MANAGEMENT OF CURRICULUM THE ARABIC LANGUAGE PROGRAM FOR MEDICAL AND HEALTH STUDENTS

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ABSTRACT

Management of curriculum is an important thing to pay attention to because it contributes to realizing institutional goals in educational institutions, such as the Arabic language program for medical and health students at the State Islamic University of Maulana Malik Ibrahim, Malang. This research aims to find out how the Arabic language program curriculum management is implemented at Mabna Ar-Razzi, Batu, and the problems of its implementation in the 2023 academic year. The subject of this research is the language division at Mabna Ar-Razzi. The research method used in this research is descriptive qualitative with a case study type of research. Meanwhile, the data collection technique uses observation of Arabic language program activities, interviews with the language division and documentation containing a schedule of Arabic language program activities. The results of this research show that the implementation of the Arabic language program curriculum management at Mabna Ar-Razzi, Batu is going well with various kinds of skills-supporting activities and Arabic language elements. The problem in implementing this program is the lack of supervision and lack of active participation from students.

INTRODUCTION

One of the foreign languages currently needed is the Arabic language. The public interest in learning Arabic language is currently the main factor in establishing educational institutions at the tertiary level, both formal and non-formal which include Arabic language learning. Each of these institutions or institutions is competing to provide innovative and interesting learning facilities, such as special skills programs, bi'ah lughawiyah, and so on.(Arif, 2019) Institutions that have good and successful Arabic language learning programs are institutions that use good management in managing their learning and curriculum.

This is in accordance with Chaer said that the determinants of the success of learning especially in language learning consist of many factors, including age factors, motivation factors, formal factors, environmental factors, first language factors, and curriculum management factors.(Chaer, 2009) Meanwhile, according to what Arikunto said that there are eight important objects in the management of education, namely institutional management, facilities and infrastructure, administration, financing, public relations, student management, school personnel, and curriculum management. (Arikunto & Yuliana, 2008) Therefore, in actuating an Arabic language learning institution, it is necessary to have good curriculum management that is in accordance with student needs so that the main objectives of the institution can be realized well.

The position of the Arabic language curriculum is the same as the curriculum for other subjects, namely that they both have the main function and position in the teaching and learning process activities.(Fika et al., 2023) According to Makinudin, the curriculum is an important component in an education system that aims to achieve institutional goals in educational institutions.(Makinuddin, 2017) Arabic curriculum management is a process of actions that includes planning, organizing, directing, and controlling the implementation of the Arabic language curriculum so that the objectives that have been planned from the start can be achieved by utilizing data-supporting aspects.(Fika et al., 2023) In its application, good management requires stages of planning, organizing, implementing, and monitoring. These four processes are management stages that utilize available resources to achieve common goals.(Alizar et al., 2023)

In this case, researchers found an institution that organizes Arabic language programs and has unique characteristics in curriculum management, especially in terms of implementation. This certainly attracts researchers to make this institution the object of this research. This institution is an Arabic language program institution in a dormitory called "Mabna Ar-Razzi" in Batu City and it is intended for health and medical students at the State Islamic University Of Maulana Malik Ibrahim, Malang in the first and second years. This institution is a non-formal institution under the auspices of the "Ma'had Al-Jami'ah Al-Aly" which is one of the important units under the auspices of the university.

The research that has studied Arabic language program management in non-formal institutions is research conducted by Khoirul Bariyah and Darsa Muhammad with the research focus being the implementation of management and not discussing the problems that arise in its implementation.(Bariyah & Nurlaila, 2023) The results of this research are similar to research conducted by Muhammad Sholeh etc in the Arabic language intensive program (LIP) at Junior High School Of Nurul Jadid.(Soleh et al., 2021) And also research by Dita Wahuni etc at the Islamic Boarding School Bahrul Ulum Tambak Beras and An-Nuqoyah, Madura.(Aristantia et al., 2024) So the researcher in this case aims to focus this research on: 1) how the implementation of management curriculum in the Arabic language program at Mabna Ar-Razzi, Batu from the aspects of implementation objectives, form of activities, and the time of implementation 2) what the problems that arise in the implementation of this program.

Researchers consider this title interesting to research because this program is intended for health and medical students, which is very rarely found in other institutions and no one has ever researched it before. The urgency of studying the management of the Arabic language program curriculum at Mabna Ar-Razzi, Batu is hoped that it can be used as consideration for

the founders of non-formal institutions that operate and focus on the field of foreign language programs, especially at the university level and become an initial barometer for those interested in want to create a similar institution.

RESEARCH METHODS

This research uses a descriptive qualitative research method with a case study type of research. Case study research is a type of qualitative research that is carried out intensively, in detail and in-depth on an organization, institution, or certain phenomenon.(Arikunto, 2002) In this case, researchers conducted intensive and in-depth research on the management of the curriculum of the Arabic language program for health and medical students at Mabna Ar-Razzi, Batu in the 2023 academic year. The subjects in this research were the existing language divisions in that mabna.

Data collection techniques in this research used three types of techniques including observation, interviews, and documentation. Observation techniques were used to obtain data about the management process for implementing the Arabic language program curriculum from aspects of the situation and conditions. Then the interview technique was aimed at the language division to obtain data about the objectives of the Arabic language program and problems in its implementation. The documentation technique contains an activity schedule sheet that is used to assist in collecting data in the field of program implementation.

The data analysis used in this research is based on Miles and Huberman's data analysis which has three stages in data analysis, including 1) the data reduction stage is the stage of sorting the data needed regarding how to manage the implementation of the program curriculum and its problems, 2) data presentation is the second stage after the data has been reduced is adjusted to the existing problem formulation sequence and 3) drawing conclusions is the final stage of data analysis which must be adjusted to the problem formulation in the research because in essence the data produced must be able to answer the problem formulation.(B. Miles & Huberman, 1994)

RESULTS AND DISCUSSION OF FINDINGS

1. Implementation Of Management Curriculum The Arabic Language Program

To achieve an educational goal, one of the important factors needed is the curriculum. Rusman said that the curriculum is a set of plans and arrangements regarding objectives, content, and learning materials that are used as guidelines in organizing learning activities so that predetermined educational goals can be achieved well.(Rusman, 2009) In its application, the curriculum also requires good management. This is because, with curriculum management everything related to curriculum planning, implementation, and evaluation will run effectively, efficiently, and optimally.(Nasbi, 2017)

In carrying out curriculum management, be it the Arabic language curriculum or other fields, five principles need to be taken into account, namely productivity, democracy, cooperation, effectiveness, efficiency, and aiming at vision, mission, and goals. (Rusman, 2009) Based on data collection techniques that have been carried out by researchers, the implementation of the management curriculum of the Arabic language program for health and medical students at Mabna Ar-Razzi, Batu can be described as follows :

a. The Goals Of the Arabic Language Program

Mabna Ar-Razzi Batu is a dormitory where health and medical students live under the auspices of the Ma'had Al-Jami'ah Al-Aly Center (MSAA). The Ma'had Al-Jami'ah Al-Aly Center is a unit institution under the auspices of the Maulana Malik Ibrahim State Islamic University Malang campus which was founded by Prof. Dr. H. Imam Suprayogo on April 4 1999 and was used as an icon for campus development that integrated religious knowledge and general knowledge.(Al Farobi et al., 2022) The geographical location of Mabna Ar-Razzi is different from other Mabna, namely that it is located in Batu City, precisely in the Postgraduate campus of the Maulana Malik Ibrahim State Islamic University, Malang.

The activities at Mabna Ar-Razzi include several Islamic activities and linguistic activities such as learning the Koran, learning the Turats book, and learning foreign languages, namely Arabic and English. Arabic language learning at Mabna Ar-Razzi is known as a non-formal intensive Arabic language program that must be carried out by every student in it who is usually referred to as mahasantri. In its implementation, the Arabic language program activities are accommodated by the language division at the MABNA.

Based on the results of interviews conducted by researchers, the aim of implementing the Arabic language program at Mabna Ar-Razzi is to improve the foreign language skills of health and medical students, especially in the areas of skills and elements of the Arabic language. This is used as a provision and medium in understanding science and religion. This goal is in accordance with current conditions, namely an era where the sophistication of technology and science continues to increase so that the position of foreign languages is very important to learn and has become the main capital in competing in the era of globalization.(Saragih, 2022)

Apart from that, these goals are also in line with the goals of establishing an educational institution as stated by Uno and Lamatenggo, including: 1) National education goals, namely the goals to be achieved through comprehensive educational efforts. This goal includes the general goals formulated by the government. 2) Institutional goals, namely the goals formulated and intended to be achieved by an educational institution and these goals are specific in nature and adapted to what will be achieved by a particular institution. 3) Curricular goals, namely educational objectives formulated by teachers in the field of study according to their scientific discipline.(Adistiana & Hamami, 2024)

Of the several types of goals regarding educational institutions described above, it can be categorized that the goals of implementing the Arabic language program at Mabna Ar-Razzi, Batu are institutional type goals. Institutional goals are the goals formulated and intended to be achieved by an educational institution. This goal is used as a reference by the language divisions in implementing the Arabic language program at Mabna Ar-Razzi, Batu.

b. Arabic Language Program Activities

The Arabic language program at Mabna Ar-Razzi Batu consists of various kinds of activities in the form of daily, weekly, monthly, and annual activities. In its implementation, these activities are combined with the implementation of the English language program because the Arabic language program at Mabna Ar-Razzi is side by side with the English language program and both are under the same shade, namely the foreign language program which is managed by the language division. These activities are designed to focus on four Arabic language skills including listening, speaking, writing, and reading skills as well as one language element, namely vocabulary. These four skills are the core skills in learning Arabic.(Aziza & Muliansyah, 2020) The Arabic language program activities include:

1) Yaumul Fan

Yaumul Fan is an Arabic language program activity that is held once a week. This activity focuses on learning about speaking practice using Arabic. Practicing speaking activities using Arabic is a very important activity in learning Arabic because it is a basic skill that is the goal of several language teaching objectives. (Kaharuddin, 2018) In its application, this yaumul fan activity is packaged using drama stage performances or what is known as masrohiyyah. Apart from developing Arabic speaking skills, this masrohiyyah activity can also develop character education values both through the stories presented and through the process of communication and responsibility.(Mufidah & Dymas Pratama, 2018)

2) Mufrodat Of The Day

Apart from yaumul fan activities, the weekly activity in this Arabic language program is mufrodat of the day. This activity was held to support the addition of Arabic vocabulary for students. Vocabulary in learning Arabic is an important language element to learn because it functions as the formation of expressions, sentences, and discourse.(Subur, 2021) Good vocabulary mastery will make it easier for someone to master a foreign language, especially Arabic.(Aulia et al., 2021)

The vocabulary addition activities organized by this program are designed using pamphlets which include five new vocabularies based on certain themes accompanied by voice offers pronunciation of the vocabulary. Students who have received the vocabulary pamphlet are required to note it down in their respective language notebooks which have been provided by the language division and memorize it and are required to make sentences from each mufrodat. So apart from adding new vocabulary, students are also trained to have listening and writing skills. In writing skills, there are two main components, namely first, the ability to form letters by changing sound symbols into written symbols. Second, express thoughts and feelings in writing.(Rathomi, 2020) Below is an example of an image of a pamphlet for adding vocabulary in the mufrodat of the day activity :

Picture 1. *Pamphlet mufrodat of the day*

3) International Day

International Day activities are activities that use foreign languages in daily activities, one of which is Arabic. This activity aims to create a language environment commonly known as biah lughowiyyah. The language environment is an important factor in supporting the success of foreign language learning. This is because the language environment is everything that can be heard and seen which also influences the language communication process.(Purba, 2013)

In its implementation, this activity is supervised by the respective room attendants for assessment. If there are students who violate, they will be given sanctions in the form of wearing a nameplate worn around their neck in language activities accompanied by the words "language violator". Giving sanctions to students who violate International Day activities is a special strategy to motivate them to use Arabic in daily conversations.(Chusna, 2016) This strategy has been widely implemented by several language institutions, especially those in Islamic boarding schools which require their students to use foreign languages in their activities every day.(Chusna, 2016)

4) Language Consultation

Language consultation is one of the activities facilitated by the language division for students who have problems or just want to ask questions about language, both in terms of skills and language structure. The purpose of this activity is so that students who have obstacles in learning foreign languages can be resolved well and this activity is an activity that is very rarely found in foreign language program institutions, especially Arabic language programs.

5) Language Festival

The language festival is one of the annual activities of the Arabic language program at Mabna Ar-Razzi, Batu. The forms of activities in the language festival include the Language Ambassador competition, Arabic Language Debate, Musabaqoh Qiraatul Pole, Bilingual Profile Video, Bilingual Demo, and Language Olympiad. The aim of carrying out this activity is to welcome an important day, namely World Arabic Language Day which falls on December 18.(br Ginting et al., 2023) Apart from that, this activity is used as an activity to provide enthusiasm and appreciation for students in studying and carrying out foreign language program activities, especially Arabic.

6) Language Evaluation

The last annual Arabic language program activity is language evaluation. Evaluation is a systematic process of collecting, analyzing and interpreting data used to find out and determine whether a student is deemed to have achieved the target knowledge or skills formulated in the teaching objectives.(Asrori & dkk, 2012) This is in accordance with the evaluation objectives of this Arabic language program, namely to find out the effectiveness of the program and student learning outcomes regarding Arabic language learning. This evaluation activity is carried out every semester with the type of evaluation in the form of a test. The tests used in this evaluation activity certainly cover three important domains, namely, the cognitive domain, the affective domain, and the psychomotor domain. These three domains must be mastered by a student as the final stage of a learning process.(Amin, 2023)

The existence of this evaluation activity is important to achieve the success of the Arabic language program institution in Mabna Ar-Razzi, Batu. This is because evaluation is present to provide input, study, and consideration in determining whether this program is worth continuing, improving or even stopping. (Munthe, 2015) Some of the activities described above, it can be shortened by presenting a chart made by the researcher regarding Arabic language program activities and their times as follows:

Table 1. Arabic Language Program Activities

No	Kegiatan	Implementation	Time	Place
1.	Yaumul Fan	Weekly	Saturday, Time : 16.00-19.00	Mabna Ar-Razzi's Hall
2.	Mufrodat Of The Day	Weekly	Tuesday Morning	Whatsapp
3.	International Day	Weekly	Thrusday, Time: 05.00-17.00	Every Place At Mabna Ar-Razi
4.	Language Concultation	Weekly	Flexible	Each Room
5.	Language Festival	Annual	November	Center Ma'had Al-Jami'ah
6.	Language Evaluation	Annual	Middle and Last of Term	Mabna Ar-Razzi

2. Problems in the Implementation of the Arabic Language Program

In implementing a learning program, of course, there are problems. Existing problems show that Arabic language learning program activities can be carried out according to the specified time. In this case, the researcher found the following problems in implementing the Arabic language program:

a. The Lack of supervision

A program implemented in an institution must have a plan, and to find out whether the plan has been implemented or not, there needs to be monitoring and evaluation which can immediately find out what has not been realized in the planned program.(Bako et al., 2018) In the activities of implementing the Arabic language program at Mabna Ar-Razi, Batu the researchers found that the problem was very often found is the problem of supervision. The supervision carried out by the language divisions has not been carried out optimally, this is in accordance with what was conveyed by one of the subjects of this research said "The biggest problem with this language program activity is about the supervision process carried out is less than optimal, this is because the language divisions are not always in the same area with students"

b. The Lack of active student participation

Student learning participation is defined as the mental and emotional involvement of individuals in group situations that encourage them to contribute to group goals and share their responsibilities for carrying out participation. Several conditions that must be met include the existence of activities, participation, mental and emotional involvement, and the

presence of objectives.(Astuti Dwiningrum, 2011) In this case, student participation has an important role in the continuity of learning.

This opinion is different from the research results in this study, that in the Arabic language program activities held at Mabna Ar Razzi, Batu the students seemed less likely to participate, this was proven by the presence of language activity violators every month. Apart from that, based on the results of the interview, it was said that "the students at Mabna Ar-Razzi, Batu are health and medical students who are very busy with coursework so that most of them do not participate actively in the language activities at Mabna." The lack of active participation from students in activities is a problem or obstacle that exists in the implementation of this Arabic language learning program.

CONCLUSIONS

Basically, everything that is designed through good planning and organization cannot escape a good implementation process. The implementation process is an important organ in the application of management, especially curriculum management because, without implementation, planning and organization will be very difficult to realize and achieve. This is found in several Arabic language learning institutions whose program curriculum management planning is very good but lacking in terms of implementation.

However, researchers did not find this phenomenon in the implementation of the Arabic language program for health and medical students at Mabna Ar-Razzi, Batu. This is because the implementation of the management curriculum in the Arabic language program at Mabna Ar-Razzi, Batu is well managed and very varied with various activities in it such as yaumul fan, mufrodat of the day, international day, language consultation, language festival, and language evaluation. These activities focus on developing Arabic language skills and elements. In its implementation, some of these activities are certainly not free from problems, whether on a small or large scale. The problem that arises in the implementation of the management curriculum of the Arabic language program at Mabna Ar-Razzi, Batu is the lack of supervision and lack of active participation from students in activities.

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