



An Analysis of Arabic Language Curriculum Development in Indonesia

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Abstract

Curriculum development must be considered according to the times, the development of science, the needs of students, and the needs of society. In Indonesia, curriculum development from the Learning Design Curriculum (1947) is currently being implemented. The purpose of this paper is to understand the approaches used in curriculum development, and to analyze the development of the Arabic language curriculum in Indonesia. The results of this study indicate that the approaches used in curriculum development are both the administrative and grassroots approach, while the development of the Arabic language curriculum in Indonesia begins with the 1964 curriculum, spanning all the way to the 2022 independent curriculum. Curriculum changes over time have been carried out in a balanced and proportional manner. This is reflected in the teaching of Arabic language skills, which are taught to continue to experience development and refinement. In addition, the orientation of learning Arabic is not only for studying religion, but also oriented toward the realization of Arabic language competence, communicative competence, and cultural competence.

Keywords: *Analysis, Curriculum Development, Arabic Language*

Introduction

The curriculum is a key component of the education system. The curriculum plays a role in providing guidance and a foothold in the administration of education. Without a curriculum, it will be difficult to track whether educational goals are achieved or not. Ainin¹ also explained that the curriculum has a strategic and functional role, a benchmark in determining the achievement of educational goals, as well as a basis for recognizing the strengths and weaknesses of the teaching and learning process.

Regarding the role of the curriculum above, the curriculum development activities cannot be avoided. Noor explained that curriculum development is a never-ending cyclical process.² The curriculum will always change according to the times and the needs of the institution. If the curriculum is not developed, institutions will also be left behind. This is in line with the statement of (Minister of Education and Culture for the 2009-2014 period) in Santoso, dkk. that there is no curriculum eternal. This change is due to the demands of the times, not because the current curriculum is bad or wrong. Then we must participate in change.³ While The purpose of changing the curriculum is to improve the quality of the learning process and learning design in schools so that students become quality resources.⁴

This curriculum development activity does not have to change the contents of the previous curriculum absolutely but is carried out in the context of continuity between the previous curriculum, the current curriculum, and the future

¹Moh. Ainin, *Pengembangan Kurikulum dalam Pembelajaran Bahasa Arab* (Malang: Lisan Arabi, 2019).

²Rohina Nur, *The Hidden Curriculum Membangun Karakter Melalui Kegiatan Ekstrakurikuler* (Yogyakarta: Insan Madani, 2012).

³Santoso, G., dkk. "Analysis SWOT Civic Education Curriculum for Senior High School Year 1975-2013," *Civics: Jurnal Pendidikan Kewarganegaraan* 19, no. 1 (2015). <https://ejournal.upi.edu/index.php/civics/article/view/2073>.

⁴*Ibid.*

curriculum. Things that must be considered before changing the curriculum include (1) The principles of curriculum development that are useful as a reference and signs that must be obeyed⁵, so that the curriculum is adapted to the needs of all parties, namely students, parents, the general public, users of graduates, the nation and the state; (2) curriculum development model, so that the education management system adopted is by the educational concept model used; and (3) the approach used.

Discussion of this curriculum is very important to study. The discussion will continue to exist along with the developments and demands of the times. Several studies related to this discussion include: First, research conducted by Karima Nabila Fajri with the title Curriculum development process, which focuses on discussing the curriculum development process, its stages, and supporting and inhibiting factors.⁶ Second, research conducted by Kamalia and Andriansyah⁷ which discusses student perceptions of the technical, process and evaluation of the independent campus of independent learning. Third, Research conducted by Syamsul Bahri⁸ about curriculum development, its basis, and objectives. The result of this study is that the curriculum provided by a school includes all processes that influence the development and formation of student character as required by national education goals. There are several elements such as philosophy, psychology, socio-culture, and technology which form the basis of the curriculum.

⁵Moh. Taufiqurrahman dan Muhammad Ikrom Karyodiputro, "Model dan Prinsip Pengembangan Kurikulum Bahasa Arab." *Islamic Akademika* 6, no. 1. <https://media.neliti.com/media/publications/290470-model-dan-prinsip-pengembangan-kurikulum-cc500688.pdf>. n.d), h. 88

⁶Karima Nabila Fajri, "Proses Pengembangan Kurikulum," *Islamika* 1, no. 2 (2019), 35-48. <https://ejournal.stitpn.ac.id/Index.Php/Islamika/Article/View/193>.

⁷Putri Ulfa dan Eka Hendi Andriansyah Kamalia, "Independent Learning-Independent Campus (MBKM) in Students' Perception," *Jurnal Kependidikan* 7, no. 4 (2021), h. 1, <https://ejournal.undikma.ac.id/index.php/jurnalkependidikan/article/view/4031>.

⁸Syamsul Bahri, "Pengebangan Kurikulum Dasar dan Tujuannya," *Jurnal Ilmiah Islam Futura* 11, no. 1 (2011), h. 35, <https://jurnal.ar-raniry.ac.id/index.php/islamfutura/article/view/61>.

The purpose of curriculum development is to adapt between education and social change and explore untapped knowledge. This research article will discuss the development of the Arabic language curriculum which focuses on the approaches used in curriculum development and analysis of the development of the Arabic language curriculum.

Based on the explanation above, we need to examine the discussion about the analysis of the development of the Arabic language curriculum in Indonesia further. Because with him we will know The development of the Arabic language curriculum began at the outset of what is currently in effect. we will find out the important aspects of each change in the Arabic language curriculum. Therefore, the article entitled "Analysis of the Development of the Arabic language curriculum in Indonesia" aims to describe several approaches to curriculum development and to analyze in depth the development of the Arabic language curriculum from time to time to the current curriculum.

Method

This study uses a qualitative approach with the type of library research, namely in writing articles, the author uses books as a data source.⁹ Darmalaksana¹⁰ argues that there are several stages used in literature review, namely: first, searching for various sources of literature and then collecting them. At this stage, the author draws from various books and articles related to the topic of discussion. Second: the data processing stage by citing the references collected, to obtain conclusions.

⁹Sutrisno Hadi, *Metodologi Research*, Jilid I (Yogyakarta: Andi Offset, 2004).

¹⁰Wahyudin Darmalaksana, *Metode Penelitian Kualitatif Studi Pustaka dan Studi Lapangan* (Bandung: Pre Print Digital Library UIN Sunan Gunung Djati, 2020).

Results And Discussion

From the analysis of books and journals related to the research topic, the following results are obtained:

Arabic Curriculum Development Approach

In curriculum development activities, an approach is needed that is used as a guide in the development process. Sanjaya¹¹ argues that the curriculum approach is the perspective used for curriculum development activities. While Hamdan¹² argues that the curriculum development approach is a systematic way of working to change the curriculum for the better. In this article, the authors limit the two approaches that can be used in developing the curriculum, namely the administrative and grassroots approaches.

First, Approach administrative is an approach curriculum development whose ideas come from the central government. therefore it is centralized, with a Top-Down system. Several curricula in Indonesia that apply this approach are the 1947 lesson plan curriculum, the decomposed lesson curriculum, the 1968 round curriculum, the 1975 curriculum, the CBSA curriculum, and the 1994 curriculum.

The steps for curriculum development with this approach are Sanjaya's opinion¹³, namely: (1) the central government forms a steering team; (2) forming a team tasked with elaborating the various policies that have been made; (3) the formulation team evaluates the curriculum that has been prepared; (4) Implementation of the curriculum carried out by each school with administrator commands.

Second, Grass Roots Approach The scientist who developed this approach

¹¹Wina Sanjaya, *Kurikulum dan Pembelajaran* (Jakarta: Kecana Predana Media Group, 2009).

¹²Hamdan, *Pengembangan Kurikulum Pendidikan Agama Islam (PAI) Teori dan Praktek*" (Banjarmasin: IAIN Antasari Press, 2014).5

¹³Wina Sanjaya, *Kurikulum dan Pembelajaran* (Jakarta: Kecana Predana Media Group, 2009).

was Smith, Stanley, and Shores in 1957. Hikmawati¹⁴ said that this approach is the opposite of the administrative approach. This approach is decentralized, because the idea of curriculum development comes from the teacher, then spreads at a wider level. therefore the system used is Bottom Up.

Curriculum development steps with this approach include: (1) finding problems; (2) Reflecting (3) formulating hypotheses; (4) identify hypotheses that are highly likely to be made in this field. (5) Carry out continuous planning and evaluation so that the problems you face can be resolved; (6) Compile the results of development implementation reports through grass roots.¹⁵

Analysis of the Development of the Arabic Curriculum in Indonesia

The following are the results of an analysis of the development of the Arabic language curriculum that applies in Indonesia, namely:

1. Education Plan Curriculum -1964

The Education Plan Curriculum is the first curriculum that introduces Arabic as a subject taught in schools. This curriculum begins enacted in 1964. What is prioritized in this curriculum is the pancawardhana program, namely moral, emotional, skills, and physical Ghoni¹⁶. The approach used by this curriculum is Top-Down.

In connection with the pancawardana above, Arabic subject matter is more oriented to the moral (religious) aspect. The Arabic subject aims to understand the teachings of Islam. The method used is qawaid and translation.

¹⁴Sholihatul Atik Hikmawati, "Pendekatan dan Model-Model Pengembangan Kurikulum Bahasa Arab pada Madrasah/Sekolah di Indonesia", *Muhadasah: Jurnal Pendidikan Bahasa Arab*, 1, no. 2 (2019): 203-218. <https://ejournal.iaiskjmalang.ac.id/index.php/muhad/article/view/97>.

¹⁵Sholihatul Atik Hikmawati, "Pendekatan dan Model-Model Pengembangan Kurikulum Bahasa Arab pada Madrasah/Sekolah di Indonesia", *Muhadasah: Jurnal Pendidikan Bahasa Arab*, 1, no. 2 (2019): 203-218. <https://ejournal.iaiskjmalang.ac.id/index.php/muhad/article/view/97>.

¹⁶Djunaidi Ghoni, *Politik Pengambilan Keputusan Tentang Kurikulum* (Malang: UIN Press, 2010).

2. Curriculum 1968

This curriculum shifts from pancawardhana to fostering the spirit of Pancasila, basic knowledge, and special skills. The approach used in this curriculum is Top-Down. The curriculum at this time was completely overhauled, because it entered the transition from the old order to the new order. This curriculum aims to improve intelligence and skills as well as the development of a healthy and strong physical.¹⁷ In the 1968 era curriculum, Arabic was taught to understand Arabic through a communicative approach.

3. Curriculum -1975

This curriculum is called the lesson unit curriculum. Like Hikmawati¹⁸ explained that the mention of the education unit because lesson planning was made every discussion. Methods, materials, and teaching objectives are detailed in the instructional system development procedure (PPSI). In this curriculum, the purpose of learning Arabic switches from oral to audiolingual.

4. CBSA-1984 Curriculum

This curriculum emphasizes the improvement and refinement of the previous curriculum. Another name for the CBSA curriculum is the enhanced 1975 curriculum. The approach used in this curriculum is Top Down. The model used is the taba model because it focuses on repairs and improvements. The CBSA curriculum is also often known as the enhanced 1975 curriculum. In this curriculum, the method used in learning Arabic is no longer the lecture method,

¹⁷YY Hasibuan, "Pembinaan Dan Pengembangan Kurikulum Studi Analisa Kurikulum 1968-1975" (Surabaya: Usaha Nasional, 1998)

¹⁸Sholihatul Atik Hikmawati, "Pendekatan dan Model-Model Pengembangan Kurikulum Bahasa Arab pada Madrasah/Sekolah di Indonesia", *Muhadasah: Jurnal Pendidikan Bahasa Arab*, 1, no. 2 (2019): 203-218. <https://ejournal.iainkijalang.ac.id/index.php/muhad/article/view/97>.

but the discussion method, and the purpose of learning Arabic is for certain benefits, so mastery of it is a must.

5. 1994 Curriculum and 1999 Curriculum Supplements

This curriculum was enforced at the end of the New Order period. In this curriculum, there are local materials. Like Hikmawati¹⁹ said that the local materials were by the needs of each region. For example regional languages, regional skills, etc. This curriculum is top-down

During the implementation of this curriculum, learning Arabic was developed with a communicative and meaningful approach. The point is that with this curriculum the scope of opportunities for Arabic language learners is expanded, for example as a diplomat, tourist, businessman, or continuing studies in the Middle East.

6. KBK-2004 curriculum

The characteristics of the KBK curriculum are that the learning system in this curriculum is very practical for student development.²⁰ This means that this system is universal and includes all learning activities that are the needs of students, but students still need guidance and direction from the teacher to achieve educational goals. In this curriculum, each eye is described based on the competencies that must be achieved by students. The authority is fully given to the school in preparing its education plan. The top-down approach is the development used to develop this curriculum.

The influence of the KBK curriculum on the Arabic language curriculum is that learning Arabic is developed with a competency-based communicative and

¹⁹*Ibid.*

²⁰Suryadi Fajri et al, "The National Curriculum In Development In The Reform Period," *Global Conferences Series: Social Sciences Educational and Humanities* 6 (2020): 33-36. <https://series.gci.or.id/article/395/18/icftk-2019>.

meaningful approach. This is reinforced by the statement of Celce-Murcia, et al. that the CBC Curriculum is based on the theory of communicative competency models.²¹ That is, the achievements that will be obtained by students in learning are essentially a communication tool. Besides, according to Kern (2000) in Ministry of National Education²² and Mirizon²³ that this curriculum is also based on literacy theory and its application in language teaching

7. Curriculum (KTSP-2006)

According to Fajri KTSP is a curriculum that is oriented towards individual development, which can be seen from the basic competency standards outlined by the indicators.²⁴ In KTSP there is a self-development component that emphasizes aspects of talent development and asking students. Besides that, teachers are given the authority and freedom to think and work creatively according to the needs of students and also explore the potential of the environment. In the opinion of I Made Sujana²⁵ that the purpose of launching this curriculum is to provide autonomy in managing education in schools in each region. With this curriculum, schools are given the freedom to develop their curriculum according to the local context, the abilities and needs of students, and the availability of infrastructure.

The application of KTSP in learning Arabic creates a pleasant situation and can choose and use creative methods, media, and strategies. Institution managers

²¹Celce-Murcia, M, Z. et al., "Communicative Competence: A Pedagogically Motivated Model with Content Specifications," *In Issues in Applied Linguistics* 6, no. 2 (1995): 5-35.

²²Depdiknas, *Kurikulum 2004: Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP/MTs* (Jakarta: Departemen Pendidikan Nasional, 2004).

²³Soni Mirizon, "Some Aspects of English Competency Based Curriculum," *Forum Kependidikan. FKIP Universitas Srinjaya* 24, no. 1 (2004), h. 67-86.

²⁴Suryadi Fajri et al, "The National Curriculum In Development In The Reform Period," *Global Conferences Series: Social Sciences Educational and Humanities* 6 (2020): 33-36. <https://series.gci.or.id/article/395/18/icftk-2019>.

²⁵I Made Sujana, Tri Nuryanti, dan Luh Sri Narasintawati, "Landasan Filosofis dan Toritis Standar Isi Bahasa Inggris dalam KTSP dan Tantangan Kurikulum LPTK Bahasa Inggris," *Jurnal Linguistik, Sastra, dan Budaya (Lisdaya)* 6, no. 1 (2010).

are expected to further enhance cooperation with teachers so that students are qualified in IMTAQ and Science and Technology. In With the implementation of this curriculum, Arabic teacher training began to increase teacher understanding and expertise in learning Arabic based on KTSP.

8. Curriculum (Character Based-2013)

The 2013 curriculum is the curriculum that was established on December 12, 2014, by Anies Baswedan as the Minister of Education and Culture.²⁶ Michie believes that the implementation of this curriculum is very controversial.²⁷ The link between education, culture, and religion is very strong in this Indonesian curriculum document. The function of education is to develop students to become good citizens. According to Law 20 of 2003, students "become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible country".²⁸ The point is that people must also influence education: "Education is rooted in the culture of the people". This curriculum gives authority to teachers to think and work creatively according to the needs of students, as well as explore the potential of the environment based on character building learners.

Application curriculum based character to learning Arabic uses the characteristics of learning Arabic. the characteristics of learning Arabic get a sufficient portion so that the teacher can design learning that focuses on student

²⁶“Kurikulum 2006 Dan 2013 Resmi Berlaku 12 Desember,” *Detiknews*, 2014, <https://news.detik.com/berita/d-2780073/kurikulum-2006-dan-2013-resmi-berlaku-12-desember>.

²⁷M. Michie, “Comparing the Indonesian Kurikulum 2013 with the Australian Curriculum : Focusing on Science for Junior Secondary Schools Perbandingan Kurikulum 2013 Indonesia Dengan Australian Curriculum : Dengan Fokus Pada Ilmu Pengetahuan Alam (IPA) Pada Tingkat Sek,” *The International Education Journal: Comparative Perspectives* 16, no. 2 (2017), h. 83-86, <https://openjournals.library.sydney.edu.au/index.php/IEJ>.

²⁸Kemendikbud, *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, 2003, h. 3, <https://pusdiklat.perpusnas.go.id/regulasi/download/6>.

activities.²⁹ This is in line with Santoso's opinion that the application of this curriculum with a variety of innovations, creations, and context is a means of forming the character of students as a whole.³⁰ Learning a language is not only in the realm of knowledge but more in the aspect of skills, namely listening, reading, writing and speaking skills. Therefore, learning Arabic fits perfectly with the 2013 model and approach.

9. Independent Curriculum - 2022

Independent curriculum with curriculum launched by the Ministry of Education, culture, research, and Technology to deal with the Covid-19 pandemic. This is done to ease the burden of Indonesia's problems which must be adaptive to the pandemic situation which causes learning lagging (loss of learning) that occurs in students.³¹ This curriculum aims to encourage students to master various fields of knowledge with their areas of expertise so that they are ready to compete in the global world.³² The concept of an independent curriculum is liberalizing in the course of teaching and learning activities. Teachers are given authority and freedom. With this curriculum, learning is no longer focused on learning in the classroom between teachers and students but also carries out other variations of learning that shape students' abilities. From this, we can understand that the development of this independent curriculum aims to hone children's interests and talents from an early age which focuses on essential material, character

²⁹E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013* (Bandung: Remaja Rosdakarya, 2015).

³⁰Gunawan Santoso, "The Structure Development Model of Pancasila Education (PE) and Civic Education (CE) at 21 Century 4.0 Era in Indonesian," *Proceedings of the 2nd African International Conference on Industrial Engineering and Operations Management Harare, Zimbabwe*, 2020, <http://www.ieomsociety.org/harare2020/papers/287.pdf>.

³¹Maulano Barontuko, "Polemik dan Hikmah Kurikulum Merdeka pada Mata Pelajaran Sejarah," <https://kumparan.com/maulano-barontuko/polemik-dan-hikmah-kurikulum-merdeka-pada-mata-pelajaran-sejarah-1zU4FQLABF2/1,2022>

³²Deni Sopiansyah dkk., "Konsep dan Implementasi Kurikulum MBKM (Merdeka Belajar Kampus Merdeka)," *Reslaj* 4, no. 1 (2022). 34-41. <https://doi.org/10.47467/reslaj.v4i1.458>.

development, and student competencies.

We can see the implementation of the independent learning curriculum in the independent campus. This policy was proclaimed by the Minister of Education and Culture by granting the right to study for 3 semesters outside of the study program. As explained by Leuwol, dkk.³³, Muhsin³⁴, dan Wijayanto³⁵ The concept of an independent campus is a new concept by allowing students to have the freedom to study at universities.

The implementation of the Merdeka curriculum for learning Arabic is to prepare students to have Arabic proficiency. Arabic as a global communication tool and to study religion from authentic sources. The characteristics of learning Arabic are oriented towards the realization of three things, namely: language competence (*Al-Kifayah Al-Lughawiyah*), communicative competence (*Al-Kifayah Al-Ittishaliyyah*), cultural competence (*Al-Kifayah Al-Tsaqafiyah*).³⁶

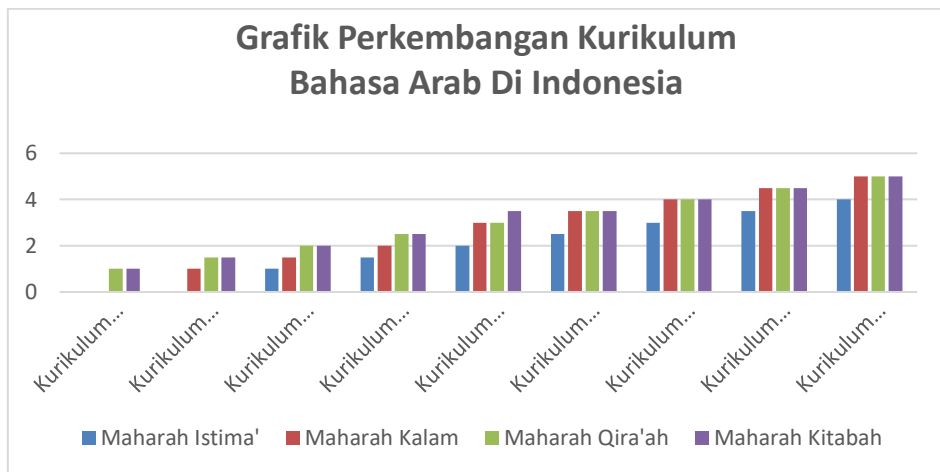
The following is a graph of the development of the Arabic language curriculum in Indonesia, namely:

³³Leuwol, N. V., dkk. "Pengembangan Sumber Daya Manusia Perguruan Tinggi: Sebuah Konsep, Fakta Dan Gagasan" (Medan: Yayasan Kita Menulis, 2020).

³⁴H. Muhsin, "Kampus Merdeka di Era New Normal. Dalam: A. Muslihat Dkk. Masa Depan Kampus Merdeka & Merdeka Belajar: Sebuah Bunga Rampai Dosen. 143", (Bintang Visitama Publisher, 2021).

³⁵A. Wijayanto, "Implementasi dan Problematika Merdeka Belajar," *OSF Preprints.*, 2021, <https://doi.org/10.31219/osf.io/yshk6>.

³⁶Tim Pengembang Kurikulum Merdeka, "Pembelajaran Bahasa Arab dalam Kurikulum Merdeka" (<https://www.intelmadrasah.com/2022/10/pembelajaran-bahasa-arab-dalam.html>) Tim Pengembang Kurikulum Merdeka, 2022).



From the graph above we can see the development of the Arabic language curriculum starting from the Education Plan Curriculum - 1964 to the independence curriculum. Early Arabic was taught only for religious orientation, namely to understand Islamic religious teachings using conventional methods, namely *qawaid* and *tarjamah*. After that, in the 1968 curriculum, learning Arabic developed an approach communicative. In the 1975 curriculum, it switched to learning Arabic with audiolingual, where maharah istima' and maharah kalam were taught. The development of learning Arabic has continued to develop until now, namely in the independent learning curriculum. In this curriculum, learning Arabic is oriented toward the realization of Arabic language competence, communicative competence, and cultural competence.

Conclusion

From the explanation above, it can be concluded that: The curriculum development approach is the starting point/point of view used to develop the curriculum. Curriculum development can mean the preparation of a new curriculum (Curriculum Construction), and the improvement of existing ones (Curriculum Improvement). In terms of approach, there are two kinds, namely the

administrative approach and the grassroots approach. The development of the Arabic language curriculum in Indonesia started from the 1964 curriculum, 1968 curriculum, 1975 curriculum, 1984 CBSA curriculum 1994, Curriculum, 2004 KBK, 2006 KTSP, 2013 curriculum, and 2022 independent curriculum. Changes to the curriculum from time to time have been carried out in a balanced manner. and proportional. This is reflected in the teaching of Arabic language skills which are taught to continue to experience development and refinement. Besides that, the orientation of learning Arabic is not only for studying religion but also oriented toward the realization of Arabic language competence, communicative competence, and cultural competence.

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