Evaluation of The Arabic Language Learning Program based on The Merdeka Curriculum at a Madrasah Tsanawiyah in Makassar

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Abstract:

This study aims to evaluate the Arabic language learning program implemented under the Merdeka Curriculum at a *Madrasah Tsanawiyah in Makassar*, using the CIPP evaluation model (Context, Input, Process, Product). Data were collected through observations and interviews with the Vice Principal for Curriculum Affairs and Arabic language teachers. The data were analyzed qualitatively, drawing on the analytical framework developed by Miles and Huberman. The program's effectiveness was assessed through the four key components of the CIPP model. The findings reveal that the context aspect – pertaining to program planning – has been achieved in accordance with the established indicators. However, the input dimension indicates that while the school has sufficient capacity to support program implementation, improvements are needed in curriculum development, which should involve more collaborative efforts. The processaspect is rated as moderately effective, although issues remain in time management and in facilitating students' self-reflection on their ongoing learning needs. The product aspect demonstrates satisfactory learning outcomes; nonetheless, students' proficiency in Arabic language skills remains relatively low. This is attributed to their diverse educational backgrounds, including those from *Madrasah Ibtidaiyah* and public elementary schools. These results underscore the need for targeted improvements to enhance the overall effectiveness of the Arabic language learning program within the Merdeka Curriculum framework.

Abstrak:

Penelitian ini bertujuan untuk mengevaluasi program pembelajaran Bahasa Arab berdasarkan Kurikulum Merdeka di a Madrasah Tsanawiyah Negeri in Makassar dengan menggunakan model evaluasi CIPP (*Context, Input, Process, Product*). Data dikumpulkan melalui observasi dan wawancara yang ditujukan kepada Wakil Kepala Madrasah bagian kurikulum dan guru Bahasa Arab. Analisis data menggunakan pendekatan kualitatif dengan teori yang dikembangkan oleh Miles dan Huberman. Aspek keberhasilan dievaluasi melalui empat komponen utama model CIPP. Hasil penelitian menunjukkan bahwa aspek *context* atau perencanaan program telah tercapai sesuai indikator, namun perlu perbaikan dalam penyusunan kurikulum yang seharusnya dilakukan secara tim. Aspek *input* menunjukkan bahwa kapasitas madrasah mendukung pelaksanaan program. Aspek *process* dinilai cukup baik, namun masih ditemukan kekurangan dalam pengelolaan waktu dan pelibatan peserta didik dalam refleksi kebutuhan belajar berkelanjutan. Aspek *product* memperlihatkan hasil yang cukup baik dari sisi nilai pembelajaran, tetapi penguasaan keterampilan berbahasa Arab masih rendah, dipengaruhi oleh latar belakang pendidikan peserta didik yang beragam, baik dari madrasah ibtidaiyah maupun sekolah dasar. Temuan ini menekankan perlunya peningkatan dalam beberapa aspek untuk meningkatkan efektivitas program pembelajaran bahasa arab berdasarkan Kurikulum Merdeka.

Introduction

Understanding Arabic, both theoretically and practically, is of critical importance for anyone who appreciates the scientific and socio-cultural heritage of global civilization. Mastery of Arabic enables access to a wide range of knowledge domains, including religious, economic, political, and socio-cultural values. Moreover, Arabic serves as a vital tool for understanding classical texts that possess substantial scholarly significance. As one of the most widely spoken languages in the world, Arabic also functions as a major means of communication, recognized as an international language due to its extensive global usage.

Given this importance, it is only appropriate that Arabic language instruction receive greater emphasis and attention – beginning from the elementary or *Madrasah Ibtidaiyah* level and continuing through to higher education institutions, whether public or private, general or religious. Although Arabic is revered as the language of the Qur'an, this recognition has not necessarily translated into positive attitudes or improved learning outcomes among students. Arabic should be taught by educators who possess both linguistic competence and effective pedagogical skills. Presently, there is growing concern that Arabic is declining in relevance, as learners increasingly favor European languages – particularly English – as the language of globalization and the information age (Al-Zaghbi, 2016). One of the most pressing issues in Arabic language education today is the lack of commitment from both students in learning and teachers in teaching (Takdir, 2020). Challenges include students' limited comprehension of lesson materials, the insufficient competence of Arabic language teachers, issues in curriculum management, and low student motivation. According to Jamil and Agung (2022), Arabic in Indonesia is often perceived as a language for specific purposes, especially since many Arabic-derived expressions have been integrated into standard Indonesian.

Recognizing its importance, educational institutions have increasingly offered Arabic language instruction. In many academic disciplines, particularly within Islamic studies, proficiency in Arabic is fundamental to further scientific inquiry. Consequently, Islamic educational institutions often assign Arabic a central role in their curricula (Hizbullah & Mardiah, 2014). However, Arabic language instruction at the Madrasah

Tsanawiyah (MTs) level still faces significant challenges. Fakhrur Rahman (2019) found that one of the key issues in Arabic instruction at this level stems from teacher-related factors, such as inadequate classroom management and insufficient understanding of students' needs, which in turn lead to ineffective learning environments. Evaluating the success of Arabic language learning programs cannot be based solely on student achievement outcomes. A comprehensive evaluation should include the design and implementation of the learning program. This involves assessing the competencies being developed, the instructional strategies employed, and the content of the program. Additionally, the implementation phase should be examined to evaluate the quality of instruction delivered by teachers. Finally, evaluation should extend beyond immediate outputs to include longer-term outcomes that reflect the broader impact of the learning process (Setiawan, 2015).

The title "*Evaluation of the Arabic Language Learning Program Based on the Merdeka Curriculum at a Madrasah Tsanawiyah in Makassar* " is distinctive in that it explores an Arabic language learning program within the framework of the newly implemented Merdeka Curriculum in Indonesia. To date, most evaluation studies concerning the Merdeka Curriculum have focused on general subjects such as Bahasa Indonesia, Mathematics, or Science, or on digital-based learning approaches aligned with the Merdeka Curriculum (Hairunisa, Setiawan, & Waluyo, 2023). Studies specifically evaluating the implementation of the Merdeka Curriculum in Arabic language instruction at madrasahs remain scarce. Moreover, the comprehensive application of the CIPP (Context, Input, Process, Product) evaluation model within the context of madrasahs is also rarely found.

A prior study published in Prima Magistra: Jurnal Ilmiah Kependidikan by Dethan, Adu, Fransiska, and Taneo (2024) revealed that ineffective learning processes were largely attributed to limited instructional time, the absence of adequate teaching materials, and inadequate facilities and infrastructure. While the study offered valuable insights into English language instruction, it did not address Arabic language learning, which presents its own unique challenges, particularly within Islamic educational institutions such as Madrasah Tsanawiyah. Furthermore, there is a notable lack of research specifically evaluating the implementation of the Kurikulum Merdeka in Arabic language programs at the junior secondary education level. Similarly, evaluative studies on Arabic language instruction in madrasahs using the CIPP model within the Merdeka Curriculum framework are extremely limited. Most existing studies focus on different educational settings and levels. For instance, Halimah and Hadjar (2018), in their study "Arabic Language Learning Evaluation in Higher Education with the CIPP Model," examined Arabic language instruction at the tertiary level, rather than within madrasahs or in the context of the Merdeka Curriculum. This study aims to address these gaps. Arabic instruction in madrasahs possesses distinct characteristics in terms of learning objectives, pedagogical approaches, and its integration with religious text comprehension. At the international level, the use of the CIPP model to evaluate language programs within competency-based

curricula has been shown to improve both instructional quality and institutional accountability.

Accordingly, this study will evaluate the Arabic language learning program based on the Merdeka Curriculum, with a focus on analyzing the program through the four dimensions of the CIPP model: Context, Input, Process, and Product. The findings are expected to make a meaningful contribution to the sustainability and enhancement of Arabic language programs in Islamic educational institutions. This research also aims to provide evidence-based recommendations for curriculum development and instructional improvement, while offering valuable insights for policymakers seeking to understand both the challenges and achievements associated with implementing the Merdeka Curriculum in Arabic language education. Additionally, the study encourages broader investigations into curriculum evaluation, particularly within religious and foreign language learning contexts.

Based on initial observations, it is evident that the independent implementation of the Merdeka Curriculum (Implementasi Kurikulum Merdeka or IKM) has been underway for the past two years, as documented in the appendix to the Decree of the Education Curriculum and Assessment Standards Agency Number 034/H/KR/2022, concerning educational institutions implementing the Merdeka Curriculum in the 2022/2023 academic year. This study is significant as it evaluates the implementation of the Arabic language learning program within the framework of the Merdeka Curriculum at a Madrasah Tsanawiyah Negeri in Makassar – an area that has received limited scholarly attention, particularly in relation to religion-based subjects. The evaluation aims to assess both the readiness and effectiveness of the curriculum's implementation in the context of Islamic education. The novelty of this research lies in its specific focus on Arabic language instruction under the Merdeka Curriculum, applied in a public madrasah setting. By employing a comprehensive evaluative approach, this study offers in-depth insights that can contribute to the refinement of Arabic language programs and serve as a valuable reference for future curriculum development and policymaking.

Research Method

This study employed evaluative research with a qualitative research approach. The research aimed to describe and evaluate the implementation of the Arabic language learning program based on the Merdeka Curriculum at a Madrasah Tsanawiyah Negeri in Makassar. The evaluation model used in this research was the CIPP model, which stands for Context, Input, Process, and Product. This model was chosen because it provided a comprehensive framework suitable for evaluating educational programs. It was particularly appropriate for assessing whether the program was being implemented as planned and whether it produced the desired outcomes. The CIPP model enabled a thorough analysis of the Arabic language learning program within the specific context of an Islamic junior secondary school operating under the Merdeka Curriculum. Then, data collection techniques in this study were adapted from Ardianto (2010) and consisted of observation and interviews. Observation was conducted using a non-participant approach,

whereby the researcher observed classroom activities and learning processes without directly interacting with the subjects. This allowed for an objective understanding of how the Arabic language program was implemented.

Structured interviews were also conducted to gather in-depth data from the field. The primary sources of information were the Vice Principal for Curriculum Affairs and Arabic language teachers. In addition, supporting data were collected from other components within the madrasah, such as learning materials and curriculum documentation. These participants were selected because they were directly involved in or knowledgeable about the implementation of the Arabic language learning program under the Merdeka Curriculum. To ensure the validity and trustworthiness of the data, the study employed triangulation as a verification strategy. This process involved cross-checking the information obtained through interviews by comparing it with the results of observations and additional interviews conducted with other informants in the field. Through this triangulation process, the researcher aimed to strengthen the credibility and reliability of the findings.

Table 1. Data Collection Techniques

No.	Stage	Aspect	Data Collection Technique	Instrument	Purpose of Data Collection
1	*Context*	Drafting KOM, identifying the needs of education unit characteristics, vision and mission, learning planning, and mentoring, evaluation and professionals.	Observation Interview Documentation	Observation guidelines Interview guidelines Documentation guidelines	To explore information about the preparation of KOM, the needs of education units, the achievement of the vision and mission of the madrasah, as well as the implementation of assistance, evaluation and professionalism.
2	*Input*	Human resources, strategies for implementing learning programs and facilities, characteristics of students, completeness and condition	Observation Interview	Observation guidelines Interview guidelines Documentation guidelines	To gather information on the condition of human resources, educators' backgrounds, knowledge of the independent curriculum, organization of

		of learning facilities and infrastructure, characteristics and readiness of teachers, curriculum and learning materials.			tools, and availability of educational resources.
3	*Process*	Implementation of learning and teaching activities (Introduction, core, and closing activities)	Observation Interview	Observation guidelines Interview guidelines	To explore information about the implementation of learning, classroom interaction, the use of learning methods and media, feedback and reflection on learning.
4	*Product*	Learner learning outcomes	Observation Interview	Observation guidelines Interview guidelines	To explore information about the achievement of students' Arabic learning outcomes.

The data analysis technique used in this study followed the interactive qualitative model developed by Miles, Huberman, and Saldaña (2014). According to this model, data analysis is conducted through an ongoing, cyclical process involving four main components: data collection, data reduction, data display, and conclusion drawing/verification. First, in the data collection stage, researchers gathered information using instruments that had been prepared in advance, such as observation guidelines, interview protocols, and documentation checklists.
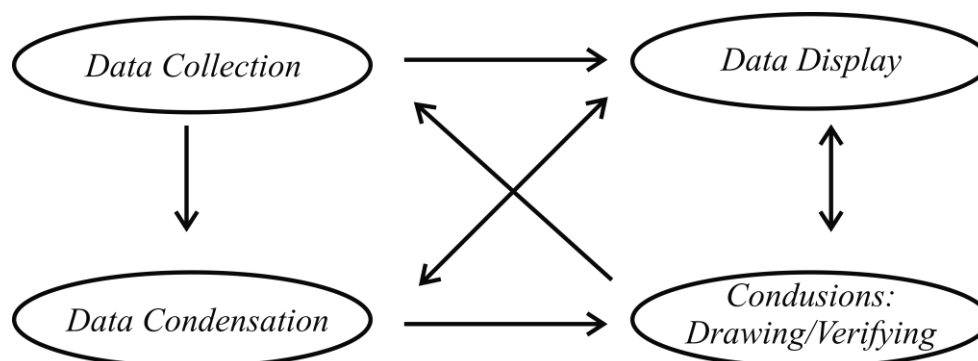

Figure 1. Components of Interactive Data Analysis Model

The next stage, data reduction, involved summarizing the information obtained from interviews and other sources by extracting the essential content. This process helped to condense the data and eliminate irrelevant details, enabling the researchers to gain a clearer understanding of the findings and to draw more accurate conclusions. After the data were reduced, they were displayed in the form of brief descriptions, charts, category relationships, and flowcharts. In this study, data from the interviews were primarily presented in the form of concise descriptive narratives to facilitate analysis and interpretation. The final component of the analysis was conclusion drawing and verification. This step involved interpreting the displayed data to develop credible and valid conclusions. Verification was carried out by checking for consistency and accuracy in the information obtained, ensuring that the conclusions drawn were reliable and grounded in the data.

In evaluating the Arabic language learning program, this study also applied evaluation standards proposed by Wirawan (2016), which include utility, feasibility, propriety, and accuracy standards. Utility standards were used to ensure that the evaluation addressed the information needs of its users. Feasibility standards helped guarantee that the evaluation process was realistic, prudent, and conducted thoughtfully. Propriety standards ensured that the evaluation was carried out legally and ethically while safeguarding the welfare of all individuals involved or affected. Accuracy standards aimed to confirm that the evaluation provided valid and sufficient information to assess the true value and benefits of the program under study.

The criteria for evaluation in this research were drawn from a range of national regulations and official guidelines related to the Merdeka Curriculum. These included: Government Regulation of the Republic of Indonesia No. 57 of 2021 on National Education Standards; Government Regulation No. 4 of 2022, which amended Regulation No. 57 of 2021; and the Regulation of the Minister of Education, Culture, Research, and Technology No. 12 of 2022 concerning the curriculum for early childhood, primary, and secondary education.

Additional reference documents included the Guidelines for the Development of Operational Curricula for Educational Institutions; Regulation No. 16 of 2022 on Process Standards; the Learning and Assessment Guidelines; and the Guidelines for the Development of the Pancasila Student Profile Strengthening Project. Further regulations included Regulation No. 22 of 2023 on Educational Facilities and Infrastructure Standards; Regulation No. 5 of 2022 on Graduate Competency Standards; and Regulation No. 21 of 2022 on Educational Assessment Standards. In the context of Islamic education, the Decree of the Minister of Religious Affairs No. 347 of 2022 on the Implementation Guidelines for the Merdeka Curriculum in Madrasahs was also used, along with documents detailing the stages of Merdeka Curriculum implementation issued by the Agency for Curriculum and Educational Assessment Standards.

Results and Discussion

The results of this study are derived from the evaluation of the Arabic language learning program based on the Merdeka Curriculum, conducted at a Madrasah Tsanawiyah Negeri in Makassar. The evaluation applied the CIPP model, which includes four components: context, input, process, and product. The evaluation process relied on qualitative data collected through interviews with key school personnel, including the Deputy Head of Curriculum and Arabic language teachers.

Context Aspects of the Arabic Language Learning Program Based on the Merdeka Curriculum

Principles of Drafting (Madrasah Operational Curriculum)

Based on observations conducted at a Madrasah Tsanawiyah Negeri in Makassar, it was found that Arabic language instruction had already adopted the Merdeka Curriculum, as evidenced by the learner-centered approach observed in classroom practice. This finding was reinforced through interviews with Arabic language teachers. One of them, Abdul Rahman, highlighted a clear distinction between the Merdeka Curriculum and the previous K13 Curriculum, particularly in terms of student-centered evaluation practices. He stated:

> "If you look at the significant differences related to evaluation between the independent curriculum and K13, it is very visible in how to understand students and learner-centered learning, such as flexibility in learning". (Abdul Rahman, Arabic Language Teacher a MTsN in Makassar, December 11, 2024)

The principle of learner-centeredness in the preparation of the Kurikulum Operasional Madrasah (KOM) is considered crucial. This aligns with the insights shared by Syamsuddin, the Deputy Head of Curriculum, who emphasized the importance of considering various internal factors during curriculum development. He explained:

> "Of course, it is very important to look at the background of the learners, the competence of each teacher, and look at the environment and facilities that support learning. So, when these aspects can be known well, the KOM will be learner-centered in accordance with the objectives of the independent curriculum." (Deputy Head of Madrasah Curriculum at a MTsN in Makassar, December 02, 2024)

However, further interviews revealed a significant challenge in the preparation process. Ideally, KOM development should be collaborative, involving various stakeholders. Yet in practice, the task was carried out individually by the Deputy Head of Curriculum without broader participation. He remarked:

> "This is actually an obstacle because what should be done is to involve stakeholders in this madrasah or form a committee in compiling this KOM. But what happened was that I was appointed to compile this KOM independently. Although it still looks at all aspects of the madrasah." (Deputy Head of Madrasah Curriculum at a MTsN Makassar, December 02, 2024)

Based on the interview findings, it can be concluded that the principles for preparing the KOM at a MTsN in Makassar generally reflect the learner-centered values promoted by the Merdeka Curriculum. However, the absence of a collaborative development process remains a key limitation. Ideally, curriculum planning and development should involve multiple stakeholders to ensure shared ownership and responsiveness to institutional needs. The importance of collaboration and responsiveness in curriculum development is emphasized by various experts. Daryanto (2013) argues that every curriculum must be dynamic and responsive, adapting to community needs and student development, and thus must involve all relevant parties in its planning and evaluation. Similarly, Fullan (2016) advocates for a systemic and participatory approach to curriculum reform, stressing the need for stakeholder involvement to achieve sustainability and long-term success. In conclusion, the success of Arabic language instruction under the Merdeka Curriculum is closely tied to the quality of the operational curriculum prepared at the madrasah level. While a MTsN in Makassar has implemented key principles of learner-centered education, greater collaboration in KOM development is necessary to strengthen the foundation and sustainability of the program.

The Characteristics of the Education Unit

Based on the findings of this study, it was observed that the unique characteristics of the education unit at a Madrasah Tsanawiyah Negeri in Makassar have been appropriately integrated into the development of the Madrasah Operational Curriculum (KOM). The vision, mission, and objectives formulated in the KOM are aligned with the local context and effectively meet the needs of the educational institution. This alignment was confirmed through an interview with the Deputy Head of Curriculum, Syamsuddin, who explained:

> "What we do to adapt the learning program to the characteristics of our education unit is of course understanding the vision and mission of the madrasah, looking thoroughly at what the needs of students, facilities and infrastructure are." (Deputy Head of Madrasah Curriculum, a MTsN in Makassar, December 02, 2024)

He further elaborated on the unique context of the madrasah:

> "The characteristics of our education unit are that it is located in the city center, students who have different backgrounds with an average of middle to upper economy, and thank God our madrasah has adequate infrastructure and qualified infrastructure facilities." (Deputy Head of Madrasah Curriculum, a MTsN in Makassar, December 02, 2024)

These insights demonstrate that the madrasah has taken into account its geographical location, student demographics, and available resources in designing its operational curriculum. The incorporation of such characteristics ensures that the learning environment remains relevant and responsive to the institution's context.

In relation to student diversity, the need to adapt Arabic language instruction to students' backgrounds was also emphasized. One of the Arabic language teachers, Abdul

Rahman, highlighted the importance of adjusting instruction to accommodate students' individual characteristics:

> "Adjusting Arabic language learning to the characteristics of students, of course, what must be considered is the character of each student, especially students come from different backgrounds, then what is certainly an important point in adjusting the learning program is to see and understand the vision, mission, and objectives as well as the madrasah operational curriculum." (Arabic Language Teacher of a MTsN in Makassar, December 11, 2024)

These statements indicate a conscious effort to align teaching approaches with the varied needs of learners. Through comprehensive analysis, it is evident that the vision, mission, and educational goals have been formulated in response to the specific characteristics of the education unit. This is consistent with Nasution (2009) assertion that the curriculum must be responsive to local community needs and characteristics to effectively achieve educational goals. Furthermore, Mulyasa (2013) argues that stakeholder participation is crucial in curriculum development to ensure its relevance and quality.

In conclusion, the integration of the education unit's characteristics into the operational curriculum at a MTsN in Makassar has contributed significantly to the development of a responsive and contextually appropriate learning program. Recognizing and addressing these characteristics is essential to achieving optimal learning outcomes and aligning the curriculum with institutional goals.

Vision, Mission and Goals of the Education Unit

Based on observations conducted by the researcher, it was found that the vision, mission, and goals of a Madrasah Tsanawiyah Negeri in Makassar are prominently displayed within the school environment and clearly articulated in the madrasah's operational curriculum. The formulation of these elements reflects the distinct characteristics of the education unit, taking into account the overall institutional context in shaping its educational direction. This was confirmed in an interview with the Vice Principal for Curriculum Affairs, who emphasized the importance of aligning these foundational elements with the specific attributes of the madrasah. He stated:

> "In the preparation or formulation of the vision, mission, and goals of this madrasah, we certainly refer very closely to the characteristics of the madrasah unit." (Vice Principal for Curriculum Affairs at a MTsN in Makassar, December 2, 2024).

An important indication that the vision, mission, and goals have been formulated with a student-centered approach is their emphasis on the development of intellectual, spiritual, and social competencies. This suggests that students are regarded as the central actors in the educational process. The focus on student needs was also highlighted in an interview with an another Arabic language teacher, who stated:

"We are also involved in the formulation of the vision, mission, and goals of the education unit. In that formulation, what we do is focus the vision and mission on being student-centered. Therefore, the characteristics of the education unit become a reference in the formulation of the vision, mission, and goals of this madrasah." (Another Arabic Language Teacher at a MTsN in Makassar, December 2, 2024)

From these findings, it can be concluded that the vision, mission, and goals of the madrasah have been carefully and appropriately formulated. They are integrated into the Madrasah Operational Curriculum and reflect the broader needs and characteristics of the institution. This is in line with the evaluation criteria, which emphasize that a strong vision, mission, and educational goals must be based on a thorough analysis of the education unit's unique characteristics.

According to Suhartini (2017), a clearly defined vision, mission, and set of educational goals provide essential direction for all members of an education unit in formulating policies, guiding learning processes, and prioritizing institutional activities. These elements serve as a roadmap for achieving the institution's educational objectives. Consequently, it is essential that the vision, mission, and goals be formulated with a strong focus on students and rooted in the specific conditions of the school or madrasah.

Learning Organization

Based on the researcher's observations, it was found that the organization of learning at a Madrasah Tsanawiyah Negeri in Makassar – which includes intracurricular, cocurricular, and extracurricular activities – has been implemented in alignment with the Madrasah Operational Curriculum (KOM). These components are organized systematically and reflect the curriculum's goals and structure. This observation is supported by interview data obtained from the Vice Principal for Curriculum Affairs, who plays a key role in the organization of learning in accordance with the Merdeka Curriculum. He stated that since the implementation of the Merdeka Curriculum in 2022, the madrasah has paid close attention to structuring its learning activities. He noted:

"Since the implementation of the Merdeka curriculum and its application in this madrasah starting in 2022, we have carefully carried out the organization of learning, because we are very aware that good organization can make it easier to achieve learning objectives. In our madrasah, there is intracurricular, which is a mandatory aspect in madrasahs, then there is cocurricular in the form of projects to strengthen the Pancasila student profile and Rahmatan Lil Alamin, or what we commonly know as P5RA, and then there are extracurricular activities such as the Arabic club, scouts, mosque youth association, English club, Red Cross, journalism, basketball, futsal, and the Adolescent Counseling Information Center (PIK-R)." (Vice Principal for Curriculum Affairs at a MTsN in Makassar, December 2, 2024)

In a further explanation, he described the distribution of instructional hours:

"Each subject has a different number of hours. For example, Indonesian language has 5 hours per week, and students go home at 2:00 PM. There are 8 learning hours in a day, and school is only until Friday. Religious education

subjects have 2 hours each (Aqidah, Islamic Cultural History, Al-Quran Hadith, Fiqh). However, Arabic language has 3 hours, which is different from other religious education subjects that are only given 2 hours of instruction based on the applicable regulations." (Vice Principal for Curriculum Affairs at a MTsN in Makassar, December 2, 2024)

These findings indicate that a MTsN in Makassar has organized its learning components comprehensively, covering all three required domains: intracurricular, cocurricular, and extracurricular. This comprehensive structure ensures that learning activities are not only aligned with the goals of the Merdeka Curriculum but also tailored to support students' holistic development. From a theoretical perspective, the structure of the curriculum plays a central role in organizing learning. The curriculum structure determines how learning activities are arranged and delivered, ensuring that they contribute effectively to educational goals. Emphasizes that the organization of learning is a systematic process aimed at creating a structured and effective learning environment. Furthermore, according to the Education Curriculum and Assessment Standards Agency (2021), a well-structured learning organization must include three essential elements: intracurricular, cocurricular, and extracurricular activities. In conclusion, the learning organization at a MTsN in Makassar reflects a well-integrated approach that supports the aims of the Merdeka Curriculum. By systematically arranging various learning activities, the madrasah demonstrates its commitment to promoting comprehensive and meaningful learning experiences for its students.

Learning Planning

Learning planning is a crucial aspect of the educational process; without well-structured planning, learning objectives cannot be effectively achieved. Based on the researcher's observations during the learning process at a Madrasah Tsanawiyah Negeri in Makassar, it was found that educators conducted their teaching professionally. They prepared teaching modules, utilized relevant media, and applied appropriate methods and strategies, all of which were aligned with the latest Merdeka Curriculum regulations. This observation was further supported by interview data. One of the Arabic language teachers explained:

"That's right, because with learning planning, operational objectives are set concretely, so students can achieve learning objectives well. Of course, in creating learning plans, it must be in accordance with the students' circumstances, their previously analyzed abilities, and the establishment of measurable success indicators through assessment. And when teaching, of course, the language used must be simple and related to the students' real lives." (Arabic Language Teacher at a MTsN in Makassar, November 28, 2024)

This statement affirms the essential role of learning planning in ensuring that the educational process meets the diverse needs of students. A well-designed learning plan facilitates structured and systematic instruction, which in turn supports the achievement of educational goals. According to the Curriculum Standards Agency (2021), learning planning should cover two main scopes: the formulation of learning objectives that are

relevant to students' developmental stages and the preparation of appropriate learning resources and assessments.

Mentoring, Evaluation, and Professional Development

Based on the researcher's observations, professional development at a Madrasah Tsanawiyah Negeri in Makassar has been carried out effectively. Several teachers actively participate in seminars and workshops held both online and offline. Additionally, educational evaluations are conducted regularly in the form of supervision and mentoring activities to enhance teacher performance and provide constructive feedback for professional growth. This observation is supported by statements from the Vice Principal for Curriculum Affairs, who noted:

> "The form of evaluation we conduct is certainly inseparable from the guidelines we have mutually agreed upon and also adheres to existing regulations, making it structured. The evaluations we carry out include the evaluation of learning tool analysis, supervision, and formative and summative assessments for students." (Vice Principal for Curriculum Affairs at a MTsN in Makassar, December 2, 2024)

He further emphasized the importance of using evaluation data as a basis for planning mentoring activities:

> "Of course, the first step is to look at the evaluation results first, because we won't know what needs to be improved to provide mentoring. It is from the evaluation results that we then have a basis for improving teacher competence and conducting academic supervision to provide constructive feedback." (Vice Principal for Curriculum Affairs at a MTsN in Makassar, December 2, 2024)

These findings highlight the significance of mentoring, evaluation, and professional development as strategic efforts undertaken by the education unit to improve educational quality. When managed effectively, these activities contribute to the professional growth of teachers and ensure that the learning environment continuously evolves to meet high standards. According to Suyanto (2013), mentoring in education should involve intensive interaction among educators to foster improvements in teaching quality. Evaluation results serve as a foundation for identifying gaps and planning meaningful professional development programs that enhance educational outcomes.

Table 2. Results of Madrasah Planning (Context) Evaluation for the Arabic Language Learning Program Based on the Merdeka Curriculum

The Ideal Condition	The Actual Condition
Principles for Developing the KOM (Madrasah Operational Curriculum)	The principles underlying the development Madrasah Operational Curriculum have several essential aspects; however, one key presents a challenge. According to so interviewed in this study, the development curriculum should ideally be condu collaboratively or by a designated tean practice, however, the formulation of

	operational curriculum has been handled s by the vice principal for curriculum af indicating a lack of collaborative involvemer
Characteristics of the Education Unit	The characteristics of the education unit have been appropriately addressed. The madrasah has given due consideration to important factors such as students' backgrounds, the learning environment, and the implementation of student-centered learning approaches, thereby aligning the curriculum with the actual needs of the learners.
Vision, Mission, and Goals of the Education Unit	The vision, mission, and goals of the madrasah have been clearly formulated and well integrated into the Madrasah Operational Curriculum. This aligns with the established evaluation criteria, which emphasize that the vision, mission, and goals should be derived from an analysis of the education unit's characteristics. The madrasah's formulation is consistent with its institutional context and educational priorities.
Organization of Learning	The organization of learning at a Madrasah Tsanawiyah Negeri in Makassar includes intracurricular, cocurricular, and extracurricular activities. This structure meets the criteria outlined in the learning organization indicators and supports a holistic learning experience for students.
Learning Planning	The learning plans developed by the madrasah conform to the required indicators. They incorporate current regulatory frameworks and are tailored to the specific needs and conditions of the students. As such, they are well-aligned with both the institutional and classroom-level objectives of the curriculum.
Mentoring, Evaluation, and Professional Development	Mentoring, evaluation, and professional development for educators at a Madrasah Tsanawiyah Negeri in Makassar have been implemented through various activities that are consistent with the corresponding evaluation criteria. These activities support the professional growth of educators and ensure alignment with the indicators identified during the context evaluation stage..

Input Aspects of the Arabic Language Learning Program Based on the Merdeka Curriculum at a Madrasah Tsanawiyah Negeri in Makassar

Educational Background of Arabic Language Teachers

Based on the researcher's observations, the delivery of material by Arabic language teachers during the learning process was found to be effective, with the educators demonstrating mastery of the subject matter. This instructional competence is supported by their academic qualifications, which align with the subjects they teach. Through interviews conducted with representatives of a Madrasah Tsanawiyah Negeri in Makassar, it was revealed that all four Arabic language teachers are graduates of Arabic Language Education programs. Two of them hold Master's degrees (M.Pd.) in Arabic Language Education, and some have completed the Teacher Professional Education (PPG) program in the same field. The following testimony was obtained from one of the Arabic language teachers:

> "Alhamdulillah (Praise be to God), I have a bachelor's degree (S1) in Arabic Language Education from the State Islamic Institute (IAIN) Bone, which I completed in 2017. Subsequently, I graduated as a professional teacher from the Teacher Professional Education Program at UIN Sunan Ampel Surabaya in 2023." (Arabic Language Teacher at a MTsN in Makassar, November 28, 2024)

Thus, one of the key factors supporting the successful implementation of Arabic language learning under the Merdeka Curriculum is the relevant educational background of the teaching staff. According to Iksan, Sahid, and Bardi (2023), the quality of human resources – particularly teachers as facilitators of the education system – is critical to the achievement of educational objectives. Minimum academic qualification standards must be met and evidenced by diplomas and certificates, including those from professional development programs such as PPG.

Participation in Merdeka Curriculum Training

Researcher observations indicate that the educators at a MTsN in Makassar demonstrate competence in analyzing basic competencies, formulating learning objectives, and developing instruction based on the Merdeka Curriculum. These observations are supported by interview data, including the following remarks:

> "During my Teacher Professional Education (PPG), I thoroughly studied the introduction to the Merdeka curriculum, from learning administration and the preparation of teaching materials to the teaching practice itself. Furthermore, the PINTAR KEMENAG (a Ministry of Religious Affairs program) also facilitates Merdeka curriculum training for teachers." (Arabic Language Teacher at a MTsN in Makassar, November 28, 2024).

> "Direct or offline training is often held by the madrasah, such as Merdeka curriculum administration training to improve teacher competence. Online training also takes the form of seminars to enhance teacher competence during the teaching and learning process." (Arabic Language Teacher at a MTsN in Makassar, December 11, 2024)

Based on these interview results, it is evident that Arabic language teachers have participated in training related to the Merdeka Curriculum. Such participation contributes to the enhancement of teaching quality and professional competence. Accordingly, this finding aligns with the input aspect of the evaluation indicators, which emphasize the importance of ongoing curriculum-based training for educators, particularly in Arabic language instruction.

Knowledge Related to the Merdeka Curriculum

Based on the researcher's observations, it was found that during the learning process, the teachers implemented differentiated and student-centered learning. The instructional activities aligned with the Merdeka Curriculum and followed the learning plans that had been developed. These observations are consistent with the information obtained during interviews with the Arabic language teachers. One of the teachers explained:

> "The Merdeka curriculum is a curriculum that provides freedom to educational units and teachers to develop their own learning programs, starting with determining learning outcomes, then analyzing the potential and characteristics of their students, and managing learning that is oriented towards these student characteristics. Furthermore, the teaching materials are adapted to the characteristics of the students and the supporting resources available to the madrasah itself." Arabic Language Teacher at a MTsN in Makassar, November 28, 2024).

Another teacher highlighted the difference between the Merdeka Curriculum and the previous 2013 Curriculum (K13):

> "If we look at the significant difference in evaluation between the Merdeka curriculum and the 2013 curriculum (K13), it's very evident in how we understand students. This is because the 2013 curriculum focuses more on the teacher rather than the students." (Arabic Language Teacher at a MTsN in Makassar, December 11, 2024)

From these findings, it is evident that teachers must possess fundamental knowledge of the Merdeka Curriculum to effectively implement Arabic language learning under its framework. Without such understanding, the program cannot be carried out optimally. As noted by Cholilah, Tatuwo, Komariah, and Rosdiana (2023), teachers play a critical role in enacting curriculum policies, and thus, they must be well-acquainted with the curriculum guidelines and policy framework. Mastery of curriculum-related knowledge is essential for successful program implementation.

Organization of Arabic Language Learning Tools in Accordance with the Merdeka Curriculum

Researcher observations also indicated the effective use of instructional media during the learning process. The media employed were appropriate to the targeted basic competencies and assisted students in achieving the learning objectives. The delivery of the material was adapted to the students' needs and conveyed in a concrete manner. This was supported by interview data from the teachers. One explained:

"The selection of materials, which in the Merdeka curriculum is termed a module, is something I feel is an advantage of the Merdeka curriculum. This is because we are given the right to choose modules based on the needs of the material to be given to students. This is unlike the previous curriculum, where the material was provided and had to be completed within one semester." (Arabic Language Teacher 2 at a MTsN in Makassar, December 2, 2024).

Another teacher shared insights about evaluation practices:

"Regarding the evaluation criteria, it certainly depends on the basic competencies to be achieved. For example, related to students' understanding, we conduct written or oral tests. Then, for materials like conversation or students' skills, we conduct practical exercises." (Arabic Language Teacher 1 at a MTsN in Makassar, December 11, 2024)

These findings demonstrate that the organization of Arabic language learning tools is a vital element in the effective delivery of education. Well-organized instruction contributes to the successful attainment of learning objectives. This aligns with Subekti (2022), who argues that organization in education is crucial for improving the quality of education and shaping the future of the nation's youth. Whether managed by public or private institutions, educational systems require effective organization to fulfill their goals.

Evaluation and Feedback

Based on the researcher's observations, it was found that educators conducted assessments and evaluations of both the learning process and student outcomes. This was evident in the day-to-day teaching activities, detailed assessments embedded within instructional modules, and students' report card grades. Moreover, educators engaged in reflective practices to improve the quality of learning. These findings were further confirmed by interviews conducted by the researcher. One teacher explained:

"We use formative assessment to identify the strengths and weaknesses of students. The results of this formative assessment are typically used to follow up on subsequent learning. For example, students who haven't been able to grasp the material as taught in class can be provided with special guidance or remedial activities. Then, students who exceed the average learning level of the class can be given enrichment materials. For instance, if they understand and master the material immediately after it's explained, they can be given specific materials, such as qira'ah (recitation) or analyzing Quranic verses related to the taught material, to work on independently, for those who have more potential. We facilitate how their potential can be further developed." (Arabic Language Teacher 3 at a MTsN in Makassar, November 28, 2024).

Evaluation is therefore a critical component in the Merdeka Curriculum, particularly within Arabic language instruction, as it plays a significant role in measuring students' competency achievements. Effective evaluation should encompass the entire learning process, including teaching strategies, teacher–student interactions, and student engagement (Wardiyah, Budiyanti, AL-Farabi, & Sirajuddin, 2023). From the data obtained, it can be concluded that the evaluations conducted by Arabic language teachers

are consistent with the indicators outlined in the input aspect. The assessments address various dimensions of competency achievement, and the feedback provided is constructive and motivating. This feedback approach helps students – especially those with lower assessment results – to make meaningful progress in their learning.

Availability of Educational Resources

Researcher observations indicated that the availability of educational resources – such as internet-based learning materials, instructional media, and physical infrastructure like classrooms and seating – was generally sufficient. Furthermore, the appropriate use of these resources by teachers aligned well with the needs of both students and educators, thereby supporting the achievement of learning objectives. This was also affirmed by statements from teachers during interviews:

> "Of course, it's very supportive, because with complete facilities and infrastructure, it will be easier for students and educators to achieve learning objectives, such as classrooms, learning media, internet connection, and books as learning resources." (Vice Principal for Curriculum Affairs at a MTsN in Makassar, December 2, 2024)

> "If we focus specifically on Arabic language learning, the main challenge we face is that students come from different schools, each with its own distinct learning experiences. Those who graduated from Islamic elementary schools (Madrasah Ibtidaiyah) will naturally find it easier to understand Arabic. However, we consistently strive to overcome such challenges by maximizing instruction and standardizing learning for every student." (Vice Principal for Curriculum Affairs at a MTsN in Makassar, December 2, 2024)

From the data presented, it can be concluded that the availability of educational resources at a Madrasah Tsanawiyah Negeri in Makassar meets the indicators set under the input aspect. To support the successful implementation of the Merdeka Curriculum – particularly in Arabic language instruction – it is essential for educational institutions to ensure the provision and continuous improvement of educational resources. This includes both basic infrastructure and supplementary learning aids. However, as noted by Hairunisa, Setiawan, and Waluyo (2023), one common challenge faced by teachers is the limited availability of adequate facilities and infrastructure. Therefore, ongoing attention and investment are necessary to maintain and improve the quality of the learning environment.

Table 3. Results of Madrasah Planning (Input) Evaluation for the Arabic Language Learning Program Based on the Merdeka Curriculum

The Ideal Condition	The Actual Condition
Educational background of Arabic language teachers	The qualifications of educators at a Madrasah Tsanawiyah Negeri in Makassar are appropriate and relevant for the evaluation of the Arabic language learning program based on the Merdeka curriculum. This can be known and seen from the alignment of the information provided with the evaluation criteria that have been established in the input aspect.

Attending Merdeka curriculum training in their field	The educators have attended Merdeka curriculum training sessions, which will undoubtedly enhance their performance and competence in their field. Therefore, this represents a form of alignment with the evaluation indicators in the input aspect.
Knowledge related to the Merdeka curriculum	The teachers' knowledge related to the Merdeka curriculum can be considered good, and this can provide support for the evaluation of Arabic language learning based on the Merdeka curriculum.
Organization of Arabic language learning materials that align with the Merdeka curriculum	The organization carried out by the teachers of a Madrasah Tsanawiyah Negeri in Makassar within the Merdeka curriculum involves selecting various methods, learning resources, and materials based on the needs of the students and the prepared madrasah operational curriculum. The teachers also conduct formative and summative assessments that focus on the three domains: cognitive, affective, and psychomotor.
Evaluation and feedback	The evaluation conducted by teachers in the Arabic language learning program can be said to be in accordance with the indicators established in the input aspect. This can be seen in how well the evaluation has been carried out, paying attention to various assessment aspects that naturally encompass the learning competencies to be achieved by students. The feedback provided to students has also been done well, by maintaining student motivation and presenting interesting elements, so that students with lower assessment scores are able to show significant improvement in their learning.
Availability of educational resources	The availability of educational resources can be considered good based on the indicators established in the input aspect. This is evidenced by the fact that teachers have carried out the learning process using the facilities provided by the madrasah.

Process Aspects of the Arabic Language Learning Program Based on the Merdeka Curriculum at a Madrasah Tsanawiyah Negeri in Makassar

Arabic Language Teacher Competence

Based on the researcher's observations, the implementation of learning in Arabic language classes focuses clearly on the competencies to be achieved as outlined in the curriculum. Student participation during learning is notably active, particularly in responding to material presented by the teacher. This level of engagement is largely due to the teacher's effective use of learning media that attracts students' attention and the utilization of available school facilities to support the instructional process. Regarding teacher competence in evaluating the Arabic language learning program based on the Merdeka Curriculum, educators naturally emphasize assessments that encompass student

competencies and ensure alignment with the applicable curriculum. This was confirmed during interviews with several Arabic language teachers. One teacher noted:

> "The main assessment is carried out massively (once) by creating an instrument and then distributing it to students, ensuring that all participants take part." (Arabic Language Teacher 3 at a MTsN in Makassar, November 28, 2024).

A similar perspective was shared by another teacher, who emphasized the multidimensional nature of evaluation:

> "We ensure this by paying attention to the competencies that students are expected to achieve based on the module or administration that has been created, and this is inseparable from the cognitive, affective, and psychomotor aspects of the students." (Arabic Language Teacher 4 at a MTsN in Makassar, December 10, 2025)

Another teacher further highlighted the importance of collaborative efforts in evaluating the effectiveness of the learning process:

> "Regarding teacher competence in evaluating the learning program to align with the applicable curriculum, I always engage in discussions and collaborations with fellow Arabic language teachers and the vice principal for curriculum affairs. I do this to jointly evaluate the effectiveness of learning that meets the needs of students and is based on the Merdeka curriculum that is in effect at this madrasah." (Arabic Language Teacher 2 at a MTsN in Makassar, December 2, 2024).

Based on the research findings presented, it can be concluded that, under the indicator of teacher competence, the Arabic language teachers at a Madrasah Tsanawiyah Negeri in Makassar have successfully fulfilled the criteria for evaluating the Arabic language learning program based on the Merdeka Curriculum in the process aspect. Their practices demonstrate both individual responsibility and collective professionalism in curriculum evaluation. According to Wahyudi, Kuncoro, and Dardiri (2018), teachers are expected to possess high levels of competence across four key areas: pedagogical, personal, social, and professional. This research focuses on how well educators carry out their professional duties, particularly in the evaluation process of Arabic language learning, which is critical to the successful implementation of the Merdeka Curriculum.

Time Management and Learning Sustainability

Based on the research data presented earlier, it can be concluded that in terms of teacher competence, Arabic language teachers at a Madrasah Tsanawiyah Negeri in Makassar have met the indicators required for evaluating the Arabic language learning program under the Merdeka Curriculum. Their competence in conducting evaluations is functioning effectively and aligns with the curriculum currently implemented at the educational unit. Interview findings revealed important insights regarding time management. One teacher emphasized:

"Whether time is sufficient or not, it certainly comes back to the educators. If they manage the learning plan well, the learning will be achieved and in accordance with the intended goals." (Arabic Language Teacher 5 at a MTsN in Makassar, December 11, 2024).

Another teacher reiterated the importance of adhering to learning plans:

"We first pay attention to the learning plan that has been prepared beforehand. Naturally, efficient learning is the main focus of every teacher, by presenting material that aligns with the competencies to be achieved while utilizing the allocated time. This is because if we deviate from the prepared plan, the learning objectives may be difficult to achieve." (Arabic Language Teacher 3 at a MTsN in Makassar, November 28, 2024).

Further, in addressing learning sustainability, a teacher shared how technology is used to support flexible and continuous learning:

"To ensure learning continues effectively, I utilize digital media such as language learning applications, interactive videos, and online platforms for independent practice. In this way, students can learn flexibly both inside and outside the classroom. Of course, this is done based on the evaluation results; if students lack enthusiasm, we redesign the appropriate media." (Arabic Language Teacher 4 at a MTsN in Makassar, December 10, 2025)

From these interview results, it can be concluded that time management and learning sustainability—both key indicators in the process aspect—are being implemented effectively. Teachers demonstrate awareness and capability in aligning lesson planning with time allocation while ensuring that learning remains dynamic and student-centered. Effective time management is a crucial factor that must be addressed by educational units, particularly by teachers, in implementing the Arabic language learning program under the Merdeka Curriculum. Careful and strategic planning is essential, including the preparation of Learning Outcomes (Capaian Pembelajaran/CP), Learning Objectives Flow (Alur Tujuan Pembelajaran/ATP), and Teaching Modules. Developing a comprehensive learning plan involves understanding CPs, formulating specific learning objectives (TPs), mapping out the flow of objectives, and designing a Freedom to Learn (Merdeka Belajar) instructional approach that integrates activities with both formative and summative assessments (Nur'aini, 2023). In line with this, Jaya, Hambali, and Fakhrurrozi (2023) asserts that learning sustainability encompasses lifelong learning that progresses through different life stages and responds to contextual changes. Sustainable education extends beyond acquiring knowledge; it emphasizes the development of critical thinking, problem-solving, and creative skills that enable individuals to adapt effectively to changing environments.

Implementation of the Arabic Language Learning Program

Based on the researcher's field observations, it was found that the teachers effectively utilized various teaching methods, demonstrated mastery of the subject matter, and employed instructional media such as smart TVs integrated with internet networks. As a result, students appeared enthusiastic and actively engaged in the sequence of

learning activities during classroom sessions. The results of interviews conducted by the researcher with several sources at a Madrasah Tsanawiyah Negeri in Makassar regarding student involvement in evaluating the Arabic language learning program under the Merdeka Curriculum revealed several important findings:

> "In this curriculum, related to evaluation, I involve students in evaluating the learning program. Well, through reflection activities at the end of the lesson or at the end of each meeting, I ask them what models they like, what strategies, what media, so that things that are difficult to understand can be understood because the students themselves directly speak about it." (Arabic Language Teacher 3 at a MTsN in Makassar, November 28, 2024).

> "I tend to focus more on observing students, just watching them, because I feel it's clear which students need this media, this strategy, and it can be seen from their learning style, their formative and summative scores based on each competency to be achieved." (Arabic Language Teacher 4 at a MTsN in Makassar, December 10, 2025)

Based on the results of these interviews and classroom observations, it can be concluded that the implementation of the Arabic language learning program at a Madrasah Tsanawiyah Negeri in Makassar is generally quite good, though there is still room for improvement. Effective learning is a critical component of the educational program and requires thorough planning and execution. Additionally, the involvement of various stakeholders – including both teachers and students – is essential in the successful implementation of the learning program.

Learning is not an isolated activity; it is interconnected with various other learning components and activities. Therefore, establishing coherence between planning, implementation, and evaluation is key. According to Widyoko (2011), effective learning implementation depends on how well these activities are aligned, involving not just the delivery of material but also continuous feedback and adjustment based on student needs and responses.

Table 4. Results of Madrasah Planning (Process) Evaluation for the Arabic Language Learning Program Based on the Merdeka Curriculum

The Ideal Condition	The Actual Condition
Competence of Arabic language teachers	The Arabic language teachers at a Madrasah Tsanawiyah Negeri in Makassar have met the indicators in the evaluation of the Arabic language learning program based on the Merdeka curriculum in the process aspect. This can be seen in that the teachers' competence in evaluating the learning program is running well and is based on the Merdeka curriculum that applies to the education unit.
Time management and learning continuity	The management of time and learning continuity, which is one of the indicators

	in the process aspect, can be considered quite good. This is indicated by the fact that every teacher is able to carry out effective and sustainable learning based on the results of the evaluation of the learning program under the Merdeka curriculum. However, there is a phrase from a source who stated that "sometimes there is something unexpected that occurs, so sometimes the learning objectives are not achieved, but efforts are still made as educators."
Implementation of the Arabic language learning program	The implementation of the learning program can be considered quite good, but there is still room for improvement. This is evident in the fact that some teachers rely on observation, while others involve students, which is certainly more effective as it is based on the students' needs.

Product Aspects of the Arabic Language Learning Program Based on the Merdeka Curriculum at a Madrasah Tsanawiyah Negeri in Makassar

Learning Outcomes

Based on observations made by the researcher at a Madrasah Tsanawiyah Negeri in Makassar, it was evident that each educator possesses proper learning administration, which includes assessment instruments aligned with the learning evaluation process. Each student also has documented final grades, indicating that assessments have been conducted by the teachers to evaluate learning outcomes. To further support this observation, the researcher conducted interviews with several key informants to obtain data regarding how learning outcomes are evaluated in practice. The following are some of the insights gathered:

"For the evaluation of learning outcomes, the evaluation is certainly carried out through formative and summative assessments. If the average student achieves a score that meets the Minimum Completeness Criteria (KKM), then the learning program is said to be effective, and vice versa. If this doesn't happen, reflective actions or improvements in the learning process need to be taken." (Arabic Language Teacher 5 at a MTsN in Makassar, December 11, 2024)

"The indicators can be seen in how well students can achieve competence in each 'maharah' (skill) in Arabic language learning, which is measured through formative and summative assessments. It can also be seen in the students' life at school, perhaps in simple communication in Arabic." (Arabic Language Teacher 4 at a MTsN in Makassar, December 10, 2025)

According to Nirwana, Hidayati, and Ifcha (2024), the Merdeka Curriculum not only emphasizes flexibility in time allocation and material delivery but also places strong focus on assessment. Assessments in the Merdeka Curriculum are designed to measure and understand students' overall development across the cognitive, affective, and psychomotor domains. In alignment with this, Marzuki (2023) asserts that the learning process must aim for the integrated development of these three domains, which are interdependent and cannot be separated. Therefore, in planning the learning process, attention must be given to instructional design, lesson planning, implementation, and the evaluation of both learning outcomes and the process itself. Based on the research findings presented above, it can be concluded that Arabic language teachers at a Madrasah Tsanawiyah Negeri in Makassar have effectively conducted evaluations of learning outcomes in accordance with the Merdeka Curriculum. These evaluations reflect comprehensive coverage of cognitive, affective, and psychomotor aspects, thereby supporting holistic student development.

Mastery of Material, Attitudes, and Skills

Based on the researcher's observations at a Madrasah Tsanawiyah Negeri in Makassar, it appears that students generally demonstrate positive attitudes during the learning process and display enthusiasm, suggesting a good level of understanding of the material. However, this positive behavior is not uniformly observed among all students, indicating the influence of various contributing factors. To support these observations, the researcher conducted interviews with several informants at the school, who shared insights into students' levels of material comprehension:

> "If we estimate the level of understanding of the material, it's not all of them yet. However, it can be said that they have achieved competence because more than 80 percent of the students are able to understand the material, only the average student is still lacking in terms of reading it, so they still need practice. The unique challenge lies in the seventh grade because it's just the beginning, especially if the students come from elementary schools and not Islamic elementary schools, so it can be said that they have no foundation. However, this is always an effort made by the teachers to pay attention to." (Arabic Language Teacher 4 at a MTsN in Makassar, December 10, 2025)

> "Alhamdulillah, on average, the students are already good. What still needs practice is writing and reading. They can already read, but it's still hesitant. They can also write well, it's just that their handwriting is not neat. However, overall, the grades in the report cards, after being tallied, show that they have been able to exceed the KKM or KKTP (Minimum Completeness Criteria/Minimum Criteria for Learning Achievement)." (Arabic Language Teacher 2 at a MTsN in Makassar, December 2, 2024).

From the interview findings and classroom observations, it can be concluded that student understanding of the Arabic language material is generally good. This also serves as evidence that teachers consistently evaluate and reflect on areas of weakness in each learning session. Furthermore, the research indicates that students are able to engage with reading materials and actively participate in class activities. This suggests that their comprehension of the subject matter continues to develop progressively and effectively.

Table 5. Results of Madrasah Planning (Product) Evaluation for the Arabic Language Learning Program Based on the Merdeka Curriculum

The Ideal Condition	The Actual Condition
Learning outcomes	The teachers at a Madrasah Tsanawiyah Negeri in Makassar have conducted the evaluation of learning outcomes well and have addressed the cognitive, affective, and psychomotor aspects. The final grades of the students also show an average range between 88-98, which is a recapitulation of the cognitive, affective, and psychomotor scores.
Mastery of material, attitudes, and skills	The evaluation of the learning program shows that the achievement of student learning outcomes in the aspects of understanding, attitudes, and skills within the product category is considered quite good. This is based on interviews with sources who stated that students have shown positive development. However, there are still some shortcomings in the skills aspect that require improvement and consistent effort from the teachers. One factor influencing this is the diversity of students' educational backgrounds, as they come from various previous levels, such as elementary schools and Islamic elementary schools (madrasah ibtidaiyah).

Conclusion

Based on the findings presented, it can be concluded that the context aspect of the Arabic Language Learning Program based on the Merdeka Curriculum at a Madrasah Tsanawiyah Negeri in Makassar has been achieved in accordance with the indicators outlined in the evaluation success criteria. However, one area requiring improvement lies in the principle that curriculum development should ideally be a collaborative effort involving a team, rather than being managed by a single individual.

The input aspect has also been successfully met, based on the predefined evaluation indicators. Meanwhile, the process aspect of the Arabic Language Learning Program can be considered good according to several indicators. Nevertheless, certain weaknesses remain – particularly in terms of time management and learning continuity. Some educators still face challenges in effectively managing instructional time, and the program implementation reveals that not all teachers fully engage students in reflective activities to assess their ongoing learning needs.

The product aspect has been satisfactorily achieved in relation to student learning outcomes. However, deficiencies remain in students' mastery of content, attitudes, and

Arabic language skills. These limitations are largely influenced by students' diverse educational backgrounds, as they come from both Islamic elementary schools (Madrasah Ibtidaiyah) and general elementary schools, which leads to varying levels of foundational knowledge in Arabic.

This study has several limitations that should be acknowledged. First, the research was confined to a single setting – Madrasah Tsanawiyah Negeri in Makassar – thus limiting the generalizability of the findings to other madrasahs with different contexts and characteristics. Second, the relatively short duration of the research restricted the depth of observation regarding the long-term dynamics of Arabic language learning under the Merdeka Curriculum. Third, the evaluation findings are closely tied to the specific model used; applying a different evaluation model may result in different outcomes.

Recommendations for future research include conducting similar evaluations across multiple madrasahs with varying profiles to produce findings that are more representative and generalizable. In addition, longitudinal studies are encouraged to provide deeper insights into the evolving implementation of the Merdeka Curriculum in Arabic language education. Future researchers should also consider using alternative or mixed-method evaluation models to generate richer and more nuanced understandings of the program's effectiveness.

Ethical Statement

This research adhered to ethical guidelines designed to ensure the dignity, safety, and rights of all participants. Prior to starting the study, all required ethical approvals were secured. The research was conducted in alignment with both institutional ethics policies and globally recognized standards, promoting integrity and accountability throughout the process.

CRediT Author Statement

- **Author 1:** Conceptualization, Methodology, Investigation, Writing – Original draft preparation.
- **Author 2:** Conceptualization, Writing – Reviewing and Editing.
- **Author 3:** Methodology, Investigation, Formal analysis.

Conflict of Interest

The authors declare that there are no competing financial interests or personal relationships that could have influenced the work reported in this article.

Data Availability

The datasets generated and analyzed during the current study are available upon reasonable request.

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