Reorientation of The Arabic Language Curriculum for Secondary Education in The Endemic Era

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Abstract

The role of secondary education in the 21st century is increasingly vital for preparing students who will enter higher education and responding to the learning transition due to the Covid-19 pandemic. This form of response is by reviewing the orientation of the Arabic language curriculum in secondary education in South Sumatera. So, this research aims to analyze the reorientation of the Arabic language curriculum in secondary education in South Sumatera. The research method used by researchers is a case study method with a multisite design. Researchers collected qualitative data by interviews, observation and documentation in each place, then proceed with generalizations from the data collection results, and then conclusions are drawn as research data findings. The results of this research show that both schools had efforts to direct students to be active in learning Arabic, namely by changing books and adding books that support ongoing Arabic language learning activities, the schools also provide a conducive environment for the learning process. To convey this material, the teacher also chooses a student-centered method, hoping that students will always be active and that Arabic will not only end up as a language of study. As a measure of achievement, teachers have maximized the provision of media-based assignments and exam questions, even though the measurement techniques carried out by teachers have only focused on cognitive measurements, and have not yet entered into the affective and psychomotor domains.

Keywords: *Arabic Learning, Curiculum, Reorientation, Endemic Era*

Introduction

Arabic language learning continues to change along with the times. Since the last three decades, Arabic language learning has been influenced by a hierarchy of learning models consisting of approaches, methods and techniques. However,

currently the hierarchy reflected in old methods such as the grammar method, audio lingual is being challenged by the newest methods, namely the suggestopedia, TPR, silent way methods. In this era, teachers' abilities in using methods must increase so that teachers can observe, explore and evaluate all activities carried out during the learning process (Abdul Wahab, 2015). This shows that the teacher's creativity in what he does improvisation learning is increasingly becoming a priority in realizing learning that is full of challenges.

This challenge should be responded to by preparing the skills that students acquire when studying. Learning is designed so that students can compete not only on a local but also on an international scale. Amalia in Toifah classifies the learning standards that students must achieve in the 21st century, namely, in the learning process at school, students can learn the language of any material, but it becomes the language of instruction in delivering the material. Apart from that, language learning is not only spent introducing various language rules, but students are immediately invited to dive into the problem solving process. students are directed to surf in cyberspace using sophisticated technology to explore the variety of language material being studied (Toifah, 2021).

While learning was carrying out this transformation process, learning was distracted by the presence of the Covid pandemic, the presence of this virus made the government place restrictions on all places with public access, traditional markets, malls, amusement parks and including schools. This requires teachers to be alert in designing a learning process that can keep students learning even though learning occurs online at their respective homes.

The surprising fact after the online learning process is that the benefits of online learning are not felt optimally, because students experience a deficit of interest so they are lazy to attend learning and this creates a lack of interaction between students and teachers during the learning process (Wahyono et al., 2020).

This interest deficit is an accumulation of several factors originating from the teacher. According to Annisa, teachers must communicate intently regarding learning, for this reason teachers must be active in the use of technology so that they can continue to update the pattern of delivering teaching material, have a strong internet network so that they remain connected with students in various conditions, and schools should also continue to support the provision of facilities. in online learning (Annisa, 2020).

To overcome inadequate facilities, teachers should realize that teachers are no longer the main source of learning, because learning currently does not always occur in the classroom, but can occur online or in combination (Djaja, 2016). That's why teachers should upgrade themselves to learn technology, even though Surahaman's research shows that the results of the 2018 civil servant data documentation show that teachers in the 46-60 year age range dominate as much as 71.9% and are suspected of experiencing technological failure because they are old (Surahman, 2020).

This research tried to explore the pandemic phenomenon more deeply, which is now gradually becoming endemic. In terms of the curriculum used, explore whether

there are any indications of orientation in Arabic language learning at 2 types of secondary education institutions, namely SMA-IT and MAN in Palembang City.

Many previous studies have tried to describe learning solutions during Covid and after the post-pandemic, including the application of the hybrid model (Rusyada et al., 2022), the blended learning model in learning (Hikmah & Chudzaifah, 2020), the learning model in Arabic language material (Hilmi & Ifawati, 2020), the evaluation of the application of the blended model (Khaerunnisa, 2020), and the application of this model in higher education (Halimah, 2019) apart from that, there have also been many applications of online learning models during Covid (Rohana, 2020). Several previous studies show that post-pandemic learning has changed the pattern of delivering material that was previously possibly teacher-centered and transformed into student-centered. However, the question is whether the curriculum has fully supported this pattern. Has the student become a person who has full self-awareness to learn or is there another pattern that could have appeared in the middle of secondary education that will most likely enter the higher education level and be isolated from various other students.

Method

The approach in this research was a qualitative approach to collect data related to the reorientation of Arabic language curiculum in the endemic era of secondary education in South Sumatera. The method used is a descriptive method with a multi-site type of research. The researcher chose multi-site because this research tries to explore more deeply the reorientation of Arabic language learning that occurred at Secondary Education Institutions in South Sumatera.

The steps that would be taken by researchers based on the multi-case flow are as follows (Arifin, 2006); The researcher strengthened the research informants in collecting data so that the research can be focused, after that the researcher will conduct research on three existing sites then transcribe them into documents, the results of the findings will be compiled for comparison then discussed and arranged in the form of theoretical concepts, and finally draw the findings. substantive of the three sites.

This research aimed to explore the patterns formed by two schools, which have different forms but both teach Arabic language material in the classroom learning process. The first institution is the Madrasa Institution which was originally a Teacher Education School and then changed to MAN 3 Palembang, and the second institution is SMA IT Harapan Mulia which is very leading in the field of learning media because it uses I-Pad in the learning process.

The data sources in this study were taken from two research locations using purposive sampling: The teacher has been teaching for three years, so the teacher has actually directly experienced the reorientation of learning that is taking place at the educational institution, the second is that students are prioritized for grade 12 students. which from the beginning of learning has experienced ups and downs in the learning process starting from grade 10.

This research used interviews with teachers and students related to the data in this research, then researchers also carry out observations in learning at school, then analyze documents using the documentation process and finally an open questionnaire is distributed to students to find out learning conditions when Covid occurs.

The analysis used is the Spradley analysis technique. Spradley Model Analysis is data analysis carried out during data collection and after completing data collection within a certain period. At the time of the interview, the researcher had analyzed the interviewees' answers. If the interview results are unsatisfactory, the researcher will ask more questions. This analysis collects a lot of data, which will later be classified into several clusters. Based on further understanding, it can be seen that the qualitative research process starts from vast things, then focuses and expands again. There are stages of data analysis carried out in qualitative research, namely domain, taxonomy and component analysis.

Researchers conducted a credibility test using data triangulation method—transferability by testing whether the results obtained from data collection can be generalized. Dependability is showing that the data collection process can be done again and obtain the same results. Confirmability is seeking explanations or evidence that contradict findings from the data collection process.

Result and Discussion

Result

Reorienting Arabic Language Learning Goals for Secondary Education

These two schools have classified goals into 4 parts, namely national, institutional, curricular and instructional goals. As for instructional goals or what are called competencies. The basics look a little different because they are adapted to certain themes or subjects in the subject or Learning Implementation Plan (RPP). This goal is the most detailed goal and must meet the target, namely students, which applies to one or several face-to-face meetings

After explaining the general objectives or what is commonly called KD, the teacher also describes indicators as a result of the teacher's efforts to realize KD. These indicators are specifically described in the lesson so that their achievement can then be clearly measured.

Reorientation of Arabic Language Learning Materials for Secondary Education

The Arabic language learning process in both schools has included activities supporting ongoing learning activities. Learning is arranged logically and systematically in order to realize the educational goals that have been set. The content of this material is usually in the form of teaching materials that are adapted to the type of field of study that is considered to follow the competency standards.

The form of learning resources used is not only derived from the textbooks used, but has also used an educational technology approach. with the help of ipad media and smart classes that have been modified with material from textbooks. This

shows that the learning resources used in the learning process cover people, materials, environment, tools and equipment and activities.

Reorienting Arabic Language Learning Methods for Secondary Education in the Endemic Era

From the overall model used, the Arabic language learning model in the endemic era of secondary education at SUMSEL has attempted to improve students' ability not only to know Arabic as a tool but also as a communication tool where the ability to communicate is one of the abilities that must be possessed. in this 21st century.

Furthermore, students were also asked to collaborate both in class and at the language coaching place they attend. This of course aims to improve students' ability to collaborate between friends so that their abilities are comprehensive, not just partial, due to self-taught learning and alone.

This learning model also makes students able to think creatively and critically in the learning process, and this can be seen from the learning output directed by the teacher, namely in the form of written works and videos in Arabic, which the previous team of teachers has corrected. Students are accustomed to studying Arabic texts, whether written in the textbooks used to train students' ability to criticize learning or from other texts given by the teacher. This ability is always sharpened so that students even though they are only given 2-4 hours of meetings for one week, stay accustomed to reading and understanding Arabic texts

Before pandemic happened, Arabic learning like other learning was usually done in a room and there was interaction between teachers and students, the pandemic made the room virtual, so there are many things that need to be observed in the learning process, such as the rationalization of achieving the expected learning goals, material that is taught, the method used to the form of questions in the given test

After approximately 2 years of being held hostage in a virtual space, students must learn to return to the real classroom, this requires students to adapt to the interaction process in the classroom and follow all the rules that the Arabic teacher has determined. Implementing an emergency curriculum makes students seem less mature cognitively and psychologically.

From a cognitive perspective, many students do not understand the Arabic language material that they obtain through virtual classes or other interaction media, while from a psychological perspective, students seem not ready to follow all the school rules and the learning climate that is applied, this is what causes a deficit of interest in learning process.

These two schools were both that have Arabic in their curriculum, the model used in learning is also based on Arabic *student centre*. This can be seen from the many methods used in Arabic language learning, which require students to be actively involved either verbally or in psychomotor tasks.

The method used also shows that the learning process is no longer always dominated by the teacher, but already involves the creativity of the students themselves, this is what will be expected to improve students' critical nature so that

they can use Arabic not only as a religious language but also able to make students communicate, because Arabic should not only be a religious language embedded in Islamic studies, but more than that.

In this School, one method is the grammatical translation method. From an age perspective, this method has been around for a long time, but it is often considered capable of improving students' understanding of Arabic texts. Harapan Mulia IT High School teachers can maximize the use of technology so that in the process of introducing rules, students are not only involved in the process of translating word for word but are also introduced to how to use these words, so that even though this method is used, students are still able to produce simple oral and written speech. However, it cannot be said to be perfect, because of the large variety of education students have before studying at this school, so that on average they only encounter Arabic when they are in high school.

However, this learning model is entirely offline or face-to-face, almost all Arabic language learning processes are carried out by interacting directly in the classroom, only at SMA IT Harapan Mulia it is still possible to provide learning in virtual classes, in the form of providing written materials. or videos, which can later be discussed in groups in face-to-face classes.

Reorienting the Evaluation of Arabic Language Learning for Secondary Education

The evaluation component is very important for curriculum implementation. The evaluation results can provide clues as to whether the targets to be achieved can be achieved or not. Apart from that, evaluation is also useful for assessing whether the curriculum process is running optimally or not. In this way, instructions can be obtained regarding implementing the curriculum. Based on the instructions obtained, improvements can be made. The definition of the curriculum used can determine what aspects will be evaluated.

It can be seen from the perspective of the curriculum evaluation model to find out aspects of curriculum evaluation. Tayler's model, for example, prioritizes student learning outcomes as an important aspect in curriculum evaluation, while Scriven emphasizes formative and summative aspects. From the existing evaluation process, the evaluation process carried out by the two schools uses the Tyler model because the final results in the learning process cannot yet be used as a benchmark for the achievement of a learning process. Therefore, teachers always carry out daily assessments on students in the hope that later it will be seen that the students being coached have understood the material that has been taught.

Reorienting Arabic language Curiculum was a process where a group of people modify their learning with various perspectives to overcome the learning problems they face so that the learning objectives stated in the RPP are easier to realize in the learning process. Although the implementation of learning in each school institution is different depending on how to manage the curriculum itself, ideally and conceptually there is a similarity in the direction and objectives of the Arabic language curriculum under the auspices of government ministries, both in the Ministry of Religion and the Ministry of Education and Culture.

Judging from these two schools, the curriculum implementation is in the form of an OD (Organizational-Development Model), which is a long-term effort to increase organizational capacity in dealing with problems and improvement processes, especially those carried out through collaborative management diagnosis. This model assumes that curriculum implementation is never finished, continuing in line with organizational dynamics that never stop achieving an ideal goal towards continuous curriculum improvement. This is done by always trying to find a better curriculum design than before through interactions at school.

For this reason, in the learning process consisting of learning plans, materials, learning media and resources, learning strategies and evaluation, teachers must always have improvisation so that students can continue to develop according to current needs, such as the need for 21st-century skills (Ulin Nuha & Faedurrohman, 2022).

Learning in the 21st century requires the cultivation of comprehensive competencies in every learning process students go through (Rahayu et al., 2022). Competency could be interpreted as a collection of knowledge that students master so that it can be reflected in cognitive, affective and psychomotor behavior (Rahdiyanta, n.d.). For this reason, schools need to reorient learning which is centered on improving student skills, the following is the data found by researchers:

Reorientation of Arabic Language Curiculum in The Endemic Era at High School

The reorientation that occurs in the Arabic language Curiculum process is:

a) Book changes

In the Arabic language learning process at SMA IT, even though it has just been established, Arabic language teachers still respond to students' needs for applicable teaching materials that can be used in the learning process. For this reason, in the third year of establishing this school, the Arabic language teacher used books different from before, namely books published by Triumvirate (Santiago Jr, 2021). Books alone cannot be considered the newest thing in learning, learning resources need to be varied so that students feel happy and challenged

This feeling of challenge will arise if students are accustomed to constantly dealing with problems in learning (Linda & Lestari, 2019), a problem is something that students do not understand, for this reason the teacher will later invite students to solve the problem using a variety of methods that can be optimized for students who in fact do not have an Arabic language background in previous education, for example the genius strategy (Yusuf, 2019) or whole language methods (Wahyuni & Novra, 2022).

b) Changes in evaluation media

The changes made to the assessment process are by adding assignments to the smart class, not only maximizing the i-pad as a learning tool but also using electronic learning applications, so that students' abilities can be controlled periodically in one application. This familiarity with the world of learning with online media is often called human-machine friendship (Bahri & Lestari, 2021), the world of learning that

does not adopt media in learning will certainly lose its fans in the future, because it is considered difficult to understand (Richardson, 2020).

If learning already uses media in learning, then it would be appropriate to measure student understanding with online applications that can make students work paperless, such as quiziz, kahoot, word wall, educandy, and Socrative (Sarah et al., 2023). This evaluation media can be modified to include elements of 21st century skills such as critical thinking so that what teachers can measure is not only *qira'ah* and *kitabah.* However, they can also include *istima'* and *kalam* tests, which are rarely carried out in measuring Arabic language skills (Haryanti & Saputra, 2019).

c) Modifying learning methods that are more interactive

The task of Arabic language teachers in high schools seems to be more difficult than that of Arabic language teachers in madrasas, and this was conveyed by high school teachers when interviewed. Therefore, the method used must be truly capable of making students want to speak Arabic without thinking long about language rules. Arabic, which at first glance seems difficult to master, apart from that, high school students are often found unable to read *hijaiyah* letters, so these two homework assignments have to be thought about by the teacher without having to focus on being able to read.

One of the skills that schools can optimize is the ability to write Arabic (Izzuddin et al., 2022). If you feel that reading is still not optimal, then writing can be an activity that can increase students' interest in Arabic.

If we look back, the focus of learning Arabic at this school is that children want to be familiar with Arabic, so children are asked to speak Arabic by listening to Arabic videos chosen by the teacher. These videos can be seen in the smart classroom application used during learning. For students who still can't read, they can help with audio so they will get used to recognizing *hijaiyah* letter patterns.

This shows that teachers, amid the offline learning process, still leave room for students to study online with special guidance. This of course aims to ensure that offline learning patterns can be helped when children are assigned to study online using a flipped classroom pattern, for example (Charunphankasem, 2021). so that the little time at school can be optimized to exchange ideas and opinions regarding things that are not understood when studying independently at home (Khan, 2021).

Teachers at this school are also considered responsive to the endemic conditions that condition students in virtual media, because teachers continue to monitor learning so that the effects of Covid several years ago do not drag on in the Arabic language learning process (Alim et al., 2020).

Reorientation of The Arabic Language Curriculum in Islamic Senior High School

The reorientation that occurs in the Arabic language learning process is:

a) Addition of Learning Activities

Madrasah Aliyah Negeri 3 Palembang is different from the other two MANs in the city of Palembang, the school requires students in class X to stay in the

dormitory provided by the Madrasa. This obligation was suspended during Covid and returned to the dormitory since face-to-face learning took place.

To support learning in the dormitory, teachers provide daily Arabic vocabulary that students can use in the dormitory and in class. The provision of this vocabulary is accompanied by the use of words in sentence form, so that students can place the vocabulary in the appropriate sentence form. with the students' daily context, the vocabulary chosen is also vocabulary that is appropriate to the material in class, this of course can help teachers in overcoming the Covid problem which of course limits students' mastery of the Arabic language material itself (Kanwar & Carr, 2020).

Apart from providing the vocabulary, students are also introduced to the practice of Arabic lectures, there are many advantages in this activity,

1) Students are accustomed to listening to speech in Arabic
2) Students are accustomed to creating Arabic texts
3) Students dare to speak Arabic in public

This habituation is more valuable than thousands of vocabulary words memorized by students, because students will get used to hearing and using the language, this is what is called an Arabic language environment which teachers condition to get students used to it, students' habituation with the use of Arabic vocabulary is a form of real guidance to teachers and elements in this school so that Arabic can be applied (Yokuş, 2022).

Students are also given additional tutoring in learning Arabic outside of class, using the book *al-'Arabiyah baina Yadaik*. An Arabic person wrote this book, but the learning objectives in this book are specifically designed for learning for non-speakers. This book contains audio that students can listen to individually or classically with their friends when learning takes place in class.

Apart from that, because there is a religious specialization class at this school, it is also guided by the development of rules, in non-religious classes, students are introduced to 4 full Arabic language skills, but in religious classes, students are emphasized on Arabic language rules in the hope of being able to study Islamic sciences from Arabic book. This emphasis makes students need additional material in the form of language rules books such as nahwu wadhih or matan *Ajurumiyah* where the study in this book can add to students' understanding of the rules.

The teacher's efforts to add a variety of Arabic language material to a good Arabic language environment is one form of increasing self-actualization (Alsalem, 2018). This will make students increasingly confident that they can optimize their potential in speaking Arabic orally and in writing using correct Arabic language rules.

Apart from that, teaching materials should also be classified according to Arabic language learning rules for non-speakers, which classify listening and speaking materials as 35% each while *qira'ah* and *kitabah* as 15% each with a total vocabulary of 1000-1500 vocabulary items. said for 3 years of education in Secondary Education (Mahmud & Hamzah, 2020). This is of course an effort by teachers to optimize students' ability to communicate Arabic as a foreign language when they graduate and enter higher education later.

b) Changes in evaluation media

The evaluation process in the classroom has received additions in the form of Android-based evaluation, so the evaluation process uses Android. The aim of using Android is to make students more familiar with the digital world and of course teachers can more easily control their Arabic language learning achievements.

Causes of the Reorientation of the Arabic Language Curriculum

Judging from the two reorientations in the two schools, it can be concluded that the reorientation was caused by:

a) Changes in learning needs due to the development of the world of technology

This era of smart society requires students to not only be able to read, write and count, but respond to various materials from various sources so that their use can be analyzed in the learning process. According to this high school teacher, asking students to look up Arabic vocabulary using websites is more challenging than asking students to can open an Arabic dictionary. This of course cannot be equated with the character of Islamic boarding school education which focuses on Arabic dictionaries with their various characters. The most important thing for a learner is the student's interest in the learning process, but what needs to be paid more attention to is that the teacher still has to correct mistakes that inevitably occur in discovery vocabulary that comes from websites or can come from Google Translate, because the teacher's position as a learning facilitator is able to reduce misconceptions about using incorrect vocabulary in writing and speaking Arabic.

b) Changes in student needs due to different characters

The presence of Covid, of course, impacts students' learning patterns, students increasingly want to be instant, and it is difficult to focus because there is too much screen time on laptops and cellphones during the learning process, or on television. As a result of this, teachers must struggle to choose teaching materials that are practical and interesting. Anything that is memorized will of course be rejected because it is considered difficult and burdensome, especially since Arabic does not seem very functional for the student's future, unlike English for example, but if the material presented is interesting. The student knows that Arabic can also be understood easily. as easy as it is to understand other languages, then students will accept this as fun and not burden students' learning in high school which is only a local content subject.

The change in orientation aims to create a learning environment that is more dynamic, interactive and relevant to the needs of the times. Arabic as the only language used in the process of understanding religion should not be separated from students' daily learning activities, this language must be one of the languages that students like and use, because even though it cannot yet be used in an applied way, this language can make students have religious character, students' curiosity about religion can be instilled by recognizing vocabulary that is often applied in daily worship.

To support the reorientation process, teachers together with the principal and the school development team do various things, including: a) evaluate existing learning

methods and resources, if they are not satisfactory then review them for revision; b) include technology such as devices and software that assist learning; and c) using methods that make students active such as role playing, group discussions, presentations, and projects.

Conclusion

Research shows that the reorientation of the Arabic language curriculum in South Sumatera's secondary education has been carried out following the current curriculum using the old and independent curricula. In terms of the objectives of secondary education, it has presented according to the existing curriculum. However, regarding subject classification, SMA makes Arabic an additional subject. In contrast, MA makes Arabic a compulsory subject, so that the presentation of MA material tends to have a variety of references in the learning process compared to SMA. As for the learning methods, both are student-oriented based with media optimization in the learning process in the form of smart classes in high school and digital classrooms in MA. However, unfortunately, when viewed from the evaluation, the learning process cannot be categorized to measure 3 aspects, because the learning evaluation only focuses on measuring the cognitive domain, even though the school has used media in the form of iPad and Android to measure abilities. For this reason, it is necessary to conduct additional studies regarding what kind of evaluation process can be implemented at the secondary education level to measure students' ability to use Arabic actively.

The reorientation of the Arabic language curriculum in the context of the pandemic has revealed innovative approaches in addressing the evolving needs of students. The integration of technology, the adaptation of teaching materials, and the emphasis on creating an immersive Arabic language environment are novel strategies employed by educators to ensure that Arabic language learning remains relevant, engaging, and effective in the 21st century. These creative responses reflect a dynamic shift towards a more interactive and adaptable Arabic language curriculum, ultimately fostering students' interest in and proficiency with the language in a rapidly changing world.

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