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# Implementation of an Integrated Curriculum in Improving Arabic Speaking Skills

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### ABSTRACT

The aim of this research was to determine the implementation of an integrated curriculum in language learning, especially Mahararah kalam. As material for improving the curriculum, researchers also discussed learning problems. This research was descriptive qualitative research at Foreign Language Development Institute (LPBA) at Al Yasini Islamic Boarding School, Pasuruan. Data collection techniques were carried out through interview techniques and documentation with related parties. Meanwhile, the data analysis technique used reduction, selection, data collection and data display techniques. The results showed that the LPBA carries an integrated curriculum innovation model. This can be seen from the learning practices carried out. So, at the the Arabic language development institute at Al Yasini and in the language boarding schools, students are accustomed to communicating using Arabic implementing the vocabulary in the teaching materials that have been taught. In addition, the components contained in this learning are also in accordance with the integration of the curriculum used by combining the Arabic language that has been studied with several existing lessons.

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### Keyword

Arabic Language; Integrated Curriculum; LPBA; Mahararah Kalam

### مستخلص البحث

يهدف هذا البحث إلى تحديد مدى تطبيق منهج متكامل في تعلم اللغة، وخاصة مهارة الكلام. وكمواد لتحسين المناهج الدراسية، يناقش الباحثون أيضًا مشاكل التعلم. هذا البحث هو بحث نوعي وصفي. في مدرسة اللغة العربية LPBA الياسيني الإسلامية الداخلية، باسوروان. يتم تنفيذ تقنيات جمع البيانات من خلال تقنيات المقابلة والتوثيق مع الأطراف ذات الصلة. وفي الوقت نفسه، تستخدم تقنية تحليل البيانات تقنيات الاختزال والاختيار وجمع البيانات وعرض البيانات. أظهرت النتائج أن برنامج الياسيني للغة العربية يحمل نموذجًا متكاملًا لابتكار المناهج الدراسية. ويمكن رؤية ذلك من خلال ممارسات التعلم التي تم تنفيذها. لذلك، في LPBA وفي المدارس الداخلية للغات، اعتاد الطلاب على التواصل باستخدام اللغة العربية، مسلحين بالمفردات الموجودة في المواد التعليمية التي تم تدريسها. وبصرف النظر عن ذلك، فإن المكونات الواردة في هذا التعلم تتوافق أيضًا مع تكامل المنهج المستخدم، أي من خلال دمج اللغة العربية التي تم دراستها مع العديد من الدروس الموجودة.

اللغة العربية؛ المنهج المتكامل؛ LPBA؛ مهارة الكلام

كلمات أساسية

## INTRODUCTION

The number of educational resources contained in the educational dimension, whether in the educational or learning process, is the existence of a curriculum. In this case the curriculum makes a contribution that is quite influential in realizing educational goals. In addition, the curriculum also plays a role in supporting the development of the potential quality possessed by students (Kurnia et al., 2022). This curriculum can be interpreted as a book or written document that can be used as a guide by the teacher in the teaching and learning process. In law. No. 20 of 2003 explained that the curriculum is a set of written plans and arrangements in which there are learning objectives, content or learning materials, methods used in organizing learning and evaluation which serve as a measure of a curriculum. The curriculum is formed according to their basic needs and each school is obliged to apply the guidelines made by the central government. It aims to be able to form generation who masters the material. The more development of the times, the more developed the curriculum used in education. From this, it is necessary to have curriculum innovation. Among the several applicable curriculum innovation models is the integrated curriculum (Setiawan, 2022, p. 4).

An integrated curriculum in terms implies integration, coordination, harmony, overall unanimity. The integrated curriculum is a curriculum that combines several types of curriculum including the Ministry of Education and Culture curriculum, the Ministry of Religion curriculum and the school or foundation curriculum (Hakim & Herlina, 2018). In another definition, integrated curriculum is a comprehensive curricular framework which employs good design and considers the features of the disciplines under study (VanTassel-Baska & Wood, 2010). The integrated curriculum removes the boundaries between various subjects and presents them in a unique or whole form. Using the unanimity of learning materials, students expected to have integrated personalities, namely humans who are appropriate or in harmony with their surroundings (Samdani, 2014, p. 5). The curriculum is designed based on an integrated system that considers input, process and product components (Sabdarifanti et al., n.d.). The Integration-Based Curriculum includes various interrelated components: input sub-system (students), the process sub-system (methods, materials and society), the product sub-system, namely graduates, which are linked to evaluation and feedback components. Each component is interrelated, influencing each other in order to achieve the goal (Ismail et al., n.d., p. 137).

Glatthorn revealed that this integrated curriculum not only equips students with an integrated view of general knowledge but also motivates and develops students' abilities. This definition implies that the integrated curriculum is an

educational approach that prepares students to face lifelong learning. There is a strong belief among those who support curriculum integration that schools should view education as a process of developing skills needed in life, especially in facing the challenges of life in the 21st century, not separate subjects (Akib et al., 2020, p. 41). Oemar Hamalik in Fauzan has the view that the existence of an integrated curriculum aims to expose students to various human and humanitarian problems. Oemar argues that social problems do not have to be concerned with social knowledge only, but also with scientific disciplines. Along with this, for Nasution, this type of curriculum opens up more opportunities to consider a number of students' knowledge functionally by focusing lessons on specific problems that require solutions with that material (Fauzan, 2017, p. 97).

The integrated curriculum is different from other curricula. According to Oemar Hamalik, it has the following characteristics: (a) based on the philosophy of Pancasila democracy education, (b) based on Gestalt learning psychology and field theory which states that learning is an activity of an individual with regard to interaction with his environment. (c) based on sociological and socio-cultural foundations, (d) based on the needs, interests and developmental levels of student growth, (e) supported by all existing subjects or fields of study, (f) the delivery system uses a unit teaching system namely experience units and subject units and (g) the role of the teacher is as active as that of the students, in fact the role of the students is more prominent and the teacher tends to act as a guide or facilitator (Hakim & Herlina, 2018, p. 119). In this case James A. Beane also said that there are four dimensions of an integrated curriculum, namely 1) integration of experience, learning that involves learning experiences as an unforgettable part, 2) social integration, the important goal of schools is to provide shared experiences for young people with different backgrounds, 3) integration of knowledge which relates to curriculum and refers to the theory of organization and use of knowledge, and 4) integration as curriculum design, in this case refers to a particular type of curriculum design (Beane, 1997, pp. 4–9).

In the process of learning Arabic, especially in speaking skills, of course it does not necessarily go according to established procedures or curriculum. Along the way, there are several obstacles faced by teachers and students in implementing the applicable curriculum, and this arises from several aspects. This is certainly a problem in learning Arabic, especially in reading skills and a solution must be provided. According to Usman, several things that become obstacles in learning are: (1) Sound System, there is a mismatch between Arabic and Indonesian phonemes, (2) vocabulary, sometimes there is a shift in meaning from a foreign language to Arabic, (3) sentence structure. This cannot be separated from the knowledge of grammar (Nahwu and Sharaf), because the two sciences will make easier to read and understand texts, and (4) socio-cultural factors. Lack

of knowledge regarding expressions of terms and names of objects contained in Arabic language culture (Fatra Nurlaela Pendidikan Bahasa et al., n.d., p. 559).

Several researches have been studied about the integrated curriculum model. Among them; Journal written by Abdul Hakim and N. Hani Herlina describing integrated curriculum management at the modern Islamic boarding school Daarul Huda Banjar (Hakim & Herlina, 2018), Journal written by Khamim Syaibani, M Afif Zamroni who examines the implementation of integrated curriculum management in improving student competency at MTs. Mojokerto Al-Amin Islamic Boarding School (KHAMIM, 2021), a journal written by Samdani which examines the implementation of an integrated curriculum at the Qardhan Hasana Banjarbaru Integrated Islamic Elementary School (Samdani, 2014), a journal written by Norman Islami and Sumadi which examines the development of an integrated curriculum for Islamic Religious Education with the Full Day School System at Madrasah Ibtidaiyah Al-Mu'minin, Ciamis Regency and the Insantama Integrated Islamic Elementary School, Banjar City (Sumadi, 2018).

The aim of this research was to determine the implementation of the integrated curriculum on maharah kalam learning, to determine the impact of implementing the integrated curriculum on the students' maharah kalam abilities and to find out the problems in implementing the curriculum. So that later it can be used as material for future improvements. From various existing studies, researchers have not found literature that examines the implementation of integrated curriculum innovation in increasing maharah kalam and in this case the researchers specifically conducted research at the Al Yasini Pasuruan Foreign Language Development Institute (LPBA). Based on this background, researchers were interested in researching the implementation of integrated curriculum innovation in increasing maharah kalam and finding out the problems in its implementation.

## METHOD

This research used descriptive qualitative. Descriptive research is research that seeks to describe a symptom, event that is happening at the present time where the researchers tried to photograph the events and incidents that are the center of attention then described as they really are (Ibrahim, 1989). In this study, researchers used a type of participatory observation. This is because researchers took part in the implementation of the integrated curriculum. In addition, researchers also made observations related to institutions by observing various learning tools at the Arabic Language LPBA Miftahul Ulum Al Yasini Pasuruan Islamic Boarding School Foundation. The interview technique used was also a structured interview, in which the researchers asked several questions to

some of the teachers (tutors) and students who actively participated in the foreign language development program, especially Arabic, about how to implement the integrated curriculum that had been implemented at LPBA Arabic Al Yasini Pasuruan. The documentation technique used is in the form of secondary and primary data, in which the data is obtained from interviews with tutors and students and is also supported by some related literature. The data analysis used in this study was by reducing the data by simplifying, classifying and selecting the necessary data, then providing temporary conclusions and verifying the data. The final stage was data collection and data presentation systematically (data display).

## RESULTS & DISCUSSION

### Implementation of the Integrated Curriculum in Improving Speaking Skills

The Al Yasini Foreign Language Development Institute (LPBA) is a foreign language development institution that integrates the integrated curriculum and the Salaf Islamic boarding school curriculum. However, in increasing the students' understanding, this institution carries out an integrated curriculum. This integrated curriculum integration is formed in a system that is used. So, the institution not only uses the curriculum that is already in effect in the government but also collaborates with the curriculum prepared by the institution itself based on the needs of the students.

This can be seen from the development activities of students who not only learn theoretically in class but they are also required to practice it in everyday life. It is not just an oral practice, but it is also required to behave as taught by religious rules. From this integrated curriculum, students will certainly get a variety of learning experiences. Apart from speaking Arabic in everyday life, when discussing subject matter they are also required to use Arabic. This is also an illustration of an integrated curriculum where the curriculum seeks to integrate maharah kalam learning with other learning.

Al Yasini Integrated Islamic Boarding School is one of the boarding schools in Pasuruan district which was founded in 1940 by KH. Yasin bin Abdul Ghoni. At first, the activities at this pesantren were limited to religious assembly attended by the students and people around. However, along with the times, this pesantren has also developed rapidly by carrying out an integrated learning model between formal and non-formal. Formal education in this pesantren is very diverse, ranging from kindergarten to university. In addition, this Islamic boarding school also offers various non-formal activities such as Madrasah

Diniyah, Salafiyah, LPQ and also the development of foreign languages, Arabic and English.

The Foreign Language Development Institute (LPBA) is one of the institutions under the auspices of the Miftahul Al Yasini Islamic Boarding School Foundation which was established on April 1, 2003 and is engaged in the development of foreign languages. This institution provides a special place to develop students' foreign language skills. This activity is not only carried out in the classroom, but is also supported by the existence of special language dormitories (Arabic and English) where the daily language used to communicate among dormitory members is Arabic or English. Due to the great interest of the Santri who wanted to become members of the dormitory, in 2016 the written test was initially held as a requirement that had to be met.

The provision of special Arabic dormitories actually existed several years before 2016. In the past, these Arabic dormitories were still mixed with English dormitories, so the alternative languages used are Arabic and English. However, along with the development of Islamic boarding schools and the number of students' interest, finally around the beginning of 2016 this activity was supported by the separation of Arabic and English dormitories. For each dormitory, students communicate intensively language appropriate to the dormitory.

The aim of learning Arabic at LPBA is for students to be proficient in Arabic, especially in *Maharah Kalam*. Moreover, it is hoped that students can practice *mufrodat* in everyday life and make easier for them to understand Arabic books.

The book used is *Al Muhawarah Al Haditsah Bil Lughah Al Arabiyah* by Sayyid Hasan Bin Ahmad Baharun volumes 1 and 2. As the title suggests, this teaching material contains a collection of conversations in Arabic. These conversations are not only limited to places like schools, but conversations that can indeed be practiced and used everyday. Because there are two volumes of this teaching material, it is used interchangeably with the concept of completing 1 volume first. The difference between volumes 1 and 2 is that in the teaching materials volume 2 is easier for students to find difficult vocabularies, because the teaching materials have provided important *mufrodat* of vocabulary that is considered difficult.

At LPBA, learning Arabic uses the talqin method. So, teacher delivers conversation in the teaching materials and then imitated by the students. After that, students collectively translate what has been read. However, sometimes students accompanied by the teacher when translating process. This activity is not only limited to translate, but also practice the material in front of the class.

The second method is *muhafadzoh*, this method is used when the teacher gives *mufrodat* to students and students are asked to memorize it by reading it repeatedly. Language habituation is also assisted by attaching *mufrodats* that are

often used in several places. Santri are also required to memorize Arabic speeches and present them in front of other students. In addition, students who did not present were asked to provide conclusions related to the speech delivered. In daily life, the students are required to speak Arabic. The teacher appoints students in each rooms to serve as a "language spy (*jasus*)" who will monitor students in their daily speaking.

Apart from learning Arabic in the classroom and in the dormitory, the use of Arabic especially *Maharah Kalam* is also applied in other subjects. In this case, students are required to continue to use Arabic in discussing other subject matter. For example, when students study biology, they are required to communicate and discuss in Arabic.

In the learning process, the teacher evaluates learning Arabic through written and practical tests. Teachers also apply rewards and punishments. So, if students who do not speak Arabic, every weekend they will be given *ta'zir* (punishment) by giving some additional mufrodad to be memorized to Arabic teacher.

Even though there have been number of encountered problems, of course there are still many advantages to be gained when studying Arabic language at LPBA and the language dormitory at Miftahul Ulum Al Yasini Islamic Boarding School Foundation. This can be seen from the many achievements made by LPBA Arabic students at Miftahul Ulum Al Yasini Islamic Boarding School Foundation in several areas of language skills such as *maharah kalam*, *qiro'ah*, and *maharah kitabah*.

### **Obstacles to the Implementation of the Integrated Curriculum in the Speaking Skills of LPBA Arabic Language Students**

In implementing an integrated curriculum on speaking skills, there are several obstacles faced by students and teachers (tutors) of LPBA Arabic at Miftahul Ulum Al Yasini Islamic Boarding School Foundation. Among them are the following: 1) Lack of vocabularies, it decreases students' confidences in speaking Arabic. They also feel embarrassed because the language used is still mixed between Arabic and their native language (Javanese and Indonesian). Besides that, they also seem too afraid of being wrong when speaking in Arabic. 2) The method used in learning and practice seems monotonous. 3) The media and facilities used are inadequate. 4) The varied abilities and psychological conditions of the students are also a separate obstacle for the teacher (tutor).

### **Discussion**

The results of the study showed that the objectives of learning Arabic at LPBA Al Yasini Pasuruan are integrated with the environment and other subjects.

Because in other lessons students are also required to speak Arabic even though the lesson is not related to Arabic. For example, when discussing Biology, students must speak Arabic during the discussion. This is in line with what was stated by Oemar Hamalik that which is one of the characteristics of an integrated curriculum is based on sociological and socio-cultural foundations (Hakim & Herlina, 2018, p. 119).

The learning objectives at LPBA Al Yasini are for students to be proficient in Arabic and make it easier for them to understand some Arabic literature such as the Qur'an, Hadith and classic books which can later help students answer various religion problems. This is in line with Oemar Hamalik in Fauzan's book. Oemar Hamalik has the view that the existence of an integrated curriculum aims to expose students to various human and humanitarian problems. And Oemar argues that social problems do not have to be considered only with social knowledge but also with scientific disciplines (Fauzan, 2017, p. 97).

The teaching materials used are very supportive in learning, especially for students who live in Islamic boarding schools so that the textbook is very supportive in realizing learning goals. The teaching model using this teaching material is thorough learning; learning material starting from the most basic material and then proceeding to higher material. This is considered very in accordance with the culture of Islamic boarding school learning. Almost all institutions under the auspices of Al Yasini Islamic Boarding School Foundation also use a complete learning system. So, first impression got by students when studying is learning the easiest material. This has an impact on the learning motivation of students which is also increasing. In addition, the teaching materials used are in accordance with the needs of students. So, it can be said that the learning model used is in accordance with the learning model in the integrated curriculum.

The teaching materials used are also teaching materials that can be applied directly in the students' environment. The language used in teaching materials contains the use of language that is easy to understand and often used for daily interaction. Because what is learned, that is what is obtained from interaction with the environment. This is in line with Gestalt learning theory and field theory which states that learning is an activity of an individual with regard to interaction with his environment (Mirdad, 2020, p. 21).

The method used is in the form of *talqin*, free translation, memorization and demonstrating what the students have learned and listened to. So, in learning Arabic especially in *Maharah Kalam*, students are more active and have a dominant role in learning and the teacher monitors and guides students in the *Maharah Kalam* learning process. This shows that the learning model used is in accordance with the learning model contained in the integrated curriculum model.



In which students are treated as learning subjects who can creatively find their own understanding, because naturally students have the same provisions and potential in understanding something and the teacher acts more as a companion (Hernawan & Resmini, 2015, p. 11).

In the learning process, students are given a great opportunity to express their opinions, especially in *Maharah Kalam*, students are given the freedom to express their opinions when showing opinions or *taqdimul ara'* and concluding from other students' speeches. So that the learning process included learning category based on the philosophy of Pancasila democracy education.

The evaluation model applied at LPBA Al Yasini Pasuruan is very suitable to support success in increasing students' skill in *maharah kalam*, because with rewards and punishments, students are more enthusiastic in speaking Arabic properly and correctly. This really sparked students' interest and increased motivation to speak Arabic, one of the forms of reward that applies at LPBA Al Yasini Pasuruan is the awarding of the best students for the semester. In fact, usually in the end of the semester, apart from being awarded the best students, they will also be surprised by inviting their parents to attend the award ceremony. Of course, this really motivates other students to be active and develop themselves in the field of language. However, in addition to the Al Yasini LPBA reward, especially in the language dormitory, it also implements punishment for students who mostly do not speak Arabic. The punishment is in form of drilling vocabularies. So, every week the dormitory administrator will definitely announce the names of that category, then the students concerned are asked to memorize at least 5 *mufrodat* (vocabularies) which are also often used daily. Thus, the vocabulary of the students will also increase and become wider. Between giving rewards and punishments, of course, this is also adjusted to the level of development and growth of students in the field of language. This means that they will get something according to their respective abilities.

The results showed that the curriculum implemented at LPBA Al Yasini is classified as in accordance with the concept of an integrated curriculum. This is based on the theory put forward by Glatthorn which reveals that this integrated curriculum not only equips students with an integrated view of general knowledge but also motivates and develops students' abilities (Akib et al., 2020, p. 4). The implementation of the integrated curriculum model was carried out at LPBA Al Yasini Pasuruan and in the language dormitory was assessed according to the characteristics of the integrated curriculum model put forward by Oemar Hamalik (Hakim & Herlina, 2018, p. 119). This is also supported by the theory of James A. Beane who says that there are four dimensions of an integrated curriculum, 1) integration of experience, learning that involves learning experiences as an unforgettable part, 2) social integration, namely the important goal of schools is

to provide shared experiences among students with different backgrounds, 3) integration of knowledge, which relates to the curriculum and refers to the theory of organization and use of knowledge, and 4) integration as curriculum design, in this case refers to a particular type of curriculum design (Beane, 1997, pp. 4–9).

The obstacles faced in implementing the integrated curriculum occurs in the macro linguistic aspect, such as the large number of students who are not confident yet to speak Arabic, sometimes they still laugh at each other when there is inappropriate use of vocabulary or word order and micro linguistics, there are still many students who find it difficult to mention rarely used and known vocabularies. Furthermore, they often speak influenced by the mother tongue's sound system. This is in accordance with the opinion expressed by Usman, the obstacles occur in language learning are sound system, vocabulary, sentence structure and socio-cultural factors (Fatra Nurlaela Pendidikan Bahasa et al., n.d.).

## CONCLUSIONS

Based on the explanation above, it can be concluded that, first, LPBA Arabic at Al Yasini Pasuruan Islamic Boarding School is trying to answer the challenges of the times regarding the importance of mastering foreign languages, especially Arabic. Moreover, LPBA also tries to help the students to understand some Arabic literature, especially some classic books which are studied in Islamic boarding schools. This language learning activity is not only carried out in the classroom, but the students are also facilitated with a special language dormitory where students are required to communicate in Arabic. Second, the existence of the applicable curriculum turned out to be running with several obstacles related to learning infrastructure. In addition, the psychological factors of students are also one of the obstacles occur in learning Arabic, especially in *Maharah Kalam*. Third, the curriculum concept applied at LPBA and the Arabic language dormitory at the Al Yasini Islamic Boarding School carries an integrated curriculum, combining learning Arabic with the environment. This is evidenced by the existence of language practices used by students to socialize every day. In addition, this collaboration also evidenced from several aspects related to learning such as methods, textbooks, learning evaluation models and others.

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