
Curriculum Development To Improve Arabic Language Skill In The Institute Of Umul Qro Al-Islam (IUQI), Bogor And The Islamic Religious Institute Of Sahid (INAIS) Bogor

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Abstract

Curriculum is the core of the field of education and has an influence on all educational activities. Given the importance of curriculum in education and human life, the preparation of curriculum can not be done carelessly. The preparation of the curriculum requires strong foundations, which are based on the results of in-depth thinking and research. The curriculum of PT is an institutional mandate that must be constantly updated in accordance with the development needs set forth in the learning achievements. This study aims to determine: 1) the condition of curriculum development in improving Arabic language skills, 2) design of curriculum development in improving Arabic language skills, 3) implementation of curriculum development in improving Arabic language skills, 4) the effectiveness of curriculum development in improving Arabic language skills, and 5) the success of curriculum development in improving Arabic language skills at the Ummul Quro Al-Islami Institute (Iuqi) and the Sahid Islamic Institute (Inais) Bogor. This research uses research and Development (R&D) method with research design includes: preliminary study, development, and testing results (validation). Data was collected through interviews, observations, tests and documentation studies, with data sources obtained from curriculum experts, field practitioners, and students. Data analysis was done by quantitative experiments through the design of one group pretest-posttest between the experimental group (using modules) with the control group (without modules). The results of the study were: 1) the condition of curriculum development in both universities in terms of 2 aspects, namely: Faculty ability, management of Arabic learning, student interest, facilities, facilities and Environment; 2) the design of the curriculum developed includes Arabic learning objectives, materials, learning techniques and evaluation to improve Arabic language skills; 3) implementation of curriculum development in both universities is implemented; 4) the effectiveness of curriculum development in both universities after the implementation of the developed Arabic curriculum can be identified that the Arabic curriculum used is more effective in improving students ' Arabic language skills when compared to the Arabic curriculum that has not been developed; 5) the success of curriculum development in both universities is obtained from the results of curriculum development in; providing support to the task of lecturers, especially facilitate lecturers in preparing learning plans, implementing learning, and evaluating learning outcomes.

Keywords: *Curriculum Development, Arabic Language Skills, Institut Ummul Quro Al-Islami (IUQI), Institut Agama Islam Sahid (INAIS) Bogor.*

INTRODUCTION

Curriculum development is one of the main needs in preparing and supporting the pace of development of education in Indonesia, especially the level of higher education, namely through the ability of institution managers to be able to adapt to the development of Science and Technology (Science and technology), the renewal of laws, government regulations, and social conditions of society.

In its implementation, curriculum development includes objectives, content, learning process, and evaluation should be based on philosophical, psychological, sociological and science and Technology Foundation. In addition, curriculum development should be done by taking into account the principle of relevance between the components of the curriculum and its relevance to the demands of Science and technology development, as well as the

development of community needs, principles of effectiveness, efficiency, continuity, and flexibility.

Responding to the state of development and renewal of regulations, laws and curricula that are rolling lately, especially at the level of Higher Education, where there is a notice saying that every Study Program at universities in Indonesia is required to prepare a curriculum plan, implement, and evaluate the implementation of the curriculum with reference to the Indonesian National Quality Framework.

Higher education as one of the educational institutions, has the purpose of forming scholars with noble character, knowledge and ability, and has the awareness to be responsible for the welfare of the people and the future of the nation, in accordance with their expertise, and to meet public needs. This goal is then outlined and developed in the main task in question is that higher education is an Integral part of national development that becomes a mediator between science and technology.

Currently Arabic is one of the languages widely used in the world, especially in Islamic countries. History records that the Arabic language began to spread out the Arabian Peninsula since the 1st century H or 7th century M, because the Arabic language is always carried wherever Islam flies (Ahmad Fuad Efendi, 2005). This is because Arabic is closely related to various forms of worship in Islam in addition to its position as the language of the Holy Book of the Qur'an. Arabic has a very high literary value that admires every human being, so Allah chose Arabic as the language of the Holy Book of the Qur'an, as well as the Prophet Muhammad SAW who is the Prophet of choice was sent down in the middle of the Arab nation, a nation that uses Arabic as the language of communication, so the hadiths of the Prophet which is an explanation of the verses of the Qur'an are still global also written in Arabic. This makes the position of the Arabic language not only as a language to communicate with fellow human beings, but also as a tool to communicate with Allah SWT as in prayer and other worship.

In addition, Arabic has also been used as the language of Science and has been used as an international official language. Many science and Technology books are written in Arabic. Thus, without being able to understand the Arabic language, it certainly reduces the quality of one's knowledge. So that Arabic is not only studied by Muslims, but many non-muslim scholars who flocked to learn Arabic to add and broaden horizons. For this reason, Arabic is taught in many schools, especially in Islamic schools as a basic lesson.

But please note that learning Arabic is different from learning the mother tongue, therefore the basic principles of teaching must be different, both regarding the method, material and the process of implementing the teaching. The field of skills in mastering the Arabic language includes 4 skills, namely listening skills, speaking skills, reading skills and writing skills.

Curriculum is one of the tools used to achieve educational goals as well as a guideline in the implementation of learning at all types and levels of Education. Without an appropriate and proper curriculum, it will be difficult to achieve the desired educational goals and objectives (Ahmad Nurcholis, 2019).

Curriculum (manhaj) is the "heart" of educational institutions or learning systems. Without curriculum, the learning process including Arabic learning becomes unclear direction and orientation (Nur Chotimah, 2015). Al Jabburi and as-Sulthani (2013) said that the curriculum has a strategic position and is key in the educational process because the curriculum is part of education that will determine the direction, content and educational process, which will ultimately determine the direction and qualification of graduates of an educational institution (Muhbib Abdul Wahab, 2016).

RESEARCH METHODS

Research approaches and methods

This research is focused on developing curriculum to improve Arabic language skills at the Ummul Quro Al-Islami Institute (IUQI) Bogor and the Sahid Islamic Institute (INAIS) Bogor by using research and development (R&D) methods which include descriptive and experimental research methods.

According Sugiyono (2008) research and development methods are research methods used to produce certain products, and test the effectiveness of these products. To be able to produce a particular product is used research that is needs analysis (used survey or qualitative methods) and to test the effectiveness of the product in order to function in the wider community, it is necessary to test the effectiveness of the product (used experimental methods).

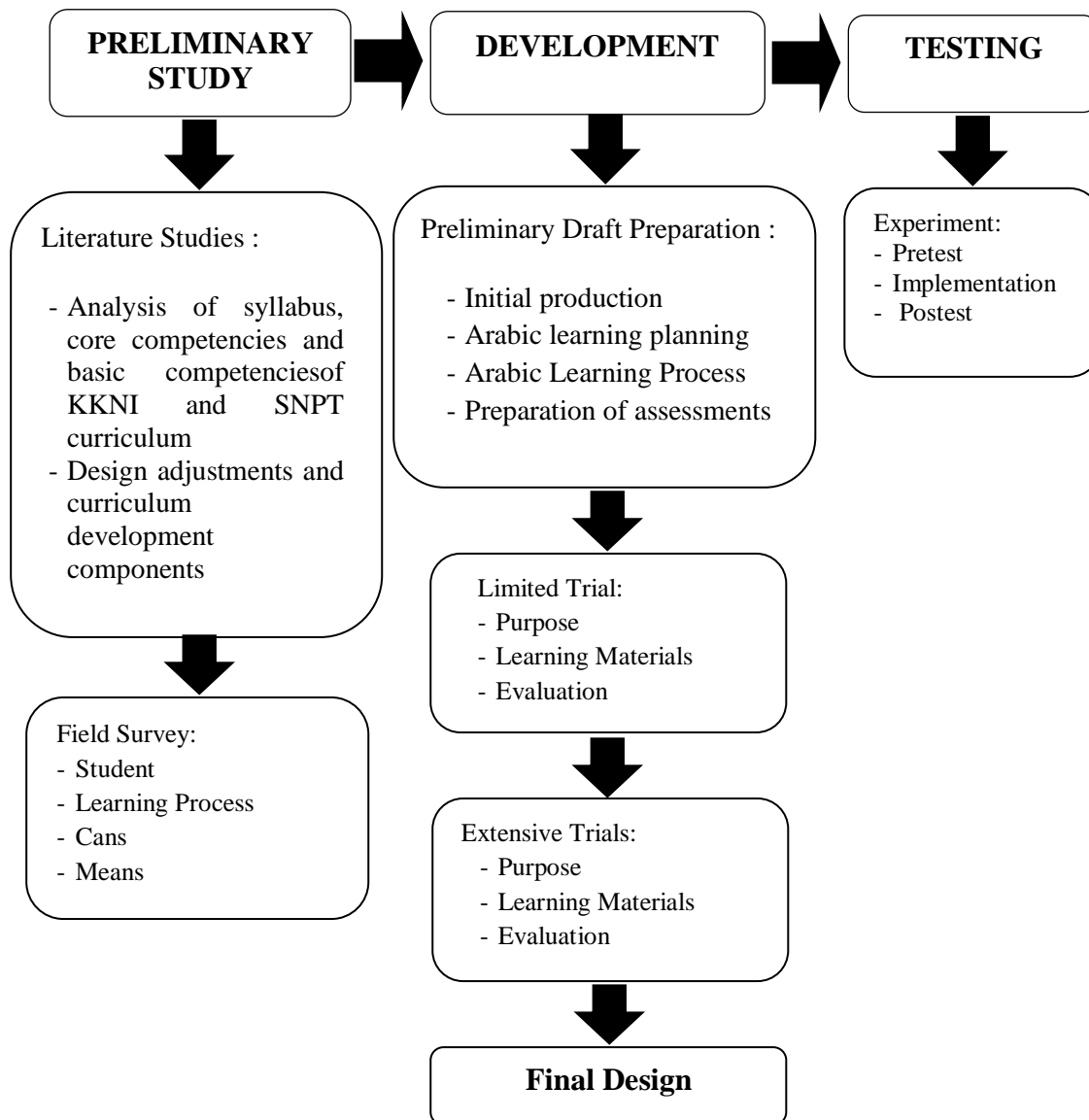
Thus the Research & Development method is a systematic effort to solve problems in developing products based on the results of trials and then revised and validated by educational experts and there is the effectiveness of a product, so as to produce a product that is suitable for use (can be a model or module or others). In this study produced from the product of validation and trial results in the form of Arabic learning modules at the Ummul Quro Al-Islami Institute (IUQI) Bogor and the Sahid Islamic Institute (INAIS) Bogor.

Research and development design

Design research and development modification of the development model Borg & Gall (1985) and Kemp & Dayton (1985) consisting of: (1) research and data collection through surveys, (2) Planning, (3) preparation of printed teaching materials, (4) expert validity test, (5) product revision, (6) small-scale field trials, (7) product Revision, (8) wide-scale field trials, (9) final product revision, and (10) dissemination and implementation (Eni Setyowati, 2011). Other research models put forward by Dick & Carey (2009) as follows: 1) Needs Analysis, 2) learning analysis, 3) learner and context analysis, 4) general and specific objectives, 5) developing Institutions, 6) developing learning strategies, 7) developing and selecting learning books, 8) designing and conducting formative evaluations, 9) conducting revisions, and 10) summative evaluations (Punaji Setyosari, 2010).

The design of research and curriculum development to improve Arabic language skills at the Ummul Quro Al-Islami Institute (Iuqi) Bogor and the Sahid Islamic Institute (Inais) Bogor refers to the design of research and development according to Nana Syaodih Sukmadinata (2008) includes three steps, namely: preliminary study, development, and testing results (validation). The preliminary study phase includes two activities, namely literature studies and field surveys, the development phase includes three activities, namely the preparation of initial drafts, limited trials and broader trials. While the testing phase is an experimental activity to test the goodness of the product produced or existing products.

The following representation of the development used, can be seen in Chart 1



RESULTS AND DISCUSSION

1. Preliminary Study

a. Arabic Curriculum Development

Based on the results of the preliminary study, it can be seen that the ability of lecturers in understanding the development of the curriculum in Arabic courses tends to show a lack of understanding of the curriculum applicable in the college, understanding the curriculum of KJNI/SNPT thoroughly but mostly lecturers analyze the syllabus where the content includes competency standards and basic competencies. Understanding the KJNI/SNPT curriculum thoroughly is also very necessary in addition to analyzing the syllabus where

both of them both lead to the purpose of the learning process will certainly produce graduates with their competence. The ability of other lecturers has a tendency to not know the design and purpose of the Arabic curriculum and do not develop curriculum components where its application moves the existing curriculum.

As for the ability and performance of lecturers in implementing the Arabic curriculum has a tendency not to make RPS and SAP before teaching only a small part of it, the purpose of which lecturers arrange only includes oral and written communication using Arabic, the material contained in the Arabic textbook that has been used including being, as well as the strategies used, regarding the results of Arabic learning in students last semester tend to be less satisfactory, and the obstacles faced in developing the Arabic curriculum is less participating in the development of the curriculum and lecturers do not understand and master the Arabic curriculum.

Lecturers as curriculum developers must understand the curriculum that will be developed thoroughly, this will also have an impact on the competence of lecturers' professionalism in improving the quality of Education. As expressed Hamalik (2007) curriculum at least get two influences from higher education, namely from the development of knowledge developed in higher education and from teacher education which is generally carried out in higher education teacher training. The type of knowledge developed in college will influence the content of the lessons that will be developed in the curriculum. The curriculum of Teacher Training College greatly affects the competence of lecturers produced. And the competence of this lecturer will affect the implementation of curriculum development in higher education.

b. Arabic Language Learning Management

The lecturer's response on the implementation of the implementation of Arabic learning has not been able to meet the expected. This is based on the tendency of lecturers not to explain the syllabus, SAP and lecture rules that must be followed by all students at the beginning of the lecture, most lecturers do the beginning of the lecture by introducing textbooks that will be studied as student handbooks. Likewise, the purpose of learning should be delivered by the lecturer, sometimes the lecturer explains it. The encouraging thing is that most lecturers give examples of oral and written communication in Arabic, this can build good communication in the learning process. The use of Learning media, lecturers almost never use it to complete with textbooks purchased by students from their lecturers.

Discussion or group method is rarely applied by lecturers so that the students learn with their respective methods, namely by self-study and asking friends who are close to him or her only, motivating students to actively ask and answer questions using Arabic also never do lecturers when it is important to give students the spirit of learning so that they actively learn not passive. Regarding the strategies used by lecturers fixated on memorizing vocabulary and reading skills so that the emphasis on the activities of lecturers and the ability of students did not achieve Arabic language skills. In addition, lecturers rarely give the opportunity to students to ask back things that have not been understood.

Bruner in Hamalik (2007) asserts that the curriculum changes should also be considered teaching methods in order to (a) increase the intellectual potential of children, (b) give

personal satisfaction, (c) give satisfaction for Heuristic discoveries, (d) petrified the process of remembering.

The evaluation process is carried out by analyzing the mastery of Arabic language skills through Arabic language skills training and qawaid analysis, this is in contrast to the implementation of learning that only improves the reading aspect while the assessment instruments listed in SAP show all aspects of Arabic language skills so that it can be identified that the lecturer did not conduct a thorough assessment, and the lecturer never informed the learning follow-up plan for the next meeting.

The results of this study prove that if the lecturer has the ability to understand the curriculum and develop it and implement it into a good and purposeful learning process will result in optimal learning outcomes. The implementation of Arabic learning that has been carried out tends to be more dominant to active lecturers and passive students only listen and pay attention to the lecturer reading the text and translating words through what the lecturer says. Therefore, the Arabic learning process by developing a curriculum to improve Arabic skills requires careful preparation and good planning, then become a reference in the learning process so as to produce maximum learning goals.

c. Students ' interest and response to Arabic learning

Students ' interest in Arabic courses can be seen from their educational background before entering the campus of the Ummul Quro Al-Islami Institute (IUQI) and the Sahid Islamic Institute (INAIS) Bogor, most of them graduates of Madrasah Aliyah who are certainly familiar with Arabic lessons, this reminds them that they already have a basis in the form of an interest in learning Arabic. This statement is supported by data obtained that only a small percentage of them claim to have just learned Arabic at the time of entering college now. However, other things show that most of them claim to have listening skills, this is not strange because during this learning process is done emphasizing students not to be active, just listen and listen to what lecturers read and translate.

Other interests can be shown from the sense of pleasure and interest in Arabic lessons, discipline, active participation in following the learning of the Arabic language as well as timely completing the tasks of the Arabic language, including the category enough. This condition indicates that student learning success can be achieved if students have a great interest in Arabic courses.

The student's response to Arabic learning that has been done by lecturers shows very well in terms of learning steps, materials from existing textbooks, learning process, delivery of objectives, presentation of clear material, application of methods, motivating students, and lecturers conduct an examination of the tasks of Group and individual results.

In general, the ability of students is said to be low, because the majority of them do not have the skills to read, speak and write properly. According to this researcher, all the results of the learning process carried out do not pay attention to the purpose of learning the Arabic language itself and the use of media that is less empowered and utilized even though the media is available and adequate to learn Arabic. On the one hand, the students also showed sufficient interest in Arabic courses and they gave a good response to the learning of Arabic that has been carried out by the lecturer.

d. Conditions of utilization of facilities, facilities and environment

In particular, in both universities, the Islamic Education Management Study Program regarding the condition and utilization of facilities, infrastructure and learning environment can support the implementation of the Arabic curriculum quite well, not only classrooms and textbooks, but the availability of adequate laboratories in which there are learning media that can support the Arabic learning process (laboratory equipment), and the presence of the internet that can be used as a means and good learning facilities. The utilization of these facilities can provide convenience in learning for students and lecturers.

2. Development Stage

a. Preliminary Draft Preparation

The textbook entitled العربية لطلاب الجامعة (Arabic for college students) will be developed with the aim that students are able to understand the rules of the Arabic language and its application. Competence is expected of learners of the Arabic language directed into four sub-aspects, namely the skill of listening (mahārat al-istimā'), speaking skills (mahārat al-kalām), reading skills (mahārat al - qirā'ah), and writing skills (mahārat al-kitābah).

Content/material that is listed in the book of teaching Arabic language devoted to the students of the first semester with a weight of 3 CREDITS include 7 subject matter with the theme and qawaid different that should be studied and mastered by students in order to achieve the goal of learning is to improve the skills of Arabic-language covers the 4 aspects of the skill of listening (mahārat al-istimā'), speaking skills (mahārat al-kalām), reading skills (mahārat al - qirā'ah), and writing skills (mahārat al-kitābah). In addition to these four skills, there are other aspects that are no less important and contribute to the achievement of comprehensive Arabic learning goals. These aspects are the elements of language (al-anashiral-lughawiyah), namely phonology (ashwat), morphology (sharaf), syntax/sentence (nahwu), semantics (dalalah), and vocabulary (mufradat).

The learning procedure contains a description of the way how the subject matter is presented to students. This technique is arranged in accordance with a series of learning process activities that will be implemented in several stages of learning, namely introduction, core activities and closing. In addition, the learning technique also lists the methods to be used and the tasks to be completed in accordance with the activities carried out. This learning technique is designed in such a way as to allow students to learn as optimally as possible.

Evaluation of Arabic learning in the form of exercises to find out how students do exercises using the knowledge and skills they learn. The evaluation is designed in such a way that the assessment of student progress can be done carefully through the evaluation of each end of the lesson unit. Thus, the evaluation is carried out through the practice of Arabic language skills and their analysis.

b. Limited Trial

The implementation of this curriculum development is expected to improve students' Arabic language skills, so it can be seen from the results of limited testing with respondents as many as 20 students obtained the average results of posttest

meeting 1 of 58 including less category. Meanwhile, the results of the posttest trial of meeting 2 obtained an average of 65.50 including enough categories and the results of the posttest trial of the 3rd meeting showed good categories with an average of 73.85. However, the average has not yet reached the expected criteria.

The last step is to test T can be known pair Data (pair 1) pretest 1 & posttest 1 obtain $t_{hitung} 13,749$ with $t_{table} 1.73$ and GIS value. $0,000 < \alpha (0,05)$. Pair 2 (posttest 1 & posttest 2) obtained a count of $7.804 > t_{table} 1.73$ and the value of GIS. $0,000 < \alpha (0,05)$. Pair 3 (posttest 1 & posttest 3) obtained a count of $25.181 > t_{table} 1.73$ and the value of GIS. $0,000 < \alpha (0,05)$, in pair 4 (posttest 2 & posttest 3) obtained a count of $15,623 > t_{table} 1,73$ and the value of GIS. $0,000 < \alpha (0,05)$. This indicates that the results of testing limited to the implementation of the developed Arabic curriculum proved to be effective in improving Arabic language skills.

The results of this limited trial showed that the performance of lecturers has not been maximized, especially in the results of trials 1 and 2, although the 3rd trial has shown effective development but still requires improvement. In this case, students begin to understand the material by reading the reading text although it is not so smooth and correct, it is also seen that some students still lack understanding of qawaid teaching materials when lecturers ask to present examples of qawaid. Similarly, at the assessment stage they must actively answer questions asked by lecturers and friends.

The ability of teachers in developing the design and implementation of curriculum development to improve Arabic language skills is very necessary. The demands of the ability and performance of lecturers in preparing the design of teaching materials developed are mainly in the aspect of developing learning achievement indicators, determining the material and how to teach the material in order to achieve the learning objectives. Teaching steps on motivating aspects of students need to be improved again, giving examples of Q & A, setting the allocation of time for discussion needs to be added, monitoring students during Q & A in groups, and emphasis on qawaid requires continuous practice.

c. Extensive Trials

The next step is to conduct extensive trials in the implementation of curriculum development to improve Arabic language skills for 40 students of the Ummul Quro Al-Islami Institute (Iuqi) and 34 students of the Sahid Islamic Institute (Inais) Bogor semester I.

The implementation of this broad trial refers to the objectives, materials, procedures and evaluation of learning. Before the lecturer conducts the lecture, the lecturer First prepares the learning planning listed in the lecture event unit (SAP) includes general learning objectives, namely learning Arabic for academic purposes in order to understand the sciences written using Arabic. While the purpose in particular is expected students to understand and master the skills of Arabic (istima', kalam, qira'ah and kitabah).

Early learning activities lecturers do apperception, pretest (in limited trials not pretest) and explain the purpose of learning. Furthermore, lecturers carry out learning in accordance with the steps of learning planning.

The implementation of learning on Istima' (listening) skills this skill is a basic skill needed by Arabic language learners who are directed at listening skills by not releasing context. According to Taufik (2011) hearing is the first skill performed by a person in learning language. Listening can be a tool to measure the level of difficulty experienced by someone who learns a language, because from this skill we can know the understanding of the dialect, the pattern of pronunciation, the structure of the language and so on.

The next learning process is speaking skills. To support the development of Arabic learners in their learning, it is not enough with the ability to listen only. But after getting the ability to listen well Arabic learners should be able to imitate what he heard by expressing what has been gained in listening skills.

The last is the learning process of writing. After acquiring the three language skills, namely listening, speaking and reading skills, writing skills are the highest level of difficulty. In addition to requiring mastery of all existing skills in writing skills also require mastery in all aspects of language such as qawa'id and all elements of language (al-anashiral-lughawiyah), namely phonology (ashwat), morphology (sharaf), syntax/sentence (nahwu), semantics (dalalah), and vocabulary (mufradat).

The skill of writing (mAh ++ Al-Kitabah) is the last skill in some language skills. To master these skills well required mastery of previous language skills well as well (Dahlan, 1992). This is because writing is an activity to pour the contents of the mind in the form of writing whose purpose is to be understood by the reader who of course is not dealing or even not one time with the author. All aspects of language that include mastery of structure (qawa'id), vocabulary (mufradat), literature (balaghah), and a good choice of diction (ikhtiyar alkalimah) are needed in writing activities.

A trial is effective when the trial value 2 is greater than trial value 1, and trial value 3 is greater than trial value 2. Extensive testing conducted on 40 students of Ummul Quro Al-Islami Institute (Iuqi) is known that the average value of posttest trials 1 (48.3) is greater than the average pretest 1 (34.375) and the significance test obtained by the value of thitung (18.428) is greater than ttable (1.70). This means that there is a significant difference. The average posttest 2 (68,175) is greater than the average posttest 1 (48,3), the significance test obtained value thitung (39,731) greater than ttable (1,70). The average posttest 3 (80.325) is greater than the average posttest 1 (48.3), the significance test obtained value thitung (53.121) is greater than ttable (1.70). The average posttest 3 (80.325) is also greater than the average posttest 2 (68.175), and the significance test obtained by the value of thitung (22.695) is also greater than ttable (1.70). So the difference is significant, so in conclusion the Arabic curriculum developed proved to be effective in improving Arabic language skills in students of the Ummul Quro Al-Islami Institute (IUQI) Bogor.

The second extensive testing was conducted on students of the Sahid Islamic Institute (Inais) Bogor. The same is done trial is declared effective if the value of Trial 2 is greater than Trial 1, and trial 3 is greater than the value of Trial 2.

It is known that the average value of posttest trials 1 (52.7059) is greater than the average pretest 1 (41.1471) and the significance test obtained by the value of thitung

(14.909) is greater than t_{table} (1.70). This means that there is a significant difference. The average posttest 2 (68.7059) is greater than the average posttest 1 (52.7059), the significance test obtained value t_{hitung} (32.029) is greater than t_{table} (1.70). The average posttest 3 (80) is greater than the average posttest 1 (52.7059), the significance test obtained value t_{hitung} (159.009) is greater than t_{table} (1.70). The average posttest 3 (80) is also greater than the average posttest 2 (68.7059), and the significance test obtained by the value of t_{hitung} (23.325) is also greater than t_{table} (1.70). So the difference is significant, so in conclusion the Arabic curriculum developed proved to be effective at improving Arabic language skills in students of the Sahid Islamic Institute (INAIS) Bogor.

In the results of the initial trial (pretest) both on campus iuqi and INAIS still found some problems because the researcher himself as a lecturer who teaches Arabic so that the problems that arise can be known directly that the researcher himself does not know the initial ability of the average student, besides that students do not know and understand the material to be taught. In the next trial, the 2nd and 3rd trials of the implementation of Arabic learning with the same teaching materials and materials are getting better, students focus on listening and observing the actions carried out by the lecturer and then doing the lecturer's orders, because in the next stage the lecturer will ask questions and students have to answer them, students begin to be active in guided exercises that are doing questions and answers with their friends both in groups and in pairs.

During the learning process, the observer conducted an assessment of the practice of reading skills and understanding the written text with the help of related *mufrodat*, writing skills with technical guidance on how to write the substance of the topic, listening skills and speaking by way of presentation of the written text. While the analysis carried out through reading and writing skills well and correctly, the analysis of listening and speaking skills well and correctly, *qawaid* analysis, and analysis of the relevance of learning objectives with their implementation.

The developed curriculum requires the involvement of all students during the learning process. If it is associated with the role of educators in developing the curriculum, then according to Sanjaya (2010) stated the position of educators is very central and urgent because educators are not only as implementors, adapters and researchers but also as curriculum developers (curriculum developer), learning resources, facilitators, managers, demonstrators, mentors and motivators. That is, the task and role of lecturers as educators have the authority to design the curriculum by determining the objectives, content, strategies, media and how to measure learning success. As a curriculum developer, lecturers must always be creative to think about what to do and try to find the right strategy to achieve learning goals. Based on the results of this limited and extensive testing shows that the application of Arabic teaching materials obtained results:

- 1) content substance and model design structure flexibility is good
- 2) The application of module design provides the ease of lecturers in preparing learning plans, implementing learning and evaluating learning outcomes.

3) improving student learning outcomes, namely improving Arabic language skills signifikan.

d. Arabic Curriculum Proficiency Test

The level of proficiency of the Arabic curriculum developed in both universities based on the results of questionnaires to experts and practitioners proved that the implementation of learning using teaching materials proved to improve students' Arabic language skills significantly. Because statistically the substance of the content and design of learning teaching materials are high categories so that they can facilitate lecturers in carrying out their duties, especially in preparing learning plans, implementing learning and evaluating learning. Steps in the implementation of learning in textbooks developed considered feasible to be tested

The position of teaching materials for students and lecturers is very important. This is due to teaching materials in general as a source of teaching materials presented for learning or training; sources of student activities in various trainings, student references to learn; ideas and encouragement of teaching and learning activities in the classroom, the embodiment of the syllabus in which the learning objectives have been outlined; learning resources and independent tasks, assistance for less experienced lecturers to develop confidence. This is in accordance with the expressed Ramayulis (2002) the textbook is the smallest and complete teaching unit, which contains a series of planned and systematic activities.

e. Final Design

The final design of the overall curriculum development that Arabic learning developed in this study is designed with the aim to improve the learning ability in communicating Arabic, both oral and written. Directed into four sub-aspects, namely listening skills (*mahārat al-istima'*), speaking skills (*mahārat al-kalam*), reading skills (*mahārat al-qira'ah*), and writing skills (*mahārat al-kitabah*). Listening and speaking are two skills related to the use of Arabic orally, while reading and writing are two skills related to the use of Arabic in writing.

The material component is developed through the topics of discussion in the first semester Arabic curriculum of the Islamic Education Management Study Program. The material is adapted from the rules (*qawaid*) Arabic and reading text in order to improve Arabic language skills. *Qawaid* technique used by lecturers to explain the rules of the correct language in accordance with the way students read or write a reading. Thus facilitating student knowledge can be corrected. While the application is directed at 4 aspects of Arabic language skills, namely listening skills (*Mahārat al-Istima'*), speaking skills (*Mahārat al-Kalam*), reading skills (*Mahārat al-Qira'at*), and writing skills (*Mahārat al-Kitabah*).

The component of the learning procedure involves the steps of learning Arabic so that students easily understand and teach the teachings of Islam contained in the Qur'an and Hadith. This orientation is in the form of passive skills, namely listening (*Mahārat al-Istima'*) and reading (*Mahārat al-Qira'at*), as well as active skills that speak (*Mahārat al-Kalam*), and writing (*Mahārat al-Kitabah*) developed in 2 stages of exercise and analysis. Reading and writing exercises are developed from written

discourse that is the focus of the exercise, while listening and speaking exercises are developed through presentations and discussions about written discourse. While the analysis of the development of learning material is directed at the development of writing discourse and qawaid contained in the topic of discussion, the analysis of listening and speaking skills, reading and writing are good and correct, the analysis of the relevance of the objectives with their implementation.

3. Testing Phase

In the world of lectures curriculum development is carried out in the program of learning activities carried out and refers to learning over a certain period of time. Likewise, a good system will be supported by some good elements as well, such as the preparation of a learning plan in the form of a clear curriculum document and in accordance with the needs of the job market.

Therefore, various efforts of Islamic universities to make Arabic easy to understand, understand, practiced and finally favored by students and graduates have been deployed. So that the textbooks used become more effective and efficient in improving Arabic language skills. In this case, the lecturer has prepared learning, namely the extent to which the planned teaching and learning activities can be implemented well by using appropriate learning methods and the extent to which the desired learning goals can be achieved through good learning ways. This includes the effectiveness of teaching lecturers and the effectiveness of student learning. This expression is in accordance with that expressed by Ali (2008) that the ability of lecturers in compiling and developing the curriculum is one part of the professional competence that today is demanded, especially in order to meet the application of educational technology in the teaching and learning process.

In addition to all the efforts that have been done by lecturers, then other things are done to find out whether the learning is effective, then the validation trial is conducted so that the application of the Arabic curriculum developed has a considerable share in the learning process. To prove its effectiveness can be seen from the results of validation testing of the experimental group using the developed Arabic curriculum and the control group using the Arabic curriculum that has not been developed

The study results of the experimental group obtained an average pretest 1 (47.03) greater and increased than the control group (36.74) and the average posttest 1 also showed that the experimental group (59.53) > control group (55.88), so that there is a significant difference between the experimental group and the control group in Arabic language skills. Test significance obtained thitung pretest 1 experimental group with control (6,864) > ttable (1,67) and T test posttest 1 also obtained thitung (3,737) > ttable (1,67), so that the development of Arabic curriculum can improve Arabic language skills.

The results of validation 2 is known that the average pretest 2 experimental group (65.98) is larger and increased than the control group (58.41) and the average posttest 2 also shows that the experimental group (77.78) > control group (65.18), so there is a significant difference between the experimental group and the control group in Arabic language skills. Test significance obtained thitung pretest 2 experimental group with control (5,943) > ttable (1,67) and T test posttest 2 also obtained thitung (13,480) > ttable (1,67), so that the development of Arabic curriculum can improve Arabic language skills.

The results of validation 3 is known that the average pretest 3 experimental group (75.13) is larger and increased than the control group (60.65) and the average posttest 3 also shows that the experimental group (82.05) > control group (69.68), so there is a significant difference between the experimental group and the control group in Arabic language skills. Test significance obtained value thitung pretest 3 experimental group with control (12,773) > ttable (1,67) and Test t posttest 3 also obtained thitung (14,813) > ttable (1,67), so that the development of Arabic curriculum can improve Arabic language skills.

Overall, it can be concluded that the developed Arabic curriculum can effectively improve Arabic language skills. Because this curriculum, in addition to preparing the material to be taught to achieve the goal, also try to explain how the method of teaching it and when each material and its stages should be taught. Scientific content in teaching materials has reflected the mastery of knowledge and skills in accordance with the needs and development of students. So that teaching materials have fulfilled their function as supporting lecturers in carrying out teaching and learning activities. This means that teaching materials for students in addition to containing orders for students also contain information about what should be carried out by lecturers, therefore the information must be implied what is done by students.

4. The success of Curriculum Development in improving Arabic language skills at Ummul Quro Al-Islami Institute (Iuqi) and Sahid Islamic Institute (Inais) Bogor.

The curriculum development developed in this study is in the form of learning modules where learning is more focused on improving the quality of the process and student learning outcomes, showing the expected results in an effort to improve Arabic language skills.

The preparation of Arabic textbooks as a guide for lecturers and students in teaching Arabic by the Ministry of religion designated as a general course in Islamic religious universities, and as a tool to understand the reading of religious texts in Arabic correctly, in accordance with the rules of the language, interpret the vocabulary contained therein; understand the content of the; and recognize the position or form of words contained in the text, so it can be said that the design of this teaching material has the substance of content and flexibility.

The expected ideality of Islamic universities is that their students are able to achieve 4 language competencies, namely *mahārat al-qiraah* (reading skills), *mahārat al-istima'* (listening skills), *mahārat al-kalam* (speaking skills) and *mahārat al-kitabah* (writing skills). Almost certainly every Islamic College has held seminars, trainings and discussions on the Arabic language and Arabic teaching methods. The goal is that students with various educational backgrounds have insight and are able to understand Arabic as a tool for studying Islamic sciences, or at least can inspire students to like Arabic. Similar activities are still held to continue to generate motivation and student learning activities

CONCLUSION

Based on the results and discussion of the research, the following is described the conclusion of the research in accordance with the focus of the research question problem as follows:

1. Conditions of Curriculum Development to improve Arabic language skills at Ummul Quro Al-Islami Institute (Iuqi) and Sahid Islamic Institute (Inais) Bogor
 - a. The ability of lecturers in understanding the development of the curriculum in Arabic courses is less, as well as the performance of lecturers in implementing the Arabic curriculum is less satisfactory.
 - b. The management of Arabic learning is not in accordance with expectations because lecturers rarely do things such as explaining syllabus, SAP and lecturing rules; delivering learning objectives; doing apperception, motivating students to ask and answer, providing examples of oral and written communication, using media and strategies, analyzing students' abilities and informing learning follow-up.
 - c. Students' interest in Arabic learning shows enough, while the student's response to Arabic learning that has been done by lecturers shows very well in terms of learning steps, materials from existing textbooks, learning processes, delivery of objectives, presentation of materials, application of methods, motivating students, and lecturers conduct an examination of the tasks of Group and individual results.
 - d. The facilities, facilities and Environment owned by both universities showed quite well, because not only classrooms and textbooks, but the availability of adequate laboratories and internet can support the smooth learning of Arabic.
2. Curriculum development design to improve Arabic language skills at Ummul Quro Al-Islami Institute (IUQI) and Sahid Islamic Institute (INAIS) Bogor.

The development of learning techniques is directed at the achievement of learning objectives in the form of the development of Arabic language skills training and analysis with learning steps that have been determined using the method of Group Discussion and class discussion. Likewise, the learning evaluation process is carried out with the training of Arabic language skills and the analysis developed on the assessment instrument is carried out by oneself, peers and by lecturers.

3. Implementation of Curriculum Development to improve Arabic language skills at Ummul Quro Al-Islami Institute (IUQI) and Sahid Islamic Institute (INAIS) Bogor.

The final design obtained from the textbook, namely the learning objectives are in accordance with the competencies to be achieved in improving Arabic skills; learning materials in accordance with the needs and development of student learning; learning procedures conducted by lecturers using the method of class and group discussion, as well as evaluation of learning conducted through training and analysis of Arabic skills, so

4. The effectiveness of Curriculum Development in improving Arabic language skills at the Ummul Quro Al-Islami Institute (Iuqi) and the Sahid Islamic Institute (Inais) Bogor

Analysis of student learning outcomes, after the implementation of the Arabic curriculum developed in both universities in the experimental group showed that the Arabic curriculum developed has a significant influence on the improvement of Arabic language

skills of students of the Ummul Quro Al-Islami Institute (IUQI) and the Sahid Islamic Institute (Inais) Bogor. In addition, from the implementation of the developed Arabic curriculum, it can be identified that the Arabic curriculum used is more effective in improving students ' Arabic language skills when compared to the Arabic curriculum that has not been developed.

5. The success of Curriculum Development in improving Arabic language skills at Ummul Quro Al-Islami Institute (IUQI) and Sahid Islamic Institute (INAIS) Bogor.

The success obtained from the results of curriculum development in the form of modules to improve Arabic language skills are: the module has a complete content substance and flexibility in its design; provide support to the task of lecturers, especially facilitate lecturers in preparing learning plans, implementing learning, and evaluating learning outcomes.

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