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Management of the Education Unit Level Curriculum (Ktsp) in the Arabic Language Sector

Abstract

Arabic is a compulsory subject in madrasas at both Madrasah Ibtidaiyah, Madrasah Tsanawiyah and Madrasah Aliyah levels. So to achieve maximum Arabic language learning, an appropriate Arabic language learning curriculum is needed. And one aspect that can influence the success of the curriculum is empowerment in the field of management or curriculum management in the educational institution concerned. Curriculum management at the educational unit or school level needs to be coordinated by the leadership of the institution which is developed integrally, namely combining spirituality, attitudes and knowledge in the Curriculum Level. Education Unit (KTSP) and adjusted to the vision and mission of the education concerned. The implementation of the Education Unit Level Curriculum (KTSP) will be of added value for school or madrasa principals, school committees, supervisors, related agencies and teachers to be able to discuss to formulate an Arabic language curriculum that suits the needs of the institution, environment and can create a learning atmosphere in the learning process which is fun for students and ultimately students can develop themselves optimally according to their talents and interests. The weakness of implementing the Education Unit Level Curriculum (KTSP) is that most of the teaching staff or teachers are not yet accustomed to developing learning curriculum models, especially in Arabic. Remembering that previously they only had experience implementing the curriculum instantly. Also, the different abilities of teachers make the implementation of the Education Unit Level Curriculum (KTSP) less than optimal.

Keyword: KTSP, Advantages, Disadvantages

INTRODUCTION

In the early days of Islam, the orientation of Arabic language learners was to explore the sciences of Islam, considering the sources of Islamic teachings using Arabic such as the Qur'an, hadith and books by scholars. However, the understanding of Arabic learners has now shifted. The understanding of the Arabic language has grown widely. Arabic itself has now become an international language, this is evidenced by the fact that Arabic is not only studied by Muslim-majority countries but also by countries in Europe and America.



No exception in Indonesia, Arabic is a compulsory subject in madrasah both at the level of Madrasah Ibtidaiyah, Madrasah Tsanawiyah and Madrasah Aliyah. So to achieve maximum Arabic learning, the right Arabic learning curriculum is needed. And one aspect that can affect the success of the curriculum is the empowerment of the field of management or curriculum management in the educational institution concerned, curriculum management at the education unit or school level needs to be coordinated by the leadership of the institution which is developed integrally, namely integrating spiritual, attitudes and knowledge in the Education Unit Level Curriculum (KTSP) and adjusted to the vision and mission of the education concerned.

So based on the description above, this paper will discuss the Education Unit Level Curriculum (KTSP) in terms of concepts, implementation, advantages and disadvantages of the Education Unit Level Curriculum (KTSP).

DISCUSSION

Legal Basis for the Education Unit Level Curriculum (KTSP)

The laws that form the legal basis for the Education Unit Level Curriculum (KTSP) are as follows:

Regulation of the Minister of National Education No. 24 of 2006 regulates the implementation of SKL and SI. In this regulation it is stated that primary and secondary education units according to the needs of the education unit concerned, based on:

- a) Law no 20 of 2003 on the national education system articles 36 to 38.
- b) Government regulation no 19 of 2005 on national education standards articles 5 to 18 and articles 25 to 27.
- c) Minister of National Education Regulation No. 22 of 2006 on SI for primary and secondary education units.
- d) Minister of National Education Regulation No. 23 of 2006 on SKL for primary and secondary education units. (E. Mulyasa 2007)

The curriculum is the most important part of the learning process. The curriculum becomes the foundation in achieving learning objectives. In the development of the curriculum in the Indonesian education system, the curriculum has undergone several changes including the Education Unit Level Curriculum (KTSP).

The Education Unit Level Curriculum (KTSP) is a new paradigm of curriculum development that provides freedom or autonomy to each unit of education and the

role of the community in order to streamline the learning process in schools. Autonomy is given so that each education unit and school has the flexibility to manage resources, funding sources, learning resources and allocate according to priority needs, and is more responsive to the needs of the local environment.

KTSP is a curriculum concept that emphasises the development of competencies with certain performance standards so that the results can be felt by students. KTSP is a set of educational programme standards that lead students to have knowledge competencies, skills and values that are used in various fields of life. KTSP is a curriculum that reflects knowledge, skills and attitudes so as to increase the potential of students as a whole. Therefore, the curriculum expects the learning process in schools to be oriented towards mastering the competencies that have been determined integratively. KTSP is a curriculum developed with the principle of being able to adapt to various changes (contains the main principles, is flexible in accordance with the times) and its development through an accreditation process that allows subjects to be modified.

Thus this curriculum is the development of knowledge, understanding, abilities, values, attitudes and interests, to perform a skill or task in the form of proficiency and a sense of responsibility. Furthermore, this curriculum is a curriculum design that is developed based on a number of specific competencies, so that after completing a certain level of education, students are expected to be able to master a series of competencies and apply them in their future lives (Hakim, 2014).

In the National Education Standards (SNP article 1, paragraph 15) it is stated that the Education Unit Level Curriculum (KTSP) is an operational curriculum that is prepared and implemented by each educational unit with regard to and based on competency standards and basic competencies developed based on Law No. 20 of 2003 concerning the National Education System paragraph 1), article 2) as follows:

Firstly Curriculum Development refers to the National Education Standards to realise National Education. Secondly, the curriculum at all levels and types of education is developed with the principle of diversification in accordance with the education unit, regional potential, and students (Firmansyah, 2007).

Third In relation to the Education Unit Level Curriculum (KTSP), there are several things that must be understood, namely:

Fourth KTSP is developed in accordance with the conditions of the education unit, the potential and characteristics of the region, the socio-culture of the local community, and the characteristics of students. Fifth Schools and school committees develop the education unit level curriculum and syllabus based on the basic framework of the curriculum and graduate competency standards, under the supervision of the district / city education office, and the religious department responsible for education. Sixth The education unit level curriculum for each study programme in higher education is developed and determined by each university with reference to the National Education Standards. (Makinuddin, Mohammad 2015).

In lesson planning, learning principles can reveal the limits of possibilities in learning. There are general principles related to the learning process, namely: (1) Attention and Motivation, (2) Activeness, (3) Direct and Experiential Involvement, (4) Repetition, (5) Challenge, (6) Reinforcement, and (7) Individual Differences. These principles are also beginning to be adapted and applied in the Competency-Based Curriculum. (Firmasyah, 2007).

There are five principles that must be considered in carrying out curriculum management, and the principles of Arabic curriculum management are also as the principles of curriculum management in general, then Arabic curriculum management has five principles, namely: first Productivity, the results to be obtained in curriculum activities is an aspect that must be considered in curriculum management. Consideration of how students can achieve learning outcomes in accordance with curriculum objectives should be a target in curriculum management. Secondly Democratisation, the implementation of curriculum management must be based on democracy which puts managers, implementers and students in their proper position in carrying out tasks with full responsibility to achieve curriculum goals. Third Co-operation, to obtain the expected results in curriculum management activities, there needs to be positive cooperation from the various parties involved. Fourth Effectiveness and efficiency, a series of curriculum management activities must consider the effectiveness and efficiency to achieve curriculum goals so that curriculum management activities provide useful results at a relatively short cost, energy and time. Fifth Directing the vision, mission and goals set out in the

curriculum, the curriculum management process must be able to strengthen and direct the vision, mission and goals of the curriculum.

The KTSP is developed by schools and school committees based on the Graduate Competency Standards and Content Standards as well as curriculum preparation guidelines made by BSNP, taking into account the following principles: the first is centred on the potential, development, needs and interests of learners and their environment. The curriculum is developed based on the principle that learners have a central position to develop their competencies in order to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. To support the achievement of these goals, the development of learner competencies is adjusted to the potential, development, needs, and interests of learners and environmental demands. Having a central position means that learning activities are learner-centred.

Secondly Diverse and integrated. The curriculum is developed by taking into account the diversity of learner characteristics, regional conditions, levels and types of education, as well as respecting and not discriminating against differences in religion, ethnicity, culture, customs, socio-economic status, and gender. The curriculum includes the substance of the mandatory curriculum components, local content, and self-development in an integrated manner, and is arranged in a meaningful and appropriate linkage and continuity between substances.

Third Response to the development of science, technology and art. The curriculum is developed on the basis of awareness that science, technology and art are developing dynamically. Therefore, the spirit and content of the curriculum provide learning experiences for students to follow and utilise the development of science, technology and art.

Fourthly Relevant to the needs of life. Curriculum development is carried out by involving stakeholders to ensure the relevance of education to the needs of life, including community life, the business world and the world of work. Therefore, the development of personal skills, thinking skills, social skills, academic skills, and vocational skills is a necessity.

Fifth Comprehensive and sustainable. The substance of the curriculum covers all dimensions of competence, scientific fields of study and subjects that are planned and presented in a sustainable manner between all levels of education. Sixth Lifelong learning. The curriculum is directed towards a lifelong process of development, acculturation and empowerment of learners. The curriculum reflects the interrelationship between elements of formal, non-formal and informal education by taking into account the conditions and demands of an ever-evolving environment and the direction of whole human development.

Seventh Balanced between national and regional interests. The curriculum is developed by taking into account national and regional interests to build the life of society, nation and state. National and regional interests must complement and empower each other in line with the motto Bhineka Tunggal Ika within the framework of the Unitary State of the Republic of Indonesia (NKRI).

Implementation of the Education Unit Level Curriculum (KTSP)

KTSP is a combination of the Ralph Tyler model and the Hilda Taba model. On the one hand, KTSP is deductive (Tyler Model), because in KTSP the educational objectives refer to the National Education Goals. However, when viewed from the other side, KTSP can be inductive (Taba Model), because in KTSP is given the authority or freedom for teachers to think and work creatively according to the needs of students and also explore the potential of the environment. Through KTSP, schools are given the freedom to develop their own curriculum with a local context, the abilities and needs of students and the availability of infrastructure. (Hikmawati, 2019).

The implementation of KTSP in Arabic language learning creates a more enjoyable situation and is able to maximise the use of creative methods, media and strategies, schools are expected to further enhance cooperation with teachers, so that students are qualified in IMTAQ and IPTEK, and in this curriculum there is a socialisation / training of Arabic language teachers to improve teachers' understanding and expertise in KTSP-based PBA.

The implementation of the curriculum is influenced by three factors. Namely: Curriculum characteristics, which include the scope of a new idea of a curriculum and its clarity for users in the field, Implementation strategies, namely strategies

used in implementation, such as professional discussions, seminars, upgrading, workshops, provision of curriculum books, and activities that can encourage the use of curriculum in the field, Characteristics of curriculum users, which include knowledge, skills, values and attitudes of teachers towards the curriculum, as well as their ability to realise the curriculum in learning. (Asriani, 2010).

The Education Unit Level Curriculum (KTSP) is a curriculum development in the context of educational decentralisation and regional autonomy that will provide new insights into the current education system. Considering that students have different tribal backgrounds and social levels, one of the school's attention must be shown to the principle of equity, both in the social, economic and political fields. On the other hand, schools must also improve efficiency, participation and quality, and be responsible to the community and government.

The characteristics of the Education Unit Level Curriculum (KTSP) can be known, among others, from how schools and education units can optimise performance, learning processes, management of learning resources, professionalism of education personnel, and assessment systems.

Implementation of the Education Unit Level Curriculum (KTSP) is how to convey curriculum messages to students to form their competencies according to the characteristics and abilities of each student. The task of teachers in implementing the Education Unit Level Curriculum (KTSP) is how to provide convenience in learning to students, so that they are able to interact with the external environment so that behavioural changes occur in accordance with what is stated in the content standards (SI) and graduation competency standards (SKL).

The implementation of the Education Unit Level Curriculum (KTSP) requires the creation of an educational climate that allows the growth of intellectual and scientific enthusiasm for every teacher, starting from home, at school, and in the community. The implementation of KTSP will lead to the implementation of learning, namely how the content or curriculum messages (SK-KD) can be digested by students appropriately and optimally. Teachers must strive so that students can form their own competencies in accordance with what is outlined in the curriculum.

(SK-KD), as outlined in the learning implementation plan (RPP). In this case there will be interaction between students and their environment so that there is a

change in behaviour in a better direction. In this case, the main task of the teacher is to condition the environment to support these behavioural changes. In general, learning implementation includes three activities, namely opening, competency building and closing.

1. Advantages of the Education Unit Level Curriculum (KTSP)

Starting from the spirit of the autonomy system and decentralisation of education, in the Education Unit Level Curriculum (KTSP), the central government provides flexibility to units of educational institutions to develop their own curriculum, especially in formulating the Arabic language curriculum.

In this case, the implementation of the Education Unit Level Curriculum (KTSP) will be an added value for school or madrasah principals, school committees, related agencies and teachers to be able to discuss to formulate an Arabic curriculum that suits the needs of the institution, the environment and can create a learning atmosphere in a pleasant learning process for students who ultimately students can develop themselves to the fullest according to their talents and interests.

In the context of Arabic language learning, for example, an educational institution can make Arabic language subject matter a superior subject. The success of Arabic subject matter will make confidence for the community to send their children who have an interest in Arabic to the institution.

2. Weaknesses of the Education Unit Level Curriculum (KTSP)

The weakness of the implementation of the Education Unit Level Curriculum (KTSP) is that most educators or teachers are not accustomed to developing learning curriculum models. Given that previously they only had experience implementing the curriculum instantly. That is, the curriculum has been prepared by the government and the teachers only need to implement the standardised curriculum.

On the other hand, not all teachers have mastered their pedagogical competence and not all educational institutions have adequate facilities and infrastructure. The uneven ability of teachers and the lack of understanding of the Education Unit Level Curriculum (KTSP) will be an obstacle in itself, for example, a

lack of understanding of the right strategies to be applied that are in accordance with the needs of the local community.

Some of these obstacles should be a concern for the central government to evaluate the implementation of the Education Unit Level Curriculum (KTSP) so that the curriculum does not become an obstacle in achieving learning objectives, especially Arabic. Although in another context of the Education Unit Level Curriculum (KTSP) itself, teachers can explore to develop their own curriculum that is suitable for the environmental context and also teachers can apply creative ideas in Arabic language learning..

Conclusion

The Education Unit Level Curriculum (KTSP) is implemented based on:

1. Law No. 20/2003 on National Education System
2. Government Regulation No. 19 of 2005
3. Minister of National Education Regulation No. 22 of 2006
4. Minister of National Education Regulation No. 23 of 2006
5. National Education Minister Regulation No. 24 of 2006

The Education Unit Level Curriculum (KTSP) is a new paradigm of curriculum development that gives freedom or autonomy to each education unit and the role of the community in order to streamline the learning process in schools. Autonomy is given so that each education unit and school has the flexibility to manage resources, funding sources, learning resources and allocate according to priority needs, and is more responsive to the needs of the local environment.

The implementation of the Education Unit Level Curriculum (KTSP) will be an added value for school or madrasah principals, school committees, supervisors, related agencies and teachers to be able to discuss to formulate an Arabic curriculum that suits the needs of the institution, the environment and can create a learning atmosphere in a pleasant learning process for students who ultimately students can develop themselves to the fullest according to their talents and interests.

The weakness of the implementation of the Education Unit Level Curriculum (KTSP) is that most educators or teachers are not accustomed to developing learning curriculum models, especially in Arabic. Given that previously they only had

experience implementing the curriculum instantly. Also, different teacher abilities make the application of the Education Unit Level Curriculum (KTSP) less than optimal.

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