DARI HAFALAN MENUJU RELEVANSI: DAMPAK TRANSFORMASI STATUS AKADEMIK TERHADAP HASIL PEMBELAJARAN BAHASA ARAB

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UNIVERSITAS KH. MUKHTAR SYAFAAT
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PRASYARAT GELAR

Dari Hafalan Menuju Relevansi: Dampak Transformasi Status Akademik Terhadap Hasil Pembelajaran Bahasa Arab

TUGAS AKHIR ARTIKEL JURNAL

Diajukan Kepada Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi Untuk Memenuhi Salah Satu Persyaratan Dalam Menyelesaikan Program Sarjana Pendidikan (S.Pd.)

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Tugas akhir artikel jurnal dengan judul:

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MOTTO DAN PERSEMBAHAN

Motto:

''كل عملية صغيرة هي جزء من نجاح كبير'

''Setiap proses kecil adalah bagian dari keberhasilan besar. Terjemahkan ke arab''

Persembahan:

Tugas akhir artikel jurnal ini penulis persembahkan bukan sekadar sebagai pemenuhan syarat akademik, melainkan sebagai refleksi bahwa dalam perjalanan pendidikan, tuntutan sering hadir lebih nyata daripada tuntunan, padahal tuntunanlah yang memberi arah dan makna pada proses belajar.

1. Allah SWT, Tuhan semesta alam serta sumber segala ilmu dan petunjuk, yang tidak menuntut kesempurnaan hamba-Nya, tetapi senantiasa memberikan tuntunan melalui proses, kesabaran, dan kesempatan untuk terus memperbaiki diri.
2. Untuk kedua orang tua saya, sebagai pendidik pertama dan utama, yang lebih banyak menghadirkan tuntunan melalui doa, keteladanan, dan keikhlasan daripada tuntutan atas capaian.
3. Pengasuh Pondok Pesantren Darussalam Blokagung, sebagai figur pendidik dan pembina moral-spiritual, yang melalui keteladanan, nasihat, dan pembiasaan nilai keislaman telah memberikan tuntunan kehidupan, kedisiplinan, serta adab sebelum ilmu yang menjadi fondasi penting dalam proses akademik penulis
4. Dr. KH. Ahmad Munib Syafa'at, Lc., M.E.I., sebagai pimpinan tertinggi perguruan tinggi Universitas KH. Mukhtar Syafaat, melalui kebijakan dan arah institusional, telah menciptakan iklim akademik yang memungkinkan proses pembelajaran, penelitian, dan pengembangan keilmuan berjalan secara berkelanjutan.
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9. Kepada diri penulis, yang semangat dan kuat dalam proses ini belajar menata ulang cara pandang dari sekadar memenuhi tuntutan, menuju kesadaran untuk mencari dan mengikuti tuntunan.

Akhirnya, artikel ini penulis persembahkan kepada setiap insan pendidikan. Semoga menjadi pengingat bahwa pendidikan yang bermakna lahir dari tuntunan yang manusiawi dan bernilai, bukan dari tuntutan yang semata-mata administratif.

PERNYATAAN

KEASLIAN ARTIKEL JURNAL

Yang bertanda tangan dibawah ini, saya;

Nama	: amanda feby nur kholiqoh
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Fakultas	: tarbiyah dan keguruan (FTK)
Alamat	: Br. Dinas Kecicang Islam, desa Bungaya Kangin, Kec. Bebandem Kab. Karangasem, Bali

Dengan sungguh-sungguh menyatakan bahwa tugas akhir berupa artikel jurnal dengan judul From Memorization to Relevance: The Impact of Academic Status Transformation on Arabic Language Learning Outcomes (Dari Hafalan Menuju Relevansi: Dampak Transformasi Status Akademik Terhadap Hasil Pembelajaran Bahasa Arab) yang telah di publikasikan pada jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab VOL.18 No.1 (2026), terakreditasi SINTA 2. Secara keseluruhan, ini adalah hasil penelitian atau karya saya sendiri, kecuali pada bagian-bagian yang dirujuk sumbernya.

Banyuwangi 10 Juni 2026

Yang Menyatakan,





Amanda Feby Nur Kholiqoh

NIM.2211211009

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Alhamdulillahirobbilalamin, segala puji bagi Allah Swt. Yang telah melimpahkan rahmat, nikmat, serta karunia-Nya sehingga penulis dapat menyelesaikan artikel atau jurnal ilmiah ini dengan baik. Berkat izin dan pertolongannya, seluruh rangkaian proses penyusunan karya ilmiah ini dapat berjalan hingga selesai. Shalawat serta salam semoga senantiasa tercurah kepada Nabi Muhammad Saw., yang telah menjadi suri teladan dan membawa umat manusia menuju jalan yang penuh ilmu pengetahuan dan keberkahan.

Artikel atau jurnal ilmiah ini disusun sebagai salah satu bentuk pemenuhan tugas akhir akademik sekaligus wujud penerapan ilmu yang telah diperoleh selama masa perkuliahan. Penulis menyadari bahwa dalam penyelesaian artikel/jurnal ini terdapat berbagai kendala dan keterbatasan. Namun, berkat bantuan, dukungan, arahan, serta doa dari berbagai pihak, seluruh hambatan tersebut dapat dilalui dengan baik. Oleh karena itu, dengan penuh rasa hormat penulis menyampaikan ucapan terima kasih kepada:

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Penulis menyadari bahwa artikel atau jurnal ilmiah ini masih memiliki kekurangan dan belum mencapai kesempurnaan. Oleh sebab itu, kritik dan saran yang membangun sangat diharapkan guna memperbaiki dan menyempurnakan karya ilmiah ini di masa mendatang.

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Amanda Feby Nur Kholiqoh
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From Memorization to Relevance: The Impact of Academic Status Transformation on Arabic Language Learning Outcomes

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Abstract:
Research on the impact of academic transformation, including the improvement of accreditation, the implementation of innovative curriculum (Merdeka and K13), and recognition as the best madrasah in Arabic language learning outcomes, is crucial to be conducted as a foundation for strategic evaluation. A quantitative correlational method was applied with linear regression analysis. The data were collected from questionnaires distributed to 30 students. The analysis results indicate that changes in academic status have a positive and significant impact on learning outcomes. The coefficient of determination (R Square) of 0.773 indicates that 77.3% of the variation in learning outcomes can be explained by this transformation, supported by the ANOVA test (F=95.458; sig. 0.000) and the regression coefficient (B=0.828; sig. 0.000). Status transformation drives a shift in the learning paradigm from traditional memorization to a more contextual, applied, and technology-based approach, in line with KMA No. 1503 of 2025. Improvements in facilities, instructional quality, and performance-based evaluation facilitated this change. The remaining 22.7% of learning outcomes are influenced by other factors such as socioeconomic conditions and support. In conclusion, changing the status of students is a key factor in making Arabic language learning in madrasahs more relevant and of higher quality. This study recommends institutional transformation policies supported by a flexible curriculum, improved teacher capacity, and a conducive learning environment to maximize benefits for students.

schools, have a significant and important social impact on the quality of education, particularly in terms of Arabic language learning[1]. This change in status can affect how resources are used, what is taught, and what people expect from graduates. This can then affect how students perceive and feel about important subjects like Arabic. The latest Minister of Religious Affairs Decree (KMA) outlines fundamental changes to the madrasah curriculum that are not merely administrative changes[2]. This policy emphasizes the integration of general and religious knowledge, in-depth learning, and the enhancement of digital and religious literacy. KMA Number 1503 of 2025 is an example of a policy created to make madrasah education more relevant to contemporary challenges[3]. Focusing on a flexible curriculum that helps students think more critically and creatively. Arabic is not just a tool for communication, but also a means of understanding the Quran and Hadith, which are the most important sources of Islamic teachings[4]. Therefore, the inability to learn Arabic can hinder Muslims from accessing their intellectual and spiritual heritage[5].

National guidelines such as KMA 1503 of 2025 and Learning Outcomes according to the Decree of the Director General of Islamic Education No. 3302 of 2024 have established a new framework that emphasizes Arabic language learning as a means of communication and life skills, not merely for understanding religious literature[6].

[1] Agil Husein Al Munawar dkk., "Pengaruh globalisasi terhadap pembelajaran bahasa Arab di Indonesia," *An-Nas* 9, no. 1 (2025): 56–72.

[2] "KMA 1503 Tahun 2025," t.t.

[3] "KMA 1503 Tahun 2025."

[4] Subhan Hi Ali Dodego, "Pentingnya Penguasaan Bahasa Arab Dalam Pembelajaran Pendidikan Agama Islam," *PESHUM: Jurnal Pendidikan, Sosial Dan Humaniora* 1, no. 2 (2022): 55–70, https://doi.org/10.56799/peshum.v1i2.48.

[5] Haikhal Ramadhan dkk., "Analisis Kesulitan Belajar Bahasa Arab Pada Siswa Kelas VII di SMP Muhammadiyah 1 Palembang," *LEARNING : Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran* 5, no. 2 (2025): 993-1002, diakses 18 D

[6] "KMA 1503 Tahun 2025."

However, a systematic review shows that empirical research assessing the effectiveness of implementing this new policy framework is still scarce. Most previous research has examined the conditions that led to significant changes in this curriculum. This research is needed to bridge the gap between policy and practice. This research focuses on the comprehensive transformative effects of the national curriculum, rather than the status transition toward specific programs, thus providing a more representative picture of the direction of Arabic language education in MTs.

Studies on the difficulties of learning Arabic in madrasah have shown that there is a difference between the ideal curricular objectives and what happens in the classroom. Many students face difficulties in systematic learning and even consider the lessons a challenge, which makes them lose interest[7]. Language plays an important role in human existence. Subject teachers in general and language teachers in particular must be aware of this and consider it carefully. Hence, teachers are also expected to be active, creative, and innovative in the Arabic language learning process so that students become enthusiastic, effective, and ultimately produce high quality and beneficial language learning. Mastering language is crucial, especially when learning a foreign language like Arabic[8]. This phenomenon highlights the importance of conducting a thorough analysis of the components contributing to low achievement in Arabic language learning. One important factor that has not been fully researched in relation to Arabic language learning outcomes in junior high schools is academic transformation,

[7] Ramadhan dkk., "Analisis Kesulitan Belajar Bahasa Arab Pada Siswa Kelas VII di SMP Muhammadiyah 1 Palembang."

[8] Abdul Basith dan Nurmaya Badriatul Jamroh, "Upaya Pendampingan Intensif untuk Meningkatkan Kemampuan Menulis Sesuai Kaidah Bahasa Arab yang Benar di Asrama Darullughah Al Arabiyyah," *Keris: Journal of Community Engagement* 3, no. 2 (2023): 82–95, diakses 24 Desember 2025, https://doi.org/10.55352/keris.v3i2.688.

which can include changes in government policy or institutional methodology. Understanding how these changes affect the learning process and the results achieved by students is crucial for this research.

Numerous studies have examined various aspects of education in madrasah, including curriculum development, management implementation, and educational innovation[9]. This indicates a significant research gap regarding the specific impact of "academic status transformation" of madrasah on Arabic language learning outcomes. Previous studies often focused on internal factors such as teaching quality, learning facilities, student motivation, and the curriculum in general[10], or on the challenges of learning Arabic it self[11]. Some studies also discussed the challenges and opportunities of learning Arabic in madrasah[12], although not many studies explicitly analyzed how changes in institutional status, such as the shift from private to public madrasah or accreditation changes, directly affect Arabic language education outcomes and effectiveness[13]. Although Arabic is a subject that must be studied in madrasah, many students have not mastered Arabic well. They also stated that the approach to learning Arabic, which emphasizes linguistic rules over communication, along with issues related to

[9] Muhamad Asror dkk., "Transformasi Nilai-Nilai Aspek Pendidikan Agama Islam Melalui Kepemimpinan Kepala Madrasah," *MindSet: Jurnal Manajemen Pendidikan Islam*, 2024, 113–121, https://doi.org/10.58561/mindset.v3i2.199.

[10] Tyas Azmi Deviyanti dan Ary Yunanto Haryadi, "Peran Motivasi Belajar pada Hubungan antara Faktor Eksternal terhadap Hasil Belajar," *Sumber* 77, no. 04 (2021): 48–89.

[11] Ramadhan dkk., "Analisis Kesulitan Belajar Bahasa Arab Pada Siswa Kelas VII di SMP Muhammadiyah 1 Palembang."

[12] Heni Verawati dan Uswatun Hasanah, "The Modern Reform of Arabic Learning Paradigm and Its' Contribution toward the Development of Islamic Studies," *Al-Lisan* 6, no. 1 (2021): 71–84, diakses 19
Desember 2025, https://doi.org/10.30603/al.v6i1.1866.

[13] Heri Retnawati dkk., "Has Arabic Language Learning Been Successfully Implemented?.,"
International Journal of Instruction 13, no. 4 (2020): 715–730, https://doi.org/10.29333/iji.2020.13444a.

the curriculum, teachers, materials, and pedagogical approaches, causes problems[14]. It even shows that there are differences in students' academic performance in Arabic based on their school background, indicating that the type of school where students are raised affects their performance.

Several other studies have discussed the issues and opportunities of Arabic language learning in madrasahs. Examples include innovations by integrating pesantren elements into Arabic language learning[15] or the importance of updating the curriculum to meet the demands of the times[16]. Furthermore, research has shown how large-scale interventions, such as school development programs, can enhance exposure to and literacy in Arabic among those exposed to Islamic education[17]. A comparison between state and private madrasah indicates that government-funded state and private madrasah tend to have better language resources and outcomes[18]. However, these studies tend to discuss the impact of the type of institution or external interventions that broadly affect the educational landscape, rather than explicitly analyzing how changes in the institutional status of the same madrasah (for example, the shift from private to public madrasah or changes in accreditation) directly influence the outcomes and effectiveness of Arabic language education.

[14] Retnawati dkk., "Has Arabic Language Learning Been Successfully Implemented?."

[15] Muhammad Irfan Hasanuddin dan Sudirman Sudirman, "Transformasi Elemen Pesantren Pada Pembelajaran Bahasa Arab di Pesantren Asâ€Tm Adiyah Sengkang: Kontinuitas Dan Perubahan," *IQRO: Journal of Islamic Education* 3, no. 1 (2020): 103–118, https://doi.org/10.24256/iqro.v3i1.1432.

[16] Ahmad Miftahun Ni'am, "Urgensi transformasi kurikulum bahasa Arab Madrasah Aliyah di Indonesia: Menelisik historisitas dan perkembangannya dari masa ke masa," *Revorma: Jurnal Pendidikan Dan Pemikiran* 2, no. 1 (2022): 13–24, https://doi.org/10.62825/revorma.v2i1.16.

[17] Samuel Bazzi dkk., "Religion, education, and the state," *Review of Economic Studies*, 2025, rdaf071, https://doi.org/10.3386/w27073.

[18] Abu Nawas dkk., "Indonesian secular vs. Madrasah schools: assessing the discrepancy in English reading and listening tests," *Language Testing in Asia* 13, no. 1 (2023): 52, https://doi.org/10.1186/s40468-023-00266-w.

Therefore, although previous studies have provided an overview of the factors influencing Arabic language learning and comparisons between types of institutions, there is still limited research on the direct impact of the "transformation of academic status" of madrasah on Arabic language learning outcomes. This study aims to fill this gap by specifically examining how changes in the institutional status of madrasah affect Arabic language learning.

This gap indicates an urgent need to understand the dynamics between changes in academic status and their impact on essential elements of Arabic language learning, such as student motivation, teaching strategies, and resource availability[19]. This gap highlights the importance of existing studies, which tend to analyze Arabic language learning problems without specifically linking them to structural changes or institutional status that may be triggers or facilitators of change in the learning environment[20]. This study aims to fill the gap in the literature by presenting an analysis focused on the impact of academic status transformation, thus providing a more comprehensive understanding of external factors influencing Arabic language learning in madrasah tsanawiyah.

This study presents significant novelty by specifically examining the causal relationship between academic status transformation in junior high schools and Arabic language learning outcomes, an area that has not been extensively explored in the scientific literature[21].

[19] Ika Oktaviani dkk., "Dinamika Pembelajaran dan Pemerolehan Bahasa Arab," *Journal Sains Student Research* 2, no. 6 (2024): 526–538, https://doi.org/10.61722/jssr.v2i6.3015.

[20] Joniska Wwan Saputra dkk., "Bahasa Arab Dan Tantangan Zaman: Perubahan, Pergeseran, Dan Strategi Pemertahanan," *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 5, no. 2 (2025): 301–318, https://doi.org/10.30739/arabiyat.v5i2.3953.

[21] Radhiyatul Fithri, *Implementasi hasil belajar siswa dalam pendidikan islam pada kurikulum merdeka dimadrasah tsanawiyah negeri se-kota pekanbaru*, 2024.

While previous research often discussed internal factors of learning or educational reform in general, this study presents a new perspective by highlighting how changes in institutional status can trigger a series of adaptations in curriculum, pedagogy, and institutional support that cumulatively affect students' mastery of Arabic[22]. This advantage lies in the systematic effort to analyze the mechanisms by which status changes affect the micro and macro aspects of Arabic language learning, providing a deeper understanding of the implications of educational policies.

This research has also provided relevant and up-to-date empirical data from the context of junior high schools in Indonesia, which may differ from findings in other countries or other types of educational institutions[23]. The results of this study will enrich the literature on Islamic education and Arabic language learning and provide information that can be used to create more effective educational policies and practices. It is expected that the findings of this research has provide a basis for deeper research on how to optimize the environment for learning Arabic amidst institutional changes.

Based on the background and research gaps that have been identified, the main objective of this study is to examine how changes in the academic status of madrasah tsanawiyah affect students' Arabic language learning outcomes. This research addresses important questions such as: How do changes in the academic status of madrasah tsanawiyah influence the Arabic language curriculum and teaching approaches? The study also deeply explores the relationship between institutional structural changes and the quality of Arabic language education.

[22] Imron Rosyadi dan Badrus Samsul Fata, "Revitalisasi Pembelajaran Bahasa Arab Dalam Pendidikan Islam Indonesia," *AL Fikrah: Jurnal Pemikiran dan Pendidikan Islam* 5, no. 2 (2025): 183–200, https://doi.org/10.51476/alfikrah.v5i2.816.

[23] Asrofi Asrofi dan Ida Zahara Adibah, "Perkembangan Kurikulum Madrasah di Indonesia," *EDUCATIONAL: Jurnal Inovasi Pendidikan & Pengajaran* 5, no. 2 (2025): 322–332, https://doi.org/10.51878/educational.v5i2.5252.

To achieve this goal, we need to look at changes in internal policies, resource allocation, teacher training, and how students and parents react to the change in status. This study doesn't identify the impact but explains "how" and "why" the impact occurs, thus making a significant contribution to students' understanding of Arabic language education in madrasah. The aim of this research is to provide a complete overview of the impact mechanisms and offer more targeted recommendations for policymakers and practitioners of Arabic language education in madrasah.

It is believed that changes in the academic status of madrasah tsanawiyah have a significant impact on Arabic language learning outcomes, both positive and negative[24], serving as a temporary solution or hypothesis to be explored in this research. This change in status can impact the availability of resources that support Arabic language learning, teacher quality, and student motivation. Specifically, a higher status (for example, from private to public or from accreditation) can improve Arabic language learning outcomes due to increased funding, standardized curricula, and better teacher recruitment, all of which enhance student motivation and teaching effectiveness[25].

Meanwhile, status transformation can negatively impact Arabic language learning if it leads to instability or poor adaptation[26]. This is especially true for unprepared curriculum changes or teaching methods[27].

[24] Irpan Hilmi dan Fitri Nurhayati, "Pengaruh Motivasi Belajar Terhadap Prestasi Pelajaran Bahasa Arab," *JURNAL SYNTAX IMPERATIF: Jurnal Ilmu Sosial dan Pendidikan* 4, no. 6 (2024): 870–874.

[25] Izzatul Ummah dkk., "Manajemen Kompetensi Bahasa Arab Siswa Di MTs. Riyadluusshibyan Batu Layar," *An-Nahdlah: Jurnal Pendidikan Islam* 4, no. 3 (2025): 753–764, https://doi.org/10.51806/an-nahdlah.v4i3.495.

[26] Al Munawar dkk., "Pengaruh globalisasi terhadap pembelajaran bahasa Arab di Indonesia."

[27] Isop Syafei, *Buku Kurikulum Bahasa Arab* (Penerbit Widina, 2025).

This hypothesis is based on the understanding that a stable and conducive institutional environment with sufficient support is crucial for academic achievement[28]. As a result, this study collects and analyzes empirical data to determine how relevant this hypothesis is in the context of junior high schools. The purpose of this study is to validate or revise this initial assumption.

Methods

This study aims to determine the extent of the relationship and influence of academic status transformation on Arabic language learning outcomes based on relevance at MTsN 5 Banyuwangi. The type of research method used in this study was a quantitative correlational method with linear regression analysis, based on data collected from questionnaires distributed to 30 students. The research location was chosen because this madrasah was one of the pilot projects for the implementation of the independent curriculum in Arabic language subjects, making it an ideal location to deeply investigate how the curriculum transformation was applied in Arabic language learning, including its challenges and innovations. The method used for data analysis was simple linear regression. Linear regression is a statistical analysis method that studies the pattern of relationships between two or more variables, as the purpose of this research was to examine the influence of independent variables on the dependent variable through numerical data that can be measured and statistically analyzed. Here is the link to the simple regression analysis questionnaire.

[28] Adam Latuconsina, "Learning Outcomes of Islamic Religious Education in Various Studies in
Indonesia: Correlation Meta-Analysis and Systematic Literature Review.," *International Journal of*

This study involves all students of MTsN 5 Banyuwangi in the 2025/2026 academic year. The sampling technique used is simple random sampling to ensure that every member of the population has an equal chance of responding. The population of this study is the students of MTsN 5 Banyuwangi, from the entire student population of MTsN 5 Banyuwangi, 30 samples were taken to represent the respondents. This questionnaire measured the independent variables of academic status transformation,

including the implementation of innovative curricula, the availability of technology-based learning facilities, the improvement of teacher competence and qualifications, and the shift in evaluation paradigms from rote memorization (based on memory) toward performance-based assessment and problem-solving.

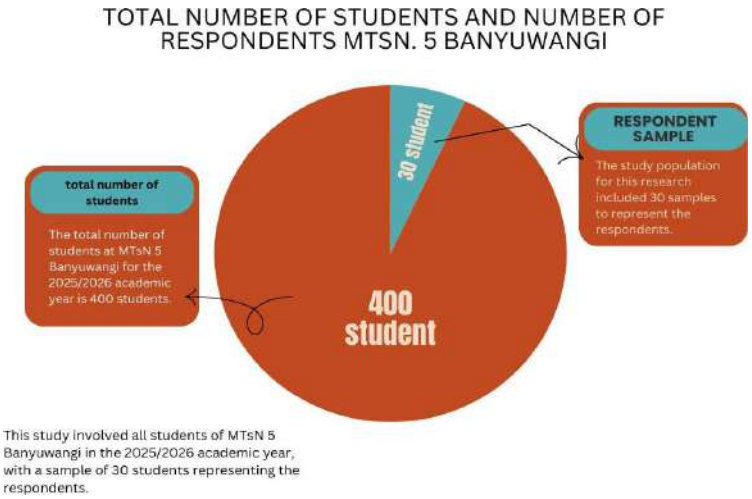

Figure1. Total of Students and Total

Based on Figure 1, the data shown in the research diagram above involves all students at MTsN 5 Banyuwangi for the academic year 2025/2026. The school has a total of 400 students. From the total population, the researchers took a sample of 30 students as respondents.

Thus, the sample size of the research only represents a small portion of the population, namely 30 respondents out of 400 students. The purpose of sampling is to obtain representative data that can illustrate the overall condition of the population.

Next, the collected data were analyzed using inferential statistical methods with simple linear regression analysis using the IBM SPSS statistical program. The purpose of the analysis here is to determine whether the transformation of academic status significantly predicts or affects the improvement of relevant Arabic language learning outcomes. This also identifies which transformation indicators contribute the most significantly. Thus, the research is expected to provide measurable empirical evidence on how the transformation of MTsN 5 Banyuwangi impacts the quality of its students Arabic language learning outcomes.

The research used simple linear regression analysis as the main data analysis technique. Based on the presentation of the research results, several data stages were carried out, such as instrument testing including validity and reliability tests. The purpose of instrument testing was to ensure that the measuring tool used truly measures what it is intended to measure (valid) and provides consistent results (reliable) when used repeatedly. Next, proceed to the classical assumption test stage, which includes the normality test. Finally, at the simple linear regression analysis stage, including the model summary, ANOVA test (F test), and regression coefficient test (t test).

Results and Discussion

This research aims to examine how changes in academic status affect Arabic language learning. Therefore, valid instruments are needed to measure variables such as innovative curriculum implementation, technological facilities, teacher competence, and changes in the evaluation

paradigma.

Validity testing is a way to assess how well and accurately research tools such as questionnaires, tests, or other measurement instruments perform. If the instrument accurately measures what it is intended to measure, then it is considered valid, or a continuum indicating the instrument's accuracy, not a dichotomy[29]. Before being used to collect primary data, the questionnaire instrument was tested for validity and reliability against 30 respondents. An item is considered valid if it meets two criteria: (1) the calculated r-value is greater than the table r-value (0.361 for n=30 and α=0.05), and (2) the significance value (p-value) is less than 0.05. The Pearson Product Moment correlation method was used to test validity by comparing the calculated r-value with the table r-value (0.361 for n=30 and α=0.05). The research results show that all twenty statements are valid with r-calculated values between 0.413 and 0.723. The p-value is 0.05, so it is considered valid and suitable for data collection.

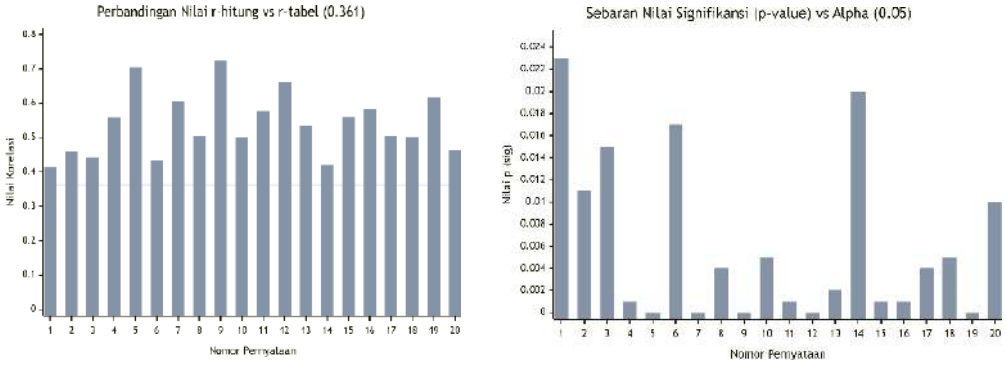

Figure 2. Result of Questionnaire Validity Test

Based on the table above, the results of the validity test of the research instrument conducted on 20 statements show that all items are declared valid and suitable for data collection.

[29] Putu Gede Subhaktiyasa, "Evaluasi validitas dan reliabilitas instrumen penelitian kuantitatif: Sebuah studi pustaka," *Journal of Education Research* 5, no. 4 (2024): 5599–5609.

The validity of the instrument was tested using the Pearson Product Moment correlation technique by comparing the calculated r-value against the table r-value (0.361 for n=30 at the 5% significance level) and examining the significance value (p-value) of each item.

The results of the statistical analysis of various statements are shown in both images. In the first image, the calculated r-value of each statement is compared with the r-table value of 0.361; most of the calculated r-values are higher, indicating a correlation. In the second image, the distribution of p-values of each statement against an alpha of 0.05; most p-values are below this threshold, indicating statistical significance. Overall, these results indicate that the statements have a statistically significant correlation, which supports the validity of the research instrument.

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Table 1. Reliability Test of the Research Instrument

Variable	Cronbach's alpha Value	Benchmark Value	Level of Reliability
X	0,924	0,6	Reliable
Y	0,687	0,6	Reliable

The output of the first part is the reliability test. The main purpose of the reliability test is to ensure that the research instrument is consistent and reliable, so that the data produced is accurate, valid, and trustworthy as a basis for statistical analysis and drawing valid conclusions[30]. In other words, reliability determines the extent to which a measuring instrument is free from error[31].

The next step is to conduct a reliability test. Above is the result of data processing. The Cronbach's Alpha value for variable X is 0.924. This value is significantly higher than the established minimum reliability requirement of 0.6. Interpretation: A value of 0.924 indicates a very high (excellent) level of internal consistency. This means that the question items or indicators that make up variable X are highly correlated with each other and measure the same construct very consistently. The data collected using the instrument for variable X is highly reliable.

The Cronbach's Alpha value for variable Y is 0.687. This value is also above the minimum reliability requirement of 0.6. Interpretation: A value of 0.687 indicates a moderate level of internal consistency. Although lower than variable X, this value is statistically sufficient to be considered reliable.

[30] Hildawati Hildawati dkk., *Buku Ajar Metodologi Penelitian Kuantitatif & Aplikasi Pengolahan Analisa Data Statistik* (PT. Sonpedia Publishing Indonesia, 2024).

[31] Muhammad Fakhri Ramadhan dkk., "Validitas and reliabilitas," *Journal on Education* 6, no. 2 (2024): 10967–10975.

This means that the measurement instrument for variable Y has acceptable consistency and is reliable for data collection, although there is room for improvement to increase its reliability in the future.

Based on the results of the validity test, for variables X and Y, the results show that the Cronbach's alpha value is higher than the required value, meaning that the results of all the statements submitted are reliable. The data collected is consistent, supporting further analysis of the causal relationship between variable (x) status transformation and variable (y) Arabic language learning outcomes in madrasah.

Table 2. Normality test results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.34660057
Most Extreme Differences	Absolute	.110
	Positive	.077
	Negative	-.110
Test Statistic		.110
Asymp. Sig. (2-tailed)		.200[c.d]

The second output to ensure that the data used is normal, the Kolmogorov-Smirnov test is used. Above are the results of data processing with SPSS. This test aims to test the null hypothesis (H_0) that the sample data comes from a normally distributed population. In this context, the data being tested is the Unstandardized Residual with a sample size (N) of 30 respondents.

Based on the statistical test output (Test Statistic), the value obtained is 0.110 with a significance level (Asymp. Sig. 2-tailed) of 0.200. This significance value is much larger than the commonly used alpha level (α = 0.05). Thus, the statistical decision is to fail to reject the null hypothesis.

This means there is insufficient evidence to conclude that the residual distribution deviates from a normal distribution. The Most Extreme Differences between the sample's empirical distribution and the theoretical normal distribution is 0.110, which is small, thus supporting this conclusion.

Table 3. Regression Test Results for Independent and Dependent Variables

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.879[a]	.773	.765	1.370

The output for the third section (Model Summary) shows that the regression model built has very strong and reliable predictive capabilities. A correlation coefficient (R) value of 0.879 indicates a very strong and positive linear relationship between the independent variable (academic status transformation) and the dependent variable in the model (Arabic language learning outcomes).

Based on the statistical analysis presented in the table above, it can be concluded that the regression model built has very strong predictive power. This is indicated by the correlation coefficient (R) value of 0.879, which indicates a very strong and positive linear relationship between the independent and dependent variables.

The model's coefficient of determination (R Square) result of 0.773 means that approximately 77.3% of the variation in the dependent variable can be explained by the model, while the remaining variation is influenced by other factors outside the analysis. A Standard Error of Estimate of 1.370 indicates an acceptable level of accuracy for the model's predictions. Overall, this model has strong and reliable predictive power for further analysis. Although the R-squared value appears high, the analysis becomes more thorough after considering the Adjusted R-squared value of 0.765.

This estimate of the proportion of explained variance is more accurate and conservative than R-squared, as it is slightly lower than the R-squared value. The Standard Error of the Estimate value of 1.370 indicates that the model's average prediction error is small, which aligns with the model's strength. In other words, this model not only has the ability to explain most of the data variance, but can also provide highly accurate predictions.

Table 4. ANOVA Test Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	179.280	1	179.280	95.458	.000[b]
	Residual	52.587	28	1.878		
	Total	231.867	29			

Output of the fourth section Based on the ANOVA test results in the table above, it can be concluded that the regression model built is statistically significant in predicting the dependent variable. This is evidenced by an F-test value of 95.458 with a significance level (Sig.) of 0.000. Because this probability value (0.000) is much lower than the common critical limit ($\alpha = 0.05$), the null hypothesis (H_0) stating that the regression model is not significant (or all regression coefficients are zero) is rejected. In other words, there is a statistically significant influence of the independent variables on the dependent variable in this model. Furthermore, the magnitude of the Regression Sum of Squares (179.280), which is significantly higher than the Residual Sum of Squares (52.587), indicates that the variation in the data explained by the model (regression) is far more dominant than the unexplained variation (residual/error).

The ANOVA results in the study "From Memorization to Relevance: The Impact of Academic Status Transformation on Arabic Learning Outcomes in Madrasah Tsanawiyah" provide very strong statistical evidence. It can be stated that Arabic language learning outcomes (dependent variable) are

significantly influenced by academic status transformation (independent variable). The large and significant F-value of 0.000 reinforces the idea that the paradigm shift from rote learning to a relevant and contextual approach has a clear and systematic impact on improving students' learning outcomes. Thus, this model is valid and can be used to determine if there is a causal relationship between the two variables in question.

Table 5. Regression test results

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	6.753	2.997		2.253	.032
	transformasi status akademik	.828	.085	.879	9.770	.000

Coefficients[a]

Output of the sixth section based on the unstandardized B value (B) of the regression, which is 0.828, and the significance level (Sig.) of 0.00000, it can be concluded that the academic status transformation variable has a positive and significant impact on Arabic learning in madrasah, as shown in the regression coefficient table. This association is statistically highly significant, as evidenced by the unstandardized regression coefficient value of 0.828.

Nevertheless, the constant 6.753 is also statistically significant (Sig.= 0.032 < 0.05). The dependent variable already has a significant baseline value when the independent variable, academic status transformation, is equal to zero. The magnitude of the dependent variable is indicated by this value. Overall, the significant and important regression coefficient and t-test (t = 9.770) indicate that this regression model strongly supports the positive impact of academic status transformation.

Based on the analysis results above, H_0 is rejected because t-calculated (9.770) > t-critical (2.048) and the Sig. value (0.000) < α (0.05). This indicates that there is sufficient statistical evidence to conclude that the dependent variable is significantly and positively influenced by changes in academic status. The regression coefficient (B) of 0.828 indicates the extent of this influence, meaning that, assuming other factors remain constant, and each one-unit increase in academic status transformation increases the dependent variable by 0.828 units.

If there is a significant effect, the alternative hypothesis (H_1) is accepted. This finding supports the idea that academic status interventions are a reliable indicator and should be considered when trying to improve the outcomes studied.

The transformation of academic status in madrasah is a phenomenon such as the improvement of madrasah accreditation, changes in curriculum policies (K13 and *Merdeka*), and the designation of excellent madrasah[32]. The definition of curriculum is essentially a set of plans and media to guide educational institutions in realizing their desired educational goals[33]. This transformation is not only administrative, but ideally encourages a shift in learning objectives, moving from memorizing rules to contextual and useful language mastery. Additionally, the educational paradigm created, adapted, and updated to meet the needs and challenges of the times called educational transformation[34].

[32] Nurul Mubin, *Implementasi kurikulum merdeka pada pendidikan agama islam untuk meningkatkan mutu pembelajaran di Madrasah Tsanawiyah Negeri Kota Batu*, 2025.

[33] Nida Uliatunida, "Perencanaan kurikulum untuk mencapai tujuan pendidikan," *Medikom| Jurnal Ilmu Pendidikan Dan Dakwah* 2, no. 1 (2020): 35–48.

[34] Ulya Amelia, "Tantangan pembelajaran era society 5.0 dalam perspektif manajemen pendidikan," *Al-Marsus: Jurnal Manajemen Pendidikan Islam* 1, no. 1 (2023): 68–82, https://doi.org/10.30983/al-marsus.v1i1.6415

The transformation of the *Merdeka* Curriculum in madrasah presents both challenges and promising opportunities in the digital education era[35]. By integrating technology with learning, the *Merdeka* Curriculum can provide relevant, adaptive, and inclusive learning experiences for students.

The results of the simple linear regression test interpret the hypothesis. The value of the coefficient of determination (R Square) is 0.773. This means that academic status transformation variables can explain 77.3% of the variance in Arabic language learning outcomes. The remaining 22.7% is influenced by variables not included in this research model. This finding indicates that academic transformation has a significant and profound impact on students' learning levels. It can be illustrated in the diagram below.

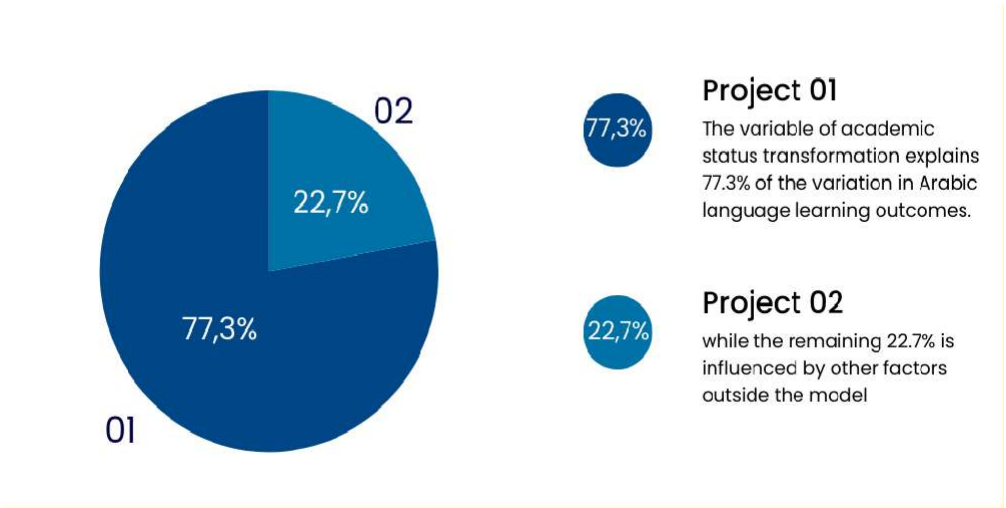

Figure 3. Hypothesis Data Simple Linear Regression Test

Academic status transformation includes accreditation improvement, the implementation of innovative curricula such as the Merdeka Curriculum

[35] Fahrina Yustiasari Liriwati dan Siti Marpuah, "Transformasi Kurikulum Merdeka Di Madrasah; Menyongsong Era Pendidikan Digital," *IHSAN: Jurnal Pendidikan Islam* 2, no. 1 (2024): 1–10, https://doi.org/10.61104/ihsan.v2i1.103.

[36] Zulhijjah Zulhijjah dan Muhammad Anggung Manumanoso Prasetyo, "Optimalisasi Akreditasi: Efektivitas Supervisi Akademik Melalui Pemberdayaan Guru Dan Penerapan Pembelajaran Inovatif," *Jurnal Penjaminan Mutu* 11, no. 01 (2025): 61–75.

and K13, and designation as an excellent madrasah[36]. This shift in academic status is not merely administrative; it also encourages a shift in perspective on language learning from rote memorization to contextual and applied language mastery.

A more technology-based and flexible curriculum allows for more relevant and adaptive learning experiences for students, influencing the way they learn in the classroom[37]. This research confirms that changes in institutional status affect the availability of facilities, teacher competence, and evaluation approaches. Teachers are likely to shift from traditional rote learning methods to performance-based and problem-solving assessments, which are more aligned with the goals of the new curriculum. This aligns with the policy of KMA No. 1503 of 2025, which emphasizes the integration of digital literacy and deep learning[38].

Student responses and the learning environment indicate that changes in academic status impact students interest and perception of Arabic language subjects. Students have better tools and a more engaging curriculum. This increases students' interest and achievement in school. However, uncertainty should be avoided so that students don't have difficulty adapting.

The findings of this research are consistent with the rules of the national education system. The direction of madrasah education reform outlined in KMA 1503 of 2025 and the Learning Outcomes according to the Decree of the Director General of Islamic Education No. 3302 of 2024 emphasize the use of Arabic as a life skill and a way of communication rather than just understanding religious texts. This result

[37] Elisa Rosa dkk., "Inovasi Model dan Strategi Pembelajaran dalam Implementasi Kurikulum Merdeka: Inovasi Model dan Strategi Pembelajaran dalam Implementasi Kurikulum Merdeka," *Journal of Education Research* 5, no. 3 (2024): 2608–2617.

[38] "KMA 1503 Tahun 2025."

provides empirical support for maintenance and repair strategies at the operational level[39].

The discussion of these findings with previous studies shows an evolution in perspectives and policies regarding Arabic language learning in madrasahs. For a long time, Arabic has been an important part of madrasah education, especially because it is crucial for understanding the Quran, Hadith, and other religious terms[40]. However, the debate about the broader role of the Arabic language has developed over the past few decades. According to several studies, Arabic not only functions as a religious language but also as a language of science and communication[41], and plays a role in diplomacy and daily interactions[42].

Nevertheless, the implementation of Arabic language learning as a communicative skill faces various challenges. Previous research shows that Arabic language learning in madrasas often focuses on linguistic rules rather than communication, or that Arabic is considered merely a tool for understanding Islamic teachings[43]. As a result, proficiency in Arabic for communication purposes is often low, because the teaching approach sometimes focuses on intensive translation and the use of a medium of instruction (such as Indonesian). For example, the 2013 curriculum aims to

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[39] "SK Dirjen Pendis no.3302 tahun 2024 tentang CP PAI dan Bahasa Arab," t.t.

[40] Maziyyatul Muslimah, "Persepsi mahasiswa terhadap fenomena dan tantangan dalam pembelajaran bahasa arab di madrasah ibtidaiyah," *Sittah: Journal of Primary Education* 2, no. 1 (2021): 1–18, https://doi.org/10.30762/sittah.v2i1.2547.

[41] Sembodo Ardi Widodo, "Development and Maintenance of Arabic through Education in Islamic Education Institutions in Indonesia/Pengembangan Dan Pemertahanan Bahasa Arab Melalui Pendidikan Di Lembaga Pendidikan Islam Di Indonesia," *al Mahāra: Jurnal Pendidikan Bahasa Arab* 6, no. 2 (2020): 195–216, https://doi.org/10.14421/almahara.2020.062.03.

[42] Mamnunah Mamnunah dkk., "Policy Implementation of the Sabilillah Spectacular Stage (sss) Program to Increase Students'speaking Skills," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 8, no. 1 (2021): 106–117, https://doi.org/10.15408/a.v8i1.20661.

integrate all subjects with social life so that lessons can be applied in everyday life[44], but it is still difficult to shift to skill-based learning. Other internal challenges include low interest in education and the number of available references and books[45].

The new policy conditions provided by SK Dirjen Pendis No. 3302 of 2024 and KMA 1503 of 2025 encourage this paradigm shift. This is in line with recommendations from various studies that encourage the development of an Arabic language curriculum that combines mastery of rules with practical skills and directs students to use these rules in daily communication[46]. The importance of this curriculum transformation has also been emphasized because language is not just knowledge; it is a skill that encompasses reading, writing, listening, and speaking[47].

Therefore, the latest research findings, which provide empirical support for this maintenance and improvement approach, show progress in correcting the errors identified by previous studies. This shows that the latest policies in the national education system aim to better align with the skills needed for the 21st century. Thus, making Arabic important is not only for religious purposes, but also as a vital life skill in the era of globalization.

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[43] Ahmad Muradi dkk., "Higher Order Thinking Skills Dalam Kompetensi Dasar Bahasa Arab,"
Arabi: Journal of Arabic Studies 5, no. 2 (2020): 177–190, https://doi.org/10.24865/ajas.v5i2.293.

[44] Widodo, "Development and Maintenance of Arabic through Education in Islamic Education Institutions in Indonesia/Pengembangan Dan Pemertahanan Bahasa Arab Melalui Pendidikan Di Lembaga Pendidikan Islam Di Indonesia." *al Mahāra: Jurnal Pendidikan Bahasa Arab* 6.2 (2020): 195-216.

[45] Retnawati dkk., "Has Arabic Language Learning Been Successfully Implemented?."

[46] Muradi dkk., "Higher Order Thinking Skills Dalam Kompetensi Dasar Bahasa Arab."

[47] Ni'am, "Urgensi transformasi kurikulum bahasa Arab Madrasah Aliyah di Indonesia: Menelisik historisitas dan perkembangannya dari masa ke masa."

Here are some issues and recommendations for further research. Although academic transformation has a significant impact on student learning outcomes, other factors such as socioeconomic status, family support, and psychological issues contribute 22.7% to student learning outcomes. Future research should integrate these elements to gain a more comprehensive understanding. There is also the possibility of conducting future-focused research to observe the long-term impact of these changes.

Conclusion

This study empirically demonstrates that the transformation of academic status, defined through the enhancement of accreditation, the implementation of the *Merdeka* and K13 curriculum, and recognition as an exemplary madrasah, has a positive and significant impact on Arabic language learning outcomes at MTsN 5 Banyuwangi. This is proven by a simple linear regression analysis revealing that 77.3% of the variance in students' Arabic language learning achievements can be directly attributed to this transformation process. Regression analysis confirms that these institutional changes drive a paradigm shift from mechanical memorization to a contextual, application-based, and technology based learning approach, supported by better facilities, teacher competence, and a performance-based evaluation system in accordance with KMA No. 1503 of 2025. However, this study has several limitations, including a relatively small sample size of 30 students from one madrasah and the exclusion of other influential factors such as students socioeconomic conditions, family support, and intrinsic motivation, which account for 22.7% of the remaining variance in learning outcomes. Therefore, subsequent research is recommended to incorporate these external variables and use a longitudinal design to assess the long term effects of academic status transformation, ensuring a more comprehensive

understanding of how structural changes can optimize Arabic language learning outcomes in madrasah environments. Ultimately, this study asserts that the transformation of academic status is not merely an administrative rebranding but also a substantive catalyst for pedagogical innovation. However, its full potential can only be realized through a holistic approach that simultaneously addresses the structural, instructional, and sociocultural dimensions of Arabic language education in Indonesian madrasah

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Author Contributions Statement

All authors were involved in formulating the research concept and design. AFNK led the preparation of the draft collection, gathering, and analyzing the research data. Under the direction and guidance of AB and NMR, they participated by providing suggestions and comments related to this research.

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Kartu Bimbingan

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NAMA	**AMANDA FEBY NUR KHOLIQOH**
FAKULTAS	**TARBIYAH DAN KEGURUAN**
PROGRAM STUDI	**S1 PENDIDIKAN BAHASA ARAB**
PERIODE	**20252**
JUDUL	**DARI HAFALAN KE RELEVANSI: TRANSFORMASI STATUS AKADEMIK TERHADAP HASIL PEMBELAJARAN ARAB DI MADRASAH**



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20251	25 Mei 2026	25 Mei 2026	Penyerahan artikel final (Pendahuluan, Metode, Hasil, Pembahasan, Kesimpulan).	ACC dan tanda tangan dosen
2	20251	25 April 2026	25 April 2026	Pengecekan plagiasi, kelengkapan daftar pustaka, dan kesesuaian format artikel jurnal.	Validasi akhir pra-pengumpulan
3	20252	14 April 2026	14 April 2026	Penulisan Kesimpulan dan Saran.	Koreksi dan penajaman redaksi
4	20252	05 April 2026	05 April 2026	Penyusunan Pembahasan: interpretasi transformasi dari hafalan ke relevansi, pengaruh status akademik.	Diskusi dan pendalaman analisis
5	20252	30 Maret 2026	30 Maret 2026	Penulisan draf Hasil Penelitian (deskripsi data, tabel, uji hipotesis).	Review dan koreksi draf hasil
6	20252	21 Maret 2026	21 Maret 2026	Pengolahan data: input, uji prasyarat, analisis regresi/korelasi antara status akademik dan hasil belajar.	Bimbingan analisis statistik
7	20252	10 Maret 2026	10 Maret 2026	Pengumpulan data: tes hasil belajar bahasa Arab, kendala di lapangan.	Monitoring dan solusi kendala
8	20252	01 Maret 2026	01 Maret 2026	Persiapan penelitian: perizinan madrasah, dokumentasi data status akademik siswa.	Konsultasi teknis lapangan
9	20251	17 Januari 2026	17 Januari 2026	Revisi proposal pasca seminar, mengakomodasi saran penguji.	Bimbingan perbaikan proposal
10	20251	14 Januari 2026	14 Januari 2026	Simulasi presentasi seminar proposal, persiapan tanya jawab.	Latihan presentasi dan masukan
11	20251	03 Januari 2026	03 Januari 2026	Penyusunan instrumen tes hasil belajar dan validasi isi oleh ahli.	Revisi dan finalisasi instrumen
12	20251	31 Desember 2025	31 Desember 2025	Perancangan metode: desain kuantitatif korelasional/ex post facto, populasi, sampel, instrumen pengukuran status akademik.	Validasi dan arahan metodologi
13	20251	27 November 2025	27 November 2025	Pengembangan tinjauan pustaka: hafalan (rote learning), pembelajaran relevan, status akademik, hasil belajar bahasa Arab.	Bimbingan referensi dan sitasi
14	20251	20 November 2025	20 November 2025	Penyusunan latar belakang: fenomena dominasi hafalan di madrasah, urgensi relevansi, research gap terkait status akademik.	Review alur pikir dan koreksi draf
15	20251	16 November 2025	16 November 2025	Penajaman judul dan identifikasi variabel status akademik (misal: nilai rapor, prestasi sebelumnya).	Diskusi dan ACC judul
16	20251	08 November 2025	08 November 2025	Mahasiswa membawa gagasan tentang pergeseran dari metode hafalan ke pembelajaran relevan dan kaitannya dengan status akademik siswa.	Brainstorming dan pemilihan topik

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