Curricula: Journal of Curriculum Development *- e-ISSN 2830-7917 & p-ISSN 2964-7339*
Volume 4 No 2 (2025) 1545-1558

Curricula:
Journal of Curriculum Development
https://ejournal.upi.edu/index.php/CURRICULA/

Development of an Arabic language curriculum based on the deep learning approach

Multazam Syifa[1], Fatur Fahrezi[2], Muhajir[3]
[1,2,3]Universitas Islam Negeri Sunan Kalijaga, Sleman, Indonesia
24204021004@student.uin-suka.ac.id[1], 24204021015@student.uin-suka.ac.id[2], muhajir@uin-suka.ac.id[3]

ABSTRACT
The Arabic language curriculum in Indonesia is still dominated by traditional approaches, so it requires a modern approach that accelerates students' abilities. This study aims to examine the development of an Arabic language curriculum based on a deep learning approach as a response to the dominance of traditional approaches that focus on memorizing grammar and vocabulary. The method used is a literature study with a descriptive-analytical approach. Data sources were obtained from various academic databases, such as DOAJ, with publications ranging from 2020 to 2025. The focus of the study was on the integration of deep learning, Bloom's Taxonomy, and SOLO Taxonomy in the context of implementing the Merdeka Curriculum. The results of the study indicate that this approach enables the creation of more contextual and applicable Arabic language learning. Key findings include: the integration of Bloom's Taxonomy facilitates the formulation of learning objectives from the recall level to the creation level, SOLO Taxonomy is effective in evaluating the depth of students' understanding, and the implementation of project-based learning. This study concludes that the deep learning approach has the potential to transform the Arabic language curriculum into one that is more humanistic and aligned with the profile of Pancasila learners.

ARTICLE INFO
Article History:
Received: 9 Jun 2025
Revised: 12 Oct 2025
Accepted: 19 Oct 2025
Publish online: 23 Nov 2025

Keywords:
Arabic language curriculum; Bloom's taxonomy; deep learning approach; kurikulum merdeka; SOLO taxonomy

Open access
Curricula: Journal of Curriculum Development is a peer-reviewed open-access journal.

ABSTRAK
Kurikulum pembelajaran bahasa Arab di Indonesia masih didominasi oleh pendekatan tradisional, maka dari itu memerlukan pendekatan modern yang mempercepat kemampuan peserta didik. Penelitian ini bertujuan untuk mengkaji pengembangan kurikulum Bahasa Arab berbasis pendekatan deep learning sebagai respons terhadap dominasi pendekatan tradisional yang berfokus pada hafalan tata bahasa dan kosakata. Metode yang digunakan adalah studi pustaka dengan pendekatan deskriptif-analitis. Sumber data diperoleh dari berbagai basis data akademik seperti DOAJ dengan rentang publikasi antara tahun 2020 hingga 2025. Fokus kajian diarahkan pada integrasi deep learning, Taksonomi Bloom, dan Taksonomi SOLO dalam konteks implementasi Kurikulum Merdeka. Hasil kajian menunjukkan bahwa pendekatan ini memungkinkan terciptanya pembelajaran Bahasa Arab yang lebih kontekstual dan aplikatif. Temuan utama meliputi: integrasi Taksonomi Bloom memfasilitasi perumusan tujuan pembelajaran dari level mengingat hingga mencipta, Taksonomi SOLO efektif mengevaluasi kedalaman pemahaman peserta didik, dan implementasi pembelajaran berbasis proyek. Penelitian ini menyimpulkan bahwa pendekatan deep learning berpotensi mentransformasi kurikulum Bahasa Arab menjadi lebih humanistik dan relevan dengan profil pelajar Pancasila.

Kata Kunci: *kurikulum bahasa Arab; kurikulum merdeka; pendekatan deep learning; taksonomi Bloom; taksonomi SOLO*

How to cite (APA 7)
Syifa, M., Fahrezi, F., & Muhajir, M. (2025). Development of an Arabic language curriculum based on the deep learning approach. *Curricula: Journal of Curriculum Development, 4*(2), 1545-1558.

Peer review
This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.

*Corresponding author: 24204021004@student.uin-suka.ac.id

https://doi.org/10.17509/curricula.v4i2.85632

INTRODUCTION

Education has a strategic role in shaping human resources who are not only intellectually smart, but also able to think critically, creatively, innovatively, and adaptively. Besides being a means of knowledge transfer, education serves as a platform for character formation, strengthening spiritual values, and developing life skills in society, the nation, and the state. (Huda et al., 2025; Azzahra & Muhajir, 2023). This aligns with the goals of national education, which emphasize the development of students' potential to become faithful, pious, virtuous, healthy, knowledgeable, skilled, creative, and independent individuals, and to become democratic and responsible citizens. If these goals are achieved optimally, a generation that excels academically and has strong character will emerge. (Alqarny, 2023).

To achieve educational goals, curriculum reform is necessary to align with current demands. An ideal curriculum does not only focus on academic achievement but also fosters students' active participation in a meaningful, contextual learning process (Cantika, 2022). Kurikulum Merdeka provides teachers and schools with freedom and flexibility, but its implementation is still constrained by the availability of human resources, teaching materials, and theoretical foundations that support systematic, deep learning. One important aspect of Kurikulum Merdeka that has not been extensively studied is Arabic language learning. The Arabic language learning curriculum in Indonesia is still dominated by a traditional approach that emphasizes memorization of grammar and vocabulary, as well as literal translation with minimal context. (Aziz et al., 2024).

This approach tends to hinder students' ability to use Arabic functionally and contextually because it does not integrate language skills with socio-cultural values, making learning feel monotonous and less relevant. In this context, the deep learning approach becomes a solution-oriented and relevant offer to be integrated into the development of the Arabic curriculum. This approach emphasizes mindful, meaningful, and joyful learning and encourages students to internalize knowledge deeply and relate it to daily life. (Cantika, 2022). To support the systematic implementation of deep learning, integration with Bloom's Taxonomy and the SOLO Taxonomy is essential.

Bloom's Taxonomy helps in designing learning objectives based on cognitive levels, whereas the SOLO Taxonomy helps evaluate the depth of students' understanding. (Waruwu & Tarto, 2025). Several previous studies have found that a deep learning approach in Islamic education can improve student learning outcomes by up to 27% compared to conventional methods by integrating technology and Islamic values into the curriculum to create a more inclusive learning environment in the digital era. (Lubis & Ariansyah, 2024). Traditional approaches to Arabic language learning are no longer relevant to achieving 21st-century learning goals, so a comprehensive approach that considers language skills (listening, speaking, reading, writing) can provide students with an overall experience of the Arabic language and Arab culture. (Aziz *et al*., 2024).

Other research shows that the deep learning approach can improve learning effectiveness, such as increasing enthusiasm for learning, critical thinking skills, and curiosity, enhancing social skills, and helping students internalize deep, relevant religious values. (Khotimah & Abdan, 2025). This study aims to examine the relevance of the deep learning approach to

https://doi.org/10.17509/curricula.v4i2.85632

the development of the Arabic curriculum by integrating Bloom's Taxonomy and SOLO Taxonomy within the Merdeka Curriculum framework. The novelty of this research lies in integrating these three approaches, which have not yet been widely used as a basis for the systematic and conceptual development of the Arabic curriculum, especially in the context of transformative learning. This study is expected to provide a conceptual contribution to the development of a more contextual, deep, and meaningful Arabic curriculum.

LITERATURE REVIEW

The Concept of Deep Learning in National Education

The deep learning approach emphasizes three main elements of learning: mindful, meaningful, and joyful learning. These three elements are applied through four main components, namely thinking (intellectual), heart (ethical), feeling (aesthetic), and physical exercise (kinesthetic), in a holistic and integrated manner. This approach aims to create a learning experience that is deep, relevant, and motivating (Kadarismanto & Sari, 2025; Lubis & Ariansyah, 2024). Meaningful learning helps students understand the connection between the material and real life, so that they do not just memorize the information, but realize the importance of what they are studying. Mindful learning encourages students' active engagement and focus during the learning process, while joyful learning maintains enthusiasm and excitement, creating a positive, energetic atmosphere. The combination of the three not only improves understanding but can also provide students with learning motivation (Arif *et al*., 2025). The deep learning approach is designed to develop higher-order thinking skills (HOTS), such as analyzing, evaluating, and creating, through questioning, reflective discussions, collaboration, and contextual problem-solving. (Diputera *et al*., 2024).

Bloom's Taxonomy and SOLO Taxonomy

The deep learning approach combines Bloom's Taxonomy and SOLO Taxonomy (Structure of Observed Learning Outcomes), developed by Biggs and Collis in 1982, to build progressive learning with cognitive depth of meaning. Bloom's Taxonomy classifies the cognitive domain into six sequential levels, starting from basic levels such as remembering (the ability to recall information), understanding (grasping concepts), applying (applying knowledge in new situations), analyzing (examining relationships between parts), evaluating (making judgments using specific criteria), and creating (producing original work or solutions).

On the other hand, the SOLO taxonomy serves to assess the quality of students' understanding, starting from the pre-structural phase (lack of knowledge about the concept), uni-structural (understanding only one element), multi-structural (understanding several elements without connections), relational (integrating elements meaningfully), to extended abstract (generalizing and transferring understanding to new situations) (Diputera *et al*., 2024). The collaboration between these two taxonomies provides a systematic framework for designing layered learning and encourages reflective thinking. In addition to strengthening cognitive aspects, the deep learning approach gives serious attention to the development of students' affective, moral, spiritual, social, and emotional dimensions,

https://doi.org/10.17509/curricula.v4i2.85632

thereby enabling the formation of a complete character relevant to real life. (Agustin & Yarmi, 2025).

Concept and Objectives of Arabic Language Curriculum Development

The development of the Arabic language curriculum in Indonesia needs to consider several important aspects as follows (Fiangga *et al*., 2022).

1. Integration of digital technology. To create flexible and engaging learning experiences, such as e-learning and interactive learning applications.
2. Competency-based curriculum. Focus on practical skills, such as communication, digital literacy, cultural understanding, and critical thinking.
3. Utilization of digital media. To improve listening, speaking, as well as understanding grammar and vocabulary contextually, for example, through videos, podcasts, and technology simulations
4. Enhancement of teacher competence. The main focus is on mastering technology and applying innovative methods such as flipped classrooms and Learning Management Systems (LMS).
5. Project and performance-based assessment. This is done as a replacement for conventional tests to ensure students can apply their skills in real-world situations.

Curriculum development must enhance students' competencies in Arabic language learning as follows (Lestari *et al*., 2023).

1. Effective communication competence. Students can communicate in Arabic fluently and appropriately, depending on the context.
2. Digital literacy. Students master Arabic learning technologies, including applications, social media, and digital sources
3. Critical thinking and problem-solving. Students can analyze texts, understand socio-cultural contexts, and solve problems logically
4. Collaboration. Students are skilled at working together through discussions and group tasks, both in person and digitally.
5. Creativity. Students can produce Arabic content, including videos, vlogs, articles, and digital presentations.
6. Technological adaptability. Responsive to the development of learning technologies to create a creative and adaptive learning process.

The Urgency of the Independent Curriculum in the Context of the Arabic Language

The development of the Arabic language curriculum should align with the principles of the Independent Curriculum, which give teachers the freedom to design contextualized learning. Approaches such as Project-Based Learning (PjBL) are considered capable of encouraging student engagement and character formation in accordance with *Profil Pelajar Pancasila* (Fiangga *et al*., 2022). In addition to addressing local students' needs, the Arabic curriculum must prepare them to engage in global communication (Aziz *et al*., 2024). Arabic plays an important role in diplomatic relations and international cooperation. Therefore, the

https://doi.org/10.17509/curricula.v4i2.85632

curriculum needs to equip students with cultural understanding and cross-national communication skills (Huda & Afrita, 2023). Kurikulum Merdeka offers a strategic opportunity to revitalize Arabic language learning, making it more contextual and relevant to current needs. The development of a holistic, technology-based, and culturally valuable curriculum becomes the key to producing a generation that is competent and ready to face the challenges of the 21st century.

METHODS

This research uses a literature study method with a descriptive-analytical approach. The main objective of this study is to explore in depth and critically the relationships between concepts and to formulate a conceptual model for the development of an Arabic language curriculum based on a deep learning approach. Data were obtained from various relevant secondary sources, such as national and international journal articles, reference books, and educational and curriculum policy documents published between 2020 and 2025. These sources were collected through academic databases such as Google Scholar, DOAJ, and university journal portals. Data analysis was conducted thematically and conceptually, through three main stages.

First, identifying and classifying the key concepts that are the focus of the study, namely deep learning, Arabic language curriculum, Bloom's Taxonomy, and SOLO Taxonomy. Second, analyzing the relationships between concepts to evaluate the potential for integration and its implications for curriculum development. Third, synthesizing the findings to formulate a conceptual design of an Arabic language curriculum based on deep learning that emphasizes the integration of cognitive, affective, and psychomotor dimensions, and contextual values in learning. The results of this research process are expected to make theoretical contributions to the development of a more meaningful, reflective, and transformative curriculum that aligns with the demands of Kurikulum Merdeka and the challenges of 21st-century education.

RESULTS AND DISCUSSION

The Urgency of the Independent Curriculum in the Context of the Arabic Language

The development of a competency-based Arabic curriculum is one of the complex challenges in Indonesia's education sector. Arabic learning faces various obstacles, such as the complexity of grammar, the writing system, and the limited opportunities for students to practice outside the classroom. Therefore, the curriculum needs to be designed to address these challenges, especially by providing space for students to actively practice speaking and writing, both inside and outside the classroom. Ontological, epistemological, and axiological approaches are important in designing a relevant and effective curriculum (Nuha & Faedurrohman, 2022; Annisa & Safii, 2023). In addition, the deep learning approach is highly relevant to the development of the Arabic curriculum because it encourages holistic, meaningful learning. This approach emphasizes higher-order thinking skills (HOTS), such as analyzing texts, evaluating meanings, and creating new interpretations of learning materials (Husin, 2024).

https://doi.org/10.17509/curricula.v4i2.85632

Deep learning creates a learning atmosphere that is mindful, meaningful, and joyful. Here is the explanation.

1. Meaningful learning. The teacher serves as a facilitator, creating an innovative learning environment relevant to students' lives. The material delivered is expected to have a real impact on daily life (Razak & Makhsin, 2024).
2. Mindful learning. Learning emphasizes deep understanding. Students are trained to be reflective and aware of the learning process. In Arabic language learning, open discussions between teachers and students are an important part of this process (Sitopu, 2020).
3. Joyful learning. Teachers must create a class atmosphere that is enjoyable, creative, and interactive so that students are engaged without pressure. This strengthens intrinsic motivation in learning Arabic (Naziha & Fitriani, 2023).

These three components support learning that not only focus on memorization or grammar, but also encourage learners to connect knowledge with their experiences through speaking, writing, and collaborative work. Learning content needs to be contextual and authentic, such as relevant religious and cultural texts (Razak & Makhsin, 2024). Learners not only understand Arabic grammar but also connect it with social and spiritual values (Agustin & Yarmi, 2025). The integration of deep learning into the curriculum should be supported by the use of digital technologies, such as LMS, Zoom, Google Meet, Google Classroom, and YouTube, to improve learning effectiveness (Nugraha, 2022). In addition, to optimally implement the deep learning approach, integration must be carried out across the four main components of the curriculum: objectives, content/materials, processes, and evaluation. A more detailed explanation is as follows.

1. Integration of Deep Learning Approaches in Arabic Language Learning Objectives. The integration of deep learning approaches into the Arabic language curriculum can begin by defining learning objectives that emphasize higher-order thinking skills (HOTS), such as analyzing complex sentence structures, evaluating language use in cultural contexts, and creating coherent argumentative texts (Husin, 2024). These objectives encourage comprehensive thinking skills that encompass cognitive, affective, and psychomotor aspects, with the expectation that learners will be able to analyze language structures, evaluate cultural contexts, and create coherent texts through the design of learning objectives based on Bloom's Taxonomy. This aligns with Bloom's Taxonomy, which states that learning oriented towards analysis, evaluation, and creation is more effective in improving the quality of understanding and higher-order thinking skills (Kadarismanto & Sari, 2025). As Abdul Mu'ti stated in 2025, this deep learning approach should integrate the dimensions of mind, heart, feeling, and body to shape a reflective and adaptive Pancasila student profile (Arif et al., 2025).

2. Integration of the Deep Learning Approach into Curriculum Content/Material. The deep learning approach emphasizes learning materials that are contextual and relevant to students' lives, such as religious texts, Arab culture, and social life, and focuses not only on grammar and vocabulary but also on social and cultural values to strengthen contextual understanding of the Arabic language. It can be said that the curriculum needs to be designed around core concepts so that learning becomes more meaningful, for example, by using media such as films, news, and social media in Arabic to increase student engagement. (McPhail, 2021).

https://doi.org/10.17509/curricula.v4i2.85632

3. Integration of Deep Learning Approaches in the Learning Process and Evaluation. The deep learning approach promotes an active, collaborative, and project-based learning process. Teachers not only act as instructors delivering material but also as facilitators who encourage exploration, discussion, and problem-solving. Learners can produce works such as videos, blogs, or podcasts in Arabic. Evaluation is conducted comprehensively, both formatively and summatively, through project assessments, self-reflection, portfolios, and performance rubrics.

The Use of Bloom's Taxonomy and SOLO Taxonomy in Learning Evaluation

The use of Bloom's Taxonomy helps teachers determine the level of students' thinking, ranging from remembering (C1) to creating (C6), while the SOLO taxonomy is used to evaluate the extent to which students understand the material, ranging from basic understanding (pre-structural) to complex understanding (extended abstract), which is the ability to relate concepts and transfer them to new contexts. These two taxonomies complement each other in creating incremental, systematic, and meaningful learning. Bloom's Taxonomy focuses on the cognitive dimension or thinking processes, whereas the SOLO taxonomy measures the quality of understanding demonstrated by students in completing tasks or explaining the material. (Afnan et al., 2025).

Nevertheless, explanations regarding the integration of these two taxonomies in the development of the Arabic curriculum still require further elaboration. In its implementation, Bloom's Taxonomy can be used to design tiered learning activities, such as: C1 (Remembering) for memorization exercises of vocabulary or verb forms; C2 (Understanding) for reading and explaining the content of a text or dialogue; C3 (Applying) for constructing sentences based on rules; C4 (Analyzing) for identifying sentence structures or comparing grammatical forms; C5 (Evaluating) for critiquing the structure and content of a text; and C6 (Creating) for producing language works such as short stories or poems in Arabic.

Meanwhile, the SOLO Taxonomy can be used to assess the extent to which students understand Arabic language material. At the pre-structural stage, students do not yet understand basic language concepts and therefore require a visual and concrete approach. At the uni-structural stage, students only understand one aspect, for example, only recognizing certain vocabulary. At the multi-structural stage, they can mention several language elements (such as verbs, nouns, letters), but still separately. The relational stage is characterized by students' ability to connect these various elements into a unified meaning, such as forming sentences or paragraphs. Finally, the extended abstract stage shows that students can reflect on the knowledge they have acquired and apply it in new contexts, such as creating their own teaching materials or writing opinions in Arabic. (Adam & Wahdiah, 2023).

The integration of these two taxonomies supports teachers in designing Arabic language instruction that not only considers students' cognitive levels but also the depth of their understanding. This aligns with the principles of deep learning, which encourage students not merely to memorize but to understand conceptually, apply, and generate new understanding in real-life and language contexts (Handayani et al., 2025). These two taxonomies complement each other and support the design of meaningful, step-by-step

https://doi.org/10.17509/curricula.v4i2.85632

learning. Bloom's taxonomy emphasizes cognitive categories, while SOLO focuses more on the quality and depth of understanding. The integration of these two taxonomies enables teachers to design learning activities and assessments that are systematic, hierarchical, and aligned with the principles of deep learning. (Diputera et al., 2024).

Implementation of the Independent Curriculum in the Development of the Arabic Language Curriculum

As McPhail's (2021) Curriculum Design Coherence (CDC) Model emphasizes the importance of a logical and progressive curriculum structure, teachers need to relate language concepts such as sentence structure, morphology, and semantics to authentic texts such as religious discourse. Learning strategies should be reflective and participatory, integrating conceptual and procedural knowledge (McPhail, 2021). The deep learning approach aligns with Kurikulum Merdeka, which emphasizes meaningful learning processes and experiences through project-based learning, authentic assessment, and differentiation (Ni'mah et al., 2025).

In the context of Arabic language learning, teachers need to organize linguistic concepts in a logical, progressive sequence and connect them to real content, such as literary texts or religious discourse. This strategy integrates conceptual knowledge (knowledge-that) and procedural knowledge (knowledge-how), so that learners not only understand language rules but also use them critically and contextually in real situations (Sari, 2022). The support of Bloom's and SOLO Taxonomies results in learning design and assessment becoming more directed, structured, and reflective of deep learning, as expected in Kurikulum Merdeka (Waruwu & Tarto, 2025).

The integration of deep learning into the Kurikulum Merdeka, particularly in Arabic language learning, is a strategic innovation that creates a learning process more humanistic, reflective, and relevant to the challenges of the times. (Lubis & Ariansyah, 2024). This approach not only enhances linguistic mastery, but also encourages learners to think critically, creatively, and reflectively, as well as to be able to relate language to social, cultural, and spiritual contexts. Thus, deep learning becomes the main foundation in shaping an Arabic language curriculum that is more meaningful, contextual, and useful amid the developments of the times.

Implementation of Arabic Language Learning Design with a Deep Learning Approach

After discussing the foundation and urgency of the deep learning approach in the Arabic curriculum, this section presents examples of learning designs that directly apply deep learning principles in classroom practice.

1. Individual project (Vlog): Explaining daily activities using Arabic
   a. Material: Al-Hiwār fī al-Mahārah al-Kalāmiyyah (Dialogue in Arabic Speaking Skills)

      Before making a vlog, students need to first understand the basic concepts of dialogue (hiwār) in Arabic, including common sentence structures used in daily conversations, vocabulary relevant to their activities, and some cultural expressions related to social

https://doi.org/10.17509/curricula.v4i2.85632

interactions. This understanding allows students not merely to memorize, but to engage in linking these concepts to the context of their lives (Understanding).

b. Activity: Students create an Arabic-language vlog that documents their daily activities. In the process of making the vlog, students apply their understanding of vocabulary, grammar, and dialogue structures to real communication situations. Students use the language to describe actions, objects, and interactions that occur in daily activities. This application involves selecting the right words, constructing correct sentences, and pronouncing them easily understood (Applying).

2. Language Reflection: After creating the vlog, students reflect on the language they used in the vlog.

   a. Analyzing: Students rethink their choice of words, sentence structure, and speaking fluency in the Vlog, and identify which parts felt easy and which felt difficult.
   b. Evaluating: Students assess how effectively they used language to convey messages and consider whether the language is appropriate for the activity context and aligns with prevailing social and cultural norms.
   c. Planning Improvements/Creating: Students reflect on how they can improve their language skills in the future based on their experience making the vlog.

3. Learning Objectives

   a. To practice speaking skills in Arabic.
   b. To analyze the use of language in the context of personal life.
   c. To reflect on the accuracy and appropriateness of language according to socio-cultural norms.

4. Authentic Assessment.

   a. Using an assessment rubric that covers aspects of sentence structure, speaking fluency, and understanding of context. This rubric aims to evaluate the extent to which students understand and can apply language rules in creating an Arabic-language vlog.
   b. Additional assessments, such as students' reflection journals on their Arabic language experiences, and peer assessment (evaluation among friends).

   This vlog project effectively integrates three key elements of deep learning. Learners understand the concepts of dialogue and relevant vocabulary (C1-C2), apply that understanding to create a vlog (C3), and critically reflect on their language use, including strengths, weaknesses, and appropriateness in context (C4-C6). Authentic assessment and reflective journals deepen reflection and learners' understanding, making learning more meaningful and oriented towards long-term personal development. This aligns with the goals of the deep learning approach to Arabic language learning, which emphasize the application of language in real contexts, deep reflection, and the integration of language skills with cultural understanding and social values. (Agustin & Yarmi, 2025).

5. Group Project: Students analyze religious texts in groups and apply the values contained in those texts in daily life.

   Activity: Students work in groups to analyze religious texts in Arabic. Students collaborate to understand and analyze the literal and implicit meanings of religious texts in Arabic, including vocabulary, grammar, context, messages, and the values contained

https://doi.org/10.17509/curricula.v4i2.85632

within them. Group discussions are the most important key in building students' understanding

a. Output: Students create presentations about the application of values from the texts to everyday life, identifying relevant values and formulating their application through group discussions, while also practicing speaking and writing skills.
b. Skills Integration: Integrating various language skills (reading, speaking, analyzing) with an understanding of social, cultural, and religious values.
c. Learning Experience: Providing a more contextual and relevant learning experience for students.

This group assignment encourages students to reflect on the meaning and significance of religious texts in their own lives and in society. This process strengthens their ability to apply these values in daily actions (Applying/C3). Both of these group projects directly implement the principles of deep learning, as students not only understand the content of religious texts through collaborative analysis (C1–C2), but also apply that understanding by identifying and formulating the application of values in everyday life (C3). The process of preparing presentations serves as a means to communicate the results of their understanding and application of these values. Contextual and relevant learning experiences encourage students to reflect on the meaning and implications of religious values in their personal and social lives (C4–C6). Group collaboration develops important social skills in the deep learning process.

Discussion

The deep learning approach to Arabic language learning presents both innovative opportunities and challenges for curriculum development. This approach not only offers new learning strategies but also aligns with the values of Islamic education, which encourage systematic changes toward gradual, reflective, and transformative learning (Mustaghfirin & Zaman, 2025). Deep learning emphasizes the active involvement of learners through higher-order thinking processes, the integration of new and prior knowledge, and application in real contexts. In Arabic language learning, this approach allows learners to understand the language deeply, both from linguistic and socio-cultural aspects. For example, learners do not merely translate texts, but also reflect on the meaning and context of their use in daily life (Annisa & Safii, 2023). However, the implementation of a deep learning-based curriculum faces various challenges, such as limitations in digital infrastructure, especially in institutions that are not yet integrated with modern learning technology.

In addition, teachers' competence in managing technology-based learning and deep learning approaches remains a challenge. Therefore, intensive and continuous training is needed so that teachers can design deep, contextual learning aligned with the principles of deep learning. Without adequate facilities and support for human resources, the implementation of this curriculum risks being suboptimal. If applied properly, the Arabic curriculum based on deep learning can produce a generation that is adaptive and build an education system that is responsive to the times (Waruwu & Tarto, 2025). The role of technology allows teachers to present language exercises in realistic and relevant contexts, so that learners do not rely solely on memorization but can also apply their knowledge in real situations. This approach

https://doi.org/10.17509/curricula.v4i2.85632

makes learning Arabic more engaging, in-depth, and beneficial, while providing a meaningful learning experience that aligns with the demands of an ever-evolving era (Raup et al., 2022).

CONCLUSION

The development of an Arabic language curriculum based on deep learning offers a new paradigm that not only emphasizes grammatical mastery and vocabulary memorization but also encourages deep understanding, contextual application, and self-reflection through meaningful and enjoyable learning. The integration of Bloom's Taxonomy and SOLO provides a systematic foundation in designing objectives, materials, processes, and evaluations that support higher-order thinking skills. Implementation through individual projects (video vlogs) and group projects (analysis of religious texts) creates relevant, applicable, and functional learning, as well as fostering critical thinking, collaboration, and understanding of social, cultural, and religious values. Thus, deep learning plays a strategic role in transforming the Arabic language curriculum to be more responsive and adaptive to students' needs. Further research is needed to examine deep learning approaches not only conceptually but also through experimental implementation across various levels and contexts of Arabic language learning. Future studies can explore the effectiveness of digital technology-based deep learning models, such as integrating Learning Management Systems (LMS) and artificial intelligence (AI) into language assessment, or using social media as a language practice space. In addition, the development of modules or lesson plans (RPP) based on Bloom's Taxonomy and SOLO, tailored to the characteristics of students in pesantrens, madrasahs, or general schools, as well as the development of thematic-integrative curricula based on local culture, are potential areas for creating more contextual and socioculturally relevant Arabic language learning.

AUTHOR'S NOTE

The author states that there is no conflict of interest related to the publication of this article. The author emphasizes that the article's data and content are free of plagiarism.

REFERENCES

Adam, A., & Wahdiah, W. (2023). Analisis dinamika perkembangan kurikulum di Indonesia. *Jurnal Ilmiah Wahana Pendidikan, 9*(6), 723-735.

Afnan, I. N., Yusuf, N. R., Fachruddin, Y. Z., & Ramadhan, G. (2025). Implementasi taksonomi Bloom dalam evaluasi pembelajaran. *Adiba: Journal of Education, 5*(2), 142-152.

Agustin, N. D., & Yarmi, G. (2025). Study on the advantages and novel strategies to teaching Indonesian in elementary schools through the incorporation of deep learning and total physical response integrated content-language based learning through the whole language method. *Jurnal Pendidikan dan Kebudayaan Missio, 17*(1), 39-48.

Alqarny, F. U. (2023). Desain kurikulum terpadu dengan pendekatan ADLX (Active Deep Learner eXperience). *Didaktika: Jurnal Kependidikan, 12*(4), 719-730.

https://doi.org/10.17509/curricula.v4i2.85632

Annisa, M. N., & Safii, R. (2023). Analisis kebutuhan dan tantangan dalam pembelajaran bahasa Arab sebagai bahasa asing di pendidikan tinggi: Perspektif mahasiswa dan dosen. *Eloquence: Jurnal of Foreign Language, 2*(2), 313-328.

Arif, M. N., Parawansyah, M. I., Huda, F. H., & Zulfahmi, M. N. (2025). Strategi menumbuhkan minat belajar siswa melalui pendekatan deep learning. *Jurnal Muassis Pendidikan Dasar, 4*(1), 8-16.

Aziz, M. T., Hasan, L. M. U., & Adhimah, S. (2024). Jembatan kurikulum: Inklusi dan pembelajaran bahasa Arab dalam konteks multikultural. *Journal of Practice Learning and Educational Development, 4*(3), 158-166.

Azzahra, T. A., & Muhajir, M. (2023). Implementation of the kurikulum merdeka in Arabic language learning. *Inovasi Kurikulum, 20*(2), 261-274.

Cantika, V. M. (2022). Prosedur pengembangan kurikulum (kajian literatur manajemen inovasi kurikulum). *Inovasi Kurikulum, 19*(2), 171-184.

Diputera, A. M., Zulpan, E. G., & Eza, G. N. (2024). Memahami konsep pendekatan deep learning dalam pembelajaran anak usia dini yang meaningful, mindful dan joyful: Kajian melalui filsafat pendidikan. *Bunga Rampai Usia Emas, 4*(2), 108-120.

Fiangga, S., Prihartiwi, N. R., Kohar, A. W., Palupi, E. L. W., & Susanah, S. (2022). Pendampingan pengembangan realistic mathematics-project based learning untuk menyongsong kurikulum merdeka bagi guru SMP Trenggalek. *Jurnal Anugerah: Jurnal Pengabdian kepada Masyarakat Bidang Keguruan dan Ilmu Pendidikan, 4*(2), 145-156.

Handayani, S. W., Hartono, B., & Khairiah, R. M. (2025). Deep learning: The implementation of the ABCD5E learning model with the stimulation of high order thinking skills. *Journal of Curriculum Indonesia, 8*(1), 258-266.

Huda, A. A. S., Hamdi, H., Nurhuda, A., Lathif, N. M., & Mahbubi, M. (2025). Diskursus deep learning curriculum dan pengembangan isunya di masa depan melalui tinjauan analisis bibliometrik. *Al Washliyah: Jurnal Penelitian Sosial dan Humaniora, 3*(1), 1-17.

Huda, N., & Afrita, J. (2023). Pentingnya bahasa Arab dalam pendidikan diplomasi dan hubungan internasional. *Jurnal Pendidikan Indonesia, 4*(11), 1242-1252.

Husin, M. (2024). Analisis metode pembelajaran bahasa arab berbasis Higher Order Thinking Skills (HOTS) dalam literatur pendidikan. *Jurnal Al-Kifayah: Ilmu Tarbiyah dan Keguruan, 3*(2), 134-144.

Kadarismanto, K., & Sari, K. P. (2025). Konsep deep learning sebagai pilar dalam strategi pendidikan berkualitas. *Jurnal Keguruan dan Pendidikan, 1*(2), 11-19.

Khotimah, D. K., & Abdan, M. R. (2025). Analisis pendekatan deep learning untuk meningkatkan efektivitas pembelajaran PAI di SMKN Pringkuku. *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI), 5*(2), 866-879.

Lestari, N. A. P., Wahyuni, L. T. S., Lasmawan, I. W., Suastra, I. W., Dewi, M. S. A., & Astuti, N. M. I. P. (2023). Kurikulum merdeka sebagai inovasi menjawab tantangan era society 5.0 di sekolah dasar. *Jurnal Ilmiah Pendidikan Citra Bakti, 10*(4), 736-746.

https://doi.org/10.17509/curricula.v4i2.85632

Lubis, M., & Ariansyah, F. (2024). The use of deep learning to improve teaching and learning in Islamic schools. *JPCIS: Journal of Pergunu and Contemporary Islamic Studies, 1*(1), 170-193.

McPhail, G. (2021). The search for deep learning: A curriculum coherence model. *Journal of Curriculum Studies, 53*(4), 420-434.

Mustaghfirin, U. A., & Zaman, B. (2025). Tinjauan pendekatan pembelajaran mendalam Kemdikdasmen perspektif pendidikan Islam. *Journal of Instructional and Development Researches, 5*(1), 75-85.

Naziha, S., & Fitriani, L. (2023). Joyful learning berbasis ice breaking dalam pembelajaran mufradat di MTs Singosari. *Al-Ittijah: Jurnal Keilmuan dan Kependidikan Bahasa Arab, 15*(1), 18-31.

Ni'mah, A., Laksono, M. P., Syarif, M. A. A., Yun, S. A., Jannah, S. M., Afandi, T., Chusna, V. S. L., & Idayati, W. (2025). Refleksi pembelajaran dalam kurikulum merdeka: Adaptasi dan implementasi untuk penguatan pendidikan. *Ihsan: Jurnal Pendidikan Islam, 3*(2), 24-35.

Nugraha, T. S. (2022). Kurikulum merdeka untuk pemulihan krisis pembelajaran. *Inovasi Kurikulum, 19*(2), 251-262.

Nuha, M. A. U., & Faedurrohman, F. (2022). Manajemen perencanaan kurikulum bahasa arab (tinjauan ontologi, epistemologi dan aksiologi). *Al-Muyassar: Journal of Arabic Education, 1*(2), 135-147.

Raup, A., Ridwan, W., Khoeriyah, Y., Supiana, S., & Zaqiah, Q. Y. (2022). Deep learning dan penerapannya dalam pembelajaran. *JIIP-Jurnal Ilmiah Ilmu Pendidikan, 5*(9), 3258-3267.

Razak, S. M. A., & Makhsin, M. (2024). Meaningful learning through the innovation of Kit I-Sir in Islamic education. *Semarak International Journal of Islamic Studies and Culture, 2*(1), 69-77.

Sari, E. C. (2022). Kurikulum di Indonesia: Tinjauan perkembangan kurikulum pendidikan. *Inculco Journal of Christian Education, 2*(2), 93-109.

Sitopu, W. F. (2020). Pengaruh pendekatan mindful learning terhadap hasil belajar aqidah akhlak siswa kelas VIII di MTs Taman Pendidikan Islam Medan tahun ajaran 2019/2020. *Jurnal Taushiah FAI UISU, 10*(1), 70-78.

Waruwu, D. E. R., & Tarto, T. (2025). Membangun kurikulum deep learning untuk mempersiapkan generasi digital. *Jurnal Sosialita, 20*(1), 61-68.

https://doi.org/10.17509/curricula.v4i2.85632

This page is intentionally left blank.

https://doi.org/10.17509/curricula.v4i2.85632