



The Implementation of the 2013 Curriculum in Arabic Learning Based on a Scientific Approach

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Abstrak

Keberhasilan suatu pembelajaran selaras dengan pemilihan kurikulum yang akan digunakan. Kurikulum 2013 memberikan amanat esensi pendekatan saintifik dalam pembelajaran. Dalam hal ini perlu pengembangan sikap, pengetahuan, dan keterampilan peserta didik. Tujuan dari penelitian ini yaitu untuk memberikan wawasan dan gambaran umum dalam mendesain dan menyusun kurikulum menggunakan pendekatan saintifik pada pembelajaran bahasa Arab serta memberikan contoh pengaplikasian pendekatan saintifik ini pada beberapa sekolah yang telah menerapkan kurikulum dengan pendekatan saintifik. Jenis penelitian yang digunakan yaitu penelitian kualitatif dengan metode studi deskriptif analitis, di mana metode pengumpulan data diambil dari berbagai sumber, yaitu dari buku, jurnal, dan sumber lain yang membahas tentang pendekatan saintifik dalam pembelajaran bahasa Arab. Hasil penelitian ini yaitu pengembangan silabus, pengembangan sistem pengujian berbasis kelas, pengintegrasian *life skill* ke dalam silabus, serta memodifikasi model pembelajaran. Guru sudah terlibat secara penuh dalam mengembangkan silabus dan pembelajaran. Hal ini bisa dilihat dari kemampuan guru dalam pengembangan pengalaman belajar ke dalam aktivitas belajar. Jadi dalam hal ini, sekolah harus melengkapi pedoman pelaksanaan kurikulum 2013. Pembinaan serta pelatihan dan monitoring implementasi kurikulum 2013 harus dilakukan secara terus-menerus dan berkelanjutan.

Kata Kunci: Kurikulum 2013, Pembelajaran Bahasa Arab, Pendekatan Saintifik.

Abstract

The success of learning is in line with the selection of the curriculum to be used. The 2013 curriculum mandates the essence of a scientific approach to learning. In this case, it is necessary to develop the attitudes, knowledge, and skills of students. The purpose of this study is to provide insight and an overview in designing and compiling a curriculum using a scientific approach to learning Arabic and providing examples of the application of this scientific approach to several schools that have implemented a curriculum with a scientific approach. The research method used is library research, where data collection methods are taken from various sources, namely books, journals, and other sources that discuss the scientific approach to learning Arabic. The results of this study are the development of the syllabus, the development of a class-based testing system, the integration of life skills into the syllabus, and modifying the learning model. Teachers have been fully involved in developing the syllabus and learning. This can be seen in the ability of teachers in developing learning experiences into learning activities. So in this case, schools must complete the guidelines for implementing the 2013 curriculum. Guidance and training and monitoring of the implementation of the 2013 curriculum must be carried out continuously and sustainably.

Keywords: 2013 Curriculum, Learning Arabic, Scientific Approach.

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INTRODUCTION

Learning includes interactive activities between teachers, students, and learning facilities (sources) (Abdullah, 2012). The learning cycle process starts from the instructions delivered by the teacher, then translated by the students in the form of knowledge, attitudes, and skills. The potential possessed by students will develop according to their interests and talents, in this context the teacher acts as a mentor and coach of students towards the integrality of personality and intellectual insight (Majid, 2013: 4).

The quality of graduates (students), institutional accreditation, and academic services in educational institutions are influenced by management (management) and learning quality (learning climate) (Supriadi, 2017: 127-139). In this context, teachers are increasingly required to be able to realize the ideals of creating a superior generation with quality learning management (leadership). The main step that should be taken by teachers is to present themselves as role models for students, then create teaching materials as innovative things, to attract interest and motivate students' enthusiasm for learning (Lilawati, 2017).

Motivation in this context is needed as assistance from teachers to students to optimize students' self-development (Chandra, *et.al.*, 2016: 83-92; Aziz, 2006: 50). This needs to be pursued because students often experience various problems in the learning process (Salahuddin, 2020), both internal and external factors (Isnaini & Huda, 2020: 1-14; Yamin, 2005: 8). Thus, students can develop optimally with the help of intrinsic and extrinsic motivation (Djamarah, 2000: 155; Fitriana, 2020).

Learning as a systemic process often presents obstacles for students for various reasons (obstacles) (Sa'diyah & Abdurrahman, 2021: 51-69; Islam, 2015: 1-16). On this basis, a balancing effort is needed in the form of learning motivation (Zada, 2006: 258-270; Fauzy, *et.al.*, 2019: 112-127), optimizing the use of effective learning media (Putri, 2017: 1-16; Susanti, *et.al.*, 2020: 179-191; Azhari, 2015: 43-60; Mayasari & Fatmawati, 2018: 40-56; Mahmudah, 2018: 129-138), determination of interactive activities in the learning process (Sukmarini, *et.al.*, 2021: 106-121), the relationship between interest and learning achievement (Inah & Khairunnisa, 2019: 36-51), the use of smartphones in the learning process (Hasan & Baroroh, 2020: 140-155; Utami & Hamdun, 2020: 20-31), and the selection of teaching methods according to the developmental needs of students (Rahmawaty, *et.al.*, 2013; Rahman, 2018: 22-35; Kurnia, 2010).

Efforts to create quality learning start from the planning stage and other activities that are summarized in the curriculum. The existence of the curriculum in compiling all learning references is recognized as the basis and direction for the learning process. For this reason, ideally, the preparation of the curriculum is based on the developmental needs of students, the demands of the times, and responding to the aspirations of the community towards "prospective graduates" of madrasas.

Identification of community needs (local and global) can be done through the application of learning. In practice, the curriculum that has been set by the government, coupled with the madrasa's internal policies, becomes a reference for the learning process. Of course, the application leaves homework (PR) related to weaknesses in the curriculum policy, for example, the 2013 curriculum with various revisions to the articles in it.

Indeed, academic studies on the implementation of the 2013 curriculum in Arabic learning have been studied from various study points of view. The relevant ones include discussing aspects of curriculum implementation in madrasas (Albantani, 2015: 178-191; Hadi, 2019; Yulianti, 2014: 176-191), Arabic learning problems (Wibowo, 2016: 49-60), 2013 curriculum evaluation (Nurkholis, 2019: 233-258; Zulkifli, 2018), Arabic teacher competence (Fatimah, 2020: 33-40), Arabic teacher's response to the 2013 curriculum policy setting (Hidayat, 2014), learning planning management (Ninoersy, *et.al.*, 2019: 83-102), and development of learning curriculum (Desrani & Zamani, 2021).

Observing the literature review above, it is known that relevant studies related to this theme still leave a "space" for the study. To take gap analysis and research space, the researchers deepened this study related to a scientific approach, summarized in the research title, "Implementation of the 2013 Curriculum in Arabic

Learning Based on a Scientific Approach". Through this research, it is hoped that the latest scientific treasures that are integralist between the concept and context of learning Arabic in scientific-based madrasas will be obtained.

METHOD

This research is qualitative research using the analytical descriptive study method and also equipped with the library research method (library study), in which researchers obtain data information and analyze it from various library sources such as books, journals, articles, research reports, previous research, and various other sources, according to the problem raised by the researcher. The data collection process carried out by the author went through several stages, namely, in the first stage, the writer chose the topic to be discussed, the second stage was source or data exploration, the third was the determination of the research core, the fourth was the packaging of the data sources, the fifth was the data presentation, and the sixth was the preparation of the report (Assingkily, 2021). The use of this method is due to the limited time of researchers and learning restrictions caused by the covid-19 pandemic. The validity of the data will be measured through a systematic literature review to see the connection or interconnection between data sources. Thus, the research will find novelty findings based on the perspective of the learning curriculum approach.

RESULTS AND DISCUSSION

Scientific Approach: Application of Scientific-Based Learning

The scientific approach has emerged since the 19th century, as an effort to realize the characteristics of learning by doing science. This kind of learning seeks to present a way of exploring detailed material and systematizing science to students (Assingkily, 2018). In this context, the 2013 curriculum is in line with learning based on a scientific approach. The practice of learning based on a scientific approach is oriented to the development of attitudes, knowledge, and skills in an integrative manner (Maryani & Fatmawati, 2018).

Procedurally, the steps in scientific approach-based learning include observing, asking questions, gathering information, associating, and communicating. Furthermore, the purpose of implementing scientific-based learning includes efforts to improve intellectual abilities (critical thinking), form students' abilities in solving systematic problems, create fun learning, help students become skilled in communicating ideas, and foster student character (Roshalia, 2017).

Scientific approach-based learning can be identified from the characteristics, (1) scientific-centered; (2) orientation to the development of the potential of students; (3) increasing the motivation of students; (4) develop the attitudes and character of students; (5) improve communication skills about learning outcomes (Lestari, 2018). This scientific approach helps students gradually and coherently in communicating the material they have learned.

Learning Arabic contains very complex linguistic and grammatical elements (Fahmi, 2016: 105-116). In the context of learning practice, an approach is needed that leads to students' understanding, reasoning, and the ability to re-communicate teaching materials. Of course, the scientific approach in the 2013 curriculum is considered appropriate to be an approach to learning Arabic. This is based on the stages of learning starting from inviting students to observe (observing) the natural surroundings with Arabic labeling (eg, natural-based vocabulary), as well as re-communicating the understanding obtained. Thus, learning Arabic through a scientific approach is the application of scientific-based learning.

Arabic Learning: Tool Science in Studying the Language Elements of the Qur'an

Learning Arabic is a unique material, because of the linguistic elements and grammatical structure of the language. In general, the linguistic elements of the Qur'an consisting of 5 (five) elements, namely phonology, orthography, morphology, syntax, and vocabulary (Natsir, 2017; Asy'ari, 2016; Munir, 2016; Kuseri, 2016). Language skills become the teacher's pedagogical task for students in the Arabic language learning process,

including listening skills, speaking skills, reading skills, and writing skills (Najib, 2021; Syamaun, 2015; Khuluq, 2019; Teuku, 2021; Muradi, 2015).

Arabic is also a "science of tools" in studying the linguistic elements of the Qur'an (Pane, 2018). The complexity of the elements that exist in Arabic requires good reasoning from students, as well as the creation of effective ways of teaching from the teacher (Setyawan & Anwar, 2020: 11-19). This combination is an effort to realize consistency, commitment, and collaboration in vision in the learning process. The scientific approach is expected to be able to bridge the interaction between teachers and students.

Furthermore, learning Arabic is seen as an important component for all Muslims, because the holy book of Muslims (al-Qur'an) is in Arabic (Hizbullah & Mardiah, 2015: 189-198). The details of the meaning (tafsir) and appreciation of the essence (wisdom) contained in the Qur'an, must be "dived into" with the science of tools, one of which is Arabic (Handriawan, 2015: 53-78). Thus, the scientific approach provides important input in studying Arabic to understand the linguistic elements in the Qur'an.

Implementation of the 2013 Curriculum: Learning Arabic in Madrasas

This research is set at MIN Cempaka Putih and MI Development at UIN Syarif Hidayatullah Jakarta. The suitability of the implementation of the 2013 curriculum in madrasas is in line with the parameters used by MIN Cempaka Putih, which include learning activities that focus on students, learning activities that have an interactive nature, learning activities using a network environment, learning activities that have an active nature of investigating, learning with the use of real-world contexts.

learning activities that have the nature of team-based learning, learning activities in empowering the rules of attachment, learning activities by using stimulation in all directions, learning activities in terms of using multimedia tools, learning activities with cooperative nature, learning activities to accommodate customer needs, learning activities with the nature of multiple conscious efforts, learning activities towards knowledge of multiple disciplines, learning activities with the characteristics of autonomy and trust, are critical, and the delivery of knowledge towards knowledge exchange.

Observing the findings above, it is understood that learning Arabic in madrasas (MIN Cempaka Putih and MI Pembangunan UIN Syarif Hidayatullah Jakarta) has been carried out well. This is viewed from the interactive efforts practiced by the teacher during the learning process, contextualizing teaching materials to students, and providing broad opportunities for students to communicate their understanding of teaching materials.

The scientific approach is a procedural (systematic) effort in integrated learning in the 2013 curriculum. According to Maharani (2015: 11-24), the integrality of learning in the 2013 curriculum contains scientific reasoning for students through observation, discussion (question-and-answer), reasoning, associating, and re-communicating each teaching material. Furthermore, Sariningsih & Kadarisma (2016: 53-56) added that the scientific approach is not only strengthened during the learning process but is a form of bridge between lesson planning and assessment assessments according to the 2013 curriculum.

Referring to the opinion above, it is understood that the scientific approach helps teachers bring students' understanding closer to the teaching material. Sari (2019: 1396-1404) argues that the scientific approach also provides contextual learning so that students do not feel foreign in the learning process because it is in accordance with the subject (environment) around students. Septina, *et.al.* (2018: 160-171) also mention that this is part of the learning process to combine natural and scientific to the student's personality.

Based on the description above, it is understood that the scientific approach is functional contextual learning to lead students to an attitude of scientific thinking and is close to nature (natural). Furthermore, students are also given the freedom to be actively involved during the learning process to independently find answers to students' questions and curiosity. Thus, students are facilitated fun learning in the classroom and outside the classroom.

CONCLUSION

Based on the description of the findings and discussion above, it can be concluded that this research deepens the syllabus development, development of a class-based testing system, integration of life skills into the syllabus, and modifying the learning model. The results of this study found that teachers were fully involved in developing the syllabus and learning. This can be seen in the ability of teachers in developing learning experiences into learning activities. So in this case, schools must complete the guidelines for implementing the 2013 curriculum. Guidance, training, and monitoring related to the implementation of the 2013 curriculum are carried out continuously and continuously in madrasahs.

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