



The role of teachers in curriculum development character-based Arabic learning in Madrasah Ibtidaiyah

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Article info	Abstract
Keywords: teacher's role, curriculum development, arabic language, character, <i>madrasah ibtidaiyah</i>	This study aims to describe the role of teachers in developing a character-based Arabic curriculum, examine how curriculum development enhances the implementation of character education, identify the character values integrated into the Arabic curriculum, and analyze the supporting and inhibiting factors in its development. This research employs a qualitative approach with a phenomenological method. The study was conducted at MIM Gading 1 Klaten, with data collected through observation, interviews, and documentation. The findings reveal that Arabic language teachers are crucial in designing syllabi and lesson plans (Learning Implementation Plans) based on character education principles integrated into Arabic language instruction. Teachers function as implementers, adapters, developers, and researchers. Additionally, they serve as motivators, organizers, facilitators, and student role models. A character-based Arabic curriculum is developed by embedding character values into Arabic language subjects. The key values incorporated include religiosity, obedience, discipline, communication skills, self-confidence, curiosity, empathy, and responsibility.

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1. Introduction

Student character education in Indonesia is still very low. During this time, we often hear that the character-building of children and adolescents is a big problem. We hear a lot about student brawls, criminality, and other incidents that indicate that the character of children and adolescents is currently in an alarming state (Nurrohman, 2018). Elementary school is a place of basic education for children; at this level, it is essential to get character education. Various types of crimes and juvenile delinquency committed by educated young people are documented in print and still colour the mass media in Indonesia, both electronic media. Fights between students between schools, immoral behaviour, drug and alcohol use, and even the glitch phenomenon, which has recently become a hot topic of discussion in Yogyakarta (Munif, 2018).

Considering the above problems, we must find a formula to overcome Indonesian students' low morale and moral decay. The formula comes in the form of character education. Therefore, the role of teachers in developing Arabic curriculum to improve character building in elementary schools is essential. This means that teachers must be able to change students' character in the desired direction. Character education is needed to balance education oriented toward cognitive intelligence (Juahab, 2019). The effort to develop character education in the educational environment is to

integrate character values in all subjects. Integrating these character values is the responsibility of religious education teachers and all teachers, including Arabic language teachers. All teachers must be able to incorporate character education in every learning activity carried out (Nurrohmah, 2018).

In an evolving world, the curriculum must also evolve. Certain developments have a significant impact on the world of education and employment. Educational setbacks are overcome with some curriculum changes. A curriculum can serve as a teaching tool if it undergoes changes and can adapt to the changes (Nisa, 2018). The issue of the character of the younger generation began to be saddened by the achievement of an advanced and modern civilization, especially in the technology field. The progress of society is not always directly proportional to the improvement in the field of character (Zulfida, 2021). The young generation is the future generation. Therefore, education plays a vital role in shaping the character of future generations. Collaboration between the education trilogy (home, school, and community) is mutually sustainable and must be built synergistically to create the next generation with character. Therefore, the development of character education is significant because character is the most important foundation that must be taught to students from an early age. Character education in Madrasah is the responsibility of all subject teachers, including Arabic teachers (Nurcholis et al., 2020).

The teacher plays a vital role in both curriculum planning and implementation. He is the planner, implementer, and curriculum developer for his class. Even if he does not come up with the concepts of the curriculum himself, the teacher is the interpreter of the curriculum that comes to him (Tolchah, 2015). He processes and crushes back the curriculum from the centre to be presented in his class. Teachers are also at the forefront of curriculum development; they are the ones who always evaluate and improve the curriculum, and as curriculum implementers, they are the ones who create teaching and learning activities for their students (Nisa, 2018).

In Arabic, curriculum development in character-based Madrasah is one of the most urgent demands, which: First, the increasingly worrying delinquency of students at all levels and types of education; Second, the quality of students who are very far behind when measured by global standards; Third, the demands of the development of an increasingly advanced era; Fourth, the thinking of the community that the curriculum so far has only focused on cognitive aspects, the student load is too heavy and the lack of character education aspects (Nurcholis et al., 2020).

Islamic education is immensely loaded with positive character values that can be implemented in Arabic language learning through competent and characterized teachers to integrate character values into students. Here, there seems to be an essential role of Arabic language teaching in the perspective of Islamic education so that it is expected to be able to realize the true purpose of Islamic education, namely improving the quality of physical and spiritual, especially faith and pious deeds so that students with character who obey His rules are formed (Andriani, 2015). As an international language, Arabic is a tool for understanding the source of Islamic law in the form of the Qur'an and Hadith. Some Islamic religious practices that are vertical worship also use Arabic, such as prayer, reading the Qur'an, and praying (Sholihah & Nisak, 2021). It is necessary to learn Arabic at all levels of education, from early childhood to college, which is one of the learning materials. Arabic language learning needs to start from early childhood to recognize Islamic treasures from an early age (Umam & Budiati, 2020).

However, teachers learning Arabic tend to emphasize the process and are more concerned with mastering content and achieving learning outcomes in the cognitive and psychomotor domains, so they do not integrate character values into their students. Especially in this era of advanced development, curriculum development must show a link and match between the output and the required employment. Students who graduate must be prepared to fulfil the job market and must meet the demands of the expected job criteria (Widya Rahmawati Al-Nur, 2020). Also, some teachers do not understand how to implement a value-based learning process. As a result, the attitude shown in learning tends to pursue cognitive curriculum targets through memorization methods and less integrate character values through applying techniques, media, and the development of Arabic

teaching materials. This makes it difficult for teachers to achieve comprehensive Arabic learning goals (Saada, 2022).

Judging from the purpose of learning Arabic, the goal of improving four language skills, starting from *asthma*, *kalam*, *qira'ah*, and *kitabah*, can be integrated with materials that contain character-building content. However, in reality, the concept of integration has not been widely developed (Uwuh Abdullah et al., 2022). This can be seen with the coverage of material that is more focused on mastering the rules of language so that the values of character education are not comprehensively introduced (Altaher, 2023). This is quite difficult for teachers because integrating general things into language learning content requires examples and role models. However, integrating character education materials in Arabic content will impact the formation of a more mature and comprehensive student character.

The study in this research becomes essential and interesting to discuss because new theoretical insights in implementing character values through Arabic language learning as a language of revelation have not been done much. Therefore, this study offers how a teacher develops a character-based Arabic language learning curriculum.

2. Theoretical Support

Several researchers have carried out research on character education in learning. For example, research conducted by (Amin et al., 2018) integration of character education in Arabic language learning at Muhammadiyah schools. Furthermore, research conducted by (Budiyo, 2019) the role of teachers in developing the Islamic religious education curriculum, and research conducted by (Nisa, 2018) the role of teachers in Islamic Education curriculum development, and (Haniifah et al., 2020) Arabic magic discs based on religious character as a medium for reading learning for grade vii mts students in Semarang city, and (Munif, 2018) Character education in Arabic teaching materials for grade 3 madrasah ibtidaiyah curriculum 2013. From various studies on character education above, it seems that there is no study on the role of teachers in developing a character education-based curriculum in Arabic language learning; therefore, the Arabic language learning process in all types and levels of education must be based on a curriculum that can overcome and answer all the demands above. Then, the researcher intends to examine it.

3. Method

The approach used is qualitative. A qualitative approach is a research method that produces descriptive data in the form of written or spoken language of people and observable behaviour (Moleong, 2015). The type of research used is phenomenological study. This type of research was chosen because of the research strategy in which researchers identify the nature of human experience in relation to a particular phenomenon. The consideration of using this research is because the focus will centre on the role of Arabic language teachers in developing character-based curricula (Creswell, 2010). The research location was MIM Gading 1 Klaten. Data was collected using observation, interviews, field notes, and documentation techniques in the odd semester of 2023. Observation is done by paying attention to all conditions and activities in the school that are closely related to curriculum development to improve character education.

Table 1. Research informants

No	Name/Code	Status
1.	S1	School Principal
2.	P1	Teacher
3.	P2	Teacher

Interviews were conducted by researchers interviewing the principal Arabic class teacher and documents as a source of supporting data at MIM Gading 1 Klaten, which was being studied. Informants from this research relate to various parties at MIM Gading 1 Klaten. The profile of the contributing informants can be seen in **Table 1**. This research uses collection techniques through in-depth interviews (Moleong, 2017). The informants in the study were direct interviews with the principal interviews with Arabic teachers. The interview with the principal was 25 minutes long, and the interview with the teacher was 40 minutes long. The interview was conducted directly at MIM Gading 1 Klaten School. The following interview guidelines can be seen in **Table 2**.

Table 2. General interview guidelines

No	Question
1	What is the role of a teacher in curriculum development, especially in Arabic language learning?
2	How is the implementation of a character-based Arabic learning curriculum applied to students?
3	How are students motivated to be able to apply character-based Arabic learning?
4	How do teachers try to generate stimulus so that students are active in carrying out good character in the Arabic language learning process?
5	What characters are applied in Arabic language learning?
6	What are the supporting factors and obstacles in developing a character-based curriculum?

In addition to interview data, researchers also collect data through observation. Observations were made on aspects of people and objects, namely the curriculum developed from implementing learning and Arabic learning tools such as syllabus, app, etc. The following observation guidelines can be seen in **Table 3**.

Table 3. General observation guidelines

No	Question
1	Observing the school situation where the Arabic language learning process is carried out
2	Observing Arabic learning tools
3	Observing teachers in implementing character-based Arabic language learning
4	The process of classroom teaching and learning activities in Arabic language learning
5	Who plays a role in the implementation of character-based curriculum development?
6	Observing the results of character-based Arabic language learning for students

The next stage is data analysis techniques that use stages to make it easier to understand the data collected. The steps in analyzing this data are collection, reduction, and conclusion. Data collected by researchers is related to the learning process, including syllabus, lesson plans, and curriculum evaluation results. Data reduction researchers here try to summarize the data from the interview process, observation, and documentation, then conclude after the field data is obtained. In the next stage, the author takes data from the problem formulation in learning, especially Arabic language material, and the teacher's role in developing a character-based curriculum. The certainty of the data that researchers collect using source triangulation, namely by analogizing and checking information obtained through different times and tools in research, namely by analogizing the results of observation data with the results of interview data, weighing the results of data from the process during interviews and documents that have been obtained.

4. Results and Discussion

4.1 Curriculum development

Curriculum development is the planning of learning opportunities intended to lead students toward desired changes and assessing the extent to which those changes have occurred in students (Oemar Hamalik, 2014). The curriculum is an educational program designed and implemented to achieve specific goals. Improving the quality of education is often associated with curriculum

development (Pahrudin, 2021). The curriculum reflects the vision, mission, and objectives of education. Therefore, the curriculum is central to teaching good values to students. As a plan, it determines how and what is learned. Education is a way of passing on the foundation of knowledge, skills, and values, as well as the foundation of culture. Curriculum development is a term that encompasses the process of planning, implementing, and evaluating the curriculum (Handayani & Zaim, 2023). Each educational institution has the power to implement a curriculum that suits the needs and internal potential of the school. The level of productivity of a curriculum is interpreted as how effective and efficient the process of achieving educational goals is (Purwadhi, 2019)

Teachers must work extra hard to rack their brains to design the curriculum, how the material is delivered, the chosen method, and the right content for learning (Desrani & Aflah Zamani, 2021). According to Muhajir, curriculum development is necessary because of the development of science and technology, social demands in society, and global developments, and is carried out periodically. The reconstruction of the Arabic curriculum is an effort to equip basic academics and develop national character education (Muhajir, 2017). The Arabic curriculum also has a strategic position in education; it guides, directs, and controls the practice of Arabic education and learning in educational units. The Arabic curriculum can function as a tool to (1) achieve educational goals, (2) ensure the quality of education, (3) achieve the interests of society, (4) achieve the interests of the nation and state, (5) the goals of educational institutions and (6) as a tool for learning development (Chotimah, 2016).

4.2 The role of teachers in character-based Arabic curriculum development

A teacher or educator must have much knowledge, be willing to apply his understanding seriously in a broader learning process, be tolerant, and always pray for a better life for his students (Dhani, 2020). The teacher plays a vital role in planning and implementing the curriculum. He is the implementer of planning and curriculum development for his class. Teachers are at the forefront of curriculum development and constantly evaluate and improve the curriculum (Alawiyah, 2013). In addition, the teacher also plays a role as a communicator, learning motivator, learning media development, experimenter, organizer, and manager of the supervisory learning system both at school and in the community in connection with the implementation of long-life education. Thanks to his expertise, a teacher can encourage children's creativity (Muhammad & Rahman, 2017)

The Role of Teachers in Curriculum Development A curriculum is useless as a teaching tool if it is not ideally supported by the teacher's ability to manage it. Therefore, the role of the teacher becomes crucial, and in its development, the teacher plays more of a role at the classroom level (Hafidlin, 2019). According to Sanjaya (2010), in his book entitled "curriculum and learning," it is divided into four roles that teachers can play in the curriculum development process: (1) implementers, (2) adapters, (3) developers, and (4) researchers.

4.2.1 Teacher as implementer

The primary role of teachers in curriculum development in Indonesia is as implementers. This means that teachers carry out their teaching duties by previously established guidelines. As teachers, teachers do not have the opportunity to have an opinion about the content of the curriculum or what goals the curriculum should achieve in learning. Based on the results of the interview with P1 stated:

"Teachers are only tasked with implementing existing curriculum components. Thus, we can see that the role of teachers in curriculum development is very narrow and limited to implementing the curriculum that has been made" (P1, 2022c)

In curriculum development, teachers are only considered technical personnel and are entirely responsible for enforcing the various regulations. As a result, the curriculum is unified, and what teachers do in Eastern Indonesia is the same as what teachers do in Western Indonesia. Technical

teachers' creativity and innovation levels are very weak because teachers only implement the curriculum. Teachers are not motivated to make updates.

4.2.2 Teachers as adapters

At this second level, the role of teachers in curriculum development is to design content standards only as a minimum standard that students must achieve. At the same time, the implementation and other methods are all determined by the teacher as an adapter, the teacher as the actor in implementing the syllabus. Thus, the task of teachers in developing the curriculum at the second level appears broader than the task of teachers only as implementers. Based on the results of the interview with P1 stated:

"Teachers can customize the existing curriculum to the school's specifications. For example, a subject called Mulok was developed by teachers here for local culture, allowing students to familiarize themselves with their own local culture and maintain the local community's culture". (P1, 2022a)

Adapt the curriculum to the characteristics and needs of students and the region's needs. Teachers can adapt the curriculum to meet local needs and school characteristics. Teachers, as adapters, can adjust the existing curriculum to meet the needs of the school, students, materials, and community. Curriculum developers set minimum standards that must be met, and it is up to individual teachers to develop and implement them.

4.2.3 Teachers as curriculum developers

Teachers have the power to design the curriculum. In addition to determining the objectives and content of the lessons, teachers can assess development strategies and how to measure success. As full curriculum developers, teachers can develop a curriculum that matches the school's character, vision, mission, and the learning experiences students need. Teachers, as developers, have broader powers in creating the curriculum. Teachers, as developers, have a role in determining the objectives and content of the lessons offered, the strategies developed, and the measures of success by selecting assessment tools to achieve learning outcomes. Based on the results of the interview with P1 stated:

"Teachers have the authority to design the curriculum. Teachers can not only determine the objectives and content of the lessons but also the strategies to develop and the assessment system to be used. As curriculum developers, teachers can develop the curriculum as a whole by the characteristics, mission, vision, and learning experiences needed by students". (P1, 2022b)

As curriculum developers, teachers must be able to compile a curriculum based on the character and desires of the school's vision and mission, with student learning experiences tailored to student needs. However, in developing this curriculum, the government has not dared to publish all subjects as part of the curriculum. Only local content (Mulok) is developed according to the school's characteristics, vision, and mission.

4.2.4 Teachers as curriculum researchers

Teachers have the most significant influence on the progress of education, and teachers should be curriculum researchers. The role of teachers as curriculum researchers is a professional job as a teacher. Therefore, teachers have a moral responsibility to develop their competence properly and optimally. A good teacher can perform their duties, demonstrate skills in implementing a "just in time" learning process, and understand and protect students effectively. These roles are carried out as part of the professional duties of teachers who are responsible for improving their performance as teachers. Based on the results of the interview with P1 stated:

"In this role, teachers are responsible for testing various components of the curriculum, including testing curriculum materials and the effectiveness of learning programs, strategies, and models. This includes collecting data on student success in meeting curriculum objectives. For example, I will test curriculum materials, test program effectiveness, test learning strategies and models, and do everything related to learning. Teachers also collect data on student performance. The teacher's role as a researcher is reflected in the teacher's policy that Classroom Action Research (PTK) must be implemented".(P1, 2022d)

The role of the teacher as a researcher or researcher. This role is carried out as part of the professional duties of teachers who are responsible for improving their performance as teachers. Teachers are responsible for investigating various curriculum components to fulfil their research role.

From the interview results, it can be concluded that teachers develop the curriculum because they are empowered to adapt the existing curriculum to school specifications. For example, in Mulok subjects, teachers develop it according to the local culture. So that students can familiarize themselves with their own local culture and preserve local culture. Through careful and mature planning, teachers are expected to develop the basic education curriculum efficiently, effectively, critically, and thoughtfully. Ensure the teaching and learning process runs well and follows the educational objectives.

As a figure who is admired and modelled, the teacher plays a vital role in integrating character education into Arabic language learning. As a rule, students (children) always obey all the words and actions of teachers (adults), so teachers must be able to set an example in forming student character. The following is the role of the teacher in integrating character education (Nurcholis et al., 2020).

4.2.5 Teachers as motivators

Teachers must also be able to be motivators for their students. In the classroom, the teacher motivates students with inspirational stories of successful people because of Arabic, encouraging students to be more active in learning and always do their assignments well (Ilman, 2014). Based on the results of the interview with P2 stated:

"MIM Gading 1 Klaten teachers encourage students to study hard through songs. Because MI students experience a transition from childhood to adolescence, learning also needs to be done with light material. I only use songs, so I give songs so that children are enthusiastic about learning every Arabic word. (P2, 2022c)

Teachers also motivate learners to learn Arabic because Arabic is the language of the Quran and is an international language used as a means of communication for other countries. Outside the classroom, Arabic teachers motivate learners to have a praiseworthy character in speech and action.

4.2.6 Teachers as organizers

MIM Gading 1 Klaten Arabic teachers use the kalistung system by organizing able children in the middle of their abilities and those who have not been able to; Indonesian language teachers also use this method in mapping students. Based on the results of an interview with P2 stated:

"Instructing students to take notes and memorize what the teacher says. To speak Arabic, students must be able to write and pronounce Arabic. It is not easy; even if you can pronounce it, you cannot write it. Teachers as Mentors, MIM Gading 1 Klaten teachers have guided students in interactive learning so they can learn smoothly and successfully. Want students not only to speak Arabic, but love it". (P2, 2022d)

Both when learning takes place in the classroom and outside the classroom. When learning occurs, teachers set an example by entering class on time, speaking and acting kindly and politely,

wearing neat clothes, and demonstrating mastery of the material. Outside the classroom, teachers provide examples of being an imam when praying in congregation, speaking politely, using polite words when reminding undisciplined students, and so on (Maria & Sedyono, 2017),

4.2.7 Teacher as a facilitator

Besides being a role model and motivator, the teacher must facilitate students learning Arabic. In Arabic language learning, teachers provide various learning activity facilities, media, and Arabic learning tools that make students active and enthusiastic in participating in learning so that learning becomes effective and fun (Amin et al., 2018). Based on the results of the interview with P2 stated:

"I use exciting ways because MI students are transitional students from the children's yard. From early school entry, students want to be treated with Pearl words such as manyatta wa Jada. In addition, the teacher also introduces very low mufrodat that students must recognize by singing it, as described by one of the teachers during the interview process. However, only anaa anta is used to sing "ana aku antum kalian" if the grade-level kids know it. So if you go up a level, the children have memorized it by heart." (P2, 2022a)

As facilitators, MIM Gading 1 Klaten Arabic teachers have provided the situations and conditions individuals need to learn. Teachers can position themselves as children who have just left kindergarten so that learning Arabic is delivered in a fun way. The teacher knows that success will only be achieved if we are istiqomah doing it (Jamila, 2016).

4.2.8 Teacher as exemplary

The figure of a teacher, MIM Gading 1 Klaten Arabic language teachers try earnestly to transfer all their knowledge with care and patience. Because they know that all children cannot be generalized in their abilities, students are made and applied methods that are based on their abilities of students. (Nurcholis et al., 2020). Based on the results of the interview with P2 stated:

"Yes, a teacher must be a role model, and also the MIM Gading 1 Klaten Arabic teacher has tried to provide the information needed by students both knowledge, skills and attitudes." (P2, 2022b)

The role of the teacher is based on the theory put forward by E. Mulyasa in his book becoming a professional teacher; namely, the teacher becomes an educator and teacher. In carrying out his role as a teacher, the MIM Gading 1 Klaten Arabic teacher educates so that students get the most knowledge possible at school. Material preparation is needed to inform students so the teacher can achieve what the teacher wants.

4.3 Teacher planning in the implementation of a character-based Arabic curriculum

The results of observations reinforced by documentation and interviews with Arabic language teachers and the curriculum section, in this case, MIM Gading 1 Klaten, have followed the existing standards. Character education planning at MIM Gading 1 Klaten has met the standards and is based on the curriculum implemented in this school. Related to lesson plans, the study's results show that the making is done at the beginning of the semester and sometimes also made per chapter. Teachers also adjust the conditions of each class by making necessary changes to the lesson plans that have been prepared and always include the character values to be developed. Not all subject matter is suitable for all characters to be created, so selecting and synchronizing the material with the characters to be developed is necessary.

For example, incorporating character values through Arabic language learning emphasizes skills and knowledge when speaking and inserts character values into it. Arabic teachers, when inserting character values through speaking learning, it is hoped that students will better understand and apply

these values when speaking learning takes place so that in the future, students can talk to Arabic based on character; for example, students communicate with teachers with polite and polite language, are confident and not shy or afraid to speak in front of their friends and must show a sense of pleasure in saying, getting along and cooperating with others (Santika & Sudiana, 2021).

Character education is expected to form commendable student attitudes based on general values and religious and cultural traditions. Associated with the Arabic language, this personality learning will likely improve students' ability to behave in a suitable language and by noble values. To enhance the quality of Arabic language use in Indonesia, some teaching institutions try it early, starting from Lower School or Madrasah Ibtidaiyah, which will be a foundation for the next level. Arabic language education aims to improve students' skills in speaking Arabic (Umam & Budiyati, 2020).

In the Arabic language, learning refers to efforts to foster and develop four aspects of language skills, namely, the ability to listen (estimate), speak (kalam), and read (qiro'ah), and miles to be able to understand language, both through hearing and writing (receptive), and be able to express thoughts and feelings both in writing (Amasugi, 2022). When learning Arabic subjects at MIM Gading 1 Klaten, the teacher applies it by pronouncing word by word to help students read and pronounce the supplementary manual correctly. Students can read and pronounce slowly to communicate precisely and accurately using simple words (Zulfida, 2021).

4.4 Character values applied in Arabic language learning

All stakeholders, families, schools, and communities are responsible for providing character education for children. If children are at home, parents are obliged to raise them personally. If a community has children, it must educate them in character building. Teachers and schools must teach children character education while they are at school. The character education that teachers incorporate into all subjects, mainly Arabic classes, should influence the character of their students. However, it cannot be said that the character embodied in students does not arise solely from teachers' integration of character education into Arabic language learning. Students' characters are not formed just like that but through a long and gruelling process of advice and practice (Zuliana, 2017).

From the interviews and analysis of lesson plans conducted by researchers, it can be concluded that Arabic language teachers who teach Arabic language subjects prepare their lessons before teaching by making syllabuses and lesson plans and including character values. In addition, other preparations prepare media according to the methods, strategies, and materials to be taught. Based on the research, teachers' character values in Arabic language learning affect student character. The following is the character that appears in the students. Eight character values developed through Arabic language subjects are from 18 core characters. The eight characters are religious, obedient, disciplined, communicative, confident, curious, caring, and responsible.

- a) Religion is an attitude and behaviour that is obedient in carrying out the teachings of the religion it adheres to, tolerates the practice of worship of other religions, and lives in harmony with followers of different religions. In Arabic language learning, this attitude is shown when the teacher gives greetings and students answer, telling them to listen and answer the call to prayer. In addition, learning Arabic means that students can read the Quran, recite prayers (practising Islamic teachings), and explore other Islamic sciences.
- b) Obedience is a behaviour based on being a person who follows all orders. Obedience is shown when a teacher tells a student to open an Arabic textbook, and the student follows the teacher's order to open the book. The teacher tells the student to read the textbook text, and the student reads it according to the instructions in the textbook.
- c) Discipline is an action that shows orderly behaviour and obeys various rules and regulations. Discipline is revealed when students wear uniforms and attributes determined by the school. Moreover, this attitude was seen when one of the students did not tuck his shirt in while learning Arabic, and the teacher immediately reprimanded him and told him to tuck his shirt into his pants.

- d) Communicative is a behaviour that is happy to talk, gather, and cooperate with others. A communicative attitude is shown when the teacher asks the students something and the students answer the teacher's question. This attitude is also evident when students converse in pairs in Arabic conversations (war).
- e) Self-confidence is a trait that a student must possess; he can face everything by fully realizing the advantages and disadvantages that exist in him to be utilized appropriately so that he is always optimistic in this case, namely believing that in learning Arabic, students are still embarrassed to speak Arabic, so the teacher must be able to motivate students in learning.
- f) Curiosity is a way of thinking, attitudes, and behavior that reflects curiosity and curiosity about everything that is seen, heard, and learned in more depth; in this case, a teacher must instill a sense of desire to learn and provide motivation to learn Arabic because Arabic is an international language and the language of the Koran so it is essential for us to know.
- g) Caring is an attitude and action reflecting concern for others and communities that need it. In this case, students must be sensitive to friends around each other, providing information related to learning Arabic to their friends who do not know.
- h) Responsibility is the attitude and actions of humans in fulfilling their duties and obligations towards themselves, society, the environment (nature, society, culture), nation, and God Almighty. This attitude is shown when students do everything the teacher tells them to do. When a teacher asks students to read a passage, they read it. Students write because the teacher tells them to write.

Of course, the status of character possessed by students is not limited to the status above. Of course, apart from the five personality values seen by researchers during their education at MIM Gading 1 Klaten, students still possess personality values and realize them in everyday school and social life.

4.5 Supporting and inhibiting factors for character curriculum development

Supporting factors are the varied methods used by teachers. For example, learning mufradat and vocabulary through songs, greetings at the beginning of learning, and language games are often used. Moreover, students' enthusiasm for learning inside and outside the classroom. This is due to the Arabic language we have known since childhood.

The inhibiting factor is the large number of students in one class, which causes less optimal learning, and not all students have a high level of intelligence. There are also obstacles related to the family, namely, Lack of parental attention, Lack of student interest in learning and the environment, and Lack of cooperation between parents and teachers.

5. Conclusion

The role of teachers in curriculum development will determine the success of learning in achieving the educational goals set by the curriculum. Teachers have made syllabi and lesson plans that have character values in them. In addition, other preparations include preparing media according to the methods, strategies, and materials to be taught and adjusting to the characteristics of students and the state of the school environment. Teachers' role in curriculum development is as implementers, adapters, developers, and researchers. Teachers are also crucial in character education, positioned as motivators, inspirers, and exemplary evaluators. In character-based Arabic learning techniques, a teacher must pay attention to learning activities that must be able to attract the attention and shape the character of students, and the curriculum is developed by including character education in national content, especially in Arabic language learning; these characters are religious, obedient, disciplined, communicative, confident, curious, caring and responsible. It is hoped that these characteristics can generate enthusiasm, encourage students to think critically and creatively and change the character of student attitudes for the better.

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