Realities and Influencing Factors of Arabic Language Education Curriculum Development at SDNU Kencong Jember

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Abstract:
The strategic role of the curriculum will trigger the efficiency and effectiveness of learning. The curriculum directs all learning activities while essential to realizing a quality educational institution. Seeing the orientation and role of the curriculum, curricular changes can occur at any time by existing needs. Social changes in society and the development of Science and technology should be immediately responded to in curriculum development at every level of Education. This type of qualitative research understands the phenomenon experienced by research subjects, such as action, thought, motivation, and others. At the same time, the researchers used a descriptive approach. The results show that the reality of Arabic language education today should be an excellent opportunity to create brighter prospects for enthusiasts and activists of the Arabic language in the future. Scientific epistemology and curriculum must always be addressed and developed to plan the curriculum to produce a wide range of curriculum specifics..

Introduction

The nature of the existence of the Arabic language, at first as a language used in religious ritual activities, in addition to being a language used in the source language of Islamic teachings (*al-Qur'an* and *Hadith*). The religiosity of Islam in Indonesia indicates the existence of the Arabic language studied in this country until now. As stated by Bahruddin, the Arabic language in Indonesia has been taught since the entry of Islam into the archipelago (Uril Bahruddin, 2017: i). However, direct learning of Arabic has yet to be maximized to provide comprehensive mastery maturity on the four pillars of Arabic language proficiency.

The limitations to voicing the four language skills (Arabic), of course, we cannot deny just like that, looking at the variant backgrounds of educators, learners, Arabic learning facilities, etc. of course, this will be homework and a separate evaluation for language observers, especially those in this country. In the history of Arabic language learning, Islamic boarding school is one of the Islamic educational institutions that preserve Arabic language learning; preservation of Arabic language learning can be glimpsed from the activities of Islamic boarding school educational activities, such as the recitation of classical books, learning activities in boarding houses and learning in formal schools.

The strategic role of the curriculum will trigger the efficiency and effectiveness of learning. The curriculum directs all learning activities while having an essential role in realizing quality educational institutions (Khaeruddin, 2007: 4). Therefore, from the part of the education curriculum that will have a significant effect, we must be able to try as much as possible to empower curriculum management. Given the urgency of the curriculum towards success in education, its preparation cannot be done carelessly and requires strong foundations.

See the orientation and role of the curriculum; curricular changes can occur at any time following existing needs. Social changes in society and the development of Science and technology should be immediately responded to in curriculum development at every level of Education (Oemar Hamalik, 2006: 90). Especially on the Arabic language learning curriculum at school or madrasah level. From the description of the background came the initiation of the title of this article, namely The Reality of Arabic Language Education and the Influence of PBA Curriculum Development Factors at SDNU Kencong, which will be written in the following discussion.

Methods

This type of research is qualitative research; Lexy revealed that what is called qualitative research is research that intends to understand the phenomenon of what the research subject experiences, for example, actions, thoughts, motivations, and others. Holistically, with a unique natural context, and utilizing various natural methods (Lexy J. Moleong, 2007: 6).

While researchers use a descriptive approach, Nazir said that a descriptive approach is an approach to researching the status of a group of people, objects, sets of conditions, systems of thought, or classes of events in the present. This descriptive research aims to make a systematic, factual, and accurate description or painting of the facts, characteristics, and relationships between the phenomena being investigated (Moh. Nazir, 2014: 43).

The data collection techniques include observation, interviews, documentation, and triangulation. Djamal said this technique was the first to be used in conducting scientific research, especially regarding everything in this universe (M. Djamal, 2015: 66). Researchers use the observation technique to collect data on the planning, implementation, and evaluation of the reality of Arabic education and the factors influencing curriculum development at SDNU Kencong.

According to Moleong, this technique is a conversation conducted with a specific purpose (Lexy J. Moleong, 2007: 186). Therefore, with the interview technique, the researcher held questions and answers about the planning, implementation, and evaluation processes of the reality of Arabic language education and the influencing factors of curriculum development at SDNU Kencong. Triangulation Sugiyono defines triangulation as a data collection technique combining various data collection techniques and existing data sources. Triangulation of methods means researchers use different data collection techniques to get data from the same source. Triangulation of sources means to get data from different sources with the same technique (Sugiyono, 2010: 330). Researchers used source triangulation (students and Arabic language teachers) with interview techniques.

Result and Discuss

1. The Reality of Arabic Language Education

   a. Social Phenomena in Arabic Language Education

        Arabic is a language used by some Arabs or non-Arabs that is used as an active language of communication or in the context of passive language, both in the context of official communication (learning, seminars, journalism, competitions, etc.) and in everyday communication. Two varieties of Arabic are used as a language of communication, namely standard Arabic *(fushah)* and non-standard Arabic *('am-miyah)*. Both varieties are used in the social reality of Arab society in different contexts and nuances. The tendency to use non-standard Arabic *('am-miyah)* is so strong that the general public uses it. It can also be found among the educated community and the official elite.

        Today, Arabic language education is faced with several serious problems, including First, globalization; this current has a major impact on the existence of the use of standard Arabic (*fushah*), which tends to be replaced by non-standard Arabic (*'ammiyah*) in the daily dialectics of Arab society. There is a tendency of the Arab community, especially the young - there, with the emergence of the term *al-fush 'ammiyah* (a mixture of Arabic *fushah* and Arabic *'ammiyah*). This shows that serious challenges surround Arabic language education because it will lead to grammatical degeneration (*qawaid*). Second, using English integrated with technological developments is a significant signal that the reconstruction of Arabic language imaging needs to be echoed even more (Abd al-Shabûr Syâhîn, 2022).

        Arabic language education has begun to be introduced to children's nature since enjoying their primary education (starting from kindergarten and elementary school). This fact has often been found in the educational institutions of this nation. Muhbi asserts that there are at least four orientations of Arabic language education in Indonesia, among others:

    1) Religious Orientation, namely the big goal of learning Arabic, is a cultivation of understanding and understanding of Islamic teachings (*fahmu al-maqru'*); this can be internalized by learning passive skills (listening and reading) and learning active skills (speaking and writing).

    2) Academic Orientation, namely the purpose of learning Arabic to understand the sciences and Arabic language skills (*istima', kalam, qiro'ah, kitabah*). This goal makes Arabic a discipline that must be mastered academically.

    3) Professional/Practical and Pragmatic Orientation, i.e., learning Arabic to fulfill professional needs, practical (communicating orally/*almuhadatsah*), or pragmatic (prerequisites for carrying out work activities in Arab countries or continuing scientific studies in the Middle East, etc.).

    4) Ideological and Economic Orientation, namely studying Arabic as a vehicle for the interests of orientalism, capitalism, imperialism, etc. (Muhbib Abdul Wahab, 2022).

   b. Repositioning Arabic Language Learning in the Middle of the Times

The development of the times and the conditions of Arabic language learning that we face today require serious thinking in solving it, including the need for synergy from various existing circles, starting from educators, curriculum sections, school principals, and student guardians.

The role of teachers in learning Arabic must be able to organize the learning process as well as possible to develop education. The requirements for this purpose include the teacher having Arabic teaching competence; in addition, these competencies must be able to be internalized through application in the field. The figure of an Arabic teacher like this will be a human resource for achieving the expected learning objectives. Understanding the essential functions of Arabic is a necessity that must be embedded in learning so that the impression of rigidity in learning above does not narrow the students' point of view.

2. PBA Curriculum Development in Schools

a. Conception of PBA Curriculum Development

As stated by Nana Syaodih Sukmadinata, the curriculum as an educational plan will provide guidelines and guidance on the type, scope, content sequence, and education process (Nana Syoadih Sukmadinata, 2013: 4). curriculum as one of the components of education will significantly influence the direction of education from the approach to the target achievement of education. Therefore, the curriculum serves as a tool to achieve educational goals and teaching guidelines at all levels and types of education. In a broader sense of the curriculum, the curriculum not only addresses and includes limited activities in the classroom only but also includes activities that exist outside the classroom (Oemar Hamalik, 1999: 18). So, in essence, all activities that give birth to the impression of experience in the educational process to students, is the meaning and function of the curriculum.

The National Education policy in the National Education System Law No. 20 of 2003 states that "the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials and methods used as guidelines for organizing learning to achieve certain educational goals." From the perspective of the Law, there are three components in the curriculum, namely the goal component, content, and learning materials, as well as learning methods, both in the form of learning strategies and learning evaluation (Din Wahyudin, 2014: 5). Of course, each of these curriculum objectives has an implementation in its development. Curriculum development is closely related to curriculum preparation and performance in education, accompanied by intensive evaluation (Nana Syoadih Sukmadinata, 2013: 5).

Curriculum development efforts should always be based on the principles of curriculum development so that the existence of the curriculum becomes a guide to relevant educational standards. The principles are:

1) Principle of Relevance The relevance of the education curriculum will signal the quality of good education. Orientation of curriculum implementation that not only emphasizes the acquisition of knowledge but can also be realized in the community's

social life. So, paying attention to the principle of relevance becomes absolute in curriculum development. According to Soemanto and Subandijah, the word relevance has meaning, including the relevance of education to the environment of students, the relevance of education to future life, the relevance of education to the world of work (Abdullah Idi, 2016: 201-202), and the relevance of education to science.

2) According to Wina Sanjaya, the principle of flexibility has two essential sides. First, it is flexible for teachers or lecturers. In other words, there is room for teachers or lecturers to develop and teach models according to the conditions in the learning process. Second, flexible for students. The curriculum must also provide various possible optional material programs according to the talents possessed by students (Wina Sanjaya, 2010: 41).

   In reality, constructing an ideological foundation designed by educational institutions is sometimes at odds with the facts of the field with limited educational facilities and human resources (lecturers or teachers) that could be more supportive. So, by sticking to this flexible principle, curriculum development can be well-guarded so that the curriculum can be translated into action space conditions with field conditions.

3) The Principle of Continuity: Curriculum developers pay excellent attention to the principle of continuity in curriculum development, which will maintain the quality of subject value for learners. With the functioning of this principle, the systematization of students' level of understanding is integral to the subject. In addition, applying the principle of continuity as an anticipatory step against the repetition of subject matter could lead to the inefficiency of teaching and learning activities.

4) Principle of Effectiveness. In this principle of effectiveness, we will find at least two things in curriculum development. First, this principle is closely related to the action of teachers or lecturers in carrying out the function of the curriculum in teaching and learning activities; curriculum development should consider the construction of the curriculum so that it can be implemented effectively in learning. One step in assessing the effectiveness of the curriculum is by classifying certain subjects or courses through materials considered core and those regarded as supporting materials. Second, the principle of effectiveness will reach the results of the learning process of students or students who have been determined according to the specified period. The close relationship between educators and students is a factor in achieving the principle of effectiveness. So, the elements of educators and learners, as well as other operational devices, are essential in the development of the PBA curriculum in particular or in terms of the effectiveness of the education process (Abdullah Idi, 2016: 203).

5) Principle of Efficiency This principle considers the energy, time, and costs incurred with the results obtained. The curriculum will be of high quality and efficiency if the means, costs, energy, and time can be minimized to get maximum results with

rational and appropriate considerations (reasonable) (Wina Sanjaya, 2005: 22-24). Conversely, the curriculum can be categorized as not optimal if the educational institutions' demands on facilities are difficult to meet for its procurement.

6) Principle of Balance The principle of balance in the development of the PBA curriculum means that there is a link between the level of education, the type of education program, and the field of study.

7) The Principle of Integration The curriculum is integrative; the philosophical basis of curriculum developers determines the level of integration compared to empirical data. Curriculum developers must pay attention and consider the integration of subject matter, and the principle of integration is optimal.

b. Factors Affecting PBA Curriculum Development

Factors influencing curriculum development include universities, society, and value systems (Muhaimin, 2010: 13).

1) Universities make at least two contributions to the school curriculum. *First*, the contribution in terms of knowledge and technology developed in public universities, both of which color the content of the curriculum and the learning process, as well as being able to support the development of educational aids and media; *secondly*, in terms of the development of education and teacher science and the preparation of teachers for educational institutions (LPTK), such as IKIP. Through the mastery of academic science and the maturity and ability to teach for teachers, of course, this will significantly affect curriculum development and curriculum implementation in schools.

2) Community The school, in addition to its role as an educational and experiential environment, is also tasked with preparing learners to become people of dignity in the community because the school is part of the community and will be significantly influenced by the community environment in which it is located. Therefore, the content of the curriculum should be prioritized to cover the conditions of the user community and try to meet their needs. Schools are obliged to absorb their aspirations; for example, schools pay attention to the business sector because the task of schools is not only to prepare students to complete their studies but also to prepare them to be able to live, work, and do business.

3) Value System The value system amid community life is formulated in moral, religious, social, cultural, and political values. Schools, which are part of society, are responsible for fostering noble values that grow and develop in society. The value system must be integrated into the curriculum. A conscious attitude that must grow for curriculum developers is about the variants of community backgrounds, consisting of various ethnic groups, intellectual groups, social groups, and religious and spiritual groups, each of which has a different style. There are also differences in social, economic, political, ethical, religious, and other aspects.

Conclusion

From the description described above, the following conclusions can be drawn: First, currently, Arabic language education faces various formal problems that need to be seriously solved academically and - to some extent - politically. The circulation of the issue of a bad image of Arabic, with the emergence of efforts to replace standard Arabic (*fushah*) with non-standard Arabic (*'ammiyah*) and the erosion of the motivation of Arabic language learners, should encourage us (Arabic language observers) to reconstruct our way of thinking, behaving and dedicating more optimally in realizing the progress of Arabic language education in Indonesia. The current reality of Arabic language education must be used as a great opportunity that can create brighter prospects for Arabic language enthusiasts and activists in the future.

Second, scientific epistemology and curriculum must always be addressed and developed as a curriculum planning effort in order to produce a broad and specific curriculum range. This process relates to the selection and organization of various components of the teaching and learning situation, including the establishment of a curriculum organization schedule and specification of suggested objectives, subjects, activities, sources, and measuring instruments of curriculum development that refers to the creation of unit sources, unit plans, and other multiple curriculum lesson lines, to facilitate the teaching and learning process. Thus, it can be understood that PBA curriculum development can be interpreted as 1) the activity of producing the PBA curriculum, 2) the process of linking one component with another to produce a better PBA curriculum, and or 3) the activities of planning, preparing, implementing, assessing, and refining the PBA curriculum.

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