


The Dynamics Of Arabic Curriculum Management: Concepts, Characteristics, And Study Area

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Article Info	ABSTRACT
Keywords: Arabic Curriculum, Concepts, Characteristics, Study Area	This study delves into the landscape of Arabic curriculum management by examining its core concepts, characteristics, and study area. Curriculum management within Arabic language education is pivotal for aligning instructional practices with educational objectives, particularly in a context where linguistic and cultural precision are crucial. The study elucidates the conceptual framework of Arabic curriculum management, emphasizing the strategic selection and organization of content that resonates with the linguistic needs of learners. In this study, the researcher used a qualitative method. The approach used by the researcher is library research. Data from journals and books on Arabic curriculum management were collected, and then discussed. The research data is presented in three domains: concepts, characteristics, and the area of study of Arabic curriculum management. Research data found that the curriculum's relevance in addressing contemporary societal needs and its role in fostering practical communication skills among learners. The scope of the study is expansive, covering the development of teaching materials, innovative instructional strategies, and comprehensive assessment methodologies. This study also investigates how these components interact to enhance educational outcomes, improve teacher performance, and contribute to the overall success of Arabic language programs. By offering a detailed analysis of these elements, the study provides valuable insights into the effective management of Arabic curricula, ensuring that they meet the evolving demands of both learners and the global Arabic-speaking community.
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INTRODUCTION

Good education is education that can deliver students in accordance with the goals of that education. According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, article 3 states that national education serves to cultivate skills and mold the nation's character and civilization, which is designed to educate the people living in the country. aims to help students reach their full potential so they can become human beings who love and obey God Almighty, have moral character, are well, intelligent, creative, independent, and capable of being democratic and responsible members of society (Wahono, 2018).

Specifically, higher education has objectives in accordance with Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education, article 5, namely (a) fostering in

students the ability to grow into human beings with noble, virtuous, and moral character; people who believe in and are committed to God Almighty. intelligent, capable, creative, independent, capable, and cultured for the good of the country; (b) producing graduates who are proficient in the fields of science and/or technology to further national goals and boost the country's competitiveness; (c) producing science and technology through research that considers and applies humanities values in a way that benefits the country's advancement as well as the advancement of civilization and the welfare of humanity; and (d) carrying out community service based on research that advances general welfare and improves the quality of life in the nation (Ramdhani, 2019).

In order to realize these educational goals, a nationally standardized synchronization series is needed. The curriculum is further explained in the Higher Education Law, in article 35. The planning and arrangements for goals, subject matter, and instructional resources, along with the techniques employed as a framework for carrying out instructional activities, comprise the higher education curriculum. Broadly speaking, there are eight standards that must be present in education, as per Government Regulation number 19 of 2005 concerning National Education Standards article 2, which was amended to Government Regulation number 13 of 2015. These standards are: (1) content standards; (2) process standards; (3) graduate competency standards; (4) standards for educators and education personnel; (5) facilities and infrastructure standards; (6) management standards; (7) financing standards; and (8) assessment standards for education (Helda & Syahrani, 2022).

Curriculum is the "heart" and "soul" of a learning system and educational institution. Without it, a learning process will run without direction because the orientation and goals are not clear (Wahab, 2016). How important and substantial this synchronization is, institutionally, it needs to be supported by good management. The aim is for the curriculum to run consistently and continuously, which in turn will produce graduates who are beneficial to society, the nation, and the state. An institution will be able to develop well, produce quality graduates, and become an advanced and modern institution because it is supported by good and consistent management and curriculum.

Management that runs effectively and efficiently really supports the existing system, especially at the level of learning implementation. A non-profit organization, such as a school or college, still requires capable management. So that the vision, mission, and ideals conveyed by the institution's stakeholders can be achieved optimally.

Arabic's growth and development in Indonesia are also greatly influenced by good management and curriculum. Arabic in Indonesia is one of the most important languages. This is because the majority of the people are Muslim. Where many religious ritual procedures use Arabic. The main sources of Islamic law, namely the Koran and Hadith, are also in Arabic. Reference books in various religious disciplines are written in Arabic. So, it is very relevant that many Indonesians study Arabic, especially in schools, madrasas, Islamic boarding schools, and Islamic religious colleges.

Management of the Arabic language through efficient, effective, relevant, and comprehensive curriculum management will make Arabic a very important language for the world community. Apart from being a language of communication, Arabic will further become

the main language in science and technology. Similar to the golden age of Islam in ancient times (Makinuddin, 2017). In the context of Indonesia, where the majority of the population is Muslim, Arabic certainly has its own place, both in terms of its history and its development today.

This study attempts to reveal the concepts, characteristics, and areas of study in the Arabic language curriculum management. This study suggests that the concept of Arabic language curriculum must be formulated clearly so that it can become a standard in the implementation of Arabic language management in schools and universities. Second, the characteristics of Arabic language curriculum management also need clear standards, both at the theoretical and regulatory levels. It is hoped that these characteristics can be an inspiration for formulating better Arabic language curriculum management. Finally, the study area of Arabic language curriculum management needs to be clarified. By taking an example of good practice in one of the superior study programs, namely the Arabic Language Education (PBA) at UIN Maulana Malik Ibrahim Malang. Where what has been applied in the department can be an inspiration to develop the study area of the Arabic language curriculum in a more qualified and mature manner.

METHOD

This study uses a qualitative research paradigm because the data analysis unit is qualitative. This study was conducted with a literature study approach because the data used came from scattered documents, such as journals, books, regulations, and so on. Qualitative research can be used to study community life, history, behavior, and relationships in social behavior (Moleong, 1989). Data collected consists of various information, such as from relevant documents such as books, journals, and existing research, which are then analyzed into research findings (Bungin, 2003). By collecting data from the natural environment, qualitative research aims to reveal phenomena comprehensively and contextually. Researchers are used as the main tool (Sugiyono, 2018). Some data are then examined thoroughly to ensure that the results are satisfactory and in accordance with the objectives of the study.

The data analysis approach is Domain Analysis and Content Analysis. Both of these approaches are commonly used to analyze qualitative data. Domain analysis is a domain engineering process. This process is used to identify general characteristics in a particular domain (Lisboa et al., 2010). Domain analysis is essential to obtain domains from all data in general (Rahardjo, 2010). Domains are determined according to asset categories, while data reduction is carried out. This data reduction is intended to identify raw data into relevant domains.

Furthermore, content analysis is carried out based on the domain map. Content analysis is intended to understand the meaning of the core message in each domain. Content analysis is a systematic and objective method for making valid conclusions from the collected data. Content analysis concerns meaning, intent, effect, and context, which aims to improve the quality of conclusions by linking contexts within a domain (Downe-Wamboldt, 2009; Liamputtong, 2013).

Data from journals and books on Arabic curriculum management were collected, and then the concept, characteristics, and study area of Arabic curriculum management were discussed. The existing data is used as a means to see the contents of the text and the meaning contained therein. In presenting the data, the researcher presents the results of the discussion using narrative text. Narrative data consists of several sentences and paragraphs that are arranged. After that, the researcher interprets the data using content analysis. In the final stage, the researcher synthesizes a summary of the research results produced.

RESULTS AND DISCUSSION

Arabic curriculum management Concept

Everyone can understand management, or what is often called 'management.' Because this word is commonly used in many terms. Such as time management, organizational management, resource management, risk management, project management, marketing management, quality management, crisis management, conflict management, class management, data management, information management, and many more. In essence, it is related to a series of activities used to achieve specific goals and carried out by people with the help of various resources. This power section can be in the form of 5 M, namely men, materials, machines, methods, and money (Indrajit Eko & Djokopranoto, 2006). Namely, people, materials, machines, methods, and money. The five are closely related and can work well if they work proportionally.

Continuous process activities consist of planning, organizing, actuating, and controlling (Slamet et al., 2021). The term POAC refers to the definition put forward by GR Terry, who said that Management is a separate process consisting of planning, organizing, implementing, and controlling, which is carried out to determine and achieve predetermined goals using human being and other resources (Terry, 1978).

Management is the ability or power to manage a business and be responsible for its success and failure. In this case, management contains two main processes, namely: (1) delegation or delegation of authority to several people in charge of specific tasks; (2) Mobilization and utilization of human resources and other resources in order to achieve organizational goals (Abbas, 2009). From the various definitions above, management can be concluded as an activity consisting of planning, organizing, mobilizing, and monitoring, with the aim of achieving the success of the organization's vision and mission.

Management was initially commonly carried out in business-oriented institutions. That managerial functions can be carried out well, which can result in a company or factory being able to carry out its business functions as optimally as possible, growing significantly and generating enormous profits. Both in institutions that are not business-oriented (not seeking profit alone) and in today's society, management also has a significant role. So that the quality of both institutions, human resources, and the output achieved can be adequately measured. Specifically, management in non-profit institutions such as schools and universities is different from that in business or profit institutions, which can be seen in the table below (Indrajit Eko & Djokopranoto, 2006) :

Table 1. the difference between Profit and Non-Profit Institutions

Profit (Business)	Nonprofit (Education)
Market driven	Encouraged by the academic community
Results oriented	Oriented to tri dharma
Planned/methodical	Open / embossed
Hierarchical relationships	Freer relationships
Decisive	Adaptable
Low tolerance for indecisiveness	High tolerance for skepticism (academic freedom)
Authority based	Context/rules based
High accountability	Accountability is not very high

Curriculum linguistically comes from the Greek words *curir*, which means runner, and *curerewhich*, which means a place to race, so *curio* and *cure* mean the distance that runners must cover (Triwiyanto, 2015). Curriculum also comes from English, namely Curriculum, which means lesson plan. It is stated that the Curriculum is a subject that consists of a study program at a school or college. The Curriculum is one of the most essential components of educational activities. Furthermore, it is a description of idealism, ideals, particular needs, and demands of society. From this Curriculum, the direction of education, the function of education, and the results to be achieved from educational activities will be known. In general, the Curriculum consists of several components, namely objectives, content, strategies, and evaluation. This enables an educator to truly understand graduate competency standards, content standards, process standards, and assessment standards (Muhaimin, 2009). The hope is that a teacher or lecturer can carry it out well and professionally.

The Curriculum is a collection of planned educational programs designed and provided by educational institutions to their students with the aim of helping them to grow and develop comprehensively, both physically, mentally, intellectually, emotionally, spiritually, and socially (الخالفة, 2003). The hope is that students, as a result of the learning process, will be able to adapt and be creative in facing various challenges of the times and problems in their lives. Curriculum, in Arabic, means *manhaj*, which means a clear path. The Curriculum consists of several important things such as syllabus and lesson structure, knowledge, character, skills, and experience, which are given to students so that they experience progress and development into knowledgeable individuals, rational thinking, positive thinking, social personalities, and able to adapt to change. Time, as well as qualified skills (السلطاني, & الجبوري, 2013).

As a system, the Curriculum has interrelated components. These components are objectives, content, methods or strategies, and evaluation. The picture is that each component influences the other, where if one component is not working correctly, it will disrupt the performance of the system as a whole (Sanjaya & Andayani, 2011). From the various definitions above, it can be concluded that the Curriculum is a series of plans and arrangements related to education that consists of objectives, content, methods, and evaluation components that are used as guidelines for achieving specific educational goals.

Curriculum management is a comprehensive, cooperative, systematic, and systemic curriculum management system that is used to realize curriculum goals. Curriculum

management must be developed based on the context, situations, and conditions in which learning is carried out so that the autonomy of schools and universities in developing, managing, modifying, and accommodating local wisdom in a curriculum can still be appropriate, as long as it does not depart from established national concepts and policies (Rusman, 2009). In terms of a pattern like this, it is a curriculum that is related to logic or top-down. However, in practice, it is not really one hundred percent in accordance with central regulations because several adjustments consider the environmental context and local wisdom where the educational institution is located.

Curriculum management relates to policies that are assigned duties, authority, and responsibilities in designing, implementing, mentoring, and controlling the Curriculum (Triwiyanto, 2015). At a practical level, the management curriculum is prioritized to translate, realize, and make relevant the national curriculum standards with regional needs and the conditions of the educational institutions concerned. The hope is that the Curriculum will be a guideline that has integrity between students and the environment where the educational institution is located.

The primary curriculum management functions are to (1) manage curriculum planning, (2) manage curriculum implementation, (3) manage the implementation of curriculum evaluation, (4) manage the institution for determining criteria and implementing awards; (5) manage the development of teaching materials, media, learning, and learning resources; and (6) managing extracurricular and co-curricular development (Rusman, 2009). These functions can run well if they are supported by an established management system and filled with managers who are full of dedication and have a high enthusiasm for learning so that the ongoing organizational dynamics process can be adjusted to current developments and remain on track in accordance with the vision, mission, and goals of the organization that was founded.

Various strategies, methods, approaches, curricula, and management are within the objectives of learning Arabic. In general, Arabic curriculum management, or Arabic language learning in the Indonesian context, is aimed at mastering at least three Arabic language competencies (وزملاؤه, 2004), namely :

1. Linguistic competence. That is, the learner masters the Arabic sound system well, how to distinguish and pronounce them, knows the structure of the language, basic grammar, theoretical aspects, and functions, and knows its uses and uses.
2. Communication competency. Namely, learners are able to use Arabic automatically, express ideas and experiences fluently, and absorb what they have mastered from the language quickly.
3. Cultural competency. They namely understand what is contained in Arabic from a cultural aspect and are able to express the speaker's thoughts, values, customs, ethics, and art.

Specifically, the objectives of learning Arabic for non-Arabs are (ناقة, 2006 & طعيمة):

1. Understand Arabic correctly, namely listening (استماع) consciously to the conditions of life in general.
2. Speak (كلام) in Arabic as a medium of direct communication and expression of the soul.

3. Reading (قراءة) Arabic easily, find meanings and interact with them.
4. Writing (كتابة) in Arabic as an expression of functional conditions and self-expression.

It is said that the aim of learning Arabic is to master the functional use of Arabic in listening, speaking, reading, and writing. This means that learning Arabic is expected to enable students to communicate well, productively, and effectively according to their level of ability. In conclusion, the combination of the two terms management and curriculum means that a curriculum is something that is designed, implemented, and controlled by relevant stakeholders to meet the goals of an educational institution. So, a good curriculum will only run well with good management. Good management, even if the curriculum is not well designed, will produce sound output.

In the context of Arabic in Indonesia, Arabic curriculum management is generally used in formal, non-profit institutions, such as schools, madrasas, universities, and other educational institutions such as course institutions, training institutions, and Islamic boarding schools where this curriculum management is used effectively and efficiently for the purpose of learning Arabic so that students, pupils, and students can benefit from learning Arabic.

Arabic curriculum management Characteristics

The socio-political conditions that occurred in Indonesia resulted in national education policies finally changing. It is as if the adage "change ministers, change policies" is true. In principle, the ruler of this country must have a vision and mission in the field of education. Even though there are standard regulations, starting from the 1945 Constitution, the National Education System Law, Government Regulations on National Education Standards, various Ministerial Regulations, to permits between the Ministry of Education and Culture to manage primary and secondary education, and the Ministry of Research and Higher Education, It also really depends on the 'taste' of the ruler who is governing this country.

This is where the relevance of Arabic curriculum management has unique characteristics. What differentiates it from other lesson curriculum management? There are several relevant studies regarding the characteristics of the Arabic language curriculum in general, where the curriculum is developed in such a way with the help of good management so as to create unique characteristics of Arabic language learning.

In terms of curriculum management principles, it is exciting to learn Rusman's opinion, in his book Curriculum Management, that there are five main principles in curriculum management, namely: (1) productivity, (2) democratization, (3) cooperation, (4) effectiveness; and (5) directing the vision, mission, and goals set by the curriculum (Rusman, 2009). Principles as a basis for explaining various management activities are closely related to the implementation of management fusion at a practical level. Apart from the five principles above, there are also functions of curriculum management, including (Rusman, 2009):

1. Improving the effectiveness of curriculum resource utilization.
2. Improving chances for pupils to attain the best possible outcomes and fairness (equity).
3. Improving the usefulness and relevance of education in line with students' needs and their immediate surroundings.
4. Improving the efficiency of student activities and teacher performance in reaching learning objectives.

5. Improving the effectiveness and efficiency of the process of teaching and learning.
6. Increasing community involvement to aid with curriculum development.

From the principles and functions of curriculum management above, if we look at Arabic curriculum management, several things are still relevant, and some can be developed further. The author tries to elaborate on the characteristics based on principles, functions, and standards that are in accordance with those currently used both in schools or madrasas and in universities.

In madrasas, the oldest characteristics of Arabic language management in Curriculum, based on the Decree of the Minister of Religion of the Republic of Indonesia Number: 184 of 2019 concerning Implementation of the Curriculum in Madrasas, are as follows (*Produk Hukum / JDIH KEMENAG*, n.d.):

1. Describe the connections between the growth of intellectual and psychomotor skills, curiosity, creativity, and spiritual and social attitudes.
2. Schools are an integral element of society because they offer structured learning opportunities where students use the community as a resource and apply what they learn in the classroom.
3. Describe attitudes, abilities, and knowledge and demonstrate how to use these in a variety of social and academic contexts.
4. Allocate enough leisure time for the acquisition of diverse attitudes, expertise, and abilities.
5. Competencies are outlined in essential topic competencies, which are further elaborated in core class competencies.
6. The class's core competencies serve as an organizing principle and are fundamental skills that all other skills and learning processes are built around in order to attain the competencies listed in the core competencies.
7. The development of essential competences is predicated on the ideas of accumulative, reciprocal, and enriching learning across disciplines and educational levels (horizontal and vertical organization).

In general, the curriculum has several advantages and disadvantages. The advantages include (1) Creative and innovative; (2) Harmonious moral and character education in all study programs and subjects. The disadvantages are: (1) Seeing that teachers and students have the same capacity; (2) There needs to be a balance between the orientation of the learning process and the results in the 2013 curriculum and the exclusion of National Examination subjects (Marlina, 2013). Based on research results, efforts to implement the 2013 curriculum are successful, one of which is that the teacher's role in learning is dominant so that learning activities are still focused on what the teacher instructs or teacher-centered (Albantani & Muharom, 2015). So training, development, evaluation, and monitoring of the implementation of the Curriculum need to be carried out continuously in order to obtain optimal results.

In higher education, the characteristics of Arabic language management are the oldest in the KKNI or Indonesian National Qualifications Framework, based on Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework,

which is built in accordance with the quality of Indonesian human resources as follows (*PERATURAN PRESIDEN NOMOR 8 TAHUN 2012*, n.d.):

1. Trust in the Almighty God.
2. When finishing it, have a solid moral code, ethics, and disposition.
3. Show yourself as a proud, patriotic, and pro-world peace citizen.
4. Capable of cooperating, socially sensitive, and deeply concerned about the environment and society.
5. Show respect for other people's unique perspectives and conclusions as well as the diversity of cultures, viewpoints, beliefs, and faiths.
6. Support law enforcement and be eager to prioritize the needs of the country and the larger community.

In this KKNi, some levels of equality have been outlined in the regulations. Namely: (1) KKNi consists of 9 (nine) qualifications, starting with Qualification 1 (one) as the lowest qualification up to Qualification 9 (nine) as the highest qualification; (2) Mastery of the qualifications in the KKNi as intended in paragraph (1) is proven by a statement document issued by the authorized institution.

According to Muhib Abdul Wahab, who quoted Rusydi Ahmad Thu'aimah's opinion, there are at least four foundations on which curriculum development is based, namely linguistic foundations, educational foundations, psychological foundations, and social foundations. The linguistic foundation is related to the need to consider concepts, perspectives, philosophy, and characteristics of the Arabic language (Wahab, 2016). What is also important to consider is the characteristics of the Arabic language when it is intended to be taught and studied, that the Arabic language has its uniqueness (2001, طعيمة). Among them are derivation languages (*lughat istiqaq*), *i'râb* (inflection) languages, sound-rich languages, *tashrif* languages, languages rich in word construction. a language that is rich in expressions, language styles, the concept of time, and various other characteristics.

In one example of the application of Arabic curriculum management, the author tries to see what has been implemented by the Arabic Language Education (PBA) Tarbiyah and Teacher Training Faculty (FITK) department of UIN Maulana Malik Ibrahim Malang. Based on the 2023 Education Guidelines for FITK UIN Maulana Malik Ibrahim Malang, which is a continuous curriculum between the vision, mission, and objectives of stakeholders and management in stages starting from the university, faculty and department levels.

However, there is no need to explain it in too much detail about the continuity because it does not explicitly discuss the PBA FITK concept. However, the essential thing in relation to the KKNi-based curriculum is the profile of graduates expected from the learning process at PBA FITK UIN Maulana Malik Ibrahim Malang, as in the table below (Malang, 2023):

Table 2. Profile of PBA FITK UIN Maulana Malik Ibrahim Malang Graduates

Working Area	Graduates Profile
Arabic language teacher at elementary school (SD/MI).	Have good personalities.
Arabic language teacher at middle school (SMP/MTS).	Knowledgeable and up-to-date in their fields.

Arabic language teacher at high school (SMA/MA/SMK/MAK).	Able to carry out tasks.
Researchers of Arabic language teaching materials	Responsible based on Islamic teachings and ethics, knowledge and expertise.
Developers of Arabic language teaching materials	

With a recapitulation of the number of credits as stated in the following table:[\[1\]](#)

Table 3. SKS marketed by PBA FITK UIN Maulana Malik Ibrahim Malang

No	Course Group	Number of credits
1	University Courses	26
2	Subject Faculty	19
3	Study Program Core Courses	68
4	Elective Courses	16
	Amount	129

Something interesting about the course 'offers' above is elective courses, which apparently give students the opportunity to determine their interests and passion for specific courses. Where there are 8 courses offered with a total of 16 credits, and students must take all credits (8 courses), with at least six concentrations: (1) ALA (Arabic for children); (2) Media Production; (3) Journalism; (4) Arabic for BIPA; (5) Translator; and (6) Beginner Researcher. Regarding the offer of elective courses as follows (Malang, 2023):

Table 4. PBA FITK UIN Maulana Malik Ibrahim Malang Selected Concentrations

No	Code	Subject	SKS
ALA (Arabic for Children)			
1	20010412D01	ALA Learning Methodology	2
2	20010412D02	ALA Curriculum and Syllabus Development	2
3	20010412D03	ALA Literacy and ICT in ALA Learning	2
4	20010412D04	ALA Teaching Material Development	2
5	20010412D05	ALA Evaluation	2
6	20010412D06	Games, Songs and Stories	2
7	20010412D07	ALA Animation Applications	2
8	20010412D08	ALA Teaching Practices	2
		Amount	16
Media Production			
9	20010412D09	Multimedia Writing Basics	2
10	20010412D10	Introduction to Communication Science	2
11	20010412D11	Media Content Production	2
12	20010412D12	Visual Communication Design	2
13	20010412D13	Photography	2
14	20010412D14	Graphic Design Basics	2
15	20010412D15	Rhetoric	2
16	20010412D16	Mass Media Law and Ethics	2
		Amount	16
Journalism			

17	20010412D17	Introduction to Journalism	2
18	20010412D18	Feature and Article Writing	2
19	20010412D19	News Writing	2
20	20010412D20	Communication Psychology	2
21	20010412D21	Broadcasting	2
22	20010412D22	Photo, Television, and Radio Journalism	2
23	20010412D23	Online Journalism	2
24	20010412D24	Press Law and Ethics	2
			Amount 16
Arabic for BIPA			
25	20010412D25	BIPA Learning Methodology	2
26	20010412D26	BIPA Curriculum and Syllabus Development	2
27	20010412D27	Literacy and ICT in BIPA Learning	2
28	20010412D28	BIPA Teaching Material Development	2
29	20010412D29	BIPA Evaluation	2
30	20010412D30	Intercultural Understanding in BIPA Learning	2
31	20010412D31	BIPA Management	2
32	20010412D32	BIPA Teaching Practices	2
			Amount 16
Translator			
33	20010412D33	Translation Theory	2
34	20010412D34	Arabic-Indonesian Translation (Theory and Practice)	2
35	20010412D35	Indonesian-Arabic Translation (Theory and Practice)	2
36	20010412D36	Translation of Official Documents	2
37	20010412D37	Translation of Scientific Works	2
38	20010412D38	Translation of Literary Works	2
39	20010412D39	Direct Translation (<i>Fauriyah</i>)	2
40	20010412D40	Translation Criticism	2
			Amount 16
Beginner Researcher			
41	20010412D41	Quantitative Research Methods	2
42	20010412D42	Qualitative Research Methods	2
43	20010412D43	Quantitative Instrument Development and Validation	2
44	20010412D44	Qualitative Instrument Development and Validation	2
45	20010412D45	Quantitative Data Analysis	2
46	20010412D46	Qualitative Data Analysis	2
47	20010412D47	Inferential Statistics	2
48	20010412D48	Literacy and ICT in Research	2
			Amount 16

Arabic curriculum management Study Area

Arabic curriculum management has a specific study area. Because of the various characteristics mentioned above, each curriculum is unique, although it does not rule out the possibility of being identical. This is because there are general regulations to guide national education standards. In practice in the field, some areas of curriculum management study are the same, but some are different. Depends on the situation and conditions of each institution.

Departing from the relevant regulations regarding National Education Standards as mentioned above, eight standards must exist in an educational institution, especially the curriculum, namely (1) content standards; (2) process standards; (3) graduate competency standards; (4) standards for educators and education personnel; (5) facilities and infrastructure standards; (6) management standards; (7) financing standards; and (8) educational assessment standards (Mataputun, 2020). Of course, each of these standards is an area for curriculum management in general.

Furthermore, specifically, in implementing Arabic curriculum management, it can be grouped into only four important curriculum components. Each management process has an area of study in overseeing the main curriculum components, namely objectives, content, methods or strategies, and organization and evaluation (Nurgiyantoro, 1985). In general, the description of Arabic curriculum management is as follows:

1. Curriculum planning consists of planning objectives, content, organization, and strategy.

Planning is a significant job. Wrong planning means planning wrong. Planning is aimed at selecting targets, policies, procedures, and programs needed to achieve its goals. Good planning will reduce the risk of failure. Because of this planning, it will be described thoroughly, clearly, and comprehensively so that all organizational activities can be carried out regularly. For example, we are planning to formulate objectives or curriculum content. Curriculum formulation needs to be planned very well. Because this will significantly influence the method and application in the field, if the stakeholders involved are not serious about planning the content and objectives of the curriculum, there will be many management errors that will be detrimental to service recipients.

In other fields, for example, planning in terms of implementing one of the tri dharma, namely education and teaching, especially in the academic field. All relevant institutional components are involved in planning to improve the quality of teaching staff and graduates, study program management, financial planning, and planning to improve supporting facilities and infrastructure, such as classrooms, laboratories, and other academic support facilities.

Planning must be holistic and integrative (Abbas, 2009). This means comprehensive planning where all interested components are actively involved to provide their best contribution. Also, ideal planning is carried out as a unified system. They need to prioritize sectoral egos or individual work areas. Everyone focuses their leading energy on making ideal and good plans. So that when implemented, it will be much easier and more effective.

2. Organizing the curriculum.

This is an activity that is more directed towards placing a person according to his or her capacity—the right person, in the right place and job. The organizational structuring process in this curriculum is fundamental. A person cannot be careless and at will in acquiring skills that he has not mastered. Unless the expertise or skills can be learned quickly and the person placed is able to learn well.

An example of an organizing process in the curriculum in a department or study program is placing lecturers according to their abilities to teach specific subjects to students. A lecturer with a master's degree in mathematics cannot be asked to teach Maharaj estimate,

for example, because this would undoubtedly be consistent with the principles of good management.

Also, no less important is the placement of educational staff, such as labor and administrative staff, who support the implementation of academic activities. It takes people who really master or are willing to learn to master the tasks they carry out. This task is continuous. These stages include recruitment, selection, training, career development, creating task details, determining authority, assessing tasks, and cadre formation in accordance with organizational needs. Usually, it starts with a needs assessment. After that, minimum competency standards are determined. So that the results obtained by organizational members are as expected.

3. Curriculum mobilization.

In this context, it is the act of seeking effective working relationships between relevant stakeholders so that components can work together efficiently. This mutual assistance in dividing work, taking over tasks and responsibilities as well as authority, and establishing relationships between organizational elements makes it possible to work effectively to achieve goals. Each one works according to the enthusiasm and abilities of each individual. This driving function is related to humans who have beliefs, hopes, traits, behaviors, emotions, satisfaction, and reason. In this function, there are efforts to provide motivation, revive performance, provide rewards, and develop careers.

An example of a strategic management driving function in the Arabic curriculum is teaching staff (lecturers) with educational staff (administrative staff) who carry out work according to their respective duties and functions. Lecturers teaching students include a collection of facilities and infrastructure, which are, of course, prepared by administrative staff and support staff, including security, cleanliness, general affairs, and so on. So that the learning process as curriculum implementation can run well.

4. Curriculum supervision.

It is the final management function in the managerial cycle. Supervision is the observation, measurement, and evaluation of what is planned and what the results are. It will be measured if gaps occur so that we know what the obstacles are and how to eliminate these obstacles. The hope is that it will produce performance output that is in line with what is expected. The function of supervision is as a process of determining what standards must be achieved. During implementation, evaluation is needed to make improvements in accordance with specified standards.

In the context of the curriculum, for example, from the beginning of the semester, the objectives of the courses being marketed are planned. During lectures, an ongoing evaluation is required, and at the end of the lecture, a comprehensive evaluation of the implementation of the courses being marketed is required. If a course being marketed is no longer relevant to the needs of the times, then feel free to replace it with a more appropriate course. The function of this evaluation or supervision can be as a corrective action and not merely to find errors. However, try to avoid making mistakes in the future and correct them if they are outside the plan. This is so that supervision is carried out before the process (preventive control), during the process, or after the activity implementation process (repressive control).

CONCLUSION

Based on several findings in this study show that the concept of Arabic curriculum management, in simple terms, is the process of planning, organizing, mobilizing, and supervising the implementation of the Arabic curriculum, which consists of objectives, content, methods or strategies, and evaluation. The hope is that the implementation of sound management can provide an ideal curriculum, which in turn will produce graduates who meet the established standards. The characteristics of Arabic curriculum management at the madrasa level are in accordance with the curriculum in madrasas, including (1) Creative and innovative; (2) Harmonious moral and character education in all study programs and subjects. The disadvantages are: (1) Seeing that teachers and students have the same capacity; (2) There needs to be a balance between the orientation of the learning process and the results in the curriculum and the exclusion of National Examination subjects. Meanwhile, in higher education, Arabic language management characteristics are in accordance with the quality of Indonesian human resources, which is called the Indonesian National Qualifications Framework (KKN). KKN consists of 9 (nine) qualifications, starting with Qualification 1 (one) as the lowest qualification up to Qualification 9 (nine) as the highest qualification and mastery of the qualifications in the KKN as intended is proven by a statement document issued by the authorized institution. The study area for Arabic curriculum management, starting from the relevant regulations regarding National Education Standards, is that eight things must be present in an educational institution, especially the curriculum, namely (1) content standards; (2) process standards; (3) graduate competency standards; (4) standards for educators and education personnel; (5) facilities and infrastructure standards; (6) management standards; (7) financing standards; and (8) educational assessment standards. Of course, each of these standards is an area for curriculum management in general. Moreover, specifically, in implementing Arabic curriculum management, it can be grouped into only four important curriculum components. Each management process has an area of study in overseeing the main curriculum components, namely objectives, content, methods or strategies, and organization and evaluation. The concepts, characteristics, and areas of study of Arabic curriculum management in schools and universities, as explained above, will find significance if the elements involved in the educational organization can carry out their duties, functions, and performance in accordance with predetermined standards. The formulation is that good management, plus a good curriculum, will produce an institution that is developing, advanced, modern, and has reliable and ideal graduates. This research is still limited to the concept, characteristics, and study area of Arabic curriculum management. In addition, there are still many other essential things that can be discussed in further research, such as aspects of students, teachers, materials, evaluation, output, and outcomes from education. Specifically, the results of the study in this article are sufficient as an initial study further to improve the quality of Arabic language education management. Therefore, further research is needed more comprehensively with a broader and deeper study.

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