrasah diniyah, madrasah takwiliyah, madrasah tsanawiyah, and madrasah aliyah. Education taught in pesantren leads to two systems. Development of digital platform-based learning and learning that responds to the needs of students.60 In contrast to the research mentioned earlier, this study discussed the responses of educators and students to the optimization of the development of Arabic teaching modules based on the Merdeka curriculum. Similar to the previous research, this study also focused on the Merdeka curriculum and Arabic language learning. However, this research placed more

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59 Alfian Nur Muzaki and Tuti Mutia, "BUSPERAK: Menilik Kebaharuan Kurikulum Merdeka Melalui Pengembangan Bahan Ajar," Jambura Geo Education Journal 4, no. 1 (2023): 1–11, https://doi.org/10.34312/jgej.v4i1.18288.

60 Mohammad Jailani, "Pembelajaran Bahasa Arab Berbasis Kurikulum Merdeka Di Pondok Pesantren," *Jurnal Praktik Baik Pembelajaran Sekolah Dan Pesantren* 1, no. 01 (2022): 7–14, https://doi.org/10.56741/pbpsp.v1i01.10.

emphasis on the responses of educators and students to the optimization of the development of Arabic teaching modules based on the Merdeka curriculum.

Based on previous relevant research as a basis for reference that the Arabic teaching module based on the Merdeka curriculum has not been widely developed, further development is needed. Hence, the purpose of this study was to develop teaching modules based on the Merdeka curriculum. To accomplish these goals, the study employed the development research method (Research and Development), utilizing the ADDIE research model.

In the research process, there are still limitations in identifying what is contained in the Merdeka curriculum at school, including the results of interviews, in general, have not yet reached the perfect Merdeka curriculum process because this Merdeka curriculum is also still new in school. Then the shortcomings of this research are that this teaching module cannot be accessed online.

The research results obtained are expected to provide an overview of how to optimize the Arabic teaching module based on the Merdeka curriculum for educators and students at school, which will provide opportunities for other researchers to take relevant themes. This research only focuses on the responses of educators and students to the optimization of the development of Arabic teaching modules based on the Merdeka curriculum. It is hoped that there will be further research to study the Arabic teaching module based on the Merdeka curriculum, the limitations of the research will only be at a certain level, it is necessary in a few years to see the implementation of learning at all school levels.

Conclusion

Based on the research and development carried out in this study, the following conclusion is drawn: 1) The development of the Arabic Teaching Module based on the Merdeka Curriculum for grade IV SD / MI is developed using the ADDIE model, namely analysis, design, development, implementation, and evaluation. At the analysis stage, it is carried out to find out the problems at school. At the design stage, the design of the teaching module undergoes validation by material expert validators and media experts. During the development stage, feasibility validation tests are conducted to ensure the suitability of the teaching module for use. In the implementation stage, small group trials and field trials are conducted to gauge the attractiveness of the tested modules. Finally, during the evaluation stage, assessments are conducted to determine whether the developed teaching module aligns with the initial expectations. 2) The feasibility of the Arabic Teaching Module based on the Merdeka Curriculum for grade IV SD / MI is determined by validating it by media expert validators and material experts. The media expert validator

obtained an average of 86% with the criteria "Very Feasible". Material expert validators obtained an average of 93% with the criteria "Very Feasible". Thus, it can be concluded that the Arabic Teaching Module based on the Merdeka Curriculum for grade IV SD / MI is declared very feasible to use in Arabic language learning. 3) The educator's response to the Arabic Teaching Module based on the Merdeka curriculum for grade IV SD / MI was positive, with an accumulated percentage of 93% very interesting. Furthermore, the students' responses to the Arabic Teaching Module based on the Merdeka curriculum for grade IV SD / MI, in the small group trial, are positive with an accumulated percentage of 91% very interesting and in the field trial it was positive with an accumulated percentage of 83% very interesting. Thus, it can be concluded that the Arabic Teaching Module based on the Merdeka curriculum for grade IV SD / MI is declared very interesting to use in learning Arabic. The aim is for the Arabic teaching modules developed under the Merdeka curriculum to serve as a foundation for future advancements. It is envisioned that future developments will not only focus on Arabic language materials but will also encompass broader aspects of the Merdeka curriculum. Additionally, researchers are encouraged to explore the effectiveness of teaching module usage and strive to create modules accessible online.

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