



Development of Arabic learning in 21st-century skills at MAN 4 Jakarta

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ABSTRACT

Arabic language learning in the 21st century must integrate critical thinking, communication, collaboration, and creativity. However, the lack of contextual teaching materials and limited digital technology integration hinders students from actively engaging with the language. This study will analyze how Arabic language learning at MAN 4 Jakarta incorporates 21st-century skills and identify factors that support or hinder its success. Using a descriptive qualitative approach with a case study, data were collected through interviews, observations, and documentation supported by 21st-century Arabic language learning literature. The findings show that Arabic learning at MAN 4 Jakarta is technology-based, aligned with the Merdeka Curriculum, and developed in collaboration with the Kementerian Agama and Erlangga. The primary method used is Nadzariyatul Wihdah, complemented by media such as laptops, PowerPoint, projectors, audiovisuals, and digital learning platforms. Despite innovations, challenges remain, including limited human resources, methods, media, time, teacher training, and student motivation.

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ABSTRAK

Pembelajaran bahasa Arab di abad 21 perlu dirancang untuk mengakomodasi keterampilan seperti berpikir kritis, komunikasi, kolaborasi, dan kreativitas. Namun, kurangnya materi ajar yang kontekstual dan minimnya integrasi teknologi digital membuat pembelajaran kurang menarik dan menghambat siswa dalam mengaplikasikan bahasa Arab secara aktif. Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan sejauh mana pembelajaran bahasa Arab di MAN 4 Jakarta telah mengintegrasikan keterampilan abad 21 serta mengidentifikasi berbagai aspek yang mendukung dan menghambat keberhasilannya. Penelitian ini menggunakan metode kualitatif deskriptif dengan pendekatan studi kasus. Data dikumpulkan melalui wawancara, observasi, dan studi dokumentasi, serta didukung analisis literatur terkait pembelajaran bahasa Arab abad 21. Penelitian ini menunjukkan bahwa pembelajaran bahasa Arab di MAN 4 Jakarta telah berbasis teknologi dengan penerapan Kurikulum Merdeka. Hasil penelitian ditemukan substansi bahan ajar bahasa Arab di MAN 4 Jakarta telah sesuai dengan Kurikulum Merdeka, dikembangkan melalui kolaborasi buku Kementerian Agama dan Erlangga. Metode utama yang digunakan adalah Nadzariyatul Wihdah, dengan dukungan media seperti laptop, PowerPoint, proyektor, audio visual, dan platform pembelajaran digital. Meski inovasi berkembang, pembelajaran Bahasa Arab MAN 4 Jakarta masih menghadapi kendala seperti keterbatasan SDM, metode, media, waktu, pelatihan guru, dan motivasi siswa.

Kata Kunci: keterampilan abad 21; bahasa arab; pengembangan materi; kompetensi guru

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INTRODUCTION

Teaching materials are the most important part of learning. Therefore, teachers must be able to present the best teaching materials that follow learning objectives. In addition, teaching materials are also a source of information, significantly increasing the effectiveness of learning with the intention that learning objectives can be achieved as desired. These teaching materials, especially for teachers and students, have a very urgent role and function in the teaching and learning process. Teachers without teaching materials will not effectively and efficiently achieve learning objectives. Teachers must prepare teaching materials well to achieve the direction and objectives of learning achievements. Based on this, developing teaching materials is urgent, especially in learning and education practices (Kholison et al., 2023). Teaching becomes interesting when a teacher uses different teaching materials because it directly involves students in the teaching-learning process. It makes lessons enjoyable and memorable. Teaching materials are the key factor in creating effective teaching and learning environments. These aids directly address and appeal to the five senses, so the chances of forgetting become less, and the learning process becomes more effective (Azzahra & Muhajir, 2023; Zarkasyi et al., 2023).

Teaching materials are important tools and information resources in learning because they can encourage and develop learning effectiveness. The usefulness of teaching materials is very dependent on the capabilities of educators or teachers in utilizing and developing them (Hamid et al., 2019). Teachers with lifelong learning skills can take initiative in learning and follow new developments in education. 21st-century teachers must be able to think creatively and innovatively in designing engaging and effective learning experiences for students (Santoso & Wuryandani, 2020). In the 21st-century, or the Era of Society 5.0, marked by the advancement of information technology and increasingly rapid globalization, where teachers must be ready to adapt and follow the developments of the times, teachers are required to be highly creative and innovative, teachers who do not follow the developments of the times will automatically face significant challenges in the learning process (Al-Momani & Rababa, 2022). Era Society 5.0 is when humans and technology work together to achieve more significant progress. Technologies such as artificial intelligence, the Internet of Things, and robotics are increasingly being applied daily. In the education context, this era changed teaching and learning methods (Abrilian, 2024).

In the context of Society 5.0, where human collaboration with technology creates a harmonious ecosystem, applying artificial intelligence as a medium for learning Arabic is a progressive step. In previous studies utilizing Internet of Things (IoT) technology, students can learn Arabic flexibly and practically via electronic devices connected anytime and anywhere (Susawati, 2023). However, research conducted by Anwar and Ahyarudin found out the potential of AI as a medium for learning Arabic in the Society 5.0 era is very large, understanding of the concept of AI and its application in learning is still limited among students and teachers (Anwar & Ahyarudin, 2023). In schools, Arabic language learning in the 21st-century is transforming rapidly in line with the development of the times and global needs. No longer limited to traditional approaches, Arabic language learning is now directed to equip students with the competencies of the Era Society 5.0, which demands critical thinking, creativity, innovation, collaboration, and practical communication skills. These components can be internalized while learning a foreign language (Febriani et al., 2020). In light of these circumstances, it is time for Arabic language teachers to be able to adapt to 21st-century learning, where the use of methods, media, and learning strategies is currently leading to digital-based learning. In the 21st-century, an Arabic language teacher is expected to be able to innovate and be creative in following the IPTEK (Syagif & Mustaufiy, 2022).

Based on the direct classroom observations, MAN 4 Jakarta has shown significant progress in the Arabic language learning process. It is increasingly moving towards a 21st-century learning approach, where Arabic teachers have used IT in the learning process. Although there is room for improvement, they

continue to strive to implement innovative and interactive learning and utilize existing digitalization to help maximize learning activities.

Therefore, the researcher chose *"Development of Arabic Learning in 21st-Century Skills at MAN 4 Jakarta"*. The aim is to explore the Arabic language learning activities developed by teachers of MAN 4 Jakarta in entering the 21st-century.

LITERATURE REVIEW

The Nature of Teaching Materials

Teachers must have the ability to develop teaching materials. However, they generally have little insight and are unfamiliar with compiling them to become systematic and relevant learning materials. Nowadays, educators make more use of learning materials that have been used and do not pay much attention to their goals or the needs of their students. Meanwhile, the teaching materials that are now widely distributed are not ideal. This tendency of teaching staff can hinder their creativity in encouraging the development of teaching materials (Ulhaq & Lubis, 2023). To overcome these problems, there needs to be a real effort to improve teacher competence through ongoing training and mentoring. Teachers must deeply understand learning design, especially when compiling teaching materials that meet student needs and learning objectives.

Teaching materials are an important part of implementing education. Through teaching materials, teachers will find it easier to carry out learning, and students will be helped more and learn more efficiently. Teaching materials can be made according to the needs and characteristics of the teaching materials to be presented (Elbes & Oktaviani, 2022; Putra & Komara, 2022). Teaching materials are one of the most important components in the learning process and can help students learn more efficiently. Instructions consist of two categories: printed instructions and non-printed instructions. One type of printed teaching material is a textbook. Teaching materials can be any material used to help teachers or instructors carry out teaching and learning activities in the classroom (Wahyuni et al., 2024).

Learning materials are a set of materials or lesson substances arranged coherently and systematically and display a complete figure of the competencies that students will master in learning activities. With teaching materials, students can learn competencies coherently and systematically to master all competencies in a complete/integrated manner. For this reason, an educator needs to be competent in developing good learning materials according to the requirements and needs needed so that learning materials can be conveyed well and students have good learning activities (Ritonga et al., 2022). Referring to the above explanation, the function of educators in compiling and developing learning materials is very important because it determines the success of the learning process and the objectives carried out.

Development of Teaching Materials

Arabic language learning in Indonesia does not seem to show satisfactory results. This could be due to several factors, such as curriculum, teachers, teaching materials, etc. The problem that often occurs from the curriculum aspect is that the curriculum used does not comprehensively represent the aspects students need. From the educator aspect, it is because educators are not prepared for theory and teaching practice. From the teaching material aspect, there is a mismatch between the learning objectives and the material taught, so the results are less effective (Syaifullah & Izzah, 2019). In addition, the Arabic language teaching language in Indonesia is less developed, unlike other foreign languages such as English, and many madrasas still use Arabic language teaching materials from the Middle East. On the other hand, innovation and development of Arabic language teaching materials have become necessary along with the rapid

development of science and technology. Therefore, the competence to develop teaching materials must be genuinely mastered by Arabic language teachers (Syafaillah & Izzah, 2019).

Teaching materials are not just a specific means of teaching. Instead, they are the essence and basis of teaching because they determine the subjects the student studies and keep the teaching process continuous until he gets what he wants from it (Martan et al., 2021). This is a crucial aspect in creating an effective and relevant learning process as needed by students. In 21st-century education, the development of teaching materials focuses on delivering information and strengthening skills that support students' competencies in the modern era, such as critical thinking, creativity, collaboration, innovation, and digital literacy (Mashudi, 2021).

The Learning Materials developed must be contextual and dynamic in adapting to the development of science and technology. The material is no longer one-way but must be able to encourage active interaction between students and teachers. Digital technology is an important element in the development of teaching materials, where learning content can be presented in various formats, such as videos, infographics, interactive modules, and other online platforms, all of which are designed to make the learning process more enjoyable and easy for students to access (Sablić et al., 2021). Furthermore, effective teaching materials must be designed to meet the various learning methods of students. Project-Based Learning (PBL) and problem-based learning teaching materials can help them improve their analytical competence and solve problems (Khaira et al., 2023).

Integration of teaching materials with the existing national curricula, such as the Kurikulum Merdeka in Indonesia, is also significant. Curriculum materials must contain content relevant to the desired learning objectives, allowing teachers to innovate and adapt to classroom conditions (Niemi, 2021). Ultimately, developing good teaching materials will encourage creating inclusive, equitable learning that can prepare students to face the challenges of the 21st-century. With the right teaching materials, students gain insight and are equipped with the appropriate capabilities to succeed in the future. This concept is the goal of the Kurikulum Merdeka in developing a more inclusive, relevant, and dynamic education system that prepares Indonesian students to face the challenges of the 21st-century (Sopiansyah et al., 2022).

From the explanation above, it can be concluded that developing teaching materials is very important. A teacher must be able to innovate in designing good and engaging teaching materials that are adjusted to students' abilities. With the right teaching materials, students gain insight and are equipped with the appropriate capabilities to succeed in the future.

Principles of Arabic Language Teaching Material Development

In developing Arabic language learning materials, several principles of learning material development become an important foundation when designing effective, relevant, and appropriate teaching materials that meet students' needs. The origin that needs to be considered in developing teaching materials is to ensure that the materials compiled can achieve learning objectives optimally. These principles include (Fries et al., 2021; Laine & Lindberg, 2020):

1. Social and Cultural Principles: important principles in developing teaching materials linked to the students' socio-cultural context to increase involvement and good understanding.
2. Psychological Principles play an important role in developing teaching materials because understanding how students learn and process information helps create compelling, interesting learning materials that meet students' psychological needs. Several psychological aspects that need to be considered in the development of Arabic learning materials include: 1) Teaching materials should be adjusted to the knowledge capabilities of students; 2) Paying attention to the fact that each student is different; 3) Encouraging students' thinking skills to increase to assist them in the learning mechanism;

- 4) The preparation of teaching materials is aligned with the readiness and potential of Arabic language students; 5) Each learning material is designed by considering the age level of students because at a certain age it requires a different approach than others; 6) Presentation of materials can motivate students to apply Arabic naturally; 7) There is integration of student books, educator guidelines, and others; 8) Arabic language materials can give rise to the views and norms that students expect.
3. Principles of Language and Education: The principle of language is understanding the language delivered to students, including several linguistic elements and language competencies, to adjust the material to its purpose. As in Arabic, it includes 4 (four) main elements: sound, vocabulary, alphabet, and structure. The principle of education is concerned with educational theory in the development of learning materials, from easy to complex, accurate to abstract, detailed to a concept or vice versa, from concept to detail, and others in line with the principles of education in developing learning materials.

Learning Material Development Procedures

Material development is a dynamic process aimed at creating effective teaching resources that facilitate meaningful learning experiences for students. It involves creating, adapting, and refining instructional materials to suit diverse learner needs and teaching contexts. Material development encompasses various stages, including needs analysis, design, production, and evaluation, all aimed at ensuring the quality and relevance of the resources. These stages are further explained below (Minto, 2024):

1. Needs Analysis: The first step in material development is conducting a thorough needs analysis to identify the specific requirements of learners and instructors. This involves assessing learners' proficiency levels, learning styles, cultural backgrounds, and educational goals and considering the pedagogical approaches teachers favor. Needs analysis provides valuable insights into the gaps and challenges in existing materials, guiding the development process toward effectively addressing these areas.
2. Design and Production: Once the needs are identified, the design and production phase begins, where instructional materials are conceptualized and created. Designers and educators collaborate to develop content that aligns with curriculum objectives and effectively engages learners. This stage involves selecting appropriate language, visuals, activities, and multimedia elements to enhance comprehension and retention. The production process may involve writing, editing, illustrating, and formatting materials for print or digital distribution, ensuring accessibility and usability for all learners.
3. Evaluation and Feedback: Evaluation is an ongoing process throughout material development, with feedback loops incorporated at various stages to assess the effectiveness and relevance of the resources. Both formative and summative evaluations are conducted to gather feedback from teachers, students, and other stakeholders, helping identify strengths, weaknesses, and areas for improvement. Formative evaluation allows for continuous refinement and iteration of materials, while summative evaluation provides insights into overall effectiveness and impact.
4. Adaptation and Revision: Materials are often revised based on evaluation feedback and changing educational trends. This iterative process allows continuous improvement and ensures that teaching resources remain current, engaging, and effective. Adaptation may involve modifying content, activities, or assessments to suit learners' needs or incorporating new pedagogical approaches and technological advancements. Revision ensures that materials remain relevant and aligned with evolving educational standards and practices.

In addition to the procedures above, based on several sources obtained, it is said that a teacher in developing teaching materials needs to take the following steps:

1. Following the established Curriculum. One of the most important aspects of teaching materials development is adjusting to the curriculum used in educational institutions. The curriculum is the main

foundation that functions as a guide in setting objectives, materials, methods, and evaluation of learning, so the teaching materials developed must be relevant to the framework set in the curriculum (Maksum, 2024).

2. Mastering Learning Methods. Teachers need to have a deep mastery of various learning methods in order to be able to adjust the learning process to the needs and characteristics of students. Mastering learning methods is not just about understanding the theory but being able to apply it effectively in the classroom. Good mastery of learning methods allows teachers to create an interactive and participatory learning atmosphere so students feel actively involved. This condition is relevant in 21st-century learning (Ashri et al., 2024).
3. Mastering Learning Media. With the development of technology, such as today's, teachers must master various learning media to create an effective, engaging, and relevant learning experience for students. Mastery of learning media improves the quality of interaction between teachers and students and provides space for students to learn more effectively and in-depth (Ashri et al., 2024).

From the description above, it can be concluded that the development of suitable teaching materials plays an important role in improving the quality of learning, creating a positive, interactive, relevant learning environment for students' needs, and, of course, adapting to the times. In addition, continuous evaluation will maintain the quality and sustainability of the development of teaching materials, thus positively impacting students and educational institutions.

Basic Concepts of 21st-Century Learning and Skills

The 21st-century is the century of knowledge because of the rapid development of technology and information in every aspect of life. As a result, several transformations have developed, starting from the economy, society, culture, and even the world of education. 21st-century learning is a teaching and learning process that prepares the generation of the society 5.0 era to respond to various global challenges and demands. ICT is advancing rapidly and influencing aspects of human life, including education. 21st-Century learning is a national focus in advancing education in Indonesia.

The inseparable thing from 21st-century learning is integrating technology as a learning medium to improve learning ability. The increasingly tight global challenges have created demands for a suitable transformation in the material, media, facilities, or learning models taught to students (Mardhiyah, 2021). 21st-century skills refer to core abilities educators believe are crucial to student development. It is necessary to dig deeper into the most important abilities and potentials needed to develop student success in the future. Some organizations have formulated the meaning of 21st-century skills, where all formulated definitions have almost the same substance.

Skill is an essential competence that needs to be learned, trained, honed, and improved continuously to become a skill to do something. To develop it, a mechanism is needed to sharpen the thinking process that encourages the emergence of special competence in human individuals. This ability can also follow the times through adaptation according to the developing thinking power and the problems faced (Mardhiyah, 2021). The theory developed by Partnership for 21st-century learning or P21 (see: <https://www.battelleforkids.org/insights/p21-resources/>) shows that 21st-century education requires students to have skills for life and future careers, a passion for learning and innovation, and mastery in the fields of development of Science and Technology (IPTEK). In addition, this framework explains the skills and insights that students need to successfully live their lives and earn a livelihood in the future. 21st-century skills developed by P21 have formulated three main categories of these skills with the following explanation.

1. Learning and Innovation Skills: a component of 21st-century skills needed to prepare individuals to face the challenges of a changing world. These skills include: 1) Creativity and Innovation, the competence

of students in forming and sorting out solutions to complex problems, analyzing and combining or presenting something that they have previously learned through method renewal and originality; 2) Critical Thinking and Problem-Solving: everyone can think analytically, carefully, precisely, interpret, find solutions, and convey their views in building the insights they have learned; 3) Communication Skills: the skills of managing thoughts, findings, and information in order to be contributed to several media, either in written or oral form; 4) Collaboration Skills: related to activities that students do in order to solve or respond to problems or things that are questioned in order to carry out their duties effectively, direct teams to achieve goals and share tasks to complete a task.

2. Digital Literacy Skills (Information, Media, and Technology Skills): We are in the middle of the information technology era, marked by the ease of accessing information. The skills included in Information, Media, and Technology Skills are as follows: 1) Information Literacy; 2) Media Literacy; 3) ICT/Information, Communications and Technology Literacy
3. Life and Career Skills: the ability to be positive and adaptive, allowing individuals to effectively solve various demands and challenges in their lives or work. These skills include: 1) Flexibility and Adaptability: the ability to adapt to new situations and changes. Individuals must be able to face various challenges that change very quickly and must be able to adjust their work methods and mindsets to remain effective in a dynamic and uncertain environment; 2) Initiative and Self-Direction: the ability of a person to take the initiative without being directed and to be able to manage their personality well; 3) Social and Cross-Cultural Skills: the ability to work and communicate with people from various cultural, racial, ethnic, and religious backgrounds. This includes mutual respect, sensitivity to cultural differences, and so on; 4) Productivity and accountability: the ability to work efficiently and responsibly to achieve predetermined goals; 5) Leadership and Responsibility: leading, motivating, and guiding others for common goals.

21st-century skills, including 4C skills, critical thinking, creativity and innovation, communication skills, and collaboration, are the government's ideas to optimize the quality of learning in Indonesia. The four skills are characteristics that go hand in hand with cognitive, affective, and psychomotor abilities. Likewise, these four skills are needed with foreign language learning to improve learner output quality by optimizing their high-level thinking skills (Baity & Faiqoh, 2022). These skills are essential to be instilled in the nation's next generation to help them adapt to the challenges and opportunities faced in an increasingly complex and rapidly changing world.

Becoming a 21st-Century Professional Teacher

Competence is the feasibility of carrying out the task, and ability is an important factor for teachers. Therefore, the quality and productivity of a teacher's work must show quality professional deeds. Teaching is a professional job that requires unique expertise. Because their expertise is specific, the teacher has a significant and strategic role in learning activities, determining the quality of education in an education unit. Therefore, in the current education and learning system, the position of the teacher in the learning process at school cannot be replaced by any sophisticated tool or machine. Special skills are also what distinguishes the teaching profession from other professions. Where "the main difference between the teaching profession and other professions lies in the duties and responsibilities. Further, as stated on Undang-undang Republik Indonesia Nomor 14 Tahun 2005 Pasal 10 tentang Guru dan Dosen and Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru, there are four teacher's competencies that teachers should master:

1. Pedagogical Competence: Teachers must be able to design, implement, and evaluate effective and efficient learning processes. Professional teachers must also be able to understand students' needs, adjust learning methods and strategies, and optimize students' potential.

2. Professional Competence: Professional teachers must also master the subject matter of their expertise in depth and continually upgrade their knowledge.
3. Social Competence: Teachers must interact effectively with the school environment, parents, and the community. In this case, a teacher is about classroom learning and building relationships that support student growth and development in a positive environment.
4. Personality Competence: Teachers must be role models for students in terms of attitude, morals, and work ethics, and, of course, must have a strong personality as a role model, and so on.

The transformation of learning in the 21st-century requires a teacher to be more professional (read: technological competence) in carrying out his duties as an educator. In the 21st-century, there are huge challenges because teachers are faced with the problem of preparing good materials, and teachers must prepare for the changes that occur (Ratnawati & Gumindari, 2021). Teachers in the 21st-century are not just teaching in class but also becoming facilitators, innovators, creatives, and mentors who can present dynamic and relevant learning experiences for students. In the digital and global era, teachers must have competencies that are more than just mastering teaching materials. They must also be proficient in the use of learning technology.

The 21st-century demands a higher and more optimal role for teachers. Consequently, teachers who cannot keep up with the times will be left behind, so they can no longer perform their role optimally in their duties and profession (Rahayu et al., 2023). So, 21st-century teachers must have the following characteristics:

1. Have a high fighting spirit and work ethic accompanied by solid qualities of faith and piety.
2. Able to utilize science and technology according to the demands of the surrounding social and cultural environment.
3. Behave at a high level of professionalism in carrying out duties and one's profession.
4. Have broad and wise foresight in viewing various problems that arise.
5. Have exemplary morals and a high sense of aesthetics.
6. Developing the principle of competitive and collaborative work.

Developing competencies known as 21st-century skills is receiving increasing attention to improving teacher instructional quality, which, in turn, leads to effective 21st-century learners. Preparing students with life-long learning skills at work and in life is necessary. The following discussion will be limited to 21st-century skills that many teachers notably lack: information technology, information literacy, media literacy, and digital collaboration skills (AbdulRab, 2023).

It can be concluded that 21st-century teachers must be ready for existing changes and upgrade their competencies to become teachers who can guide students in facing challenges in the future. Commitment to self-development and profession is also a characteristic of 21st-century professional teachers. Teachers must constantly learn, take training, and open themselves to new insights in order to remain relevant to developments in the world of education. Professional teachers are dedicated to transferring knowledge and inspiring students to become lifelong learners, ready to face global challenges, and have strong characters. Thus, being a 21st-century professional teacher means acting as an agent of change that positively impacts students and society.

METHODS

This study uses qualitative research through a field research approach, namely a type of study that focuses on phenomena experienced by the community, included in the case study research category. In this case, the research approach uses descriptive qualitative because it concludes data that presents a detailed picture, not in the form of numbers. The aim is to collect in-depth information about teaching and learning

activities, starting from strategies, media, teaching materials, methods, opportunities, and challenges Arabic language teachers face in the learning process at MAN 4 Jakarta in the 21st-century.

Based on the book *“Metode Penelitian Kualitatif Untuk Penelitian yang bersifat: eksploratif, enterpretif, interaktif, dan konstruktif”* by Sugiyono, data collection techniques used in this study are interviews, observation, and documentation. Qualitative data collection techniques are collecting descriptive data through interview output or observation such as images, documents, artifacts, and field notes. Phrases and behaviors become primary data for researchers, while others become supporting data. Therefore, the data collection technique involves interviews, observation, and documentation. Researchers also use some approaches openly (known by the source) or closed. The technique depends on the research needs. However, from all the approaches used, data is taken systematically, consciously, and structured to obtain data according to its needs.

Meanwhile, in the data analysis technique, the interactive model of Miles, Huberman, and Saldana in *“Qualitative Data Analysis, A Methods Sourcebook, Edition 3, 2014”* is used as follows: Data Condensation, Data Presentation, and Drawing Conclusions. The triangulation technique used in this case is as follows: Source Triangulation (Data) to compare and confirm data from various sources such as FGD, interviews, observations, and document studies obtained from the research location, namely MAN 4 Jakarta. Method Triangulation uses several data collection techniques through interviews, observations, and document analysis. Theory triangulation involves using various theoretical perspectives to analyze data, and in this study, 21st-century learning theories were developed by P21.

RESULTS AND DISCUSSION

In the results and discussion of this study, the researcher presents the findings obtained at the research location. Each data collected is processed and analyzed to gain a deeper understanding of the research topic. The results of the interviews provide direct perspectives from the informants, while observations in the field help in understanding the context and reality. In addition, the documentation obtained serves as supporting material that strengthens the conclusions drawn from this data analysis. All of these data sources are presented to ensure the objectivity and accuracy of the research findings.

The substance of Arabic Language Teaching Materials at MAN 4 Jakarta

Teaching materials or learning materials substances are crucial for educators and students. Educators will face difficulties developing learning effectiveness if they are not equipped with complete learning materials. Similarly, if no teaching material is provided, students will find learning challenging and less than optimal (Mutaqi, 2022). Teaching material is a set of learning materials or substances arranged systematically and comprehensively to display the competencies that students will master in learning activities. Teaching materials have a high contribution to the achievement of learning objectives. Therefore, teaching materials must be well-designed for achieving objectives (Mawanti, 2020).

The substance of teaching materials cannot be separated from a curriculum. This curriculum is crucial because it is a roadmap for designed activities so that students are helped to learn Arabic and create output according to expectations (Alwi, 2023). The substance of Arabic language learning materials at MAN 4 Jakarta entirely refers to the kurikulum merdeka as stipulated in the Keputusan Menteri Agama (KMA) Nomor 450 Tahun 2024. This curriculum gives students greater freedom to determine their learning path according to their interests and potential. In addition, the Independent Curriculum also provides ample space for educators to design more innovative, creative, and relevant teaching and learning techniques and strategies to prepare students to face the challenges of the 21st-century.

The Arabic language teaching materials used by MAN 4 Jakarta teachers follow the principles of the Independent Curriculum. In this context, teaching materials emphasize mastery of basic concepts such as grammar and vocabulary and are also developed to encourage critical thinking, creativity, collaboration, and student communication skills. As part of MAN 4 Jakarta's quality assurance efforts, it encourages Arabic teachers to continuously review the teaching materials to align them with curriculum developments and student needs.

Table 1. The flow of Arabic language learning objectives in the Kurikulum Merdeka

No	Class	Phase	Element	Learning Achievements (CP)
1	X	F	Listening-Speaking	Understanding information received implicitly and explicitly as well as interactions on the themes of introduction, family, madrasah, hobbies, professions, daily life using grammatical structures: الضمائر، أدوات الاستفهام، المذكر والمؤنث، المفرد والمثنى والجمع، حروف الجر وحروف العطف والظرف، تقسيم الكلمة، أقسام الفعل، الجملة الاسمية والجملة الفعلية، الأرقام، العدد والمعدود.
			Reading - Viewing	Understanding explicit and implicit information in visual texts or multimodal texts interactively about introductions, family, schools, hobbies, professions, daily life using grammatical structures: الضمائر، أدوات الاستفهام، المذكر والمؤنث، المفرد والمثنى والجمع، حروف الجر وحروف العطف والظرف، تقسيم الكلمة، أقسام الفعل، الجملة الاسمية والجملة الفعلية، الأرقام، العدد والمعدود.
			Writing - Presenting	Communicating ideas in writing and orally into logical limited discourse about introductions, family, madrasah, hobbies, professions, daily life using grammatical structures: الضمائر، أدوات الاستفهام، المذكر والمؤنث، المفرد والمثنى والجمع، حروف الجر وحروف العطف والظرف، تقسيم الكلمة، أقسام الفعل، الجملة الاسمية والجملة الفعلية، الأرقام، العدد والمعدود.
2	XI & XII	F	Listening - Speaking	Understanding information received implicitly and explicitly and constructing language orally about tourism, hajj, umrah, health, religions in Indonesia, information and communication technology, Islamic figures, university lectures using grammatical structures: التصريف اللغوي للفعل الماضي، التصريف اللغوي للفعل المضارع، التصريف اللغوي لفعل الأمر، النعت، الإضافة، اسم التفضيل، الفعل المبني للمعلوم والفعل المبني للمجهول، الفعل المضارع المرفوع والمنصوب والمجزوم.
			Reading - Viewing	Understanding various visual or multimodal texts explicitly and implicitly in short stories/essays/reports/articles/books about health, tourism, Umrah and Hajj, various religions in Indonesia, information and communication technology, Islamic figures, university lectures using grammatical structures: التصريف اللغوي للفعل الماضي، التصريف اللغوي للفعل المضارع، التصريف اللغوي لفعل الأمر، النعت، الإضافة، اسم التفضيل، الفعل المبني للمعلوم والفعل المبني للمجهول، الفعل المضارع المرفوع والمنصوب والمجزوم.
			Writing - Presenting	Understand the ideas of written and oral texts freely according to the themes of tourism, health, hajj and umrah, religions in Indonesia, information and communication technology, Islamic figures, and university lectures using grammatical structures: التصريف اللغوي للفعل الماضي، التصريف اللغوي للفعل المضارع، التصريف اللغوي لفعل الأمر، النعت، الإضافة، اسم التفضيل، الفعل المبني للمعلوم والفعل المبني للمجهول، الفعل المضارع المرفوع والمنصوب والمجزوم.

Source: Documentation of the Arabic Language Curriculum at MAN 4 Jakarta, 2024

That is **Table 1** of learning achievements of Arabic language learning materials. **Table 2** describes the substance of Arabic language teaching materials for teachers of MAN 4 Jakarta.

Table 2. Substance of Arabic Language Learning Materials for Grades X, XI, and XII

No	Phase	Class	Teaching materials
1	E	X	التحيات والتعارف + تقسيم الكلمة + الأرقام 1-100 الأسرة والبيت + الضمير: المنفصل والمتصل المدرسة وبيئتها + المفرد والمثنى والجمع الحياة اليومية + أقسام الفعل: المذكر والمؤنث الهواية + أدوات الاستفهام الطعام والشراب + ظرف المكان وظرف الزمان
2	F	XI	التسوق + عدد ألف ومليون ومليار وبليلار الصحة + حروف الجر وحروف العطف السفر + النكرة والمعرفة الحج والعمرة + التصريف اللغوي للفعل الماضي تكنولوجيا الإعلام والاتصال + التصريف اللغوي للفعل المضارع الأديان في إندونيسيا + الجملة الاسمية والجملة الفعلية
3	F	XII	الرياضة + النعت والإضافة الشباب + الفعل المبني للمعلوم والفعل المبني للمجهول الشعر العربي + اسم التفضيل الحضارة الإسلامية + الأسماء الخمسة والأفعال الخمسة الدراسة في الجامعة + المضارع المرفوع والمضارع المنصوب والمضارع المجزوم

Source: Documentation of the Arabic Language Curriculum at MAN 4 Jakarta, 2024

It can be concluded that this is the substance of the Arabic Language learning material taught by teachers to students, where the substance of the learning material follows the Kurikulum Merdeka.

The Process of Developing Arabic Language Learning Materials at MAN 4 Jakarta

Developing teaching materials is a strategic step to improve the quality of learning and achieve the desired educational goals. In its development, of course, a series of stages are passed to produce relevant, interactive Arabic teaching materials that align with students' needs. In Arabic language learning activities, teacher expertise is needed to select and develop teaching materials so that the quality of learning activities can run well. Teaching materials are an important part of the entire curriculum, and they must be prepared and designed well so that teaching and learning activities can meet the expected learning objectives (Annova, 2022).

Well-designed teaching materials will make it easier for students to understand the content of the learning message. Good teaching materials are teaching materials that can minimize students' learning difficulties, and they are expected to be able to study them independently, anytime, and anywhere. With the advancement of modern technology, teaching materials can be designed into various types of multimedia (El Hanif, 2022). Books and teaching materials are the learning process's determining factors and essential components. As educators, teachers need to prepare textbooks that suit the needs and abilities of students. Readers need to be arranged in such a way because they are different from ordinary books. Arabic texts, for example, consist not only of primary material but must also have additional materials and sections such as dictionaries and vocabulary lists, written or audio exercises, progressive readings, test and practice materials, and usage guides (Pamessangi, 2022).

Arabic language teachers at MAN 4 Jakarta are actively developing teaching materials by collaborating on books published by the Kementerian Agama with books published by Erlangga. In an interview with Syaifurazak, an Arabic teacher explains that:

"Teachers of MAN 4 Jakarta are designing or developing Arabic language teaching materials by combining existing books, namely Arabic language books directly from the Kementerian Agama and

Arabic language books published by Erlangga. The use of these books has been approved by the curriculum/academic, the substance of this Erlangga Arabic language book provides more diverse materials, the content is adjusted to the socio-cultural environment in everyday life, and supports practical aspects in language mastery. In addition, this Erlangga book is equipped with audio for learning *Al-Istimā'* so that just by scanning the barcode in the book, you can go directly to the audio".



Figure 1. Arabic language textbook at MAN 4 Jakarta
Source: Author Documentation 2024

This book, published by Erlangga (**Figure 1**), is widely used by Arabic language teachers at MAN 4 Jakarta to meet the demands of the curriculum. It has become one of the primary reference sources in the learning process, guiding educators in delivering the material effectively and in alignment with the curriculum's requirements. Researchers can conclude from the information that the Arabic language teachers of MAN 4 Jakarta in developing teaching materials are still limited to collaboration between textbooks published by Kementerian Agama and Erlangga. Using both sources is the mainstay in the learning process, especially to meet the needs of the Kurikulum Merdeka.

Although the Arabic teachers of MAN 4 Jakarta have combined various materials from two different sources, there has been no genuine initiative to compile and develop a special learning module designed and compiled independently by the Arabic teachers of MAN 4 Jakarta. This module should be more specifically tailored to the needs of students in this school and optimally integrated with the 21st-century learning approach, including the use of digital media that the teachers have developed. Seeing the limitations faced should be an excellent opportunity for educators to start developing increasingly innovative and creative teaching materials. Teaching modules are developed flexibly by adjusting student abilities and field conditions and adjusting to the learning objectives set.

As input to enrich the substance of Arabic language learning materials, collaboration between Arabic language teachers in this school is essential in compiling comprehensive and varied teaching materials. One method to achieve this is through the collaboration of teaching materials from various relevant sources. Arabic language teachers at MAN 4 Jakarta can take materials from Arabic language books such as the Book *Al-'Arabiyyah Baina Yadaik*, the Book *Durusul Lughah Al-'Arabiyyah Li Ghairi Nathiqina Biha*, and the book *Al-'Arabiyyah Linnasyi'in*.

Optimization of Digital-Based Arabic Language Learning Media at MAN 4 Jakarta

Learning media plays a crucial role in the educational process. Media has an essential function in the learning process. The function of the media, in general, is as a distributor of messages or information. Another function of using media in the learning process is to foster curiosity and interest, foster motivation and stimulation in the learning process, and influence the psychology of students (Enramika et al., 2023). The media has been crucial in advancing civilization, particularly technology and science. Furthermore, individuals can communicate more effectively than ever through virtual or online live interactions in the contemporary communication era. Modern humans can communicate, share knowledge, and build connections with people from diverse cultures throughout the globe. Media in any learning, including Arabic language learning, is essential; what would happen in the learning given by the teacher without the media used? Of course, students would feel bored and less than optimal.

Learning media is one of the tools used in the learning process. Learning media is a learning resource that teachers and students can use to facilitate the delivery of teaching materials. The book with the title "*Pembelajaran Bahasa Arab untuk Siswa SD/MI*" by Teuku Sanwil et al. (2021) states that through this learning media intermediary, teachers and students can access media in the form of offline or online (digitalization) without being limited by space and time. In general, Learning at MAN 4 Jakarta has adapted significantly to the development of ICT, and teachers at this school are encouraged to utilize digital technology optimally in teaching and learning activities. In addition, all teacher administration, such as planning, assessment, and reporting, are already digital-based. The interview with Ermawati, an Arabic language teacher at MAN 4 Jakarta, stated that the transformation that MAN 4 Jakarta has carried out is an initial step in improving the quality of education in line with the development of information technology while encouraging further innovation in ICT-based learning.

The rapid development of technology has significantly impacted the world of education, including Arabic language learning. Digital media has been used in various learning models that utilize technological developments, such as multimedia learning, developing digital-based Arabic language learning modules, and creating digital-based questions to facilitate students' learning.

Arabic language teachers at MAN 4 Jakarta have optimally tried to utilize various digital technology-based learning media. The use of digital media has been integrated into daily learning. This condition reflects MAN 4 Jakarta's commitment to keeping up with the times and presenting education relevant to the demands of the 21st century. Observation Results In the classroom, researchers saw that Arabic language teachers in this Madrasah are accustomed to using various devices such as laptops, PowerPoint, Infocus, audiovisuals, and speakers to aid in the learning process. Teachers rarely use whiteboards or blackboards in learning. Teachers can design and present more interactive and engaging materials by implementing some of these media.



Figure 2. Arabic language learning in class
Source: Author Documentation 2024

In addition, Arabic teachers at MAN 4 Jakarta have successfully integrated learning materials with digital technology to face the demands of the 21st century (**Figure 2**). Each teacher has an Arabic learning site to help students learn interactively and independently. The site can be accessed at <https://sites.google.com/man4-jkt.sch.id/galeribahasaarab>. In it, students load teaching materials, interactive videos, and various exercises that support Arabic language skills, from listening (Al-Istimā'), speaking (Al-Kalām), reading (Al-Qirā'ah) to writing (Al-Kitābah).

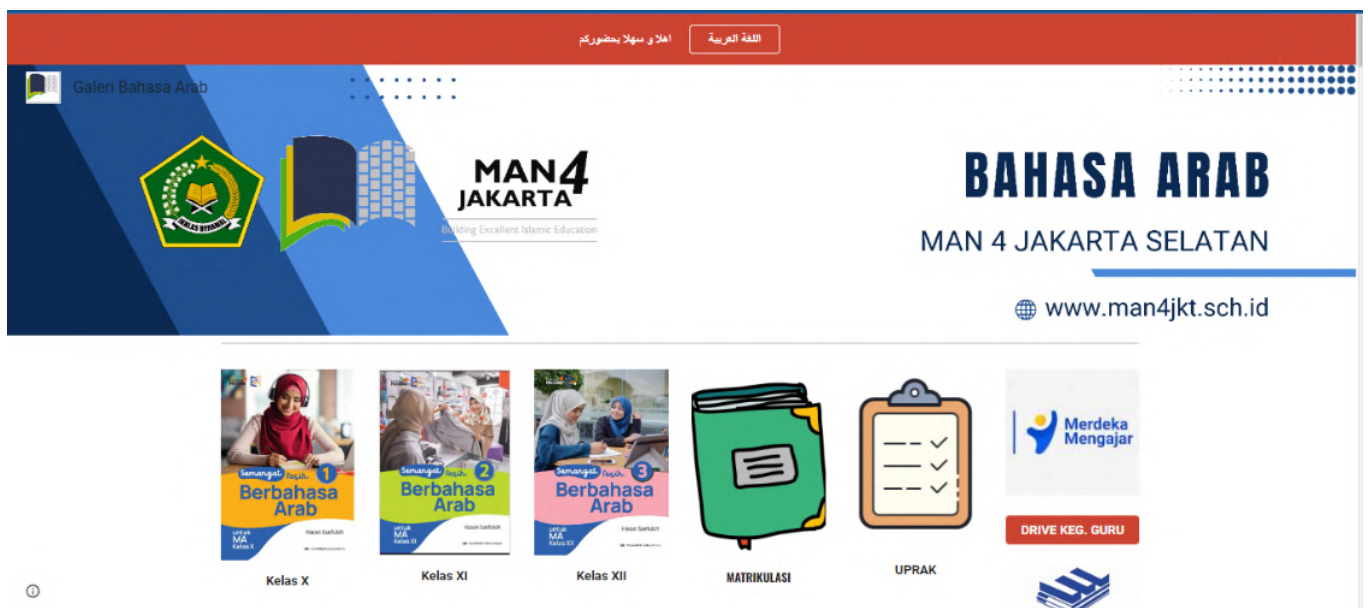


Figure 3. Digital Learning Platform

Source: E-Learning MAN 4 Jakarta 2024 (see: <https://sites.google.com/man4-jkt.sch.id/galeribahasaarab>)

Syaifurazak, an Arabic teacher at MAN 4 Jakarta, also stated that the integration of digital technology in Arabic language learning at MAN 4 Jakarta is not only a compliment but a key element in the learning process. Every Arabic teacher here has been equipped with the ability to manage digital learning sites that

students can access at any time so that they are no longer limited by place or time to learn. They can access materials anytime, anywhere, when needed (**Figure 3**).

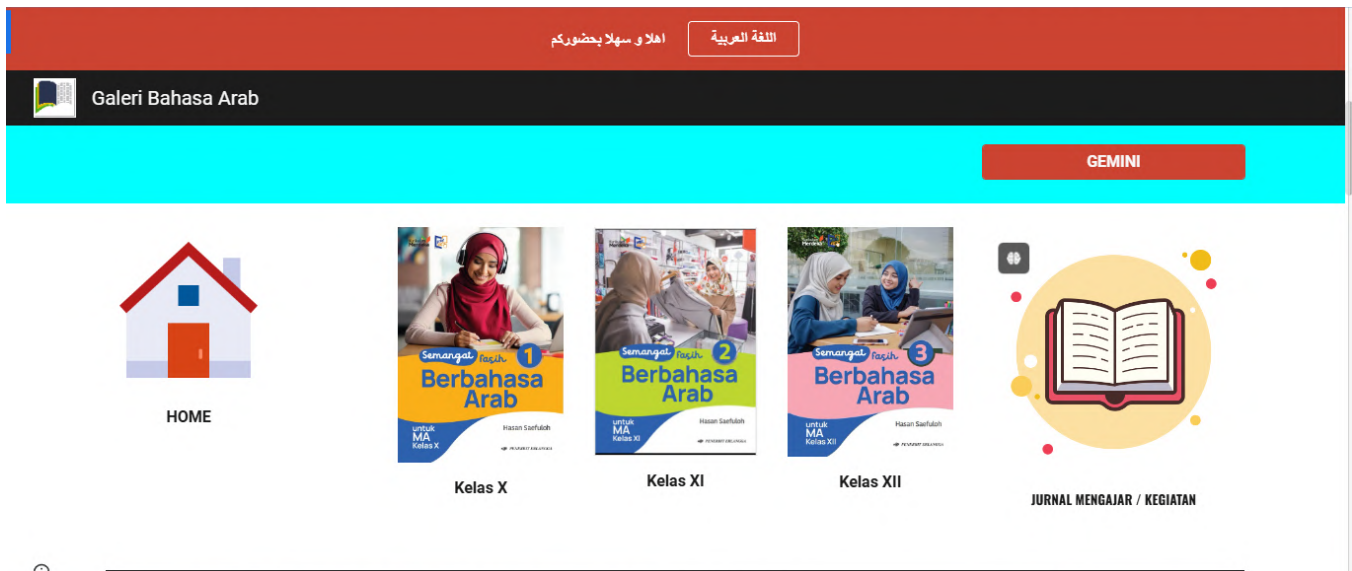


Figure 4. Digital Learning Platform

Source: E-Learning MAN 4 Jakarta 2024 (see: <https://sites.google.com/man4-jkt.sch.id/galeribahasaarab>)

The results of the informant interview are revealed in **Figure 4**. This website, Arabic Language Learning, developed at MAN 4 Jakarta, teachers have directed the teaching and learning process into the framework of 21st-century skills. This step is an important part of our efforts to equip students with the appropriate skills for an increasingly digital life. This website also helps students to learn more independently and interactively. This website is very helpful in the learning process, and we need to continue to develop it to be more optimal. Additional features such as automatic evaluation, more varied materials, and interactive collaboration can be optimized to provide students with a richer learning experience. Syaifurazak stated that with further development of Arabic language learning at MAN 4 Jakarta, it will be more ready to face global demands.

Based on the information gathered regarding the optimization of learning media for Arabic language teachers at MAN 4 Jakarta, significant adjustments have been made to meet the demands of the 21st century. This is evident in integrating digital technology within the learning process, including developing a digital platform for Arabic language teachers.

Optimization of Arabic Language Learning Methods at MAN 4 Jakarta

Educators consider it very important to understand the learning method well in the learning process. When deciding on a teaching method, teachers must align it with the previously determined learning objectives. After the objectives are determined, the next challenge is determining the method to achieve them optimally. A good learning method is a method that can encourage students to achieve an educational goal and train them to be competent in various activities (Baroroh & Rahmawati, 2020). In addition to innovating in learning, educators must have technical skills to master technology to make changes operationally and think positively about existing technology and changes. In addition to utilizing media as information technology facilities, innovations in Arabic learning can be realized by choosing Arabic learning methods, principles, and systems.

Optimizing the Arabic language teacher learning method at MAN 4 Jakarta has become one of the main keys to improving classroom learning quality. Syaifurazak, as an Arabic teacher, explains that:

“In optimizing learning methods, Arabic teachers adapt to four language skills. The approach used varies depending on the skills you want to improve. For example, to improve speaking skills (Al-Kalām), teachers use the Direct Method (Mubasyarah); to improve listening skills (Al-Istimā’), the method used is Audio-Lingual through audio or video recordings in Arabic; to improve qira’ah skills (Al-Qirā’ah), the method used is reading texts, reading laboratories, etc.”.

The results of classroom observations show that Arabic language teachers here apply the Nadzariyatul Al-Wihdah method, which integrates four language skills simultaneously in each learning session. This is also reinforced by the following interview statement by Fitroh, one of the Arabic teachers in MAN 4 Jakarta:

“It is further explained that Arabic teachers at MAN 4 Jakarta more often apply the Nazhariyatul Al-Wihdah system. This method provides great benefits for students because they can develop all aspects of language skills (Al-Istimā’, Al-Kalām, Al-Qirā’ah, and Al-Kitābah) simultaneously, which significantly supports the goal of teaching and learning Arabic, which is increasingly communicative and contextual in line with 21st-century learning”.

Nadzariyyah Al-Wihdah is synonymous with *an all-in-one system* for learning English. Based on the book by Izzan in 2011, “Metodologi Pembelajaran Bahasa Arab”, an *all-in-one system/integrated system* aims to show the position of English in its proper proportion. The approach wants English learning as a system; the material is not delivered separately but is interrelated, covering several subsystems. In the new system, English is a method that can be learned by teaching all available subsystems. All-in-one system learning is implemented at the elementary and intermediate levels.

It can be concluded that the methods used by Arabic language teachers at MAN 4 Jakarta are adjusted to the development of the four language skills that are the objectives by trying to collaborate with existing methods. However, here, the researcher underlines that the methods used in learning are not strange and that language teachers have long used these methods. Arabic teachers at MAN 4 Jakarta have not fully implemented the latest learning methods as part of the 21st-century learning transformation, such as Problem-Based Learning (PBL) learning method and project-based. Syaifurazal stated that we have not implemented such methods in Arabic language learning due to various obstacles that teachers experience. Of course, we teachers here will continue to try our best to follow the existing changes.

Opportunities and Challenges of 21st Century Arabic Language Learning at MAN 4 Jakarta

The challenges of implementing 21st-century skills must be resolved immediately. Challenges that are not resolved immediately will turn into obstacles that affect the quality of learning. However, if teachers are alert and develop skills, 21st-century skills-based learning will be realized. Students with 21st-century skills are prepared to become globally competitive human resources. Opportunities to compete with other nations can be seen through the seriousness of teachers in facing the 21st century (Ritonga et al., 2022). In the era of Society 5.0, Arabic language learning faces various significant opportunities and challenges, especially with the development of technology and changes in global education. The most significant opportunity utilized by MAN 4 Jakarta is by adapting more significant digital technology, which was proven by the Arabic language teacher of MAN 4 Jakarta successfully creating a platform such as e-learning that was developed.

As mentioned above, the challenges in developing learning materials are very diverse, such as the lack of teacher readiness in implementing learning technology. In addition, teachers are also required to change the learning approach, which initially still used conventional methods for 21st-century skills learning such as collaboration, communication, critical thinking, innovation, and so on. Not all Arabic teachers have a

good command of technology, so integrating technology into learning is not optimal. The limitations of facilities and infrastructure at MAN 4 Jakarta are also a challenge in implementing technology-based learning in addition to human resources.

Learning methods and media challenges also arise, especially in adopting a more communicative and contextual approach. In an interview conducted with Syaifurazak, he expressed his views regarding the challenges in presenting learning methods and media that integrate collaboration, critical thinking, communication, and innovation as proposed in 21st-century learning. Although teachers here have made efforts to implement this approach, there are still obstacles found in the field, such as:

1. Limitations of Human Resources (SDM), Methods, and Learning Media. Some Arabic teachers still face limitations in designing materials supporting 21st-century skills-based learning. Then, these madrasah Arabic teachers need to explore more deeply related learning methods and media properly so that by making these efforts, they can support 21st-century learning properly;
2. Limited time allocation. Limited time allocation for learning Arabic, and this results in less than optimal development of learning in the classroom;
3. Limited Teacher Competency Training/Workshops: There is still a lack of teacher training that implements methods, media, and learning strategies that lead to 21st-century skills. Until now, there are still Arabic teachers at MAN 4 Jakarta who are still trapped in traditional learning methods that are centered on the teacher (teacher-centered);
4. Student Motivation and Readiness. This is one of the challenges that has a significant impact on learning. Some students still lack motivation to learn, so they are reluctant to participate in discussions or lack confidence in expressing creative ideas in learning.

Obstacles in implementing 21st-century skills must be resolved immediately. School management should make productive efforts to answer the problems faced by teachers. Among the efforts that can be made is conducting workshops on 21st-century skills-based learning. Experts from universities, researchers, and governments who formulate 21st-century skills learning policies can be used as collaborative partners as speakers in every workshop activity, even though it is done online (Ritonga et al., 2022).

These obstacles show that although the desire to implement 21st-century skills in Arabic language learning already exists, there are still many challenges that MAN 4 Jakarta educators must overcome to achieve optimally.

CONCLUSION

Based on the analysis and discussion above, it can be concluded that the substance of the Arabic language learning materials used in MAN 4 Jakarta is fully guided by the Kurikulum Merdeka. In developing learning materials, Arabic teachers at MAN 4 Jakarta have only collaborated on Arabic language books published by the Kementerian Agama and Erlangga. However, there has been no real action from Arabic language teachers to create their learning modules developed with various challenges faced. The learning methods used are adjusted to improve the four language skills that are to be improved. However, Arabic teachers at MAN 4 Jakarta use more Nadzariyatul Wihdah learning methods and have not implemented learning methods that are the demands of the 21st century, such as the Problem-Based Learning (PBL) method and Project Based Learning (PjBL).

The learning media used by Arabic teachers at MAN 4 Jakarta has also been integrated with digital technology, where each teacher has a learning site that supports online access to materials. The use of this digital platform not only makes it easier for students to access teaching materials but also improves their ability to adapt to technology. In implementing 21st-century learning, Arabic language teachers at MAN 4 Jakarta face opportunities and challenges. 21st-century learning provides excellent opportunities

for teachers to innovate continuously and be more creative in designing Arabic language learning in the classroom. Meanwhile, the challenges faced in learning Arabic in the 21st-century are: 1) Limited human resources, methods, and learning media; 2) Limited learning time allocation; 3) Limited training/workshops; and 4) motivating and preparing students for learning. Student motivation and readiness. As for suggestions for further researchers, they can research interactive digital Arabic language learning media and apply appropriate Arabic language learning methods to support Arabic language learning oriented to the 21st-century.

AUTHOR'S NOTE

The author declares that there is no conflict of interest in the publication of this article (*Development of Arabic Learning in 21st-Century Skills at MAN 4 Jakarta*). All data, analysis, and conclusions are presented objectively, without any personal, institutional, or commercial influence or advantage that may influence the content or interpretation of the article. The author also confirms that this article is entirely free from plagiarism by ensuring that all references and citations have been arranged following applicable academic ethics.

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