



DEVELOPMENT OF ARABIC CURRICULUM IN IMPROVING PEDAGOGIC COMPETENCE OF LECTURER MA'HAD UMAR BIN AL-KHATTAB

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Abstract

The development of the Arabic language curriculum is the planning of Arabic language learning which includes the planning of the components of the objectives, content, strategies and evaluations to bring learners to the desired objectives of the Arabic language learning. Pedagogic competence of lecturers is the ability of lecturers in managing student learning which among the aspects is curriculum development. This research is qualitative research that aims to find out how the development of the Arabic curriculum in ma'had Umar bin Al-Khattab (MUBK) and how to achieve the development of the Arabic language curriculum in improving the pedagogic competence of lecturers. In the process, this research uses data collection techniques in the form of documentation, interviews and observations. The data obtained is analyzed by data reduction, data presentation and conclusion examination. It is known from the results of data and analysis that the development of the Arabic curriculum in (MUBK) following the opinion of Audrey Nicholls and Howard Nicholls affirmed by Michaelis, Grossman, and Scott. The achievement of the development of Arabic curriculum in ma'had Umar bin Al-Khattab can improve the pedagogical competence of lecturers in the aspect of curriculum refining. The increase was 87.5% in the making of RPS, 50% in making teaching plans at each meeting, 0% in teaching materials in order and teaching materials following the provisions set by 2.5%. If calculated, the improvement of pedagogic competence of lecturers in developing the curriculum by 35%.

Keywords: Curriculum Development, Arabic, Pedagogic Competency

Abstrak

Pengembangan kurikulum bahasa Arab adalah perencanaan pembelajaran bahasa Arab yang meliputi perencanaan komponen tujuan, isi, strategi dan evaluasi dengan tujuan membawa peserta didik pada tujuan yang diinginkan dari pembelajaran bahasa Arab tersebut. Kompetensi pedagogik dosen adalah kemampuan dosen dalam mengelola pembelajaran mahasiswa yang di antara salah satu aspeknya adalah pengembangan kurikulum. Penelitian ini merupakan penelitian kualitatif yang bertujuan untuk mengetahui bagaimana pengembangan kurikulum bahasa Arab di ma'had Umar bin Al-Khattab (MUBK) dan bagaimana pencapaian pengembangan kurikulum bahasa Arab dalam meningkatkan kompetensi pedagogik dosen. Dalam prosesnya penelitian ini menggunakan teknik pengumpulan data berupa dokumentasi, wawancara dan observasi. Data yang telah diperoleh dianalisis dengan reduksi data, penyajian data dan pemeriksaan kesimpulan. Diketahui dari hasil

data dan analisa bahwa pengembangan kurikulum bahasa Arab di (MUBK) sesuai dengan pendapat Audrey Nicholls dan Howard Nicholls yang dipertegas oleh Michaelis, Grossman, dan Scott. Pencapaian pengembangan kurikulum bahasa Arab di ma'had umar bin Al-Khattab dapat meningkatkan kompetensi pedagogik dosen dalam aspek pengembangan kurikulum. Peningkatan tersebut sebesar 87,5% dalam pembuatan RPS, 50% dalam membuat rencana mengajar pada setiap pertemuan, 0% dalam mengajarkan materi sesuai dengan urutannya dan dalam mengajarkan materi sesuai dengan ketentuan yang ditetapkan sebesar 2,5%. Jika dikalkulasikan maka peningkatan kompetensi pedagogik dosen dalam mengembangkan kurikulum sebesar 35%.

Kata kunci: Pengembangan Kurikulum, Bahasa Arab, Kompetensi Pedagogik

INTRODUCTION

The curriculum is a blueprint or design for education in the process of teaching activities. The curriculum is an experience planned in learning activities for learners. So it is not excessive to say that the quality of learners' learning outcomes can be measured by the quality of the curriculum. Thus, for the curriculum to play a role and function optimally, development is needed that can formulate all efforts to improve the curriculum arrangement.¹ According to the Ministry of Education No. 232/U/2000, a college curriculum is a plan and arrangement on the content and materials of studies and lessons and how to deliver and assess the use as guidelines for the implementation of teaching and learning activities in universities.²

The Arabic language has a special speciality compared to other languages, among which Arabic is the language of the Qur'an and the language of the prophet Muhammad saw, so al-Hadith written in Arabic. Therefore Arabic is an intermediary in understanding the Qur'an and hadith, without understanding Arabic, it is impossible to understand it with the correct understanding. Here we know the importance of Arabic for hundreds of millions of Muslims in the world, and in Indonesia in particular.

As Allah says in QS Al-Zukhruf verse 3:

إِنَّا جَعَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

"We have made the Qur'an in Arabic so that you may understand."

According to Syaiful Anwar and Tayar Yusuf, the general purpose of Arabic language learning is the understanding of the Qur'an and al-Hadith as a source of Islamic teachings and law, the understanding of Arabic-speaking Islamic religious and cultural books, experts in making up and communicating in Arabic, the use of Arabic as a tool to master other skills, as well as being a professional linguist.³

Curriculum development according to Audrey Nicholls and Howard Nicholls is the planning of learning opportunities to take students towards the desired changes and assess whether those changes have occurred to students.⁴ While Michaelis, Grossman, and Scott

¹ Muhammad Yusuf, "Desain Pengembangan Kurikulum Bahasa Arab: Pendekatan Otak Kanan", El-Tsaqafah, 2 (Desember, 2019), 148.

² Fatwiah Noor, "Kurikulum Pembelajaran Bahasa Arab di Perguruan Tinggi", Arabiyatuna, 1 (2018), 2.

³ Nur Sholeh, *Pengembangan Kurikulum dan Desain Pembelajaran Bahasa Arab Berbasis Pendekatan Saintifik* (Malang: Literasi Nusantara, 2020), 42.

⁴ Syamsul Bahri, "Pengembangan Kurikulum Dasar dan Tujuannya", Islam Futura, 1 (Agustus, 2011), 20.

reveal that the curriculum has four components, namely: goals, content, strategies, and evaluations.⁵

From the explanation related to the development of curriculum and Arabic language, it can be concluded that the development of Arabic language curriculum is Arabic learning planning which includes planning the components of the objectives, content, strategies and evaluations with the aim of bringing students to the desired objectives of the Arabic language learning as well as assessing the changes that occur in students from learning outcomes or learning achievements.

Pedagogic competencies according to Law No. 14 of 2005 concerning Teachers and Lecturers are the ability to manage student learning which includes; mastery of student characteristics, mastery of learning theory and educational learning principles, curriculum development, educational learning activities, development of student potential, communication with students, as well as assessment and evaluation of student learning outcomes.⁶

Lecturers in Law No. 14 of 2005 on Teachers and Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and the arts through education, research and community service.⁷

From the explanation above, it can be concluded that the pedagogic competence of lecturers is the ability of lecturers in managing student learning which includes; mastery of student characteristics, mastery of learning theory and educational learning principles, curriculum development, educational learning activities, development of student potential, communication with students, as well as assessment and evaluation of student learning outcomes.

Ma'had Umar bin Al-Khattab (MUBK) is an Arabic Language Education Institute from a collaboration between the Central Leadership of Muhammadiyah and Asia Muslim Charity Foundation (AMCF) located at the University of Muhammadiyah Sidoarjo. AMCF is a non-profit, social, and non-political organization that has been engaged and operating in Indonesia since 1992, inaugurated in 2002 under the name *Muassasab Muslimi Asia Al-Khairiyah* headquartered in Jakarta.⁸

Ma'had Umar bin Al-Khattab Sidoarjo aims to create Muslim scholars who are experts in spreading Islamic values and Arabic, skilled and competent in translating and communicating in Arabic, also able to answer contemporary religious problems that develop in society. The Arabic curriculum applied in MUBK is a curriculum designed based on the curriculum of the Institute of Islamic and Arabic Sciences (LIPIA) Jakarta, which is the official filial institution of Imam Muhammad bin Su'ud University Riyadh, Saudi Arabia. This curriculum is designed based on the Qur'an and As-Sunnah as applied at the Islamic

⁵ Anselmus JE Toenlloe, *Pengembangan Kurikulum: Teori, Catatan Kritis, dan Panduan* (Bandung: PT Refika Aditama, 2017), 7.

⁶ Dunia Dosen, *Tujuh Aspek Kompetensi Pedagogik Dosen Yang Perlu Anda Tahu*, (<https://www.duniadosen.com/7-aspek-kompetensi-pedagogik-b2/>, diakses tanggal 30 Januari 2021).

⁷ JDIH Kementrian Keuangan, *Undang-Undang Republik Indonesia No.14 Tahun 2005*, (<https://jdih.kemenkeu.go.id/fulltext/2005/14tahun2005uu.htm>, diakses tanggal 29 Januari 2021).

⁸ Lembaga Bahasa Arab, *Profil Ma'had Umar bin Al-Khattab*, (<https://lembagabahasaarab.wordpress.com/>, diakses tanggal 21 Januari 2021).

University of Medina and Al-Imam Muhammad Bin Su'ud University Riyadh, Saudi Arabia which is oriented to four basic skills of the Arabic language, namely maharah al-istima', maharah al-kalam, maharah al-qira'ah and maharah al-kitabah.

Based on the results of interviews with the curriculum section of MUBK, ustadzah Diyah Ekowati, Lc, M.Si that in September 2020 AMCF handed over the full management of MUBK to the University of Muhammadiyah Sidoarjo, so that there are several changes, including the development of an Arabic curriculum in order to produce a curriculum that is relevant and in accordance with the current conditions and needs. In the new semester, precisely September 2020, a new Arabic curriculum has been developed.

The application of the new curriculum is only for students on *mustawa amwal* and *tambidi*, while other students still use the old curriculum. The development of this Arabic curriculum is based on the principle of quality development and synergy of MUBK with the UMSIDA Arabic Language Education Program.

With the development of this Arabic curriculum, it will automatically improve the pedagogical competence of lecturers as described in Law No.14 of 2005 on pedagogic competence of teachers and lecturers.

METHODS

This type of research is field research which in this study the source of data and the process uses a certain level or location, namely the Arabic curriculum in MUBK Sidoarjo with a phenomenological approach. Subject in this study is all parties involved in the development of the Arabic curriculum in MUBK Sidoarjo, namely director, lecturer, and staff related to the development of Arabic curriculum in improving pedagogic competence of lecturers.

The data source of this study is qualitative data, namely non-numeric data, or data in the form of words, sentences, statements and documents related to the development of the Arabic curriculum in improving the pedagogic competence of lecturer MUBK Sidoarjo.

The primary data in this study is all data directly related to the development of the Arabic curriculum in improving pedagogic competence of lecturer MUBK Sidoarjo, and obtained directly from informants, namely directors, lecturers, and staff ma'had. The secondary data in this study are all data and documents in the form of books, journals and other supporting papers that have relevance to the author's research, namely related to the development of the Arabic curriculum.

The data collection techniques in this study are: 1) Documentation techniques; to obtain some data related to MUBK profile which includes vision, mission, history of its establishment, lecturer profile, and Arabic curriculum used in MUBK Sidoarjo. 2) Interview techniques; conducted to search for data on thoughts, concepts or in-depth experiences of informants. 3) Observation techniques; data collection through observation of symptoms, phenomena and empirical facts related to research problems.⁹

The collected data is analyzed using several techniques: 1) Data reduction. Data related to the development of the Arabic curriculum in improving pedagogic competence of MUBK lecturers collected by researchers through interview techniques, observations and

⁹ M. Musfiqon, *Metode Penelitian Pendidikan* (Jakarta: Prestasi Pustakaraya, 2016), 120.

documentation are analyzed by reading, studying, then studied. This was done during the research.¹⁰

2) Presentation of data. The form of presentation of data that is commonly done in qualitative research is a narrative text, which tells all findings related to the research of Arabic curriculum development in improving pedagogic competence of lecturer MUBK. Thus, the data becomes clearer and more detailed. 3) Examination of conclusions. Data about the development of the Arabic curriculum in improving pedagogic competence lecturer Ma'had Umar bin Al-Khattab collected reduced and then presented, categorized then interpreted. After all the process is done, then the researcher concludes in the form of a research report.

The validity test in this study uses data triangulation, which is an effort to check the veracity of data obtained by researchers from different points of view. 1) Triangulation of sources, namely testing data from various sources of informants to be retrieved data. To test the credibility of the data obtained by researchers, the collection and testing of data that has been obtained can be done to lecturers, concerned staff, and students. 2) Triangulation technique, which is to test data done by finding out and finding the truth of data against the same source through different techniques. Researcher will dig the data by crossing observation techniques, interviews and documentation which are then combined into one to get a conclusion. 3) Time Triangulation is that often time also affects the credibility of the data.¹¹ Therefore, in testing the credibility of the data researchers will conduct checks by conducting interviews, observations and documentation in different times or situations.

RESULTS AND DISCUSSION

Development of Arabic Curriculum in Improving Pedagogic Competence of Lecturer Ma'had Umar bin Al-Khattab

The curriculum is taken from the Greek *curir* and *curare*. The term originated in the sports world during the Ancient Roman era in Greece, which means the distance that runners must travel from *the start to finish line*. It is understandable that the distance that must be travelled means a curriculum that includes the content and modules of lessons in the period of time that must be taken by students to obtain a diploma.¹²

Ralp Tyler defines that the curriculum as a series of lessons that have been planned and implemented by the school in order to achieve the desired educational goals.¹³ In-Law No. 20 of 2003 on The National Education System, the curriculum is described as a series of plans and arrangements related to objectives, the content of lesson materials and methods used as guidelines for the implementation of learning activities in realizing the educational objectives

¹⁰ Sugiyono, *Metode Penelitian Bisnis: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2009), 246.

¹¹ Andarusni Alfansyur dan Mariyani, "Seni Mengelola Data: Penerapan *tringulasi teknik, sumber dan waktu pada penelitian pendidikan sosial*", *Historis*, 2 (Desember, 2020), 149-150.

¹² Syamsul Bahri, "Pengembangan Kurikulum Dasar dan Tujuannya", *Islam Futura*, 1 (Agustus, 2011), 17.

¹³ ¹³ Ahmad Zubaidi, "Model-Model Pengembangan Kurikulum dan Silabus Pembelajaran Bahasa Arab", *Cendikia*, 1 (Januari-Juni, 2015), 108.

that have been set.¹⁴ While Crow and Crow revealed that the curriculum is a teaching design or a number of subjects systematically arranged to complete a program to obtain a diploma.¹⁵

Audrey Nicholls and Howard Nicholls is the planning of learning opportunities with the aim of taking students towards the desired changes and assessing whether those changes have occurred to students.¹⁶ While Michaelis, Grossman, and Scott reveal that the curriculum has four components, namely: goals, content, strategies, and evaluations.¹⁷

From the explanation above, it can be concluded that the development of the Arabic language curriculum is an Arabic language learning plan that includes planning the components of the objectives, content, strategies and evaluations to bring students to the desired purpose of learning Arabic as well as assessing the changes that occur to students from learning outcomes or learning achievements.

The development of the Arabic curriculum in MUBK followed the opinions of Audrey Nicholls and Howard Nicholls affirmed by Michaelis, Grossman, and Scott. In general, the development of this Arabic curriculum includes several things, namely:

Arabic curriculum development components

In the process of education, the curriculum serves as a tool to realize educational goals, so that the curriculum has several supporting components that are interrelated. Zais, as quoted by Masykur explained that the curriculum consists of the components of purpose, content, learning activities, and evaluation.¹⁸ Michaelis, Grossman, and Scott revealed that the curriculum has four components: objectives, content, strategy, and evaluation. There are several terms in mentioning different components of the curriculum, but they have the same message substance.¹⁹

From the explanation related to the components of the curriculum according to experts, it can be understood that the development of the Arabic curriculum will also not be separated from the components of the curriculum. So that the development component of the Arabic curriculum also includes the components of goals, content, strategies, and evaluations.

The components of Arabic curriculum development in MUBK include the components of objectives, content, strategy and evaluation. Destination components; to master the four basic skills of language, namely maharah istima', maharah kalam, maharah qira'ah, and maharah kitabah, master the skills of reading the Qur'an according to tajwid rules, understanding the values contained in the Qur'an and Hadith, also understand the basics of Islamic science.

The objective component formulated in the Arabic curriculum in MUBK is following Toenlio's opinion that the objectives in the curriculum are components that contain statements about the targets to be achieved or the abilities that will be developed in students as a result of education. The content component of the Arabic curriculum in MUBK in the form of lessons and materials that will lead to the desired educational goals. this is following

¹⁴ Toenlio, *Pengembangan Kurikulum: Teori, Catatan Kritis, dan Panduan*, 2.

¹⁵ Syamsul Bahri, "Pengembangan Kurikulum Dasar dan Tujuannya", *Islam Futura*, 1 (Agustus, 2011), 17.

¹⁶ *Ibid.*, 20.

¹⁷ Toenlio, *Pengembangan Kurikulum: Teori, Catatan Kritis, dan Panduan*, 7.

¹⁸ R. Masykur, *Teori dan Telaah Pengembangan Kurikulum* (Bandar Lampung: Aura Publisher, 2019), 19.

¹⁹ Toenlio, *Pengembangan Kurikulum: Teori, Catatan Kritis, dan Panduan*, 7.

Toenlio's opinion that the content component is a component that contains a message that will be used to achieve educational goals or to establish competence in students.²⁰

Lessons for *mustawa tambidi* include: maharah kitabah, maharah istima', maharah qira'ah, akhlak, tajwid, tafhidz al-Qur'an, al-Islam and kemuhammadiyah. As for *mustawa Annwal* include: qowaid nahwiyyah, qowaid shorfiyyah, maharah istima', maharah kitabah, maharah qira'ah, khot, tafsir, tajwid, and tafhidz al-Qur'an.

The component of the strategy of developing the Arabic curriculum in MUBK used in teaching and learning activities to achieve the purpose of Learning Arabic is an expository strategy, namely lecturers who become the main source of learning and deliver materials to students, students likened to empty objects that are ready to be filled by lecturers. Lecturers use props, pictures, and others so that learning materials can be understood by students well. After the material is delivered, there will be an exercise discussion to find out how understanding students are about the material that has been delivered.

MUBK also created a learning environment that supports the improvement of language skills in students so that students can master four language skills at once, namely lecture material written and delivered in Arabic, during teaching and learning activities where students and lecturers are only allowed to communicate with Arabic, at the end of each lesson, lecturers will discuss exercise to know the student's understanding of the material that has been delivered. There are linguistic activities outside the classroom, such as Arabic speech competitions, *mashrobiyyah tamtsiliyyah* competitions, Arabic wall magazine competitions and other competitions.

The strategy component formulated by MUBK above is following Toenlio's opinion regarding the curriculum strategy component, which is a component that contains a statement about the organization and utilization of various things to achieve learning objectives, or for the development of competencies in students effectively and efficiently. These include: teacher characteristics, student characteristics, learning objectives and content, learning facilities and infrastructure, learning methods and techniques, natural learning environment, social learning environment.²¹

The evaluation component in the development of the Arabic curriculum in MUBK is to hold midterm exams and finalterm exams, then conduct a final meeting of the year with lecturers led by the headmaster and mubk curriculum section as curriculum evaluation materials that have been carried out in a term. This evaluation component as Toenlio argues that evaluation component in the curriculum is a component that contains a statement about efforts to know the level of learning achievement, as well as the efficiency and effectiveness of the learning process.²²

From the results of the analysis above, it can be seen that the components of Arabic curriculum development in MUBK include the components of objectives, content, strategy and evaluation. This is in line with the views of Michaelis, Grossman, and Scott, who reveal that a curriculum system has four components, namely: objectives, content, strategy, and evaluation. There are several terms in mentioning different components of the curriculum, but

²⁰ Ibid., 9.

²¹ Ibid.,

²² Ibid., 11.

they have the same message substance. For example, using the word competency instead of the word destination, using the word material, message, or material instead of the word content, using the word method, media, strategy, model, and approach in lieu of the word how to teach.²³

The foundation of Arabic curriculum development

Nana Syaodih Sukmadinata, as quoted by Naf'an Tarihoran stated that there are four foundations in developing the curriculum, the foundation is: philosophical, socio-cultural, psychological, and science and technology.²⁴ Meanwhile, Ralph W. Tyler and Robert S. Zais suggest that there are three foundations in curriculum development, namely: philosophy, sociology, and psychology.²⁵

The development of the Arabic curriculum as well as the development of the curriculum in general, therefore in the foundation of the development of the Arabic curriculum the authors in this study focused on three foundations of curriculum development as described by Robert S. Zais and Ralph W. Tyler.

The foundation of curriculum development is the starting point in developing the curriculum, so it has a very important role in the development of the curriculum. The foundation of the development of the Arabic curriculum in ma'had Umar ibn Al-Khattab includes; philosophical foundation, psychological foundation and social foundation. Here the author explains in more detail:

The philosophical basis, which is based on the Qur'an and al-Hadith, so that all materials are arranged in each course based on the values contained in the Qur'an and al-Hadith. All this is nothing but an expectation to educate the morality of learners so that they can take the value on each lecture material and apply it in daily life.

The Arabic curriculum developed is also based on the national educational objectives contained in Law No. 20 of 2003 Article 3 that "National Education serves to develop the ability and form the character and civilization of a dignified nation to educate the life of the nation, aiming to develop the potential of learners to become human beings who believe and believe in God Almighty; noble character; healthy; knowledge; capable; creative; independent and become a democratic and responsible citizen", and regulation of the Minister of Education and Culture No. 3 of 2020 on the national standard of higher education.

Psychological foundation is a curriculum that has been developed based on the ideal to improve the personal learners in tawhid, ubudiyah, and morals. So that in the learning process students not only get knowledge, but also learn civilized or polite and well-behaved. Because the materials contained in the curriculum include the values of good behavior, and good learning, the methods used and the ma'had environment also help students in learning and improving character.

This is following Masykur's opinion that in the process of education there is interaction between students and their environment, both physical environment, and social environment.

²³ Ibid., 7.

²⁴ Baharun, *Pengembangan Kurikulum: Teori dan Praktek*, 12.

²⁵ Masykur, *Teori dan Telaah Pengembangan Kurikulum*, 44.

Through education, it is expected that there will be changes in students' behavior towards maturity, both physical, mental, intellectual, moral and social.²⁶

The social foundation, that the Arabic curriculum in MUBK is developed according to the needs of the community, such as the community not only needs someone who is a linguist, but someone who is a linguist also can read the Qur'an well and correctly, and understand the basics of Islamic science. So the Arabic curriculum in MUBK is prepared based on the hope to serve the community.

This was following Nasution's opinion that the concept of education was universal, but in its implementation education should be adapted to the conditions and situations of the local community and environment.²⁷

This is also in accordance with Tarihoran's opinion that with education, it is not expected that people become alienated from the community, but precisely through education is expected to be better understood and able to build the lives of the people. Therefore, the purpose, content, and educational process must be adjusted to the needs, conditions, characteristics, wealth and development in the community.²⁸

Principles of Arabic curriculum development

If the foundation of curriculum development is a fundamental and comprehensive consideration that is used as an initial reference for curriculum development, then the principle of curriculum development is a fundamental consideration that is specific in curriculum development. Such special considerations are elaborated, synergized, and should not deviate from the foundation of curriculum development. There are five principles of curriculum development: relevance, continuity, flexibility, effectiveness, and efficiency.²⁹

So in the development of the Arabic curriculum should pay attention to the needs of students, the community and the surrounding environment, there should be continuity so that the materials that have been taught at every level of learning will be interconnected and sustainable in the development of Arabic language science, should the resulting curriculum can be accommodated by various students with all its uniqueness, as well as flexibility in the development of teaching programs, both in the form of members fish opportunities to lecturers in developing their own existing teaching programs by racing on the objectives and teaching materials in the Curriculum of Arabic language that is still general, should the purpose of Arabic language education be achieved through the implementation of the Arabic language curriculum, and also efficiency in applying the learning process of teaching Arabic, so that efforts, costs, time and energy are used rationally and appropriately (reasonable) to complete the Arabic language teaching program shin achieved optimally.

The development of the Arabic curriculum in MUBK has several principles, including the principle of relevance and totality of religion, continuity, flexibility, effectiveness and efficiency. Here the author explains in more detail:

²⁶ Masykur, *Teori dan Telaah Pengembangan Kurikulum*, 46.

²⁷ Mochamad Syaifudin, "Strategi Pengembangan Komponen Kurikulum Bahasa Arab", *Jurnal Alfazuna*, 01 (Desember, 2017), 78.

²⁸ Tarihoran, *Pengembangan Kurikulum*, 16.

²⁹ Toenlio, *Pengembangan Kurikulum: Teori, Catatan Kritis, dan Panduan*, 31.

Relevance and totality of religion, Arabic curriculum in MUBK developed by the socio-cultural conditions of Indonesian people who are majority Muslim. People need someone who will help them in religious affairs, and this would not be perfect without mastery of Arabic. Because Arabic is the basic key to understanding various kinds of sciences in Islam, both interpretation, hadith, fiqh, Islamic history, and so forth. So that the Arabic curriculum that has been designed prepares alumni who will help the community in the realm of Islam, Arabic and da'wah.

This principle if analyzed includes the principle of outgoing relevance, as Toenlio explained that the principle of outgoing relevance is the content, objectives, and learning process covered in the curriculum that should be relevant to the demands, needs, and development of society. The curriculum prepares students to be ready to live in society and the world of work. While the internal relevance, namely every component of the Arabic curriculum that has been developed in MUBK has relevance to each other. As Toenlio argues that relevance in the curriculum itself is the consistency between the components of the curriculum, namely between the content, objectives and learning process, delivery and assessment. This internal relevance indicates a cohesiveness of the curriculum.³⁰

It is also mentioned the principle of religious totality so that with this Arabic curriculum every student is given a key in the form of Arabic and the basics of religious science that can then help students become servants of totality in religion. This principle is classified as a principle of relevance because the existing curriculum is relevant to the needs of students.

Continuity, this principle is very important in Arabic learning, every material in each lesson has a very strong continuity. For example, in qowaid nahwiyyah courses, students will not be able to study related materials *المبتدأ والخبر* before studying *الاسم، والفعل* first. So is the continuity between one lesson and another. Mufrodat or vocabulary used in the lessons of the maharah Qira'ah will be spread in several other lessons such as nahwu, maharah istima', maharah kalam and others. Uslub or wording used is also following the level of qowaid nahwu and shorf studied by students.

One of the books used in Arabic learning in ma'had is the book *سلسلة التعليم اللغة العربية* which is used in the courses of maharah qiro'ah, tafsir, hadith, tawhid, balaghoh, fiqh, ushul fiqh, and others. This book has continuity in every course and material at every level. Each material always has a relationship with other materials, so to understand material C, students must master material A and material B. As well as between 1 lesson and another lesson, have a relationship with each other.

This is in accordance with Toenlio's opinion that the principle of continuity in curriculum development relates to the fact that education is a gradual and continuous process, even lasting a lifetime. Because education is a gradual and sustainable process, each curriculum unit is developed as a continuation of the beginning of the mining of other curriculum units³¹

Flexibility, the lecture materials that have been prepared can be studied and understood by various students of different ages and abilities, can also be managed by lecturers with a variety of strategies to be understood by students. But it depends on the effort and perseverance of

³⁰ Ibid.,

³¹ Ibid., 33.

each student, also depends on the strategy of lecturers in teaching, mastering the class and mastering the character of the learners. So the Arabic curriculum that has been prepared and developed can be redeveloped by every lecturer during the teaching and learning process in the classroom, this indicates flexibility in the curriculum that has been prepared.

This principle is in accordance with Toenlio's opinion that the principle of flexibility in curriculum development relates to two fundamental facts. First, each student is a unique individual being, and for that, it requires a flexible curriculum, which allows the accommodating of such uniqueness. Second, society will continue to change, and there are predictable changes, some will not.

Efficiency and effectiveness; effort, cost, time and energy are used in applying the learning process of teaching Arabic rationally and appropriately (reasonable) to complete the Arabic language teaching program optimally. The curriculum that has been prepared is also believed to be effective in achieving the objectives of the curriculum and the objectives of each course.

The curriculum that has been developed has been implemented at the level of *mustawa tambidi* and *mustawa annual*. Various obstacles were found in the process of implementing the Arabic curriculum that has been prepared, so that the curriculum that is believed to be effective and efficient in achieving its goals, was not in accordance with expectations. Among these obstacles is the existence of a learning system in the network (*online*), which causes a lack of supervision in the student learning process as well as a lack of efficiency of the scheduled time, lecturers are also constrained in mastering the characteristics and abilities of each student.

Both of these principles can only be known accurately when the curriculum developed is being and has been implemented, so that the application of the principle of effectiveness in curriculum development relies on assumptions.

The curriculum that is being and has been applied is quite efficient and effective, only there are some obstacles in achieving the objectives of the curriculum. As the online learning system, the lack of learning time in certain courses so that the achievement is less than the maximum, although it can be prepared with various methods and strategies.

From the analysis above, it can be seen that the development of the Arabic curriculum in MUBK has several principles, namely: the principle of relevance and totality of religion, continuity, flexibility, efficiency and effectiveness. This has fulfilled several curriculum principles according to Toenlio which revealed that there are five principles of curriculum development, namely: relevance, continuity, flexibility, effectiveness, and efficiency.³²

Arabic curriculum development model

The model of Arabic curriculum development in MUBK is a separate model, because each language skill is separated in one particular subject so that there are several subjects in each level, such as maharah istima', maharah kalam, maharah qira'ah, maharah kitabah, qowa'id nahwiyyah, qowa'id sorfiyyah, tafsir, tajwid, tahfiz al-Qur'an, and others. Each course hones different skills and different objectives.

This is following Roviin's opinion that in a *separated* model each element and language skills are developed separately. Arabic according to the curriculum of this model is divided

³² Ibid., 31.

into several separate lessons, namely: *istima'*, *kalam*, *qira'ah*, *kitabab*, *qawa'id*, and others are independent lessons.³³ This model curriculum allows the learning of each branch of Arabic to be more focused and in-depth. But it requires a longer time allocation. In addition, the separation of each component and language skills makes the development of learners' language disproportionate, so that students who are proficient in certain aspects but weak in other aspects are found.

The Arabic curriculum that has been developed also does not close the possibility of an integrated model element. This is because in 1 course, students can learn some language skills, such as in qowaid nahwiyyah courses, every subject matter in qowaid nahwiyyah always begins with written text (النص), then a certain qowaid discussion of the existing text, until finally conclude qoidah nahwu that is being studied and apply the qoidah in جملة مفيدة or Arabic sentences. This shows that in studying nahwu, students also learn maharah qira'ah, because they have to understand the content of the text.

This is as Roviin argues about the *integrated* model in the Arabic curriculum, which combines all language skills at once in one theme. There is no syllabus of its own for every element and language skills. *istima'*, *kalam*, *qira'ah*, *kitabab*, *qawa'id*, and others are presented in a unified manner in a predetermined theme.³⁴

So it can be concluded that the Arabic curriculum model that has been developed in MUBK is separate (*separated*) because of the existence of its syllabus for each element and language skills, although it is undeniable that there is learning and improvement of other language skills in a subject.

Achievement of Arabic Curriculum Development in Improving Pedagogic Competence of lecturer Ma'had Umar bin Al-Khattab

Pedagogic competence in Law No. 14 of 2005 concerning Teachers and Lecturers is the ability to manage student learning which includes; mastery of student characteristics, mastery of learning theory and educational learning principles, curriculum development, educational learning activities, development of student potential, communication with students, as well as assessment and evaluation of student learning outcomes.³⁵

Aspects of pedagogic competence of lecturers: 1) Mastering the character of students means lecturers can record and use information about student characteristics to help the learning process. 2) Mastery of learning theory and educational principles of learning. Lecturers can establish various approaches, strategies and learning techniques that educate creatively following the standards of competence of lecturers. 3) Curriculum development, lecturers can arrange syllabus by the most important objectives of the curriculum, able to choose, arrange, and organize learning materials following the needs of students as follows:³⁶ can develop a syllabus following the curriculum, design a learning plan by the syllabus to discuss certain teaching materials so that students can achieve the basic competencies set, follow the order of learning materials by paying attention to learning objectives, meet learning

³³ Roviin, "Pengembangan Kurikulum Bahasa Arab di Madrasah", Jurnal Tarling, 1, 8-9.

³⁴ Ibid.,

³⁵ Dunia Dosen, *Tujuh Aspek Kompetensi Pedagogik Dosen Yang Perlu Anda Tahu*, (<https://www.duniadosen.com/7-aspek-kompetensi-pedagogik-b2/>, diakses tanggal 30 Januari 2021).

³⁶ Ratnawati Susanto dan Yuli Asmi Rozali, *Model Pengembangan Kompetensi Pedagogik: Teori, Konsep, dan Konstruksi Pengukuran*, (Depok: PT Rajagrafindo Persada, 2020), 40.

materials by predetermined criteria (following the learning objectives, by the age and level of learning ability of learners, by the context of daily life, appropriate and up-to-date, can be carried out in the classroom, educational learning activities).

4) Educational learning activities, the process of interaction between students and the environment, so that there is a change in behaviour in a better direction. 5) The development of student potential is part of pedagogic competence that must be possessed by lecturers, to actualize the various potentials possessed by each student. 6) Communication with students, lecturers should be able to communicate effectively, empathetically, also politely with students and be enthusiastic and positive. Lecturers can provide a complete and relevant response to student comments and questions. 7) Assessment and evaluation, according to Ramayulis, "Evaluation of learning outcomes is conducted to determine changes and formation of competencies of learners, which can be done by class assessment, basic ability tests of the final assessment of education units and certifications, as well as program assessment."³⁷

The achievement of the development of arabic curriculum in MUBK can improve the pedagogical competence of lecturers in aspects of curriculum that include the following:

1. Increase 87.5% of lecturers' ability in drawing up semester learning plan (RPS) following the curriculum.
2. Increase 50% of lecturers' ability to prepare learning plans at each meeting.
3. Maintain the ability of lecturers in mastering the material and deliver it following the order of the material.
4. 2.5% improvement in lecturers' ability to deliver material following the provisions stipulated: by the learning objectives in each material submitted: 0%. Adapted to the context of daily life: 0%. Current and current developments: 12.5%. Can be implemented in the classroom: 0%.

The following authors describe the achievement of the development of the Arabic curriculum in improving the pedagogical competence of lecturer MUBK in a chart.

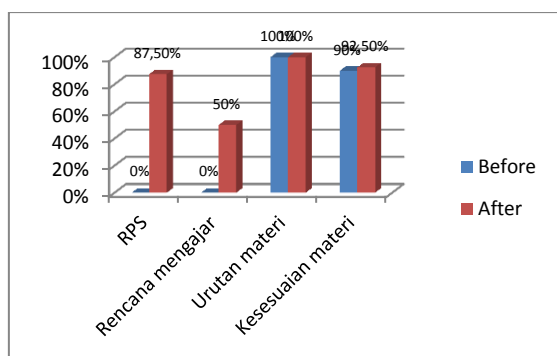


Figure 1. Graph of curriculum development achievement in improving pedagogic competence of lecturers

From the graph above, it can be seen that there is an improvement in pedagogic competence of lecturers in curriculum development. The increase was 87.5% in the making of RPS, 50% in making teaching plans at each meeting, 0% in teaching materials in order and

³⁷ Ramayulis, *Profesi dan Etika Keguruan* (Jakarta: Kalam Mulia, 2013), 95.

teaching materials by the provisions set by 2.5%. If calculated, then the improvement of pedagogic competence of lecturers in developing this curriculum by 35% which includes moderate improvement. Comparison of pedagogic competency improvement of lecturers in developing the curriculum can be seen in the following diagram:

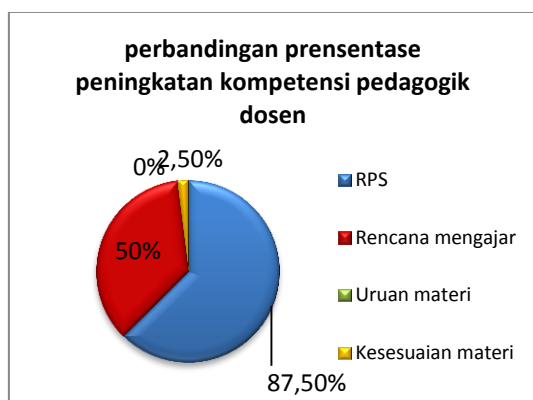


Figure 2. Comparison graph of the increase in pedagogic competence of lecturer MUBK

From the results of the analysis above can be seen that the development of the Arabic curriculum in ma'had Umar bin Al-Khattab as explained by Susanto and Rozali that in the competence of pedagogik, lecturers are expected to have the ability to develop the curriculum, which means lecturers can arrange syllabus by the most important objectives of the curriculum, able to choose, compile, and organize learning materials that suit the needs of students as follows.³⁸

1. Can arrange syllabus following the curriculum.
2. Design a learning plan following the syllabus to discuss certain teaching materials so that students can achieve the basic competencies set.
3. Follow the order of learning materials by paying attention to the purpose of learning.
4. Meet the learning materials following the criteria that have been determined, namely: a) By the purpose of learning, b) By the age and level of learning ability of learners, c) By the context of daily life, d) Precise and up-to-date, e) Can be carried out in the classroom.

CONCLUSION

The development of the Arabic curriculum in MUBK following the opinions of Audrey Nicholls and Howard Nicholls was affirmed by Michaelis, Grossman, and Scott. is planning the components of goals, content, strategies, and evaluations to take students towards the desired changes and assess whether the changes have occurred to students.

Components of the Arabic curriculum developed include components: objectives, content: in the form of Arabic courses prepared based on the objectives of the curriculum, strategy, evaluation. The foundation of the development of Arabic curriculum in MUBK includes: a) Philosophical: Qur'an and hadith, Law No. 20 of 2003 Article 3, permendikbud No. 3 of 2020 on national standards of higher education. b) Psychological: improving learners in tauhid,

³⁸ Susanto dan Rozali, *Model Pengembangan Kompetensi Pedagogik*, 40.

ubudiyah, and morality. c) Social: based on the needs of the community towards an expert in Arabic who can read the Qur'an well, as well as understand the basics of Islamic science.

The principles of Arabic curriculum development in MUBK include: relevance and totality of religion, continuity, flexibility, effectiveness and efficiency. While the Arabic curriculum development model is separated because each language skill is separated in one particular course that hones different skills and different objectives. The achievement of the development of the Arabic curriculum in MUBK can improve the pedagogical competence of lecturers in the aspect of curriculum refining. The increase was 87.5% in the making of RPS, 50% in making teaching plans at each meeting, 0% in teaching materials in order and teaching materials by the provisions set by 2.5%. If calculated then the improvement of pedagogic competence of lecturers in developing the curriculum by 35%, and this includes moderate improvement.

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