

# Implementation and Implication of The Arabic Curriculum at MAN 1 Metro Lampung

Kuliyatun,<sup>1</sup> Prabowo Adi Widayat,<sup>2</sup> Husni Rahim,<sup>3</sup> Ahmad Thib Raya<sup>4</sup>

<sup>1,2</sup>Universitas Muhammadiyah Metro, Lampung

<sup>3,4</sup>UIN Syarif Hidayatullah Jakarta

\*Korespodensi: *kkuliyatun@gmail.com*

## ABSTRACT

*This study aims to elucidate the implementation and implications of the Arabic language curriculum for students at Madrasah Aliyah Negeri 1 in Metro Lampung City. The study examines the application of the curriculum and the outcomes it yields for students. The study utilized a descriptive qualitative approach for research and collected data through interviews and analyzing MAN 1 Arabic curriculum documents in Metro City. The implementation of the Arabic language curriculum during the reform era, from KBK and KTSP to the 2013 Curriculum, has affected students' Arabic language proficiency. The findings indicate that the Arabic language curriculum's execution aligns with academic conventions and supports student learning. The study reveals that the implementation of the Arabic language curriculum runs smoothly in Madrasah Aliyah Negeri 1 Metro City. The teacher regularly evaluates students through questions on the categorization of Arabic words - isim, fi'il, and letters- and their associated divisions and characteristics. As part of this process, students must memorize and comprehend 200-300 vocabularies and engage in spoken communication in Arabic. The teacher serves as a facilitator and guide to aid students in learning the language. The new curriculum's implications for teaching and learning activities are relevant, although objective evaluations are required. Students can learn independently and think critically, enhancing their linguistic abilities. The field provides substantial opportunities for students to broaden their knowledge and understanding of the Arabic language.*

**Keywords:** *Implementation, Implication, Curriculum, Arabic Language, Madrasah Aliyah Negeri.*

## **A. INTRODUCTION**

Arabic is one of the oldest surviving language families in history and is still actively used today. In addition to that, Arabic has the capacity to convey universal messages and is presently spoken in over 22 countries. The comparative advantage of Arabic over other languages is its enduring existence. Arabic's superiority stems from its status as the language of the Koran, leading Muslims to view Arabic as a more significant language than others worldwide. Arabic serves as a means of communication and expression for holy books among Muslims. Moreover, the majority of Middle Eastern countries, including Saudi Arabia, use Arabic as their official language (Wahab, 2008).

The Arabic language is taught in the education systems of Indonesia starting from kindergartens (TK), madrasas, and Islamic-based universities (PT). Researchers suggest that the teaching of Arabic in Indonesia is influenced by multiple factors including religious aspects. The first reason for incorporating Arabic in the education system is its rich vocabulary and structure, making it a suitable tool for expressing thoughts, emotions, and imparting various types of knowledge. Secondly, Arabic boasts a considerable lexicon and literature across various scientific domains. Thirdly, it serves as a frequently borrowed language in Indonesian (Steenbrink, 1994).

Arabic in madrasah education has garnered attention from stakeholders concerning its implementation and policies. It is acknowledged that the education curriculum underwent three revisions during the reform era: the Competency-Based Curriculum (KBK) in 2004, the Education Unit Level Curriculum (KTSP) in 2006, and the 2013 Curriculum (Alhamuddin, 2015). The revisions to the curriculum possess implications for both students and educators' Teaching and Learning Activities (KBM). The educational personnel who are responsible for students are impacted by the consequences of these changes. If schools fail to utilize the most up-to-date curriculum in teaching and learning, they risk falling behind due to their inability to adapt to changes in the curriculum. Therefore, it is important that schools make use of current curriculum to ensure efficient educational practices.

Article 36, paragraph (1) of Undang-Undang Nomor 20 Tahun 2003 concerning the National Education System affirms that curriculum development is guided by national education standards to achieve national education objectives. Paragraph (2) further specifies that the curriculum for various levels and types of education should adhere to the principle of diversification in accordance with the educational units, regional potential, and students. Article 38, paragraph (2) stipulates that primary and secondary education curricula should

be developed based on their relevance by every educational group or unit, as well as school or madrasah committees under the coordination and supervision of the education office or the office of the Regency or City Ministry of Religion for basic education, and the Province for middle school education (Director General of Education, 2006).

Difficulties in implementing the curriculum can affect Arabic language learning. Effective curriculum planning and teachers with the necessary abilities are essential to the Arabic language learning system (Hasyim, 2014). Variations exist between the KBK and KTSP systems, as well as the current 2013 Curriculum. These variations are primarily in relation to the curriculum itself. The 2013 curriculum highlights the objective notion of balancing attitudes, knowledge, and skills in Arabic language lessons. Wahab (2008) stresses the significance of optimal learning outcomes. Consequently, Arabic language learning aims to mold students' character by instilling Islamic values, Middle Eastern culture, and contemporary universal culture, without any conflict with Islam (Muttaqin et al, 2014). Meanwhile, competency requirements are adjusted according to subject matter and other competencies in the KTSP curriculum. These differences also impact other aspects of the Arabic language. Arabic entails various skill components that must be mastered, despite many students having undergone multiple Arabic learning experiences yet remain unable to achieve proficiency.

This research examines the relationship between the Arabic language education curriculum and its implementation and implications in developing Arabic language learning at MAN 1 Metro Lampung. The aim of this research is to contribute to the body of knowledge regarding the implementation and implications of the Arabic curriculum for enhancing students' Arabic language skills. Meanwhile, this research aims to develop an effective Arabic language education curriculum for students at madrasah aliyah in Indonesia, with an objective and concise approach that maintains a logical structure. Technical term abbreviations are clearly explained, while complex terminology and sprawling descriptions are avoided. The writing style is formal, employing balanced, clear, and objective language with consistent technical terms and a consistent footnote style. The sentences and paragraphs create a logical flow of information with causal connections between statements, using precise word choice, grammatically correct language following style guides, and standardized citation. Biased language is avoided, and subject-specific vocabulary is used when it conveys meaning more precisely than a non-technical term.

## **B. METHOD**

To acquire the necessary data and address the research questions, a qualitative research approach was implemented with a descriptive-analytic method. The research took place in 2021, focusing on MAN 1 Metro Lampung City due to its representation, strategic importance, and advancement as a madrasah in Metro City.

Research data was obtained through interviews and document analysis. In-depth interviews were conducted with various entities, including the principal, Arabic language instructors in each class, and students. Additionally, the necessary documents for this research include the curriculum document for the MAN 1 Metro Lampung and the Arabic Language Subject Syllabus for classes X, XI, and XII. Afterwards, all gathered data is meticulously recorded, studied, classified, and explored to facilitate later analysis.

## **C. RESULTS AND DISCUSSION**

### **1. Implementation of the Arabic Language Curriculum at Madrasah Aliyah Negeri 1 Metro City**

The Arabic language curriculum plays a crucial role in teaching and learning activities in several Madrasah Aliyah schools located in Metro Lampung City. This is a common practice in several schools in the region. In the reform era, the implementation of the Arabic language curriculum has encountered various obstacles faced by both teachers and students.

This has occurred several times due to changes in the curriculum system supporting teaching and learning activities. Changes in the curriculum are a result of education policies aiming to enhance students' understanding and absorption of lessons. This entails imbibing Arabic language materials, which are being implemented in various madrasah aliyah in Indonesia. In this study, the researcher aims to examine the implementation of the Arabic language curriculum, specifically the transition from KBK and KTSP to K13 at Madrasah Aliyah Negeri 1 Metro City. The focus of this analysis will remain objective and factual, avoiding any biased or emotional language. Throughout the discussion, technical terminology will be explained and a clear structure with logical connections between statements will be maintained. All citations and footnotes will adhere to consistent formatting and style guidelines, while precise word choice and grammatical correctness will be prioritized.

The current curriculum utilized by Madrasah Aliyah Negeri 1 Metro is K13, which commences with the syllabus or materials' mapping prior to any teaching or learning activity. Teachers perceive little contrast between KBK, KTSP, and K13, as the latter is deemed as a blend of both curricula (Rokiban, 2021). Initially, Madrasah Aliyah Negeri 1

Metro implemented a Competency Based Curriculum during the 2004/2005 academic year. The implementation of the Competency Based Curriculum is currently limited to class one, while classes two and three continue to use the 1994 curriculum. The new curriculum is expected to bring changes to multiple areas of learning, as it aims to halt the ongoing transformation of the learning process paradigm. The primary change is evident in the ongoing learning process.

The Arabic language learning process at Madrasah Aliyah Negeri 1 Metro is gradually transitioning towards competency-based learning. However, it is recognized that the institution has not fully implemented the principles of competency-based learning. KBK is a new concept, thus it has not been universally understood or embraced by the teachers. Teacher competence is a crucial determinant of the success or failure of curricular implementation, as they are the forefront of the process.

*Before presenting in front of the class*, teachers must make necessary preparations. This includes short-term planning, such as creating a learning plan (renpel), to estimate and organize all aspects of the lesson. When utilizing the previous curriculum, teachers are typically mandated to construct lesson units, which serve as a detailed explanation of the Outline Teaching Program (GBPP). The creation of the satpel is strictly prohibited outside of the GBPP guidelines set forth by the center. However, with the implementation of the KBK, educators are obligated to articulate the syllabus into learning plans (renpel). Apart from that, teachers can analyze and modify the syllabus created by the center to align with student competencies and school conditions.

When implementing competency-based Arabic language learning at Madrasah Aliyah Negeri 1 Metro, it was found that the Arabic language teacher did not adequately prepare before class. This involved the absence of a syllabus or lesson plan. The basic competency in Arabic lessons at MAN 1 Metro is defined as conversational ability, rather than reading proficiency. Reading comprehension skills are considered to be already established prior to admission to MAN 1 Metro, as applicants undergo an examination testing their ability to read and write the Koran. Only candidates who demonstrate proficiency in reading and writing the Koran are accepted at MAN 1. As a result, reading is no longer among the fundamental competencies that students are required to master, since they already possess the ability to read Arabic letters (from the Koran). If a student successfully passes MAN 1, they are considered capable of reading Arabic, as this assessment tests reading proficiency, specifically the ability to pronounce Arabic letters.

However, this limited understanding of reading competence in Arabic implies that the teacher's comprehension of language skills is unclear, as language competence encompasses listening, speaking, reading, and writing. Reading skills in language subjects must always be accompanied by the ability to comprehend the reading material.

*The implementation of learning activities* is crucial in the overall process of implementing learning. Teachers must play an active role in actualizing the curriculum to ensure all programmed plans can be effectively executed. Here, the teacher will evaluate the effectiveness of the various methods, learning media, and tools used to facilitate student comprehension and adopt suitable learning strategies and approaches.

While there are several methods to impart Arabic lesson material, the memorization method is one that teachers frequently employ. This technique is employed to introduce new mufralats. Apart from memorization, common instructional methods include lectures, question and answer sessions, demonstrations, and assignments. Lectures and question and answer sessions are frequently employed by tutors to discuss material pertaining to qawaid. The demonstration method, on the other hand, is utilized to present information in the form of *Hiwār* (conversation). Before students role-play (demonstrate) a conversation/dialogue with their peers, the instructor generally distributes an assignment to ensure that they memorize the hiwar text. Assignments are also commonly given using gum in coursework focused on *Inshā'* (composition).

Apart from methodologies, *instructional media* is utilized by educators to facilitate the delivery of lesson material, thereby achieving predetermined learning objectives. The efficacy of the learning process substantially depends on the implementation of media, particularly when teaching foreign languages like Arabic. Media formats may include print materials, visual aids, images, or other supplementary materials. However, not all types of media are utilized in competency-based Arabic language teaching at MAN 1 Metro. In fact, teachers do not take the initiative to create tools that facilitate their teaching. The only medium used is the Arabic language textbook for the first grade of Madrasah Aliyah,

The book is based on the 1994 modified competency-based curriculum, authored by Dr. H.D. Hidayat. There are no other learning materials utilized by the teachers, with the exception of "Belajar Eftktif bahasa Arab kelas X Madrasah Aliyah," published by the Regional Office of the Ministry of Religion. Unfortunately, the book, funded by the 2004 Fiscal Year Textbook Quality Improvement Project Section (*Bagian Proyek Peningkatan Kualitas Buku Pelajaran Tahun Anggaran 2004*), proved to be of lower quality than HD

Hidayat's book, as it contained errors in both writing and teaching material. Ultimately, the books accumulated in the library and remained unused by the teacher.

*Learning evaluation* is crucial in every educational process and must be performed consistently. Evaluation not only determines whether the learning objectives have been attained, but it also assesses whether the teacher's teaching and learning methods have been effective.

The study findings indicate that Arabic educators have the conceptual ability to utilize KTSP in formulating PBA plans. The study findings indicate that Arabic educators have the conceptual ability to utilize KTSP in formulating PBA plans. However, pragmatic hurdles still persist during implementation (Rokiban, 2021). The study findings indicate that Arabic educators have the conceptual ability to utilize KTSP in formulating PBA plans. The teacher devises a learning tool encompassing *prota* (annual program), *promes* (semester program), syllabus, and *RPP* (learning implementation plan) to adhere to the KTSP components while preparing PBA planning. The syllabus and lesson plan have been developed in accordance with the Ministry of Religion's KTSP-based model. The teaching materials consist of various components, including identity, competency standards, basic competencies, indicators, primary material, and time allocation.

Meanwhile, the application of the Curriculum Framework for Primary Education (KTSP) in PBA involves the use of appropriate teaching materials, methods, media, and assessment systems. The mandatory textbook for teaching Arabic language skills to students is "*al-'Arabiyyatu Laka*" by A Fahrurrozi, published by Pustaka Insan Madani. Teachers use this textbook as it conforms to the Content Standards set by the MA Ministry of Religion in 2006. Most of the content aligns with the KTSP mandate, which emphasizes contextual and competency-based learning. Another helpful resource is the book *al-'Arabiyyatu Li al-Nāshi 'īn* written by Mahmud Isma'il Shiny et al, and the Arabic language textbook *Ta'līm al-Lughoh al-'Arabiyyah* written by Hidayat and published by PT Karya Toha Putra.

The overall goal of the Arabic language curriculum is to achieve fluency and accuracy in both spoken and written Arabic. This includes the ability to understand spoken Arabic, engage in direct communication in Arabic, read and comprehend written Arabic, and write Arabic with precision. The specific objectives of the curriculum are to describe the various language skills required to attain these goals.

a. Listening skill (*Fahm al-Masmū'*)

The general objectives of this course are: a) Students will be able to identify Arabic phonemes and distinguish among them. b) Students will be able to identify the differences

between long and short vowel sounds. Meanwhile, the specific objectives include: a) Connecting the sounds of certain words with their symbols and meanings b) Identifying words that are compound and non-compound, and differentiating between them c) Comprehending short pieces of information d) Understanding dialogues pertaining to everyday situations e) Keeping up with current events by actively listening and being able to recount what was heard f) Comprehending the material that is being taught.

b. Speaking skill (*al-Kalām*)

The general objectives of the course are as follows: a) Students will be capable of pronouncing Arabic sounds with appropriate intonation, and b) Students will be able to enunciate different and similar sounds. The course aims to equip students with the necessary Arabic language skills, including proper pronunciation of sounds, basic everyday expressions, and effective communication in common social situations such as markets, restaurants, and travel. Additionally, the course will cover topics related to Arab Islamic culture and experiences of learning the Arabic language.

c. Reading skill (*Fahm al-Maqrū'*)

Students will be able to easily and clearly read Arabic from right to left. Additionally, they will be able to read the text aloud with correct pronunciation and understand both individual words and full sentences. Specific objectives include identifying the shapes of Arabic letters and effectively conveying meaning through intonation. Students will also be able to read short stories with proficiency. Students comprehend the primary concepts and supporting details of the written content. They are capable of reading certain subjects covered within Arabic literature.

d. Writing skill (*al-Kitābah*)

General objectives: a) Students can proficiently write Arabic words using both separate and connected letters. b) Students can accurately identify and apply Arabic writing rules in their writing. Specific objectives: a) Students can write Arabic letters from right to left with precision. b) Students can construct simple sentences in Arabic effectively. c) Students can compose invitation and congratulation cards in Arabic correctly. d) Students can proficiently gather ideas and present them in Arabic writing. e) Students can competently create and write papers that convey their ideas effectively in Arabic. f) Students can properly write letters and decrees in Arabic.

According to the 2013 Curriculum, the implementation of the learning process requires an adjustment in the allocation of time. Face-to-face learning at the Madrasah Aliyah (MA) level is now allocated 35 minutes instead of the previous 45. This change was



based on interviews with Arabic teachers at Madrasah Aliyah. Therefore, the current time allocation for learning remains inadequate (Kasiman, 2020). *Secondly*, the Arabic language books used in the 2013 Curriculum are the two textbooks being employed. Additionally, every student utilizes Student Worksheets (LKS). The library also provides an Arabic-Indonesian dictionary (Kasiman, 2020). *Thirdly*, as for class management, the teacher ensures equitable group distribution between students of varying academic abilities.

The Learning Implementation Plan (RPP), which is prepared according to the 2013 Curriculum guidelines, comprises preliminary, core, and closing activities. Learning implementation is the execution of the Learning Implementation Plan (RPP), which consists of preliminary, core, and closing activities.

a. Implementation of K13 in Arabic Language Learning at Madrasah Aliyah Negeri 1 Metro

The execution of instructional and educational endeavors at Madrasah Aliyah Negeri 1 Metro aligns with the Learning Implementation Plan (RPP) formulated by the individual responsible, which is in correspondence with the 2013 Curriculum (Erniwati, 2020). This RPP includes introductory proceedings, principal undertakings incorporating observing, questioning, experimenting, associating, communicating, and concluding actions.

In practical terms, preparing RPPs involves attending to a range of factors, among them:

- 1) Individual student differences, including their initial abilities, intellectual levels, talents, potentials, interests, learning motivations, social skills, emotional states, learning styles, special requirements, speed of learning, cultural backgrounds, norms, values, and environmental contexts.
- 2) Encouraging active participation by students, thereby fostering deeper engagement through direct learning experiences.
- 3) The program is centered on promoting student enthusiasm for learning, motivation, creativity, initiative, inspiration, and independence.
- 4) It aims to establish a culture of reading and writing that fosters a love of reading, understanding various reading materials, and expression through diverse forms of writing.

- 5) Additionally, the RPP includes a program design for feedback delivery, reinforcement, enrichment, and remediation.
- 6) Emphasize the integration of basic competencies, learning materials, activities, competency achievement indicators, assessments, and resources for a comprehensive learning experience.
- 7) Ensure ongoing accommodation of thematic-integrated learning, cross-subject integration, inclusion of various aspects of learning, and cultural diversity.
- 8) The integration, systematization, and efficacy of information and communication technology utilization, in accordance with the relevant circumstances and conditions, is the subject of study in PMA 000912 (2013).

Based on interview results with Arabic educators, it is observed that the lesson begins with a greeting and prayer led by a student. Following this, students read selected short surahs from the Koran fluently and accurately. The teacher then demonstrates preparedness by taking attendance and checking the cleanliness of attire, seating, and positioning for the learning activity. After welcoming the students, the Arabic instructor poses communicative inquiries pertaining to the themes and sub-themes. Subsequently, the instructor elucidates the fundamental competencies and objectives to be attained in relation to the themes and sub-themes, followed by several phases of activities entailing observation, listening, inquiry, discussion, communication by conveying, responding, and inferring from the outcomes of the discourse. This preliminary activity typically lasts around 15 minutes (Kasiman, 2020).

Learning models, methods, media, and resources are tailored to the characteristics of both the students and subjects involved in the learning activities. The approach chosen for instruction, which may be thematic or integrated with science, inquiry, and project-based learning, is tailored to the level of education and competency of the learners (PMA 000912, 2013).

*Firstly*, regarding attitude, one approach selected based on attitude characteristics is the affective process, which progresses from acceptance and implementation to appreciation and ultimately practice. All educational activities are geared towards fostering competency stages so that students are motivated to engage in these activities.

*Secondly*, in terms of knowledge, students' development is achieved by performing tasks that involve recognizing, comprehending, utilizing, assessing, critiquing, and generating.

Learning activities in the knowledge domain exhibit both similarities and differences when compared to learning activities in the skills domain. An effective approach to enhancing scientific, integrated, and thematic approaches in the learning process is through research-based learning, specifically, discovery and inquiry learning. To promote both individual and group creativity and contextual work among students, it is recommended to employ a learning approach that relies on problem-solving strategies, such as project-based learning.

*Thirdly*, it is crucial to focus on students' skills acquisition, which can be obtained through core activities such as observing, asking questions, experimenting, reasoning, presenting, and creating. The subject matter content associated with skills acquisition should encourage students to engage in the process of observing and creating. Learning occurs through implementing learning modes based on disclosure or research (discovery/inquiry learning) and modes that yield work through problem-solving (project-based learning) (PMA 000912, 2013).

The primary learning activities in the classroom are teaching and learning (KBM) activities. The teaching and learning activities demonstrated at Madrasah Aliyah align with the 2013 Curriculum. These activities entail observation, listening, questioning, discussion, and communication. The process of learning Arabic at Madrasah Aliyah can be described as follows:

- a. *Observe*. Students observe as the teacher delivers the material. Students observe and listen to the explanations provided by the Arabic instructor (Curriculum Document, 2020). However, in practice, some students fail to pay attention to the instructor's explanation. Most of these students struggle to comprehend the subject material. Instead, they engage in distracting activities, such as chatting with their classmates and playing around (Zahara, 2020).
- b. *Discussion*. After presenting the material, the Arabic teacher facilitates a discussion by posing relevant questions, while students may also inquire about topics they are unfamiliar with (Curriculum Document, 2020). However, most students do not participate actively in this dialogue, with only a minority daring to ask questions, leaving the majority apprehensively silent (Kasiman, 2020).
- c. *Experimentation or exploration*. Regarding the *experimentation* or *exploration* carried out in the process of learning the Arabic language, the teacher segregated students into different groups. Subsequently, the teacher instructed them to create instances of Arabic sentences by following the previously explained rules of the

language (Kasiman, 2020). The ensuing activities indicated that only a small fraction of the students who comprehended the language were actively engaged. Although teachers instruct students to ask questions or discuss with their classmates, those who do not understand may still remain silent due to the perception that Arabic is a challenging subject (Kasiman, 2020).

- d. *Association* refers to the interaction between students themselves, through group discussions, with educators serving as facilitators or observers. During this activity, students discuss the material they have learned (Kasiman, 2020).
- e. *Communication*. Students provide feedback on the presentation results of each group by either complementing, confirming, or refuting them. The aim of the communication is to transmit the outcomes of student-led discussions. These discussions are tailored to the central theme of the meeting. Finally, each group summarizes the results of the discussion. Sometimes, students may directly ask the teacher questions about unclear or difficult material. In such cases, the teacher would offer extra explanations and reinforce the students' understanding of the discussion material (PMA 000912, 2013).

After completing the learning activities, educators and students reflect individually and in groups to evaluate the closing activities. *Firstly*, they review the entire series of learning activities and the obtained results to identify direct and indirect benefits. *Secondly*, feedback is provided on the learning process and results. *Thirdly*, follow-up activities are conducted by assigning individual and group assignments. *Fourthly*, report on the learning activity plan for the upcoming meeting (PMA 000912, 2013).

#### 1) Speaking skill (*al-Kalām*)

Dictionary (Moeliono, et al, 1990), speaking involves conveying ideas verbally to others or an audience through conversation, language, expressing opinions through writing, negotiation, or simply speaking. One of the primary skills that individuals must possess is speaking. Therefore, speaking is the act of expressing one's thoughts verbally to others. This skill necessitates active language proficiency to efficiently construct language knowledge for communicating ideas to others (Hermawan, 2018).

Speaking learning employs two kinds of assessment, namely process assessment and outcome assessment. 1) Process assessment is conducted during learning activities to evaluate students' enthusiasm for participation in learning activities. 2) Results

assessment is based on students' performance when presenting required speaking competencies within the curriculum or presenting individually.

Process assessment includes evaluating discipline, interests, opinions/responses, cooperation, liveliness, and responsibility. Results assessment evaluates the final presentation. The purpose of this study is to investigate the impact of music on memory. The experiment was conducted on a sample of college students who listened to either classical or pop music while learning a list of words. After a period of time, the participants were asked to recall the learned words. Results showed that those who had listened to classical music had better recall compared to those who listened to pop music. These findings suggest that classical music may enhance memory retention. However, it is important to note that further research is necessary to confirm these results and explore potential underlying mechanisms.

## 2) Writing skill (*al-Kitābah*)

Writing competencies can generally be grouped into three categories: mechanical writing, guided writing (*Muwajjah*), and free writing. Mechanical writing is a fundamental skill that requires students to correctly write Arabic letters, words, and sentences while paying attention to letter joining techniques. Guided writing tests may take various forms. It involves sorting random words into sentences, arranging sentences based on pictures, arranging sentences based on vocabulary, sorting sentences into paragraphs, arranging paragraphs based on questions, describing objects or single images based on questions, and describing a series of images. Free writing/composing is the ability of students to write Arabic as desired using a wide vocabulary. The goal is to create clear and concise writing that adheres to conventional academic structure, employs clear objective language, and avoids bias and errors in grammar, spelling, and punctuation.

## 3) Reading skill (*Fahm al-Maqrū'*)

Reading ability refers to the same goal as listening to understand spoken discourse. It is important to avoid bias, use formal language, and maintain grammatical correctness. The only difference between the two is the medium. Additionally, the text should adhere to conventional academic structures, styles, and formatting guidelines, while also being free of filler words and incorrect punctuation. There are two main types of reading: oral reading and comprehension reading. a) For mechanical oral reading tests, activities such

as pronouncing letter sounds, reading maqatha`iyyah (based on syllables), reading word by word, and reading sentences may be included. Technical abbreviations will be explained when they are first used. Sentences and paragraphs should flow logically and contain necessary, concise information. b) Reading Comprehension, including: understanding questions, reading comprehension, phrasing, 'Cloze test, summarizing the content of reading (involving writing skills), determining the meaning of vocabulary in the context of certain sentences (vocabulary test in reading), finding the main idea or supporting ideas in a paragraph, concluding the main idea of the reading, perfecting the paragraph (combined with writing skills), finding explicit or implied facts in the text, retelling (combined with speaking or writing skills), continuing the story (combined with speaking or writing skills).

## **2. Implications of Implementing the Arabic Language Curriculum at Madrasah Aliyah Negeri 1 Metro City**

The development of the Arabic language curriculum at Madrasah Aliyah in Metro Lampung City faces several challenges. The successful implementation of a satisfactory curriculum requires the support of all parties with sufficient competence. Implementing the Arabic language curriculum poses several challenges, which warrant careful consideration. Developing an effective education and learning system, as well as supporting students in understanding Arabic more easily, should be key implications of such a system.

In this discussion, the author will explore the effects of transitioning from the Competency Based Curriculum (KBK) to the 2013 Curriculum on the Arabic language curriculum at Madrasah Aliyah Negeri 1 Metro. The focus will be on how this transition impacts students' abilities. The goal of the Arabic language learning program at MAN 1 Metro is for students to master and memorize 250 new vocabulary words along with proper sentence structure (*Tarkīb al-Kalimah*). The program covers various themes presented in the main material, enabling students to comprehend Arabic texts and use the language in conversational contexts and *inshā' muwajjah*. The objective of studying Arabic is to attain proficiency in 250 new vocabulary words with appropriate sentence structure (*Tarkīb al-Kalimah*) that is in line with the themes detailed in the primary material, enabling students to comprehend Arabic texts and use them in conversation. Beyond rote memorization of the vocabulary, the anticipated outcome for students is to gain proficiency in comprehending and expressing oral information in the form of presentations or dialogues pertaining to public amenities and tourism. In addition to the teachers' knowledge about KBK, their educational

background and length of teaching experience also influence the attitudes of Arabic teachers at MAN 1 Metro towards implementing KBK in their madrasas. Some teachers recognize a fundamental difference between KBK and the previous curriculum and appreciate the new program. On the contrary, some teachers hold the belief that the KBK is indistinguishable from the previous curriculum and that it is inconsequential due to its recency. It is likely that the aforementioned individual's limited knowledge of the KBK, coupled with their minimal teaching experience and lack of a teacher education background or certificate, have contributed to these opinions. Teachers who instruct Arabic at MAN 1 Metro exhibit a range of varied abilities in KBK knowledge, educational background, and teaching experience (Erniawati, 2020).

Arabic language education at MAN 1 Metro regularly conducts evaluations. Evaluations occur at least once when a lesson material is completed, midway through the semester, and at the end of the semester. Written evaluations are conducted, as well as performance evaluations, which typically include an oral test. During oral evaluations, students are called up individually or in groups and asked questions about the presented material.

The questions used for the evaluation are mostly in Indonesian. Despite the teacher's emphasis on reducing grammatical aspects in their lessons, the oral evaluation still prominently features questions about grammar. For instance, what are the types of words that consist of *ism* (noun), *fi'il* (verb), and *huruf* (letters), and what are their characteristic features and divisions?

Additionally, Madrasah Aliyah Negeri 1 Metro has a policy implemented for both educators and students regarding the Arabic language curriculum in teaching and learning activities. The eclectic method or a combined/choice method is employed to teach Arabic language. The selection and combination of teaching methods utilized by educators is limited in scope. On occasion, instructors may struggle to effectively manage classroom dynamics due to student passivity during lessons.

PBA materials employed consist mainly of print-based resources and multimedia tools including laptops, LCDs, *qawā'id* tables, as well as Arabic songs. However, the media employed is not diverse enough, and its overall usage intensity remains suboptimal. The assessment system utilized by educators incorporates evaluations of procedures and outcomes, encompassing affective, cognitive, and psychomotor elements.

Process evaluation transpires during the KBM, while evaluation of learning outcomes takes place following each lesson. The purpose of this assessment exercise is to gauge the

caliber of students. The purpose of this assessment exercise is to gauge the caliber of students. To ensure that all competencies and indicators outlined in the policy align with expectations in teaching and learning activities, this assessment serves as not only an instrument but also places greater emphasis on the attainment of results.

The Arabic language curriculum at Madrasah Aliyah Negeri 1 Metro City adopts a unique teaching approach. Students are introduced to 250 new vocabulary words and taught proper sentence structure (*tarkīb al-kalimah*) based on the themes covered in the main material. Through this method, students develop the skills to comprehend Arabic texts and converse in the language.

The objectives of studying Arabic include two parts. *The first part* is to master 250 new vocabulary words with proper sentence structures (*tarkīb al-kalimat*) related to the themes presented in the main material. This will enable students to comprehend Arabic texts and use them in daily conversations and *insha' muajjah*. *The second part* is to be able to understand and express verbal information through presentations or dialogues related to public facilities and tourism.

The Arabic language material provided will support these goals. 1) Sentence structures that contain nouns, verbs, and particles. 2) Conversations taken from reading materials. 3) Compose sentences using singular nouns (*Mufradāt*) (Wahab, 2008). 4) Sentence structure containing masculine (*mudhakkar*) and feminine (*muannath*) gender. 5) Singular and plural nouns (*ism al-mufrad wa al-jam'*). Arabic language material includes: 1) A simple dialogue about public facilities and tourism. 2) Write phrases, words, or sentences related to public facilities and tourism.

The goal of Arabic language instruction at Madrasah Aliyah is for students to memorize and comprehend a minimum of 2500 to 3000 active and passive vocabulary words. In addition, students should be able to comprehend idiomatic expressions in various word arrangements (*tarkīb*) and programmed sentence patterns. The objective is to provide students with the tools to communicate effectively and understand contemporary texts.

The objectives of Arabic language subjects at Madrasah Aliyah, as stated by Kasiman (2020), are as follows: *firstly*, to enhance students' communication skills in both verbal and written forms, encompassing listening (*istimā'*), speaking (*kalām*), reading (*qira'ah*), and writing (*kitābah*). *Secondly*, to increase awareness of the significance of Arabic as a foreign language and its centrality in studying Islamic teachings and sources of knowledge. *Thirdly*, it is crucial to expand cultural horizons and grasp the intricate link between language and culture. Thus, students are expected to possess cross-cultural awareness and actively engage



in cultural diversity. Additionally, they should possess proficiency in sentence structure to compose various texts, both written and verbal, comprehend a plethora of texts from diverse backgrounds and relate them to personal and societal facets, and communicate effectively in any context. The skill of interpreting various forms of written text and responding through a variety of interactive and engaging activities, the ability to read and comprehend basic fiction and non-fiction books, and creatively convey essential writing techniques through various forms of writing to effectively communicate information and express personal thoughts and emotions. Additionally, the ability to admire and respect the work of others and the aptitude to analyze and discuss written texts.

The primary learning activities at Madrasah Aliyah Negeri 1 Metro City encompass classroom-based teaching and learning activities (KBM), evidencing alignment with the 2013 Curriculum. These activities comprise observation, listening, inquiry, discussion, and communication. During observation activities, students are expected to attend closely to the teacher's delivery of materials and subsequently listen to the explanations offered by the Arabic teacher (Curriculum Document, 2020). However, some students fail to focus on the teacher's explanations, often due to a lack of comprehension of the presented material. Instead, they opt to pass the time by socializing and engaging in idle play with their peers (Zahara, 2020).

After the Arabic instructor completes material delivery, questions about presented content are posed to the students. In turn, students inquire about unfamiliar material from the Arabic instructor (Curriculum Document, 2020). However, in practice, few students are active in asking questions, as many opt to remain silent (Kasiman, 2020). During the Arabic language learning process, the teacher divides the students into multiple groups and asks them to provide Arabic sentence examples based on the previously explained Arabic rules (Kasiman, 2020). The conducted experimental activities indicate that only a small number of proficient students were actively engaged. Despite the teacher's instructions to encourage students to ask questions or discuss with their group peers, the ones who did not comprehend the material remained silent. This condition exists due to the perception that Arabic is a challenging subject (Kasiman, 2020).

The subsequent activity is association, which fosters interaction between students via group discussions. Teachers serve as facilitators or observers of the discussion, while students discuss the material they have learned (Kasiman, 2020). Finally, the communication activity aims to convey the outcomes of the students' discussions. The student discussions during a meeting are tailored to the theme of the discussion. Students

respond to group presentations by complementing, confirming, or refuting the results. Each group then concludes the discussion's outcomes. Occasionally, students may direct questions about unclear material to the teacher or inquire about material that is not fully understood. The instructor offers supplementary explanations and support in response to students' remarks on conversation topics (Kasiman, 2020). Initially, the all-inclusive set of educational events and outcomes are reviewed, and subsequently, a joint effort is made to identify the direct and indirect advantages of the learning experience.

Following the learning sessions, teachers and students engage in individual and group reflection to assess the concluding activities. *Initially*, the all-inclusive set of educational events and outcomes are reviewed, and subsequently, a joint effort is made to identify the direct and indirect advantages of the learning experience. *Secondly*, provide feedback on the learning process and results. *Thirdly*, carry out follow-up activities in the form of giving assignments, both individual and group assignments. *Fourthly*, inform the learning activity plan for the next meeting (PMA 000912, 2013). This learning activity then ends with a conclusion given by the Arabic teacher. The teacher also gives evaluation tests related to learning material.

During Arabic language lessons at Madrasah Aliyah Negeri 1 Metro, most students demonstrate proficiency in comprehending the subject material. It is worth noting that the students are expected to memorize multiple vocabulary terms to establish a foundation for future Arabic language lessons. Nevertheless, some students struggle to grasp the material and achieve fluency in Arabic. It is vital to recognize that Arabic can be a challenging language to master. Curriculum changes carry significant implications as students and teachers must adapt to policy shifts.

This study explores obstacles encountered in implementing Arabic language instruction at Madrasah Aliyah Negeri 1 Metro under the Competency Based Curriculum (KBK) during the 2004/2005 academic year and the current 2013 Curriculum. The Competency-Based Curriculum (KBK) was initially implemented only for first grade, while second and third grade continued using the 1994 curriculum. The Arabic language learning process at Madrasah Aliyah Negeri 1 Metro has led to competency-based learning, although full implementation is still underway. The implementation of the principles of competency-based learning was initially unevenly socialized among teachers.

In fact, some educators remain uncertain about the specific meaning of a learning system employing the KBK approach. Given their role as the driving force for curriculum implementation, teacher competence is a key factor that determines the success or failure of

a curriculum within an educational institution. The next hindrance, aside from insufficient knowledge of KBK implementation, relates to educators' educational backgrounds and teaching experience. "This condition significantly influences the formation of attitudes among Arabic language teachers at MAN 1 Metro regarding the implementation of CBC in their madrasas.

This phenomenon poses a challenge to the application of learning Arabic, especially for educational staff in comprehending the curriculum. Some teachers still struggle to distinguish between KBK and the former curriculum and do not value the KBK system." Some teachers mistakenly believe that KBK is identical to the previous curriculum and does not contain any differences. They view it as simply the next school year and are unconcerned about changes between the previous curriculum and KBK.

The main obstacles in learning Arabic are the teachers' limited teaching experience and the absence of teacher education background or certificate. The variance of understanding regarding KBK among teachers arises due to their lack of knowledge. The teachers at MAN 1 Metro exhibit diverse knowledge of KBK, educational background, and teaching experience. Teachers encounter various obstacles such as preparing for instruction, developing learning materials, and evaluating outcomes.

In implementing competency-based Arabic language learning at Madrasah Aliyah Negeri 1 Metro, some Arabic language instructors at MAN 1 Metro fail to prepare guiding materials before conducting class lessons. This instance is observed when no syllabus or lesson plan has been created. Teachers sometimes only assess the speaking skills to determine the basic Arabic language proficiency, overlooking other competencies like reading. According to some educators, reading competence is sufficient for admission to MAN 1 Metro as it is extensively evaluated before enrolling students. Prior to admission, the students undergo an examination that gauges their proficiency in reading and writing the Koran, since only those who possess the ability to read and write from the Al-Qur'an can be accepted at MAN 1. The teacher's understanding of language competence, which includes listening, speaking, reading, and writing skills, remains unclear. In Arabic subjects, reading competence is typically understood solely as the ability to pronounce Arabic letters.

However, the core of the entire learning implementation process lies in learning activities. Teachers have a crucial responsibility in implementing the curriculum by taking an active role in the process. They should adopt appropriate methods and learning media that make it easier for students to comprehend the subject matter. Ultimately, teachers must determine their approach and attitude towards these methods. To effectively convey the

Arabic lesson material, there are various instructional strategies available for teachers to utilize. The method of memorization appears to be frequently employed in the learning process. In addition to memorization, common methods include lectures, question-and-answer sessions, demonstrations, and assignments. Occasionally, certain students struggle to comprehend the lesson materials presented by teachers during teaching and learning activities.

The implementation of the KTSP curriculum at Madrasah Aliyah Negeri 1 Metro faces obstacles and challenges, as teachers encounter difficulties in the execution of KTSP. Even though they possess the ability to plan learning programs, the creation of learning planning tools such as an annual program, semester program, syllabus, and lesson plans are essential in the KTSP curriculum. The syllabus and RPP should align with the KTSP-based model from the Ministry of Religion. The application of KTSP in Arabic language education encompasses teaching materials, methods, media, and assessment systems.

A mandatory reference book utilized by educators to enhance Arabic language proficiency is "*al-'Arabiyyatu Laka*" by A. Fahrurrozi, published by Pustaka Insan Madani. The teacher chose this textbook because it aligns with the content standards established by the 2006 Madrasah Aliyah Ministry of Religion of the Republic of Indonesia, which largely adhere to the KTSP mandate. In addition to the challenges presented by KTSP implementation, one major obstacle to Arabic learning is student passivity during teaching and learning activities.

Although some teachers have received training from the Ministry of Religion or IHT programs at madrasas. However, teachers and students encounter various challenges, for instance, some students do not follow a linear study path, from SMP to MA, causing them to repeat material. Additionally, there is inadequate availability of books and LAB, and limited hours (Rokiban, 2021).

The implementation of the K13 Curriculum at Madrasah Aliyah Negeri 1 Metro faces obstacles and challenges, specifically the learning system that prioritizes memorization. For instance, the Arabic learning objectives entail students mastering 250 new vocabulary words with corresponding sentence structures based on the topics available in the primary material. The goal of Arabic education at Madrasah Aliyah Negeri 1 Metro is for students to memorize and comprehend, in both active and passive forms, at least 2500 to 3000 vocabulary words. The findings showed that some learners lack competence in other areas, including speaking, writing, reading, and composing. Because focusing solely on memorization can hinder students' ability to excel in other areas.

#### D. CONCLUSION

The current curriculum utilized by Madrasah Aliyah Negeri 1 Metro is K13, which involves first mapping out the syllabus or material in K13 prior to conducting teaching and learning activities. According to teachers, there is little differentiation between KBK, KTSP, and K13, as the latter is considered a combination of the former two curricula. Initially, Madrasah Aliyah Negeri 1 Metro implemented a Competency Based Curriculum for the 2004/2005 academic year. The policy implemented here involves conducting regular evaluations of students by posing questions regarding different types of words including *isim* (noun), *fi'il* (verb), and *huruf* (letters) as well as their respective divisions and characteristics. The classroom Arabic language learning system revolves around mastering and memorizing 250 new vocabulary words while maintaining proper sentence structure (*tarkib al-kalimah*) in accordance with themes presented in the main material.

When implementing the Arabic language curriculum at Madrasah Aliyah Negeri 1 Metro City, various components are involved with two main objectives: general and specific. The general objectives entail achieving fluency in speaking and comprehending Arabic, engaging in direct communication through Arabic dialogue, comprehending written Arabic, and writing Arabic with precision. The objective is to describe each language skill, including listening (*istima'*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*).

The implementation involves conducting regular student evaluations using questions about word types, such as *isim*, *fi'il*, and letters, as well as their divisions and characteristics. In this case, students are expected to memorize 200 to 300 Arabic vocabulary words and proficiently engage in conversations. The teacher plays a role as a facilitator and guide for students in learning Arabic.

The implications for teaching and learning activities are the enhancement of students' Arabic language skills and comprehension of the presented material. The new curriculum enables students to develop independent learning skills and critical thinking abilities. Thus, this program provides significant developmental opportunities for students to enhance their knowledge and understanding of the Arabic language.

Student proficiency is reflected in their ability to comprehend sentence structures containing *isim*, *fi'il*, and *huruf*, participate in conversations derived from *qira'ah* material, and construct sentences with *mufradat* as well as understand sentence structures containing *mudzakar* and *muannas*, *isim mufrad* and *jama'*.

## REFERENCES

- Alhamuddin. (2015). 'Sejarah Kurikulum di Indonesia (Studi Analisis Kebijakan Pengembangan Kurikulum)', *Nur El-Islam*, 2(1), 48 - 53.
- Direktorat Jenderal Pendidikan Islam Kementerian Agama. (2006). *Undang-Undang dan Peraturan Pemerintah RI tentang Pendidikan*, Jakarta: Depag.
- Dokumen kurikulum bahasa Arab Madrasah Aliyah Negeri 1 Metro.
- Erniawati. (2020). *Wawancara tanggal 25 Juli 2020*
- Hasyim, M. (2014). *Pendekatan Andragogi dan Pedagogi dalam Pembelajaran Bahasa Arab*, Magelang: PKBM Ngudi Ilmu, 2014.
- Hermawan, Acep. (2018). *Metodologi Pembelajaran Bahasa Arab*, Bandung: Remaja Rosdakarya, 2018.
- Kasiman. (2020). Wawancara tanggal, 25 Juli 2020.
- Majma' al-Lughah al-'Arabiyah. (2004). *al-Mu'jam al-Wasîth*, Kairo: Maktabah asy-Syuruq ad-Dauliyah.
- Marlina Zahara. (2020). Wawancara tanggal 25 Juli 2020.
- Moeliono, Anton *et al.* (1990). *Kamus Besar Bahasa Indonesia*, Jakarta: Balai Pustaka.
- Muttaqin, Zaenal, *et al.* (2014). *Buku Guru Bahasa Arab*, Jakarta: Direktorat Pendidikan Madrasah Direktorat Jenderal Pendidikan Islam.
- Peraturan Menteri Agama Republik Indonesia Nomor 000912 Tahun 2013 tentang Kurikulum Madrasah 2013 Mata Pelajaran Pendidikan Agama Islam dan Bahasa Arab.
- Rokiban. (2021). *Wawancara tanggal 27 September 2021*
- Steenbrink, Karel A. (1994). *Pesantren Madrasah Sekolah, Pendidikan Islam dalam Kurun Moderen*, Jakarta: LP3ES.
- Wahab, Muhib Abdul (2008) *Epistemologi dan Metodologi Pembelajaran Bahasa Arab*, Jakarta: Lembaga Penelitian UIN Syarif Hidayatullah.