The Implementation of Quality Management Curriculum in Arabic Learning

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Abstract

This research aimed to understand the curriculum quality management more deeply, to understand the scope of learning Arabic, and to know the process of curriculum quality management and Arabic learning. The researcher used a descriptive approach by suggesting several definitions of curriculum quality management and its application in learning Arabic. The data collection method deployed the study of literature and documentation. In analyzing the data, the researcher analyzed books or articles related to curriculum quality management, opinions from experts in the world of Arabic education and curriculum, theories in Arabic learning, and suggestions and criticisms addressed in the research. The results of this study demonstrated that 1) curriculum quality management in learning, in general, is an effort as effective and efficient as possible to achieve a curriculum goal without a quality approach in the curriculum. 2) Learning, in general, can be said as education which is a process of guiding students so that they can develop sufficiently, and they can contribute amid life. 3) To see the progress of learning, students must be assessed through a process that is made by national standards and includes various cognitive, affective, and psychomotor aspects as well as other psychological aspects. The formal finding from this research exhibited that the benchmarking of Arabic learning in this discussion uses the "National Education Standard", which is the minimum criteria for the education system in all jurisdictions of Indonesia.

Keywords: Arabic learning; curriculum; quality; management

Abstrak

Penelitian ini dimaksudkan untuk: 1) memahami lebih dalam tentang manajemen mutu kurikulum dalam pembelajaran; 2) memahami ruang lingkup pembelajaran bahasa Arab; 3) mengetahui

proses manajemen mutu kurikulum dan pembelajaran bahasa Arab. Peneliti menggunakan pendekatan kualitatif deskriptif dengan mengemukakan beberapa pengertian manajemen mutu kurikulum dan aplikasinya dalam pembelajaran bahasa Arab. Adapun metode pengumpulan data yang digunakan peneliti yaitu dengan studi literatur dan dokumentasi. Dalam menganalisis data kualitatif peneliti menganalisis buku ataupun artikel terkait manajemen mutu kurikulum, pendapat-pendapat dari para ahli dalam dunia pendidikan dan kurikulum bahasa Arab dan teori-teori dalam pembelajaran bahasa Arab, serta saran dan kritik yang ditujukan dalam penelitian. Hasil penelitian ini adalah: 1) Manajemen mutu kurikulum dalam pembelajaran secara umum adalah upaya seefektif dan seefisien mungkin menuju tercapainya sebuah tujuan kurikulum tanpa mengabaikan mutu dalam kurikulum tersebut; 2) Pembelajaran secara umum dapat dikatakan juga sebagai pendidikan dimana ia merupakan proses pembimbingan peserta didik agar dapat berkembang baik sehingga ia bisa berkontribusi di tengah kehidupan; 3) Untuk melihat progress pencapaian kurikulum, siswa harus dinilai melalui proses tes yang dibuat sesuai dengan standar nasional dan mencakup berbagai aspek kognitif, afektif dan psikomotor maupun aspek psikologi lainnya. Temuan formal dari penelitian ini bahwa acuan standar mutu (benchmarking) pembelajaran bahasa Arab dalam pembahasan ini menggunakan "Standar Nasional Pendidikan (SNP)" yaitu kriteria minimal tentang sistem pendidikan diseluruh wilayah hukum Indonesia.

Kata Kunci: Pembelajaran bahasa Arab; kurikulum; mutu; manajemen

Introduction

The development of science and technology has brought changes in almost all aspects of human life. Various problems can only be solved with efforts to master and improve science and technology. In addition to the benefits for human life, on one hand, these changes have also brought humans into an era of increasingly fierce global competition. To play a role in international competition, as a nation, we need to continue to develop and improve the quality of its human resources. Therefore, improving the quality of human resources is a reality that must be carried out in a planned, directed,

intensive, effective, and efficient manner in the development process if you do not want this nation to be unable to compete in this globalization era.[1]

Regarding the quality of human resources, education plays a vital role in improving the quality of human resources. Indonesia, as a developing country, continues to strive to pay attention to the context of advancing the general welfare and educating the nation through education. [2] Improving the quality of education is a process that is integrated with improving the quality of human resources.

Recognizing the importance of improving the quality of human resources, both the Government and the private sector continue to strive to achieve empowerment through various efforts to develop high-quality education through improving educational facilities, developing educational materials, training teachers and education staff, developing and improving the quality of curriculum and assessment systems. Improving the quality of the curriculum is more about efforts to improve the quality of the curriculum and aspects of learning which are an integral part.[3] The focus of curriculum quality improvement departs from efforts to enhance the quality of curriculum management and learning aspects. The learning aspect referred to in this paper is more focused on learning Arabic.

To arrive at the goal of national education, of course, Arabic has an equally important role. Therefore, the Arabic language curriculum needs to be developed because the development of society and students is very dynamic.[4] Among the efforts to succeed in an optimization curriculum in the management aspect is effective and efficient curriculum management. The primary and most important element in curriculum development management is planning. Without careful planning, the implementation and evaluation stages of the curriculum will undoubtedly lose direction.

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[1] Ananda Setiawan et al., "The Effect Of Curriculum 2013 On Economics Learning Achievement: Motivation As A Mediating Variable," *Jurnal Cakrawala Pendidikan* 39, no. 2 (June 22, 2020): 444–59, https://doi.org/10.21831/cp.v39i2.30279.

[2] M Fadhli, "sistem penjaminan mutu internal dan ekstenal pada lembaga pendidikan tinggi," *al-tanzim: jurnal manajemen pendidikan islam*, no. query date: 2022-07-17 20:32:51 (2020), https://www.researchgate.net/profile/muhammad-fadhli-4/publication/344414128_sistem_penjaminan_mutu_internal_dan_ekstenal_pada_lembaga_pendidikan_tinggi/links/5f73024792851c14bc9d07f5/sistem-penjaminan-mutu-internal-dan-ekstenal-pada-lembaga-pendidikan-tinggi.pdf.

[3] Anggia Utami Dewi, "Curriculum Reform in the Decentralization of Education in Indonesia: Effect On Students' Achievements," *Jurnal Cakrawala Pendidikan* 40, no. 1 (February 23, 2021): 158–69, https://doi.org/10.21831/cp.v40i1.33821.

[4] MAU Nuha and Faedurrohman, "Manajemen Perencanaan Kurikulum Bahasa Arab (Tinjauan Ontologi, Epistemologi Dan Aksiologi)," *Al-Muyassar: Journal of Arabic Education and Arabic Studies* 1, no. 2 (2022): 203–24.

Curriculum quality management planning is an initial idea that includes a projection of what will happen in the future.[5] Curriculum quality management planning acts as a management instrument that acts as a guide on the types and sources of individuals needed, learning media used, actions to be taken, sources of costs, required personnel and facilities, monitoring and evaluation systems, and the role of the workforce component to achieve the purpose of managing educational institutions.

Departing from this, the researcher will discuss issues related to the quality management of the Arabic curriculum below. Considering this is the basis that must be done to get a good, correct, and quality Arabic curriculum. The discussion in this study focuses on the debate on curriculum quality management in Arabic, the scope of Arabic learning, and the process of curriculum quality management in Arabic learning.

The research method uses a qualitative approach, which describes implementing curriculum quality management in learning Arabic. The way to express and decipher the data is through several expert opinions. So by using a qualitative approach, this research is expected to provide comprehensive facts about managing the quality of the Arabic curriculum.

The data collection technique used in this research is library research, where library research collects materials related to research from scientific journals, literature, and authors. This literature study was conducted to obtain theoretical information so that researchers have a solid theoretical basis for a scientific result. The research implementation phase is divided into two: research preparation and implementation.[6] First, the author conducts a needs analysis for the problems found in this study which is then continued to problem-solving accompanied by the right solution.

[7]The data in this study are based on relevant books and journals to be studied by the author. The data analysis technique used in this study is qualitative data analysis. In this study, the opinions expressed by experts regarding curriculum quality management are used as the basis for strengthening the author's argument in analyzing curriculum quality management in Arabic learning.

[5] Nuha and Faedurrohman.

[6] Z Abdussamad, *Buku Metode Penelitian Kualitatif*, Query date: 2022-06-28 07:10:18 (osf.io, 2022), https://osf.io/preprints/juwxn/.

[7] AZ Fitri and N Haryanti, *METODOLOGI PENELITIAN PENDIDIKAN: Kuantitatif, Kualitatif, Mixed Method, Dan Research and Development*, Query date: 2022-06-28 07:10:18 (repo.uinsatu.ac.id, 2020), http://repo.uinsatu.ac.id/23533/.

Findings and Discussion

Curriculum Quality Management in Learning

Management is a unique process consisting of procedures, planning, organizing, activating, and monitoring. [8] This is done to identify or achieve the goals through human resources and other resources. Management is using resources effectively to achieve specific goals or objectives—in the perspective of a profit-oriented economy (profit) and commercial commodities. [9]

From this understanding, it can be seen that management is an applied science, which, if translated into an active process, includes several things: [10]

1. Planning

The planning function includes setting goals and standards, defining procedural rules, and planning and forecasting what is expected. Planning is an activity that aims to promote the goals and processes necessary to achieve results according to customer requirements and organizational policies.

2. Organizing

This organizing function includes: assigning separate tasks to each party, forming parts, delegating, or establishing lines of authority or responsibility and communication systems, as well as coordinating the work of each subordinate in a solid and organized work team.

3. Movement

After planning or organizing activities, leaders need to mobilize the group effectively and efficiently to achieve goals. In mobilizing the leaders of this group, they use various means, including communication, leadership, negotiation, giving instructions, and others. With this influential process, leaders try to get the organization moving and running actively and dynamically.

4. Supervision

This function can also be called control or evaluation. When the organization has moved and is running, the leader must always carry out

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[8] W Anajih, "Manajemen Peningkatan Mutu Berbasis Madrasah (MPMBM) di MTs Mafatihul Huda Kecamatan Depok Kabupaten Cirebon," *JIEM (Journal of Islamic Education Management)*, no. Query date: 2022-06-28 07:01:00 (2019), https://www.syekhnurjati.ac.id/jurnal/index.php/jiem/article/view/5991.

[9] Z Abidin, "Manajemen Peningkatan Mutu Pendidikan Karakter Berbasis Agama, Budaya, Dan Sosiologi," *Al-Afkar, Journal For Islamic Studies*, no. Query date: 2022-07-17 20:32:51 (2021), http://al-afkar.com/index.php/Afkar_Journal/article/view/167.

[10] Z Abidin and MS Haq, "Sistem Manajemen Mutu ISO 9001: 2015 Sebagai Strategi Peningkatan Kualitas Pendidikan Di Era 4.0," *Ejournal.Unesa.ac.id*, no. Query date: 2022-07-17 20:32:51 (n.d.), https://ejournal.unesa.ac.id/index.php/inspirasi-manajemen-pendidikan/article/view/39731.

supervision or control so that the organization's movement or course is determined by the predetermined plan, both regarding the direction and the method. Supervision is the stage of the process of monitoring and evaluating processes and products that are not by the policies, objectives, and product requirements and reporting the results.

Management is needed in all things. As stated earlier, the core of leadership revolves around planning, organizing, implementing, and monitoring aspects. [11] Curriculum quality management as an effort to maintain education accountability for the rights of the community is critical to ensure stakeholder confidence in the actions of education stakeholders in advancing the quality of curriculum quality as an essential aspect in the world of education. The pattern of curriculum management itself will largely determine the quality of the curriculum. The management pattern in question is a pattern based on input-process-output. The term quality itself has a contradictory meaning.

This is because the term quality is related to the viewpoints and interests of different users. Differences occur due to the concept of quality that departs from relative standards. Absolute standards assume that quality is the beauty, a definite and uncompromising truth. At the same time, the relative definition is based on the fact that there is a difference between the interests of the subject producing the goods or services and the interests of the user [12]. However, in this case, the odd thing is that when the producer's issue is oriented to the user's interests, the users themselves are more oriented to their perception.

In the world of education, two important questions to raise are what are the results of education and who are the users of these educational outcomes? Educational outcomes in the form of added value for students have different levels of importance between the students themselves as the primary users of educational products, with parents as second users, the labor market as third users, and teachers or support staff as people involved in the educational process. Which actually "uses" the subject itself.

Meanwhile, substantively the term quality itself contains two things. The first is nature, and the second is level. A property describes the state of an object, while the level shows its position on a scale. Every human being has a different view of nature and level, likewise with the nature and level of education and the nature and quality of the curriculum. In the end, there is a description of the different natures and degrees. The report referred to is more

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[11] T Bush, "Theories of Educational Leadership and Management," *Theories of Educational Leadership and Management*, no. Query date: 2022-07-17 20:36:19 (2020), https://www.torrossa.com/gs/resourceProxy?an=5018841&publisher=FZ7200.

[12] YA Boko, "Total Quality Management: Pendekatan Sejarah Dan Konsep Mutu Pendidikan," *Foramadiahi: Jurnal Kajian Pendidikan Dan …*, no. Query date: 2022-07-17 20:32:51 (2021), http://journal.iain-ternate.ac.id/index.php/foramadiahi/article/view/697.

of an economical approach with an emphasis on the relevance of educational output to employment which is shown through the terms "ready to use," "ready to work," and "ready to train" will be different from the description that uses an intrinsic and instrumental approach to education. The second approach is shown through attitude, personality, and intellectual ability by the demands of national education goals.

In the general context, quality implies the degree (level) of the superiority of a product (the result of work or effort) in the form of goods or services, both tangible and intangible. In the context of the curriculum, the notion of quality, in this case, refers to; the [13]

1. First, the design process and curriculum outcomes. The "curriculum design process" fulfills the requirements to be involved in various inputs, such as accuracy, intelligence, and precision, so that a close relationship is born between subjects with one.
2. Second, the curriculum must be flexible and contextual to specific educational interests. In other words, the method or content can be changed if it does not deviate from the agreed goals and shared interests.
3. Third, the curriculum should be prepared jointly by teachers and several other elements that prioritize common interests for educational purposes at the regional level and remain based on national education goals. Thus, there is synergy and harmonization between the goals of local and national interests.
4. Fourth, the curriculum should cover all the children's experiences under the school's leadership. In a modern view, the curriculum reviews the subjects in class and includes all activities containing educational elements.
5. Fifth, the curriculum should be centered on social and personal issues that are meaningful to children in everyday life.
6. Sixth, the curriculum must be implemented to achieve national goals based on state philosophy. Schools must be responsible for the formation of a unified Indonesian society and be able to place the interests of the state above personal and group interests.
7. Seventh, the curriculum must provide a broad and meaningful experience for children and not be textual.
8. Eighth, the curriculum must be arranged so that children can learn learning techniques, work effectively and solve problems.
9. Ninth, the curriculum should open up opportunities for every child to develop their respective interests and talents.

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[13] N Pramulyani, "Manajemen Kurikulum Dalam Meningkatkan Mutu Lulusan Madrasah Ibtidaiyah," *MADROSATUNA: Jurnal Pendidikan Guru …*, no. Query date: 2022-07-17 20:32:51 (2019), http://jurnal.iailm.ac.id/index.php/madrosatuna/article/view/61.

Quality in the context of "curriculum outcomes" refers to the efficiency and effectiveness of the curriculum in carrying out educational functions. What is the critical role held by the curriculum to be strategic in developing quality education? The answer is that the curriculum is essentially the path students must take to achieve the educational program goals. Without an explicit curriculum, the educational purposes to be performed will not be detailed. If not stated, the resulting educational goals will not be consistent with the plans. Therefore, the curriculum is a guide where guidance will be directed or produce academic outputs.

The term curriculum itself is a term that comes from the Greek language. The word curriculum has been a term in education since about a century ago. In Indonesia, the term new curriculum has become popular since the fifties. The ordinary meaning of lesson plans is that it appears along with the purpose of the curriculum at that time, which was defined as something planned for children's lessons. In theory and practice, the meaning of the old curriculum has been largely abandoned because the subsequent development of educational experts provides a broader sense and content than the previous one.

The characteristics of the curriculum that exist and developed recently are nothing more than a process of providing personal understanding, which is carried out continuously in a more meaningful and meaningful direction. As a result of the interpretation of the meaning of the curriculum as the running of the race, this definition emphasizes the individual's capacity to participate and re-conceptualize one's life experience, which is more experience-oriented. [14]

Referring to the function of the curriculum as a tool to achieve educational goals, then as an educational tool, the curriculum has supporting components whose functions support each other. Many education experts put the various components of the curriculum, although, in the end, they came to the same conclusion and understanding. Experts such as Subandijah divide curriculum components into (1) Objectives, (2) Content or material, (3) Organization or strategy, (4) Media, and (5) Components of the teaching and learning process. As for the division of curriculum components according to Ralph W. Tyler, namely (1) objectives, (2) learning materials, (3) teaching and learning processes, and (4) evaluation and assessment. The four components are interconnected. [15] Each component is closely related to the other three components. The objective component focuses on what material will be studied because it refers to something to be achieved, including the cognitive, affective,

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[14] S Aimah, "Model Pengembangan Kurikulum Pada Perguruan Tinggi Berbasis Pesantren," *Tarbiyatuna: Jurnal Pendidikan Islam*, no. Query date: 2022-07-17 20:32:51 (2021), https://www.ejournal.iaisyarifuddin.ac.id/index.php/tarbiyatuna/article/download/1130/511.

[15] T Hamami, "Pengembangan Kurikulum Pendidikan Agama Islam Di Era 4.0," *ISLAMIKA*, no. Query date: 2022-06-28 07:01:00 (2020), https://ejournal.stitpn.ac.id/index.php/islamika/article/view/791.

and psychomotor domains. The mental part is the desired goal to develop students' physical skills.[16]

The goals of national education also require the achievement of the three dominants that exist integrally to obtain educational graduates (outputs) that are relevant to the purposes of national education.[17] Furthermore, the component content or material focusing on programming leads to achieving predetermined educational goals. [18] The content and material in question are usually in the form of material in the fields of study, such as Arabic. These fields of study are adapted to the type, level, and path of existing education. These fields of study are usually included or included in the structure of a school's curriculum program.

Then the media component focuses on the assumption that the media is a tool to facilitate the application of curriculum content to make it easier to understand in the learning process. The use of media in the teaching and learning process is something that teachers need to do so that what the teacher transfers to students can be meaningful and essential for students. Finally, the teaching and learning strategies component emphasizes the importance of an in-depth teacher understanding of strategy. Strategy refers to an approach (approach), method (method), and teaching equipment needed in teaching.

Scope of Arabic Learning

Learning, in general, can also be said of education, where it is a process of guiding students so that they can develop both in terms of knowledge and attitudes so that they can determine right or wrong and good or evil so that they can contribute to people's lives.[19] On the other hand, learning can also be explained as a mentoring process both in terms of cognitive and psychomotor

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[16] Anita Triastuti, Suwarsih Madya, and Philip Chappell, "Genre-Based Teaching Cycle and Instructional Design for Teaching Texts and Mandated Curriculum Contents," *Indonesian Journal of Applied Linguistics* 12, no. 1 (May 31, 2022): 1–15, https://doi.org/10.17509/ijal.v12i1.46563.

[17] Hamid Fahmy Zarkasyi, "Imam Zarkasyi's Modernization of Pesantren in Indonesia (A Case Study of Darussalam Gontor)," *QIJIS (Qudus International Journal of Islamic Studies)* 8, no. 1 (June 30, 2020): 161, https://doi.org/10.21043/qijis.v8i1.5760.

[18] I El Khuluqo and D Istaryatiningtias, *Modul Pembelajaran Manajemen Pengembangan Kurikulum*, Query date: 2022-07-17 20:32:51 (books.google.com, 2022), https://books.google.com/books?hl=en&lr=&id=LJVyEAAAQBAJ&oi=fnd&pg=PP1&dq=manajemen+mutu+kurikulum&ots=FLX4KKvbhP&sig=ZUMMXWiIMA-1DV--MT3Nl6NOzWQ.

[19] Siti Nur Hidayah, "Pesantren for Middle-Class Muslims in Indonesia (Between Religious Commodification and Pious Neoliberalism)," *QIJIS (Qudus International Journal of Islamic Studies)* 9, no. 1 (July 30, 2021): 209, https://doi.org/10.21043/qijis.v9i1.7641.

so that in terms of knowledge to be superior, as well as having skills in other aspects.[20]

From the definitions and explanations above, learning can be understood as a process that takes place continuously and seriously by providing knowledge from a teacher to students so that they can understand and practice it. In this case, learning is understood as increasing human resources so that they can contribute and function optimally; learning in this context is intended to learn Arabic, namely Arabic language content, in the form of a set of Arabic knowledge and skills. The learning process is:

1. The planning stage is the process of careful planning and preparation; usually, in this case, a learning implementation plan or unit of learning events and syllabus is made.
2. The implementation stage of learning pays attention to material aspects, delivery methods, and appropriate media.
3. The evaluation stage is the final stage in measuring and assessing learning achievement, usually carried out with tests and exams to determine the achievement of a learning goal.

Arabic, in the context of Islam, cannot be denied as the language of instruction in various literature and sources of Islamic law. From this understanding, Arabic has an urgency that cannot be dismissed as a study that must exist and be studied in an institution.[21]

Apart from being content with language knowledge, Arabic language material is also a communication tool that has an important role that is needed in Indonesia's education context. Based on this thought, the Arabic language material should be studied and mastered by students to communicate well through Arabic.[22]

Therefore, the Arabic language material at the elementary, secondary, and tertiary education levels can be understood. Make adjustments, b. avoid repetition, and c. maintain continuity. Through these three elements, hope is the

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[20] SH Lubis, "Manajemen Pembelajaran Pendidikan Agama Islam Di SMP Swasta Islam Azizi Medan," *Jurnal Malay: Manajemen Pendidikan Islam & …*, no. Query date: 2022-06-28 07:01:00 (2022), http://repository.uinsu.ac.id/id/eprint/14131.

[21] HM Arif and SP Eby Waskito Makalalag, *Pengembangan Media Pembelajaran Bahasa Arab*, Query date: 2022-06-28 07:01:00 (books.google.com, 2020), https://books.google.com/books?hl=en&lr=&id=SN8LEAAAQBAJ&oi=fnd&pg=PA23&dq=manajemen+perencanaan+kurikulum+bahasa+arab&ots=h-CI0O8ZIA&sig=rV3Q_948gNMGyrBdnGdTFPTSPh4.

[22] Umi Hanifah and Imam Mahmudi, "Thathbiq Al-Taqyim al-Waqi'i Bi al-Manhaj al-Dirasi 2013 Fi Ta'lim al-Lughah al-'Arabiyah," *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 2 (November 17, 2020): 279, https://doi.org/10.29240/jba.v4i2.1792.

emergence of the dimensions of knowledge, attitudes, skills, and values in each application, both at the class and education levels.[23]

Arabic learning, in general, is intended so that students can develop in the following aspects:
1. Mastery in aspects of listening, speaking, reading, and writing.
2. Have the ability to communicate and use language as a means of communication well through spoken language.
3. Able to interpret the contents of reading using a specific language properly and contextually.
4. Able to use a language as a written language in expressing opinions and thoughts as an effective communication tool.
5. Able to appreciate a literary work and appreciate its beauty.
6. Able to analyze a text and discuss it critically.

Arabic subjects include the following elements, namely:
1. Language skills, in the form of listening skills, speaking skills, reading skills, and writing skills.
2. Furthermore, the language components include the following studies;[24][25]
    a. *Ashwat* science (phonology) is a minor language structure where the study consists of the sounds of the smallest unit of a language.
    b. *Mufrodat* (vocabulary) is an essential study in which, in essence, language mastery must be supported by good vocabulary mastery.
    c. Sentence Structure (Syntax), after mastery of many vocabularies, then how the speech is assembled at the next level to form a structure that can be understood and meaningful. This is where the urgency and position of the study of language structure lie.

The above language skills and components are based on the cultural aspects of written and spoken language.[26][27]

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[23] Rifda Amalia, Muhammad Afthon Ulin Nuha, and Afif Kholisun Nashoih, "Development of Kosbarab Learning Media to Improve Arabic Vocabulary Mastery of Elementary Level Students Based on Android Construct 2," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya; Vol 10, No 2 (2022)DO - 10.23971/Altarib.V10i2.4529*, October 20, 2022, https://e-journal.iain-palangkaraya.ac.id/index.php/tarib/article/view/4529.

[24] MAU Nuha, "Nasy'at Nahw Al-Arabi," *An-Nas* 2, no. 2 (2018): 213–24.

[25] Muhammad Ilfan Fauzi, "Pemanfaan Neurosains dalam Desain Pengembangan Kurikulum Bahasa Arab," *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 1 (May 8, 2020): 1, https://doi.org/10.29240/jba.v4i1.1095.

[26] AF Amrullah and S Hum, *Manajemen Kurikulum Pembelajaran Bahasa Arab*, Query date: 2022-06-28 07:01:00 (books.google.com, 2021), https://books.google.com/books?hl=en&lr=&id=gfEsEAAAQBAJ&oi=fnd&pg=PA1&dq=manajemen+perencanaan+kurikulum+bahasa+arab&ots=cA5rgvWxxz&sig=ZmTnTsSu4PXGiejfJGDiDy-r2Hk.

Implementation of Curriculum Quality Management in Arabic Learning

It can be said that an effort to manage education by maximizing existing resources to achieve a quality standard outlined most effectively and efficiently possible in Arabic learning is the meaning of curriculum quality management and language learning. The diversity and diversity that exists and takes place at the community level is often an obstacle to achieving hope and desire in the learning process. So that the demands that the community wants are often not able to be adequately appreciated. Therefore, an alternative is needed to be able to improve the quality of education in Indonesia with all kinds of various limitations and constraints. This drives the importance of a management concept to enhance the quality of the curriculum.[28]

The concept in the form of alternative management can provide a new way for stakeholders, policymakers, and educational institution leaders to improve the quality of education, which should be a demand for change and progress. However, the expected increase is still within the corridor of national policy. This is where synergy and strong commitment are needed at the leadership level and involve the entire community and elements in achieving the planned improvements.

Self-evaluation is one of the steps in implementing this concept, where it is a strategy that can be taken when analyzing the strengths and weaknesses of the curriculum. Based on the results of the evaluation, the school, together with parents and the community, determines the vision and mission of the curriculum in improving the quality of education or formulating the expected rate and proceed with the preparation of school program plans, including financing, concerning the priority scale and national policies by school conditions and resources—available power. Schools must set indicators or quality targets to prepare for the program.[29]

An activity that is no less important is monitoring and evaluating programs planned by the funding to see the vision, mission, and goals set by national policies and quality targets and report the results to the community and government. The evaluation results (process and output) can then be used as input for planning and preparing curriculum development programs in the future (next year). This continues as a continuous process.

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[27] MAU Nuha, "مساهمة برنامج التخصص في تنمية مهارة القراءة في المدرسة العالية," *IJ-ATL (International Journal of Arabic Teaching and Learning)* 3, no. 2 (2019): 25–49.

[28] Nurjannah Nurjannah, "Analisa Kebutuhan Sebagai Konsep Dasar dalam Pengembangan Kurikulum Bahasa Arab di MAN Curup," *Arabiyatuna : Jurnal Bahasa Arab* 2, no. 1 (June 30, 2018): 49, https://doi.org/10.29240/jba.v2i1.409.

[29] Triastuti, Madya, and Chappell, "Genre-Based Teaching Cycle and Instructional Design for Teaching Texts and Mandated Curriculum Contents."

Socialization must continue to be carried out to identify and equalize perceptions and obtain input to improve the concept and implementation of this management. Activities that are pilot in nature must be carried out immediately to find out the obstacles that may arise in their performance and to find solutions to anticipate possible barriers that occur in the future. It is hoped that with this concept, improving the quality of education through efforts to improve the curriculum, especially in the framework of learning Arabic, will be achieved by us as the implementation of the human resource development process in the face of increasingly fierce global competition and is supported by science and technology that is developing rapidly.

On curriculum points, based on the standard curriculum that has been determined nationally, schools are responsible for developing the curriculum both from the traditional material (content) and the delivery process. Through the explanation that the material has benefits and relevance to students, schools must create a pleasant learning atmosphere and involve all the senses and layers of the brain and create challenges so that students grow and develop intellectually by mastering science, being skilled, having a wise and wise attitude, character and have emotional maturity. Three things must be considered in this activity, namely;

1. The development of the curriculum must meet the needs of students.
2. How to develop management skills to present the curriculum to students as effectively and efficiently as possible by considering existing resources.
3. The development of various approaches can regulate change as a natural phenomenon in schools.

To see the progress of curriculum achievement, students must be assessed through a test process made by national standards and covers various cognitive, affective, psychomotor, and other psychological aspects. This process will provide objective feedback to parents regarding their children (students) and the school concerned, and other schools regarding school performance about improving the quality of education.

The reference for the quality standard (benchmarking) of Arabic learning in this discussion uses the "National Education Standard," which is the minimum criteria for the education system in all jurisdictions in Indonesia and consists of eight standards, namely;

1. The ideal madrasah is a madrasah that meets content standards covering the scope of material and level of competence, including the basic framework and curriculum structure, learning load, and educational calendar. The ideal madrasah should always use the basic framework and curriculum structure as a guide in preparing its syllabus. As educational institutions for primary and secondary education, Madrasah must meet curriculum content standards and groups of subject matter for religion and noble character, citizenship

and personality, science and technology, aesthetics, physical education, sports, and health.

2. Organizing the learning process appropriately:
   a. They first conducted an interactive, inspiring, fun, challenging, and motivating learning process for students to participate actively, providing sufficient space for the initiative, creativity, and independence of students' talents, interests, and physical and psychological development.
   b. Second, in the learning process, the teacher not only functions to transfer knowledge but also provides an example.
   c. Third, planning the learning process, implementing the learning process, evaluating learning outcomes, and supervising the learning process to implement an effective and efficient learning process.
   d. Fourth, select and determine learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes appropriately.
   e. Fifth, have the correct ratio between students and educators, textbooks and students, and the number of students.
   f. Sixth, madrasahs supervise the learning process, including monitoring, evaluating, reporting according to standards, and taking the necessary follow-up steps.

3. Fulfilling graduate competency standards, quality madrasas are expected to make graduate competency standards the essential criteria for assessment in determining student graduation in each subject, which includes attitudes, knowledge, and skills. Making the competency standard for graduates lays the foundation for intelligence, wisdom, personality, noble character, and skills to live independently and attend further education.

4. Meeting the standards of quality educators and education staff, educators and education staff at the madrasah must have academic qualifications and competence as learning agents, be physically and mentally healthy, and realize national education goals. Have a minimum level of education that must be met by an educator, as evidenced by a diploma or certificate of relevant expertise by applicable legislation. The competence of educators and education as agents of learning at the primary and secondary education levels includes pedagogic, personality, professional, and social competencies.

5. Having standard facilities and infrastructure, quality madrasas have facilities that include furniture, educational equipment, educational media, books, and other learning resources, consumables, and other equipment needed to support an orderly and continuous learning process. Infrastructure includes land, classrooms, madrasa leadership rooms, educator rooms, administrative rooms, library rooms, laboratory rooms, workshop rooms, production unit rooms, canteen rooms, power and service installations, sports venues, and places of worship. According to national education standards, playgrounds,

recreation areas, and other businesses are needed to support an orderly and continuous learning process.

6. Implement management standards with Madrasah-Based Management. The ideal Madrasah is expected to implement Madrasah-Based Management, demonstrated by independence, partnership, participation, openness, and accountability. The head leads madrasahs in charge of education management. Having several representatives at the Madrasah Tsanawiyah and Madrasah Aliyah levels, decision-making in madrasas in the academic field by the board of educators meeting, and madrasa committees taken by deliberation and consensus to improve the quality of education.

7. Complying with financing standards, quality madrasas can properly and correctly manage education financing, which consists of investment, operational, and personal costs. Madrasah's investment costs include providing facilities and infrastructure, human resource development, and fixed working capital. Operating expenses include educational costs that students must incur to follow the learning process regularly and continuously.

8. Meeting the educational assessment standards, quality madrasas are expected to carry out academic assessments at the primary and secondary education levels by educators, madrasas, and the government. Assessment of learning outcomes by educators is carried out on an ongoing basis to monitor the progress process, and improve results in the form of daily tests, mid-semester tests, and grade-level tests, to evaluate and assess the achievement of student competencies, prepare reports on the progress of learning outcomes and improve the learning process.

9. Assessment of learning outcomes by madrasas aims to measure the achievement of graduate competencies for all subjects, which include matters of religion and noble character, topics of citizenship and personality, groups of aesthetic issues, and groups of physical education, sports, and health. The final assessment to determine students' graduation from the madrasa considers the results of the evaluation of students by educators.

The realm of quality management of Arabic learning in madrasas for the standards mentioned above, from now on referred to as "quality standards," must be fulfilled and managed optimally to achieve effective and efficient goals. Still, we must emphasize more, especially the standard of the learning process. In this standard process, madrasas with all their components must plan, implement and evaluate; besides that, they must also monitor these learning activities to realize excellent and quality education, especially in learning Arabic,

because Arabic is one of the pillars that will be able to support the development of Islamic education at a higher level. [30]

In the quality management of Arabic learning, teachers should always try their best to realize the competence of graduates effectively and efficiently. The expected competencies of Arabic graduates, as stated in the Decree of the Minister of Religion Number: 165 of 2014, are generally summarized as follows:

1. Listening (*al-Istima'*)

    Ability to understand oral discourse through exposure, or dialogue about introductions, family life, hobbies, work, youth, health, public facilities, tourism, Islamic stories, Islamic culture, Arab culture, and Islamic holidays.

2. Speaking (*al-Kalam*)

    Ability to express verbally through exposure or dialogue about introductions, family life, hobbies, work, youth, health, public facilities, tourism, Islamic stories, Islamic culture, Arab culture, and Islamic holidays.
3. Reading (*al-Qiro'ah*)

    Ability to read and understand the meaning of written discourse, exposure or dialogue about introductions, family life, hobbies, work, youth, health, public facilities, tourism, Islamic stories, Islamic holidays, Arab culture, and Islamic holidays.

4. Writing (*al-Kitabah*)

    Ability to express in writing through exposure or dialogue about introductions, family life, hobbies, work, youth, health, public facilities, tourism, Islamic stories, Islamic holidays, Arab culture, and Islamic holidays.

Thus, the graduate competencies expected after students participate in the Arabic language learning process in class, of course, is the minimum competency that must be possessed after participating in the learning process. However, madrasas and all their components must strive to achieve maximum efforts to maintain the quality of Arabic learning.[31] These criteria must be used as a reference to develop student competencies in achieving competencies that are more than what already exists. The accuracy of teachers and madrasa components in designing, implementing, and evaluating as well as monitoring is

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[30] Is Dila, *Manajemen Kurikulum Kulliyatul Muallimin Al-Islamiyah Gontor Dalam Meningkatkan Mutu Madrasah Di Madrasah Aliyah Al …*, Query date: 2022-07-17 20:32:51 (repo.uinsatu.ac.id, 2020), http://repo.uinsatu.ac.id/id/eprint/15637.

[31] MAU Nuha, "Musahamat Barnamij Al-Takhasus Fii Tanmiyat Maharat Al-Qira'ah Fii Al-Madrasah Al-Aliyah Al-Islamiyah Al-Hukumiyah Tambakberas Jombang," *UIN Sunan Ampel Surabaya*, no. Query date: 2022-09-01 09:32:48 (2015), https://scholar.google.com/citations?view_op=view_citation&hl=en&user=W1Ay36wAAAAJ&pagesize=100&citation_for_view=W1Ay36wAAAAJ:u-x6o8ySG0sC.

the primary key to quality management of curriculum and Arabic learning in madrasas and improving students' Arabic competence.

Conclusion

Management can be understood as the following steps: planning, organizing, activating, and monitoring. Management, in general, is an effort as effective and efficient as possible towards achieving a goal. Management in the educational context is different from management in the economic context, where it is more profit-oriented and commercial commodities. Meanwhile, quality implies the degree (level) of the superiority of a product (the result of work or effort) either in the form of goods or services, both tangible and intangible. Quality in the context of "curriculum outcomes" refers to the efficiency and effectiveness of the curriculum in carrying out educational functions. Lesson plans generally explain the curriculum. This arises because it is often associated with a program for children's learning at the beginning of its use.

In Arabic lessons, several elements must be included: language skills; in form of listening skills, speaking skills, reading skills, and writing skills. Furthermore, the language components include the following studies; *Ashwat* science (phonology), the minor language structure where the study consists of the sounds of the smallest unit of a language. *Mufrodat* (vocabulary) is an essential study in which, in essence, language mastery must be supported by good vocabulary mastery. Sentence Structure (Syntax), after mastery of many vocabularies, then at the next level, how the speech is assembled to form a structure that can be understood and meaningful. This is where the urgency and position of the study of language structure lie.

To see the progress of curriculum achievement, students must be assessed through a test process made by national standards and covers various cognitive, affective, psychomotor, and other psychological aspects. This process will provide objective feedback to parents regarding their children (students) and the school concerned, and other schools regarding school performance about improving the quality of education. The reference to the quality standard (benchmarking) of Arabic learning in this discussion uses the "National Education Standard," which is the minimum criteria for the education system in all jurisdictions of Indonesia.

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