The Dynamics of Arabic Language Curriculum at Arabic Education Department of UIN Sunan Kalijaga Yogyakarta

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ENGLISH ABSTRACT

This study aimed at describing the PBA curriculum development in the period of 1975-2013, viewed from 'continuous and changing' perspective on its components and exploring its causes. This was qualitative research with a historical approach, so that the data analysis was done by descriptive qualitative analysis. The results were as follows: first, in terms of the authority in curriculum compilation before KBK, the Government was quite dominant, and departments had role as curriculum implementers, although in the following years they were authorized to develop their own curriculum. Second, there were differences in naming the components and compositions of the curriculum structure in courses. Third, the learning process that was originally a transfer of knowledge (before KBK), teacher centered (TCL), and content based, turned into a method of inquiry (KBK) and sstudent centered learning (SCL). The outcomes shifted into the involvement of the community as stakeholders. Fourth, Arabic learning objective shifted from language goals that are only passive to holistic. The learning process also shifted on the materials, approaches, methods, techniques and evaluation.

Keywords: Curriculum Development, Arabic Language, Arabic Education Department

INDONESIAN ABSTRACT

Penelitian ini bertujuan untuk mendeskripsikan perkembangan kurikulum Jurusan PBA UIN Sunan Kalijaga periode 1975-2013 dilihat dari perspektif *continue and change* komponen-komponennya dan menggali faktor-faktor penyebabnya. Jenis penelitian bersifat kualitatif dengan pendekatan historis. Analisis data menggunakan analisis deskriptif kualitatif. Hasil penelitian ini menunjukkan *Pertama,* dari sisi kewenangan Penyusunan kurikulum sebelum KBK pada Pemerintah Pusat cukup dominan, dan jurusan hanya sebagai pelaksana kurikulum walaupun dalam kurun tahun setelah itu diberi kewenangan yang besar untuk mengembangkan kurikulumnya sendiri. *Kedua,* terdapat perbedaan penamaan komponen juga komposisi struktur kurikulum dalam mata kuliah, *Ketiga,* proses pembelajaran yang semula *transfer of knowledge* (sebelum KBK), *teacher centered* (TCL), dan *content based*, beralih menjadi *method of inquiry*

(KBK) dan *Student centered learning* (SCL). Luaran hasil juga mengalami pergeseran hingga pelibatan masyarakat sebagai pemangku kepentingan. *Keempat,* Tujuan pembelajaran bahasa Arab mengalami pergeseran dari Tujuan berbahasa yang hanya pasif menuju holistik. Proses pembelajaran juga mengalami pergeseran dari mulai materi, pendekatan, metode, teknik hingga evaluasi pembelajaran.

Kata kunci: Perkembangan Kurikulum, Bahasa Arab, Jurusan Pendidikan Bahasa Arab

Introduction

The curriculum as a scientific discipline is developing rapidly, both theoretically and practically (Bahri, 2017). Earlier, the traditional curriculum focused more on subjects with a delivery and pouring system, now the curriculum is more oriented towards new dimensions, such as life skills, self-development, economic and industrial development, the era of globalization with its various problems and politics. Curriculum disciplines must open themselves to external forces that can influence and determine the direction and intensity of the curriculum development process (Arifin, 2011).

In the last three decades, the higher education curriculum in Indonesia has been characterized by at least four changes and paradigm shifts which seem to be considered radical changes. It is said to be a radical change because it is centered on the basis or foundation of a curriculum that is compiled. The author simplifies some of the explanations of Noor (2018) and Hikmawati (2019) in their articles that the changes and paradigm shifts started from the national curriculum or commonly known as KURNAS 1994 which is content based to the competency based curriculum (KBK) in 2000. Then in 2013 it shifted to a curriculum with an outcome paradigm, which was then termed KKNI (Indonesian National Curriculum Framework) which carried out graduate competencies with the job market (Setiyawan, 2017). And now, in 2019, it is shifting again towards the discourse of an independent campus which provides opportunities for students to hone soft skills across departments and even across universities to overcome occupational, academic and cultural gaps (Elihami, 2019). The occurrence of these changes seems to be influenced by the dynamics of education globally which have caused shifting of educational orientation in most countries in the world.

The curriculum is one of the main components of education, which has a close relationship and significantly influences each other in a series between theoretical and empirical or practical. The relationship between these two things, theoretically and empirically, can be seen for example when there is an education reform which usually

starts: first, it could be from a change in the education system first which then stimulates a curriculum reform; and second, it could also be from a curriculum change first which later stimulates a change in the education system. Every time we make changes and improvements, the curriculum does not necessarily produce something good because the curriculum is hypothetical. That is, whether the curriculum is good or not will be known after it is implemented in the field. Efforts are made to improve the curriculum so that it does not become obsolete (Arifin, 2011).

The importance of the historical context of curriculum historical research will not be separated from its national historical context. The enactment of a curriculum at one time will certainly always be related to the policies, situation and national conditions of Indonesia at that time. Curriculum reform can only be better understood if the historical context of the reform is known. UIN Sunan Kalijaga PBA curriculum is still in the form of sheets, which can only be understood by stakeholders (education actors). The curriculum is still in the form of data that cannot be read descriptively. So it is important for researchers to review the curriculum from a historical perspective.

Research on the dynamics of the PBA curriculum of UIN Sunan Kalijaga in a historical perspective is very important for education practitioners, the important side is that it aims to reveal again "the lost generation of curriculum", which has almost disappeared from the memory of current PBA education practitioners. Even though the curriculum has contributed to the preparation of human resources according to their needs at different times. The importance of tracing the existing curriculum, basically, every generation of the curriculum must contain various brilliant ideas or thoughts in its era in order to shape students according to the educational goals of that era. This thinking needs to be understood in depth by the community to answer the question, why the curriculum is always changing.

This research is expected to be one of the academic contributions to fill the library treasury, especially in the field of curriculum, so that people or educational practitioners with an interest in it can learn and explore it for improving the quality of education with all the advantages and limitations of the conceptual reach possessed by the author. This study aims to determine the dynamics of the PBA curriculum of UIN Sunan Kalijaga for the period 1975-2013, to find out the continuous and changing development of curriculum components. The author limits that period, because in that span of years,

according to the author, a paradigm shift in the Arabic language education curriculum occurred.

Research methods

This is a qualitative research with a historical perspective. Historical methodology or science of methods is one of the analysis blades in this research. This research aims at improving and developing the diachronic, adductive, and mindedness curriculum which is a typical study of the history of thought (Zed, 2018). The methodological framework used can be described as follows;
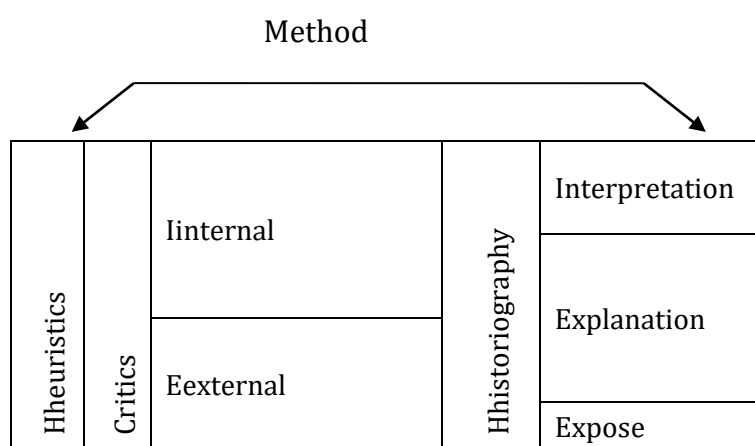
Method

Figure 1: Historical methodological framework

Interpretation in the historical method creates historical subjectivity, which is very difficult to avoid, because it is interpreted by historians (the subject), while the objective is the facts. To avoid personal bias, researchers must put themselves in a neutral position (Priyadi, 2012). Historiographical presentation includes an introduction, research results, and conclusions. Writing history as a report is often called a historiography work which must pay attention to chronological aspects, periodization, serialization, and causality.

The subjects in this study were the head of the PBA department at UIN Sunan Kalijaga, the lecturers and staff. While the object in this study is the curriculum contained in the PBA UIN Sunan Kalijaga. Sources of data in the form of documents include guidebooks for the development of the UIN Sunan Kalijaga curriculum, curricula that have been implemented in the PBA department, decrees, papers, journals, or books related to the preparation of the PBA Department curriculum. Data collection methods

in this study were taken through interviews, observation, documentation and folklore (Abbas, 2014).

Dynamics of PBA Curriculum for the Period of 1962-2013

The curriculum applied in the PBA Department has undergone many changes so far, the education system that has been implemented since its inception until now has undergone three changes, namely: (1) the level system period (1960-1970), (2) the non-credit semester period (1975-1982) and (3) the Semester Credit Unit (SKS) period which took effect from 1983/1984 until now. Each curriculum in the education system can be explained as follows:

The Level System Period (1960-1970)

The start of the Tarbiyah Faculty in Yogyakarta, signifying the birth of the PBA Department (at that time the Arabic Language Department) in 1962. The education and teaching system used at that time was the level system. That is, every student must pass all the courses taught at the relevant level and if they do not pass, then the student does not move up the level, with the consequence of having to repeat all the courses in the following academic year (Author, 1986). According to the Joint Regulation of the Minister of Religious Affairs and the Minister of Education and Teaching in article 1, the Tarbiyah Department has a rounded tier structure consisting of: 1) The first level for each faculty is named *Propaedeuse* for one year and ends with the *Propaedeuse* exam; 2) The second level is Candidate type for one year and ends with a candidate exam; 3) The second level is the Apprenticeship type for one year and ends with the Appraisal exam; 4) The fourth level is called Doctoral for two years and ends with a Doctoral examination (Author, 1962).

Students who have passed the Baccalaureate (Baccalaureus) program are given the title Baccalaureate or abbreviated as B.A. and those who pass the doctoral program are given the title *Doctorandus* or abbreviated as Drs. In the field of Islamic studies and in general, they were later appointed to become civil servant teachers (Ruqoiyah, 2019). The curriculum with this level system courses is divided into main, important and complementary subjects. The course structure in the level system is as follows:

Table 1: Course Structure in Level System Curriculum (Author, 1977)

Lists of Baccalaureus Courses		Lists of Doctoral Courses	
No.	**Courses**	**No.**	**Courses**
Exam		1.	Tafseer
1.	Tafseer	2.	Hadith
2.	Hadith	3.	History of Islamic Civilization
3.	Fiqh Munakahah		
4.	Educational Philosophy	4.	Qowaid
5.	Psychology Pendidikan	5.	Insya'/Khithobah
6.	Arabic Language	6.	Balaghah
7.	Mutholaah, Qowaid, Balaghoh	7.	Tarikh/Adab
Tentamen		8.	Adab wa Nushus
8.	Social Education Sciences	9.	Naqd Adab
9.	Teaching Practice	10.	Fiqh Lughoh
10.	Comparison between religions	11.	Capita Selecta of Education
11.	Islamic philosophy	12.	Population Education
12.	School Administration	13.	Linguistics
13.	History of Islamic Education		
14.	Statistics		
15.	Sociology		
16.	Research methodology		
17.	English		
Risalah			
18.	Risalah		

At the beginning of its establishment, IAIN Sunan Kalijaga still adheres to an education system that is free because students are given the opportunity to go for exams after they really feel ready. The curriculum used by the Arabic Department at that time was almost the same as Adab (Department of Arabic Language and Literature) in terms of material. Meanwhile, the system and structure of the IAIN Sunan Kalijaga college at that time still referred to the Middle East (Al-Azhar University in Egypt) which had been developed during the PTAIN period (Rodli, 2015).

Non-Credit Semester Period (1975-1982)

In entering the 1976 academic year, Bakri Syahid as the Chancellor of IAIN Sunan Kalijaga at that time paid attention to the problems of institutions in IAIN Sunan Kalijaga, including the semester system and the credit system. The credit system plan has been embodied in reality (Author, 1976). The 1975 curriculum changed the level system to a semester system, in which every semester an exam was held for the subjects taught in the semester concerned and those who passed

80% of the semester's courses could attend courses in the following semester even if the person concerned took the exam for courses that have not graduated. In its implementation, this system has two patterns, namely a credit semester and a non-credit semester. The 1975 curriculum used a package model. The package is taken with the levels in the lecture. The level referred to is the same as the pre-non-credit curriculum, namely the *Propaedeuse*, Candidate, *Baccalaureus* and Doctoral levels.

Efforts to improve the curriculum were often carried out, for example the curriculum in the 60s was then developed until the 1975 curriculum with the following curriculum structure:

Table 2: Components of the Institute, Faculties and Departments of the 1975 Curriculum

Institut Components	Departments Components
Tawhid	Fiqh
Introduction to Islam	Tafseer
Interpretation	Hadith
Hadith	SKI
Fiqh / Ushul Fiqh	Qowaid
National philosophy / Pancasila	Insya'/ khitobah
General Philosophy	Balaghah
Sociology	Tarikh Adab
Research Methodology	Adab wa Nushus
HANKAMNAS / Forecast	Naqd Adabi
Faculty Components	Fiqhul Lughah
Introduction to Islamic Education	Mutholaah
History of Indonesian Education	Tarjamah/ Translation
Didactic	Educational Philosophy
Education administration	Special methods of teaching Arabic
General Psychology	Capita Selecta of education
Developmental Psychology	
Teaching Practice	

The composition of courses in the 1975 curriculum in terms of teacher competency development is more geared towards the development of professional competencies as the main orientation of the Educational Personnel Education Institute (LPTK)(Bhakti & Maryani, 2017). The 1975 curriculum in terms of the number of courses that students had to take was relatively smaller than the previous curriculum. From the other side, there are differences in the

distribution of courses. Courses in the 1975 curriculum are grouped into an institute component, a faculty component and a department component. Each course has the same position and all must be tested. In this curriculum the terms tentamen and testimonials are no longer known as they were known in the previous curriculum.

The curricular goals of learning Arabic at IAIN at that time were so that students could understand language both through hearing and writing (receptive) and able to express their thoughts and feelings both orally and in writing (expressively) (Malibary & Basyar, 1976). In the 1973 curriculum, curricular objectives were also formulated so that students could master Arabic actively in daily conversations, be able to study Arabic books related to social, economic, political and religious life, be able to read and write and understand them, and can master and use Arabic in everyday conversation. From the formulation of these objectives it is clear that the objectives of the language teaching program are not only passive but also active speaking. The objectives to be achieved are very closely related to the scope (scope) of the subject matter and the order in which they are presented, also the objectives are closely related to the systems and methods to be used. If you look closely, the subjects in the 1975 curriculum tend to be mastery of Arabic, not Arabic language proficiency. This is contrary to the objectives expected in the description above.

Judging from the material being taught, many of the texts are taught in Arabic (Saud, 2015). The materials in learning Arabic in the curriculum at that time were included in teaching materials including: *Muṭala'ah/Mahfūẓat: Faiẓul Khotir/ Muhammad Amin; Qaw'aid/Imla': Qawā'idul lugatil 'arobiyah/Ahmad Syalaby; Insya'/muhadaśah: Djawāhirul adabi/Ahmad Hasyimy; Balagah; Jawāhirul Balagah/Ali al-Djurjany* (Author, 1968). The books are said to be "temporary handbooks" which means, there are no books that are better and in accordance with the objectives to be achieved and also according to the method desired by the curriculum.

Learning in the 1975 curriculum was still conventional and only centered on lecturers (teacher oriented). This is indicated by the way the lecturer brings books, reads and translates. It can be understood that the graduates are still

Arabic language teaching products based on the Informative Approach, and the Translated Grammar Method, meaning that it prioritizes the formation of Arabic language experts and not the formation of prospective teachers who are proficient in Arabic. As a result, learning The author has not found a method of assessment with the national standard of learning Arabic in the 1975 curriculum. But in general the aspects that are assessed are only the scientific aspects of Arabic. The final test uses the spoken Arabic language even though the learning process does not apply *kalam* or *muhadasah* proficiency learning. While the final exam at each level students are required to make a paper in one or several compulsory subjects, using references in Arabic or other foreign languages. For students at the *Baccalaureus* level, they are also required to make a treatise whose level of difficulty exceeds the thesis. Minutes are made when students have passed the theoretical examination at the Talent level. Doctoral level students are required to make a thesis using the main literature of Arabic books. The weight of the thesis score is the same as the value of all courses, so that the predicate of passing the average grade of the lecture and thesis is divided by two. The thesis exam (*munaqasah*) can only be done if the student has passed the theoretical examination for Doctoral level II (two) (Saud & Ammar, 2014).

Semester Credit Unit Period (1983 to present)

During the Academic Foundation Laying Period, the education system used began to shift from a liberal system to a guided system with a pseudo semester system and finally a pure semester credit system. The transition was gradual from a white collar oriented curriculum to a community and future oriented curriculum. The curriculum applied in the PBA Department since the implementation of the semester credit system (SKS) until this research was implemented has undergone eight curriculum changes, namely the 1983 curriculum, the 1988 curriculum, the 1995 curriculum, the 1997 curriculum, the 2004 curriculum, the 2005 curriculum, the 2006 curriculum, and the 2013 curriculum. Each of these curricula can be explained as follows:

1983 curriculum

This curriculum has been in effect since 1983/1984 based on the Rector's Decree (SK) No. 17 of 1983, which is an elaboration of the Decree of the Minister

of Religion of the Republic of Indonesia Number 97 of 1982 (Harahap, 1991). IAIN Sunan Kalijaga Yogyakarta, starting in the academic year 1983/1984, carried out education with the Semester Credit System (SKS) program, following the open package model and without increasing levels.

The length of study offered by this undergraduate program with the credit system is 10 semesters or five years and a maximum of 14 semesters or seven academic years. At the end of the study period ends with compiling and defending a thesis (current name is a thesis) in a scholarly munaqasah. In the SKS pattern, there are two semesters that are special in nature, namely Semester I is called the Joint Preparation Semester of the Institute (SPBI) and Semester II is called the Joint Faculty Preparation Semester (SPBF). SPBI is a screening semester for admission to the faculty, consisting of five courses weighing 14 credits, 4 courses (12 credits) including the institute component and one course (2 credits) including the faculty component. While SPBF is a screening semester for admission to majors, consisting of six courses weighing 18 credits, five courses (14 credits) including the institute component and one course (4 credits) including the department component. This means, to be accepted into a faculty of interest, a student must have passed the screening in the first and second semesters. It was only in Semester III that these students could become major students (Sya'roni & Malik, 1995).

Structurally, courses in the 1983 curriculum are grouped based on components and semester levels. Based on the components, they are grouped into three groups, namely the institute component, the faculty component, and the department component. Based on the level of the semester grouped into ten semesters. Similar to the distribution of courses in the 1975 curriculum, courses in the 1983 curriculum, the composition of the above courses is also directed at developing professional competencies. The curriculum component in this period was the same as the previous curriculum, which was oriented towards passive mastery of language. This can be seen from the structure of the course, there is no language proficiency course. The courses in this curriculum place more emphasis on developing grammar mastery. For example, the Qawaid course is divided into five levels and there are more credits. Because this curriculum competency leads

to passive mastery of language, the learning system is also not much different from the previous curriculum.

1988 curriculum

Changes to the 1988 curriculum are based on the Decree (SK) of the Minister of Religious Affairs of the Republic of Indonesia Number 122 of 1988 which was implemented since the academic year 1988/1989. The change is that since the first semester new students directly enter the department and faculty they choose, without going through SPBI or SPBF. The length of study offered is eight semesters or four academic years, or a maximum of 14 semesters or seven academic years (Harahap, 1991). The courses in this curriculum are grouped into four criteria: 1) General Basic Courses (MKDU), 2) Basic Expertise Courses (MKDK), 3) Professional Expertise Courses (MKKP), and 4) Elective Expertise Courses (MKP)).

The distribution of courses in the 1988 curriculum is seen in terms of teacher competency development, that personality competence and social competence in this curriculum are balanced, in fact they are more directed at developing pedagogic and professional competencies. In addition to these four competencies, there is also a reduction in SKS and a reduction in the division of levels of subjects that emphasize Arabic knowledge. In addition, the courses in this curriculum have begun to be directed towards active mastery of Arabic proficiency, namely the emergence of *Muhadasah* and *Insya*' courses with 2 credits on each. To find out the orientation of Arabic learning, the learning process, the material and its evaluation, the author based on the course structure, that the learning process begins to lead to active language skills. The language learning approach has led to a communicative approach with the Audiolingual method. However, the evaluation is still the same as the previous curriculum.

1995 Curriculum

The 1995 curriculum had prevailed at IAIN Sunan Kalijaga since the 1995/1996 academic year. This curriculum is based on the Decree of the Rector of IAIN Sunan Kalijaga Number 57 of 1995 (Author, 1996). The 1995 curriculum is a list of courses that are structurally grouped into three groups, namely the General Subjects (MKU), Basic Skills (MKDK), and Expertise Courses (MKK).

Unlike the 1988 curriculum, there are no elective courses in the 1995 curriculum. Local needs are accommodated through a local content curriculum(Decree of the Minister of Religious Affairs, 1995).

The aim of PBA 1995 curriculum is to form Muslim scholars who have the ability in the field of Arabic language education, form Muslim scholars who have teaching competence in their fields, and form creative and innovative Muslim scholars in the development of Arabic language education methodologies (Author, 2000). Learning objectives are seen in terms of language courses and seen from the course structure, apart from emphasizing mastery of Arabic knowledge, it has also begun to lead to active mastery of language skills. This can be seen in the existence of *Muhadasah* I and II courses. Likewise, the emergence of *Insya* I, II and III courses. The Arabic language curriculum in 1995 and 1997 has implemented a communicative approach. When viewed from the courses in the 1994 curriculum, the method used in language courses is *al-Ṭarīqah al-Qirā'ah; Ṭarīqah al-Qawāid wa al Tarjamah; al-Ṭarīqah al-Sam'iyyah al-Syafahiyyah and al-Ṭarīqah al-Mubāsyarah*. Variants of learning methods other than the Grammar-Translate Method arise due to dissatisfaction with the results of language teaching using this method (Effendy, 2005). In the 1995 curriculum syllabus, there is no specific form of assessment, because to assess learning outcomes, it is directly submitted to the lecturer who teaches the subject concerned.

Curriculum 1997

The 1997 curriculum in the PBA Department of IAIN Sunan Kalijaga was based on the Decree of the Rector of IAIN Sunan Kalijaga Number 13 of 1998 and it began to be implemented in the academic year 1997/1998 (Author, 1998). The 1997 curriculum within the IAIN Sunan Kalijaga environment is also known as the enhanced 1995 curriculum (Azra, 1999). In terms of central authority and individual tertiary institutions, the 1997 curriculum structure is divided into two content, namely national content or national curriculum (kurnas) and local content or local curriculum (kurlok). The decree also stipulates that in order to complete the undergraduate program (S1), 153 credits are required, consisting of 87 credits of National Curriculum and 57 credits of local curriculum

The structure of the 1997 curriculum from an academic perspective is grouped into three groups. General Subject Group (MKU), Group of Basic Expertise Subjects (MKDK) and Group of Special Skills Subjects (MKK) In this MKK, Elective Expertise Courses (MKKP) are added as an alternative offer given to students to be taken according to their interests. MKK is enforced specifically for PBA Department students. Meanwhile the objectives and learning materials for Arabic in this curriculum are the same as in the 1995 curriculum. In its application, it is seen from the course structure, in addition to supporting courses for mastery of Arabic language science material, this curriculum also implements active language skills support courses in the course. *muhadasah.*

2004 Curriculum

The Decree of Minister of National Education (Kepmendiknas) No. 232/U/2000 has stipulated the application of KBK in universities. Policies regarding the application of the KBK model in the PBA Department follow university-level policies which are also joint policies between UIN, IAIN, and STAIN throughout Indonesia (Sukiman, 2010). Renewal of the concept of higher education curriculum in Kepmendiknas No. 232/U/ 2000 and No. 045/U/2002 refers to the concept of higher education in the XXI century UNESCO (1998) (Author, 2008).

Curriculum change also means a change in learning, so that with the above concept, the learning process carried out in higher education is not just a process of transfer of knowledge, but actually a method of inquiry of someone who is competent in working in society. Thus it will clearly appear that the curriculum changes from the mastery of science and skills-based curriculum (KBI) according to Kepmendikbud No. 056/U/1994, to KBK according to Kepmendiknas No. 232/U/2000, has several advantages, namely the expected outcomes of education in accordance with social needs, industrial/business needs, and professional needs; with the understanding that outcomes are the ability to integrate intellectual skills, knowledge and affective into a behavior as a whole.

The process of developing the KBK curriculum is carried out by holding workshops at the department level involving all PBA Department lecturers. This workshop resulted in the final draft of the PBA Department curriculum which

became known as the 2004 curriculum (KBK). The Arabic language learning orientation in this curriculum emphasizes language acquisition both actively and passively in a balanced manner. CBC-based Arabic learning approach is Contextual Teaching-Learning (Eliza, 2013). Judging from the syllabus design of the Arabic language department, Arabic learning uses two approaches, namely the cognitive approach and the communicative approach (Rosyid & Baroroh, 2019). Furthermore, class-based assessments in the PBA Department are carried out through collection of student work (portfolios), work (product), assignments (projects), completion (performance), and written tests (paper and pencil) conducted in UTS (midterm exams) and UAS (final semester exam).

2005 Curriculum

The implementation of the 2005 curriculum is based on the Decree of the Rector of UIN Sunan Kalijaga Yogyakarta Number 115 of 2007 on June 7, 2007(Author, 2007a). The implementation of the 2005 curriculum is based on the Decree of the Rector of UIN Sunan Kalijaga Yogyakarta Number 115 of 2007 dated June 7, 2007 (Author, 2007a). Observing the process of preparing the 2004 curriculum and the 2005 curriculum for the PBA Department, it can be described as follows: first, in terms of authority, the preparation of the 2004 curriculum and the 2005 curriculum, although still under the control of the Central Government, UIN Sunan Kalijaga has enormous authority to develop its curriculum in accordance with conditions and needs. Judging from the competency component, the organization of courses in the 2005 curriculum is grouped into five groups, namely: (1) Personality Development Courses (MPK), (2) Science and Skills Courses (MKK), (3) Work Skills Courses (MKB), (4) Work Behavior Course (MPB), and (5) Community Life Course (MBB).

2006 Curriculum (KTSP)

The 2006 curriculum in PBA Department is called a complement to the previous curriculum, namely 2004 with various deficiencies at that time related to criticism of the 2004 curriculum organization which was considered not hierarchical and ambiguous and still unable to show the characteristics of the department clearly (Ilyasir, 2008). Substantially, the organization of the curriculum and the determination of the competence of the PBA Department, was

developed with reference to the vision, mission, and objectives of the UIN as well as an integrative-interconnected scientific.

Changes and additions to courses were made for various considerations. For example, there are still courses that are deemed not to improve scientific competence related to the characteristics of the PBA Department such as *Sirah Nabawiyah*, IAD, and ISBD. Likewise, with the reduction of courses to one, such as *Al-Istima' IV* and *Al-Kalam IV* courses which were later merged into the Arabic Language Proficiency Teaching Model course, *Ulumul Hadith* and *Hadith* courses which were summarized as al Hadith, thus also with the subject matter of *Ulumul Qur'an* and *al-Qur'an* which are combined in the course, *al-Qur`an.*

When viewed from the organizational pattern based on the vision, mission and objectives built with an integrative and interconnected paradigm, it can be ascertained that the curriculum organizing model used is a combination of the correlated curriculum model and the integrated curriculum, this can be seen in the determination of courses that can only be taken. after students graduate in the previous prerequisite courses and there is a paradigm of integration and interconnection in their development, as well as the determination of courses that combine life centered education and encourage social development in students, which in the context of the PBA Department is aimed at producing graduates or prospective language educators who have professional ethics and competencies as stated in the Teacher and Lecturer Law(Yusran, 2019).

The approach used in learning Arabic based on CBC is contextual learning. Judging from the syllabus design of the Arabic language department, Arabic learning uses two approaches, namely the cognitive approach and the communicative approach. This approach is translated into a choice of innovative methods (A. Arsyad & Majid, 2010). The method is the Silent Teacher method (*al-Ṭarǐqah al-shamitah*) (Hermawan & Alwasilah, 2011); Sugetopedia method (*Al-Ṭarǐqah Al-Ilhaiyyah)*; Group Language Learning method (*Ṭarǐqah Ta'allum Al-Lugah Min Khilal Al-Mujtama')* (Unsi, 2017)*;* Total Physical Response method (*Ṭarǐqah Al-Istijābah Al-Jasmaniyyah Al-Kāmilah)* and Mim-Mem method (Mimicry-Memorizition Method). Meanwhile, the evaluation of PBA learning outcomes in the 2006 curriculum is grouped into two parts, namely evaluation in

the form of tests and non-tests. The test consists of: Mid-Semester Examination (UTS), Final Semester Examination (UAS), and assignments that are tailored to the course material and carried out in a structured manner. The non-test consists of activeness, attitude, and participation (Author, 2007b).

2013 Curriculum

The curriculum for PBA Department, which is a product of 2006, needs to be updated. The process of compiling a curriculum that updates the previous curriculum has been started since 2011. Meanwhile, in an effort to qualify for graduates, the PBA department also refers to the Indonesian National Qualifications Framework (KKNI). The implementation of KKNI through 8 stages, namely through the determination of graduation profiles, formulating Learning Outcomes (LO), formulating competency in study materials, mapping LO of study materials, packaging courses, compiling curriculum frameworks, and preparing lecture plans. The 'integration-interconnection' paradigm at UIN Sunan Kalijaga which was developed has an impact on the 2013 curriculum in the PBA department. Various educational and learning tools ranging from vision, mission, curriculum, syllabi, RPKPS (Semester Course Activity Program plan), textbooks and so on are adjusted to the spirit of integration-interconnection. This period can be said that there has been a 'revolution' of science and education at UIN Sunan Kalijaga (Machali, 2014). The implementation of competency-based 2013 curriculum in Arabic learning in the PBA Department is carried out with various approaches. These approaches include; contextual learning; role play; participatory learning; study thoroughly; constructivism learning; audio visual; scientific; humanistic; and a normative-praxis approach.

Meanwhile, the 2013 curriculum assessment method emphasizes cognitive, affective, psychomotor aspects proportionally with complementary test techniques and portfolios. The assessment in the 2013 curriculum standard is an assessment of the learning process, performance assessment, character assessment, portfolio assessment and learning completeness assessment.

Continuous and Changing Curriculum Components

Continuous Aspects

In the course of the curriculum during the long period of existence of the PBA Department of UIN Sunan Kalijaga, evaluation is a continuous curriculum component. Evaluation of learning outcomes in the PBA Department is grouped into two parts, namely evaluation in the form of tests consisting of UTS, UAS, and assignments that are tailored to structured lecture material such as completing assignments at home, scientific reports, or formative tests that are carried out after every two or three meeting times, or within a certain period in one semester. In addition, there is a non-test form consisting of activeness, attitude, and participation. For language courses, the assessment is actively carried out by means of an oral exam. This is adjusted to the course with the characteristics of its evaluation selection. Apart from technical aspects such as evaluation, continuous aspects are also seen in the Arabic learning paradigm itself. Learning Arabic in the PBA department maintains the orientation of language learning as a medium for studying other disciplines, including Islamic science. Although from time to time, the percentage of that orientation is balanced. Learning Arabic is not only for the language itself but also being able to communicate it in spoken and written language.

Changing Aspects

Higher Education Concept

Among the changing aspects of the curriculum for the PBA are the concepts, procedures and legality, which are presented in the following table:

Table 3: Changes in the Concept of Higher Education

Concept	Explanations
Basic Curriculum	
1995 & 1997	Kepmendikbud No. 056/U/1994
KBK	Kepmendiknas No. 232/U/2000 and No. 045/U/2002
Learning Outcomes	
Before 1997	in the form of a minimum ability of mastery of knowledge, skills, and attitudes in accordance with the curriculum objectives of a study program. Higher education outputs are carried out by higher education providers themselves.
KBK	the competence of a person to be able to perform a set of intelligent actions, full of responsibility as a condition for being considered capable by the community in carrying out tasks in certain fields of work. The assessment is carried out by universities and community as

	stakeholders.

Curriculum Development	
1995 & 1997	The study program curriculum is prepared and determined by the Government through a Consortium (National curriculum)
KBK	the core curriculum is compiled by universities together with stakeholders and professions, and determined by the respective universities.
Curriculum Components	
1995 & 1997	curriculum components are composed of the National Curriculum (Kurnas) and the Local Curriculum (Kurlok) which are prepared with the aim of mastering the content of science and its application (content based),
KBK	The curriculum consists of a Core Curriculum and an Institutional curriculum. The Core Curriculum is the hallmark of the main competencies.
Course Grouping	
1995 & 1997	General Subjects (MKU), Basic Expertise Courses (MKDK), and Expertise Courses (MKK).
KBK	Personality Development Courses (MPK), Science and Skills Courses (MKK), Work Skills Courses (MKB), Work Behavior Courses (MPB), and Collective Life Courses (MBB)
Learning Change	
Awal-1997	*transfer of knowledge* (*teacher oriented*)
KBK	*method of inquiry* (*student oriented*)

Objectives

Changes in the objectives of teaching Arabic from the pre-1975 curriculum to the 2013 curriculum have different characteristics. Learning Arabic in the curriculum before 1975 to 1983 does not yet have concrete formulas such as curricular and instructional goals. This goal tends to be passive, meaning that Arabic is only used as a tool to understand reading material properly so that students are able to understand the Qur'an and the hadith of the Prophet and books written in Arabic. The teaching objectives of the 1994 to 2013 curriculum emphasize active and passive language acquisition. The learning objectives in this phase are concrete to emphasize so that students have productive skills (speaking and writing) by using Arabic knowledge that is practiced during active language proficiency learning.

Teaching Materials

The patterns and forms of teaching materials that are arranged and delivered to students are a very important basis in curriculum development and this is closely related to the objectives of the educational program to be achieved, because the form of the curriculum also determines the teaching materials, in addition to the order and way of presentation. So the material includes curriculum components that change, because demands adjust to needs, demands for scientific progress and the times.

Approaches, Methods and Techniques

There are two kinds of approaches used in learning Arabic in the PBA Department, namely the structural approach and the communicative approach. In terms of language learning theory, the Arabic language curriculum model from the period before 1975 to 1983 adopted behaviorist thinking. This is evident among others in the objectives of learning Arabic. In general, the purpose of learning Arabic in this perspective is to form learners who have an orderly Arabic language behavior, which is formed and fully controlled by the lecturer. In the practice of learning Arabic, the lecturer acts as a controller (locus of control) and learners as followers . Meanwhile, the Arabic learning approach used in this period was a cognitive approach, namely a learning design approach based on generative transformation theory or a more comprehensive view of language structures, as a continuation and innovation of language learning so that it has more theoretical basis (Aufa, 2018).

In 1988-1997 a communicative approach to learning Arabic was developed (M. H. Arsyad, 2019). The 1988-1997 PBA curriculum approach applies a communicative approach in the weak category. This version emphasizes that the teaching of a second or foreign language is directed at using that language to learn elements of that language. This was indicated by the implementation of the *Muhadasah* course for the first time in the curriculum of that period. Active language achievement in the curriculum is still very weak. Because there is still a dominance of subjects that lead to grammar rather than active language proficiency.

158 | R i f q i A u l i a R a h m a n & I n d a h K u m a l a s a r i : T h e D y n a m i c s
o f A r a b i c L a n g u a g e C u r r i c u l u m a t A r a b i c E d u c a t i o n
D e p a r t m e n t o f U I N S u n a n K a l i j a g a

The 2004-2013 PBA curriculum approach uses a strong version of the communicative approach. This version emphasizes the importance of providing opportunities for students to use Arabic for communication purposes which is characterized by the integration of these activities in the entire language teaching program. The Competency-Based Curriculum which began in the 2004 period and the realm of integration-interconnection which is the result of the 2006 curriculum development to date, is an approach that places various disciplines to greet one another so that it becomes a complete unit. Thus the communicative approach is not the main orientation in learning Arabic in this period, but rather a refinement or reflection of the active language weakness that occurred in the previous curricula.

Curriculum structure

Each curriculum period has its own characteristics in the course structure, these can be seen in the table below:

Table 4: Characteristics of Each Curriculum Structure

Curriculum	Course Curriculum Structure
Before1975	1) Level system 2) Propaedeuse, Candidate, Talent, Doctoral Level 3) Main, important and complementary courses
1975	4) Non credit 5) Propaedeuse, Candidate, Talent, Doctoral Level 6) Institute component, faculty component and department component.
1983	7) Credit system 8) S1 level 9) Semester I is called SPBI 10) Semester II is called SPBF 11) for 10 semesters or five years and a maximum of 14 semesters or seven academic years 12) institute component, faculty component and department component.
1988	13) Credit System 14) S1 level 15) For eight semesters (four academic years), and a maximum of 14 semesters or seven academic years. 16) There are four groups of subjects (MKDU, MKDK, MKKP, and MKP)
1995 1997	17) Credit System 18) S1 level 19) For eight semesters (four academic years) and a maximum of 14 semesters or seven academic years. 20) Consists of the national curriculum (Kurnas) and the local curriculum (kurlok)

	21) There are four groups of subjects (MKU, MKDK, MKK, and MKKP)
2004	22) Credit System
2005	23) S1 level
2006	24) For eight semesters (four academic years), and a maximum of 14
2013	semesters or seven academic years.
	25) The 2006 curriculum is divided into six groups: the general core curriculum, the general institutional curriculum which is divided into three (the main special core curriculum, the special core curriculum
	26) support, and other special core curriculum), and special institutional curriculum
	27) There are five groups of subjects (MPK, MKK, MKB, MPB, and MBB)

Conclusion

Change is a necessity, and anything that is unwilling and capable of changing will be overcome by time, including curriculum. As time goes by, period after period, it is certain that something will definitely be changed and improved. The process of wanting to change and improve itself is also a humble character to state that what is right and successful at this time is not necessarily appropriate and useful in the future. Considerations such as national education policies, the rapid progress of science and technology and the necessity of social change require the curriculum to adjusts.

The development of the curriculum in Arabic Education Department (PBA), Faculty of Education and Teacher Training, UIN Sunan Kalijaga, starting from the level system, non-credit to SKS, some have changed and have not experienced change or continuity. Changing aspects include the portion of authority to set curriculum policies; course components; learning process and outcome outcomes; objectives, approaches, curriculum structure, materials, methods, techniques, and learning evaluation. Practically, there are almost no aspects that are absolutely maintained, except for the orientation of learning Arabic which was originally only one direction as a means to learn Islamic sciences, into two directions, which in addition to studying Arabic as a medium for studying other disciplines, it also demands active competence and proficiency in Arabic. This orientation is indicated by the courses that continue to exist in different periods of time. Indeed, from all the changing aspects, it can also be ascertained that there are certain aspects that are maintained as a fundamental foothold in the curriculum.

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