

Development of Arabic language learning curriculum during the COVID-19 pandemic

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ABSTRACT

The purpose of this study is to find out and analyze the curriculum that is suitable for Arabic language learning during the COVID-19 pandemic. This research is literature review research because the purpose of this study is to produce a design for the development of an Arabic curriculum during the Covid-19 pandemic based on the results of previous research. The results showed that there are 4 basics in the development of the Arabic language learning curriculum during the pandemic; 1) The compilation of learning objectives must be adapted to the circumstances of the learners and socialized to parents to work together to achieve these goals, 2) The content or content of the material is designed in such a way as to reach the students direct to higher level thinking skills, 3) During the learning process the teacher is required to be as creative as possible to guide the learning of the use of appropriate methods and media is very influential, 4) Evaluation is strongly recommended on a project-based basis to avoid the possibility of students cheating on each other.

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1. Introduction

Online learning or distance learning (PJJ) is the main option for educators when there are direct instructions from the central government to anticipate the spread of the coronavirus outbreak or commonly called Coronavirus Disease 2019 (covid-19) (Khasanah, Pramudibyanto, & Widuroyekti, 2020). So that online learning emphasizes independent learning (self study) and uses special techniques in designing learning materials such as organizational arrangements, administration, and special methodologies of communication through various media such as computers, television, radio, telephone, internet, video and so on all of which are included in the learning curriculum.

Regarding how people evaluate learning Arabic, there are many heterogeneous points of view. Some see Arabic as a religious language because Arabic is seen as a tool for studying and understanding Arabic texts (Sauri, 2020). There are also those who argue that learning Arabic is learning the language of Islamic science. This view is also not wrong, because most references to Islamic sciences are in Arabic. There are also those who think that learning Arabic is learning the language (S R Febriani, 2020; Taufik, 2020). This view is more focused on how people learn Arabic as the language of everyday communication. This difference in point of view causes differences in methods, strategies, techniques, teaching materials, learning media and evaluation of learning Arabic. If learning Arabic is for students to be able to communicate or Arabic as a communication tool, then learning Arabic focuses more on vocabulary and practicing speaking in Arabic (Wargadinata, Maimunah, Febriani, & Humaira, 2020).

Apart from these various points of view, if we observe carefully, learning Arabic encounters many obstacles and obstacles. During the Covid-19 condition, learning Arabic cannot be carried out face-to-face in class. These conditions require educational institutions to innovate in the learning process. Online learning is an alternative that is applied in learning Arabic. In implementing learning Arabic online, it encounters various obstacles (Bahruddin & Febriani, 2020; Hikmat & E., 2020).

Various problems of learning Arabic consist of linguistic and non-linguistic problems (Fahrurrozi, 2014). In addition, online learning during this pandemic can be used as an additional experience for students and teachers in the future or later (Suci Ramadhanti Febriani, Widayanti, Amrullah, & Mufidah, 2020). Therefore, the existence of obstacles in the learning process can affect the motivation and interest in learning itself so that solutions and projections of these obstacles are needed.

In this regard, the learning curriculum is designed in such a way as to address online learning. If we look at or associate it with the curriculum that was inaugurated by the ministry of religion in KMA No. 183 of 2019 concerning the PAI and Arabic learning curriculum which is implemented in stages in the 2020/2021 school year, this is very suitable for us to use in current learning. As the principle of changing the curriculum based on the needs and developments of the times (Ainin, 2020).

Daradjat (2014) reveals the curriculum as a program planned in the field of education and implemented to achieve several specific educational goals. During this pandemic, the Arabic language learning curriculum was of course more complex because it had to accommodate all the needs of students both from student psychology, learning systems and the social environment which was limited by distance (Jowsey, Foster, Cooper-Ioelu, & Jacobs, 2020; Zaharah & Kirilova, 2020). The Arabic language curriculum must be able to anticipate these changes and respond to the ever-changing demands of the times. The Arabic language curriculum is directed at preparing madrasah students to be able to adapt to changes so that graduates are compatible with the demands of the times in building the nation's civilization.

Based on information from several previous studies, fundamental research is still needed regarding curriculum development designs that can be applied during the COVID-19 pandemic. This is an effort to identify elements of curriculum development based on the needs of learners in the 21st century. On that basis, this study aims to examine the design of the Arabic language curriculum development during the COVID-19 pandemic. With a critical review of the Arabic language learning curriculum during the COVID-19 pandemic, starting from the concept of the curriculum, the concept of learning Arabic and how this curriculum can support learning during the COVID-19 pandemic.

2. Method

research literature review because the purpose of this research is to produce an Arabic language curriculum development design during the Covid-19 pandemic based on the results of previous

research. Booth et al. (2021) said that the literature review aims to describe the main content based on information. Data collection for literature review search tool database which served as a literature search stage. This data collection uses the Preferred Reporting Items for Systematic Reviews and Meta Analysis (PRISMA) method. The research was carried out by analyzing journals and then making summaries relating to the questions and objectives of the research. The procedure for searching journals to become material in this research is to have criteria that are in accordance with the PICOT procedure. The questions used to review journals have been adapted to the PICOT method, each question has a P which is a form of labeling of the problem/population. This study uses the learning model as a problem. For I is a label that describes the implementation/intervention. This research is about the design of Arabic language learning models during the Covid-19 pandemic. For C which is part of the labeling of the control or comparison intervention. This study did not use a comparison or control. While for T is the labeling part that describes the time. This study examines journal articles published during the Covid-19 pandemic with the aim of obtaining information related to various forms of Arabic language learning designs used during the Covid-19 pandemic.

The access used to search for reviewed articles uses databases from Google Scholar, Eric, and Scopus. The keywords used in searching for journal articles to be reviewed are curriculum, Arabic, pandemic, and covid-19. The timeframe for articles in 2020 is due to E-learning being affected by Covid-19. This study used 15 bibliography inclusion criteria. The first step is to identify articles with findings of 192 articles on Google Scholar, 335 articles on Eric and 44 articles on Scopus. Then the articles were screened into 30 national articles and 20 international articles. The examination results that match what is needed are 8 National Journal articles and 7 International Journal articles.

3. Results and Discussion

3.1. Result

3.1.1 Learning Objectives

Before setting learning objectives, a teacher must first pay attention to the profile of students both from talents, interests, learning styles, hobbies, the condition of parents and work, what time do parents work and are at home, understand students, understanding parents is an important first step for distance learning (S R Febriani, Wargadinata, Syuhadak, & Adam, 2020; Agustien Lilawati, 2020; Wargadinata et al., 2020). We need to know that learning a language is necessary so that a person can communicate properly and correctly with others and their environment, both orally and in writing. The objectives of learning Arabic must of course pay attention to the level of students, not forgetting that the background of students greatly influences the achievement of learning objectives (Efthimiadou & Sansoniou, 2020; A. Mahmudi, Febriani, Hasanah, & Arifa, 2019). During the COVID-19 pandemic, learning must be structured in such a way with parents to achieve these learning goals.

Arabic lessons are a subject that is directed at encouraging, guiding, developing, fostering abilities, and cultivating a positive attitude towards Arabic both receptively and productively (Arifin, Febriani, & Anasruddin, 2021). Receptive ability is the ability to understand other people's speech and understand reading. Productive ability, namely the ability to use language as a means of communication both orally and in writing.

In KMA No. 183 of 2019 it is explained that Arabic subjects have the following objectives: 1) Develop skills in Arabic as a global communication tool, both oral and written, which includes four language skills, namely listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*). 2) Growing awareness about the importance of Arabic as a foreign language to become the main tool of learning, especially in studying the sources of Islamic teachings which continue to be continued to their original sources, namely the Koran and hadith.

Observing the objectives of learning Arabic as mentioned above, it is indeed very ideal with learning objectives in the 21st century. 21st century learning as a learning process built by teachers to develop creative thinking that can improve students' ability to construct new knowledge as an effort to increase mastery good for the subject matter. Learning in the 21st century requires students to have skills, knowledge, and abilities in the fields of technology, media, and information, learning and innovation skills as well as life and career skills (Abdullah et al., 2018).

The explanation regarding framework can be described as follows; 1) Critical -Thinking and Problem-Solving Skills, is the ability to think critically, laterally, and systemically, especially in the context of problem solving. Learners are trained to provide reasonable reasoning in understanding and making complex choices, understanding the interconnections between systems. 2) Ability to communicate and collaborate (Communication and Collaboration Skills. Group, cooperative learning trains students to collaborate and work together. This is also to instill social skills and control ego and emotions. Thus, collaboration will create togetherness, a sense of belonging, responsibility, and care among members 3) Ability to create and update (Creativity and Innovation Skills), able to develop their creativity to produce various innovative breakthroughs; and 4) Information and Communications Technology Literacy to improve performance and daily activities (Desrani, Kurniati, & Adnani, 2014; Erdogan, 2019; Stapleton & Shao, 2018).

3.1.2 Material and Content

The world of education must return to teaching how to learn (Learning How to Learn), not Learning What to Learn (learning about something). All of this is reflected in the content of online learning where initially the teachers were still concerned about the content or materials created to inform students rather than allowing them to find out for themselves (Ratu, Uswatun, & Pramudibyanto, 2020). The large number of teacher assignments is often a complaint in online learning. The learning load of students must of course be calculated, measurable, both in terms of material and time. Of course, keep in mind that learning in class is not always filled with assignments or working on many questions. Teachers can give assignments to observe, try, and analyze, so that they are more interesting and challenging (Guillén, Sawin, & Avineri, 2020).

According to the 2013 Permendikbud, Content Standards are criteria regarding the scope of material and level of competence to achieve graduate competency at certain levels and types of education. Meanwhile, according to the Ministry of Religion, Content Standards are criteria regarding the scope of material and level of competence to achieve graduate competency at certain levels and types of education. The scope of material and the level of competence of students that must be met or achieved in an educational unit at a certain level and type of education are formulated in Content Standards (SI) for each subject. If it is related to Arabic language lessons, then content standards are the scope and competence of Arabic subjects that must be achieved by each student. By looking closely at this definition, the content standard is the minimum limit that must be achieved by students within the scope and competence of the Arabic language.

The COVID-19 pandemic can hopefully be an entry point for changing textual learning into contextual (I. Mahmudi, 2016). Contextual learning is a learning concept that links between subject matter in everyday life (Pettersson, 2018). Students are expected to discover and develop new knowledge and skills according to the knowledge they have. Thus, they will better understand and interpret their knowledge more (Pramita, Mulyati, & Susanto, 2016).

Contextual learning is a concept that helps teachers relate the material they teach to real-world situations and encourages students to make connections between the knowledge they have and its application in their lives as members of their families and communities. In practice, contextual learning is carried out authentically, namely learning that prioritizes real experience, meaningful knowledge in life, close to real life so that it is very suitable when applied during a pandemic like today.

3.1.3 Learning Process

This component has a very important role because it relates to the implementation of the curriculum. However, ideally the goal will not succeed without a strategy. The process includes planned methods and activities planned to achieve certain goals. During the COVID-19 pandemic there were differences in determining learning objectives and materials, this would of course also be a consequence of determining the learning strategies to be developed. The processes that can be used in learning Arabic during a pandemic are as follows:

3.1.3.1 Determining Learning Methods

Methods are efforts to implement plans that have been prepared into real activities so that the goals that have been prepared are optimally achieved. On that basis, teachers must be able to choose methods that can be used in accordance with the current situation both in terms of the abilities of students and parents. During the pandemic and the new normal era, it seems that our learning leads to practice (Blended Learning) or learning that combines face-to-face learning and online learning. To strengthen

the achievement of student competence with a scientific approach (scientific), it is necessary to apply a learning process based on disclosure/research (discovery/inquiry learning). Apart from that, to encourage students' abilities to produce contextual work, both individually and in groups, it is highly recommended to use a learning approach that produces work (project-based learning) and problem based.

project based learning was initiated by the implications of the Minister of Education and Culture Circular No.4 of 2020. project based learning has the main objective of providing training to students to be more able to collaborate, work together, and empathize with others method project-based learning is very effectively applied to students by forming small study groups in working on projects, experiments, and innovations. This learning method is very suitable for students who are in the yellow or green zone. By implementing this learning method, of course, you also must pay attention to the applicable health protocols.

The Arabic language learning method must of course be adapted to the characteristics of the Arabic learning process, namely: 1) The learning process is carried out using the target language (Arabic). By learning to use Arabic the teacher is expected to be a model speaker as well as a medium for students to acquire new vocabulary; 2) Making resources in the madrasah environment as learning resources; and 3) The first Arabic language learning is spoken language learning, then written language. While the sequence is teaching listening, followed by speaking, reading, and writing.

3.1.3.2 Determining the Technology to be Used

The current COVID-19 pandemic demands change, teachers as well as students and parents are required to master technology to support the continuity of learning. This situation is also in accordance with the 21st century in the knowledge age as if everything depends on information and computing technology (Bustamante, 2020; Nazari, Nafissi, Estaji, Marandi, & Wang, 2019). Although information and communication technology is an important catalyst for moving learning from the industrial age to the knowledge age, it is a tool, not a determinant of outcomes in the learning process. In the context of science and technology development, teachers are required to play an important role in learning, not just understanding students because this role has been taken over by technology, but teachers must be able to arouse curiosity, high expectations, be role models, and be inspirational. for all students (Pimada & Muhammad Afif Amrulloh, 2020).

It is not difficult for students to take part in learning from home using technology, which incidentally is a digital generation for them to change their learning from the real world to the virtual world (Nugraheny & Mahasiswi, 2020). In determining the learning process used, the teacher must choose technology that is appropriate to the conditions of students and parents. Technology does not need to be sophisticated, but it is certain to be effective and able to support learning objectives. Even though education in Indonesia has been affected by COVID-19, behind all that there are opportunities that will develop. The existence of a policy from the Ministry of Education and Culture to carry out online learning can provide benefits, namely increasing awareness to master current technological advances and being able to overcome problems with the education system in Indonesia (Astini, 2020; Bao, 2020). The technology that can be used during the learning process is divided into 3 parts in Table 1.

Submission of Material	Face to Face May	Face to Face May
E-module	Zoom	WA Group
PPT	Skype	Google Classroom
Youtube Videos	Hangouts Meet Google	Telegram
Internet learning resources		Line
		Forum Features in LMS

Based on Table 1, technology is a medium that can be used to assist and support learning during the COVID-19 pandemic. First, namely the delivery of teacher material can use e-modules, ppt made in advance by the teacher, videos that can be accessed on YouTube or the use of other people's videos on YouTube, of course there is a lot of Arabic content that can be accessed for all circles. Learning starts from the rules, practicing listening and speaking skills can use content from Arabic podcasts

that are often used, the teacher is from Egypt directly so that indirectly this can form good speaking skills. Of course, this media can be used in any subject, especially learning Arabic itself. To use some of these technologies, teachers are required to have in-depth knowledge, so that their utilization is maximized and can clearly disseminate to parents and students (Aisa & Lisvita, 2020; S R Febriani et al., 2020).

3.1.3.3 Socialization of the Learning Process

After everything has been completed, the teacher has prepared it well. Furthermore, the teacher must socialize the learning process to students, especially parents for beginner classes. This socialization can explain both the learning objectives, learning plans, learning evidence, expected criteria, including study schedules. It is very important to socialize it first so that learning can run well and smoothly (Lilawati, 2020).

3.1.4 Reflection

This reflection activity is good to do every time learning is over or at the end of a learning session. This can help students make improvements to the learning process and learning achievements (Herliandry, Nurhasanah, Suban, & Kuswanto, 2020).

3.1.5 Evaluation

Assessment of learning in madrasas is the process of collecting and managing information to measure the ability to achieve student learning outcomes in Arabic subjects in madrasas. Based on the characteristics of the Arabic language subjects in the KMA curriculum no 183 of 2014, the Arabic language assessment is directed at knowing and encouraging students in attitudes and behavior which is reflected in the following matters: 1) To what extent do participants students are able to use their hearing to listen to Arabic talks (istima'). 2) To what extent are students able to respond to conversations in verbal communication in Arabic (kalam); 3) To what extent are students able to capture main ideas or ideas in Arabic texts (qiroah); and. 4) To what extent are students able to use Arabic to express feelings, ideas, and thoughts in written language (kitabah). Thus, the assessment of Arabic learning outcomes must be carried out with an authentic and comprehensive assessment, using a variety of complementary assessment techniques. The results of the assessment must also truly describe the real abilities of students in the aspects of listening, speaking, reading, and writing.

In accordance with the educational assessment standards in the 2013 curriculum, it is explained that assessment includes authentic assessment, self-assessment, portfolio-based assessment, tests, daily tests, midterm tests, final semester tests, competency level exams, competency level quality exams, national exams, national exams. school. From this it can be explained that in the 2013 curriculum, assessment does not only include assessment of learning outcomes (assessment of learning), but also assessment to optimize the improvement of the learning process (assessment for learning) and assessment as part of the learning process of students (assessment as learning). Teacher feedback to students will determine the achievement of the assessment function as an improvement in the learning process and an increase in student learning. The assessment itself consists of three aspects, namely attitudes, knowledge, and skills. To do what must be assessed, we should rely on indicators and operational verbs in bloom or what is called bloom taxonomy (Brookhart, 2010).

Attitudes, namely activities carried out by educators to obtain descriptive information about student behavior. These aspects of attitude include interest, appreciation, and mode of appreciation. Attitude is an internal symptom that has an affective dimension in the form of a tendency to react or respond in a relatively fixed way to objects of people or objects, including subjects, such as students exercising a critical attitude towards the material being studied. While interest is a high tendency or a great desire for something. For example, students pay high attention to Arabic subjects.

Knowledge, which is an activity carried out to measure the ability of students to repeat or restate the concepts/principles that have been learned in the learning process that has been obtained. All types and assessment techniques should be directed to measure the attainment of higher order thinking skills (HOTS). Thus, the assessment does not only measure the level of knowledge of students but is in the form of application, analysis, evaluation to find new innovations (Anderson, Krathwohl, & Bloom, 2001; Siagian, Lustyantie, Iskandar, & Jakarta, 2020).

Skills, namely activities carried out to measure the ability of students to apply knowledge in carrying out certain tasks. Skills assessment is carried out using performance tests (performance), projects and portfolios. Performance appraisal is an assessment to perform a task by applying the

required knowledge and skills. In performance appraisal, the emphasis on the assessment can be made on processes or products. When preparing performance appraisal instruments, it is also necessary to prepare an assessment rubric. For project appraisal, tasks to be completed require a certain period/time. Project tasks can be in the form of a series of activities starting from (1) planning, (2) data collection, (3) organizing, (4) processing, (5) data presentation, and (6) reporting. As for the portfolio, it can be a collection of documents or assessment techniques.

Assessment in the classroom, must be able to implement the three forms of assessment above. An alternative assessment model that can be implemented during the Covid-19 pandemic or distance learning is an online test. There are so many learning media that we can use to measure students' abilities. Like wondershare quiz creator, hp teaching, quizizz, kahoot, easyLMS, poll maker, classmarker, google form etc.

3.2. Discussion

During the Covid-19 pandemic, education experienced very serious problems. To overcome this problem the ministry of education and culture (kemendikbud) issued guidelines for implementing the curriculum in educational units under special conditions. Education units in special conditions can use a curriculum that suits the learning needs of students. Education units in special conditions in the implementation of learning can still refer to the national curriculum or use the emergency curriculum and simplify the curriculum independently. All levels of education can choose and determine their own curriculum under special conditions.

Teachers can choose their own educational curriculum. However, pay attention to conditions during the Covid-19 pandemic. This means that if he still refers to the national curriculum, it still must be adapted to the current situation. This is in accordance with the opinion of Donald E. Orlansky saying that the curriculum is still planned or programmed according to the experiences of students and is still being developed by schools according to the conditions of students and schools (Kemendikbud, 2020).

Curriculum as intention and plan, while its implementation is teaching and learning process. The Qur'an has explained that the teaching and learning process must be based on obligations related to intentions because of Allah SWT, where the obligation of a teacher is to teach and practice knowledge, while students have the obligation to seek knowledge from the teacher. Both are human nature that occurs in the teaching and learning process where both interact to achieve goals. A teacher as an educator should realize that teaching is an obligation that must be carried out by prioritizing the interests of his students compared to his own interests with sincere intentions because of Allah SWT, because Allah SWT has given human potential in the form of a nature that is inherent in him in the form of the five senses and thinking power. to gain various kinds of knowledge through the learning process (Herry & Andriyani, 2014). In the learning process, namely educators and students. This means that even during the learning process during a pandemic, educators really must have a learning strategy or concept to achieve the objectives of the curriculum itself because learning is not carried out as usual, namely online or online using the internet (Munajim, Barnawi, & Fikriyah, 2020).

In his research, Ahmad Taufik said that the internet or online learning plays an important role as an additional helper in learning situations, the positive impact of the internet on learning Arabic includes (Taufik, 2020): 1) with the internet or ICT, applications will appear that make it easier in that study. 2) Display the use of ICT media will attract more students' interest in learning. 3) Learning with the internet makes it easy for students to recognize and obtain accurate material. 4) the distribution of education to all corners of the country and unlimited capacity is possible, no longer requiring classrooms, and processes that are not limited by time, such as face-to-face activities.

The use of ICT-based learning media must still be adapted to various parties, both students and parents are the main socialization in the application of ICT-based media. It doesn't stop there, in online learning, you must pay attention to the method and content of the material so that it reaches students. In research conducted by Nanang Kosim et al said that solutions to addressing online learning must consider the following: 1) create Arabic language learning modules that are equipped with ICT and easily accessible, 2) strengthen the urgency of speaking Arabic for students and university students, 3) create e-learning and interactive Arabic learning patterns.

Based on the results of the research and discussion above, we can conclude that the components in the Arabic language learning curriculum during the current pandemic must be complex, meaning that

it is adapted to the circumstances of the students and the conditions of parents. Good communication is needed. Having a strategy with interactive methods and media or creative media can really help to support and achieve learning goals.

4. Conclusion

During the COVID-19 pandemic, learning Arabic experienced many problems. The curriculum is the main foundation for achieving learning goals currently. Because the concept of developing a learning curriculum must be adapted to the conditions of online learning or distance learning. This curriculum includes 4 components, namely: 1) learning objectives, the objectives of learning Arabic during the pandemic were still focused on language as a global communication tool and Arabic as a global communication tool and understanding religion from Arabic-language sources. Of course, it still adapts to current learning in the 21st century. 2) Content/material, it is hoped that the teacher will focus on the content or how the material is delivered to students and does not aim to complete the material, also hope that the material is in a contextual form so that students can understand it more in the real world. 3) The learning process, including strategies, methods, media which had to be adjusted during the Covid 19 pandemic, the use of technology is very much needed to support learning and must still be disseminated to students and parents so that learning takes place well. 4) Evaluation, evaluation is carried out not only on learning outcomes, but also on the learning process that needs to be evaluated to improve and optimize learning objectives. This research is limited to curriculum design for learning Arabic, so further research is needed to practically test the effectiveness of this curriculum design.

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