

HISTORY OF ARABIC CURRICULUM DEVELOPMENT IN INDONESIA

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Abstrac:

first curriculum was compiled until the latest curriculum in 2020, known as the "MERDEKA BELAJAR" curriculum. This study uses the method of literature review by taking data from the literature related to the research problem. References to this study come from books, scientific articles and some other research results. The source of the data obtained is prepared based on the results of the study of the information obtained. In this study it was found that the Arabic language has undergone many developments since it was taught until now. In each period of the curriculum, the Arabic language has a distinctive style that adapts to the existing curriculum. This research is expected to be a new finding that can be a reference for making policies in implementing the Arabic curriculum

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INTRODUCTION

Education is a process of learning or knowledge that aims to make individuals better. Of course, to achieve a good learning process must involve many factors. Call it the factors are the curriculum, education system, methods and learning models, learning facilities and facilities, textbooks and other factors¹. Education will by no means be separated from the curriculum due to the fact the curriculum is one of the tools to acquire academic desires.² Curriculum as a systematic discipline these days is growing hastily each theoretically and practically. There are curriculum variations between the old and new curriculum. The conventional curriculum is greater centered on subjects with shipping and pouring systems, at the same time as the new model curriculum is more oriented to new dimensions, including lifestyles abilities, self-improvement, financial and business improvement, the technology of globalization with its diverse troubles and politics. Even in practice it has touched the technology dimension, specially data and communication era. Curriculum

¹ Yusuf Muhtarom, Suharsono Suharsono, and Fahmi Syaefudin, 'Analisis Materi Buku Ajar Bahasa Arab Sekolah Menengah Pertama Terpadu Rabbi Radiyyah Rejang Lebong', *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 3.1 (2022), 55–61 <<https://doi.org/10.35316/lahjah.v3i1.55-61>>.

² M.S Lubis, 'Telaah Kurikulum Matematika MA/SMU.', *Reppsitary UINSU*, 2011.

disciplines should open themselves to external forces that may have an effect on and determine the route and intensity of the curriculum improvement system.³ Curriculum changes that contain elements of scientific Approach that refers to the 21st century learning model affect the way of teaching and learning ⁴.

at the side of the times, with numerous reasons and rationalizations Indonesian curriculum maintains to trade from length to length. The life of the curriculum has a large affect at the fine of education in Indonesia. The curriculum need to be dynamic. therefore, the developers curriculum such as teachers have to have large and deep insight approximately it. The curriculum ought to usually be monitored and evaluated for improvement and refinement. every time making improvements and refinements, the curriculum does now not always produce some thing correct because the curriculum is hypothetical. essentially, to create a brand new curriculum, it's far very essential to hint the present curriculum, due to the fact every technology ought to include numerous top notch ideas in its time with a view to shape precise students. From a historic attitude once in a while, the determinants of the political paradigm and power that together shade and strongly influence the Indonesian training system to this point. The pattern of a country's education machine in turn returns to the most powerful leader in policy making. At this degree, the political gadget is in energy. who is in strength at a positive period will use his power to decide what and the way schooling is accomplished. within the direction of history because 1945, the national education curriculum has gone through adjustments, particularly in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 curriculum and 2014 curriculum.⁵ In this period the curriculum in Indonesia underwent a brand new reform known as the impartial gaining knowledge of Curriculum. This curriculum is based with the intention to put together college students to face adjustments in social, cultural, global of labor and speedy technological advances, scholar abilities have to be prepared to be more responsive to the desires of the instances. hyperlink and fit now not most effective with the arena of enterprise and the arena of work however also with a rapidly changing destiny. Universities are required for you to design and put in force revolutionary studying techniques so that students can achieve mastering outcomes masking factors of attitudes, know-how, and abilities optimally and continually relevant.⁶

³ Zainal Arifin, *Konsep Dan Model Pengembangan Kurikulum* (Bandung: PT Remaja Rosdakarya, 2011).

⁴ Akhsan Akhsan and Ahmadi Muhammadiyah, 'Model Belajar Dan Pembelajaran Bahasa Arab Generasi Milenial', *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 1.2 (2020), 105–19 <<https://doi.org/10.35316/lahjah.v1i2.817>>.

⁵ Herliana, 'Pengembangan Kurikulum Di Indonesia 1947-2013', *LPMP Aceh*, 2013, 71–86.

⁶ Dirjen Pendidikan Tinggi, 'Buku Panduan MBKM', *Buku Panduan Merdeka Belajar-Kampus Merdeka*, 2020, 1–42.

lately it has been realized that in addition to English, Arabic also has an important role in communication between nations so that Arabic is also designated as an international language. Special in our country⁷, Indonesia is a rustic with the biggest Muslim populace. Islam entered Indonesia because 1416, mainly in Java. For the spread of Islam, instructional establishments along with Islamic boarding schools were established. inside the starting, widespread sciences had been not often taught, even though Arabic changed into taught as the key to non secular expertise at that time. The extent to which the presentation, teaching and fashion of know-how imparted to students in large part depends on the teacher and their abilities. subsequent tendencies in developing pesantren appear like progressing, modern-day-minded kyai or teachers as progress can be performed. inside the past, studying Arabic, the curriculum most effective contained spelling and analyzing the Qur'an, the subsequent level used aids such as blackboards, benches and so on, now present day gear are delivered. The Arabic language coaching curriculum has a near courting with the want to worship God, specially to carry out the second one pillar of Islam, particularly prayer where prayers and speech are in Arabic. teaching Arabic is closely related to the curriculum due to the fact without an adequate curriculum, teaching will fail, at least now not being successful. Curriculum and coaching are very near both of which can be like soul and frame.⁸

primarily based on the rationale above, the researcher considers that to reap an effective curriculum, historical studies on the preceding curriculum have to be completed. together with the instances, with various reasons and rationalization of the Indonesian curriculum, it maintains to alternate from length to length. The existence of the curriculum has a sizable have an impact on at the nice of training in Indonesia. therefore, thru this paper, the author considers it vital to parse extra deeply and carefully the Arabic language training curriculum in Indonesia from duration to length, in addition to examine it, in order that as an training actor, this paper is anticipated to be a material for answer discussions to understand the primary issues of Indonesian education in a curriculum perspective.

METHODS

This studies is a literature take a look at at the development of the Arabic language curriculum in Indonesia. The version is targeted at the concept of the Arabic curriculum development version from the past until now. This study makes use of a literature evaluation method through taking

⁷ S Suharsono and A R A Rahmat, 'Analisis Kontrastif Kata Kerja Berdasarkan Waktu Dalam Bahasa Arab Dengan Bahasa Palembang', ... *Arabiyah: Jurnal Bahasa Arab* ..., 4.1 (2023), 1–10 <<https://doi.org/10.35316/lahjah.v4i1.1-10>>.

⁸ Fachrudin, *Teknik Pengembangan Kurikulum Pengajaran Bahasa Arab* (Yogyakarta: Global Pustaka Utama, 2006).

statistics from the literature associated with the have a look at trouble. References for this research come from books, clinical articles and several different research consequences. sources of statistics acquired are compiled based on the results of the study of the statistics received. The accumulated information were decided on and taken care of to be studied and analyzed and described in descriptive shape. All conclusions received from references are drawn to one end that refers back to the answers to the trouble components.

RESULTS AND DISCUSSION

1. Arabic Teaching Curriculum

The phrase curriculum has long been known inside the international of training as a familiar time period. Etymologically, the curriculum comes from the Greek, namely *curir* which means runner and *curure* which means that an area to race. So the time period curriculum comes from the sector of sports in ancient Roman instances in Greece, which implies a distance that have to be traveled by way of runners from the starting point to the end line . In Arabic the curriculum can be expressed via *manhaj* which means a clear path that is traversed via human beings in various regions of lifestyles . whilst the meaning of "manhaj" or curriculum in Islamic training as contained in the *Qanus at-Tarbiyah* is a fixed of plans and media which might be used as references with the aid of instructional establishments in figuring out instructional desires . based totally on the rationale above, researchers can understand that the curriculum is one of the footholds within the mastering system, because without a curriculum, it's far not possible for teachers to perform the gaining knowledge of method in accordance with the preferred dreams in mastering. however, to be able to obtain those learning objectives, the trainer need to present the difficulty remember contained within the curriculum, so that the success of the curriculum is in accordance with the learning objectives. similarly, the curriculum is likewise one of the most decisive components in an schooling device, therefore the curriculum is a tool to attain academic goals and on the equal time as a guide in the implementation of teaching at all types and ranges of schooling. when viewed in terms of its characteristic, the curriculum has the subsequent features:

- a. Curriculum as a study program The point is a set of subjects that can be studied by students in schools or other educational institutions.
- b. Curriculum as content The point is data or information contained in class books without being equipped with data or other information that allows lessons to occur.

- c. Curriculum as a planned activity It means planned activities about what is to be taught and how it can be taught successfully.
- d. Curriculum as a result of learning The point is a complete set of goals to obtain a certain result without specifying the intended means to obtain those results, or a set of planned and desired learning outcomes.
- e. Curriculum as cultural reproduction The point is the transfer and reflection of the cultural items of the community, so that they are owned and understood by the children of the younger generation of the community.
- f. Curriculum as a learning experience This means the entire learning experience planned under the leadership of the school.
- g. Curriculum as production The meaning is a set of tasks that must be done to achieve the results set in advance⁹

While the General Instructional Objectives of language teaching are:

- a. Learners are in the social status of language users in the area where they live.
- b. Students know the types of selected literature.
- c. Cultivate sensitivity of observation and cultivate a global level of competence in comparison, the law of equality and opposition.
- d. Develop the ability to argue and argue.¹⁰

Based on the explanation above, the writer can understand that in developing the Arabic language curriculum, a teacher must pay attention to the level of intelligence and the needs of students and the steps that must be passed in order to achieve the objectives of the Arabic language pursuit. So that the students will understand and learn Arabic properly and correctly.

2. History of the Development of Arabic Language Education Curriculum

The Arabic language teaching curriculum has a close relationship with the need to worship God, especially to carry out the second pillar of Islam, namely prayer where prayers and speech are in Arabic. Throughout history it is known that Muslims in prayer use this language and it is not legal if it is spoken in a non-Arabic language.¹¹ At that time fiqh books used Arabic and dominated among other books. It is appropriate if the Arabic language teaching curriculum at that time to direct children to know and be proficient in the field of Islamic law and monotheism. In addition to its function to educate students to be

⁹ Muhain dan Abdul Mujib, *Pemikiran Pendidikan Islam, Kajian Filosofis Dan Kerangka Dasar Operasionalnya* (Bandung: Trigenda Karya, 1993).

¹⁰ Hasan Langgulung, *Manusia Dan Pendidikan Suatu Analisa Psikologi Pendidikan* (Jakarta: Pustaka al-Husna, 2000).

¹¹ Mustamin Fattah, *KOMPETENSI PEDAGOGIK GURU BAHASA ARAB MADRASAH ALIYAH SE KOTA SAMARINDA, Bahasa Arab FENOMENA*, 2013, V.

able to worship, seen from the aspect of the form of teaching Arabic at that time, it was the first form, namely recitation as seen in surau or mosques that exist today or in the homes of kyai where what is taught is part from the Qur'an. This makes it easy to memorize because the letters are often read in prayer. This form of Arabic teaching is the oldest and the first. The second form of teaching from the implementation of the Arabic language curriculum development is closely related to Islamic religious lessons given to young people who crave Islamic religious knowledge at a higher level, namely in Islamic boarding schools led by kyai covering various sciences including fiqh, 'Aqid, Hadith, Tafsir and Arabic knowledge such as Nahwu, Sharaf, Balaghah, 'Arud, and so on.¹² Facts show that Arabic in Indonesia has been taught from kindergarten to college.¹³ The madrasa curriculum needs to be developed in an integrated manner, using Islamic teachings and values as a guide and a source of consultation for the development of various subjects. In the context of madrasa education, curriculum or educational programs need to be designed and directed to assist, guide and train as well as teach and/or create an atmosphere so that students can develop and improve the quality of their education¹⁴.

a. Arabic curriculum in 1984

The 1984 curriculum was developed as a refinement of the 1975 curriculum based on three considerations. The first is a change in political policy with the stipulation of TAP MPR number II/MPR/1983 which states the need for National Struggle History Education as a compulsory subject at all levels of education. Operationally the TAP MPR is described in the Decree of the Minister of Education and Culture no. 0461/U/1983 dated October 22, 1983 which stated the need for curriculum improvement. The second is the result of the 1975 curriculum assessment between 1979 and 1981 which also includes the development of people's lives. Rapid developments in people's lives, especially in the fields of science and technology require curriculum improvements. Third are the results achieved by the Pioneer School Development Project (1973 – 1984), the results of cognitive studies, the success of the pioneering Professional Assistance to Teachers who emphasized the Active Student Learning Method approach (1978 – 1990) and the results of research (1979 – 1986) and development Process Skills (1980 – 1984). The development of the 1984 curriculum was also based on the national education goals stated in the MPR TAP number IV/MPR/1978 and number II/MPR/1983, namely "National Education is based on the

¹² Fachrudin.

¹³ Muhibb Abdul Wahab, 'Standarisasi Kurikulum Pendidikan Bahasa Arab Di Perguruan Tinggi Keagamaan Islam Negeri', *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 3.1 (2016), 32–51 <<https://doi.org/10.15408/a.v3i1.3187>>.

¹⁴ Ahmadi, *Kurikulum Pendidikan Kecakapan Hidup* (Bandung: Pustaka Ifada, 2013).175-176

Pancasila principle and aims to increase devotion to God Almighty, intelligence, skills, enhance character, strengthen personality and strengthen the spirit of nationalism in order to grow development humans who can build themselves and are jointly responsible for the development of the nation". In the 1964, 1974, and 1984 curriculum we can see that, Arabic is taught with a partial approach (nadhoriatul furu'), both linguistics, language elements and even language skills, meaning that in the curriculum the language elements and language skills are each subject, such as; Nahwu, Shorof, balaghoh, adab, Muhadatsah, Muthola'ah, Inshak, Imla ', Khot, Mahfudhot, and Arabic itself, and each has a different theme.¹⁵

b. Arabic curriculum in 1994

In the 1994 curriculum the administrative model was called the top-down staff line model. Because initiatives and ideas come from the central government. So the central government that compiles the curriculum that will be run by each education unit. Teachers only carry out what has been set by the government.

There are two functions of the 1994 curriculum; The first is general instructions for the implementation of teaching and learning activities for all subjects, the second is a reference for the preparation of instructions for the implementation of teaching and learning activities¹⁶. There are salient characteristics of the implementation of the 1994 curriculum, including the following:

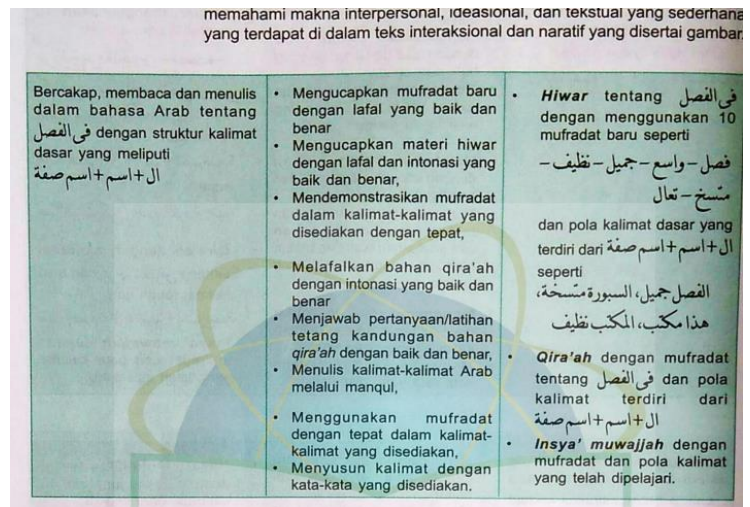
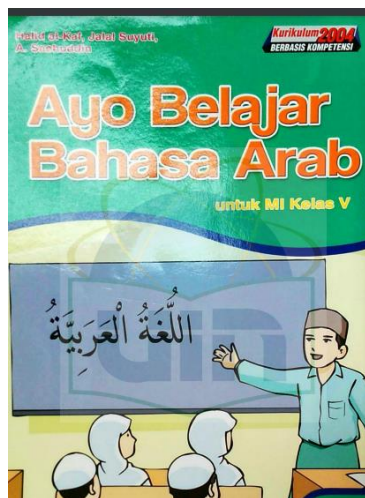
- 1) The division of the stages of learning in schools with a quarterly system.
- 2) All aspects of the curriculum are determined by the Department (Centre)
- 3) The learning process is teacher-centred
- 4) Evaluation or scoring system emphasizes cognitive abilities
- 5) Learning in schools is more oriented to subject matter/content, so that the subject matter is quite dense
- 6) Implement one curriculum system for all students throughout Indonesia. This curriculum is a core curriculum so that special areas can develop their own teaching tailored to the environment and the needs of the surrounding community. In the 1994 curriculum, the assessment method was focused on cognitive aspects, more on students' understanding of the material. The preparation of assessment materials is based on per-class and per-semester objectives. In this curriculum, student success is measured and reported based on scores that can be compared with other students. The evaluation of the lesson was carried out using paper and pencil test techniques.

¹⁵ Abdul Wahab Rosyidi, 'Menengok Kembali Kurikulum Bahasa Arab Dan Pembelajarannya', *Makalah Pendampingan Guru BA MI*, November, 2012.

¹⁶ Departemen Pendidikan dan Kebudayaan, 'Kurikulum 1994 Pendidikan Menengah', 1994.

c. Arabic curriculum in 2004 (Kurikulum Berbasis Kompetensi/KBK)

the release of the 2004 Curriculum, better known as KBK (Competency-based totally Curriculum) in any respect stages of training, starting from basic training, intermediate education and even better training. Of direction, there are numerous troubles, mainly while it is associated with the implementation of the evaluation in each challenge. on this curriculum, language research focus on research, particularly competence and performance. The idea of competence refers back to the theoretical have a look at of language and the method of descriptive guidelines, even as performance refers back to the application of those policies in communication activities and is prescriptive and normative. one of the research on performance is implemented linguistics, particularly language schooling. Language education sports skilled a full-size alternate in orientation, mainly within the aspect of dreams. to start with, the motive of language schooling centered on coaching students to be professional at listening, speaking, reading, and writing¹⁷. The following is an example of an Arabic language textbook for the KBK curriculum.



d. Arabic curriculum in 2006 (Kurikulum Tingkat Satuan Pendidikan /KTSP)

field of Arabic research in terms of fabric alignment at the each level of schooling unit whilst studied, Curriculum 2004 incorporates Competency standards for Arabic instructions. fashionable study fabric abilities consist of 4 talents, namely: listening, speaking, studying, and writing. inside the Minister of faith law (PERMENAG) wide variety 2 of 2008 it's miles explained that the Arabic language challenge is "a topic this is directed to inspire, guide, expand, and foster talents and foster a high-quality mindset towards Arabic

¹⁷ Syihabuddin, 'Kurikulum Bahasa Arab Berbasis Kompetensi', 1999.

both receptively and productively". The capability to speak Arabic and a wonderful attitude in the direction of Arabic is visible as very vital in supporting to recognize the sources of Islamic teachings, particularly the Qur'an and Al-Hadith, in addition to Arabic books referring to Islam for students¹⁸. In this curriculum Arabic subjects are elective subjects that function as a tool for students' self-development in the fields of communication, science, technology, and cultural arts. The objectives of learning Arabic are to develop the ability to communicate in Arabic, to raise awareness about the importance of Arabic, to develop an understanding of the interrelationships between language and culture and to broaden cultural horizons. The 2006 curriculum which is known as KTSP has several special features in its approach in terms of material:

- 1) The material is structured to provide knowledge to students.
- 2) The learning approach is that students are told about the material that must be memorized (students are told).
- 3) Assessment of knowledge through tests and exams.

The scope that must be studied in Arabic consists of themes about introductions, family life, hobbies, work, youth, health, public facilities, tourism, Islamic stories, Islamic culture, general insight and Islamic figures who where in each discussion material there are also rules that must be mastered by students. The standard of graduates is certainly in accordance with what has been expected, namely students can acquire listening, speaking, reading, and writing skills by studying these materials.

The following are examples of competency standards and basic competencies used in the 2006 curriculum

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 1. Memahami bunyi <i>huruf hijaiyah</i> , wacana lisan berbentuk paparan atau dialog sederhana tentang Identitas Diri	1.1 Mengidentifikasi bunyi <i>huruf hijaiyah</i> dan ujaran (kata, frasa, atau kalimat) dalam suatu konteks dengan mencocokkan dan membedakan secara tepat 1.2 Memperoleh informasi umum dan atau rinci dari berbagai bentuk wacana lisan sederhana secara tepat
Berbicara 2. Mengungkapkan informasi sederhana secara lisan dalam bentuk paparan atau dialog tentang Identitas Diri	2.1 Menyampaikan informasi secara lisan dengan lafal yang tepat dalam kalimat sederhana sesuai konteks yang mencerminkan kecakapan berbahasa yang santun 2.2 Melakukan dialog sederhana dengan lancar, yang mencerminkan kecakapan berkomunikasi dengan santun dan tepat

¹⁸ MENTERI AGAMA REPUBLIK INDONESIA, 'PERATURAN MENTERI AGAMA REPUBLIK INDONESIA NOMOR 2 TAHUN 2008', 2008, 2-4.

a. Arabic curriculum in 2013

The 2013 curriculum has been implemented as a national curriculum since the 2013/2014 school year. As a national curriculum, Curriculum 2013 fulfills both dimensions of the curriculum: firstly planning and preparation of objectives, content, and lesson materials; and the second is the method used for learning activities. The Arabic curriculum is designed with the following characteristics:

- 1.) Arabic curriculum was developed to improve language skills (al-Maharah al-Lughawiyah) for participants students for various situations both in the madrasa environment and community environment;
- 2.) Arabic is not only taught for the language itself but also as a medium of thinking and personality development;
- 3.) Arabic is presented not focusing on grammar (qawaid/ nahwu-sharaf) theoretically but grammatical presentation which is functional or applicable; and d. The implementation of the Arabic curriculum does not only rely on teacher-student interaction in the classroom, but also outside the classroom or inside the classroom madrasa environment (bi'ah lughawiyah).¹⁹

In this curriculum Graduate Competency Standards are used as the main reference for developing content standards, process standards, educational assessment standards, educators and education personnel standards, facilities and infrastructure standards, management standards, and financing standards²⁰. The following are examples of competency standards and basic competencies used in the 2013 curriculum

KOMPETENSI INTI 1 (SIKAP SPIRITUAL)	KOMPETENSI INTI 2 (SIKAP SOSIAL)	KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETERAMPILAN)
1. Menerima dan menjalankan ajaran agama yang dianutnya	2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, dan guru	3. Memahami pengetahuan faktual dengan cara mengamati [mendengar, melihat, membaca] dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah	4. Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia
KOMPETENSI DASAR	KOMPETENSI DASAR	KOMPETENSI DASAR	KOMPETENSI DASAR
1.1 Menerima bahwa kemampuan berbahasa merupakan anugerah Allah Swt.	2.1 Menjalankan sikap peduli dalam berkomunikasi dengan lingkungan sosial sekitar rumah dan sekolah	3.1 Memahami fungsi sosial dan unsur kebahasaan (bunyi, kata dan makna) dari teks sangat sederhana terkait tema: التعارف yang melibatkan tindak tutur memberi salam, menjawab salam, menanyakan nama, dan menanyakan kabar	4.1 Mendemonstrasikan tindak tutur memberi salam, menjawab salam, menanyakan nama, dan menanyakan kabar

¹⁹ Direktorat Kskk Madrasah and others, 'KMA 183 Tahun 2019 Tentang Kurikulum PAI Dan Bahasa Arab', 2019.

²⁰ Madrasah and others.

b. Arabic curriculum in 2020

The learning system inside the Merdeka Campus is one of the most crucial manifestations of pupil centered studying. gaining knowledge of within the Merdeka Campus affords demanding situations and opportunities for the improvement of innovation, creativity, potential, personality, and pupil wishes, as well as developing independence in looking for and finding expertise through realities and area dynamics which includes capability necessities, real problems, social interaction, collaboration, self-control, performance needs, goals and achievements. via an impartial studying software that is properly designed and applied, students' difficult and tender skills will be formed strongly²¹. The government thru the Ministry of training, lifestyle, research and technology has hooked up an unbiased Curriculum as an attempt to repair getting to know in early adolescence schooling devices, number one and secondary schooling, with the intention to be carried out beginning within the 2022/2023 college 12 months. moreover, the Ministry of faith mounted a coverage for enforcing an impartial Curriculum in Madrasahs through the Decree of the Minister of religion variety 347 of 2022 regarding guidelines for enforcing an impartial Curriculum in Madrasahs. The implementation of the impartial Curriculum in madrasahs basically follows the guidelines applied in colleges by the Ministry of schooling and way of life, however under sure situations madrasahs adapt to the gaining knowledge of wishes of madrasahs and give a boost to Islamic and Arabic education which are the characteristics of madrasahs. Madrasah readiness and independence in enforcing the impartial Curriculum could be very essential to inspire the conclusion of enhancing the excellent of getting to know in madrasahs. in step with the implementation of the independent Curriculum in Madrasahs, the Ministry of religion has issued some of suggestions for implementing the unbiased Curriculum in Madrasahs, certainly one of which is the example of TP, ATP, and the independent Curriculum Arabic coaching Module in Madrasahs.

²¹ Dirjen Pendidikan Tinggi.

TUJUAN PEMBELAJARAN (TP)

Elemen	Capaian Pembelajaran	Tujuan Pembelajaran	Indikator Ketercapaian Tujuan Pembelajaran	Lingkup Materi
Menyimak	Peserta didik mampu mendengarkan komponen bahasa seperti fonem, kata, intonasi, penanda wacana tentang topik perkenalan, keluargaku, hobiku, rumahku, nama-nama buah, warna, peralatan sekolah, seragam, alat transportasi, alat rumah tangga, dan pemandangan alam dengan pola kalimat: هَذَا، هَذِهِ، ذَلِكَ، تِلْكَ، مَا هَذَا؟، مَا هَذِهِ؟، مَا ذَلِكَ، مَا تِلْكَ، مَنْ هَذَا؟، مَنْ هَذِهِ؟، مَنْ ذَلِكَ؟، مَنْ تِلْكَ؟ untuk membedakan komponen bahasa dari teks yang didengar.	1. <i>Mendengarkan</i> komponen bahasa seperti fonem, kata, intonasi dan penanda wacana	1.1 <i>Mengidentifikasi</i> bunyi komponen bahasa seperti fonem, kata, intonasi, dan penanda wacana 1.2 <i>Mengidentifikasi</i> arti dari kata, frasa dan kalimat bahasa Arab yang diperdengarkan 1.3 <i>Menganalisis</i> unsur kebahasaan dengan pola kalimat: هَذَا، هَذِهِ، ذَلِكَ، تِلْكَ، مَا هَذَا؟، مَا هَذِهِ؟، مَا ذَلِكَ، مَا تِلْكَ، مَنْ هَذَا؟، مَنْ هَذِهِ؟، مَنْ ذَلِكَ؟، مَنْ تِلْكَ؟ 1.4 <i>Menunjukkan</i> gambar sesuai bunyi kata, frasa dan kalimat bahasa Arab yang diperdengarkan	<ul style="list-style-type: none"> ➢ Perkenalan ➢ Keluargaku ➢ Hobiku ➢ Rumahku ➢ Nama-nama buah ➢ Warna
Berbicara	Peserta didik mampu meniru kata, frasa, kalimat tentang	2. <i>Meniru</i> kata, frasa, dan kalimat sesuai topik.	2.1 <i>Menirukan</i> langsung bunyi kata, frasa dan kalimat bahasa	<ul style="list-style-type: none"> ➢ Perkenalan ➢ Keluargaku

ALUR TUJUAN PEMBELAJARAN (ATP)

No	Lingkup Materi	Alur Tujuan Pembelajaran (ATP)	Jenis Teks	P5 PPRA	Alokasi Waktu
1	Perkenalan	1. <i>Mendengarkan</i> komponen bahasa seperti fonem, kata, intonasi dan penanda wacana	Deskripsi	1. Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia. 2. Berkebhinekaan global. 3. Bergotong royong	12 JP
		2. <i>Meniru</i> kata, frasa, dan kalimat sesuai topik			
		3. <i>Membaca</i> huruf, kata, tanda baca dalam teks tertulis atau teks visual.			
		4. <i>Meniru</i> huruf, kata, tanda baca, dan kalimat yang sangat sederhana			
		5. <i>Mengemukakan</i> kata, frasa, dan kalimat sesuai topik			
		6. <i>Memahami</i> kata, tanda baca dalam teks tertulis atau teks visual			
		7. <i>Memaparkan</i> huruf, kata, tanda baca, dan kalimat yang sangat sederhana.			
		8. <i>Mengungkapkan</i> gagasan yang sangat sederhana secara tulis dan lisan			
2	Keluargaku	1. <i>Mendengarkan</i> komponen bahasa seperti fonem, kata, intonasi dan penanda wacana	Deskripsi	1. Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia. 2. Berkebhinekaan global. 3. Mandiri	12 JP
		2. <i>Meniru</i> kata, frasa, dan kalimat sesuai topik.			
		3. <i>Membaca</i> huruf, kata, tanda baca dalam teks tertulis atau teks visual			
		4. <i>Mengemukakan</i> kata, frasa, dan kalimat sesuai topik			
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		7. <i>Memaparkan</i> huruf, kata, tanda baca, dan kalimat yang sangat sederhana.			

CONCLUSION

Arabic Teaching Curriculum The phrase curriculum has long been known inside the international of training as a familiar time period. when viewed in terms of its characteristic, the curriculum has the subsequent features: a. Curriculum as a study program The point is a set of subjects that can be studied by students in schools or other educational institutions. Based on the explanation above, the writer can understand that in developing the Arabic language curriculum, a teacher must pay attention to the level of intelligence and the needs of students and the steps that must be passed in order to achieve the objectives of the Arabic language pursuit. History of the Development of Arabic Language Education Curriculum The Arabic language teaching curriculum has a close relationship with the need to worship God, especially to carry out the second pillar of

Islam, namely prayer where prayers and speech are in Arabic. The second form of teaching from the implementation of the Arabic language curriculum development is closely related to Islamic religious lessons given to young people who crave Islamic religious knowledge at a higher level, namely in Islamic boarding schools led by kyai covering various sciences including fiqh, 'Aqaid, Hadith, Tafsir and Arabic knowledge such as Nahwu, Sharaf, Balaghah, 'Arud, and so on. a.

Arabic curriculum in 1984 The 1984 curriculum was developed as a refinement of the 1975 curriculum based on three considerations. The development of the 1984 curriculum was also based on the national education goals stated in the MPR TAP number IV/MPR/1978 and number II/MPR/1983, namely "National Education is based on the Pancasila principle and aims to increase devotion to God Almighty, intelligence, skills, enhance character, strengthen personality and strengthen the spirit of nationalism in order to grow development humans who can build themselves and are jointly responsible for the development of the nation". In the 1964, 1974, and 1984 curriculum we can see that, Arabic is taught with a partial approach (nadhoriatul furu'), both linguistics, language elements and even language skills, meaning that in the curriculum the language elements and language skills are each subject, such as; Nahwu, Shorof, balaghoh, adab, Muhadatsah, Muthola'ah, Inshak, Imla ', Khot, Mahfudhot, and Arabic itself, and each has a different theme. 2) All aspects of the curriculum are determined by the Department (Centre) 3)

The learning process is teacher-centred 4) Evaluation or scoring system emphasizes cognitive abilities 5) Learning in schools is more oriented to subject matter/content, so that the subject matter is quite dense 6) Implement one curriculum system for all students throughout Indonesia. c. Arabic curriculum in 2004 (Kurikulum Berbasis Kompetensi/KBK) the release of the 2004 Curriculum, better known as KBK (Competency-based totally Curriculum) in any respect stages of training, starting from basic training, intermediate education and even better training. d.

Arabic curriculum in 2006 (Kurikulum Tingkat Satuan Pendidikan /KTSP) field of Arabic research in terms of fabric alignment at the each level of schooling unit whilst studied, Curriculum 2004 incorporates Competency standards for Arabic instructions. The objectives of learning Arabic are to develop the ability to communicate in Arabic, to raise awareness about the importance of Arabic, to develop an understanding of the interrelationships between language and culture and to broaden cultural horizons. a. Arabic curriculum in 2013 The 2013 curriculum has been implemented as a national curriculum since the 2013/2014 school year. As a national curriculum, Curriculum 2013 fulfills both dimensions of the curriculum: firstly planning and preparation of objectives, content, and lesson materials; and the second is the method used for learning activities. Arabic curriculum was developed to improve language skills (al-Maharah al-Lughawiyah) for participants students for various situations both in the madrasa environment and community

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environment; 2.) In this curriculum Graduate Competency Standards are used as the main reference for developing content standards, process standards, educational assessment standards, educators and education personnel standards, facilities and infrastructure standards, management standards, and financing standards . The implementation of the impartial Curriculum in madrasas basically follows the guidelines applied in colleges by the Ministry of schooling and way of life, however under sure situations madrasas adapt to the gaining knowledge of wishes of madrasas and give a boost to Islamic and Arabic education which are the characteristics of madrasas. in step with the implementation of the independent Curriculum in Madrasahs, the Ministry of religion has issued some of suggestions for implementing the unbiased Curriculum in Madrasas, certainly one of which is the example of TP, ATP, and the independent Curriculum Arabic coaching Module in Madrasas.

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