Refirming Understanding About Arabic Curriculum Management: Concept, Characteristics, and Study Area

Sembodo Ardi Widodo
Universitas Islam Negeri Sunan Kalijaga Yogyakarta
drsembodo.widodo@uin-suka.ac.id

Agung Setiyawan
Universitas Islam Negeri Sunan Kalijaga Yogyakarta
agung.setiyawan@uin-suka.ac.id

ENGLISH ABSTRACT
This article aims to reinforce the understanding of the concepts, characteristics, and scope of studies in Arabic language curriculum management. This type of research includes library research, which is a descriptive qualitative research. The data was collected using the documentation method. Meanwhile, data analysis was carried out through qualitative (non-statistical) analysis methods on the basis of which conclusions were drawn using an inductive frame of mind. The results show that the Arabic language curriculum management is a distinctive process consisting of planning, organizing, directing and controlling actions carried out on the implementation of the Arabic language curriculum by utilizing all existing supporting aspects in order to achieve effective, efficient and optimal goals in accordance with which have been set. The characteristic or characteristic of Arabic language curriculum management is that it contains religious values, either real or cultural values. The scope of operational problems which are the Arabic language curriculum management studies, namely: Management planning and curriculum development; Management of curriculum implementation; Supervision of curriculum implementation; Curriculum monitoring and assessment; Curriculum improvement; Decentralization and curriculum centralization; and labor issues.

Keywords: Arabic Language Teaching, Curriculum Management, Curriculum Elements

INDONESIAN ABSTRACT
Artikel ini bertujuan untuk menguatkan kembali pemahaman terkait tentang konsep, karakteristik, dan wilayah kajian dalam manajemen kurikulum bahasa Arab. Jenis penelitian ini termasuk penelitian pustaka, yang merupakan penelitian kualitatif deskriptif. Pengumpulan data dilakukan dengan menggunakan metode dokumentasi. Sedangkan analisis data dilakukan melalui metode analisis kualitatif (non-statistik) dengan dasar pengambilan kesimpulannya menggunakan kerangka berfikir induktif. Hasil penelitian menunjukkan bahwa manajemen kurikulum bahasa Arab adalah proses yang khas yang terdiri dari tindakan-tindakan perencanaan, pengorganisasian,

pengarahan dan pengendalian yang dilakukan terhadap pelaksanaan kurikulum bahasa Arab dengan memanfaatkan keseluruhan aspek penunjang yang ada agar mencapai tujuan yang efektif, efisien dan optimal sesuai dengan yang telah ditetapkan. Ciri khas atau karakteristik manajemen kurikulum bahasa Arab adalah di dalamnya mengandung nilai-nilai agama, baik itu secara nyata atau secara nilai budaya. Ruang lingkup masalah operasional yang merupakan kajian manajemen kurikulum bahasa Arab, yaitu: Manajemen perencanaan dan pengembangan kurikulum; Manajemen pelaksanaan kurikulum; Supervisi pelaksanaan kurikulum; Pemantauan dan penilaian kurikulum; Perbaikan kurikulum; Desentralisasi dan sentralisasi kurikulum; dan Masalah ketenagaan.

Kata kunci: Pembelajatan Bahasa Arab, Pengembangan Kurikulum, Unsur Kurikulum

Introduction

Basically, everything systematic in various fields of human life cannot be separated from a planning process, including in the field of education (Mahmudi *et al.*, 2019, pp. 222–224). Planning is an activity that must be done before carrying out something within a certain time to achieve the expected goals. Planning has a very important role to carry out activities (Rosyid *et al.*, 2019, p. 7). In order for education to be successful optimally, it must be supported by the perfection of the components in it, including: educational objectives, students, educators, educational tools and facilities, educational methods, educational content, educational environment and so on. All the elements that exist are a unity that is interrelated and complementary. Without the support of existing components, the goals of education cannot be achieved and there may be some obstacles ahead (Aliyah, Maghfur and Hilmi, 2019, pp. 176–190).

The issue of education will never be discussed. This is at least based on several reasons. First, human desire to realize a better education in accordance with the demands of the times because times are constantly changing. Second, the theory of education that will always change, because it is made based on the needs of society in its time which allows it to be different for the future (hereinafter). Third, there is a change in the outlook of life that also affects a person's dissatisfaction with the state of education, so that sometimes someone is satisfied with the education system at a certain time -which is in accordance with his view of life- and at other times someone is influenced by other views of life - who have different views (Muhaimin, 2009, p. 2).

The success of an education is the goal of education itself. To achieve this goal, of course, it requires good and professional educational management, one of which is a

leader or manager (Mahmudi *et al.*, 2019, pp. 222–224). The existence of a manager is to solve various complex problems faced by educational institutions. For this reason, a manager must focus on preparing various strategies in advancing educational institutions ranging from preparing educational empowerment strategies, strategies to determine the concentration of educational management as a priority when it is not possible to manage all its components, strategies for overcoming leadership problems, strategies for overcoming ideological problems and family relationships, coping strategies. education financing, strategies to develop educational institutions in challenging areas, to strategies for curriculum development in an educational field (Qomar, 2013, p. XIX).

Arabic as one of the areas of education that is studied and even used as a subject that must be taught in Islamic education institutions, has not yet given satisfactory results. This is proven by the lack of students' mastery of Arabic, both in terms of knowledge and skills. Of course, there are problems in learning Arabic, especially in formal institutions in Indonesia, including: the unavailability of adequate Arabic language experts; equipment in language teaching is still limited; Arabic teaching is running as it is; Arabic is considered as a subject that is too difficult and unable to bring progress in the field of human science and technology compared to other sciences (Nuryani, 2015, pp. 253–277). Many elements are influential in realizing the objectives of learning Arabic itself. And among these factors are management factors and the curriculum in it (Wijaya, 2017, pp. 1–18).

The discussion of Arabic language curriculum management consists of several things, including: concepts, characteristics, fields of study, model approaches, components, institutions, problems in it and so on. Because the study is so broad, the authors limit the discussion to three basic things, namely the concept, characteristics, and the area of study which will be the basis for further discussion. So, this paper seeks to answer the following questions: (1) What is the concept of Arabic language curriculum management and why is there a need for management in the Arabic language curriculum? (2) What characteristics does Arabic language curriculum management have when compared to management in other fields? And (3) what are the scope of Arabic language curriculum management studies? These are some of the problem formulations that are the focus of this paper.

There have been many writings on Arabic language curriculum management before with different focuses. Following are the authors present several studies related to this paper, including: (1) Article entitled "Konsep, Karakteristik dan Wilayah (*Scope*) Kajian Manajemen Kurikulum Bahasa Arab", by Muhammad Anwar (Anwar, 2018, pp. 37–51). (2) Article entitled "Integrasi Kurikulum Bahasa Arab Pesantren Tradisional dan Modern di Madrasah Aliyah Program Keagamaan*",* by Burhan Yusuf Habibi (Habibi, 2020, pp. 151–167). (3) Article entitled "Manajemen Implementasi Kurikulum Bahasa Arab di Madrasah", by Ahmad Zubaidi (Zubaidi, 2012, pp. 215–231).
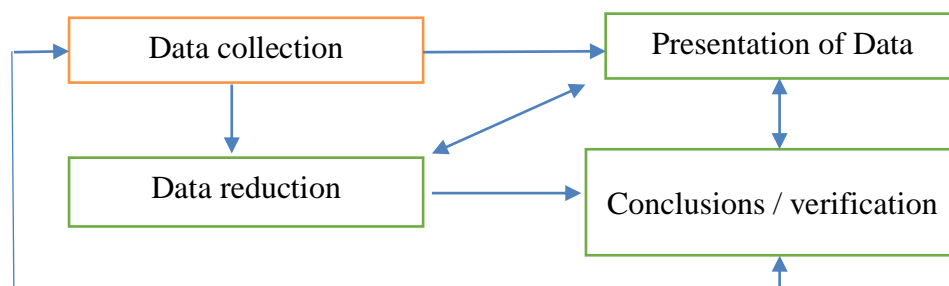
The results of previous studies showed that there are similarities and differences between this paper and the previous articles. They similarly explain the concepts, characteristics and scope of Arabic language curriculum management studies. Therefore, this paper seeks to reaffirm the studies that have been discussed previously. However, in this paper, the author tries to provide additional explanations and parse some of the lack of clarity of understanding that exists in previous articles such as adding explanations regarding the reasons why there is a need for management in a curriculum and what are the characteristics of Arabic language curriculum management that makes it different from management in other fields.

Methods

This type of research is library research, which is a qualitative research in which the researcher examines, studies and analyzes various literature related to the theme of discussion, whether from books,or research journals. The data source of this research is divided into primary data and secondary data. Primary data comes from several journal articles that have been mentioned above, and several research results published in other journals. While the secondary is in the form of books, papers and web-sites related to the theme of this research, namely the concept, characteristics, and scope of Arabic language curriculum management studies.

The data was collected using the documentation method. While data analysis is carried out through qualitative (non-statistical) analysis methods on the basis of drawing conclusions using an inductive frame of mind, namely a framework of thinking departing from data and specific facts, concrete events, then from specific facts or events. and it is generalized concretely which has general characteristics. Data were

analyzed using an interactive model of analysis, namely between the data collection process, data reduction (data arrangement in patterns, categories, certain subject matters), data presentation (data preparation in the form of matrices, graphs, networks, certain charts), and drawing conclusions. Here is the "interactive model" described by Miles and Huberman, as quoted by Ibrahim.

```
┌──────────────────┐                    ┌──────────────────┐
│ Data collection  │ ─────────────────> │Presentation of Data│
└──────────────────┘                    └──────────────────┘
        │                                        ▲
        ▼                                        ▼
┌──────────────────┐                    ┌──────────────────────┐
│  Data reduction  │ ─────────────────> │Conclusions / verification│
└──────────────────┘                    └──────────────────────┘
```

Result And Discussion

Concepts of Arabic Language Curriculum Management

Etymologically, the word 'management' comes from English 'to manage' which means '*mengatur*', from French '*manage*' means 'act of guiding' or 'lead', and in Latin '*managiere*' consists of two words, namely '*manus*' and '*agere*'. 'Manus' means hand and 'agere' means to do or carry out, so it means to do something over and over again using hands (Ukas, 2014, p. 1). The term management has been interpreted by various parties with different perspectives, for example management, coaching, stewardship, management, leadership, leaders, management, administration, and so on (Faiqah, 2017, pp. 64–85).

In terminology, management means a typical process consisting of planning, organizing, directing and controlling actions carried out to determine and achieve predetermined goals through the use of human resources and other sources (Buska *et al.*, 2020, p. 53). According to Sergiovanni and friends in Ibrahim Bafadhal's book, management is a process of working through other people to achieve organizational goals efficiently. Goerge R. Terry argues that management is a real process of planning, organizing, mobilizing, controlling, which is carried out to determine and achieve predetermined goals through the use of human resources and other resources (Arifin, 2014, p. 25). Oemar Hamalik defines management as a social process that deals with the entire human endeavor with the help of other human efforts and other sources, using efficient and effective methods to achieve predetermined goals (Hamalik, 2012, p. 16).

From several definitions of management according to these experts, it can be concluded that management is a social process for carrying out various actions using efficient and effective methods that involve the use of human resources and other resources to achieve predetermined goals.

Management is often defined as knowledge, tips, and a profession. Luther Gulick said as a science because management is seen as a field of knowledge that systematically tries to understand why and how people work together. Said to be a trick by Follet because management achieves goals through means of managing other people to carry out their duties. It is seen as a profession because management is based on special skills to achieve a manager's performance, and professionals are guided by a code of ethics (Fattah, 2006, p. 1). Management is also a tool to achieve desired goals. Good management will facilitate the realization of company, employee and community goals. With management, the usability and usability of the management elements will be improved.

Meanwhile, the word curriculum etymologically comes from Greek, namely *'curir'* which means "runner" and "*curere*" which means "place to run," which comes from Latin, namely "*Curriculae*" which means "the distance a runner must travel". In the classical view, the curriculum is considered as a lesson plan in a school or madrasa. The curriculum has various meanings, namely: 1) as a teaching plan, 2) as a student learning plan, 3) as a learning experience obtained by students from school or madrasah (Hidayat, 2013, p. 21). In Arabic, the term curriculum is defined as '*manhaj*', which is a bright path, or the path traversed by humans in the field of life. In the context of education, curriculum means a bright path through which educators or teachers and students develop knowledge, skills, attitudes, and values (Ramadhanisnaini, 2018, pp. 27–50).

Whereas in terminology, the definition of the curriculum can be understood from the following definitions: 1) in accordance with the UU. No. 20 tahun 2003 concerning the National Education System is a set of plans and arrangements regarding the objectives, content, learning materials and methods used as guidelines for implementing learning activities to achieve certain educational goals (Sukmadinata, 2012, p. 23). 2) According to Salih Handy and Hisyam Ilyan: "All the planned experiences proposed by the school to assist students in obtaining competencies (learning outcomes) that have

been determined to the maximum extent possible". 3) According to Ibrahim Muhammad al-Syafi'i and Rasyid al-Katsiry: "Every activity that has a purpose is prepared, arranged and supervised by the school and is responsible for its implementation both inside and outside the school" (al-Syafi'i, 1417, p. 27). 4) According to Hasan Ja'far al-Khalifah: "A collection of experiences and activities within or outside of school proposed by schools for students with the aim of helping their self-development in a political manner which can form a good attitude and be able to interact with the environment and society. them and can provide the right solution to the problems they face" (al-Khalifah, 2014, p. 21). 5) According to Saylor, Alexander, and Lewis curriculum is all the school's efforts to influence students to learn, both inside the classroom and outside of school. Meanwhile, Rusman argues that the curriculum is an educational program provided by educational institutions (schools) for students (Rusman, 2012, p. 3). 6) There are also those who define the curriculum as the period of education that students must take in order to obtain a diploma.

From several definitions of the curriculum, the authors conclude that the curriculum is not a simple thing. The curriculum also includes teaching and learning methods, ways of evaluating student progress and the entire program, changes in teaching staff, guidance and counseling, supervision and administration and structural matters regarding time, number of rooms, spaces and possible choice of subjects (Habibi, 2020, p. 155). Therefore, in brief, the definition of curriculum is a series of educational programs provided by educational institutions (schools) for students in order to obtain effective and efficient learning outcomes and results in accordance with school goals (Susiawati and Fanirin, 2020, p. 252).

What is meant by curriculum management itself is a curriculum management system that is cooperative, comprehensive, systemic, and systematic in order to achieve the achievement of curriculum goals (Suhardan, 2009, p. 191). Curriculum management is also understood as a form of regulation made for the success of teaching and learning activities (in today's terms is learning), so that these activities can achieve maximum results (Mustari, 2014, p. 57). Curriculum Management includes planning, implementing, and evaluating the curriculum. In curriculum management, activities are focused on efforts to foster teaching and learning situations in schools so that the school will run as it is planned. Community involvement in curriculum management is intended to be able

to understand, assist and control curriculum implementation, so that educational institutions are not only required to be cooperative but also able to be independent in identifying curriculum needs, designing curriculum, controlling and reporting curriculum sources and results, both to the public and the government.

Based on the explanation above, management can be related to various aspects. For example Islamic education, the term Islamic education management will appear. Management of Islamic education itself can be interpreted as a process of managing Islamic educational institutions in an Islamic manner by getting around learning resources and other related matters in order to achieve the goals of Islamic education effectively and efficiently. Meanwhile, if management is linked to the Arabic language curriculum, it becomes the object of its management. So it can be understood that Arabic curriculum management is a unique process consisting of planning, organizing, directing and controlling actions carried out on the implementation of the Arabic language curriculum by utilizing all existing supporting aspects in order to achieve effective, efficient and optimal goals in accordance with which have been set (Anwar, 2018, p. 44).

Curriculum development, including in the field of Arabic, must be based on management based on various reasons for multidimensional considerations, as follows (Hamalik, 2012, pp. 17–19):

Management as a scientific discipline is closely related to other scientific disciplines, such as philosophy, psychology, socio-culture, sociology, technology and so on including language (Arabic), because there needs to be a variety of approaches, strategies and methods in language learning and that's all need management in it. Many theories, concepts and approaches in management science provide fundamental and theoretical input for curriculum development. That is why, conceptually, management science theory should be an important foundation in curriculum development. It is clear that the contribution of management functions in the curriculum development process is basically in line with the management process itself.

Management as a scientific discipline is closely related to other scientific disciplines, such as philosophy, psychology, socio-culture, sociology, technology and so on including language (Arabic), because there needs to be a variety of approaches, strategies and methods in language learning and that all need

management in it. Many theories, concepts and approaches in management science provide fundamental and theoretical input for curriculum development. That is why, conceptually, management science theory should be an important foundation in curriculum development. It is clear that the contribution of management functions in the curriculum development process is basically in line with the management process itself.

Curriculum developers follow a pattern and flow of thought that is synchronous with the thinking patterns and structures in management. The development process is in line with the management process, namely that development activities start from the process of (1) planning, (2) organizing, (3) implementation, (4) control and (5) improvement. That is why every curriculum developer should master management science, which includes the basics of programming, management information systems, and so on, which are very significant in curriculum development and learning design.

Implementation of the curriculum as an integral part of curriculum development requires concepts, principles and procedures and approaches in management. Implementation of the curriculum requires the implementation of organization, coordination of motivation, supervision, support systems as well as effective communication and monitoring systems, as a whole comes from management science. In other words, without proper empowerment of management concepts, curriculum implementation will not take place effectively.

Curriculum development is inseparable and is even closely related to policies in the education sector, which are sourced from national development policies, regional policies, and various sectoral policies. The formulation of these policies contains what should be developed, why should it be developed, how to develop it, who develops it and when it should be developed. Various policies contain elements of direction, reference, guidance, motivation, and leadership values. The role of policy in curriculum development appears to be based on the consideration of curriculum development, whether it is institutional, institutional, intersectoral or at the regional and regional levels. Because there are policies that encourage the implementation of various approaches in

curriculum development. For example, the national curriculum, local content curriculum, centralized curriculum, and decentralized curriculum and so on.

Management needs in the education sector, for example the need for professional educators, who are able to increase the productivity of schools or madrasahs, so that they can produce reliable students who are ready and able to compete in life, a perspective that focuses on the human sector in the management process and various other perspectives. In turn, provide an important influence in curriculum development activities. Based on the considerations and objective conditions in the framework of curriculum development, it is a fundamental imperative for curriculum developers and managers to carry out broader and in-depth studies of the field of management science to support their work.

Characteristics of Arabic Language Curriculum Management

Arabic language (Izzan, 2009, p. 2) is a special language because it functions as the language of the Qur'na and Sunnah as the two main sources of Islamic teachings (Faizah, 2019, p. 144). Through Islamic teachings, Arabic continues to indirectly influence the Muslim community in their perspective, thinking and attitude. This transformation is carried out systematically in the Arabic language curriculum in Islamic schools and colleges which is realized through Arabic books which have become the main literature (Supardi, 2018, p. 14).

Based on the information above, the Arabic language curriculum management is included in the realm of Islamic education management. Islamic education itself is education that is carried out based on Islamic teachings. Islamic education is based on theQur'an, Sunnah, the opinions of scholars and historical heritage. Thus, the difference between Islamic education and other education is determined by the existence of these basic Islamic teachings. If other education is based solely on rational secular and impristic thinking, Islamic education in addition to using rational considerations and empirical data is also based on the Qur'an, al-Sunnah, and the opinions of scholars and historical legacies.

Various objects of Arabic language education can be used as materials which are then integrated to realize Islamic education management. The term Islam can be

interpreted as Islamic revelation or cultural Islam. Islamic revelation includes the Qur'an and the traditions of the Prophet, both Nabawi traditions and Qudsi traditions. Meanwhile, cultural Islam includes expressions of the Prophet's companions, understanding of scholars', understanding of Muslim scholars and Muslim culture. The word Islam which becomes the identity of education management is intended to include both meanings, namely Islamic revelation and cultural Islam.

Therefore, the understanding of Islamic education management always involves the revelation and culture of the Muslims, plus the principles of education management in general. Revelation texts as theological rests; the words of the companions of the Prophet, scholars, and Muslim scholars as rational rationale; the reality of the development of Islamic educational institutions and community culture (leaders and employees) of Islamic educational institutions as empirical rests; while the provisions of educational management principles serve as theoretical support. So, the building of Islamic education management is placed on four rests, theological, rational, empirical, and theoretical rests (Qomar, 2013, p. 16).

Theological support raises the belief that there is the truth of the messages of revelation because it comes from God, rational support raises the belief in the truth based on considerations of thought. The empirical rationale raises the belief that there is truth based on real and accurate data, while the theoretical basis raises the belief that there is truth based on reason and data at the same time and has been practiced many times in the management of education.

Departing from the characteristics or characteristics of Islamic education management above, it can be meant that the characteristic or characteristic of Arabic language curriculum management is management that seeks to design an Arabic language curriculum which contains religious values, be it real or value. culture. Then try to implement it in accordance with Islamic religious values (Anwar, 2018, p. 47).

Management of Arabic Language Curriculum

Curriculum management studies are an integral part of curriculum studies. Education experts in general and in the field of curriculum development and educational technology have certainly recognized that the study of curriculum development is a branch of educational disciplines that contain a very broad scope. This study not only

includes learning the basics, but also studying a curriculum that is developed and implemented at all levels of education. In addition, it includes in-depth study of the areas of curriculum planning, curriculum management, evaluation and curriculum research. In the context of this paper, the intended meaning of the scope of Arabic language curriculum management includes planning, organizing, implementing and evaluating the Arabic language curriculum (Makinuddin, 2017, p. 137).

The main activities of curriculum management studies include: (1) planning and development. Management planning and curriculum development is based on the assumption that: information and data are available about the problems and needs that underlie the formulation of appropriate planning. (2) implementation. Management of curriculum implementation is based on the assumption that the curriculum has been pre-planned and ready to be operationalized. (3) curriculum improvement. Improvement management is based on the assumption that the school curriculum needs to be further improved and developed to improve the quality of education.

Curriculum evaluation is based on the assumption that curriculum improvement, planning, and implementation require accurate feedback. Thus it is clear that planning and developing, implementing, administering, evaluating and improving the curriculum moves in a system in a continuous cycle, which is gradual, rotating, continuous in the environment of the overall education system process (Hamalik, 2012, p. 20).

According to Sukmadinata in (Furchan), curriculum evaluation is basically a process to check the validity of the curriculum which must be applied in four stages, the first stage is evaluation of objectives or competencies; the second stage, evaluation of implementation; the third stage is evaluation of effectiveness; and the fourth stage, evaluation of the results (Furchan, 2005, p. 104).

Thus the evaluation of curriculum implementation is a sub of curriculum evaluation in general. This evaluation aims to; First, look at the ongoing process of implementing the curriculum as a control function, whether the implementation of the curriculum is in accordance with the plan, and as a function of improvement if there are deficiencies during the process. Second, look at the final results that can be achieved compared to the planning phase (Zubaidi, 2012, pp. 229–230).

Curriculum development management studies are basically related to educational administration studies, where the supervisory function has been included in

it. To make it easier for us to conduct in-depth research in the field of curriculum management, it is better if we return to management functions, namely planning, implementation, supervision, monitoring, and evaluation. Other functions, such as: organizing, mobilizing motivation, coordination, financing and materials, are included in the main functions above.
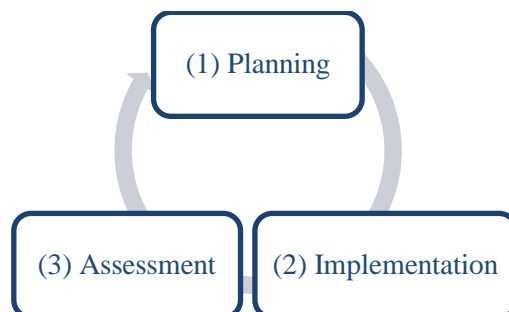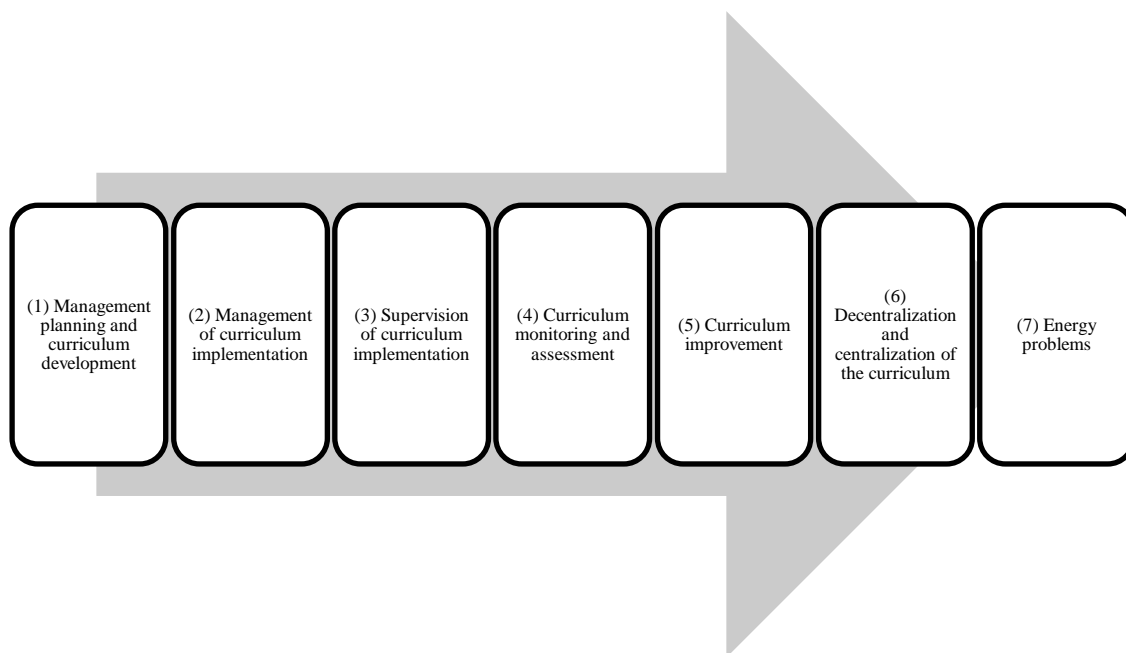

Picture 1: General Scope of Curriculum Management

The scope of curriculum management includes planning, implementing, and assessing curriculum activities. At the school level, curriculum activities prioritize the realization and relevance of the national curriculum (competency standards/basic competencies) with the needs of the region and the conditions of the school concerned, so that the curriculum is a curriculum that has integrity with students and the environment (Tim Dosen Administrasi Pendidikan UPI, 2012, pp. 191–192).

The curriculum is in the middle of an interconnected educational field of study. The main activity in the study of curriculum management is to cover the planning, development, implementation and improvement of the curriculum that moves in a system in a continuous cycle that is gradual, rotating, continuous in a system process loop. comprehensive education (Hamalik, 2012, p. 20). Therefore, the problem of Arabic language curriculum management can be related to the general Islamic education management study area which includes main problems, structural problems and operational problems (Muhaimin, 2011, p. 17).

It has been explained above that the main activities of curriculum management studies include planning and development, implementation and improvement of the curriculum. The main points of this activity can also be said to e the scope of study for curriculum management. So the area of study (scope) for Arabic language curriculum management is also the same, namely planning the Arabic curriculum, implementing the Arabic language curriculum, and improving the Arabic language curriculum.

As a framework that is quite simple and easier to learn in depth, the scope of operational problems in Arabic curriculum management can also be equated with the scope of curriculum management in general which includes the following (Hamalik, 2012, pp. 21–22): 1) management planning and curriculum development; in this context, it is important to get attention because it is closely related to several fundamental factors, the roles of various parties and the curriculum development methodology that will be implemented. 2) Management of curriculum implementation; This activity is closely related to how far the curriculum is implemented in schools or educational and training institutions. 3) Supervision of curriculum implementation; This field is closely related to efforts to foster and develop the personal abilities of schools / madrasahs who are responsible for the process of implementing the curriculum. 4) Curriculum monitoring and assessment; This field is needed in relation to the roles and functions in the development, implementation, supervision and improvement of the curriculum. 5) Curriculum improvement; curriculum improvement needs to be done in an effort to foster the relevance of education and increase the quality of education in line with the development of community needs. 6) Decentralization and curriculum centralization; it is necessary to study further matters relating to the decentralization of education management by the government. 7) Labor issues; workforce problems in curriculum development and leadership models that are compatible with the context of today's dynamically developing society.

Picture 2: The Scope of Operational Problems in Arabic Language Curriculum Management

Conclusion

Arabic curriculum management is a distinctive process consisting of planning, organizing, directing and controlling actions carried out in the implementation of the Arabic language curriculum by utilizing all existing supporting aspects in order to achieve effective, efficient and optimal goals as determined. Curriculum development, including in the field of Arabic, is based on management based on various reasons for multidimensional considerations, namely: Management as a scientific discipline is closely related to other disciplines; Curriculum developers follow a pattern and line of thought that is synchronous with the thinking patterns and structures in management; Implementation of the curriculum as an integral part of curriculum development requires concepts. Curriculum development is inseparable and is even closely related to policies in the education sector as well as the need for management in the education sector.

The characteristic of Arabic language curriculum management is that it contains religious values. It is then implemented in accordance with Islamic religious values. Various objects of Arabic language education can be used as materials which are then integrated to realize Islamic education management. The term Islam can be interpreted as Islamic revelation or Islamic cultural. Islamic revelation includes the Qur'an and the traditions of the Prophet, both Nabawi traditions and Qudsi traditions. While Islamic culture includes the expressions of the Prophet's companions, understanding of Muslim scholars and Muslim culture.

The scope of operational problems which are the Arabic language curriculum management studies, namely: Management planning and curriculum development; Management of curriculum implementation; Supervision of curriculum implementation; Curriculum monitoring and assessment; Curriculum improvement; Decentralization and curriculum centralization; and manpower issues.

References

Aliyah, V. H., Maghfur, A. 'Ali and Hilmi, D. (2019) 'Manajemen Perencanaan Program Bahasa Arab Di Mayantara School Malang', *Arabia*, 11(1), p. 175. doi: 10.21043/arabia.v11i1.5214.

Anwar, M. (2018) 'Konsep, Karakteristik dan Wilayah (Scope) Kajian Manajemen Kurikulum Bahasa Arab', *Al-Fathin: Jurnal Bahasa dan Sastra Arab*, 1(01), pp. 37–51. doi: 10.32332/al-fathin.v1i01.1188.

Arifin, Z. (2014) *Konsep dan Model Pengembangan Kurikulum: Konsep, Teori, Prinsip, Prosedur, Komponen, Pendekatan, Model, Evaluasi dan Inovasi*. Bandung: Rosdakarya.

Buska, W. *et al.* (2020) 'THE MANAGEMENT OF LANGUAGE LABORATORY IN IMPROVING STUDENTS ARABIC COMPETENCE', *Arabi : Journal of Arabic Studies*, 5(1), pp. 51–62. doi: 10.24865/ajas.v5i1.249.

Faiqah, N. (2017) 'MANAJEMEN PEMBELAJARAN BAHASA ARAB DI SEKOLAH':, *At-Tafkir*, 10(1), pp. 64–85.

Faizah, A. (2019) 'Evaluasi Program Pembelajaran Bahasa Arab di SMP IT Nurul Islam Tengaran', *LISANIA: Journal of Arabic Education and Literature*, 3(2), pp. 143–162. doi: 10.18326/lisania.v3i2.143-162.

Fattah, N. (2006) *Landasan Manajemen Pendidikan*. Bandung: PT. Remaja Rosdakarya.

Furchan, A. (2005) *Pengembangan KBK di Perguruan Tinggi*. Yogyakarta: Pustaka Pelajar.

Habibi, B. Y. (2020) 'INTEGRASI KURIKULUM BAHASA ARAB PESANTREN TRADISIONAL DAN MODERN DI MADRASAH ALIYAH PROGRAM KEAGAMAAN', *Arabi : Journal of Arabic Studies*, 4(2), pp. 151–167. doi: 10.24865/ajas.v4i2.178.

Hamalik, O. (2007) *Dasar-dasar Pengembagan Kurikulum*. Bandung: PT. Remaja Rosda Karya.

Hamalik, O. (2012) *Manajemen Pengembangan Kurikulum*. Bandung: Rosdakarya.

Hidayat, S. (2013) *Pengembangan Kurikulum Baru*. Bandung: Remaja Rosdakarya.

al-Syafi'i, I. M. (1417) *al-Manhaj al-Mudarrisy Min Manzur Jadid*. Riyadh: Maktalah al-Abikan.

Izzan, A. (2009) *Metodologi Pembelajaran Bahasa Arab*. Bandung: Humaniora.

al-Khalifah, H. J. (2014) *al-Manhaj al-Mudarrisy al-Mu'ashir*. Riyadh: al-Mamlakah al-'Arabiyah.

Mahmudi, A. *et al.* (2019) 'CLASSROOM MANAGEMENT AND ARABIC LEARNING PROCESS BASED ON MULTIPLE INTELLIGENCES IN ELEMENTARY SCHOOL', *Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 6(2), pp. 222–237. doi: 10.15408/a.v6i2.11365.

Makinuddin, M. (2017) 'Konsep dan Karakteristik Manajemen Kurikulum Bahasa Arab', *MIYAH : Jurnal Studi Islam*, 11(2), pp. 133–149.

Muhaimin, M. (2009) *Rekonstruksi Kurikulum Pendidikan Islam Dari Paradigma Pengembangan, Manajemen Kelembagaan, Kurikulum, Hingga Strategi Pembelajaran*. Jakarta: Raja Grafindo Persada.

Muhaimin, M. (2011) *Manajemen Pendidikan: Aplikasinya dalam Penyusunan Rencana Pengembangan Sekolah/Madrasah*. Jakarta: Kencana.

Mustari, M. (2014) *Manajemen Pendidikan*. Jakarta: Rajawali Pers.

Nuryani, N. (2015) *View of Implementasi Kurikulum Pendidikan Bahasa Arab Studi Kasus di Fak. Tarbiyah Jurusan PBA IAIN Tulungagung | Ta'allum: Jurnal Pendidikan Islam*. Available at: http://ejournal.iain-tulungagung.ac.id/index.php/taalum/article/view/356/289 (Accessed: 5 April 2021).

Qomar, M. (2007) *Manajemen Pendidikan Islam*. Jakarta: Erlangga.

Qomar, M. (2013) *Strategi Pendidikan Islam*. Jakarta: Erlangga.

Ramadhanisnaini, N. M. (2018) 'MANAJEMEN INFORMASI KURIKULUM BAHASA ARAB', p. 24.

Rosyid, M. K. *et al.* (2019) 'Manajemen Perencanaan Pembelajaran Aktif di Lembaga Kursus Bahasa Arab Al-Azhar Pare Kediri', *LISANIA: Journal of Arabic Education and Literature*, 3(1), pp. 1–20. doi: 10.18326/lisania.v3i1.1-20.

Rusman, R. (2012) *Manajemen Kurikulum*. Jakarta: Rajawali Pers.

Suhardan, D. (2009) *Manajemen Pendidikan*. Bandung: Alfabeta.

Sukmadinata, N. S. (2012) *Kurikulum Dan Pembelajaran Kompetensi*. Bandung: Refika Aditama,.

Supardi, S. (2018) 'Model Pembelajaran Bahasa Arab Terpadu di Perguruan Tinggi Keagamaan Islam Negeri', *LISANIA: Journal of Arabic Education and Literature*, 2(1), pp. 13–27. doi: 10.18326/lisania.v2i1.13-27.

Susiawati, I. and Fanirin, M. H. (2020) 'ARABIC LEARNING AT MADRASAH ALIYAH BASED ON THE 2013 CURRICULUM', *Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 7(2), pp. 251–263. doi: 10.15408/a.v7i2.17444.

Tim Dosen Administrasi Pendidikan UPI, T. D. A. P. U. (2012) *Manajemen Pendidikan*. Bandung: Alfabeta.

Ukas, M. (2014) *Manajemen; Konsep, Prinsip dan Aplikasi*. Bandung: Agnini.

Wijaya, M. (2017) 'Manajemen Pembelajaran Bahasa Arab Sinergi Teori Dan Praktek', *AL-TANZIM : JURNAL MANAJEMEN PENDIDIKAN ISLAM*, 1(1), pp. 1–18. doi: 10.33650/al-tanzim.v1i1.24.

Zubaidi, A. (2012) 'MANAJEMEN IMPLEMENTASI KURIKULUM BAHASA ARAB DI MADRASAH', *Cendekia: Jurnal Kependidikan dan Kemasyarakatan*, 10(2), pp. 215–231. doi: 10.21154/cendekia.v10i2.412.