



## **Model of Arabic Language Learning Management in Child-Friendly Schools for the Development of Character Education in the Independent Curriculum**

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**Abstract:** A collegial management model was used in the implementation of the Child-Friendly School (CFS) policy at MIN 1 Mataram in developing character education in the Independent Curriculum, which has implications for Arabic learning management. This article presented the discover and analysis of the Arabic language learning management model in instilling character education for the Independent Curriculum at the Child-Friendly School. A qualitative approach was used with a case study method, utilizing Miles and Huberman's data analysis techniques. The analysis process began with data condensation, which involves reducing information obtained from interviews, observations, and document analyses to filter relevant data. Next, data presentation was carried out by providing information in the form of descriptive narratives that illustrate the management of Arabic language learning. Finally, conclusions were drawn by identifying patterns, themes, and relationships among the data to understand the management model in character education. The finding showed that the CFS Arabic learning management model in instilling character education for the Independent Curriculum at MIN 1 Mataram used the Deming Cycle Model PDCA (Plan-Do-Check-Act), integrating the Plan, Do, and Check stages with the CFS principles. In the plan stage, teachers design character-based ATPs (syllabus) and Teaching Modules (Lesson Plan), collaborate in planning, and adapt teaching materials to student needs. The Do stage involves implementing the module with a differentiated approach and learning methods that emphasize character. In Check, evaluation involves principals, teachers, and students, ensuring learning effectiveness and positive perceptions of Arabic. This process supports continuous improvement in child-friendly teaching.

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## Introduction

Child-Friendly School (CFS) is the right strategy to help the process of forming and developing students' character.<sup>1</sup> CFS learning supports children's natural character.<sup>2</sup> Good CFS management will be able to provide a stimulus to learning management, especially Arabic language learning in schools that implement the Independent Curriculum which is oriented towards character education. So the CFS program can create a comfortable learning environment, free from discrimination and violence, and strengthen the character education of the Independent Curriculum.<sup>3</sup>

CFS management of MIN 1 Mataram uses a collegial model, involving various stakeholders from the principal, teachers, staff, students, parents, and the community in all stages from planning, organizing, implementing, and evaluating the CFS program. This collaboration ensured an inclusive learning environment, supports student well-being, and develops character education through a continuous learning process. The collegial management model contributes to strengthening character education, by emphasizing the importance of active involvement of all parties in building a school culture that is safe, comfortable, and respectful of students' rights in accordance with the principles of Independent Curriculum.<sup>4</sup>

It is clear that the collegial model of CFS management has a positive impact on the classroom management of Arabic lessons. Classroom management practices become more consistent because decisions are made collectively, supporting the cultivation of character. Collaboration between teachers allows them to share strategies and best practices in addressing classroom challenges. Teacher empowerment in decision-making enables classroom management methods to be tailored to student needs. Additionally, teachers' sense of responsibility increases when decisions are made together. The

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<sup>1</sup> Dyah Kartika Putri and Supriyanto, "Implementasi Kebijakan Sekolah Ramah Anak dalam Pembentukan Karakter Peserta Didik pada Jenjang Pendidikan Dasar," *Inspirasi Manajemen Pendidikan* 9, no. 2 (2021), 489–501.

<sup>2</sup> Marno, Nurlaeli Fitriah, and Alfiana Yuli Efiyanti, *Model Manajemen Sekolah Ramah Anak (SRA) di Indonesia* (Malang: Republik Karya, 2021).

<sup>3</sup> Nasarudin, Ahmad Helwani Syafii, et al., "Model Manajemen Sekolah Ramah Anak (SRA) dalam Menanamkan Pendidikan Karakter Kurikulum Merdeka," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 8, no. 5 (2024): 893-904.

<sup>4</sup> Nasarudin, Ahmad Helwani Syafii, and others, "Model Manajemen Sekolah Ramah Anak (SRA) dalam Menanamkan Pendidikan Karakter Kurikulum Merdeka," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 8, no. 5 (2024): 893-904.

collegial model also creates a more democratic classroom environment, helping students avoid negative behaviors and reinforcing positive character development.<sup>5</sup>

Although Arabic does not have affective aspects as a frame of character education, Arabic has aspects of language politeness in the context of its use as a language of communication in social life, including the scientific aspects of text and context. In the context of sociopragmatics, there are three types of language politeness contexts: speech situations, speech events, and speech acts. The context of speech acts can be assertive, directive, commissive, expressive, or declarative, depending on the purpose of communication. Overall, learning Arabic involves understanding and using language that is appropriate to the context in order to achieve effective communication.<sup>6</sup>

The politeness aspect of Arabic can be achieved when it is used as a language of communication in social interaction. This is not possible for students who learn Arabic at elementary school, so it is difficult to instill character education directly in them. However, by regulation, character education has been formulated as the main basis for learning implementation, and tools have been prepared to support this through the CFS program and the implementation of Independent Curriculum.

To realize this, Arabic teachers at MIN 1 use a variety of approaches and styles in planning, organizing, implementing, and assessing students' Arabic learning in a comfortable atmosphere free from violence and humanists. According to Marno<sup>7</sup> He calls this a holistic management model, and to implement this well, an effective Arabic learning model is needed. The learning management model will pay attention not only to linguistic aspects but also to character education that is expected to instill. In this framework, Independent Curriculum is the right foundation to give schools the freedom to develop a curriculum that suits the needs, characteristics, and interests of their students.

The concepts of CFS and Independent Curriculum have different approaches to developing character education, which has an impact on the management of Arabic language learning in the classroom. In CFS, character education not only takes place in the classroom but also outside the classroom, emphasizing the creation of an inclusive,

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<sup>5</sup> Nazmi Xhomara, "The Effect of Collegial School Management on Improvement of Students' Skills," *Pedagogika* 136, no. 4 (2019): 153–171.

<sup>6</sup> Muhammad Hanafi, "Kesantunan Berbahasa dalam Perspektif Pragmatik," *Cakrawala Indonesia* 1, no. 1 (2016): 1-10.

safe, and comfortable learning environment to support the holistic development of learners.

The Independent Curriculum emphasizes the development of character education through project-based activities, allowing students to learn actively through direct experience. In the context of Arabic language learning, character education in the Independent Curriculum can be implemented through projects that contain character, while in CFS, these values are also instilled through direct social interaction in the classroom and outside the classroom. Although the approach and focus of the two are different, both the CFS and Independent Curriculum provide a strong foundation for the development of character education in Arabic language learning.

The purpose of this study is to find and analyze the CFS Arabic language learning management model in instilling character education in the Independent Curriculum at MIN 1 Mataram. There are several related studies, Mansyur<sup>8</sup> revealing CFS-based Arabic learning management through planning, implementation, and evaluation that supports children's rights. Farikah<sup>9</sup> showed that the CFS model is effective in increasing students' motivation, participation, and achievement in foreign language learning in elementary schools. Sifa stated that character building in Arabic language learning is carried out through various strategies, which include exemplary, instilling discipline, habituation, creating a conducive atmosphere, integration, and internalization. CFS teachers who teach humanistically, many students experience changes in behavior and learning outcomes.<sup>10</sup> CFS as an alternative model that emphasizes not only academic achievement but also holistic child development.<sup>11</sup>

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<sup>7</sup> Marno, Nurlaeli Fitriah, and Alfiana Yuli Efiyanti, *Model Manajemen Sekolah Ramah Anak (SRA) di Indonesia* (Malang: Republik Karya, 2021).

<sup>8</sup> Mansyur, "Pendidikan Bahasa Arab Berbasis Ramah Anak," *Tanfidziya: Journal of Arabic Education* 1, no. 1 (2021): 34–35.

<sup>9</sup> Farikah, "Implementasi Model Child Friendly School (CFS) dalam Pembelajaran Bahasa Inggris," in *Prosiding Seminar Nasional "Optimalisasi Peran Pendidikan dalam Membangun Karakter Anak untuk Menyongsong Generasi Emas Indonesia* (2016): 546-549.

<sup>10</sup> A. Rusilowati et al., "Child-Friendly School and Its Relationship with the Independent Curriculum in Forming the Students' Character through Science Learning", *Jurnal Pendidikan IPA Indonesia* 13, no. 1 (2024): 137–146

<sup>11</sup> Peter Afubwa, Kegode George, and Anne Misia Kadenyi, "Kenya's Concept of Child-Friendly School Seen in Light of Julius Nyerere's Philosophy of Education.," *International Journal of Innovative Research and Development* 5, no. 9 (2016): 378-385.

## Methods

A qualitative method of case study type was used because MIN 1 Mataram is the only elementary school in Mataram City that organizes CFS while simultaneously implementing Independent Curriculum.<sup>12</sup> This uniqueness makes MIN 1 an ideal subject for research, as this case offers a specific context that other schools do not have. The case study approach allows for in-depth research into how these two programs are effectively integrated, especially in Arabic language learning and student character cultivation, providing valuable insights into best practices that can be applied in other schools.

The research procedures include:<sup>13</sup> semi-structured interviews with the principal, Arabic language teachers, and the CFS team to gather information regarding the planning, implementation, and evaluation processes of Arabic language learning oriented towards character education. The interviews also aim to explore the role of the Deming PDCA cycle management model in the learning process. Participant observation was conducted directly in Arabic language classes to observe how teachers applied character-based teaching modules and the CFS principles in the Independent Curriculum. Document analysis was conducted on the ATP, teaching modules, and learning tools used by the Arabic teachers. School policy documents related to the CFS program were also analyzed to support the research.

The interactive analysis technique of Miles and Huberman was used as the data analysis,<sup>14</sup> which consists of three main stages: data condensation, data display, and conclusion drawing. Data condensation involves reducing the information obtained from interviews, observations, and document analysis, so that only data relevant to the research objectives are used. Next, data display is conducted by presenting the data in the form of descriptive narratives that describe how Arabic language learning management at MIN 1 Mataram integrates the PDCA cycle and Child-Friendly School principles. Finally, conclusion drawing is carried out by analyzing patterns, themes, and relationships between the data to draw conclusions about the effectiveness of the management model in instilling character education in the Independent Curriculum.

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<sup>12</sup> Nasarudin, Sawal Mahaly, and others, *Studi Kasus dan Multi Situs dalam Pendekatan Kualitatif* (Sumatra Barat: Gita Lentera, 2024).

<sup>13</sup> Nasarudin et al., *Metode Penelitian Kombinasi (Mixed Methods)* (Sumatra Barat: Triedukasi Ilmiah, 2024).

<sup>14</sup> Matthew B. Miles and A. Michael Huberman, *Analisis Data Kualitatif* (Jakarta: UI Press, 1992).

## Results and Discussion

MIN 1 Mataram applies a collegial management model in implementing CFS in the Independent Curriculum to instill character education. According to Uswadin,<sup>15</sup> the integration of leadership and student engagement strategies is carried out through collaboration between the principal, parents, and the community. Arabic teachers also play a role in developing student character through classroom learning management. CFS program management includes overall program planning, implementation, supervision, and evaluation, while classroom management is related to teacher-student interaction and creating a conducive learning environment. Arabic learning management requires more interesting learning strategies, teacher training, and collaboration with external parties.<sup>16</sup>

CFS plays an important role in Arabic language learning by helping teachers develop fun strategies for instilling character education. CFS also motivates learners to be more creative and develop their social skills. By creating a supportive environment for growth and effective learning, CFS helps students achieve language competence in Arabic speaking, reading, and writing. Collegial management model ensures effective and sustainable CFS implementation,<sup>17</sup> because it is able to increase the effectiveness of the teaching process.<sup>18</sup> The right model to synergize with it is the Deming PDCA (plan-do-check-act) cycle model. Therefore, the management functions that can be applied in Arabic language learning are planning, implementation, monitoring through supervision and assessment, and follow-up.

In the college management model, planning is carried out jointly by all parties involved. For Arabic language learning that instills character education, this planning involves collective discussions to design teaching modules (*Modul Ajar-MA*), select relevant materials, and determine teaching methods that are in accordance with the principles of CFS and Independent Curriculum. By involving various parties, planning becomes more comprehensive and reflects the needs and expectations of the entire school

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<sup>15</sup> Bedjo Sujanto Uswadin, and Muchlis Rantoni Luddin, "Student Management Model in The Character Development: A Case Study in Laboratory School," *International Journal of Innovative Technology and Exploring Engineering (IJITEE)* (2019): 290-294.

<sup>16</sup> Radif Khotamir Rusli et al., "Arabic Language Implementation Viewed from A Social and Cultural Perspective at Maitreechit Withayattan School Bangkok," *International Journal of Language Education* 8, no. 1 (2024): 36-47.

<sup>17</sup> Nasarudin, Ahmad Helwani Syafii, et al., "Model Manajemen Sekolah Ramah Anak (SRA) dalam Menanamkan Pendidikan Karakter Kurikulum Merdeka," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 8, no. 5 (2024): 893-904.

<sup>18</sup> Leila Shrifian, "Collegial Management to Improve the Effectiveness of Managers, Organizational Behavior in Educational Institutions," *Procedia-Social and Behavioral Sciences* 29 (2011): 1169–1178.

community. As the collegial structure can support teachers' planning and preparation of teaching.<sup>19</sup>

In the planning stage, the Arabic language teacher of MIN 1 makes an independent curriculum learning tool consisting of the flow of educational objectives (*Alur Tujuan Pembelajaran-ATP*) and teaching modules as a substitute for syllabus and lesson plans, criteria for achieving learning objectives, semester programs, and annual programs. In addition, making learning tools is required to contain P5RA (*Projek Penguatan Profil Pancasila dan Rahmatan lil Alamin*) character education and CFS principles. Therefore, the independent learning curriculum requires teachers to be creative starting from the planning stage.<sup>20</sup>

The teaching module becomes an integrated learning tool for character education and CFS in the philosophical, material, and strategic domains.<sup>21</sup> This aims to achieve the predetermined competency standards. Teaching modules have a major role in supporting teachers in designing the learning process. In the preparation of learning tools, teachers play an important role, where the ability to think and innovate is honed through making teaching modules. Therefore, the ability of teachers to develop teaching modules is part of the pedagogical competence that needs to be developed, not only adopting existing teaching modules but being able to make adaptations according to the demands of the teaching module.<sup>22</sup> This is important so that teaching techniques in the classroom become more effective, efficient, and in accordance with the predetermined achievement indicators.<sup>23</sup>

The integration model allows the principles of character education to be incorporated into Arabic language learning objectives thoroughly, not only as an addition but as an inseparable part of learning. By integrating character education into the ATP

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<sup>19</sup> Kenneth Nordgren et al., "Collegial Collaboration When Planning and Preparing Lessons: A Large-Scale Study Exploring the Conditions and Infrastructure for Teachers' Professional Development," *Teaching and Teacher Education* 108 (2021): 1-10.

<sup>20</sup> Indra Irawan, "Peran Guru Kreatif dalam Kurikulum Independent di Sekolah, Berhasilkah Meningkatkan Mutu Pendidikan Indonesia," *Rahmatan Lil Alamin: Journal of Peace Education and Islamic Studies* 5, no. 2 (2022): 95-105.

<sup>21</sup> Muhammad Amin Qodri Syahnaidi and R. Umi Baroroh, "Integrasi Pendidikan Karakter dalam Pembelajaran Bahasa Arab di Sekolah Muhammadiyah," *Arabi: Journal of Arabic Studies* 3, no. 2 (2018): 181-195.

<sup>22</sup> Xingfeng Huang and Rongjin Huang, "Characterizing Teachers' Collective Learning through Lesson Study as Document Development: A Case Study in China," *International Journal for Lesson & Learning Studies* 12, no. 1 (2022): 92-105.

<sup>23</sup> Utami Maulida, "Pengembangan Modul Ajar Berbasis Kurikulum Merdeka," *Tarbawi* 5, no. 2 (2022): 130-138.

and teaching modules, teachers at MIN 1 Mataram can ensure that Arabic language learning does not only focus on language mastery but also on holistic student character development.<sup>24</sup> This model supports the objectives of CFS and makes Arabic language learning an effective means of developing students' character with a collaborative approach.

Before teachers develop independent curriculum teaching modules, they need to analyze the curriculum, analyze student characteristics, and analyze student needs.<sup>25</sup> Teachers need to pay attention to the essential criteria: interesting, meaningful, challenging, relevant and contextual, and sustainable according to the learning phase of students. After determining the criteria, teachers can create teaching modules according to the format of the existing components but can be conditioned according to the needs of students, teachers, and schools.<sup>26</sup>

Arabic teachers at MIN 1 Mataram collaborate with homeroom teachers to conduct a pre-assessment of students' Arabic language skills during re-registration at the beginning of the new school year. Collaboration with peers is very important to update Arabic teaching skills.<sup>27</sup> The results of the collaboration were used as an analysis of students' needs in Arabic language learning. Teaching modules are important for teachers and students to ensure the delivery of structured and curriculum-compliant materials. With the right teaching module, teachers have no difficulty teaching<sup>28</sup> and students are helped in receiving material systematically, as well as improving the quality of learning.<sup>29</sup>

The Deming Cycle Model<sup>30</sup> in CFS Arabic learning planning reflects the plan stage which emphasizes continuous improvement. Teachers design teaching modules that integrate character education by conducting student needs analysis and collaboration.

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<sup>24</sup> Ahmad Zainuri, "Pengembangan Model Manajemen Berbasis Karakter (Studi Pengembangan Model Manajemen Berbasis Karakter di MTs NU Banat)," *Quality* 3, no. 2 (2015): 310-328.

<sup>25</sup> Endang Novi Trisna Siloto, Agusmanto Hutaauruk, and Samuel Juliardi Sinaga, "Pengembangan Modul Ajar Berbasis Kurikulum Independent pada Materi Bentuk Aljabar di Kelas VII SMP Negeri 13 Medan," *Journal of Mathematics Education and Applied* 4, no. 2 (2023): 194-209.

<sup>26</sup> Utami Maulida, "Pengembangan Modul Ajar Berbasis Kurikulum Merdeka," *Tarbawi* 5, no. 2 (2022): 130-138.

<sup>27</sup> Donna Hess, "Exploring Instructional Design in Arabic Education," *Issues and Trends in Learning Technologies* 9, no. 2 (2021).

<sup>28</sup> Miswari et al., "Character-Based Analysis of Arabic Learning Planning," *Advances in Social Science, Education and Humanities Research*, volume 574 (2022): 637-641.

<sup>29</sup> Faridahtul Jannah and Thooriq Irtifa' Fathuddin, "Penerapan Modul Ajar Berbasis Kurikulum Independent II UPT SD Negeri 323 Gresik," *Soko Guru: Jurnal Ilmu Pendidikan* 3, no. 1 (2023): 131-143.

With a focus on continuous quality improvement, this planning ensures the achievement of Arabic learning objectives with character in line with CFS principles, so that learning becomes more effective and holistic.

The implementation of Arabic language learning that supports character cultivation was carried out in a coordinated manner, which each teacher played an active role in implementing the plans that have been prepared.<sup>31</sup> In the context of CFS, this means creating a safe, comfortable, and inclusive learning environment that supports students' character development. A collegial approach ensures that teachers do not work individually,<sup>32</sup> but rather sharing best practices, resources, and support to achieve learning and character strengthening goals.

Arabic language learning at MIN 1 Mataram was implemented by using teaching modules as the main guideline. The teaching module is designed to support not only language acquisition but also student character development, including initial activities, core activities, and final activities. In the initial activity of Arabic language learning at MIN 1 Mataram, the teacher started by motivating<sup>33</sup> students through the character values contained in the Independent Curriculum and CFS. In this stage, the teacher introduced character education such as honesty, responsibility, and cooperation, which are integral parts of the curriculum. This motivation was carried out by connecting character education with the material to be learned, as well as presenting concrete examples from students' real lives.

Various interactive methods were applied to trigger students' interest and attention, such as inspirational stories, group discussions, or activities that link students' personal experiences with the character values. For example, teachers can invite students to discuss the importance of honesty in communication and how this can be applied in Arabic language learning. Interactive teaching methods improve critical thinking skills,

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<sup>30</sup> Mey Mayangsari, Nur Ulwiyah, and Uswatun Qoyyimah, "William Edward Deming's Model Planning," *Edusosshum Journal of Islamic Education and Social Humanitie* 3, no. 3 (2024): 146-153.

<sup>31</sup> Nasarudin, "Tathbiq Manhaj Ta'lim al-Lughah al-'Arabiyyah 'Ala Asas al-Tahshil al-Dirasi fi al-Jami'at al-Islamiyyah bi Mataram Indonesia," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 5, no. 2 (2018): 374-391.

<sup>32</sup> Amanda Datnow, "Collaboration and Contrived Collegiality: Revisiting Hargreaves in the Age of Accountability," *Journal of Educational Change* 12, no. 2 (2011): 147-158.

<sup>33</sup> Nasarudin, "The Stigmatization of Arabic Language Radicalism-Terrorism, Religiosity and the Motivation to Learn Arabic," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 11, no. 2 (2023): 139-154.

collaboration, active engagement, and self-efficacy.<sup>34</sup> This approach helps to create a positive and supportive learning atmosphere while reinforcing curriculum objectives that emphasize character education development.

Then the teacher conducted a diagnostic assessment using trigger questions. This step aimed to assess students' readiness, interest, and learning profile,<sup>35</sup> and stimulate students' critical thinking as well as identify their prior knowledge related to the material to be learned. These triggering questions are designed to be relevant to the theme of the lesson and the character education to be instilled. Diagnostic assessment was conducted during lesson planning, using interviews and tests based on prior learning outcomes.<sup>36</sup>

In the core activities, teachers applied the project-based learning model integrated with differentiated learning based on social emotional learning. In this activity, students were invited to work in groups, working on projects that are relevant to their lives. These projects are designed to develop not only Arabic language competence but also character traits such as cooperation, empathy, and independence. This model enhances active participation and student engagement, making grammar teaching more dynamic and contextually relevant.<sup>37</sup>

In Arabic language learning at MIN 1, the use of the differentiation approach is key to meeting the diverse learning needs of each student. To achieve this goal, teacher divided students into three groups based on their learning styles: auditory, visual, and kinesthetic.<sup>38</sup> which is closely related to multiple intelligences that can increase language proficiency.<sup>39</sup> However, this approach did not only focus on language acquisition but also on strengthening students' character in accordance with P5RA and CFS values.

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<sup>34</sup> Subar Junanto and Nur Arini Asmaul Kusna, "Evaluasi Program Pembelajaran di PAUD Inklusi dengan Model Context, Input, Process, and Product (CIPP)," *Inklusi* 5, no. 2 (2018): 179-194.

<sup>35</sup> Arum Wardhani, "The Implementation of Diagnostic Assessment to Support Differentiated Instruction in English Learning at SMK N 1 Pringapus," *English Education Journal* 13, no. 4 (2023): 586-595.

<sup>36</sup> Kezia Novrina Natasari Iskak, A.G Thamrin, and Budi Tri Cahyono, "The Implementation of Diagnostic Assessment as One of the Steps to Improve Learning in the Implementation of the Independent Curriculum," *Jisae: Journal of Indonesian Student Assessment and Evaluation* 9, no. 1 (2023): 15-25.

<sup>37</sup> Masnun, Ma'rifatul Munjiah and Renti Yasmara, "Project-Based Learning: Principles, Characteristics, and Application in Teaching Grammar Rules," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (2024): 597-616.

<sup>38</sup> Nasarudin et al., "Urgensi Konsep Diferensiasi Carol Ann Tomlinson dalam Pembelajaran Bahasa Arab," *Prosiding Pertemuan Ilmiah Internasional Bahasa Arab* 14, no. 1 (2023): 1499-1515.

<sup>39</sup> Hasbullah, Nur Wahidah, and Nanning, "Integrating Multiple Intelligence Learning Approach to Upgrade Students' English Writing Skills," *International Journal of Language Education* 7, no. 2 (2023): 199-211.

The auditory group learnt through materials presented orally. They listened to recordings or stories in Arabic, discuss, and practice pronunciation through audio. This method strengthens students' listening and speaking skills and helps them understand the intonation and rhythm of Arabic, so students memorized and repeated, which was considered a typical method of Arabic learners.<sup>40</sup> During auditory group activities, the teacher emphasized character values such as honesty and responsibility in communication. Students were encouraged to listen and give constructive feedback to their friends so that they can develop effective communication skills.<sup>41</sup>

Visual group, the subject matter was presented through learning videos featuring dialog, scenarios, or stories in Arabic.<sup>42</sup> The video was designed to capture students' attention and provide a visual context that supports language comprehension. In addition, students also engaged in video analysis, discussion about the characters featured, and problem solving based on situations in the video. This approach helped students relate Arabic to real situations and develop empathy and social skills. Teacher integrated values such as cooperation and tolerance in the discussions, motivating students to learn from the examples of characters shown in the videos.

The kinesthetic group engaged in physical activities related to Arabic language learning, such as role plays, speaking exercises, or creative activities. They can role-play dialogs and participate in simulations using props.<sup>43</sup> This approach helps students understand Arabic in a more interactive and fun way, while reinforcing character education. During the activity, the teacher directed students to apply character education by giving praise and positive feedback on their engagement in the activity.

By dividing students into groups, teachers can provide a more personalized learning experience that suits each student's learning style while ensuring that character strengthening remains the main focus. This differentiation approach not only facilitates

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<sup>40</sup> Abeer Shujaa Alharbi, "Communicative Language Teaching Approach in Saudi Context: A Critical Appraisal," *Eurasian Journal of Applied Linguistics* 10, no. 1 (2024): 60-71.

<sup>41</sup> Ahmad Walela, "Multiple Intelligence in the Teaching and Learning Process: A Study of Howard Gardner's Thought, Challenges and Opportunities," *International Journal of Education, Language, Literature, Arts, Culture, and Social Humanities* 2, no. 4 (2024): 133-155.

<sup>42</sup> Owoyale-AbdulGaniy Ibrahim Solahudeen, Suleiman Yusuf, and Jimoh Kazeem Olanrewaju, "Challenges Associated With the Teaching of Arabic Language in Nigerian Secondary Schools: Implications For Stakeholders," *Jurnal Educatio FKIP UNMA* 8, no. 4 (2022): 1489-1497.

<sup>43</sup> Sari Eka Putri and Iwan Permana Suwarna, "The Experimental Study of Kinesthetic Style Student Learning Outcomes in Remedial Teaching Assisted by Projectile Motion Props," *Jurnal Penelitian & Pengembangan Pendidikan Fisika* 6, no. 1 (2020): 25-36.

better Arabic comprehension but also supports holistic student character development and is in line with CFS principles.

The teachers pay attention to students' learning styles as an integration of multiple intelligence theory in curriculum implementation makes a valuable contribution to developing students' potential. By paying attention to the diversity of students' intelligences and creating an inclusive learning environment, teachers can help students develop various aspects of their intelligence holistically. Thus, this approach not only prepares students to achieve academic success but also helps them become competitive individuals with strong character.<sup>44</sup>

The various teaching methods were applied that encourage active participation and collaboration between students, such as group discussions, role plays, contextual methods, and ice-breaking techniques. This not only improves language skills,<sup>45</sup> but also strengthening social relationships among students as well as building positive relationships with teachers. Teachers strive to understand students' emotional and social needs, using constructive approaches in classroom management so as to create an environment of mutual respect and empathy.

Students were considered active participants in the learning process. Teachers created an environment that allows students to explore, question, and construct their own knowledge. Classroom management focused on creating learning situations that challenge and stimulate critical thinking, with the teacher's role more as a facilitator. Teachers and students work together in classroom management.<sup>46</sup> Responsibility for maintaining classroom order was shared between teachers and students, with students playing an important role in setting and adhering to rules. This collaboration encourages students to feel responsible for their classroom environment.

Arabic teachers involved students' active participation in decision-making regarding classroom rules and procedures. Teachers and students worked together to create a fair and inclusive environment where every student had their opinions and thoughts in how the class was run. This encourages personal responsibility and active

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<sup>44</sup> Jefri Setyawan et al., "Integration of Multiple Intelligence Theory in Curriculum Implementation for Developing Student Potential in Indonesia," *Mimbar Sekolah Dasar* 11, no. 1 (2024): 137-149.

<sup>45</sup> Adzkiya Noor Ifadha Rahman and Maneerat Ekkayokkaya, "The Use of Contextual Teaching and Learning Approach on Students' Analytical Exposition Writing Skills," *Indonesian Journal of Applied Linguistics* 13, no. 3 (2024): 455-467.

involvement in the learning process, and also teacher applied discipline that was educational and positive, in accordance with CFS principles. This approach helps to create a safe and supportive learning environment where students feel valued and encouraged to behave according to the desired character values.

Closing activities were focused on reflection. Students were invited to reflect on what they have learned, both in terms of language and character education that has been inserted into the material. The teacher also provided constructive feedback and helped students to understand how they apply the lessons learned in real life. Habituation techniques were also applied to improve their language skills.<sup>47</sup> This habit was also used to support student character strengthening. One important step was to recite prayers before and after learning. This activity not only provided a spiritual dimension to the beginning and end of each session but also instilled the habit of gratitude and starting activities with good intentions. It helped the students to start the lesson with a calm mind and focus on positive character traits.

In addition, teachers accustomed students to picking up trash before leaving the classroom. This action is not only about cleanliness but also forms an attitude of responsibility and concern for the environment. By getting students used to keeping the classroom clean, they learn the importance of maintaining a shared environment, as well as discipline and a sense of belonging to their learning space.<sup>48</sup>

Although Arabic is not directly the main pillar in character education, language can be used as a platform to strengthen character education in a child-friendly context. In this case, Arabic learning materials can be designed with attention to character education that is aligned with CFS principles. By implementing habituation, Arabic teachers at MIN 1 contributed to students' character building holistically. This habituation teaches moral and social values that are important in real life and simultaneously creates a positive and productive learning environment.

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<sup>46</sup> Loes de Jong, Jacobiene Meirink, and Wilfried Admiraal, "School-Based Collaboration as a Learning Context for Teachers: A Systematic Review," *International Journal of Educational Research* 112 (2022): 101927.

<sup>47</sup> Andry Setiawan, Andi Musthafa Husain, And Saiful Bahri, "Habituation Model of Arabic Learning In Modern Islamic Boarding Schools: A Case Study of Pondok Modern Darussalam Gontor," *El - Tarbawi* 16, no. 1 (2023): 93-110.

<sup>48</sup> Nasarudin, Ahmad Helwani Syafii, et al., "Model Manajemen Sekolah Ramah Anak (SRA) dalam Menanamkan Pendidikan Karakter Kurikulum Merdeka," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 8, no. 5 (2024): 893-904.

Arabic teachers at MIN 1 Mataram become role models in instilling character education by speaking politely, not using their left hand when giving orders, dressing neatly, and being disciplined in time. This attitude shows the importance of ethics, cleanliness, and responsibility. This role modeling helps students understand and apply character values in daily life.<sup>49</sup> By forming good habits through direct example, teachers create a positive learning environment that supports students' overall character development, in accordance with CFS principles.

The Do stage of the Deming Cycle is related to the Continuous Quality Improvement (CQI) process.<sup>50</sup> At this stage, the plan developed at the plan stage is implemented to measure its effectiveness. In the context of character education through Arabic language learning, the teacher began to implement the strategies that have been designed. The results of this implementation were observed and evaluated to ascertain whether students' characters are actually developing as expected. This process supported the goal of CQI which the implementation was continuously measured for continuous improvement and enhancement of education quality.

Monitoring and evaluation in collegial management is conducted in a participatory manner. Principals, teachers, and supervisors regularly evaluate the effectiveness of Arabic language learning in instilling character.<sup>51</sup> Evaluation results are discussed in a collegial forum to identify strengths and areas for improvement. This model ensures that evaluation is not just done by top management but involves all parties to get a holistic picture of learning success. At the stage of supervision of the implementation of Arabic language learning, the head of MIN 1 supervised from the preparation of teaching materials to implementation. Supervision, guidance and mentoring can develop competencies in learning planning, class management, delivery of learning, and professional development.<sup>52</sup>

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<sup>49</sup> Fitri Ariati, Retoliah, and Zulfikri, "Arabic Language Learning Based on Character Education," *Albariq: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2024): 17–31.

<sup>50</sup> Aklilu Endalamaw et al., "A Scoping Review of Continuous Quality Improvement in Healthcare System: Conceptualization, Models and Tools, Barriers and Facilitators, and Impact," *BMC Health Services Research* 24, no. 1 (2024): 1-14.

<sup>51</sup> Nasarudin, Ahmad Helwani Syafii, et al., "Model Manajemen Sekolah Ramah Anak (SRA) dalam Menanamkan Pendidikan Karakter Kurikulum Merdeka," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 8, no. 5 (2024): 893-904.

<sup>52</sup> Thanya Kadroon, "Using Coaching and Mentoring Supervision of Lesson Study to Enhance Classroom Research Competencies: A Multi-Case Study," *International Journal for Lesson & Learning Studies* 12, no. 4 (2023): 330–342.

In making teaching modules, Arabic teachers were asked to prepare a fun learning model, choose material that is easy for students to digest, and integrate it with CFS principles. In this case, students must be involved in the preparation of teaching modules so that they are oriented towards student-centered activities.<sup>53</sup> Likewise, in the learning process, Arabic teachers were encouraged to teach Arabic more relaxed and fun so as to be able to build the impression that Arabic is an easy lesson and not as difficult as students have perceived so far.

The Check stage of the Deming Cycle focuses on monitoring and evaluation to assess the effectiveness of the implementation of the plans made in the Do stage and to measure whether the actions taken have improved the situation. In the context of Arabic language learning at MIN 1, monitoring and evaluation were conducted in a participatory manner, involving the principal, teachers, supervisors, and students. This evaluation addressed the strengths and weaknesses of the learning process and planning, and designed to be in line with CFS principles. By involving all parties, the Check stage ensures continuous improvement and development of teachers' competencies in lesson planning and implementation.

Based on the evaluation results, follow-up actions are taken collectively, which can help strengthen lesson planning and help consider learner differentiation and diversity as well as student engagement while building their professional knowledge.<sup>54</sup> In the context of CFS, it means adjusting Arabic learning strategies to more effectively instill the desired character values. This process encouraged a culture of continuous improvement where teachers constantly look for ways to improve the quality of learning and a child-friendly school environment. Thus, character education integrated in Arabic language learning can be continuously refined to achieve better results.

After that, Arabic teachers at MIN 1 Mataram have made improvements based on the results of supervision and monitoring. Based on the findings from supervision conducted by the headmaster of the school, as well as input from school supervisors, Arabic teachers should make adjustments in teaching modules and learning strategies. The implemented improvements included refining teaching materials to better suit the

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<sup>53</sup> Suad Abdal Kareem Alwaely and Maitha Fahd Al-Jasari, "Students' Involvement Level in Arabic Language Textbook Communication for Cycle One in the United Arab Emirates," *Journal of Intercultural Communication* 22, no. 2 (2022): 33–40.

<sup>54</sup> Joanna C. Weaver, Tionge C. Matangula, and Gabriel Matney, "The Power of Feedback in Teacher Education," *International Journal for Lesson & Learning Studies* 13, no. 3 (2024): 190–204.

needs of students and applying teaching methods that are more enjoyable and fun in integrating CFS principles.

The corrective action in Arabic learning aims to change students' perception that Arabic is easy and enjoyable. Along with the school mission, teachers adopted a student-centered approach, ensuring a child-friendly and effective environment. In the Deming cycle, performance evaluation was done through measurement and feedback, leading to the identification of areas that require improvement. Once improvements are implemented, standardization and training are conducted to ensure consistency and effectiveness. This cycle is continuously repeated to support continuous improvement of learning quality.<sup>55</sup>

## **Conclusion**

The management model of Arabic language learning in instilling character education through the implementation of the Independent Curriculum, as an implication of the Child-Friendly School at MIN 1 Mataram, follows the Deming PDCA (Plan-Do-Check-Act) Cycle Model. The classroom management of Arabic language learning consists of planning, implementation, supervision, and follow-up. In the planning stage, Arabic language teachers prepared teaching tools such as the Learning Objective Flow (ATP) and teaching modules collaboratively, while developing teaching materials that integrate the CFS concept and address students' needs. In the implementation stage, Arabic language teachers referred to the prepared teaching modules and used various approaches to instill character education through learning activities, which consisted of introductory activities, core activities, and closing activities. The introductory activities were carried out by motivating students with the P5RA character values and CFS principles. Core activities are conducted using a differentiated approach, integrated with various teaching methods and techniques. The closing activities involve reflection and routines, such as praying, shaking hands, and picking up trash in the classroom. Additionally, the approach of modeling positive behavior is used to instill the Independent Curriculum's character and positive behavior, in alignment with CFS principles

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<sup>55</sup> Vi Nguyen et al., "Practical Application of Plan-Do-Check-Act Cycle for Quality Improvement of Sustainable Packaging: A Case Study," *Applied Sciences* 10, no. 18 (2020): 1-15.

### Author Contributions Statement

NS and NJ conducted a study on the implementation of Arabic language learning management, MM and HM conducted a study on Child-Friendly Schools, AHS and HH conducted a study on character in the Independent Curriculum.

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