Curriculum Analysis of the Undergraduate Program in Arabic Language Education at IAIN Pontianak: Relevance, Objectives, and Implementation

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Abtsract

This research aims to analyze the curriculum of the Arabic Language Education Study Program at IAIN Pontianak, focusing on the aspects of relevance, objectives, and implementation. The study uses a descriptive qualitative approach with document analysis methods. Data is obtained from curriculum documents and the vision-mission of the study program, as well as analysis of student theses, to assess the alignment between academic policy directions and research practices. The analysis results show that the curriculum of the Arabic Language Education Study Program at IAIN Pontianak integrates the study of Arabic language education, religious values, and elements of Borneo culture, which are formulated in the vision, mission, objectives, course structure, and academic programs such as drama-based *muhadatsah*. This integration has become a characteristic that distinguishes this study program from other Arabic language education programs in Indonesia. However, weaknesses are still found in the selection of thesis topics by students, which generally focus on pedagogical issues and have not widely examined the cultural dimensions of Borneo. The limitation of this research lies in its scope, which is only based on document analysis without supporting field data. Further research is recommended to study the implementation of the curriculum through field studies in analyzing the curriculum.

Keywords: Curriculum Analysis, Education, Arabic Language, Higher Education.

Introduction

The Arabic language holds a central position in world civilization, not only as a religious language but also as a means of scientific, cultural, and administrative communication. Its uniqueness and role in Islamic intellectual tradition make it an important element in understanding religious teachings, literary works, and classical scientific works (Manan & Nasri, 2024). Arabic is an international language in Indonesia's higher education curriculum. The role of the Arabic language is considered strategic in diplomatic relations with Middle Eastern countries in the fields of education, politics, business, health, and economy. This connection also refutes the narrative that states Arabic is only a religious language in Islam. In fact, the Arabic language has the same function as other languages, namely as a means of communication that can be used by everyone regardless of religion, ethnicity, or culture (Ritonga et al., 2020, 2023).

Seeing the urgency and strategic position of the Arabic language in education, this is because learning Arabic is no longer limited to formal Islamic educational institutions but has developed into one of the primary choices in foreign language learning, especially in higher education. This development indicates that the Arabic language is a significant global communication tool and a medium for understanding the treasure of Islamic knowledge (Aflisia & Harahap, 2019; Jamil & Agung, 2022). In the context of higher education,

particularly in the Arabic Language Education study program, Arabic language learning has several strategic objectives, including enabling students to use Arabic in communication that can be applied in everyday life; mastering basic vocabulary so they can construct effective sentences; understanding grammatical structures (*qawā'id*) to read and comprehend texts in Arabic, both classical and contemporary; and being able to understand the Quran and Hadith as the primary sources of Islamic teachings (Aflisia & Harahap, 2019)

The learning of the Arabic language in higher education also aims to equip students with the ability to write and speak in Arabic according to the rules, understand conversations, convey ideas both in writing and verbally, and become competent professional educators (Aflisia & Harahap, 2019; Rachmawati, 2021). The ability to use Arabic dictionaries, select beneficial readings, and develop effective learning strategies is an important part of achieving that competence. This emphasizes that Arabic language learning at the higher education level is not only oriented towards linguistic aspects but also towards the holistic development of students' academic, pedagogical, and Islamic abilities (Setiyawan, 2018).

Arabic is one of the core subjects commonly taught in various Islamic education programs at higher education institutions. Ideally, learning Arabic at the student level should be designed to develop the four language skills (listening, speaking, reading, and writing) functionally and balanced. This is important because mastery of the Arabic language is not only needed in receptive aspects, such as the ability to understand verbal and written information from various sources like lectures, news, scientific texts, and classical books, but also in productive aspects, which is the ability to express thoughts verbally and in writing to others (Setiyawan, 2015).

Studies on the analysis of Arabic language education curriculum in higher education have been conducted by many researchers, particularly in three areas. *First*, the analysis of learning development in higher education students (Ali, 2021; Khuryati et al., 2024; Pamessangi, 2021). *Second*, the learning methods of higher education students (Nirmala et al., 2023; Rosyid, 2020; Sugirma et al., 2023). *Third*, the analysis of the needs and management of Arabic language education curriculum planning in higher education (Djama et al., 2023; Oktavera et al., 2023; Syarifudin, 2017). In this article, the researchers will analyze the Arabic language education curriculum in the undergraduate program at IAIN Pontianak. This research is fundamental to understanding the extent to which the curriculum is relevant to the needs of students. In addition, this study aims to evaluate the relevance between the curriculum and the implementation practices in organizing the Arabic language education program at the undergraduate level. Several studies show that curriculum analysis is critical to determine the quality of educational institutions' educational programs. The curriculum must adapt to the development of the times, values, and societal demands. The curriculum is a framework that determines the learning materials, teaching methods, and evaluation processes used in higher education. The curriculum ensures that education remains relevant to the needs of society and can effectively prepare students for the workforce (M. T. Hidayat et al., 2025; Muhammad & Ariani, 2020). Thus, the curriculum as a learning program not only contains educational activities but also includes objectives that must be achieved and evaluations to determine the success of the education program (Muslim & Harisca, 2021).

Arabic language learning in higher education is becoming increasingly important and gaining more attention due to the growing popularity of the Arabic language, including in West Kalimantan (Siregar et al., 2025). Although the Arabic Language Education Study Program at IAIN Pontianak has similarities with other higher education institutions in Indonesia, it has specific distinctions in the curriculum, including its vision and mission, objectives, and the subjects taught to students. Based on the analysis conducted by the researcher, the advantage of the Arabic Language Study Program curriculum at IAIN Pontianak is that it is becoming a center for developing educational staff in the field of Arabic language learning that excels in scientific research, religious studies, and the culture of Borneo. In addition, in learning practice, *muhadatsah* learning is also applied through a drama method that is required for all students as a graduation requirement (Rahnang, 2023; Sahrani & Rahnang, 2019).

Based on the explanation, this research aims to understand the extent of the vision, mission, and objectives of the Arabic Language Study Program curriculum at IAIN Pontianak. *Second*, to examine the implementation of the curriculum, especially in the learning practices, the thesis themes of students, and their relevance to the vision of the Arabic Language Study Program curriculum at IAIN Pontianak. Thus, the curriculum analysis of the Arabic Language Education study program at IAIN Pontianak is critical to uncover the relevance, objectives, and implementation in adapting to the needs of students and strengthening the identity of Islamic scholarly discourse in Borneo.

Method

This study uses descriptive qualitative research employing a document analysis approach (Juliani & Syahbudin, 2025). The researcher uses this approach to comprehensively explore data regarding the content and relevance of the Arabic Language Education study program curriculum at IAIN Pontianak. Additionally, the approach used by the researcher also addresses the research objective, which is how well the curriculum meets the needs of students in the context of Borneo or West Kalimantan. The researcher also analyzes students' theses to determine the relevance between the vision-mission, objectives, and students' theses to strengthen the data.

The data source in this research is curriculum documents, student theses, and other documents found in the Arabic Language Education Study Program at IAIN Pontianak. In addition, the researcher also analyzes programs conducted mainly for students related to Arabic language education. The data collection technique is through documentation studies, where the researcher analyzes the primary documents. To strengthen the understanding of curriculum implementation, the researcher conducts document analysis of academic activities relevant to the Arabic language education study program, such as *muhadatsah*, drama, and other academic practices. The data analysis conducted by the researcher is a thematic content analysis used to map the vision-mission and curriculum structure, as well as to categorize themes from the titles and abstracts of student theses (Raihan, 2017).

Result and Discussion

Philosophical Orientation and Curriculum Design of the Arabic Language Education Program

The Arabic Language Education Study Program is one of the study programs that accompanied the establishment of the State Islamic Institute (*Institut Agama Islam Negeri*/IAIN) Pontianak, which was previously known as STAIN Pontianak. At the beginning of its establishment, STAIN Pontianak was still a branch of IAIN Syarif Hidayatullah Jakarta, where only two study programs operated in Pontianak, namely Arabic Language Education and Islamic Education. The Arabic Language Education program was established in 2002 with Decree No. DJ.II/333/2/2002 dated October 16, 2002 (IAIN Pontianak, 2020; Mujahidah, 2022). Based on the decision of the Independent Accreditation Institution for Education (*Lembaga Akreditasi Mandiri Kependidikan*/LAMDIK) No. 189/SK/LAMDIK/Ak/S/I/2023, the Arabic Language Education Study Program meets the requirements for an accreditation rating of Very Good from January 10, 2023, to January 9, 2028.

The current head of the Arabic Language Education study program is Dr. Rahmap, S.Ag, M.Ag and the secretary is Arifuddin, M.Pd.I. The vision of the Arabic Language Education Study Program is to become a center for developing educators in Arabic language learning that is excellent, leading, and open to scientific, religious, and cultural research in Borneo. Meanwhile, the mission of the Arabic Language Education study program is 1) to organize quality Arabic language learning; 2) to develop professional skills and academic potential; 3) to implement a religious academic system; 4) to carry out education, research, and community service in the field of Arabic language education; and 5) to develop cooperation with various parties both at the national and international levels (IAIN Pontianak, 2020).

The objectives of the Arabic language education program (*Pendidikan Bahas Arab*/PBA) at IAIN Pontianak are 1) to produce professional educators in the subject of Arabic language at schools/*madrasah*; 2) to produce educators who are skilled in carrying out their duties with full responsibility based on Islamic ethics, scholarship, and profession; 3) to produce educators who possess exemplary attitudes in performing their tasks while upholding Islamic values; 4) to produce graduates who are responsive, innovative, and creative, and who demonstrate a strong commitment to knowledge, particularly in the field of Arabic studies; 5) to produce educators who are open and able to collaborate with various parties in the development of scholarship in Arabic language education; 6) to produce reliable, responsible, and ethical Arabic language translators; 7) Producing Arabic-speaking media practitioners based on information, communication, and technology. The profile of graduates from the Arabic language education program is as educators or Arabic language teachers, translators, and practitioners of Arabic language learning media based on information technology (IAIN Pontianak, 2020).

The research roadmap of the Arabic Language Education Study Program has two main themes, namely the study of science, education, Islam, and Borneo culture, and scientific studies on Arabic linguistics. From these two themes, some sub-themes discuss the design of Arabic language learning in one institution; scientific studies on language studies and multidisciplinary approaches; developing media, methods, and evaluations for Arabic language learning; analyzing and revising the Arabic language learning curriculum; designing a 21st-century Arabic language learning model; and Arabic language research that has values related to Islam and Borneo culture.

The advantage of the Arabic Language Education Study Program at IAIN Pontianak lies in integrating three main pillars: education, Islam, and the culture of Borneo. This integration is implemented in the curriculum structure, subjects, and teaching approaches applied to students. The Arabic language competencies provided to students are not only theoretical but also practical, with an understanding of Islamic values and responsiveness to the culture of Borneo. With this integration, the Arabic Language Education Study Program graduates at IAIN Pontianak possess an outstanding and prominent academic identity at the local, national, and global levels. Students are expected to become teachers and academics who excel in Arabic language learning and adapt to social life in a multicultural community. This excellence makes the IAIN Pontianak's Arabic Language Education Study Program distinct from other Arabic Language Education Programs in Indonesia.

Through this excellence, the State Islamic Institute (IAIN) Pontianak is one of the State Islamic Higher Education Institutions that accommodates the ideas to strengthen Arabic language learning, which is strategic in addressing various methodological issues in the Arabic language learning system in higher education in Indonesia (Wahidah, 2017). Thus, the Arabic Language Education Study Program at IAIN Pontianak develops Arabic language learning that is integrated with the institutional vision, namely, to produce superior educators in the fields of education, Islam, and the local culture of Borneo. The integration is designed as a curriculum structure that emphasizes the theoretical aspects of language (nahwu, sharaf, balaghah) and integrates it into educational practice in the West Kalimantan community. The Arabic Language Education Study Program at IAIN Pontianak aims to create graduates who not only possess linguistic competencies but are also responsive to the dynamics of Islam and the socio-cultural aspects of West Kalimantan (Herlambang et al., 2024; S. Hidayat et al., 2025; Sahri & Widiatmaka, 2025).

Curriculum and Practice Synchronization: An Analysis of Relevance and Implementation in the Local Context of West Kalimantan

The Arabic Language Education program at IAIN Pontianak has attempted to align the curriculum design with its implementation in educational practices. In the previous discussion, the author explained that one of the advantages of the Arabic Language Education program at IAIN Pontianak is that it integrates three main pillars: education, Islam, and Borneo culture. Therefore, an analysis of the curriculum implementation is necessary to address the needs of students and the socio-cultural realities in West Kalimantan. The designed curriculum must be implemented in relevance to local challenges and create professional graduates who possess the character of Islamic values and cultural values. Curriculum analysis has a significant impact on improving the quality of educational programs in Higher Education (Arafeh, 2016; Roberts, 2015). The curriculum development process must be relevant to contemporary educational challenges, especially since Higher Education plays a role in producing quality human resources who can adapt to the needs of the contemporary era (Hutahaean et al., 2024). Therefore, implementing the higher education curriculum must be integrative across scientific disciplines.

One form of implementation of this integration is applying the drama-based muhadatsah learning method to strengthen students' speaking or communication skills using Arabic. In addition, supporting activities such as language training, Arabic language clubs or

communities, linguistic seminars, and collaboration with Islamic institutions and local culture also strengthen the practical and cultural dimensions in Arabic language learning. The drama material performed by the drama club contains local wisdom such as Malay, Dayak, Chinese, Madurese cultures, and other ethnicities present in West Kalimantan. The drama's plot highlights a theme based on the interethnic culture in West Kalimantan, aimed at building brotherhood and peace through drama activities using the Arabic language. The steps for implementing drama-based Arabic language learning in the Arabic drama club are as follows: 1) discussion, 2) *tarjamah bi tasharruf* and *bi harfiyah* (*mufradat isim, fi'il,* and preposition or conjunction), 3) *maharatul qira'ah* (*mukassyafah* and *shautiyah*), 4) *maharatul istima'* (*sam'iyah* and *syafawiyah*), 5) *maharatul kalam* (*nabr* and *tangim*) expressed through body movements, facial expressions, and emotions, 6) *maharatul kitabah* performed with *imla' madzur* techniques, dan 7) *taqdim*, which consists of presenting the learning outcomes comprehensively (Rahnang, 2023).

The concept of the drama method used to enhance *muhadatsah* learning in the practicum of the Arabic language education program at IAIN Pontianak employs a cooperative learning approach and the *nazhariyatul wahdah* approach, which is combined with individual role-playing exercises (directing students to research, write, and present a drama script in Indonesian into Arabic according to the method and perspective of the character being portrayed), interactive role-playing exercises, and collaborative role-playing exercises. The translation of the drama script as a *muhadatsah* text into Arabic uses differential procedures, ostensive procedures, procedures *bi altasharruf* or *tafsiriyah*, and literal procedures (Sahrani & Rahnang, 2019).

Based on the author's research, it shows that the Arabic drama material being implemented raises local themes, such as the life of the Malay community, the customs of West Kalimantan, folklore, and the socio-religious dynamics in West Kalimantan. In the practice of Arabic drama, themes of local culture are raised, such as the folk tales of the Malay Sambas, the Malay culture of Pontianak, the folk tales of the Dayak community, and the stories of social interactions among ethnic groups such as Chinese, Dayak, Malay, Madurese, and others. The use of local themes not only serves as a strategy to integrate learning material with the social realities of students but also becomes an effective means to internalize cultural and religious values in the Arabic language practice. Integration encourages students not only to master the language structure but also to use it in the social-cultural context in West Kalimantan. This shows that the integration between language proficiency and understanding of local culture can be a relevant learning model in line with the vision and mission of the Arabic Language

Education study program at IAIN Pontianak. Below is an example of a theme for an Arabic language drama in the Arabic Language Education study program at IAIN Pontianak:

Figure 1. Arabic Language Drama
Documentation: Arabic Language Education Study Program IAIN Pontianak

In addition to learning activities, curriculum implementation is also carried out through the research outcomes of students or theses. However, based on the author's search in the IAIN Pontianak repository, no student thesis examining Borneo culture from the perspective of the Arabic language has been found. This shows a weakness between the vision of the study program that emphasizes the integration of knowledge, Islam, and local culture, with the tendency of student research topics that are still dominated by themes such as the effectiveness of learning methods, the use of learning media, learning evaluations, teaching strategies, and others. This indicates a need for strengthening guidance and direction in the thesis title submission process to motivate students to explore local issues with academic research potential, especially in Arabic education. Thus, the thesis will not only be the final academic result for students but will also contribute to the development of Arabic studies that are relevant to the academic identity of IAIN Pontianak.

Developing a curriculum emphasizing Islamic values and a project-based learning approach is advantageous, especially in areas with unique cultural potential and religious character, such as West Kalimantan. The integration of local wisdom into the curriculum is not only important for strengthening the academic identity of IAIN Pontianak (Mukhibat et al., 2024; Rahman & Alwi, 2022; Razali et al., 2024). The curriculum of the Arabic Language Education Study Program at IAIN Pontianak, including student thesis topics, should ideally be designed and developed by considering local cultural potentials such as traditions in ethnic groups, culture, and language, as well as socio-religious dynamics in West Kalimantan. This approach not only strengthens the relevance of the curriculum but also encourages the production of more contextual student research based on local realities and contributes to the development of Arabic language scholarship at IAIN Pontianak.

The cultural potential of Borneo can strengthen educational institutions in shaping academic identity (Elmansyah et al., 2025). This diversity should serve as a social background for students and be a source of study in preparing theses. The theses of students from the Arabic Language Education Study Program at IAIN Pontianak ideally should not only discuss

pedagogical issues but also examine local dimensions such as language practices within indigenous communities, cultural symbolism in Arab-Malay communication, or the adaptation of Arabic language learning methods in the multicultural society of West Kalimantan (Muhtifah & Muskania, 2019; Ruslan et al., 2024; Sahri & Hali, 2023; Syarif et al., 2024). The research topic opens up opportunities for generating new knowledge based on locality that is relevant in developing the science of IAIN Pontianak (Herlambang, 2022; Muhtifah et al., 2016; Muttaqin, 2019; Ruslan, 2024; Yusriadi et al., 2023)Furthermore, research with a locality study strengthens IAIN Pontianak's role in the academic development of local culture.

Curriculum Development Based on Student Needs and Global Challenges

Higher education is understood as empowerment, where self-awareness and individual relationships with the world become important parts of the curriculum's internationalization process. This process contributes to the formation of a mature individual as a global citizen and encourages the development of pedagogical approaches that are global and inclusive (Simm & Marvell, 2017). The higher education curriculum in Indonesia has made significant progress, although it still faces several technical challenges, such as curriculum changes (Ab et al., 2023). In the context of the Arabic language education curriculum in higher education, the development of education oriented towards humanism is needed, a vision that favors humanitarian values and efforts to incorporate cultural elements in Indonesia. Moreover, there is a perception that Arabic is one of the most challenging languages. However, there is a positive trend with the increasing awareness among Arabic language educators to improve their competencies in teaching Arabic. This indicates the importance of vision and mission in maintaining the relevance of the Arabic language amidst the changes of the times (Muradi et al., 2020).

To develop a curriculum based on the needs of students and global challenges, lecturers must apply various learning methods that can enhance student motivation. One strategy implemented is to conduct periodic learning evaluations and to give appreciation to students who demonstrate outstanding achievements. Additionally, lecturers also play a role in creating a competitive yet conducive classroom atmosphere, encouraging active student participation during the learning process, and avoiding punitive approaches in responding to rule violations to build a positive learning environment and support the optimal development of students' potential (M. Y. Hidayat, 2020).

This is relevant to developing a curriculum that adjusts to the needs of students and global dynamics. The education production function theory proposed by Hanushek emphasizes that the quality of educational output depends on the fulfillment of various learning input components. These inputs include the availability of teaching materials and supporting learning devices, adequate facilities and infrastructure, the enhancement of faculty and educational staff capacity through training, and the implementation of comprehensive management strategies. If all these elements are managed optimally, then higher education will produce high-quality graduates who are competitive on a global scale (M. Y. Hidayat, 2020).

In addition, the curriculum must be developed based on the needs of students and global challenges without neglecting the local context. In this regard, the Arabic Language Education Study Program at IAIN Pontianak has a strategic position to develop a curriculum that is not

only adaptive to global dynamics but also aligned with the socio-cultural realities of multicultural West Kalimantan. A curriculum that accommodates the needs of students and the challenges of the times will be stronger if developed by integrating local values into the learning and research process, including in students' theses. Thus, curriculum development is about responding to global demands and strengthening local identity within a contextual and competitive knowledge framework.

Moreover, the curriculum should also develop the moderate Islamic identity of students so that graduates not only excel academically but also possess an inclusive, tolerant religious understanding and can live harmoniously in a multicultural society (Sahri, 2024; Syarif, 2020). Arabic education that integrates moderate Islam will shape students' character to appreciate differences, reject violence in the name of religion, and be able to become peace agents amidst the social dynamics of West Kalimantan (Sahri, 2024; Sahri & Hali, 2023). The Arabic Language Education study program at IAIN Pontianak not only produces graduates who are competent in academic fields and the Arabic language but also possess social and spiritual capacities with values of tolerance and peace (Hamzah et al., 2023; Masmuri & Bayu, 2019; Syarif, 2021)This is the core of the curriculum that can face global challenges by upholding humanitarian values. Integrating Arabic education, religious studies, and Borneo culture is the main foundation in designing a holistic, competitive, and relevant curriculum that meets students' needs and global challenges.

Conclusion

Based on the analysis of the curriculum of the Arabic Language Education Study Program at IAIN Pontianak, it was found that there is an integration between the science of Arabic language education, religious values, and the cultural elements of Borneo in its vision, mission, and goals. This integration becomes a distinctive feature in the curriculum structure. It simultaneously differentiates the Arabic Language Education Study Program at IAIN Pontianak from similar study programs in higher education across Indonesia. This integrative approach reflects an effort to present a curriculum that is not only academic and religious but also contextual with the local wisdom of West Kalimantan. The integration is implemented in various aspects such as the learning process, course structure, the development of students' academic capacity, and community service activities. However, there are still weaknesses found, particularly in the selection of research topics by students, the majority of which focus on pedagogical issues such as the effectiveness of teaching methods, the use of learning media, evaluation, and learning strategies in school environments. In contrast, topics related to the cultural dimensions of Borneo have not been maximally addressed. This study has limitations, as it only analyzes the curriculum and does not conduct field research. Therefore, subsequent research could examine similar studies by implementing field research.

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