

Educators' Perspectives: Arabic Language Position in National Education Management

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Abstract. The advanced technology that developed in the digital era provides a challenge for the management of education specifically in the field of Arabic in Indonesia. Arabic is the first language used and the last to be used, both from the prophet Adam, *Alaihissalam* before Him. Arabic is a noble position in Islam. Not only that, national education management also provides an Arabic language position in the realm of education in Indonesia. This type of research uses a literature study by using descriptive and data collection methods consisting of data collection methods. The results of this study explain the position of Arabic in the management of national education published; as the language of Islamic religion, as a unifying tool, as an Indonesian Language Development Assistance Tool, and a Science and Technology Development Tool in the Framework of Nation Development.

Keywords. *Position, Arabic, Management, Education, Indonesia.*

Abstrak. Teknologi canggih yang berkembang di era digital ini memberikan tantangan bagi sebuah manajemen pendidikan terkhusus bidang bahasa arab di Indonesia. Bahasa Arab merupakan bahasa pertama kali digunakan serta paling terakhir digunakan makhluk, baik dari penciptaan nabi Adam *Alaihissalam* hingga dihadapan-Nya kelak. Bahasa Arab sangatlah mulia kedudukannya dalam agama islam. Tidak hanya itu, manajemen pendidikan nasional juga memberikan kedudukan bahasa Arab dalam ranah pendidikan yang ada di Indonesia. Jenis penelitian ini menggunakan studi pustaka dengan pendekatan deskriptif dan Metode pengumpulan data berupa pengumpulan data metode dokumentasi. Hasil penelitian ini mengungkapkan bahwa kedudukan bahasa Arab dalam manajemen pendidikan nasional meliputi; sebagai bahasa agama Islam, sebagai alat pemersatu, sebagai Alat Pembantu Pengembangan Bahasa Indonesia, serta Alat pemanfaatan Ilmu Pengetahuan dan Teknologi dalam Rangka Pembangunan Bangsa.

Kata kunci. *Kedudukan, Bahasa Arab, Manajemen, Pendidikan, Indonesia.*

1. INTRODUCTION

Indonesia is now entering an era where people are enjoying the era, we know the era of the digital era. In the digital era, there are very many impacts given to the wider community both in the form of positive and negative impacts in various fields such as rapid technological progress, society dependent on technology, increased curiosity related to information, etc. and the digital era also has an impact on the education sector in Indonesia.

Speaking of the digital era, it cannot be separated from the influence of globalization, it is due to there are several strong factors that encourage to be able to feel the digital age, in harmony with Rosabeth Moss Kanter in (Tilaar, 1994) said, namely: (1) globalization of the process of industrialization and technology, (2) globalization finance, communication and information, (3) globalization of wealth, employment and migration, (4) globalization of the effects of biosphere pollution on human life, (5) globalization of arms trade, and (6) globalization of culture, consumption, and media.

The digital era has a profound impact on students in education to researchers or academics. We can give a clear example of what happened in the current position of Arabic in Indonesia after entering the era. Arabic language in the national education management system provides a small portion of hours of learning given both levels of Primary school, Junior high school, and Senior high school. In the management of national education is now divided into three groups, namely: group A, group B, and Group C. This is in line with the Minister of Religion Regulation No. 165 of 2014 concerning the 2013 Curriculum of Islamic and Arabic Language Education in Madrasah (School). Group A consists of (1) Islamic Education including Al-

Qur'an Hadith, Aqidah Akhlaq, Fiqh, History of Islamic Culture, (2) Citizenship Education, (3) Indonesian Language, (4) Arabic Language, (5) Mathematics, (6) Indonesian History, (7) English. The group B consists of (1) Cultural Arts, (2) Health, (3) Workshops and entrepreneurship, while group C only exists in the Senior high school level curriculum which includes (1) Specialization, in the form of mathematics, Biology, Physics, and Chemistry, (2) Cross-interest or majors.

Based on the regulation of the minister of religion the Arabic portion itself has a small portion of hours from the madrasah level of Primary school to Senior high school, with details as follows: Primary school has 2 hours of lessons per week per class, whereas Junior high school have 3 hours of study per week for each class, while Senior high school has 4 hours per week for class X and 2 hours per week for classes XI, XII. In this research it is very important to study further, therefore in this article, we have to explain the position of Arabic in the management of national education in Indonesia. We hope that this article will benefit future researchers, readers, and references for students. We would like to thank Ramya Rachmawati, S.Sc., M.Sc., Ph.D. for your guidance and correction of this article, hopefully, this article will become a reference for future readers.

2. METHOD

2.1. Research Methods

The method we use is in the form of qualitative research methods, these methods are classified as basic research (basic research), not as applied research or development research. This is defined by Jujun S. Suriasumantri (Suriasumantri, 1985) stating that basic or pure research is research that aims to discover new knowledge that has never been known before, while applied research is aimed at solving practical life problems. The development research according to Borg and Gall (R Walter & Meredith D, 1989) is a research method used to develop or validate products used in education and learning. Therefore, this research article aims to provide new knowledge for the readers. (Sukmadinata, 2013) said a qualitative method is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions of individual and group thoughts. And according to qualitative research methods are research methods that are based on the philosophy of postpositivism, used to examine the condition of natural objects, (as opposed to being an experiment) in which researchers are as key instruments, sampling data sources is done purposively and snowball, data collection techniques with triangulation (combined), data analysis is inductive /qualitative, and qualitative research results emphasize more on meaning than generalization.

Our research approach uses a descriptive approach with a literature review. This descriptive approach has several types in it, which types in this article include the type of development studies and documentaries, this is consistent with Nyoman (Dantes, 2012) that the types of descriptive approaches, including: (a) case studies, (b) survey studies, (c) development studies, (d) follow-up studies, (e) documentary analysis, (f) trend analysis, (g) correlation studies. Nyoman (Dantes, 2012) explains what is meant by a descriptive approach is a study that seeks to describe a phenomenon/event systematically by what it is. (Sugiyono, 2018) states that the descriptive method is a method used to describe or analyze a research result but is not used to make broader conclusions. Nazir (1988: 63) descriptive method is a method in examining the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present. The purpose of this descriptive study is to make a systematic, factual and accurate description, description, or painting of the facts, properties, and relationships between the phenomena investigated. While the literature review is research that makes the focus of the literature on books, journals, articles or internet sources that help to strengthen what is related to the theme of our article.

2.2. Research Design

In This research, we use qualitative research through a descriptive approach and literature review in the form of books, journals, and articles relating to this discussion. (Sugiyono, 2018) said As for what we describe in this article has a qualitative design including general, flexible and can develop and appear in the research process.

2.3. Research Instruments

Based on the qualitative methods that we use, (Sugiyono, 2018) said the instrument of this research acts as the main instrument plus notebooks, books, journals, and others.

2.4. Research Object

Research objects in the form of documents that include literature review. The data source was taken purposively and snowball.

2.5. Research sites

The locations that we used in this study were in several libraries including: STAI Library Syuhada Mosque, Yogyakarta City Library, Yogyakarta Grahatama Library.

3. RESULTS & DISCUSSION

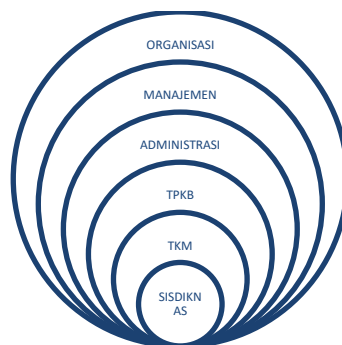
3.1. National Education Management

3.1.1. Definition

National Education Management comes from three words, namely: management, education and national. Management itself comes from English, which means to regulate, or take care of. Etymological education itself comes from the Latin word care, meaning "to guide, direct, or lead" and the prefix e, meaning "out". So, education means "leading out" activities. While the terminology of education is the learning of knowledge, skills and habits of a group of people passed down from one generation to the next through teaching, training, or research. Whereas national has the nature of education management which is national In character. H.A.R. Tilaar said that education management is an activity that implies an educational plan or plan and its implementation activities. Ananda in the book H.A.R. Tilaar (Tilaar, 1994) said the management of national education is a social process that is engineered to achieve the goals of the National Education System (SISDIKNAS) effectively and efficiently by involving, cooperating, and participating throughout the community.

National education management is included in the sub or part of the national education system, which includes several some many national education systems, including Community Life Arrangements (TKM) as SISDIKNAS inflows, Functional Decision-Making Functions (TPKB) through SISDIKNAS, SISDIKNAS Administration, SISDIKNAS Management, SISDIKNAS Organizations. Therefore the national education system will be successful in some of the parts run well, including the management of education..

Picture 1. National Education System



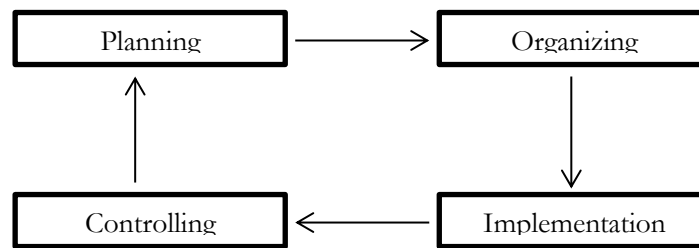
3.1.2. Constitution

Birth of Law No. 2 of 1989 this became the beginning of a benchmark of sustainable development, while the management of education is included in sustainable development. National education management as a system, national education must be managed appropriately so that as a sub-system of national development, this is in line with article 4 of Law no. 2 of 1989.

3.1.3. National Education Management Function

Speaking of national education management can not be separated from the functions of management itself, namely: Planning, Organizing, Implementation, and Supervision.

Picture 2. Educational Management Functions



Picture 2. Planning is the process of setting the goals and objectives of the organization and compiling a working map that will involve how to achieve goals. Organizing is the process of gathering or searching for human resources, capital, and equipment needed in an effective way to achieve goals. Implementation (Implementation) is the process of moving existing human resources to carry out activities to achieve goals so that the efficiency of the process occurs and produces the effect of work results. Supervision (Controlling) is the process of checking all designs to keep aiming at the goals and not deviating.

3.2. Arabic Language Position

3.2.1. Arabic in Al-Qur'an and Al-Hadith

Al-Qur'an and Al-Hadith are the primary guidelines of the Islamic religious community, both of which have governed and established procedures, rules, community law, grammar and so forth. The grammar contained in the Qur'an and Al-Hadith is none other than Arabic grammar. Thus Arabic has a very high position in the two guidelines, where there is no tat in another language, such as English, Mandarin, German, Indonesian, as well as the languages of various countries or ethnic groups. In the Arabic position in the two guidelines, they are found in:

- Surah Yusuf: 2, which reads:

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

It means: "Indeed, we have made the Koran in Arabic so that you think about it.."

- Surah Asy-Syuara: 192-195, which reads:

وَإِنَّهُ لَنَنْزِيلُ رَبِّ الْعَالَمِينَ (192) نَزَلَ بِهِ الرُّوحُ الْأَمِينُ (193) عَلَى قَلْبِكَ لِتَكُونَ مِنَ الْمُنذِرِينَ (194) بِلِسَانٍ عَرَبِيٍّ مُبِينٍ (195)

It means: "And indeed this Qur'an was really revealed by the Creator of the Universe, he was brought down by Ruh Al-Amin (Jibril) into your heart (Muhammad) so that you become one of the people who give a warning, in clear Arabic."

- In a hadith Rasulullah *shallallahu 'alaibi wa sallam* said,

تَرَكْتُ فِيكُمْ أَمْرَيْنِ، لَنْ تَضِلُّوا مَا تَمَسَّكْتُمْ بِهِمَا: كِتَابَ اللَّهِ وَسُنَّةَ نَبِيِّهِ

Meaning: "I leave something with you, if you hold on to it, you will not be lost forever, that is, the Book of Allah and my Sunnah." (HR. Imam Malik in Al-Muwaththa' 2/899)

- Umar Bin Khattab said:

أَحْرَصُوا عَلَيَّ تَعَلُّمِ اللُّغَةِ الْعَرَبِيَّةِ فَإِنَّهَا جُزءٌ مِنْ دِينِكُمْ

Meaning: "Let all of you greedy (avid) to learn Arabic because Arabic is a part of your religion"

Based on the explanation above, we can conclude that Arabic has a great and noble position beside Allah Ta'ala, because Arabic is the language of the Qur'an and Al-Hadith, a language that can understand other parts of the Sharia.

3.2.2. Arabic in National Education Management

After we explain the position of Arabic in Al-Qur'an and Al-Hadith, then we will explain the position of Arabic in the management of national education. Arabic also has a position in education in Indonesia. Arabic is a diniyah lesson, in which the diniyah lessons are governed by the curriculum of the ministry of religion. Since the 1984 curriculum until now Arabic has the same national education goal, so that future generations of students will understand various kinds of religious knowledge. This is in line with (Nuha, 2013) the State Policy Outline of 1966, which is to improve the quality of Indonesian people who believe in and fear Allah. According to the SISDIKNAS Law Article 37 No. 20 of 2003 which regulates the burden of subject hours both from Primary school to senior high school, with details of hours as follows:

Table 3. Primary school subject clock

Mapel	Class I	Class II	Class III	Class IV	Class V	Class VI	Total Mapel
Al-Qur'an Hadith	2	2	2	2	2	2	12
Aqidah Akhlaq	2	2	2	2	2	2	12
Fikih	2	2	2	2	2	2	12
SKI	-	-	2	2	2	2	8
PPKN	5	5	6	5	5	5	36
Indonesian Language	8	9	10	7	7	7	48
Arabic Language	2	2	2	2	2	2	12
Mathematics	5	6	6	6	6	6	41
Culture Art	-	-	-	3	3	3	9
Citizenship Education	-	-	-	3	3	3	9
Seni Budaya	4	4	4	5	5	5	27
Penjaskes	4	4	4	4	4	4	24

Table 4. Junior high school subject clock

Mapel	Class VII	Class VII	Class IX	Total Mapel
Al-Qur'an Hadith	2	2	2	6
Aqidah Akhlaq	2	2	2	6
Fikih	2	2	2	6
SKI	2	2	2	6
PPKN	3	3	3	9
Indonesia Language	6	6	6	18
Arabic Language	3	3	3	9
Mathematics	5	5	5	15
Culture Art	4	4	4	12
Citizenship Educaion	4	4	4	12
Seni Budaya	3	3	3	9
Penjaskes	3	3	3	9
Prakarya	2	2	2	6

Table 5. Senior high school subject clock

Mapel	Class X	Class XI	Class XII	Total Mapel
Al-Qur'an Hadith	2	2	2	6
Aqidah Akhlaq	2	2	2	6
Fikih	2	2	2	6
SKI	2	2	2	6
PPKN	2	2	2	6
Indonesian Language	4	4	4	12
Arabic Language	4	2	2	8
Mathematics	4	4	4	12
Indonesian History	2	2	2	6
English Language	2	2	2	6
Seni Budaya	2	2	2	6
Penjaskes	3	3	3	9
Prakarya	2	2	2	6
Minat Matematika	3	4	4	11
Minat Biologi	3	4	4	11
Minat Fisika	3	4	4	11
Minat Kimia	3	4	4	11
Lintas Minat	6	4	4	14

Based on the details above, we can conclude that the position for the portion of Arabic is very small when compared with other subjects. This is still proven that Arabic is a subject that must be studied by madrasa students in the national education system, but it must be realized also that Arabic in Indonesia has a position in other scientific fields, then we as educators have views on the position of language Arabic on the national education system, including:

3.2.2.1. As the Language of Islamic Religion

Islam is identical to Arabic, because all sources of law are in Arabic, both the Qur'an and Al-Hadith. Therefore, in the national education system Arabic is known as the language of Muslims because the religion of Islam in Indonesia is the majority, therefore the Arabic language is determined as one of the subjects in the national education system.

3.2.2.2. As a Unifying Tool

Arabic as a unifying tool that is Arabic has a position to unite Muslims in the world, for example from various countries in the continent of Africa and the Middle East region, including 1. Saudi Arabia, 2. Yemen, 3. Oman, 4. Syria, 5. Palestine, 6. Jordan, 7. Iraq, 8. Kuwait, 9. Qatar, 10. Bahrain, 11. United Arab Emirates, 12. Lebanon, 13. Egypt, 14. al-Jazair, 15. Tunisia, 16. Libya, 17. Sudan, 18. Morocco, 19. Mali, 20. Somalia, 21. Nigeria, and 22. Mauritania, they unite Muslims with Arabic. This is proven by Imam Bamawi (Bamawi, 1997) in the book "Arabic Grammar" describing the further development of the use of Arabic, that Arabic was not only used by Arabs themselves in Arab countries in the Middle East such as Saudi Arabia, Morocco, Algeria, Tunisia, Libya, Egypt, Sudan, Lebanon, Syria, Jordan, Iraq, and the United Arab Emirates are even used by some people in Europe, America, Asia including Indonesia (2012). As for in Indonesia it has become a foreign language that must be studied so that Muslims further strengthen national unity.

3.2.2.3. As an Indonesian Language Development Assistant

Arabic is very important in this position. This is in line with Madjid (1988) the role of Arabic has enriched vocabulary and matured Indonesian national concepts in the field of the constitution. Thus, Soedarno (1992) found 2,336 Arabic words in Indonesian language development, John in Ghazali (1999: 5) also found 2,750 words, while Kamali in Ghazali (1999) found 2,178 Arabic words in the Indonesian General Dictionary. Therefore, Arabic has a position in the national education system.

3.2.2.4. As a Tool for Utilizing Science & Technology

Regarding the development of science & technology is very influential for disciplines in other fields, especially Arabic. As an example of developing technology aimed at helping the learning process, this is in harmony with Richey (2008: 24-25) educational technology is the study and practice to help the learning process and improve performance by creating, using and managing adequate technological processes and resources. This is proven by the previous technology invented by Arabic aristocrats with Arabic, therefore the position of Arabic here as a tool to take advantage of the latest science and technology.

4. CONCLUSION

From the description above, it can be concluded that the management of national education also regulates the Arabic curriculum, the hours of study and the position of Arabic, it is stated in Law No. 02 of 2003. Arabic also has its position both in Quran and al-hadith as well as in the management of national education in the national education system. In our view that the position of Arabic in Quran and al-hadith among them as the language of the word of Allah ta'ala, as the most important part of Islam. The position of Arabic in the management of national education is in the form of a language of Islamic language, as a unifying tool, as an aid to the development of the Indonesian language, and as a tool for the use of science & technology.

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