IMPLEMENTATION OF THE ARABIC CURRICULUM FOR THE PURPOSE OF SPECIAL ACADEMIES IN THE LANGUAGE CENTER OF THE MINISTRY OF DEFENSE

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ABSTRACT

This research starts from a thought about the objectives of curriculum implementation related to the design of learning materials, curriculum implementation, learning plans, learning evaluations, and supporting and inhibiting factors on curriculum implementation at the Language center of the Ministry of Defense. This research uses a descriptive method case study research approach. The research begins with collecting data and interpreting the results with relevant explanations and supporting theories. The results obtained from this study show that the design of learning materials has a positive impact that is contrary to a percentage of 85% in student understanding and 15% which does not affect it; from the implementation of the curriculum applied, 95% has a positive impact in supporting student understanding, in terms of learning evaluation carried out the understanding obtained by students reaches 95% and supporting factors achieved up to 95% and 50% inhibitions that come from students.

Keywords: *Arabic Curriculum, Arabic Learning, Language Center, Special Academies.*

ABSTRAK

Penelitian ini dimulai dari sebuah pemikiran tentang tujuan implementasi kurikulum yang berkenaan dengan desain materi pembelajaran, implemantasi kurikulum, rencana pembelajaran, evaluasi pembelajaran dan factor pendukung dan penghambat pada implementasi kurikulum di pusat Bahasa kementrian pertahanan. Penelitian ini menggunakan pendekatan penelitian studi kasus metode deskriptif. Penelitian dimulai mengumpulkan data dan mengintrepasikan hasil penelitian dengan penjelasan yang relevan dan teori yang menunjang. Hasil yang didapat dari penelitian ini menunjukkan desain materi pembelajaran mempunyai dampai positif yang berngaruh dengan presentase 85% dalam pemahaman siswa dan 15% yang tidak mempengaruhinya, dari implementasi kurikulum yang diterapkan 95% memiliki dampak yang positif dalam menunjang pemahaman siswa, dari segi evaluasi pembelajaran yang dilaksanakan pemahaman yang diperoleh siswa mencapai 95% dan factor pendukung yang dicapai hingga 95% dan penghambat 50% yang datang dari siswa.

Kata Kunci: Kurikulum Bahasa Arab, Pembelajaran Bahasa Arab, Pusat Bahasa, Pendidikan Khusus

INTRODUCTION

Everything systematic in various fields of human life cannot be separated from a planning process, including in Education (Mahmudi *et al.*, 2019, pp. 222–224). Planning is an activity that must be done before carrying out something within a specific time to achieve the expected goals. Planning is essential to carry out activities (Rosyid *et al.*, 2019, p. 7). For Education to be successful optimally, it must be supported by the perfection of its components, including educational objectives, students, educators, educational tools and facilities, educational methods, educational content, educational environment, and so on. All the elements that exist are a unity that is interrelated and complementary. Without the support of existing components, the goals of Education cannot be achieved, and there may be some obstacles ahead (Aliyah, Maghfur, and Hilmi, 2019, pp. 176–190).

The issue of Education will never be discussed. This is at least based on several reasons. First, the human desire to realize a better education following the demands of the times because times are constantly changing. Second, the theory of Education will always change, because it is based on the needs of society in its time, which allows it to be different for the future (from now on). Third, there is a change in the outlook of life that also affects a person's dissatisfaction with the state of Education, so that sometimes someone is satisfied with the education system at a particular time -which is by his view of life- and at other times someone is influenced by other views of life - who have different views (Muhaimin, 2009, p. 2).

The success of Education is the goal of Education itself. Achieving this goal requires good and professional educational management, one of which is a leader or manager (Mahmudi *et al.*, 2019, pp. 222–224). The existence of a manager is to solve various complex problems faced by educational institutions. For this reason, a manager must focus on preparing various strategies for advancing educational institutions ranging from preparing educational empowerment strategies, strategies to determine the concentration of educational management as a priority when it is not possible to manage all its components, strategies for overcoming leadership problems, strategies for overcoming ideological problems and family relationships, coping strategies. Education financing, strategies to develop educational institutions in challenging areas, to strategies for curriculum development in an educational field (Qamar, 2013, p. XIX).

A curriculum is an indispensable tool for achieving an educational purpose. As a guideline in implementing learning, the curriculum determines the success of an education system. Thus, the curriculum can be referred to as a driving force in the learning process at various levels and types of learning. Besides, the curriculum can also be described as a written document resulting from a mutual agreement between the curriculum compilers and education policyholders with the community that covers a specific scope, whether a school, district, province or the whole country. However, the curriculum is often unable to keep up with the development of society.

The development of scientific and technological progress today is happening so fast. In today's global era, the state of the world has taken place with movement without any borders. Such conditions and situations provide involvement in the education sector. Education is one of the most critical foundations in realizing civil society, and Education can also change the system of life in society from backwardness and ignorance. So Education plays an essential role in striving to develop a more civilized and highly cultured life.

Discussing Education must have guidelines and references in its implementation; this is very emphasized because by adhering to existing guidelines, learning can run according to its corridors and paths. In the world of Education, this is called the curriculum.

The curriculum can be understood as a central tool for the success of Education. The curriculum must be built so that it can cover all the needs of students and the objectives of Education can be achieved to the maximum.

Achieving the goals of Education that aspired to study language greatly influences students' intellectual, emotional, and social development. The language supports the success of students in studying all fields of study. According to Iskandarwassid (2009, p. 226), language can convey ideas, thoughts, feelings, or information to others, either orally or in writing. This is in line with what is developed and implemented by the Kemhan Language Education and Training Institution. This institution facilitates domestic and international students (TNI and PNS) learning international languages. One of the international languages adorned in educational institutions and training Kemhan language is Arabic. In the program, it is called (KIBA)

Intensive non-English foreign language courses (KIBA) in kemhan four language skills must be studied, namely: listening skills (al-istima'), speaking skills (al-kalam), reading skills (al-qira'ah), and writing skills (al-ketubah). In addition, vocabulary and grammar are also learned.

This study discusses the form of implementation of the curriculum applied to Arabic language courses for TNI personnel, in which the curriculum has vital components. According to Hamid Syarief, the curriculum is structurally divided into several components: objectives, content (material), strategies (methods), curriculum organization, and evaluation. Each component is interrelated and influences the other in forming good learning according to the intended expectations.

The step taken after collecting the data is to analyze the data obtained from the previous step. Data analysis is systematically searching and compiling the data obtained (Sugiyono, 2008: 89). Data analysis is carried out to answer research questions or test research hypotheses that have been stated before. Miles and Huberman in Sugiyono (2012: 248) revealed that processing qualitative data is carried out through the stages of identification, interpretation, and conclusion.

METHOD

Research methods are tools, procedures, and techniques chosen in carrying out research (in collecting data) (Fatimah Djajasudarma, 1993: 3). The method concerns how it works to understand the object under study. The method concerns work problems to understand the object under study, which is attached to the techniques and tools used in this way. The research method can be defined as the sequence of steps to carry out the research. (Nurul Zuriah, 2009:227).

In this study, the author refers to the case study method with the type (intrinsic case) in conducting the study. The intrinsic case study method is a research method that examines or explores the basic things that are behind the case.

Data Types and Sources this type of research is qualitative, while the research data source consists of primary and secondary data sources. The primary data source is directly collected by the researcher (or his officer) from his first source. The primary data source in this study is the Chairman of the Education and Training Agency, along with the ranks of curriculum developers, educators, and students of Arabic language course training because primary sources are taken from the results of interviews, observations, and field surveys related to the design of curriculum design and its implementation. A sounder data source is data that researchers, as support from the first source, directly collect. It can also be said that the data is arranged in documents. In this study, documentation and questionnaires were secondary data sources. Other supports in helping secondary sources are books related to research themes such as learning curricula, educational curricula, books about Arabic learning curricula, books about Education, and others.

Data Collection Techniques, the first step in data collection by conducting in-depth interviews. To understand more about the subject, Case Studies can also obtain data through the history of the Kemhan Language Center. The next step in collecting data is participant observation in the implementation of observation involves researchers doing it deliberately and carrying out systematically, planning, and directed at the purpose how the process of implementing the Arabic curriculum at the

Kemhan Language Center. The following technique used in data collection is documentation by collecting data during the research process starting from observation and interviews and collecting research supporting files, such as photos, biographies, teaching materials, and manuscripts about the curriculum in Pusdiklat Bahasa Badiklat Kemhan.

RESULTS AND DISCUSSION

The term curriculum comes from the Latin language, whose original meaning is running course or race course, and in French, it is derived from the word courier, which means to run (Hasan Basri, 2009). This shows that the term curriculum was derived from the field of sports in ancient Roman times, implying distance runners must travel from start to finish. In Islamic Education, the term curriculum is "manhaj," meaning a clear path traveled by teacher and student in developing knowledge, skills, and attitudes (Ramayulis and Samsul Nizar, 2009).

In Webster's dictionary, the curriculum is currently defined in this way: ,the course and class activities in which children and youth engage; the total range of classes out of class experiences sponsored by the school; and the total life experience of the learner.' Regarding this definition, Ahmad Tafsir explained that curriculum could be interpreted into two types: first, several subjects that must be taken or studied by students in schools or colleges that obtain a particular diploma; second, some subjects offered by an educational institution or department (Mohamad Ali, 2009).

Ideally, a curriculum is designed to lead from ideas that are selected in-depth, then poured into written documents (plans) clearly, then implemented professionally in the learning process to obtain the desired maximum results (Tsuroyya, 2017). In practice, the four dimensions are not always in line; the ideas may not be contained in the plan and directly implemented in learning; this is common; for example, the ideas/views of a teacher that are not contained in the document implemented (process) and affect learning outcomes, so that the term hidden curriculum (Salamah, 2016).

From some definitions above, it can be understood that the curriculum in the modern definition is more often interpreted broadly, not only as a subject but includes all activities and experiences that are the responsibility of the school (Thohir, 2017). In this case, there is no separation between intra-curricular and extracurricular activities. Although the understanding and view on the curriculum change from traditional to modern or narrow to broad, the concept of a traditional or narrow curriculum does not mean that it has been abandoned altogether. (Saifuddin, 2015).

Education practitioners generally still use the concept of the curriculum to implement a modern curriculum (Salamah, 2016). Philosophically, the nature of the curriculum is a model referred to by Education to shape the image of an educational institution by realizing agreed education goals. Therefore, every educational institution has its curriculum (Hasan Basri, 2009).

1. **Profile of the Language Center Institute of the Ministry of Defense**

    The Language Education and Training Center (Pusdiklat) was initially formed called Prolemsa (Language Institute Project) Hankam, which was established on December 30, 1976, and as the head of the project was appointed Brigadier General TNI H. Nastap S.A

    Three years later, on October 15, 1979, Prolemsa Hankam changed to Lemsa Hankam under the direct command of the Chief of Naval Staff. Thus, October 15, 1979, was the first time a structural organization was formed to control language education programs for Dephankam / ABRI personnel. On that basis, it was designated October 15, 1979, as the Anniversary of Pusbasa Hankam.

    In early 1985 Lemsa Hankam changed its name to Sebasa Hankam, located at the Naval Dental Institute, Jalan Bendungan Jatiluhur No. 130, Pejompongan, Central Jakarta. Â On July 10, 1991, Sebasa Hankam changed its name to Pusbasa Hankam.

The following change in the nomenclature of the Language Education Center is based on the following:

a. Decree of the Minister of Defense number Kep/11/M/VI/1999 dated June 22, 1999, Pusbasa Hankam changed its name to Pusbasa Dephankam until 2000.

b. Decree of the Minister of Defense Number: Kep/19/M/XII/2000 dated December 29, 2000, due to the reform of the TNI/Polri, which resulted in the exit of police elements from the ranks of Dephankam and ABRI which was marked by the change of dephankam's name to Dephan in 2000 making Pusbasa Dephankam resulted in a name to become a Dephan Language Training Center.

c. Regulation of the Minister of Defense of the Republic of Indonesia Number: PER/01/M/VIII/2005 dated August 25, 2005, the Dephan Language Training Center changed its name to the Dephan Badiklat Language Training Center.

d. Regulation of the Minister of Defense of the Republic of Indonesia Number: 16 of 2010 dated September 27, 2010, the Dephan Language Training Center changed its name to the Badiklat Language Training Center kemhan

2. Kemhan Language Badiklat Learning Material Design

a. **What curriculum is used in this Language institution?**

The curriculum used is designed by Lieutenant Colonel M. Yunus and his fellow Widiaswara Badiklat Bahasa Kemhan, which is tailored to the needs of students and endorsed by Rendiklat, who follows BAN-PNF.

b. **What books are used in the teaching and learning process in the classroom?**

The books used to support the teaching and learning process are the lighoiri nathiqina biha (al-a'robiyyah lil'alaam) book and the banana yadaik book.

c. **How often has an evaluation or test been held at this Language institute?**

Procurement evaluations are held two times within five months of learning in the middle of the month and the end of the month.

d. **What is the value of KKM used in this Language institution?**

The KKM value used is a total value score with questions sourced from the Ministry of Arabsaudi-Kingsu'ud, with an automatic assessment of the comprehensive CBT test with a percentage of 80%.

e. **What media is used in the teaching and learning process in the classroom?**

The learning media used in supporting the teaching and learning process in the classroom are language laboratories, intelligent classes connected to the Internet, a digital library, visits to Akadimiyyah schools in Arabic schools, and talks directly with Arabs living in Indonesia.

f. **What methods are used in the teaching and learning process in the classroom?**

The learning methods used in supporting the teaching and learning process in the classroom are kinesthetic, direct methods, practice, assignments, picking tests, lectures, storytelling, seeing talks and writing, and description of images

g. **Are there any difficulties in the teaching and learning process in the classroom? Moreover, how to deal with it.**

The difficulty in the classroom teaching and learning process is that some students are sleepy because of the tight learning time and have not studied.

For strategies to overcome students who are sleepy and do not focus on learning, namely with penalties in the form of a fine of Rp. 20,000, for those who do not answer

questions, a fine of Rp. 10,000, and for those who speak Indonesian, a fine of Rp. 5,000

3. **Implementation of the Badiklat Language Education Curriculum of Kemhan**

Based on the information from the questionnaire that the students answered, 95% of the implementation of the Arabic language learning curriculum at the Badiklat Bahasa Kemhan institution had a perfect effect.

So the formation of a curriculum that is well-prepared, and adjusted to the needs of students, will achieve student achievement targets and make it easier for students to understand and learn Arabic. It is proven by the excellent response and the statement from Lieutenant Colonel M. Yunus that the student's score has increased by 80% from the initial and final tests.

Starting from 2019 – now the curriculum prepared by the teachers adapted to the king su'ud curriculum, then ratified by Rendiklat following BAN-PNF at the Badiklat Bahasa Kemhan institution, has a significant effect on the learning achievement of 95%, with an achievement level from the results of the TOAFL evaluation of 80% of students at the Badiklat Bahasa Kemhan Graduate institution and can continue their assignments abroad.

4. **Kemhan Language Badiklat Learning Planning**

Learning planning at the Badiklat Bahasa Kemhan institution is systematically compiled. It aims to make it easier for students to understand and apply what has been learned during learning.

Learning planning is essential so the material and learning objectives can run well and be delivered optimally. Those prepared in this learning planning include; media, methods, mastery of learning materials, and classroom management. All of this is arranged neatly and as well as possible, which is poured into the RPP.

Lieutenant Colonel M. Yunus stated that students who study Arabic at this institution are not very smart and have never studied Arabic or read the Quran. However, an initial test to select students who can enter and study at the Badiklat Kemhan language institution Is selected students in the middle category, which means not from the very able and not from those who cannot. So teachers who teach at the Badiklat Bahasa Kemhan institution compile, plan, and package the material as well as possible so that students can learn, understand and apply it skillfully.

Based on the answers from students regarding institutional learning planning, there is a house, namely that 95% of the educators at the Badiklat Bahasa Kemhan institution have mastered, used, and taught it as well as possible to students, as evidenced by the existence of comfortable classes, exciting learning, can foster a positive impact on students.

As a statement by Lieutenant Colonel I Gunawan that the media, method, and teaching process have been very well used in the Badiklat Bahasa Kemhan institution so that the obstacles felt are not so heavy. Likewise, the procurement of supporting facilities such as intelligence classes makes it easy for students to understand learning well, as well as visits to schools, the majority of which are Arabic natives who live in Indonesia, making it easier for students to learn Arabic.

5. **Evaluation of Badiklat Learning in Kemhan Language**

Lieutenant Colonel M. Yunus stated that the evaluation was held twice in 5 months of learning; the evaluation used was an evaluation using TOAFL questions and was held at the end of the learning period.
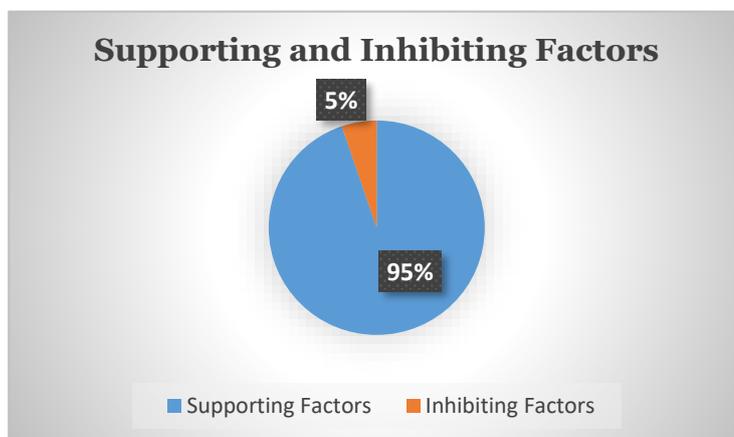
Likewise, in the evaluation at each learning meeting, the teacher always tries to package it well, including cognitive, affective, and psychomotor aspects. In addition, students will also carry out oral and written exams for remedial procurement for students who have not achieved the specified results.

Teachers can also see how the students are prepared when participating in learning because their readiness affects the understanding they will get in the classroom. Classroom learning is one of the essential processes because if someone already has their preferences, tasks outside of their study hours at the Badiklat Bahasa Kemhan institution will greatly influence the evaluation results they do.

6. **Supporting Factors and Obstacles to Learning in Badiklat Bahasa Kemhan**

Supporting factors and inhibiting factors we will find in the learning process, as stated by Lieutenant Colonel M. Yunus That many factors support the teaching-learning process, as is the case; 1) complete facilities, 2) exciting methods, 3) comfortable classes, and the provision of periodic evaluations make TNI students who are studying Arabic at the Badiklat Bahasa Kemhan institution feel many positive things while studying.

Furthermore, what was conveyed by Lieutenant Colonel M. Yunus and I Gunawan that there are not too many factors that are obstacles in every learning because the institution has been equipped with adequate facilities and uses a curriculum, a method that supports the success of TNI students who learn Arabic at the Badiklat Bahasa Kemhan institution, as for the factors that often occur among students, namely drowsiness, have not dared to speak yet and still use Indonesian. With the problems experienced by these students, teachers and their staff have found effective ways that students can overcome this.

With the results obtained from the students and the answers from the interview with Lieutenant Colonel M. Yunus and Gunawan that a good curriculum will be very supportive for the success of the learning process, accompanied by educators, adequate facilities, facilities, and infrastructure will support the success of learning in an institutional unit. 95% of the learning process at the Badiklat Bahasa institution shows a positive impact from the implementation of the curriculum designed by the institution, namely the intensive Arabic curriculum, and 5% comes from inhibiting factors that come from students when the learning process is in class.

CONCLUSION

After the researcher researched to implement the Arabic study curriculum for particular academic purposes at the Language Center of the Ministry of Defense, the following results were obtained: (1) The

reality in the field of the design of learning materials using the KEMP model which is arranged systematically and structured to show good value acquisition and is supported by the existence of (Smart Class) as a medium or sophisticated facility connected to the Internet makes it easier for students in the process of learning and teaching Arabic and their understanding in study subjects, in other words, the use of matching facilities or methods and matching learning designs in the classroom had a significant impact of 85% on student understanding and 15% of other factors; The reality in the field in the implementation of the curriculum using the Fidelity model achieved good results, this model has been established in the Language badiklat institution of the Ministry of Defense starting in 2019 - now the curriculum is formulated with teachers, Lieutenant Colonel Gunawan and Lieutenant Colonel Yunus who follow the curriculum made adapted to the Ministry of Education Kingsu'ud, then approved by Rendiklat following with BANPNF, and has a significant impact on academic achievement by 95%, with the achievement of evaluation results. The KKM result of the Toafa test is 80% for those who pass and meet the requirements of successful students to be able to proceed to missions abroad; (2) The reality in the field of learning planning using the theory presented by Banghart and Trull to achieve good results is evidenced by learning planning in the institution for the Language Training of the Ministry of Defense, which has significant results that 95% of teachers or wiadiaswara master, use and learn as much as students complete, because they have comfortable classes, exciting learning, and can have a positive impact on students; (3) The reality in the field of the evaluation of learning using objective tests designed by teachers at the Language Center and the Minister of Educational Affairs in the Kingdom of Saudi Arabia and obtaining good scores shows that 97% of students can answer the assessment given by the teacher, and are ready to participate in learning. Moreover, the assessment of academic achievement when learning Arabic using the curriculum of the Ministry of Defense's Language badiklat; (4) The reality in the field of the supporting and inhibition factors contained in the language center is not much complex and achieves positive results considering that the inhibiting factor only shows 5% comes from inhibiting factors that come from students during the teaching and learning process. Moreover, 95% of the supporting factors during the learning process positively impact the implementation of the curriculum designed by the Ministry of Defense's Language badiklat.

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