Implementation of KMA 183 in Arabic Language Learning in MAN 1 Kotamobagu

Syifa Fauzia , Zohra Yasin, Muhammad Nur Iman

syifah1707@gmail.com

Institut Agama Islam Negeri Sultan Amai Gorontalo, Indonesia

Abstract: This article discusses the Implementation of KMA 183 in Arabic Language Learning. The formulation in the study is how the implementation of learning in KMA 183 in MAN 1 Kotamobagu, How to plan and implement Arabic language learning in KMA 183 in MAN 1 Kotamobagu, How to evaluate Arabic learning in KMA 183 in MAN 1 Kotamobagu. The purpose of this study is to find out about the change from KMA 165 to KMA 183. This type of research is qualitative descriptive research with local man 1 kotamobagu research. The data collection methods used are observation, interviews, and documentation. Meanwhile, technical data analysis is carried out through three stages, namely data reduction, display data, and verification. The results of the study are (1) the implementation of KMA 183 on Arabic language learning in MAN 1 Kotamobagu has been good in implementing KMA 183. (2) The planning process, namely preparing administration in the form of syllabus, prota, and prosem is in accordance with KMA 183 and the implementation of learning, namely teachers follow planning, methods, audio-visual media in Arabic language learning (3) Evaluation of learning, namely the existence of mgmp (Subject Teacher Deliberation) activities so that teachers play a role in strategies to improve and strengthen teacher competencies starting discussions and training.

Keywords: Implementation of KMA 183; Arabic Language Learning

Abstrak: Artikel ini membahas tentang Implemantasi KMA 183 dalam Pembelajaran Bahasa Arab. Rumusan dalam penelitian adalah bagaimana impelementasi pembelajaran pada KMA 183 di MAN 1 Kotamobagu, Bagaimana perencanaan dan pelaksanaan pembelajaran bahasa Arab pada KMA 183 di MAN 1 Kotamobagu, Bagaimana evaluasi pembelajaran bahasa Arab pada KMA 183 di MAN 1 Kotamobagu. Adapun tujuan penelitian ini adalah untuk mengetahui tentang perubahan dari KMA 165 ke KMA 183. Jenis penelitian ini adalah penelitian deskriptif kualitatif dengan lokal penelitian MAN 1 Kotamobagu. Metode pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Sedangkan teknis analisis data dilakukan melalaui tiga tahap yaitu preduksi data, data display, dan verivikasi. Hasil penelitian adalah (1) implementasi KMA 183 pada pembelajaran bahasa Arab di MAN 1 Kotamobagu sudah bagus dalam menerapkan KMA 183. (2) Proses perencanaan yaitu mempersiapkan administrasi berupa silabus, prota, dan prosem sudah sesuai dengan KMA 183 dan pelaksanaan pembelajaran yaitu guru mengikuti perencanaan, metode, media audio visual dalam pembelajaran bahasa Arab (3) Evaluasi pembelajaran yaitu adanya mengikuti kegiatan MGMP (Musyawarah Guru Mata Pelajaran) agar guru memegang peranan strategi untuk meningkatkan dan memperkuat kompetensi guru memulai diskusi dan pelatihan.

Kata Kunci: Implemantasi KMA 183; Pembelajaran Bahasa Arab

INTRODUCTION

Entering the 21st Century education is faced with increasingly severe challenges. One of them is that education should be able to produce human resources who have the full ability to face challenges in life. According to Abidin, the characteristics are intact in the face of challenges in life. According to Abidin, the characteristics of 21st Century education include being able to produce students who have the skills to learn and innovate, master media and information as well as the ability to live and have a career.[1]

In 2020, the madrasa level will start the 2020/2021 academic year with something new. The reason is in July 2020. The government is represented by the Director of curriculum. Institutional, and Student Facilities Madrasah, A Umar said that Madrasah, which includes MI, MTS, and MA levels will use the new PAI and Arabic curriculum. This is in accordance with the Ministry of Religion which has issued KMA No. 183 of 2019 concerning the PAI curriculum and Arabic in Madrasah.KMA 183 of 2019 will replace KMA 165 of 2014 concerning the 2013 curriculum for PAI and Arabic subjects in Madrasah.[2]

Changes in the PAI and Arabic Curriculum in Madrasah as in KMA Number 183 of 2019 which is implemented simultaneously in Indonesia starting from the 2020/2021 academic year. Is a substitute for the 2013 curriculum for PAI and Arabic Subjects in Madrasah in KMA 165 of 2014.[3] In this regard, the Ministry of Religion has issued KMA number 183 of 2019 concerning the PAI and Arabic curriculum in Madrasahs and also KMA number 183 of 2019 concerning guidelines for curriculum implementation in Madrasahs. The difference found in KMA number 183 and KMA 165 is that there are improvements in the substance of the subject matter that are in accordance with developments in the modern era today. The Ministry of Religion has also prepared learning materials, especially Arabic with new ones, so that both teachers and students

---

[1] Elfa Tsuroyyah, "Peran MGMP SKI Aliyah Dalam Implementasi KMA 183 Dan KMA 184 Tahun 2019 Di Daerah Istimewah Yogyakarta," 2021.

[2] Fery Diantara Errin Tri Rahmawati, Erwin Apriliani, "Perbaikan Subtansi Kurikulum Melalui Inovasi Dalam Menghadapi Problematika Era Revolusi 4.0," *Al-Yasini: Jurnal Keislaman, Sosial, Hukum dan Pendidikan* 06, no. 01 (2021): 96.

[3] Abu Amar, "Telaah Kritis Atas Kompetensi Toleran Dalam Kurikulum Program Keagamaan Madrasah Aliyah," *Media Komunikasi Penelitian dan Pengembangan Pendidikan Islam* 13, no. 02 (2021): 167.

do not need to buy them. These books can be accessed on the madrasa *e-learning* website.[4]

In MAN 1 Kotamobagu in the implementation of KMA 183 has not been carried out well Arabic learning because there are factors inhibiting the transition of KMA 165 to KMA 183 it is a bit difficult to change mindset and teaching because children think that learning Arabic is often memorized and difficult for them in learning Arabic. Especially students who basically have not received the provision of Arabic material at the basic level, then language is a subject that is foreign to them. On the other hand, some students also think that Arabic subjects are very fun and easy to understand, because basically they have received the provision of learning Arabic.

Arabic subjects also feel boring for students if the teacher is not proficient in mastering the material and classes and learning that seems to be watching and not creative. The author's interest in conducting research related to the implementation of Arabic subjects is because Arabic learning is mandatory for every madrasa in Indonesia so that good implementation is needed so that later Arabic learning becomes effective using KMA 183.

MAN 1 Kotamobagu, has implemented Arabic language learning with KMA 183. The implementation of Arabic learning with KMA 183 basically does not always go smoothly, there are some obstacles felt by subject teachers, in this discussion are teachers of Arabic subjects in MAN 1 Kotamobagu.

Both in terms of electronic media, and the readiness of teachers in delivering learning materials using KMA 183. As well as teachers' understanding of KMA 183 is still minimal, however, these obstacles do not cause Arabic teachers to be discouraged from implementing KMA 183. And Arabic teachers always try to provide the best lessons and understanding for their students according to the best learning and understanding to comply with KMA 183.

---

[4] Ibadurrahman Ali et al., "Implementasi KMA 183 Dalam Penyajian Materi Bahasa Arab Berbasis E-Learning Di Man 1 Kabupaten Gorontalo," *PIWULANG: Jurnal Pendidikan Agama Islam* 4, no. 2 (2022): 156–157, http://e-journal.staima-alhikam.ac.id/index.php/piwulang.

METHODS

Qualitative research is a stand-alone field of inquiry. This research alludes to various disciplines, fields and themes. A complex and interrelated cognate of themes, concepts, and assumptions envelops the theme of qualitative research.[5]

Qualitative research does not use statistics, but through collecting data, analyzing, then interplaying. It usually deals with social and human problems of a field of study nature, focusing on the approach of the type of observation that is carried out naturally and is the nature of the presence of impressions, opinions, with views. This qualitative research is a research that emphasizes understanding problems in social life based on conditions of reality or natural settings that are holistic complex, and detailed. Research that uses an induction approach that has the purpose of compiling the construction of a theory or hypothesis through the disclosure of facts is research that uses a qualitative paradigm.[6]

From some of the explanations above, it can be understood that this study uses a qualitative type that explains and analyzes the Implementation of "KMA 183 for Arabic Subjects in MAN 1 Kotamobagu". This approach used in this study is descriptive which must be used learning in schools based on the rules of KMA 183.

RESULTS AND DISCUSSION

A. Implementation of Arabic Language Learning at KMA 183 in MAN 1 Kotamobagu

The decree of the Minister of Religious Affairs (KMA) number 183 of 2020 at the madrasa level will start the 2020/2021 academic year with something new. The reason is that in July 2020, the government was represented by the director of curriculum, Institutional Facilities, and Madrasah student affairs (KSKK). A Umar said that the Madrasa will use the Arabic curriculum with something new. This is in accordance with the Ministry of Religion which has issued KMA no. 183 of 2019 concerning the Arabic curriculum in Madrasah. KMA 183 replaces KMA 165 of 2014 on the 2013 curriculum of Arabic subjects in Madrasah.[7]

---

[5] Rukin, *Metodologi Penelitian Kualitatif*, ed. Rukin, 1st ed. (Sulawesi Selatan: Yayasan Ahmar Cendekia Indonesia, 2019).

[6] Johan Setiawan Albi Anggito, *Metodologi Penelitian Kualitatif*, ed. Ella Deffi Lestari, 1st ed. (Jawa Barat: CV Jejak, 2018).

[7] Sutarno, "Strategi Etnografi dalam Implementasi KMA 183 tahun 2019 Pada Pembelajaran Pendidikan Agama Islam di Madrasah", *Jurnal Penelitian* 15, No. 2 (2021) : h. 309.

The results of interviews found by researchers in the field regarding the teacher's understanding of KMA 183, Mrs. Liliyanti Kaawoan, M.Pd, as the Head of the State Aliyah Madrasah gave the following:

"KMA 183 is a form of improvement of KMA 165, for example KMA 183 gives Arabic teachers the flexibility to innovate more in learning. In other words, MAN 1 Kotamobagu as a madrasa that implements KMA 183 provides opportunities for teachers, especially for Arabic teachers, to innovate to provide interesting and modern learning about Arabic lessons. Because the students who entered MAN 1 Kotamobagu are not only graduates from MTS but also some who graduated from junior high school so that they are still classified as having insufficient knowledge in Arabic. This requires the Arabic teacher to be more initiated in providing instruction to the student so that the student does not find it difficult in learning Arabic."[8]

Based on an interview with Mr. Binar, M.Si, as the curriculum wakaman in the implementation of KMA 183 stated that:

"The implementation of KMA 183 talks about the regulation of Arabic teachers because of the revision from KMA 165 to KMA 183. In this implementation, it is easier for us as teachers in Madrasah Aliyah to prepare the curriculum with this background, teachers are easier in the process of learning activities".[9]

Based on an interview with Mr. Chendra Makalalag, as an Arabic teacher in the implementation of KMA 183 they stated that:

"The implementation of KMA 183 is more functional in language emphasis, namely mastery of maharah and bi'ah lughowiyah. As well as activities by students have a new knowledge that can be used as a discussion material, using the scientific method contained in the student handbook or on worksheets provided carefully to develop a conscientious, honest, polite attitude, respect for the opinions of others, the ability to communicate, and to carry out the ability of literacy activities".[10]

---

[8] Liliyanti Kaawoan, "Wawancara" Kepala Madrasah Aliyah Negeri 1 Kotamobagu, Pada Tanggal 6 Juni 2022

[9] Binar, "Wawancara" Guru Bahasa Arab Madrasah Aliyah Negeri 1 Kotamobagu, Pada Tanggal 7 Juni 2022

[10] Chendra Makalalag, "Wawancara" Guru Bahasa Arab Madrasah Aliyah Negeri 1 Kotamobagu, Pada Tanggal 6 Juni 2022

From the results of the interview in the implementation of KMA 183 with the understanding of teachers and principals about the implementation of KMA 183 will run optimally. KMA 183 is an improvement to the Arabic curriculum that is in accordance with the 21st century, it is hoped that students can further develop their knowledge not only theoretical but also can practice in their daily lives and make students as Indonesian citizens who live in diversity, real tolerance, and as an effort to instill a spirit of character education with a continuous arrangement between KD1-KD4.

From the results of observations in the implementation of KMA 183 in MAN, Arabic teachers have followed the curriculum rules, including in making rpp and syllabus for learning activities not only theoretical but practicing in everyday life and the teacher contains the ability to make book summaries according to the material taught so that students can easily understand Arabic.

The development of the Arabic curriculum can be understood with a broad understanding, namely: 1). Activities to produce a curriculum 2). a process that associates one component with another to produce a better Arabic curriculum, and 3). Preparation (design), implementation, assessment and improvement activities of the Arabic curriculum. In historical reality, the development of the Arabic curriculum turned out to have undergone paradigm changes, although in certain ways the previous paradigm is still considered today. This can be observed from the following phenomena: 1). Changes from pressures on memorization and memory of Arabic learning texts, as well as spiritual mental disciplines as influenced from the Middle East on the understanding of goals, meanings and motivations to achieve the objectives of Arabic learning; 2). Changes from a textual, normative, and absolute way of thinking, to a historical, empirical, and contextual way of thinking in understanding and explaining the teachings and values of the Islamic religion; 3). The change from the pressure on the product or the result of Islamic religious thought from its predecessors to the process or methodology that produced the product, and 4). A change from the pattern of development of the Arabic curriculum that relies solely on experts in selecting and compiling the content of the Arabic curriculum, towards the broad involvement of experts, teachers, learners, the community to identify the goals of the Arabic language and ways to achieve them. The form of the Arabic curriculum development pattern must always be innovated continuously in order to respond and anticipate existing developments and demands without having to wait for the change of officials

(ministers). Especially now that society is in the global era, has implications for many complex problems that demand precise, fast and accurate handling. The development of the Arabic curriculum can provide the best solution for people who are facing these problems by injecting Islamic values in a structured manner as early as possible as morals in life.[11]

B. Arabic Language Learning at KMA 183 at MAN 1 Kotamobagu

1. Arabic Learning Planning at KMA 183 in MAN 1 Kotamobagu

Learning preparation is an important thing that must be done by teachers to achieve the expected competencies. Effective learning planning will help create good work discipline, a good atmosphere, a more interesting atmosphere and well-organized, relevant and accurate learning.[12]

Learning planning is a learning system, namely empirically developed teaching and learning materials and strategies that are consistently proven to be able to achieve certain learning goals. The development of learning planning consists of a set of activities that include planning, developing, and evaluating the learning system being developed, and evaluating the learning system that is being developed so that after undergoing several revisions, this learning system can satisfy the heart of its development. The development of learning planning is intended to find solutions to learning problems and at least in optimizing existing learning resources to improve education.[13]

The preparations made by Mrs. Liliyanti Kaawoan, M.Pd, as the Head of the State Aliyah Madrasah stated that:

"In the preparation of the learning plan it must be simplified before it is planned. In Madrasah Aliyah Negeri 1 Kotamobagu there is a name for the Subject Teacher Deliberation (MGMP) with this existence, making evaluation materials and looking for information related to changes in learning through KMA 183".[14]

---

[11] Errin Tri Rahmawati, Erwin Apriliani, "Perbaikan Subtansi Kurikulum Melalui Inovasi Dalam Menghadapi Problematika Era Revolusi 4.0."

[12] Sardonoharjo, *Leadership Management*, ed. Sardonoharjo, 1st ed. (Yogyakarta: Penerbit Deepublish, 2016).

[13] Katon Galih Setyawan Kusnul Khotimah, *Perencanaan Pembelajaran IPS*, ed. Andriyanto, 1st ed. (Jawa Timur: Anggota IKAPI, 2022).

[14] Liliyanti Kaawoan, "Wawancara" Kepala Madrasah Aliyah Negeri 1 Kotamobagu, Pada Tanggal 6 Juni 2022.

Furthermore, the opinion expressed by Mr. Syaiful Rahmat, S.Pd, as the Teacher of Arabic Madarah Aliyah Negeri stated that:

"In the preparation of the learning plan, teachers must be prepared before entering the Arabic learning process with KMA 183, first the teacher must prepare the learning administration including preparing the rpp and syllabus, second preparing learning media, third preparing the subject matter and finally determining the approaches, models, methods, and strategies used later in the learning process".[15]

From the results of the interview in the learning planning process, teachers are required to follow the role of the subject teacher's deliberation in order to facilitate teachers in the same field of study in exchanging opinions and experiences. In the process of learning Arabic with KMA 183, you must prepare administration, including to prepare the RPP and Syllabus as well as approaches and strategies used later in the learning process.

From the results of observations in the Arabic learning process, the teacher provides an opportunity for students to collect relevant information to answer questions that have been identified through relating to the material being taught, collecting information data through other group discussions so that new knowledge is obtained that can be used as material for group discussions later, using the scientific method contained in the student's handbook or in the student's handbook or in carefully provided worksheets to develop a conscientious attitude, honesty, courtesy, respect for the opinions of others, the ability to communicate, apply the ability of literacy activities.

For the learning planning stage in the implementation of KMA 183, how teachers become guidelines to achieve what results are expected at the end of learning will certainly be used as a guide in the teaching process. The implementation of these learnings can be arranged based on needs in a certain period in accordance with the wishes of planning. But the more important thing is that the planning made must be carried out and on target.

Learning planning, which is planned must be in accordance with educational targets. Teachers as subjects in making learning plans must be able to compile as a

---

[15] Syaiful Rahmat, "Wawancara" Kepala Madrasah Aliyah Negeri 1 Kotamobagu, Pada Tanggal 7 Juni 2022.

teaching program according to the approaches, methods, and theories that will be used so that the learning taken can be effective and efficient.

2. **Implementation of Arabic Language Learning at KMA 183 at MAN 1 Kotamobagu**

After knowing what is done in planning, the next step is to know about its implementation, but before discussing the implementation in learning, you should first know about KMA 183 which is applied in MAN 1 Kotamobagu. The implementation of learning is all joint efforts of teachers with students to share and manage information, with the hope that the knowledge provided is useful in students and becomes the foundation of continuous learning.[16]

This is in accordance with the statement conveyed by Mrs. Satriana Mokodongan, S.Ag. M.Pd as a class X Arabic teacher in Madarasah Aliyah Negeri 1 Kotamobagu:

"The implementationofarabic language learning in KMA 183 leads a lot to student activities as in Chapter 1 التعارف   they immediately practice how Arabic tentag التعارف introduction. In Chapter 2 they learn about the material هواية they directly reveal about hobbies in Arabic. So they are easy to understand with the learning of Arabic today. Arabic is very easy because many are also supported by online learning where we can get videos and combined between teacher teaching and videos on the internet.[17]

Likewise, according to Mr. Chendra Makalalag, S.Pd. as a class XI Arabic teacher at Madrasah Aliyah Negeri 1 Kotamobagu:

"The implementation of Arabic language learning in KMA 183 is a learning process using electronic media. They use hiwar learning methods to practice Arabic conversations".[18]

The same thing was also expressed by Mr. Syaiful Rahmat, S.Pd. as a class XII Arabic teacher at Madrasah Aliyah Negeri 1 Kotamobagu:

"The implementation of Arabic language learning in KMA 183 is a learning process using electronic media. They use methods in Arabic vocabulary and hiwar to

---

[16] R.Gilang, *Pelaksanaan Pembelajaran Daring Di Era Covid-19*, ed. Lutfi Nurtika, 1st ed. (Jawa Tengah: Lg Creative, 2020).

[17] Satriana Mokodongan, "Wawancara" Kepala Madrasah Aliyah Negeri 1 Kotamobagu, Pada Tanggal 8 Juni 2022.

[18] Chendra Makalalag, "Wawancara" Guru Bahasa Arab Madrasah Aliyah Negeri 1 Kotamobagu, Pada Tanggal 6 Juni 2022.

practice Arabic. And it is best if the school has provided a laptop / computer then arabic learning will be carried out properly.[19]

The implementation of learning used in the learning process can be easy to convey the subject matter. From the results of interviews with Arabic teachers at Madrasah Aliyah Negeri 1 Kotamobagu, the use of media also strongly supports the implementation of learning that will be used by teachers.

Learning media is everything that is used to facilitate learning activities. For example, a whiteboard can be said to be a learning provision when it is used to deliver the subject matter. Likewise, hadia and games can be said to be learning media when it can encourage students to learn.[20]

As a teacher, they must prepare creative and innovative learning media in order to achieve in accordance with learning objectives and produce effective learning. The media used in the learning process does not only come from the teacher, but there is reciprocity between students and teachers or there is cooperation between teachers and students in order to achieve learning goals.

This is in accordance with what was conveyed by Mrs. Satriana Mokodongan, S.Ag. M.Pd as a class X Arabic teacher at Madarasah Aliyah Negeri 1 Kotamobagu:

"The learning media that I usually use is image and video media. Because the image media attracts students more in Arabic vocabulary and videos to practice Arabic conversations".[21]

Then the opinion conveyed by Mr. Chendra Makalalag, S.Pd. as a class XI Arabic teacher at Madrasah Aliyah Negeri 1 Kotamobagu:

"The learning media that I usually use is video media with the use of electronic devices, namely using laptops and LCDs, so that they understand the learning process in the practice of Arabic conversation".

Then the opinion conveyed by Mr. Syaiful Rahmat, S.Pd. as a class XII Arabic teacher at Madrasah Aliyah Negeri 1 Kotamobagu:

---

[19] Syaiful Rahmat, "Wawancara" Kepala Madrasah Aliyah Negeri 1 Kotamobagu, Pada Tanggal 7 Juni 2022.

[20] Hamdan Husein Batubara, *Digital Learning Media*, ed. Nur Asri N, 1st ed. (Bandung: PT Remaja Rosdakarya, 2021).

[21] Satriana Mokodongan, "Wawancara" Kepala Madrasah Aliyah Negeri 1 Kotamobagu, Pada Tanggal 8 Juni 2022.

"The learning media that I usually use is audio-visual. My media tends to use electronic media. Like youtube because each student uses a handpone. I prefer to use a laptop and computer so that the learning process is carried out properly".[22]

In the learning process activities, teachers must be more creative and innovative in choosing models, methods and strategies that will be used so that students can more easily grasp the lessons that have been delivered by the teacher and the learning process so that they can run effectively.

As stated by Mrs. Liliyanti Kaawoan, M.Pd, as the Head of the State Aliyah Madrasah gave the narration:

"The facilities and infrastructure in the implementation of KMA 183 do not depend on books alone but on new learning methods such as the use of media. So that students do not get bored in learning".[23]

This was conveyed by Mr. Syaiful Rahmat, S.Pd. as a class XII Arabic teacher at Madrasah Aliyah Negeri 1 Kotamobagu:

"The facilities and infrastructure at the MAN 1 Kotamobagu school are sufficiently supportive in the learning process. It's just that this school has not provided a computer lab, the computer lab is important for students, especially I as a class XII teacher, it is important for me to teach my students to use audio-visual media so that the Arabic learning process is carried out properly".[24]

From the results of interviews about the implementation of teachers in the classroom regarding learning based on the 2013 curriculum that has been implemented in MAN 1 Kotamobagu. It shows that teachers have fully implemented learning in accordance with the demands of KMA 183. In this learning, the teacher feels lightened because of the combination of several subjects into one theme. However, teachers find it difficult to relate some of the subject matter into a complete understanding.

Meanwhile, in the use of methods, the teacher's learning media strategy has also been maximized in implementing learning in accordance with KMA 183. The matode

---

[22] Syaiful Rahmat, "Wawancara" Kepala Madrasah Aliyah Negeri 1 Kotamobagu, Pada Tanggal 7 Juni 2022.

[23] Liliyanti Kaawoan, "Wawancara" Kepala Madrasah Aliyah Negeri 1 Kotamobagu, Pada Tanggal 6 Juni 2022.

[24] Syaiful Rahmat, "Wawancara" Kepala Madrasah Aliyah Negeri 1 Kotamobagu, Pada Tanggal 7 Juni 2022.

used by the teacher is in accordance with the media and material to be delivered to students. However, there is a lack of media and material that will be presented to students. However, the lack of schools is the use of communication tools that are still rarely used and also the provision of facilities and infrastructure such as computer lab rooms. Thus, it can be seen that the teacher has tried to implement the learning process in accordance with KMA 183. Although some obstacles are still found in its application.

The process of implementing learning is a real process carried out by educators in carrying out learning, namely when communication occurs in class or other necessary activities. The main task of an educator in carrying out the learning process consists of 3 main components, namely:

    a.   Planning and preparation process.

    b.   Implementation process.

    c.   Evaluation process.

After compiling and preparing a learning plan, the teacher carries out the learning process. KMA 183 is applied, namely learning planning where this learning is a learning in learning which is used as a theme and subtheme. In order for the learning process to be effective and efficient and in accordance with the demands of KMA 183 in Madrasah Aliyah Negeri 1 Kotamobagu, teachers in the classroom use learning methods to deliver the subject matter.

According to Gerlach and Ely, learning planning is the ways teachers choose to deliver learning materials to learners in a particular learning environment. Based on the results of data from researchers findings from teachers at MAN 1 Kotamobagu using different learning methods, of course, the methods used are in accordance with the subject matter to be taught, there are also teachers who use methods in the form of literacy to provoke student interest and enthusiasm so that the lessons do not look stiff and boring.

This learning method must also have a medium to support the achievement of learning objectives. The learning media used in the classroom, the average teacher at Madrasah Aliyah Negeri 1 Kotamobagu uses image and audio-visual media such as Youtube, in order to attract the attention of students and students more quickly capture the material presented, one of the supports for the implementation of learning media, namely school facilities and infrastructure can be adequate. In MAN 11 kotamobagu according to the findings of researchers, school facilities and infrastructure have not

been fully implemented because media in the form of electronic devices are still rare to use and there is no computer lab room for students to learn technology.

C. Evaluation of Arabic learning at KMA 183 in MAN 1 Kotamobagu

Evaluation should be carried out to find out how much the activity or program has been successfully carried out. A good educational institution (school) should be evaluated, the purpose of which is to see the level of success and obstacles faced in carrying out the learning evaluation activity.

Evaluation of the learning evaluation activities should be carried out jointly, for example through meetings, consisting of school leaders, teachers and education staff. Evaluation of the enthusiasm of the learning evaluation, the activities carried out are: 1). Seeing the extent of the success rate in the implementation of learning evaluation activities carried out by the school; 2). Analyze as the problem faced.[25]

The following are the results of interview evaluations regarding evaluation or assessment in learning conducted in class by several teachers at Madrasah Aliyah Negeri 1 Kotamobagu.

As stated by Mrs. Liliyanti Kaawoan, M.Pd, as the Head of the State Aliyah Madrasah gave the narration:

"The evaluation carried out in Madrasah in the implementation of KMA 183 in the wajid learning activities of teachers to make rpp will be simplified before it is planned that there is a name MGMP (Subject Teacher Deliberation) which is used as evaluation material to improve and be added to learning planning. In addition, you can find information related to changes in learning through KMA 183".[26]

This was conveyed by Mr. Chendra Makalalag, as an Arabic teacher in the implementation of KMA 183 they stated that:

"The evaluation carried out in the learning process is that students are given the task of making Arabic conversations continue to be made in the form of videos and see whether the student really understands Arabic conversations or not".

---

[25] Hasrian Rudi Setiawan, *Manajemen Peserta Didik*, ed. Rizka Harfiani, 1st ed. (Medan: Umsu Pres, 2021).

[26] Liliyanti Kaawoan, "Wawancara" Kepala Madrasah Aliyah Negeri 1 Kotamobagu, Pada Tanggal 6 Juni 2022.

Furthermore, it was conveyed by Mr. Syaiful Rahmat, S.Pd, as the Arabic teacher of Madarah Aliyah Negeri stated that:

"The evaluation carried out in the learning process is that students are given the task of making examples of Arabic rules. Example: in learning sharaf science they are told to make arabic word changes in the form of fi'il madhi and fi'il mudhari'.

Based on the results of the uaraian interview above, KMA 183 in the evaluation of learning must be used by teachers to measure abilities and see the achievement of competencies to students. . The assessment that is assessed includes an assessment of attitudes, skills, and knowledge. Despite the large number of assessments carried out, teachers try to always give the best assessment and present the results of the assessment without being engineered. After the teacher has carried out the assessment, the results of the assessment will be reported to the student's homeroom teacher to monitor the child's development while at school.

Based on the results of observations in the implementation of KMA 183 in MAN 1 Kotamobagu in class XI of religion, namely studying the textbooks that have been provided before the learning activities take place preparing the existing material, students are asked to read the qira'ah text correctly and fluently after which they are asked to look for muphrodat meanings related to the theme.

The quality of learning outcomes is largely determined by the quality of the learning process. Learning evaluation as we know that the scope of evaluation in education in schools is generally three, namely (1) evaluation of learning programs, (2) evaluation of the learning process, and (3) evaluation of learning outcomes. Usually educators prioritize learning outcomes over the learning process as a criterion for the success or failure of learning activities. Evaluations that only prioritize learning outcomes have a tendency to blame students if the learning outcomes are not as expected. On the other hand, learning outcomes are considered as the result of a learning process in which the teacher must be responsible. Education is not only result-oriented but also process-oriented, therefore the evaluation of outcomes and the learning process should be carried out in a balanced manner. Without conducting an evaluation of the learning process, it will not be known exactly the cause of not achieving the learning objectives. Therefore, the evaluation of results and the learning process must be carried out because the evaluation of results and the learning process

are interrelated with each other because the results are the result of the learning process.[27].

CONCLUSION

The implementation of KMA 183 on Arabic language learning in MAN 1 Kotamobagu as a whole has been good in implementing KMA 183. However, there are still some teachers who do not understand the implementation of the curriculum so that the learning process has not run as it should. Planning and planning the Arabic learning process of KMA 183 at MAN 1 Kotamobagu. For planning, starting from preparing administration in the form of a syllabus, RPP, prota, and prosem, it is in accordance with what kma 183 determines. For the implementation of learning, teachers have used planning, methods, and media in the form of audio-visual used, but the Arabic learning process still lacks electronic devices. Evaluation of Arabic language learning in KMA 183 in MAN 1 Kotamobagu. Kma 183 assessment is to participate in MGMP (Subject Teacher Deliberation) activities so that teachers play a role in strategies to improve and strengthen teacher competencies through discussions and training.

REFERENCES

Arif, Muh, and Mukhtar I. Miolo. "فعالية تعلم اللغة العربية باستخدام الوسائط البصرية فى المدرسة العالية الحكومية المثالية غورونتالو." A Jamiy: Jurnal Bahasa dan Sastra Arab 8.2 (2019): 86-100.Albi Anggito, Johan Setiawan. *Metodologi Penelitian Kualitatif.* Edited by Ella Deffi Lestari. 1st ed. Jawa Barat: CV Jejak, 2018.

Ali, Ibadurrahman, Muhammad Jundi, Muhammad Zikran Adam, Siti Aliyya Laubaha, dan D Suleman Kadir, Uin Maulana Malik Ibrahim Malang -Indonesia, and Iain Sultan Amai Gorontalo -Indonesia. "Implementasi KMA 183 Dalam Penyajian Materi Bahasa Arab Berbasis E-Learning Di Man 1 Kabupaten Gorontalo." *PIWULANG: Jurnal Pendidikan Agama Islam* 4, no. 2 (2022): 156–157. http://e-journal.staima-alhikam.ac.id/index.php/piwulang.

Amar, Abu. "Telaah Kritis Atas Kompetensi Toleran Dalam Kurikulum Program Keagamaan Madrasah Aliyah." *Media Komunikasi Penelitian dan Pengembangan Pendidikan Islam* 13, no. 02 (2021): 167.

Batubara, Hamdan Husein. *Media Pembelajaran Digital.* Edited by Nur Asri N. 1st ed. Bandung: PT Remaja Rosdakarya, 2021.

---

[27] Muhammad Idham Saifuddin Mahmud, *Strategi Belajar Mengajar*, ed. Firdaus, 1st ed. (Aceh: Syiah Kuala University Press, 2017).

Errin Tri Rahmawati, Erwin Apriliani, Fery Diantara. "Perbaikan Subtansi Kurikulum Melalui Inovasi Dalam Menghadapi Problematika Era Revolusi 4.0." *Al-Yasini: Jurnal Keislaman, Sosial, Hukum dan Pendidikan* 06, no. 01 (2021): 96.

Ilmiani, Aulia Mustika, and Mukhtar I. Miolo. "Digital literacy: exploration of social media-based Arabic language learning." *Journal of Applied Studies in Language* 5.2 (2021): 215-221.

Miolo, Mukhtar I., et al. "Implementing E-Learning on arabic Language Subject During Covid 19 Pandemic in Madrasah Aliyah Negeri 1 Boalemo." *A Jamiy: Jurnal Bahasa dan Sastra Arab* 11.1 (2022): 192-205.

Mokoagow, Alfarizi Farhan, Muhammad Nur Iman, and Mukhtar I. Miolo. "Telaah Buku teks Bahasa Arab Madrasah Aliyah (Studi Analisis Buku Ajar kelas 12 KMA 183 Tahun 2019)." *A Jamiy: Jurnal Bahasa dan Sastra Arab* 10.1 (2021): 205-215.

Kusnul Khotimah, Katon Galih Setyawan. *Perencanaan Pembelajaran IPS*. Edited by Andriyanto. 1st ed. Jawa Timur: Anggota IKAPI, 2022.

Paputungan, Zulkifli. *Pembelajaran Bahasa Arab*. Edited by Zulkifli Paputungan. 1st ed. Aceh: Yayasan Penerbit Muhammad Zaini, 2021.

R.Gilang. *Pelaksanaan Pembelajaran Daring Di Era Covid-19*. Edited by Lutfi Nurtika. 1st ed. Jawa Tengah: Lg Creative, 2020.

Setiawan, Hasrian Rudi. *Manajemen Peserta Didik*. Edited by Rizka Harfiani. 1st ed. Medan: Umsu Pres, 2021.

Sugiono. *Metode Penelitian Kualitatif*. Edited by Sugiono. 2nd ed. Jawa Barat: CV Jejak, 2018.19): 233.