

## ARABIC LANGUAGE EDUCATION DISCOURSE BASED ON MBKM CURRICULUM: A SYSTEMATIC LITERATURE REVIEW

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### Abstract

**Background:** Arabic Language Education (ALE) in Indonesia is undergoing a paradigm shift under the Merdeka Belajar–Kampus Merdeka (MBKM) framework, which emphasizes flexible, outcome-oriented, and collaborative learning. However, scholarly discourse on its interpretation and implementation remains fragmented, especially regarding pedagogical adaptation, stakeholder readiness, and inclusivity. **Research Objectives:** This study aims to analyze the dominant discourse of ALE within the MBKM curriculum framework and to identify gaps that require further scholarly attention. **Methodology:** The study employed a Systematic Literature Review (SLR) design, selecting total of 25 peer-reviewed journal articles published by Indonesian domestic publishers between 2020 and 2024 based on rigorous inclusion and exclusion criteria. The review process followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework and involved digital library searches through Open Journal Systems, keyword identification, and keyword operationalization. Data were analyzed through quality assessment, relevance screening, and thematic classification to ensure consistency, validity, and reliability in article selection and interpretation. **Results:** The findings reveal that the dominant discourse on MBKM-based Arabic Language Education centers on opportunities and challenges, as well as teacher and student competencies. These themes are closely related to curriculum document analysis, stakeholder perceptions, students' knowledge development, and the acceleration of MBKM implementation in both higher education and Islamic boarding schools. Gender equity, however, remains underexplored. **Unique Contribution:** This study maps the evolving landscape of MBKM-based ALE while highlighting the limited integration of gender-responsive perspectives, an issue rarely foregrounded in previous reviews. **Conclusion:** MBKM has broadened the orientation of Arabic Language Education toward more adaptive and collaborative learning, yet its discourse remains concentrated on implementation and competency issues. **Recommendations:** Future studies should develop empirical and policy-oriented investigations on gender-responsive MBKM practices through inclusive learning materials, character education, diverse learning activities, and stronger collaboration with governmental and educational institutions.

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### Keywords:

Arabic Language Education; Curriculum Analysis; Gender Equity; MBKM Curriculum; Systematic Literature Review.

## Introduction

The implementation of the Independent Campus Independent Curriculum (MBKM) in 2020 marks a new chapter in Higher Education, as it seeks to develop a set of academic instruments that are more progressive and globally competitive. The replacement of the Indonesian National Qualification Framework Curriculum (KKNI 2016) with the MBKM in Higher Education in mid-2021 is bringing many changes to the education evaluation system. Through the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, the Government has issued Permendikbud Number 3 of 2020, which establishes the National Standards for Higher Education. This policy leads to the implementation of Education in Higher Education, including Islamic Religious Higher Education, which provides undergraduate (S1) education. A core tenet of the MBKM policy programs is the “right to study” for three semesters outside the program. The legal bases of higher Education mandate this program to improve the quality of learning and graduates.<sup>1</sup>

A critical dimension of this policy shift is its implementation within the Arabic Language Education (PBA) study program. As mandated by the National Higher Education Standards (SNPT), PBA graduates are expected to demonstrate mastery of specialized knowledge and interdisciplinary skills. With the profile of graduates of Arabic language subject educators in schools/madrasas, researchers and developers of Arabic language teaching materials who have good personalities, are knowledgeable and up-to-date in their fields, can carry out their duties, and are responsible based on Islamic teachings and ethics, science, and expertise. The graduate profile is then structured into knowledge and skills, distributed across the Study Program Graduate Learning Outcomes (CPL-Prodi), Course Learning Outcomes (CPMK), and final abilities for each stage of learning.<sup>2</sup>

The issue of mainstreaming the implementation of the MBKM curriculum in the PBA has been reviewed by several education experts, policymakers, and researchers to improve the quality of learning and graduates of higher education, and marked by the preference for freedom of learning for students to determine learning materials with relevant methodologies.<sup>3</sup> The learning process for PBA students over three semesters can be carried out in study programs within one faculty, in study programs outside the faculty, or in study programs outside the university/institute. Lectures can also be held at industrial institutions, government agencies, or private institutions to support experiences and expertise that students do not yet have outside the study program. Consequently, PBA graduates are no longer restricted to traditional roles such as educators or translators; they are now

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<sup>1</sup> Baila Maqbool et al., “The Growing Momentum of Leadership Education in General Surgery Training: A Systematic Review,” *Journal of Surgical Education* 83, no. 3 (2026): 103854, <https://doi.org/10.1016/j.jsurg.2025.103854>.

<sup>2</sup> Munirah Munirah et al., “The Development of Cultural Integrated Indonesian Speaking E-Module for Higher Education Students in Indonesia,” *Indonesian Journal of Applied Linguistics* 13, no. 1 (2023): 191–203, <https://doi.org/10.17509/ijal.v13i1.58266>.

<sup>3</sup> Nicholas Tampio, ed., “Introduction: Dewey’s Vision in Democracy and Education,” in *Democracy and Education*, by John Dewey (Columbia University Press, 2024), <https://doi.org/10.7312/dewe21010-003>.

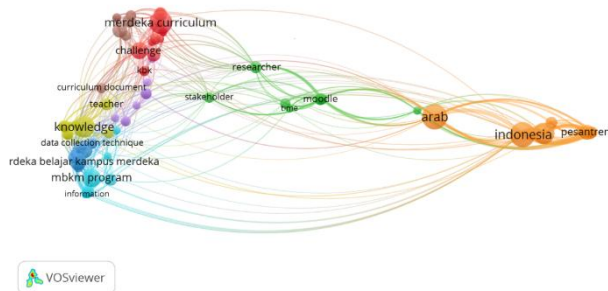
encouraged to acquire auxiliary expertise to navigate the demands of the Industrial Revolution 4.0 and Society 5.0.

However, despite these ambitious goals, the actualization of MBKM in PBA programs remains in a state of flux. Questions persist regarding whether students are truly equipped with technical and advocacy skills that align with institutional interests and labor market realities. While these issues have been documented in national and international journals and discussed in academic workshops, the implementation of the MBKM curriculum in PBA programs across Indonesia is currently in a critical evaluation phase. This necessitates a systematic synthesis of existing literature to map the prevailing discourse and identify the pedagogical and structural gaps that persist within this transition.

The discourse surrounding the MBKM curriculum within Arabic Language Education (PBA) is currently impeded by three primary lacunae. First, to what extent does the research on the discourse of Arabic Language Education based on the MBKM Curriculum review the epistemological area; Second, there has been no innovation in the holistic implementation of the MBKM Curriculum in the implementation of the Arabic Language Education Study Program due to the lack of literacy of the organizers; Third, there has been no mapping, bibliometric review of the MBKM Curriculum roadmap in the implementation of PBA study program in Universities which causes disorientation in the implementation of educational units. The first problem is that the implementation of the PBA study program based on the MBKM Curriculum has not reviewed the epistemology used in the Curriculum. The epistemology used in the MBKM curriculum can shape students' talents and learning interests. The second problem is universities' lack of literacy in implementing the MBKM curriculum, especially in study programs, which impedes the Curriculum's effective implementation. Then the third problem is marked by the delay in mapping and bibliometric review of the MBKM Curriculum roadmap, which causes the implementation of Education to lose direction and to be reoriented. These three main problems encourage researchers to conduct follow-up research, especially in bibliometrics and systematic literature reviews, to map the epistemology of PBA study program based on the MBKM Curriculum, which has been published in several scientific journals.

To date, at least 25 research articles on the discourse of Arabic Language Education based on the MBKM Curriculum can be accessed in nationally accredited scientific journals indexed by CrossRef, covering the latest 4-year period (2020 to 2024). From the 25 articles, researchers conducted a bibliometric analysis through the VOSviewer application, as shown in Figure 1.

**Figure 1.** Network Visualization of the Discourse Framework for Arabic Language Education Based on the MBKM Curriculum



As explained in Figure 1, the study of Arabic Language Education based on the MBKM Curriculum focuses primarily on the scope of opportunities and challenges, as well as on teacher and student competencies, as shown in red. All these central nodes are closely related to the study of curriculum documents, teacher perceptions, students (yellow), knowledge, and the acceleration of the MBKM program in Higher Education (dark blue and turquoise).<sup>4</sup> The relevance of the MBKM Curriculum for PBA program slightly overlaps with research involving stakeholders, researchers, time, and Moodle (green).<sup>5</sup> However, this study is more closely related to the MBKM study in Indonesian Islamic boarding schools.

Several related studies thus refer to five gaps. First, there is a gap in the study of opportunities, challenges, and teacher and student competencies in welcoming MBKM in PBA study program. Second, there is a gap between teachers' and students' perceptions of the curriculum documents. Third, there is a knowledge gap and an acceleration of MBKM programs in higher Education. Fourth, there is a gap in stakeholder involvement, researchers, time, curriculum development, Moodle, and fifth, in the MBKM Curriculum implemented in Indonesian Islamic boarding schools. Synthesizing these gaps reveals a fundamental deficiency: the absence of a comprehensive bibliometric review or a strategic roadmap for MBKM's implementation in PBA programs. This structural void contributes to institutional disorientation, where educational units lack the necessary guidance to align their practices with national policy. Consequently, the present research is imperative to provide a systematic framework for this transition.

<sup>4</sup> Muhammad Ihsan et al., "Exploring the Implementation of Project-Based Learning in Arabic Language Education under the 'Kurikulum Merdeka,'" *Alibbaa': Jurnal Pendidikan Bahasa Arab* 6, no. 2 (2025): 283–308, <https://doi.org/10.19105/ajpba.v6i2.19059>; Amri Yahya et al., "Implementation and Strategies Differentiated Learning for Arabic Language Learning at Islamic High School," *Mantiqutayr: Journal of Arabic Language* 5, no. 2 (2025): 364–80, <https://doi.org/10.25217/mantiqutayr.v5i2.6203>.

<sup>5</sup> Amy Fitriani Siregar et al., "Comparative Analysis of Arabic Language Learning in Higher Education Institutions in Malaysia and Indonesia," *Lughawiyyat: Jurnal Pendidikan Bahasa Dan Sastra Arab* 8, no. 1 (2025): 1–16, <https://doi.org/10.38073/lughawiyyat.v8i1.2291>; Siti Isnaniah and Kurniawan Kurniawan, "Freedom to Learn – Independent Campus (MBKM) Curriculum Management at the Indonesian Language Tadris Degree Program (TBI) of Islamic Religious Higher Education Institutions (PTKI)," *Jurnal Pendidikan Islam* 11, no. 1 (2022): 51–60, <https://doi.org/10.14421/jpi.2022.111.51-60>; Tasha Ayu Azzahra and M. Muhajir, "Implementation of the Kurikulum Merdeka in Arabic Language Learning," *Inovasi Kurikulum* 20, no. 2 (2023): 261–74, <https://doi.org/10.17509/jik.v20i2.59793>; Ridwan Ali and Hanifuddin Jamin, "Curriculum Development Strategy Based on Outcome Based Education (OBE) to Improve the Quality of Education in Higher Education," *Journal of Education and Religious Studies* 5, no. 02 (2025): 103–9, <https://doi.org/10.57060/jers.s9w3x850>; Novianty Djafri et al., "The Implementation of The Freedom to Learn-Independent Campus (MBKM) Curriculum Guidelines Based on Cultural and Local Wisdom in The Local Subject (Mulok) At the Elementary Level in The Province of Gorontalo," in *Proceedings of the 8th International Conference on Education Innovation (ICEI 2024)*, vol. 888, Advances in Social Science, Education and Humanities Research (Atlantis Press SARL, 2025), [https://doi.org/10.2991/978-2-38476-360-3\\_39](https://doi.org/10.2991/978-2-38476-360-3_39); Muhammad Hattab and Munirul Abidin, "Development of Arabic Language Curriculum With Integration-Interconnection Paradigm Referring KKNi and SN-DIKTI," *Sustainable Jurnal Kajian Mutu Pendidikan* 6, no. 2 (2023): 421–31, <https://doi.org/10.32923/kjmp.v6i2.3412>.

## Method

This study employs a Systematic Literature Review (SLR) design to identify, evaluate, and synthesize relevant studies on the epistemology of PBA study program within the MBKM Curriculum in higher education. The analysis is guided by four theoretical frameworks: Piaget's constructivism, which explains learning as an active process of knowledge construction; Taba's curriculum development theory, which provides a framework for examining curriculum objectives, content, organization, and implementation; Kolb's experiential learning theory, which emphasizes the role of concrete experience, reflection, and application in learning; and competency-based education as developed by Levine and Patrick, which highlights the importance of measurable competencies, learner readiness, and educational outcomes. The research data consist of articles discussing the MBKM Curriculum within the discourse of PBA study program in higher education. These articles were retrieved from journals published through the Open Journal System (OJS) and registered with CrossRef as a Digital Object Identifier (DOI) registration agency, accessible via <https://www.crossref.org/>.

Determination of the research population in the form of a landscape of the theme of the MBKM Curriculum-based PBA articles published in e-journals with domestic publishers (Indonesia), with a scale of the latest four years (2020 to 2024). The number of articles excavated was so large that the research sample was determined through a screening process (inclusion and exclusion) and a quality and relevance assessment procedure using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) developed by Moher, Liberati, Tetzlaff, Altman, and The PRISMA Group.<sup>6</sup>

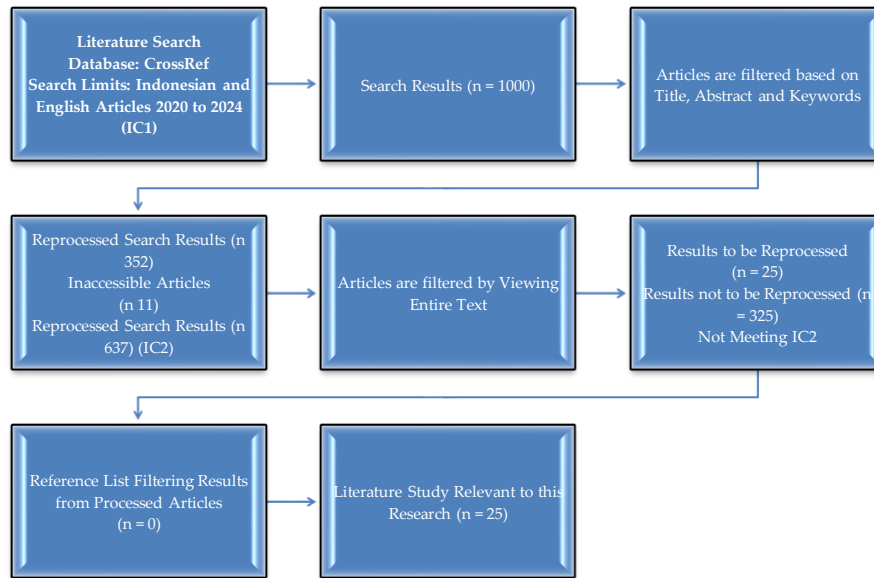
The inclusion and exclusion criteria for articles on Arabic Language Education based on the MBKM Curriculum, published in a CrossRef-indexed e-journal, are presented in tables generated in VOSviewer for bibliometric mapping. The data collection technique was carried out in three stages: 1) use of digital library; 2) determination of keywords; 3) operationalization of keywords.<sup>7</sup> Research is embedded with OJS in the Digital Library activity. Researchers searched for articles published in CrossRef-indexed e-journals over the last four years (2020 to 2024). The keywords used are articles in the discourse on PBA studies based on the MBKM Curriculum, and they were further operationalized in the review stage.

The screening results (inclusion and exclusion) on a number of the first articles of the tracking researcher used the Publish or Perish 8 application. The quality and relevance assessment procedures were extracted using the PRISMA framework as shown in Chart 1.

<sup>6</sup> Catrin Sohrabi et al., "PRISMA 2020 Statement: What's New and the Importance of Reporting Guidelines," *International Journal of Surgery* 88 (April 2021): 105918, <https://doi.org/10.1016/j.ijssu.2021.105918>.

<sup>7</sup> Berivan Tatar, "Synthesizing the Meta-Synthesis Research in Management and Organization Studies: Where Are We? Where Should We Go?," *Yildiz Social Science Review*, ahead of print, December 21, 2023, <https://doi.org/10.51803/yssr.1390636>.



**Chart 1.** Screening of Arabic Language Education Articles based on MBKM With PRISMA Stages

Description;

IC1 = The article is the result of research written in Indonesian and English

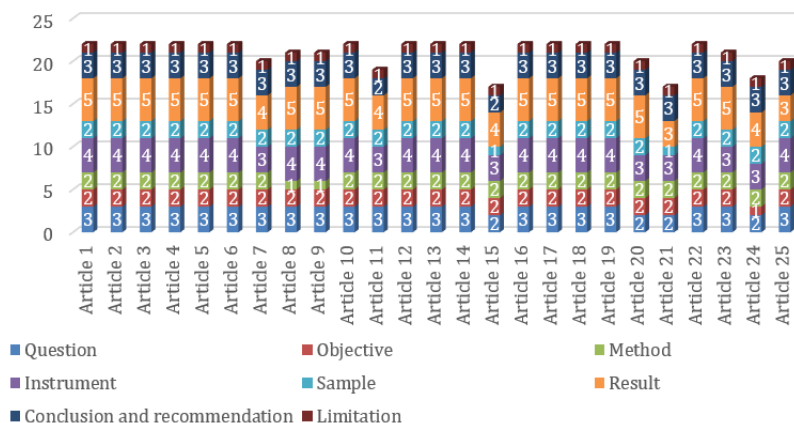
IC2 = The article aims to describe the discourse on Arabic Language Education based on the MBKM Curriculum

Researchers used the Publish or Perish application to track and filter articles, and the results were systematised using the PRISMA stages, as shown in Figure 1. The limitations of the filtered articles were that they focused on Arabic Language Education based on the MBKM Curriculum and were published in e-journals indexed by CrossRef, using the latest 4-year period (2020 to 2024). The languages of the filtered articles were Indonesian and English, as determined by their titles, abstracts, and keywords. The initial retrieval yielded 1,000 records. Following an initial review, 352 articles were identified for further processing, while 11 were excluded due to incomplete metadata and 637 were removed for failing to meet the Initial Criterion (IC2). A rigorous full-text assessment was then conducted on the remaining 352 articles. Of these, 327 were excluded for failing to meet the specific quality and relevance requirements of the study's inclusion criteria. This filtering process resulted in a final corpus of 25 peer-reviewed articles deemed eligible for systematic synthesis and bibliometric mapping.

The stages of assessing the quality and followed structured protocol involving data extraction, coding, and evaluative synthesis.<sup>8</sup> The researcher extracted articles on Arabic Language Education based on the MBKM Curriculum from e-journals indexed by CrossRef, covering the last 4 years (2020 to 2024), and provided codes for several of these articles. Extraction retrieves article data for further processing at the coding, analysis, and interpretation stages.

<sup>8</sup> Harris Cooper, *Research Synthesis and Meta-Analysis: A Step-by-Step Approach* (SAGE Publications, Inc, 2017), <https://doi.org/10.4135/9781071878644>.

**Diagram 1.** Extraction of Arabic Language Education Articles based on MBKM Curriculum



The diagram illustrates the sectioning of assessment data and article quality based on eight variables: research questions, objectives, methods, instruments, samples, results, conclusions, and recommendations, as well as research limitations. Each article was scored on an interval scale, with maximum aggregate value of 22. Of the 25 articles on Arabic Language Education based on the MBKM Curriculum, at least 14 had a total quality score of 22 (high). Then, there were five articles with a total quality point of 21 (high). A total quality point of 20 (moderate) was found in 3 articles. The remaining 1 article had a total quality point of 19 (mild), and two had a total quality point of 18 (low). Furthermore, the assessment results and the extraction of relevance data for each article are described in Table 1.

**Table 1.** Assessment Results Using Quality and Relevance Variables

No	Article Title	Authors	Total Points Quality	Quality Rating	Data Synthesis
1	MBKM: Connected Curriculum of Arabic Departments in Indonesia <sup>9</sup>	Supardi and Noor Malihah	22	High	Yes
2	Merdeka Belajar Kampus Merdeka (MBKM) Curriculum Design in Arabic Language Education Study Program <sup>10</sup>	Hanik Mahliatussikah and Singgih Kuswardono	22	High	Yes
3	The Arabic Language Learning Curriculum in State Islamic Higher Education Institutions (PTKIN) <sup>11</sup>	Khusnul Khitom and Taufik	22	High	Yes

<sup>9</sup> Supardi Supardi and Noor Malihah, “MBKM: Connected Curriculum of Arabic Departments in Indonesia,” *Ijaz Arabi Journal of Arabic Learning* 5, no. 3 (2022), <https://doi.org/10.18860/ijazarabi.v5i3.16231>.

<sup>10</sup> Hanik Mahliatussikah and Singgih Kuswardono, “Merdeka Belajar Kampus Merdeka (MBKM) Curriculum Design in Arabic Language Education Study Program,” in *Proceedings of the Unima International Conference on Social Sciences and Humanities (UNICSSH 2022)*, vol. 698, Advances in Social Science, Education and Humanities Research (Atlantis Press SARL, 2023), [https://doi.org/10.2991/978-2-494069-35-0\\_72](https://doi.org/10.2991/978-2-494069-35-0_72).

<sup>11</sup> Khusnul Khitom and Taufik Taufik, “Kurikulum Pembelajaran Bahasa Arab Di Perguruan Tinggi Keislaman Islam Negeri (PTKIN),” *Tadris Al-Arabiyat: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 3, no. 1 (2023): 28–44, <https://doi.org/10.30739/arabiyat.v3i1.1766>.

No	Article Title	Authors	Total Points Quality	Quality Rating	Data Synthesis
4	Autonomous Learning: Manifestation of Independent Language Learning in the Arabic Language Education Study Program <sup>12</sup>	Eva Iryani et al.	22	High	Yes
5	Development of a Learning Management System Using Moodle in the Arabic Language Education Study Program <sup>13</sup>	Muhammad Zaky Sya'bani and Khairil Anwar	22	High	Yes
6	Development of Arabic Language Learning Curriculum During the COVID-19 Pandemic <sup>14</sup>	Ayu Desrani et al.	20	Medium	Yes
7	The Dynamics of Arabic Language Curriculum at the Arabic Education Department of UIN Sunan Kalijaga Yogyakarta <sup>15</sup>	Rifqi Aulia Rahman and Indah Kumalasari	21	High	Yes
8	Implementation of the Independent Learning Curriculum in Arabic Language Learning <sup>16</sup>	Fitri Masturoh and Ihwan Mahmudi	21	High	Yes
9	Critical Reasoning of Omar Mohammad Al-Toumy Al-Syaibany's Thinking and Its Relevance to MBKM-Based Arabic Language Education <sup>17</sup>	Wahyu Hanafi Putra and Maragustam Siregar	21	High	Yes
10	Arabic Curriculum Design in the Merdeka Curriculum from the Perspective of the American Council on the Teaching of Foreign Languages (ACTFL) <sup>18</sup>	Hasyim Asy'ari et al.	20	Medium	Yes
11	The Perception of Students from the Arabic Language and Culture Study Program at Al Azhar University Indonesia on the Urgency of the Merdeka Belajar Kampus Merdeka Program <sup>19</sup>	Fazlur Rachman et al.	22	High	Yes
12	Development of Higher Education Curriculum Based on KKNi SN-DIKTI and the Merdeka Curriculum and OBE (Outcome-Based Education) <sup>20</sup>	Agus Pahrudin et al.	22	High	Yes

<sup>12</sup> Eva Iryani et al., "Autonomous Learning: Manifestasi Merdeka Belajar Bahasa Di Prodi Pendidikan Bahasa Arab," *Arabia* 12, no. 2 (2020): 79, <https://doi.org/10.21043/arabia.v12i2.8392>.

<sup>13</sup> Muhammad Zaky Sya'bani and Khairil Anwar, "Development of a Learning Management System Using Moodle in the Arabic Language Education Study Program," *Lohat Arabi : Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 4, no. 2 (2023): 245, <https://doi.org/10.36915/la.v4i2.136>.

<sup>14</sup> Ayu Desrani et al., "Development of Arabic Language Learning Curriculum during the COVID-19 Pandemic," *Ekspose: Jurnal Penelitian Hukum Dan Pendidikan* 21, no. 1 (2022): 1289–98, <https://doi.org/10.30863/ekspose.v21i1.1383>.

<sup>15</sup> Rifqi Aulia Rahman and Indah Kumalasari, "The Dynamics of Arabic Language Curriculum at Arabic Education Department of UIN Sunan Kalijaga Yogyakarta," *LISANIA: Journal of Arabic Education and Literature* 4, no. 2 (2020), <https://lisania.iainsalatiga.ac.id/index.php/lisania/article/view/4258>.

<sup>16</sup> 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>.

<sup>17</sup> Wahyu Hanafi Putra and Maragustam Siregar, "Nalar Kritis Pemikiran Omar Mohammad Al-Toumy Al-Syaibany Dan Relevansinya Dengan Pendidikan Bahasa Arab Berbasis MBKM," *An Nabighoh* 25, no. 1 (2023): 129, <https://doi.org/10.32332/an-nabighoh.v25i1.6843>.

<sup>18</sup> Hasyim Asy'ari et al., "Arabic Curriculum Design in the Merdeka Curriculum from the Perspective of the American Council on the Teaching of Foreign Languages (ACTFL)," *Mantiqutayr: Journal of Arabic Language* 4, no. 1 (2024): 213–31, <https://doi.org/10.25217/mantiqutayr.v4i1.4001>.

<sup>19</sup> Fazlur Rachman et al., "Persepsi Mahasiswa Prodi Bahasa Dan Kebudayaan Arab Universitas Al Azhar Indonesia Terhadap Urgensi Program Merdeka Belajar Kampus Merdeka," *Jurnal Al-Azhar Indonesia Seri Humaniora* 7, no. 2 (2022): 116, <https://doi.org/10.36722/sh.v7i2.1005>.

<sup>20</sup> Agus Pahrudin et al., "Pengembangan Kurikulum Pendidikan Tinggi Berbasis KKNi SN-Dikti Dan Kurikulum Merdeka Dan OBE (Outcome Based Education)," *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan* 10, no. 01 (2024): 161–68, <https://doi.org/10.32678/tarbawi.v10i01.9971>.

No	Article Title	Authors	Total Points Quality	Quality Rating	Data Synthesis
13	The Concept of Character Education in the Ta'limul Muta'allim by Imam Az-Zarnuji and Its Relevance to the Merdeka Belajar Curriculum <sup>21</sup>	Nurullah and Asrorudin	18	Low	Yes
14	Adaptation of the Merdeka Belajar Kampus Merdeka Curriculum (Focus: MBKM Study Program Model) <sup>22</sup>	Muhammad Rusli Baharuddin	22	High	Yes
15	Development of an Arabic Language Curriculum with an Integration-Interconnection Paradigm Referencing KKNi and SN-DIKTI <sup>23</sup>	Syindi Oktaviani R Tolinggi	22	High	Yes
16	Challenges and Opportunities in the Implementation of the Merdeka Curriculum in the Arabic Language Education Department at Mataram State Islamic University <sup>24</sup>	Dimas Prayana Rizki et al.	22	High	Yes
17	Curriculum Development Strategy for Independent Learning in Arabic Language Learning at PTKIN in East Java <sup>25</sup>	Danial Hilmi et al.	22	High	Yes
18	Eclecticism of Values in the Family as the Foundation for the Development of the Arabic Language Education Curriculum <sup>26</sup>	Wahyu Hanafi Putra et al.	22	High	Yes
19	Adaptation of the Merdeka Belajar Curriculum for Arabic Language Subjects at SMP Takhasus Al-Qur'an Wonosobo <sup>27</sup>	Rifqi Aulia Rahman et al.	18	Low	No
20	The Challenges of Implementing the Merdeka Curriculum in Arabic Language Learning: Perspectives from Indonesian Lecturers and Students <sup>28</sup>	Umniatur Rohimah et al.	22	High	Yes
21	MBKM (Merdeka Belajar Kampus Merdeka) Under Jambi University's Arabic Education Program during the Industrial Revolution:	Abdul Muid et al.	21	High	Yes

<sup>21</sup> Nurullah Nurullah and Asrorudin Asrorudin, "Konsep Pendidikan Karakter Dalam Kitab Ta'Limul Muta'Aallim Karya Imam Az-Zarnuji Dan Relevansinya Terhadap Kurikulum Merdeka Belajar," *Khulasah : Islamic Studies Journal* 4, no. 2 (2023): 45–63, <https://doi.org/10.55656/kisj.v4i2.104>.

<sup>22</sup> Muhammad Rusli Baharuddin, "Adaptasi Kurikulum Merdeka Belajar Kampus Merdeka (Fokus: Model MBKM Program Studi)," *Jurnal Studi Guru Dan Pembelajaran* 4, no. 1 (2021), <https://e-journal.my.id/jsgp/article/view/591>.

<sup>23</sup> Syindi Oktaviani R. Tolinggi, "Pengembangan Kurikulum Bahasa Arab Berparadigma Integrasi-Interkoneksi Mengacu KKNi Dan SN-DIKTI," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 8, no. 2 (2020): 177–200, <https://doi.org/10.23971/altarib.v8i2.2104>.

<sup>24</sup> Dimas Prayana Rizki et al., "Tantangan Dan Peluang Implementasi Kurikulum Merdeka Jurusan Pendidikan Bahasa Arab Universitas Islam Negeri Mataram," *Al-Wazan: Journal of Arabic Education* 2, no. 1 (2024): 35–47, <https://doi.org/10.58223/al-wazan.v2i1.160>.

<sup>25</sup> Danial Hilmi et al., "Curriculum Development Strategy for Independent Learning in Arabic Language Learning at PTKIN in East Java," *LISANIA: Journal of Arabic Education and Literature* 7, no. 2 (2023): 159–77, <https://doi.org/10.18326/lisania.v7i2.159-177>.

<sup>26</sup> Wahyu Hanafi Putra et al., "Eklektisme Nilai-Nilai Dalam Keluarga Sebagai Fondasi Pengembangan Kurikulum Pendidikan Bahasa Arab," *Edusia: Jurnal Ilmiah Pendidikan Asia* 3, no. 1 (2023): 1–15, <https://doi.org/10.53754/edusia.v3i1.643>.

<sup>27</sup> Rifqi Aulia Rahman et al., "Adaptasi Kurikulum Merdeka Belajar Mata Pelajaran Bahasa Arab Di SMP Takhasus Al-Qur'an Wonosobo," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 6, no. 2 (2023): 265–84, <https://doi.org/10.32699/liar.v6i2.3707>.

<sup>28</sup> Umniatur Rohimah et al., "The Challenges of Implementing the Merdeka Curriculum in Arabic Language Learning: Perspectives from Indonesian Lecturers and Students," *Journal of Arabic Language Learning and Teaching (JALLT)* 1, no. 2 (2024): 85–92, <https://doi.org/10.23971/jallt.v1i2.142>.

No	Article Title	Authors	Total Points Quality	Quality Rating	Data Synthesis
	Implementation, Supporting and Inhibiting Factors (Version 4.0) <sup>29</sup>				
22	Arabic Language Learning Curriculum in Higher Education: A Comparative Analysis of Arabic Language Learning Curricula <sup>30</sup>	Nur Agung	19	Medium	Yes
23	Development and Maintenance of Arabic through Education in Islamic Education Institutions in Indonesia <sup>31</sup>	Sembodo Ardi Widodo	20	Medium	Yes
24	The Implementation of the Merdeka Belajar Kampus Merdeka (MBKM) Curriculum in the Arabic Language Education Program at UIN Sayyid Ali Rahmatullah Tulungagung <sup>32</sup>	Dhea Syahzana Sahreebanu et al.	21	High	Yes
25	Development of the Merdeka Belajar – Kampus Merdeka (MBKM) Curriculum in Islamic Higher Education Institutions (PTKI) <sup>33</sup>	Ria Rizki Ananda et al.	22	High	Yes

**Rating Explanation:**

Score 17 to 18 = Low

Score 19 to 20 = Medium

Score 21 to 22 = High

The scoring categorization in this study follows Azwar's theoretical framework, using the ideal mean (Mi) and ideal standard deviation (SDi). The ideal mean is calculated by the formula  $Mi = \frac{1}{2} (X_{max} + X_{min})$ , while the ideal standard deviation is calculated by  $SDi = \frac{1}{6} (X_{max} - X_{min})$ . With a minimum score of 17 and a maximum score of 22, the ideal mean is 19.5, and the ideal standard deviation is 0.83. Therefore, the score categories are determined as follows: low if  $X < 18.67$ , medium if  $18.67 \leq X < 20.33$ , and high if  $X \geq 20.33$ . For practical interpretation, these intervals are rounded into 17–18 (low), 19–20 (medium), and 21–22 (high).

As summarised in Table 1, the majority of the selected literature demonstrates high academic rigor. Of the 25 articles assessed, 19 articles (76%) were categorized as high quality, 4 articles (16%) as medium quality, and 2 articles (8%) as low quality. These findings suggest that the majority of the literature reviewed met the expected quality standards and was suitable for inclusion in the analysis.

<sup>29</sup> Abdul Muid et al., "MBKM (Merdeka Belajar Kampus Merdeka) Under Jambi University's Arabic Education Program during the Industrial Revolution: Implementation, Supporting and Inhibiting Factors (Version 4.0)," *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 1 (2022): 85, <https://doi.org/10.29240/jba.v6i1.3606>.

<sup>30</sup> Nur Agung, "Kurikulum Pembelajaran Bahasa Arab Perguruan Tinggi: Analisis Komparatif Kurikulum Pembelajaran Bahasa Arab," *Al-Waraqah Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2022): 1–18, <https://doi.org/10.30863/awrq.v3i2.2945>.

<sup>31</sup> Sembodo Ardi Widodo, "Development and Maintenance of Arabic through Education in Islamic Education Institutions in Indonesia," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 6, no. 2 (2020): 195–216, <https://doi.org/10.14421/almahara.2020.062.03>.

<sup>32</sup> Dhea Syahzana Sahreebanu et al., "Implementasi Kurikulum Merdeka Belajar Kampus Merdeka (MBKM) Di Program Studi Pendidikan Bahasa Arab UIN Sayyid Ali Rahmatullah Tulungagung," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 5, no. 2 (2022): 195, <https://doi.org/10.35931/am.v5i2.1346>.

<sup>33</sup> Ria Rizki Ananda et al., "Pengembangan Kurikulum Merdeka Belajar – Kampus Merdeka (MBKM) Pada Perguruan Tinggi Keagamaan Islam (PTKI)," *Islamika* 4, no. 3 (2022): 224–36, <https://doi.org/10.36088/islamika.v4i3.1868>.

The predominance of high-quality studies indicates that the discussion in this review is grounded in a solid, credible body of literature. Meanwhile, the medium- and low-quality articles were not excluded automatically, but were considered cautiously as supporting sources to enrich the interpretation of the findings. Overall, the quality assessment results demonstrate that the selected literature provides an adequate basis for examining the Arabic MBKM curriculum from various perspectives.

At the end of the research Design stage, the results are presented. The presentation results show the landscape of Arabic Language Education articles in e-journals based on the MBKM Curriculum. In this section, the researcher uses two stages: 1) Data Synthesis and 2) Findings from the Dataset. The data synthesis stage begins with thematic synthesis, which involves comparing and contrasting common and unique themes.

The researcher presented the landscape of themes in Arabic Language Education articles based on the MBKM Curriculum published in e-journals and compared them with several scientific publications in internationally reputable e-journals indexed in Scopus or Web of Science (WoS). The subsequent phase involved a Stakeholder Expert Review designed to triangulate preliminary findings through a dialectical synthesis of practitioner insights, which entails eliciting and documenting the specialized perspectives of three senior faculty members from the PBA program at UIN Sunan Kalijaga Yogyakarta. This expert feedback serves as a critical evaluative lens to ensure the research remains grounded in both theoretical discourse and institutional reality, directly informing the second stage of the process: Dataset Findings. In this final stage, the researcher systematized the results by formulating a novel perspective on the discourse of Arabic Language Education—specifically recontextualized within the MBKM framework—while critically weighing the available evidence for each finding to determine its thematic significance and pedagogical impact.

## Result and Discussion

### Data Synthesis

#### *Thematic Synthesis*

Integrating research findings is critical for developing robust synthesis reporting standards, especially those involving meta-analysis and meta-synthesis.<sup>34</sup> This process involved incorporating the results of the Arabic Language Education discourse, based on the MBKM Curriculum, which have been previously tracked and mapped. These results were then used to develop discussions with various meta-analyses and meta-synthesis approaches. In this section, the researcher presented the research findings in two stages: data synthesis, which involved combining and integrating several sets into one unity, and dataset analysis.<sup>35</sup>

<sup>34</sup> Edward J. Priola, "Managerial Communication Competencies That Enhance Employee Performance: A Systematic Review" (Dissertation, University of Maryland University College, 2016).

<sup>35</sup> Spencer A. Ward and Linda J. Reed, *Knowledge Structure and Use: Implications for Synthesis and Interpretation* (Temple University Press, 1983).



A total of 25 articles retrieved using the keyword ALE discourse based on the MBKM Curriculum were analyzed through eight variables: research questions, objectives, methods, instruments, samples, results, conclusions, recommendations, and limitations. The synthesis indicates that the literature mainly focuses on opportunities and challenges of implementation, teacher and student competencies, curriculum adaptation, institutional readiness, and technology-supported learning, such as Moodle. From a constructivist perspective, this pattern suggests that Arabic Language Education under MBKM is increasingly understood as a learning process in which students actively construct knowledge through interaction with meaningful contexts rather than passively receiving information. This interpretation is consistent with Piaget's view that learning develops through active cognitive engagement with the environment and through the learner's own process of knowledge construction.<sup>39</sup>

From the perspectives of curriculum, experience, and competency, the same findings also show that the reviewed studies are concerned not only with policy implementation but with broader educational transformation. Taba's curriculum development theory provides a strong emphasis on curriculum planning, adaptation, alignment, and implementation within higher education institutions.<sup>40</sup> Simultaneously, Kolb's Experiential Learning Theory elucidates why authentic contexts, autonomous activities, and reflective engagement are positioned as the pedagogical core of MBKM-based instruction.<sup>41</sup> In addition, a competency-based education perspective, as articulated by Levine and Patrick, helps explain the recurring emphasis on teacher and student competencies, readiness, and measurable learning outcomes as indicators of curriculum effectiveness.<sup>42</sup> Thus, the thematic synthesis reflects structural, pedagogical, experiential, and competency-oriented dimensions of the MBKM curriculum.

### **Weight of Evidence**

The weight-of-evidence analysis indicates that the selected literature provides a sufficiently strong basis for understanding the direction of ALE under the MBKM Curriculum. According to the quality assessment, 13 articles scored 22, 6 scored 21, 3 scored 20, 1 scored 19, and 2 scored 18. This distribution means that most of the reviewed studies fall into the high-quality category and are methodologically adequate for interpretation. In general, the research questions are logically aligned with the stated objectives, while the methods used are appropriate to the qualitative or quantitative designs employed. From a constructivist perspective, the evidence suggests that MBKM is increasingly discussed as a framework for active, contextual, and student-centered learning rather than as a system of one-way content delivery.<sup>43</sup>

The evidence further indicates that MBKM in Arabic Language Education should be understood as a fundamental curricular transformation rather than

<sup>39</sup> Piaget, *The Psychology of Intelligence*.

<sup>40</sup> Taba, *Curriculum Development; Theory and Practice*.

<sup>41</sup> Kolb, *Experiential Learning*.

<sup>42</sup> Levine and Patrick, *What Is Competency-Based Education? An Updated Definition*.

<sup>43</sup> Piaget, *The Psychology of Intelligence*.

merely an administrative response to policy. Taba's theory is relevant here because many studies discuss curriculum redesign, adaptation, and the alignment of learning goals with institutional and national demands.<sup>44</sup> Kolb's theory helps explain the repeated emphasis on participation, authentic practice, and reflective learning, which are central to MBKM implementation in flexible educational settings.<sup>45</sup> Finally, the CBE framework proposed by Levine and Patrick suggests that the success of these reforms must be measured by demonstrated mastery and learner readiness rather than the mere formal adoption of policy.<sup>46</sup> Therefore, the weight of evidence supports MBKM as both a curricular and pedagogical reform in Arabic Language Education.

### ***Expert Stakeholder Feedback***

Expert stakeholder feedback from two lecturers in the PBA study program at UIN Sunan Kalijaga Yogyakarta reinforces the importance of developing and implementing the MBKM Curriculum in higher education. Their perspectives emphasize that curriculum development should enhance communicative proficiency, critical thinking, and socio-academic adaptability. From a constructivist perspective, these outcomes are closely related to Piaget's idea that learners build knowledge actively through interaction with meaningful learning environments rather than solely through passive reception.<sup>47</sup> In the context of MBKM, this implies that Arabic Language Education should provide students with real opportunities to engage with linguistic, cultural, and institutional experiences that foster both understanding and competence in more authentic ways.

From a curricular and pedagogical standpoint, the lecturers' views also indicate that successful MBKM implementation depends on the coherence between goals, learning experiences, and expected competencies. Taba's theory helps explain that communication skills, critical thinking, and adaptability can only be achieved when curriculum objectives are systematically connected to learning design and implementation strategies.<sup>48</sup> Kolb's theory supports this interpretation by emphasizing the importance of experience, reflection, and application in learner development.<sup>49</sup> In addition, Levine and Patrick's competency-based education perspective suggests that the significance of MBKM lies in its capacity to develop clearly defined, demonstrable competencies relevant to academic, social, and professional contexts.<sup>50</sup> Thus, stakeholder feedback strengthens the argument that MBKM has substantial value for ALE.

### ***Dataset Findings***

In this section, the researcher presents the dataset findings from 25 articles on Arabic Language Education discourse based on the MBKM Curriculum, as shown in Table 2.

<sup>44</sup> Taba, *Curriculum Development; Theory and Practice*.

<sup>45</sup> Kolb, *Experiential Learning*.

<sup>46</sup> Levine and Patrick, *What Is Competency-Based Education? An Updated Definition*.

<sup>47</sup> Piaget, *The Psychology of Intelligence*.

<sup>48</sup> Taba, *Curriculum Development; Theory and Practice*.

<sup>49</sup> Kolb, *Experiential Learning*.

<sup>50</sup> Levine and Patrick, *What Is Competency-Based Education? An Updated Definition*.

**Table 2. Dataset Findings**

No	Article Title	Results
1	MBKM: Connected Curriculum of Arabic Departments in Indonesia	A few Arabic Language departments have not yet implemented MBKM because it requires a preparatory process. This study reveals several designs developed by these nine departments, such as MBKM designs with a limit of 20 SKS (credits) outside the department, full MBKM with 40 SKS outside the department, and 60 SKS outside the department. In terms of implementation, there are patterns of MBKM within the same institution and across departments in different institutions or universities. These various designs demonstrate that MBKM enables institutions to adjust their curricula to meet their needs while considering the Government's MBKM principles.
2	Merdeka Belajar Kampus Merdeka (MBKM) Curriculum Design in Arabic Language Education Study Program	The implementation of MBKM is closely related to the Society 5.0 era. The skills that need to be developed include creativity and innovation, which are essential to produce resilient, skilled, and persistent human resources. The Design of the MBKM curriculum for Arabic language education encompasses planning, the learning process, assessment, and evaluation of learning. The implementation of MBKM in this program is carried out with careful planning to improve the quality of Arabic-language education in Indonesia and to prepare graduates with excellent performance who can compete globally.
3	The Arabic Language Learning Curriculum in State Islamic Higher Education Institutions (PTKIN)	Arabic Language Education must be grounded in philosophical and semantic foundations regarding the nature, character, and ideas of Arabic language learning, both as a skill and as a language of knowledge. With the Arabic language learning curriculum in PTKIN (State Islamic Higher Education Institutions), it is hoped that it will make it easier for teachers to deliver Arabic language lessons in an accessible and easily reachable way, especially in enhancing the teaching and learning process—keywords: Curriculum, Learning, Arabic Language, Arabic Language Education.
4	Autonomous Learning: Manifestation of Independent Language Learning in the Arabic Language Education Study Program	Students have a high level of autonomy in using technology in learning. Conversely, students are categorized as having low autonomy based on motivation indicators, where they rarely reward themselves.
5	Development of a Learning Management System Using Moodle in the Arabic Language Education Study Program	The development of the Moodle LMS in this study uses the Borg and Gall development model. The course developed by the researcher is FahmulMasmu in the Arabic Language Education Program (PBA). While validating the developed Moodle LMS, the researcher involved three experts: a media expert, a content expert, and a language expert. The results of the validity questionnaires were analyzed using Aiken's validity formula, which yielded the following values: 0.88 for content validity, 0.89 for media validity, and 0.88 for language validity. The effectiveness of using the Moodle LMS in Arabic language learning reached 82.64%, with the statement "effective." Therefore, it can be concluded that the Moodle LMS development effectively supports Arabic language learning.
6	Development of Arabic Language Learning Curriculum During the COVID-19 Pandemic	There are four key foundations for developing the Arabic language learning curriculum during the pandemic: (1) The formulation of learning objectives must be aligned with students' conditions and communicated to parents to work together in achieving these objectives. (2) The content or material should be designed in such a way that it directly leads students toward higher-order thinking skills. (3) During the learning process, teachers must be as creative as possible in guiding the learning process. The use of appropriate methods and media is crucial and influential. (4) Evaluation is highly recommended to be project-based to avoid the possibility of students cheating.
7	The Dynamics of Arabic Language Curriculum at the Arabic Education Department of UIN Sunan Kalijaga Yogyakarta	First, before the KBK (KurikulumBerbasisKompetensi), the Government was quite dominant, and departments served as the primary implementers of the Curriculum. However, they were granted the authority to develop their Curriculum in the following years. Second, there was a difference in the naming of components and the curriculum structure in the courses. Third, the learning process, which was previously focused on the transfer of knowledge (before KBK), teacher-centered (TCL), and content-based, shifted to inquiry-based methods (KBK) and student-centered learning (SCL). The outcomes of this shift to that of becoming older shareholders. Fourth, the goals of Arabic language learning shifted from passive language goals to holistic ones. The learning process also experienced shifts in the content, approach, methods, techniques, and evaluation.
8	Implementation of the Independent Learning Curriculum in Arabic Language Learning	Arabic language learning at SMP Terpadu Darussalam has been implemented and adjusted to the Curriculum applied, which combines the Ministry of Education and Culture curriculum, KMI Gontor, Salafiyah, and Qur'an memorization that supports the achievement of Arabic language learning outcomes. The implementation of the Merdeka Belajar curriculum in Arabic language learning at SMP Terpadu Darussalam includes several programs, such as the National Arabic Seminar for Teachers, the establishment of a student organization for language effectiveness, and the necessity of Arabic language learning both



No	Article Title	Results
		inside and outside the classroom. Inside the classroom, this includes group study of dirāsah lughawiyah subjects with the direct method and teaching methods or models based on the Merdeka curriculum. Outside the classroom, extracurricular activities include muhāḍarah (Arabic lectures), muhāḍasah (Arabic conversations), musyāhadah al-aflām al-arābiyah (watching Arabic films), mahkāmah al-lughah (language court), Arabic drama contests, as well as internal and external competitions.
9	Critical Reasoning of Omar Mohammad Al-ToumyAl-Syaibany's Thinking and Its Relevance to MBKM-Based Arabic Language Education	First, the implementation of the Merdeka Learning Curriculum is aligned with the characteristics and objectives of the Islamic education curriculum derived from the planned Curriculum. Second, the MBKM curriculum paradigm aims at fostering students' critical thinking and Arabic language skills. These two aspects can be developed through a learning environment that encourages students to be self-aware and continuously engaged in learning. Third, the Design of the MBKM curriculum in the Arabic Language Education Program (PBA) is a reconstruction of the 2016 KKNi (National Qualification Framework).
10	Arabic Curriculum Design in the Merdeka Curriculum from the Perspective of the American Council on the Teaching of Foreign Languages (ACTFL)	The Arabic language curriculum in the Merdeka curriculum, based on ACTFL (American Council on the Teaching of Foreign Languages) standards, is divided into two aspects: language proficiency and language skill levels. The language skills include: (1) Language proficiency (language skills and linguistic components), (2) Communication skills: interpersonal communication, presentation communication, and interpretive communication, and (3) Cultural skills. The Design of the Arabic language learning curriculum in the Merdeka curriculum starts with Stage A, the lowest level, aligned with the ACTFL standards at the beginner level. It ends with Stage F, the highest level aligned with the ACTFL standards. The analysis of Arabic language learning outcomes in the Merdeka curriculum, based on ACTFL standards, ranges from Novice Low to Superior levels.
11	The Perception of Students from the Arabic Language and Culture Study Program at Al Azhar University Indonesia on the Urgency of the Merdeka Belajar Kampus Merdeka Program	1) The knowledge of BKA Study Program students regarding the MBKM program is relatively high, 75% of students have received information about the MBKM program with various levels of knowledge, and some know completely, know the most, and only know a little, through various sources of information. 2) Student perceptions of the benefits and urgency of the MBKM program are very positive. Most of them think that this program is helpful for students in developing their competencies and soft skills as provisions for facing post-graduate life from college; 3) Student interest and enthusiasm are relatively high; more than 50% expressed interest in participating in the MBKM program, and were even willing to recommend it to colleagues. Among the MBKM programs that interest students are internships, work practices, and student exchanges. Keywords - MBKM Curriculum, Student Perception, MBKM Curriculum.
12	Development of Higher Education Curriculum Based on KKNi SN-DIKTI and the Merdeka Curriculum and OBE	In the context of developing higher education curricula based on the KKNi SN-Dikti framework, the Merdeka Curriculum, and the OBE (Outcome-Based Education) approach, a literature review involves searching for and analyzing various written works that encompass theories, empirical research, expert opinions, and best practices related to the topic. This process aims to provide a comprehensive understanding of the principles, methodologies, and practical strategies that can inform curricula Design, implementation, and evaluation in line with these frameworks.
13	The Concept of Character Education in the Ta'limul Muta'allim by Imam Az-Zarnuji and Its Relevance to the Merdeka Belajar Curriculum	The concept of character education in the book Ta'limul Muta'allim by Imam Az-Zarnuji is the intention to seek knowledge, choose teachers and friends, cultivate the echo of knowledge and scholars, sincerity, continuity, enthusiasm, learning methods, tawakkal, and warmth while learning. The relevance of Character Education in the book Ta'limul Muta'allim by Imam Az-Zarnuji to the Independent Learning Curriculum is to receive (choose knowledge, teachers, and friends), implement (sincerity, continuity, and enthusiasm), appreciate (expand knowledge and scholars), livelihood (learning methods), and practice (tawakkal and wara` while learning).
14	Adaptation of the Merdeka Belajar Kampus Merdeka Curriculum (Focus: MBKM Study Program Model)	The curriculum development model for the study program, by adapting the MBKM policy, includes planning, the learning process, assessment, and evaluation of learning. Services for fulfilling the study period and students' learning rights: (1) Students are allowed to take courses in their study program for a minimum of 84 credits. These core compulsory courses will support the achievement of learning outcomes and the development of graduate profiles for study programs. (2) Students are allowed to take courses in other study programs in the UNCP environment, a maximum of 20 credits according to future needs, interests, and talents of students, and (3) Students are allowed to gain learning experience at other universities and non-PT through Business Internship activities, Student Exchange, Thematic KKN, Social Service, and Final Assignment. Maximum 40 credits. The Implementation of the MBKM Curriculum through 5 activity programs, namely the Student Exchange Program, Introduction to the School Environment through the Remote Area Teacher Driving Program, Business Internship, Thematic KKN "Digital Literacy Education, and Educational Service".
15	Development of an Arabic Language Curriculum with an	The curriculum structure of the PBA Master Program at UIN Sunan Kalijaga Yogyakarta follows the KKNi and SN-Dikti, grouping courses into basic expertise, concentration, and supporting courses, divided into compulsory and elective courses totaling 40 credits. The

No	Article Title	Results
	Integration-Interconnection Paradigm Referencing KKN and SN-DIKTI	determination of the breadth and depth of the study materials has covered the elements of the KKN and SN-Dikti qualifications, namely science, knowledge, skills, and expertise. The curriculum structure used by the PBA Master Program at UIN Sunan Kalijaga Yogyakarta is a serial model based on a logical or scientific structure.
16	Challenges and Opportunities in the Implementation of the Merdeka Curriculum in the Arabic Language Education Department at UIN Mataram	In every opportunity that exists, there are always challenges, including a) Readiness of lecturers and staff, b) Complete infrastructure, c) Sufficient funds, d) Different assessments, and e) Mastery of learning technology.
17	Curriculum Development Strategy for Independent Learning in Arabic Language Learning at PTKIN in East Java	The curriculum development strategy is carried out through the stages of determining graduate achievements, mapping courses, marketing courses based on interests, teaching assistance, and internships, designed with internships within 6 months at schools and internship institutions, as well as compiling lesson plans, and converting aid, internships, and replacement certificates for diplomas for student competencies.
18	Eclecticism of Values in the Family as the Foundation for the Development of the Arabic Language Education Curriculum	Five values in the family are essential for developing the Arabic language education curriculum: communicative, cooperative, creative, responsible, and democratic. The five values in the family have close intersections, connections, and sustainability for the development of Arabic language education curricula in schools and universities. Family values can be connected to individuals, technology, and sources of information in learning. Not all values in the family can be incorporated into the Arabic-language education methodology. Only interactive values can be used to develop the Arabic language education curriculum.
19	Adaptation of the Merdeka Belajar Curriculum for Arabic Language Subjects at SMP Takhasus Al-Qur'an Wonosobo	Implementing the Independent Learning curriculum for Arabic language subjects has carried out the flow of educational management, the stages of planning, organizing, implementing, and supervising. Even so, obstacles to implementing the Curriculum as a quality education remain. These obstacles require schools to implement the Independent Learning curriculum with the principle of adaptation.
20	The Challenges of Implementing the Merdeka Curriculum in Arabic Language Learning: Perspectives from Indonesian Lecturers and Students	The challenges of implementing the Independent Curriculum in Arabic language learning at the Sunan Kalijogo Islamic Institute in Malang fall into three categories: institutional, student, and lecturer. Researchers also identified several solutions and alternatives to help overcome the challenges of implementing the Independent Curriculum in Arabic language learning.
21	MBKM Under Jambi University's Arabic Education Program during the Industrial Revolution: Implementation, Supporting and Inhibiting Factors (Version 4.0)	1) The implementation of MBKM at Jambi University has not gone well because there is still confusion in the process, so it is necessary to adapt the Curriculum and facilities, 2) the supporting actors are the willingness and enthusiasm of educators and students as seen from their solidarity in preparing for the establishment of MBKM, while 3) the inhibiting factor is the need to obtain many MoUs from various institutions. In addition, there are other challenges, namely, students' readiness and skills in teaching and guiding at school. This means that students must be part of strengthening learning and numeracy.
22	Arabic Language Learning Curriculum in Higher Education: A Comparative Analysis of Arabic Language Learning Curricula	Higher Education, as the spearhead of foreign language development, is the first institution to compile and develop a curriculum tailored to current needs. Therefore, the Curriculum's development, compilation, and analysis, and its relevance to the world's needs, cannot be discontinued.
23	Development and Maintenance of Arabic through Islamic Education in Islamic Education	The entry of Islam and the ulama into Indonesia also significantly contributed to the use of Arabic. In addition, madrasahs, Islamic boarding schools, and course institutions, both formal and informal, have strongly contributed to the spread and maintenance of Arabic in Indonesia. Islamic boarding schools emphasize two developmental functions: comprehensive academic development through various sciences related to Arabic, and cultural development through students' lives and kyais. Meanwhile, madrasahs tend to play

No	Article Title	Results
	Institutions in Indonesia	a role in the development and spread of Arabic in an academic-communicative manner. Meanwhile, Arabic language learning in language villages, such as those in Pare Kediri village, emphasizes practical mastery of Arabic in everyday life. In the learning process, Arabic is taught by covering language skills such as listening, speaking, and writing. Reading, it is known that Arabic development occurs through teaching cultures in Islamic boarding schools and madrasahs, which are currently included in the category of formal Education. In contrast, learning cultures occur in language villages managed by the community and fall under the category of non-formal Education.
24	The Implementation of the Merdeka Belajar Kampus Merdeka (MBKM) Curriculum in the Arabic Language Education Program at UIN Sayyid Ali Rahmatullah Tulungagung	1) The strategy of the Arabic Language Education Study Program of UIN SATU Tulungagung in implementing the MBKM curriculum includes six programs, namely: MBKM Curriculum Review Workshop, National Seminar, MBKM Partner Program, MBKM-Based Lecturer Community Service FGD, FGD Department Curriculum Referring to MBKM Policy, and MBKM Curriculum Alignment FGD. 2) The programming of the Arabic Language Education study program based on MBKM UIN SATU Tulungagung has been implemented in six areas, namely: domestic student exchange (aka Permata) scheme 512, teaching assistance at educational units, student professional practice (aka PPM), research, entrepreneurial activities, and the MDB Community Service Program. 3) Re-curriculum of the Arabic Language Education study program of UIN SATU Tulungagung, which has two optional curricula, namely regular and MBKM.
25	Development of the MBKM Curriculum in Islamic Higher Education Institutions (PTKI)	The MBKM policy includes four central policies: ease of opening new study programs, changes to the university accreditation system, ease of universities becoming legal entities, and the right to study three semesters outside the study program. Outside the study program and university, learning activities include internships, rural projects, teaching at schools or madrasahs, student exchanges, research, entrepreneurship, independent projects, and humanitarian projects. In general, curriculum development has three stages: Design and implementation, Design, and evaluation.

### ***New Perspectives on Discourse on Arabic Language Education Based on the MBKM Curriculum in Gender Disparity Prevention Projection***

As previously mapped in Figure 1 using the VOSviewer application, 25 studies on the discourse of Arabic Language Education based on the MBKM Curriculum identified five gaps. First, there is a gap in the study of opportunities, challenges, and teacher and student competencies in welcoming MBKM Arabic Language Education. Second, a curriculum document gap exists between teachers' and students' perspectives on the MBKM Program in Higher Education. Fourth, there is a gap in stakeholder involvement, researchers, time, curriculum development, and Moodle, and fifth, there is a gap in the MBKM Arabic Language Education Curriculum implemented in Indonesian Islamic boarding schools. Synthesizing this evidence reveals a significant oversight: the current ALE discourse lacks robust measures to address gender disparities, a key projection of the United Nations Sustainable Development Goals (SDG 5: Gender Equality).<sup>51</sup> From Taba's perspective on curriculum development, these identified gaps indicate the need to reconstruct curriculum objectives, content, learning experiences, and implementation strategies. From a competency-based education perspective, they also point to the importance of aligning ALE with measurable, inclusive competencies, including sensitivity to gender equity.<sup>52</sup>

One of the Sustainable Development Goals planning programs is to take the initiative to reduce gender disparities and contribute to sustainable welfare. In the

<sup>51</sup> Yayat Sujatna et al., "Integrating the Muamalah Curriculum for Anti-Corruption Education: The Role of Islamic Law, Gender, and SDG 16," in *Towards Resilient Societies: The Synergy of Religion, Education, Health, Science, and Technology*, by Maila D. H. Rahiem (CRC Press, 2025), <https://doi.org/10.1201/9781003645542-66>.

<sup>52</sup> Taba, *Curriculum Development; Theory and Practice*.

education environment, these steps involve maintaining and developing children and improving community welfare through Education.<sup>53</sup> Several efforts can be implemented through four strategic pillars. First, transportation and development of children. This program aims to improve the quality of religious Education and create a generation of critical thinkers who can overcome gender disparities and share welfare. Second, improving community welfare through religious Education. This program builds educational infrastructure, innovates in teaching, and improves student outcomes, thereby impacting community welfare.<sup>54</sup> Third, fostering religious understanding in students. This action involves educators' roles in shaping students' religious understanding, helping them integrate religious values into everyday life.<sup>55</sup> Fourth, increasing collaboration between the Government, stakeholders, communities, and Islamic education institutions.

This collaboration is essential to achieving sustainable development goals by reducing gender disparities and promoting welfare through Islamic religious Education. In these efforts, the involvement of all parties, including the Government, stakeholders, communities, and Islamic education institutions, is significant in achieving sustainable development targets, reducing gender disparities, and improving welfare within the framework of Islamic Education in Indonesia.<sup>56</sup> In addition, Piaget's constructivist theory helps explain that reducing gender disparities requires learning environments where students actively construct social awareness and ethical judgment through meaningful interaction.<sup>57</sup>

The reconciliation of developmental initiatives—spanning child development, social welfare, character building, and religious education—serves as a vital catalyst for eliminating gender disparities, particularly when institutionalized through the MBKM-based ALE curriculum. Because these core activities are already indirectly aligned with MBKM's developmental sub-sectors, their integration into Arabic pedagogy is both strategic and highly feasible.

This implementation follows a multi-tiered approach: first, by embedding gender-responsive narratives into Arabic instructional materials to dismantle deep-seated stereotypes; and second, by fostering inclusive character development. The latter is operationalized through large-scale Arabic language festivals and skill-based competitions that ensure equitable participation across all regions and genders, thereby cultivating a culture of mutual respect and gender sensitivity

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<sup>53</sup> Ega Nasrudin et al., "Integration of Sustainable Development Goals in Islamic Teaching Materials in Higher Education," *Tafkir: Interdisciplinary Journal of Islamic Education* 6, no. 1 (2025): 17–39, <https://doi.org/10.31538/tijie.v6i1.1266>.

<sup>54</sup> Muhamad Yusuf et al., "Portrait of Damar Tradition in Welcoming the Arrival of Lailatul Qadar Night in the Community of Patipi Island Village," *Potret Pemikiran* 27, no. 1 (2023): 75, <https://doi.org/10.30984/pp.v27i1.2453>.

<sup>55</sup> Hm. Ridlwan Hambali et al., "Islamic Religious Education Teachers' Strategies in Fostering Students' Religious Values in Madrasah," *AL-ISHLAH: Jurnal Pendidikan* 14, no. 4 (2022): 6511–16, <https://doi.org/10.35445/alishlah.v14i4.2612>.

<sup>56</sup> Ibrahim Umar and Siddik Faruk Tili, "The Role of Islamic Education in Building Collaborative Cultures within Nigerian Schools," *Journal of Learning and Educational Policy*, no. 46 (October 2024): 1–11, <https://doi.org/10.55529/jlep.46.1.11>.

<sup>57</sup> Piaget, *The Psychology of Intelligence*.

within the academic community. Third, the existence of diverse Arabic language learning activities. Using diverse Arabic language-learning activities, such as discussions, presentations, and games, can help students actively participate and better understand gender differences. Fourth, collaboration with the Government. Partnerships with the government and organizations in every Arabic-language learning activity can help increase awareness and seriousness about eliminating gender disparities, such as through creative projects on Indonesian and Middle Eastern cultures. Collaboration with the Government to host creative projects on Indonesian-Middle Eastern culture, such as cross-cultural documentary films or posters, to increase students' awareness of cross-cultural issues and the importance of gender equality. These steps align with Kolb's Experiential Learning Theory, as collaborative projects and festivals provide the concrete experience and reflective practice necessary to internalize inclusive attitudes. By embedding these activities within the MBKM curriculum, Arabic Language Education can evolve from a linguistic exercise into a transformative tool for social equity.<sup>58</sup>

### ***Weight of Evidence***

The new perspective of the discourse on Arabic Language Education based on the MBKM Curriculum in the projection of preventing gender disparities is a novelty in this study after the researcher conducted a bibliometric analysis, mapping, and meta-analysis of 25 articles on the discourse on Arabic Language Education based on the MBKM Curriculum that had been excavated in e-journals indexed by CrossRef with the latest four-year scale (2020 to 2024). While the material objects of this research—the MBKM curriculum and Arabic pedagogy—align with contemporary scholarship, the formal object remains distinct; this study uniquely employs the Sustainable Development Goals (SDGs) framework to advocate for gender equity as a prerequisite for sustainable welfare.

The proposed development of the MBKM curriculum for Arabic Language Education, based on preventing gender disparities, can be translated into several follow-up studies. The steps are broadly as the author wrote in the previous sub-chapter. From a theoretical standpoint, this novelty can be interpreted through Piaget's constructivism, Taba's curriculum development theory, Kolb's experiential learning theory, and competency-based education, because preventing gender disparities in Arabic Language Education requires active knowledge construction, systematic curriculum redesign, authentic learning experiences, and clearly defined competencies that are socially relevant and inclusive.

### **Conclusion**

Discourse on Arabic Language Education based on MBKM Curriculum: 25 articles on discourse on Arabic Language Education based on MBKM Curriculum that have been explored in CrossRef-indexed e-journals with the latest four-year scale (2020 to 2024) mostly lead to the scope of studies on opportunities and challenges, and competencies of the teachers and students. All three are closely related to the study of Curriculum, teachers' and students' ages, and the acceleration of MBKM programs in Higher Education. The relevance of the MBKM Curriculum for

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<sup>58</sup> Kolb, *Experiential Learning*.

Arabic Language Education study slightly overlaps with research involving stakeholders, researchers, time, and digital infrastructure (Moodle). However, this study is more related to the MBKM study in Indonesian Islamic boarding schools. Notably, a significant critical gap persists: current ALE scholarship has yet to substantively address gender disparity prevention, a central projection of the United Nations Sustainable Development Goals (SDGs).

One of the Sustainable Development Goals planning programs is to take the initiative to reduce gender disparities and contribute to sustainable welfare. The reconciliation activities of children's development, improving welfare, character, and religion, and collaborating with the government can at least be a trigger to eliminate gender disparities. Because these goals already align with the MBKM framework, bringing them into Arabic Language Education (ALE) is a natural and strategic next step. We can achieve this through four practical actions: first, by updating textbooks with gender-responsive stories that break down old stereotypes; second, by ensuring Arabic language festivals and competitions are inclusive and welcoming to everyone; third, by using active learning—like debates and group projects—to give every student a voice; and finally, by partnering with the government to make gender equality a clear, shared goal for the future of Arabic education.

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### **Author Contribution Statement**

WHP contributed to the conceptualization, methodology, formal analysis, and writing of the original draft; HAH was responsible for the literature review, theoretical framework development, and writing; KNS performed data curation, investigation, validation, and data analysis; AT provided supervision, methodological guidance, and writing. All authors contributed to the interpretation of the findings, read, and approved the final version of the manuscript.

### **Declaration of Competing Interest**

The authors declare that there are no competing financial or personal interests that could have influenced the outcomes of this research. This study was conducted independently as an academic inquiry into the discourse of Arabic Language Education based on the MBKM Curriculum, and objectivity and ethical standards were maintained throughout the research process.

## AI Writing Statement

During the preparation of this manuscript, the authors used Grammarly to assist with language editing, grammar checking, and sentence refinement. The authors carefully reviewed and edited the content and take full responsibility for the final content of this manuscript.

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