Model and Strategies for Curriculum Development in the Context of Arabic Language Learning

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Abstract

Background: The development of the Arabic language curriculum is an important matter that requires clarity to enhance educators' skills in delivering material presented in the classroom. Many incidents indicate that some educators are not understand and uninterested in the curriculum. This situation has a significant impact on the learning process; educators who are not familiar with the curriculum cannot guide students on learning, and the students will not be focused on learning.

Research Objectives: This research also aims to understand curriculum development, with a focus on curriculum development models and strategies, particularly in Arabic language teaching. The object of this research is the Arabic language curriculum.

Methods: This study employs library research as a method and using a qualitative research approach.

Result: Curriculum development helps in designing a learning curriculum that can be tailored to the student,s need, adapted to the times, making learning more engaging, and preparing education so that students can face the workforce. This curriculum development requires models and strategies as guidelines to achieve specific goals. For example, competency-based curriculum development models and strategies aim to enable students to achieve specific competencies, such as reading classical and modern Arabic texts, or speaking Arabic in daily life or in an international context. However, this research does not further investigate the correlation between curriculum development models and their development strategies.

Keywords: curriculum development, models and strategies, Arabic language

Introduction

The development of the Arabic language curriculum is vital for improving educators' capabilities in delivering instructional material effectively. Without a comprehensive understanding, the teaching process cannot yield optimal results. This study presents issues surrounding Arabic language curriculum development, focusing on its definition, objectives, models, and strategies. As a guiding framework for educators, the curriculum's existence is indispensable in education. Many educators lack knowledge or interest in curricula, significantly impacting the teaching-learning process. This lack of understanding prevents educators from directing students toward learning goals, leaving students unfocused in their studies. This highlights the necessity of curriculum comprehension, the main subject of this research.

The Arabic language curriculum often struggles to adapt to the times and students' needs. Challenges include balancing classical and modern texts, as classical works primarily address religious topics, while modern texts are often more practical. Integrating technology into Arabic language teaching is essential, supported by platforms that provide Arabic language resources. Additionally, curricula must accommodate students' varying abilities in Arabic language acquisition.

Literature Review

A curriculum is a strategic and essential component representing the vision, mission, and educational objectives. In Indonesia, curriculum changes occur frequently across governmental periods to align with societal and technological advancements and evolving student needs.

Previous studies on curriculum development include: Syamsul Bahri (2017): Focused on the foundational aspects and objectives of curriculum development. Given the many considerations involved in curriculum development, this study highlights essential themes for educators and policymakers. Arif Rahman Prasetyo & Tasman Hamami (2020): Examined principles of curriculum development, emphasizing its flexibility and ability to adapt to changing times. Rikha Rahmiyati Dhani (2020): Investigated the teacher's role in curriculum development, portraying educators as unsung heroes crucial to the curriculum advancement process. Muhammad Ilfan Fauzi (2020): Explored the contribution of neuroscience in Arabic curriculum development, demonstrating how Arabic language learning can integrate with neuroscientific approaches.

These studies, although related to curriculum development, address distinct aspects, providing broader insights into the field. This research contributes by emphasizing curriculum development models and strategies for Arabic language learning, aiming to enhance educators' understanding of implemented curricula and motivate students to engage actively in the learning process.

Methods

This research adopts a qualitative library research approach, analyzing literature on curriculum and Arabic language teaching development. Data collection involves reviewing relevant literature to achieve the study's objectives.

Results

The curriculum in learning must be flexible, effective, and continuous in its design and implementation. These principles must be applied when planning and implementing the curriculum to ensure that the learning process becomes more effective, easily understood, and aligned with learning objectives and outcomes.

1. Definition of Curriculum Development

As times advance, the curriculum must adapt to align with the evolving needs of students and the demands of the era. Consequently, frequent curriculum revisions during different governmental administrations are unsurprising. Transformations in science, technology, the global economy, and even social and cultural dynamics necessitate curriculum development to meet the contemporary needs of learners. With each stage of progress, the challenges faced by the younger generation increase, requiring comprehensive strategies to address these issues, both in the present and future, with curriculum development being a key approach.

Experts emphasize the importance of the cognitive, affective, and psychomotor aspects in curriculum development. This is because these three aspects play a crucial role in determining students' knowledge development. Each student possesses unique potential and abilities, so these aspects can support and enhance the capabilities and skills of each individual. Several factors need to be considered in the design of curriculum development, including the use of modern and interactive learning media, student-centered learning processes, and the involvement of curriculum experts, educators, and other relevant stakeholders in the curriculum design process. Curriculum development must also take into account local culture and values to ensure alignment with the context in which the curriculum is applied.

According to Hilda Taba, curriculum development is a continuous process that begins with identifying the needs and issues within the educational environment, followed by setting objectives, selecting materials, methods, and then evaluation. The curriculum must be systematic, taking into account the needs of the students and the community. According to Oliva, curriculum development is more focused on ongoing efforts to improve the content and teaching methods in accordance with the needs and characteristics of the students, based on the guidance provided by the educational institution. Ralph Tyler's view on curriculum development sees it as a process aimed at determining educational objectives, selecting relevant learning experiences, organizing those learning experiences, and evaluating student achievement. Meanwhile, Ornstein and Hunkins define curriculum development as an effort to design and improve the curriculum structure, including objectives, content, teaching strategies, and evaluation of learning outcomes, carried out through a systematic approach.

From the perspectives of these experts, it can be concluded that curriculum development is a form of improvement aimed at creating and producing an effective learning process that meets the needs of students, societal demands, and the demands of the times, while utilizing technological tools without disregarding local values. This approach allows students to understand their own culture and gain a better learning experience.

In the aspect of the Arabic language, the Arabic curriculum is adjusted to the abilities of students at each level, where the discussion of each skill at every level has a different

depth of coverage due to the varying abilities of students at the Madrasah Ibtida'iyah level, which are different from those at the Madrasah Mutawassitah or Madrasah Aliyah levels. Therefore, different learning materials are developed for each level.

2. Goals of Curriculum Development

Along with the advancement of time, the curriculum must also evolve to meet the needs of students in each era. Therefore, it is not surprising that curriculum changes are often found during each government tenure. The changes in knowledge, technology, global economy, and even social and cultural aspects necessitate curriculum development to align with the current needs of students. As time progresses, the challenges faced by the current generation of youth become more complex, which requires various strategies to address these challenges both now and in the future, one of which is through curriculum development.

There are several objectives in curriculum development, one of which is to improve the quality of education. This aims to ensure the alignment of learning materials with current knowledge and the needs of society. A continuously developed curriculum will produce content that is in line with technological advancements, scientific progress, and socio-cultural changes. Curriculum development is also expected to equip students with critical thinking, creativity, collaboration, and effective communication skills. These skills are essential so that students are not only proficient in academics but also excel in soft skills, which are crucial in the digital era and globalization. Furthermore, the curriculum encourages educators to create a more engaging, interactive, and student-centered learning process with the support of appropriate media and methods.

Another goal of the curriculum is to align it with the progress of the times. Given the rapid advancement of technology and the continuous development of scientific knowledge, curriculum development is necessary to adapt to these changes. The purpose of curriculum development is to ensure that students receive education that is relevant in the fields of science, technology, and socio-cultural aspects. Educators and students can utilize technology as a tool for more modern and interactive learning. The availability of e-learning platforms, computers, the internet, and educational applications provides students with greater flexibility in their learning. The advancement of scientific knowledge also serves as motivation for curriculum development, enabling students to learn new scientific concepts, thus preparing them to contribute to the application of knowledge in the future.

Curriculum development also aims to meet the diverse needs of students. Given the varied abilities of students, curriculum development is necessary to create an inclusive learning environment (one that does not exclude anyone), ensuring that students do not feel compared or marginalized due to differences in background, abilities, or other factors. This allows all students to engage fully in the learning process. Curriculum development

can help design learning strategies that align with students' learning styles, motivating them and fostering greater interest in learning.

The curriculum also aims to encourage innovation in learning, thereby creating creative and effective teaching methods. A well-developed curriculum can inspire various creative methods, making the learning process more engaging and interactive. Curriculum innovation also introduces a new approach to assessment, where student development is not only evaluated based on final outcomes but also on the learning process itself. Innovation in assessment can foster learning that focuses on developing students' competencies, rather than simply looking at the final grades. This is particularly beneficial for proactive students in the learning process, even if their final scores are low.

Another goal of the curriculum is to enhance the connection between education and the workforce. Given that it is increasingly difficult to secure employment today without creativity and the right opportunities, the competition is fierce, and limited job openings in certain regions and fields make it challenging for students to find work. Curriculum development, by aligning with the skills required in the workforce, can help prepare students to better meet career demands. It also increases their chances of securing good jobs. Furthermore, curriculum development can introduce students to the workforce directly through internships or fieldwork, allowing them to gain real-world experience and a clearer understanding of the work environment.

The objectives of curriculum development mentioned above serve as a reference for the development of the Arabic curriculum. The development of the Arabic curriculum is closely tied to enhancing students' Arabic language skills comprehensively, including listening, reading, writing, and speaking. In addition, the Arabic curriculum development also aims to enrich students' understanding of Arab culture, history, literature, and both classical and contemporary Arab thought. Furthermore, the development of the Arabic curriculum evolves in line with the times, just like any other curriculum. The Arabic curriculum is designed to improve the quality of Arabic language learning using more interactive, collaborative, and student-centered methods. This makes Arabic language learning more engaging and can enhance students' learning outcomes. Arabic language proficiency has become increasingly important and is in high demand in the present era. Therefore, the development of the Arabic curriculum must align with the current need for Arabic. It should also provide students with knowledge and understanding in fields such as economics, international business, and other areas relevant in today's world. Additionally, the development of the Arabic curriculum aims to foster critical thinking and problem-solving skills. With the complex Arabic grammar system, students can develop analytical thinking when understanding sentence structures.

3. Models of Curriculum Development

In curriculum development, a curriculum development model is essential as a reference to ensure that the curriculum is more directed and clear. A curriculum development model helps in creating a curriculum that is relevant to the interests of students. Additionally, it can assist in ensuring that the curriculum is cost-effective and adaptable, allowing it to continue developing and evolving in accordance with the changing times, thus making the curriculum more flexible.

There are many models of curriculum development, but five curriculum development models that are relevant to the development of the Arabic curriculum will be presented, including:

a. Competency-Based Model. This model serves as a guide for applying the competencies that students need to master in Arabic language learning, such as the four language skills in Arabic. All components in the learning process, such as materials and teaching methods, are organized to ensure that students can achieve each competency in Arabic. This model is often used in institutions with specific targets and goals for students, such as aiming for students to be able to use Arabic in daily communication. The objective of this curriculum development model is to produce students who are competent in both spoken and written Arabic. The steps in developing this model include identifying general competencies by collecting data from various sources, organizing competencies into specific themes such as public speaking, Arabic language proficiency, and reading classical texts, among others. The next step is to define performance criteria to measure the effectiveness of the curriculum and to identify what is successful and what is not. It also involves creating learning experiences that consider the learning outcomes and the environment in which students learn. Competency assessment is done by evaluating the program's competencies, using both summative and formative assessments, as well as self-assessment. The final step is to evaluate the curriculum's effectiveness to better align with the intended objectives. The advantage of this model is that it ensures the skills students acquire are measurable, while its disadvantage is that it tends to neglect learning materials related to Arabic literature and culture.

b. Taba Model (Grassroots Model). This model provides greater flexibility for educators to implement the curriculum according to the needs and abilities of the students. Educators adjust teaching methods, materials, and experiences to align with students' needs. The steps in developing the curriculum using the Taba model include diagnosing students' needs, formulating learning objectives, selecting relevant materials, organizing content according to students' needs and abilities, choosing learning experiences, organizing learning activities, and conducting evaluations. The advantage of this model is that it prioritizes the role of the teacher, allowing flexibility in selecting

materials and teaching methods tailored to students' needs. However, its disadvantage is that it is difficult to implement on a national scale.

c. Communicative-Based Model. This model focuses more on students' communication skills in Arabic, encouraging students to participate directly by using Arabic in their daily lives. The goal of this model is to develop students' ability to communicate effectively. The steps in curriculum development using this model include diagnosing needs, formulating objectives, selecting and organizing materials, selecting and organizing learning experiences, and developing assessment tools. The advantage of this model is that students will be better prepared to face real-life situations where they need to use Arabic. However, its disadvantage is that it tends to overlook grammar skills such as *nahwu* (syntax) and *shorof* (morphology).

d. Integrative Model. This model emphasizes the integration of Arabic with other fields of study. The goal is to provide students with a broader understanding, so they not only master Arabic language skills but also gain knowledge about the Arab world in a wider context. The steps in developing this model include identifying the fields of study to be integrated, creating an integrated learning framework, allocating learning time, determining the scope of materials or topics, formulating learning objectives, creating learning scenarios, selecting learning media, and planning assessments. The advantage of this model is that students gain a deeper understanding of the Arabic language, its history, culture, and other related aspects. However, its disadvantage is that it is difficult to implement fully due to varying student abilities, the need for sufficient time allocation, and the requirement for teachers who are skilled in understanding the concepts.

e. Technology-Based Model in Arabic Language Learning. This model utilizes technology in the teaching and learning of Arabic, providing students with the opportunity to access digital platforms to independently master the Arabic language. The steps in developing this curriculum include analyzing needs to determine the competencies to be taught, identifying core competencies, designing the learning process, and conducting continuous evaluations of the curriculum. The advantage of this model is that it facilitates students' access to learning and provides a variety of learning content. However, its disadvantage is that uneven internet access may prevent some students from fully implementing it, leading to disparities in learning outcomes.

4. Strategies for Curriculum Development

In curriculum development, strategies are needed to support the flow or process of curriculum development. With a clear curriculum development strategy, the process will be more directed. There are several curriculum strategies that can support the development of the Arabic curriculum, including:

a. Needs Analysis Strategy. As the name suggests, this method is designed to analyze not only the students' needs but also the needs of teachers, the community, and the workforce. In the context of Arabic language learning, this strategy helps in determining

the learning objectives of Arabic that align with the skills students aim to achieve. This strategy can be implemented through surveys or interviews with students to understand their motivations for learning Arabic.

b. Competency-Based Development Strategy. With this strategy, students are ensured to achieve specific competencies by the end of the learning process. The competencies referred to can include new vocabulary, students' ability to speak or communicate, and their ability to comprehend texts covered in the material.

c. Project-Based Strategy. This strategy encourages students to better understand the Arabic language through a project designed by the educator. The project can involve creating an Arabic language video to enhance students' speaking skills, writing a story in Arabic to improve writing skills, and understanding Arabic grammar.

d. Technology-Based Curriculum Development Strategy. This strategy is used to develop the curriculum by utilizing technology as a medium to create teaching materials and expand access to learning resources, as well as to enhance interaction and increase student engagement in the learning process. In today's era, technology is essential for creating engaging, interactive, and flexible learning experiences.

e. Differentiated Learning Strategy. The implementation of this strategy is tailored to students' abilities, learning styles, interests, and needs. Teachers can select teaching materials that match students' abilities and their level of proficiency, ensuring that learning activities are more effective and inclusive.

f. Collaborative Strategy. This strategy involves collaborating all aspects of education, such as students, educators, parents, the broader community, and Arabic language experts, to ensure that the curriculum is designed to meet the needs of all stakeholders. An example of this is the collaboration between schools and Arabic language institutions, which creates partnerships to produce more diverse materials to increase student interest.

g. Context-Based Strategy. The context referred to in this strategy includes the cultural, social, and geographical contexts of the students. These contexts need to be considered in curriculum development, as they can be tailored to meet the specific needs of the students. Some environments may emphasize students' speaking abilities for daily communication, while others may require students to understand modern texts for international communication.

Discussion

The findings of this study reveal that curriculum development requires a lengthy process, which involves applying various models and strategies that align with the objectives of curriculum development itself. Whether the goal of curriculum development is to address the challenges of the times, align learning materials with knowledge, or serve other objectives, this study primarily focuses on explaining the various models of curriculum development and their strategies. As a result, there are differences from previous studies, such as the research conducted by Syamsul Bahri, which is more focused on the foundations and objectives of

curriculum development. This study can complement that research by concentrating on the models and strategies of curriculum development as efforts and guidelines for developing Arabic language curricula. The implications of these findings provide significant contributions to the development of curriculum in the field of Arabic, particularly in the process of curriculum development, serving as a reference for parties involved in developing Arabic language curricula. Furthermore, this study paves the way for further research, especially on how to correlate between development models and strategies in curriculum development, which can then be accompanied by examples of its implementation.

Conclusion

Curriculum development is an action aimed at planning, designing, implementing, and evaluating a curriculum, resulting in a more effective and relevant curriculum for use in today's era of globalization and technology, and better suited to the needs of students. The goal of curriculum development is to align learning materials with knowledge and societal needs, address challenges in facing the demands of the times, create more innovative and creative learning, meet the diverse needs of students, and prepare students for the workforce.

Curriculum development can be designed with the help of various curriculum development models and strategies. One such model is the competency-based curriculum model. This model is more focused on the competency goals that students must achieve in Arabic language learning. Students are expected to reach the competencies outlined in the curriculum. This model is often used in language courses to achieve specific learning goals, such as being able to speak Arabic, read Arabic texts, and others. The competency-based curriculum development model can be implemented using a similar strategy, namely competency-based development strategy.

This study focuses solely on curriculum development and key points that support the development process. However, the study lacks detailed information on how the curriculum development model is used and then applied with relevant development strategies. Therefore, future research could explore the correlation between development models and strategies in curriculum development, including examples of their implementation.

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