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Concepts, Characteristics, and Scope of Arabic Curriculum Management

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Abstract

This study explores the fundamental concepts, key characteristics, and theoretical scope of Arabic language curriculum management within the broader context of educational management. The study is based on a library research method that analyzes relevant academic and regulatory literature. Arabic curriculum management is defined as a comprehensive, cooperative, systemic, and systematic process involving the planning, organization, implementation, and supervision of curriculum elements to achieve the goals of Arabic language education. The paper distinguishes between two dominant models of curriculum management: centralized management, in which curricular authority is held by national agencies (as exemplified by the 2013 National Curriculum), and decentralized management, in which curriculum development is delegated to individual schools (as seen in the KTSP model). Furthermore, the scope of Arabic curriculum management encompasses four core domains: curriculum planning, organizing, implementation, and evaluation. The study concludes that effective Arabic curriculum management requires the professional competence of implementers and must be responsive to both national standards and local educational needs.

Keywords: *Arabic language education, curriculum management, centralized curriculum, decentralized curriculum, educational planning*

Abstrak

Penelitian ini mengkaji konsep-konsep dasar, karakteristik utama, dan cakupan teoretis dari manajemen kurikulum bahasa Arab dalam konteks manajemen pendidikan secara lebih luas. Kajian ini menggunakan metode penelitian kepustakaan dengan menganalisis literatur akademik dan regulatif yang relevan. Manajemen kurikulum bahasa Arab didefinisikan sebagai proses yang menyeluruh, kolaboratif, sistemik, dan sistematis yang mencakup perencanaan, pengorganisasian, pelaksanaan, dan pengawasan terhadap unsur-unsur

kurikulum guna mencapai tujuan pendidikan bahasa Arab. Artikel ini membedakan dua model utama dalam manajemen kurikulum: manajemen terpusat, di mana otoritas kurikulum berada di tangan lembaga nasional (seperti yang tercermin dalam Kurikulum Nasional 2013), dan manajemen desentralisasi, di mana pengembangan kurikulum diserahkan kepada satuan pendidikan (sebagaimana terlihat dalam model KTSP). Selain itu, ruang lingkup manajemen kurikulum bahasa Arab meliputi empat domain inti: perencanaan kurikulum, pengorganisasian, pelaksanaan, dan evaluasi. Kajian ini menyimpulkan bahwa manajemen kurikulum bahasa Arab yang efektif memerlukan kompetensi profesional dari para pelaksana serta harus responsif terhadap standar nasional dan kebutuhan pendidikan lokal.

Kata Kunci: pendidikan bahasa Arab, manajemen kurikulum, kurikulum terpusat, kurikulum desentralisasi, perencanaan pendidikan.

Introduction

The term "management" is typically more closely associated with the industrial sector or profit-driven companies that aim to increase their revenue by producing high-quality goods and services. However, in response to the demands of the times and the evolving patterns of educational administration, the concept of management has also begun to be applied in the field of education. Why is this the case? Because education is a service that invests in knowledge and skills, which in turn can drive technological advancements for the betterment and prosperity of humanity. Therefore, effective and efficient management is essential to help improve the quality of education.¹²³⁴⁵

The curriculum is a vital component of the education system. It serves as a guide for the learning process and plays a strategic and functional role as a direction and foundation for the implementation of education. Without a curriculum, it would be difficult to track whether educational objectives have been achieved, and if so, to what extent. As a normative standard for determining

¹Onisimus Amtu, *Manajemen Pendidikan di Era Otonomi Daerah: Konsep, Strategi, dan Implementasi* (Bandung: Alfabeta, 2011), 27.

²Peter F. Drucker, *Management: Tasks, Responsibilities, Practices* (New York: Harper & Row, 1973), 53.

³Sondang P. Siagian, *Manajemen Pendidikan* (Jakarta: Bumi Aksara, 2000), 21.

⁴Tony Bush, *Theories of Educational Leadership and Management*, 5th ed. (London: Sage Publications, 2020), 11.

⁵Stephen P. Robbins dan Mary Coulter, *Management*, 14th ed. (Harlow: Pearson, 2018), 6–8.

the attainment of educational goals, the curriculum also provides a basis for identifying the strengths and weaknesses of the teaching and learning process.⁶⁷⁸⁹

Curriculum management is one of the most critical areas within educational management. This is because all aspects of activities related to the substance of educational administration ultimately converge on the achievement of curriculum management. It is essential to have a deep understanding of the concept of curriculum management, especially for those implementing Arabic language curricula, in order to ensure its proper execution and, consequently, enhance the quality of Arabic language education.¹⁰¹¹ Recent research confirms the increasing relevance of curriculum leadership in Islamic education institutions. Fadhilah and Nasiruddin (2023) illustrate how the Arabic curriculum at Pesantren Manba'ul 'Ulum is guided by structured planning and evaluation.¹² Bahy et al. (2024) describe a semi-modern pesantren model at Madrasah Aliyah Attanwir Bojonegoro that aligns religious values with formal curriculum standards.¹³ Niqie and Ahid (2023) further emphasize that effective Arabic curriculum design must be both student-centered and socially responsive, incorporating technological tools where appropriate.¹⁴ These studies highlight the strategic role of leadership in designing, executing, and refining Arabic curriculum in diverse Islamic contexts.

This paper discusses the concept of Arabic language curriculum management, the characteristics of Arabic language curriculum management, and the scope of study within Arabic language curriculum management. This article also proposes a conceptual model linking the four stages of curriculum management—planning, organizing, implementing, and evaluating—with the role of key actors such as administrators, educators, and institutions within the context of Arabic language education in madrasah and higher education.

⁶Moh. Ainin, *Pengembangan Kurikulum dalam Pembelajaran Bahasa Arab* (Malang: Lisan Arabi, 2019), 35.

⁷Nana Syaodih Sukmadinata, *Pengembangan Kurikulum: Teori dan Praktik*, Cet. XVI (Bandung: Remaja Rosdakarya, 2013), 12.

⁸Wina Sanjaya, *Kurikulum dan Pembelajaran: Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP)* (Jakarta: Kencana, 2010), 17.

⁹Allan C. Ornstein dan Francis P. Hunkins, *Curriculum: Foundations, Principles, and Issues*, 7th ed. (Boston: Pearson, 2017), 10.

¹⁰Moh. Ainin, *Pengembangan Kurikulum...*, 24.

¹¹Syafaruddin dan Amiruddin, *Manajemen Kurikulum* (Medan: Perdana Publishing, 2017), 5.

¹²F. N. Fadhilah dan Nasiruddin, "Manajemen Kurikulum Bahasa Arab di Pesantren Manba'ul 'Ulum," *Ihtimam: Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2023): 47–60.

¹³Moh. Bony Andaru Bahy, Wahidmurni, dan Nur Hadi, "Manajemen Kurikulum Pesantren dalam Meningkatkan Kemampuan Bahasa Arab Siswa Tingkat Madrasah Aliyah," *DIRASAH* 7, no. 2 (2024): 420–426.

¹⁴Mohammad Syah Rizal Niqie dan Nur Ahid, "Desain Kurikulum Pembelajaran Bahasa Arab Kontemporer," *Indonesian Journal of Humanities and Social Sciences* 4, no. 1 (2023): 37–41.

Figure 1. Conceptual Model of Arabic Curriculum Management: Stages and Stakeholders



Method

This study employs a qualitative research approach using the library research method, also referred to as documentary analysis or literature review. This approach is appropriate for conceptual and theoretical studies, particularly in fields such as curriculum development and educational management, where knowledge is built through the synthesis of scholarly works and policy documents. The objective of this research is to examine and analyze the concepts, characteristics, and scope of Arabic curriculum management based on authoritative sources and expert literature.

The data for this study were collected from both primary and secondary sources. Primary sources include official documents such as national education laws, curriculum frameworks, ministerial regulations, and policy guidelines issued by the Indonesian Ministry of Education and the Ministry of Religious Affairs. These provide a normative and regulatory foundation for understanding curriculum management practices in the Indonesian context. Secondary sources consist of scholarly books, peer-reviewed journal articles, dissertations, and research reports that discuss curriculum theory, Arabic language education, school-based curriculum development, and educational planning. These materials were obtained from academic libraries, online databases (such as Google Scholar and DOAJ), and official government websites.

The research process began with the identification of key concepts relevant to Arabic curriculum management, including management theory, curriculum functions, centralized and decentralized models, and curriculum evaluation mechanisms. This was followed by a systematic selection of literature using purposive sampling to ensure that only the most relevant, credible, and recent materials were included in the analysis. The inclusion criteria emphasized works that focus on the intersection of educational management and Arabic curriculum implementation in Islamic education institutions. A total of 36 sources were identified, consisting of 18 national regulations and 18 scholarly works related to Arabic language curriculum, educational management, and Islamic education.

The collected data were analyzed using qualitative content analysis, which involved reading, interpreting, and coding textual data to extract recurring themes and theoretical insights. Particular attention was given to the comparative analysis of curriculum implementation models (centralized vs. decentralized), the managerial functions applied to curriculum administration, and the practical implications for Arabic language instruction.

Once the themes were identified, the findings were thematically categorized into three major sections aligned with the study's objectives: the concept of Arabic curriculum management, the defining characteristics of Arabic curriculum administration, and the scope of its application (which includes planning, organizing, implementation, and evaluation). Finally, the data were synthesized interpretively to construct a coherent narrative that reflects both theoretical understanding and contextual relevance to the Indonesian education system. Through this method, the study offers a comprehensive and academically grounded analysis of Arabic curriculum management as both a theoretical construct and an applied practice.

Findings and Discussion

A. The Concept of Arabic Language Curriculum Management

1. The Basic Concepts of Management and Curriculum

a. Management

The term "management" originates from Latin, derived from the words *manus*, meaning "hand," and *agere*, meaning "to do" or "to act." These two words were combined into a meaning to "handle." When translated into English, "manager" becomes the verb "to manage" and the noun "manager," referring to the person who carries out management activities, while "management" refers to the process itself. In Indonesian, the word *manajemen* was adopted with similar meanings.¹⁵ Management is generally understood as the act of organizing,

¹⁵Usman, *Manajemen: Teori Praktik dan Riset Pendidikan* (Jakarta: Bumi Aksara, 2022), 4.

supervising, overseeing, and administering.¹⁶¹⁷ According to the Indonesian Dictionary, management is defined as the process of utilizing resources effectively to achieve predetermined goals.¹⁸

In general, the term "management" can be understood as the process of collaboration between two or more people utilizing the resources available within an organization to achieve predetermined objectives.¹⁹²⁰

According to Hamalik, management is a social process involving the collective efforts of humans, assisted by other individuals and various resources, using efficient and effective methods to achieve previously established goals. This definition includes several key points that need to be clarified:

- 1) The existence of a social process, indicating formal cooperation between two or more individuals.
- 2) The utilization of various resources, including human resources, material resources, financial resources, and information resources.
- 3) The application of efficient and effective working methods in terms of labor, finances, time, and other factors.
- 4) A focus on achieving objectives that have been set in advance.²¹

From the explanation above, it is clear that humans are the primary factor in the management process. It is humans who collaborate with one another, seek and utilize resources to support management activities, and select and apply methods efficiently and effectively, whether related to labor, finances, time, or other factors, to achieve predetermined objectives.

Management consists of several elements, all of which must be organized and utilized efficiently and effectively²², namely:

- 1) Man—referring to human resources. This is the most crucial element in management because it is humans who set goals and carry out the processes to achieve them. Management exists because people work

¹⁶Baharuddin dan M. Makin, *Manajemen Pendidikan Islam: Transformasi Menuju Sekolah/Madrasah Unggul* (Malang: UIN-Maliki Press, 2010), 48..

¹⁷A. W. Sembodo dan Agung Setiyawan, "Reaffirming Understanding about Arabic Curriculum Management," *LISANIA: Journal of Arabic Education and Literature* 5, no. 1 (2021): 53–70.

¹⁸Tim Penyusun Kamus Pusat Bahasa, *Kamus Bahasa Indonesia* (Jakarta: Pusat Bahasa, 2008), 909–910.

¹⁹Onisimus Amtu, *Manajemen Pendidikan ...* 1.

²⁰Harold Koontz dan Heinz Weihrich, *Essentials of Management: An International, Innovation and Leadership Perspective*, 10th ed. (New Delhi: McGraw-Hill, 2015), 4.

²¹Oemar Hamalik, *Manajemen Pengembangan Kurikulum* (Bandung: Remaja Rosdakarya, 2006), 16.

²²Peter G. Northouse, *Leadership: Theory and Practice*, 9th ed. (Thousand Oaks, CA: SAGE Publications, 2021), 39–40.

together toward a common objective. Without human involvement, no work process can occur.

- 2) Money – finances are an indispensable element. They are related to funding labor, acquiring necessary tools, and determining the outputs that an organization aims to achieve.
- 3) Method – the procedures or systems used to facilitate the smooth execution of tasks.
- 4) Machines – machinery is used to ease workloads and create work efficiency.
- 5) Materials – resources or materials are also essential for achieving better outcomes. In addition to having experts in their fields, effective use of necessary materials is crucial.
- 6) Market – the market is the space where a product is distributed or marketed.^{23,24}

The functions of management constitute fundamental elements inherent in the ongoing and systematic process of management itself.²⁵ These management functions are outlined as follows:

1. Planning Function. Planning involves selecting a series of actions. To develop a plan, one must look to the future and determine the implications of expenditures or benefits, establish a set of objectives or final outcomes, develop strategies to achieve these goals, design programs by prioritizing and sequencing strategies, allocate budgets and resources, establish new working procedures and methods, and formulate policies in the form of rules and regulations.²⁶
2. Organizing Function. Organizing refers to arranging tasks to implement the established plans. This function includes activities such as creating or structuring new organizational units to produce new outputs; defining the relationships between existing and new structures; formulating communication channels and interrelationships; creating job descriptions; and determining the qualifications for each position to assess whether the existing organization can implement the plan or whether additional personnel with specific expertise are required.
3. Staffing Function. Staffing involves selecting and allocating tasks to individuals who will execute them.²⁷ This function encompasses

²³ M. Abdul Wahab dan Faiq Ilham Rosyadi, "The Importance of Arabic Language Curriculum Design," *Practice Learning and Educational Development Journal* 4, no. 3 (2021): 173–177.

²⁴ Mohammad Syah Rizal Niqie dan Nur Ahid, "Desain Kurikulum...",³².

²⁵ Henri Fayol, *General and Industrial Management*, trans. Constance Storrs (London: Pitman, 1949), 19–22.

²⁶ George R. Terry, *Principles of Management*, 3rd ed. (Homewood, IL: Richard D. Irwin, 1960), 45.

²⁷ Gary Dessler, *Human Resource Management*, 15th ed. (Boston: Pearson, 2017), 6.

activities such as selecting prospective staff members, providing orientation towards their respective jobs and responsibilities, offering skills training aligned with job functions, and fostering the development of human resources.

4. Directing Function. Directing entails guiding purposeful actions towards task completion.²⁸ This function includes delegating responsibilities and accountabilities, motivating and coordinating group efforts to align with broader organizational objectives, stimulating change when conflicts or discrepancies arise, and seeking resolutions before proceeding to subsequent tasks.
5. Controlling Function. Controlling ensures that plans are implemented and completed effectively.²⁹ This function involves establishing a reporting system consistent with the overall organizational structure, developing standards of behavior, measuring outcomes against desired quality benchmarks in relation to objectives, undertaking corrective actions, and administering rewards.³⁰

In conclusion, management, as a process of resource administration, comprises key elements such as human resources, financial resources, machinery, methods, materials, and marketing. These components must be optimized to ensure that all management functions—planning, organizing, staffing, directing, and controlling—are effectively carried out to promote the advancement of an institution or organization.³¹

b. Curriculum

Similar to the term “management,” “curriculum” is also not originally an Indonesian term. The term *curriculum* entered the vocabulary of Indonesian education around 1968, coinciding with the introduction of the 1968 Curriculum, which replaced the previous curriculum known as the 1950 Lesson Plan (*Rencana Pelajaran 1950*). It is evident that the term previously used was not “curriculum” but rather “*lesson plan*.”³²

Etymologically, the word “curriculum” originates from Latin, meaning “race” or “the course of a race.” It is derived from the verb *currere*, which means “to run,” “to proceed,” or “to run the course.”³³ The initial understanding of *curriculum* referred to the distance a runner must cover from the starting line to

²⁸ Richard L. Daft, *Management*, 13th ed. (Boston: Cengage Learning, 2018), 310.

²⁹ Robert Kreitner, *Management*, 11th ed. (Boston: Houghton Mifflin, 2007), 6.

³⁰ Oemar Hamalik, *Manajemen Pengembangan ...*, 33–34.

³¹ Mary Parker Follett, in P. Graham (ed.), *Mary Parker Follett – Prophet of Management* (Boston: Harvard Business School Press, 1995), 101.

³² Suparlan, *Tanya Jawab Pengembangan Kurikulum dan Materi Pembelajaran* (Jakarta: Bumi Aksara, 2011), 34.

³³ Moh. Ainin, *Pengembangan Kurikulum ...*, 28.

the finish line.³⁴ Originally used in the context of sports during the Roman era in ancient Greece, the term was later adopted into the realm of education. Over time, the meaning of "curriculum" evolved from simply "running" (*currere*) to "traversing the course of study." In the context of learning, curriculum can thus be understood, etymologically, as the "arena" through which students race towards the "finish line" of achieving educational goals.³⁵

Terminologically, the term *curriculum*, as used in education, refers to a set of knowledge or subjects that students must undertake and complete in order to achieve specified educational objectives or competencies.³⁶ The diploma or certificate awarded to learners serves as proof that they have attained the required competency standards. In Article 1, Item 19 of Law Number 20 of 2003 concerning the National Education System, the curriculum is defined as "a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as a guideline for the implementation of learning activities to achieve specific educational goals."³⁷

The term *curriculum* has been explained through various complex and diverse definitions. Hamid Hasan, as cited in Suparlan, has analyzed the complexity of these varying definitions into four dimensions:

1. Curriculum as an idea, referring to concepts produced through theoretical study and research, particularly in the fields of education and curriculum studies.
2. Curriculum as a written plan, representing the tangible manifestation of the curriculum as an idea, encompassing objectives, content, activities, tools, and timeframes.
3. Curriculum as activity, referring to the implementation of the written curriculum plan, such as through instructional practices.
4. Curriculum as outcomes, representing the consequences of curriculum activities, reflected in the achievement of curriculum goals or learning objectives, namely, the transformation of student behavior or the attainment of specific competencies.³⁸

From the various definitions of curriculum outlined above, it can be concluded that the curriculum serves as a guideline for the implementation of learning, encompassing all elements related to the process of achieving educational program objectives, including ideas, plans, and sequences of activities that guide the realization of educational goals. As a system, the curriculum comprises interrelated components. This

³⁴ Suparlan. (2011). 34.

³⁵ Ainin, M. (2019). 29.

³⁶ William F. Pinar, *What Is Curriculum Theory?*, 3rd ed. (New York: Routledge, 2019), 2.

³⁷ Suparlan. (2011). 36-37.

³⁸ Suparlan. (2011). 39-40.

interconnection is evident in the coherence and consistency of the substance articulated within each curriculum component, as outlined below:

1. Objectives. This component sets the targets or goals to be achieved through curriculum implementation. Attaining curriculum objectives is critical, as it directly impacts the achievement of subsequent educational goals.
2. Content. This refers to instructional materials, including knowledge, values, experiences, and skills developed through the learning process. The content component is designed and developed specifically to achieve the stated objectives.
3. Methods. This component can be divided into two aspects: (1) methods in a broad sense, referring to the ways in which values, knowledge, experiences, and skills are fostered within learners. In this broader interpretation, methods may also be considered part of the curriculum process, as they pertain to how curriculum activities are carried out to embed various values into students; (2) methods in a narrow sense, referring to the specific techniques employed by teachers to instruct learners.
4. Evaluation. This component measures the success or failure of curriculum implementation based on the extent to which curriculum objectives have been achieved.³⁹⁴⁰

The curriculum is designed and developed to achieve educational goals, namely, to prepare students to live and participate meaningfully in society. As a critical component of the education system, the curriculum fulfills three main roles:

1. The Conservative Role
The curriculum serves to preserve various cultural values as a legacy of the past. With the advancement of science and technology facilitating the influx of foreign cultures that may influence local traditions, the curriculum functions as a safeguard against external influences that could undermine the community's noble values. In this way, it helps maintain the stability and identity of society.
2. The Creative Role
The curriculum must be responsive to the rapid changes and evolving needs of society.⁴¹ It should incorporate innovative elements that enable students to develop their full potential and actively engage in a progressively dynamic social environment. Without the infusion of

³⁹ Lias Hasibuan, *Kurikulum dan Pemikiran Pendidikan* (Jakarta: Gaung Persada Press, 2010), 38–41.

⁴⁰ Benjamin S. Bloom, *Evaluation to Improve Learning* (New York: McGraw-Hill, 1971), 35.

⁴¹ Michael Fullan, *The New Meaning of Educational Change*, 5th ed. (New York: Teachers College Press, 2016), 23.

new ideas, education risks becoming outdated, less meaningful, and irrelevant to societal demands.

3. The Critical and Evaluative Role

The curriculum plays a role in selecting which values and cultural elements should be preserved and internalized by learners. It must critically evaluate and determine which aspects are beneficial for students' lives and overall development.⁴²

These three roles must be exercised in a balanced manner. A curriculum that overemphasizes its conservative role risks rendering education obsolete, while an excessive focus on creativity could result in the erosion of local cultural values.

In addition to these roles, the curriculum also serves several important functions:

1. Common and General Education Function. The curriculum must provide learning experiences that enable students to internalize life values and understand their rights and responsibilities as members of society and as good, responsible citizens.
2. Supplementation Function. The curriculum should cater to the diverse abilities, interests, and talents of all students, offering appropriate educational services.
3. Exploration Function. The curriculum must facilitate the discovery and development of each student's individual interests and talents.
4. Specialization Function. The curriculum should offer a range of specialized fields, allowing students to cultivate their skills based on their particular interests and aptitudes.⁴³

Moreover, the curriculum is based on four fundamental principles that guide its planning and development:

1. Philosophical principle, which relates to the educational aims aligned with the nation's philosophy.
2. Psychological Principle, which takes into account the child's developmental psychology and learning psychology.
3. Sociological Principle, which addresses the state of society, its development and changes, human culture, and the products of human knowledge and endeavor.
4. Organizational Principle, which concerns the structure and organization of the instructional content.⁴⁴

⁴² Sanjaya, W. (2010). 10-11.

⁴³ Sanjaya, W. (2010). 12-13.

⁴⁴ S. Nasution, *Asas-Asas Kurikulum*, Cet. XI (Jakarta: Bumi Aksara, 2011), 11.

These four principles serve as the foundation for curriculum planning and development. Curriculum developers must continuously reflect on whether the curriculum is grounded in the nation's religious and philosophical views, whether it considers the psychological development and learning needs of students, whether it meets societal demands, and whether it follows a well-organized sequence of content presentation that facilitates effective learning.

2. Arabic Curriculum Management

a. Definition

Syafaruddin and Amiruddin define curriculum management as a process of utilizing all management elements to optimize the achievement of educational curriculum goals implemented within educational institutions. They further clarify that curriculum management involves the utilization of curriculum resources encompassing planning, organizing, implementing, and supervising in order to achieve learning and educational objectives. This is because curriculum management concerns how a curriculum is designed, implemented, evaluated, and refined—by whom, when, and within what scope. It is also related to policymaking regarding who is assigned the tasks, authority, and responsibility for designing, executing, and controlling the curriculum.⁴⁵

Another perspective describes curriculum management as a cooperative, comprehensive, systemic, and systematic system for managing the curriculum aimed at achieving its goals.⁴⁶

Based on the aforementioned definitions, Arabic curriculum management can be summarized as a process of mobilizing all management elements within a cooperative, comprehensive, systemic, and systematic curriculum management system, including planning, organizing, implementing, and supervising activities to achieve the objectives of Arabic language education. Management elements here include human resources involved in the curriculum implementation, finances, machinery or technologies supporting educational activities, methods selected for implementation, instructional materials and devices to be used, and the market or target audience for the Arabic curriculum implementation.

b. Principles and Functions

Several principles underpin effective curriculum management, including

1. Productivity: Outcomes from curriculum activities must be considered in curriculum management.

⁴⁵ Syafaruddin, & Amiruddin. (2017). 39.

⁴⁶ Rusman, *Manajemen Kurikulum* (Jakarta: Rajagrafindo, 2009), 3.

2. Democratization: Curriculum management must be conducted democratically, placing administrators, implementers, and learners in their rightful roles to carry out responsibilities toward achieving curriculum goals.
3. Cooperation: Achieving the desired outcomes in curriculum management requires positive cooperation among all parties involved.
4. Effectiveness and Efficiency: Curriculum management activities must consider effectiveness and efficiency in reaching curricular objectives.
5. Alignment with Vision, Mission, and Goals: Management activities should always be directed towards realizing the vision, mission, and objectives defined in the curriculum.⁴⁷

The functions of curriculum management include:

1. Enhancing the efficiency of curriculum resource utilization.
2. Promoting fairness and agreement among students to achieve optimal learning outcomes.
3. Increasing the relevance and effectiveness of learning in line with students' needs and their surrounding environment.
4. Improving the effectiveness of teachers' performance and students' learning activities.
5. Enhancing the effectiveness and efficiency of the teaching and learning process.
6. Encouraging community participation in curriculum development, as professionally managed curricula engage the community, particularly in contributing instructional materials or learning resources tailored to the distinctive characteristics and developmental needs of local areas.⁴⁸

It is important to understand who the decision-makers are in curriculum management. Decision makers refer to individuals or groups who, due to their professional status or position, are authorized to make specific decisions regarding the curriculum to be developed and implemented.⁴⁹

Hierarchically, curriculum decision-making in Indonesia can be reviewed at several levels:

1. National Level: At this level, decisions are made by the central government. The nationally applicable curriculum is established by the Minister of National Education or other ministers, or by the heads of non-ministerial government institutions based on the delegation of authority from the Minister of National Education. The

⁴⁷ Syafaruddin, & Amiruddin. (2017). 42-43

⁴⁸ Syafaruddin, & Amiruddin. (2017). 43

⁴⁹ Abdullah Idi, *Pengembangan Kurikulum: Teori dan Praktik* (Yogyakarta: Ar-Ruzz, 2007), 225.

implementation of curriculum decisions is subsequently carried out by specific Directorates General, such as the Directorate General of Primary and Secondary Education (Dirjen Dikdasmen).

2. Provincial Level: At the provincial level, decision-making involves the application of national curriculum policies, administered by the respective divisions within the Provincial Office of National Education. For instance, primary education (elementary schools) is managed by the Head of the Primary Education Division.
3. School Level: At the school level, curriculum implementation and operational decisions are handled by the school principal, who oversees the application of centrally developed curricula within the specific context of the school.
4. Classroom Level: At the classroom level, curriculum decision-making is delegated to class teachers or subject teachers, who are responsible for translating the central curriculum into specific learning units or lesson plans tailored to the needs of their students.⁵⁰

B. Characteristics of Arabic Language Curriculum Management

In general, curriculum management has two distinctive characteristics, which are reflected in its two main implementation models. The first is centralized curriculum management, in which the development and organization of curriculum components are handled by central authorities. The second is decentralized curriculum management, in which individual educational institutions take responsibility for managing and developing their own curriculum. These two models are described in detail as follows:

1. Centralized Curriculum Management

Centralized curriculum management refers to a model in which the design and control of the curriculum are conducted by the central government. In this model, the authority, responsibility, and tasks associated with curriculum development rest with central-level officials. Initiatives, ideas, and even the models of curriculum to be developed typically originate from central policymakers. Regional authorities and schools act only as implementers of the curriculum that has already been formulated. Under centralized management, all components of the curriculum—including its foundational principles, subject structures and distributions, syllabi, learning materials, media, learning tools, student assessment systems, and implementation guidelines—may be entirely designed by the central government. Alternatively, the central government might only design the foundational aspects, such as the curriculum framework and subject distribution, while regions or schools develop the syllabus and learning

⁵⁰ Abdullah Idi, (2007). 229.

materials. A curriculum developed under a centralized system typically results in a national curriculum that applies uniformly across all regions in the country.⁵¹

An example of this is the 2013 Curriculum (Kurikulum 2013), which exhibits the following characteristics:

- a. The government assumes responsibility for preparing teachers and school leaders for curriculum implementation.
- b. The government evaluates the implementation of the curriculum on a national scale.
- c. The curriculum is standardized across all educational levels and types.
- d. The planning, implementation, and evaluation processes are regulated by the central government.⁵²

2. Decentralized Curriculum Management

In contrast, decentralized curriculum management delegates the planning, implementation, evaluation, and refinement of the curriculum to local educational institutions. This approach involves education experts, school/madrasah committees, teachers, and community stakeholders with a vested interest in curriculum development. The model is often referred to as school-based curriculum development, or the School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan, or KTSP). Under this model, each institution designs its own curriculum according to the type, path, and level of education it provides. Curriculum development may encompass all or some components and may be carried out by an individual teacher, a team, or the entire teaching staff. The aim is to fulfill the needs of the institution while aligning with the context of the local community.⁵³

In decentralized management, the curriculum design—which includes goals, content, instructional models, and assessment methods—is tailored to the needs, challenges, characteristics, and developmental stage of both the school and the surrounding society. This makes the curriculum more relevant and meaningful, as it is grounded in local conditions and geared toward addressing local demands and development. Moreover, such curricula are more readily understood, mastered, and implemented by teachers, especially when they are involved in the design process.

The following characteristics exemplify decentralized curriculum management in the KTSP model:

- a. Goals: The KTSP is an operational curriculum developed and implemented by each educational institution based on the national

⁵¹ Syafaruddin, & Amiruddin. (2017). 48

⁵² Syafaruddin, & Amiruddin. (2017). 48-49

⁵³ Syafaruddin, & Amiruddin. (2017). 51

curriculum framework and graduate competency standards. This is done under the supervision of district or city education offices for elementary through secondary schools (SD, SMP, SMA, SMK) and the Ministry of Religious Affairs for Islamic institutions (MI, MTs, MA, MAK), following guidelines established by the National Education Standards Agency (BSNP).

- b. Content: The rationale, goals, and principles of KTSP development are tailored to the unique characteristics of each school.
- c. Methods: School leaders and teachers develop the KTSP and syllabi based on the national curriculum framework and competency standards, under the coordination and supervision of district/city or provincial education departments.
- d. Evaluation: Assessment is classroom-based and involves the collection and use of evidence by teachers to make informed decisions about students’ achievement of learning competencies. Assessments conducted by the school aim to measure the attainment of competency standards across all subjects.⁵⁴

The strengths and weaknesses of both centralized and decentralized curriculum management models are summarized in the following table:

Table: *Centralized and Decentralized Curriculum Management*

Curriculum Management	Centralized ⁵⁵	Decentralized ⁵⁶
Strengths	<ul style="list-style-type: none">a. A uniform curriculum across regions and schools allows for national competency standards.b. Easier to monitor and evaluate due to standardized implementation.c. Simpler professional development for educators due to uniform knowledge and skills.d. Resource provision (e.g., textbooks, media) is more manageable since materials are consistent.e. National-level student assessment is feasible due to uniform curriculum design.	<ul style="list-style-type: none">a. Curriculum aligns with the needs, conditions, characteristics, and development of each institution and its local community.b. Easier implementation since teachers are involved in the curriculum design process and it reflects local realities.
Weaknesses	<ul style="list-style-type: none">a. A single national curriculum cannot fully accommodate the	<ul style="list-style-type: none">a. Not all teachers possess the necessary curriculum development skills.

⁵⁴ Syafaruddin, & Amiruddin. (2017).
⁵⁵ Syafaruddin, & Amiruddin. (2017). 48-50
⁵⁶ Syafaruddin, & Amiruddin. (2017). 52-53

diversity of regional conditions and needs.	b. Curriculum may be too localized, reducing graduates' competitiveness at the national level.
b. Takes longer for educators nationwide to master the standardized curriculum.	c. Varied curriculum designs make supervision and national-level assessment difficult.
c. Implementation across diverse regions may face significant obstacles and inconsistencies.	d. Student transfers between schools or regions may encounter curricular incompatibility.

These two models also reflect the management approaches applied to Arabic language curricula. For instance, a centralized Arabic curriculum—as seen in the 2013 Curriculum (K-13)—requires Arabic language teachers to interpret and adapt instruction based on centrally defined components. Teachers must thoroughly understand every aspect of the curriculum, which integrates Arabic into thematic, competency-based learning with character education goals. In contrast, a decentralized Arabic curriculum—as exemplified by the KTSP—requires educators to independently design instructional content, often emphasizing traditional grammar-based methods and classical texts to suit local needs. A relevant case is Pesantren Manba’ul ‘Ulum, which adopts the KTSP model through a structured Arabic curriculum that includes planning, instruction, and evaluation aligned with institutional and community values.⁵⁷⁵⁸ These examples underscore how centralized and decentralized models distinctly shape Arabic instruction—whether through standardized national frameworks or flexible, locally adapted practices—and highlight the contextual advantages of decentralized management in Islamic educational institutions.

A practical and pedagogical comparison reveals critical differences between the KTSP and the 2013 Curriculum (K-13) in Arabic language instruction. Under the KTSP model—as implemented in institutions such as Pesantren Manba’ul ‘Ulum and Madrasah Aliyah Attanwir Bojonegoro—teachers are granted the flexibility to design content tailored to local religious and linguistic contexts. This often includes grammar-intensive instruction, classical Arabic texts, and independent syllabus development aligned with community values⁵⁹⁶⁰. In contrast, K-13 mandates a competency-based framework with nationally standardized learning outcomes, thematic integration, and structured assessments oriented toward character education. Teachers under K-13 operate within a centralized instructional structure that prioritizes communicative competence and the use of nationally prescribed learning modules.⁶¹ These

⁵⁷ Fadhilah, F. N., & Nasiruddin. (2023).
⁵⁸ Bahy, M. B. A., Wahidmurni, & Nur Hadi. (2024).
⁵⁹ Fadhilah, F. N., & Nasiruddin. (2023).
⁶⁰ Bahy, M. B. A., Wahidmurni, & Nur Hadi. (2024).
⁶¹ M. Shobirin, Munirul Abidin, dan Syuhadak, "Idārah Tanfīdz Manhāj Ta’līm al-Lughah al-‘Arabiyyah fī al-Madrasah al-‘Āliyyah al-Namūdzajiyyah Zainul Hasan Genggong

curricular contrasts not only shape instructional strategies but also highlight the broader tension between local innovation and national standardization in Arabic language education.

C. Scope of Arabic Language Curriculum Management

To understand the scope of Arabic language curriculum management, it is necessary first to examine the general scope of curriculum management, as the Arabic language curriculum is not a separate or independent entity. According to Wahyudin, as cited in Syafaruddin and Amiruddin, the scope of curriculum management includes four main areas: planning, organizing, implementation, and evaluation. Each of these domains is elaborated as follows:

1. Curriculum Planning Management

Curriculum planning is an intellectual process that determines direction and makes decisions to be realized through concrete actions or activities. It involves considering opportunities and future-oriented strategies. The purpose of planning is to serve as a reference for all stakeholders, from macro-level policymakers to micro-level implementers in the field. It aims to reduce the impact of change, prevent waste and inefficiency, and provide a benchmark for facilitating supervision.⁶²

In the management of curriculum planning, the focus lies on how to determine educational objectives, the content of the curriculum, related activities, resources to be utilized, and evaluation instruments.

2. Curriculum Organizing Management

This area examines the organizing process, which constitutes a step toward executing the pre-established curriculum plan. Organization can be approached from two perspectives: structurally, within the context of management, and functionally, within the academic or curriculum framework.

Structurally, curriculum organization may include:

- a. *Curriculum planning organization*: carried out by a curriculum development institution or team.
- b. *Curriculum implementation organization*: present at both regional and school levels.
- c. *Curriculum evaluation organization*: involving various stakeholders in evaluating curriculum effectiveness.⁶³

Probolinggo," *Al-Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 7, no. 2 (2024): 914-924.

⁶²Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum* (Bandung: Remaja Rosdakarya, 2007), 213-214.

⁶³Hamalik, O. (2007). 136-137

Academically, curriculum organization may take the form of:

- a. *Subject-based curriculum*: consisting of separate, distinct subjects.
- b. *Discipline-based curriculum*: grouping similar subjects into a broader academic field.
- c. *Integrated curriculum*: centering learning around a specific theme or problem.
- d. *Core curriculum*: structured around students' needs and real-life problems.⁶⁴

3. Curriculum Implementation Management

This domain investigates how the curriculum is implemented through the teaching and learning process and whether it aligns with the principles and objectives outlined during curriculum development. It includes assessing the extent to which the curriculum is carried out in schools or educational institutions and evaluating how personnel are trained and supported to execute it effectively.⁶⁵

Key activities in curriculum implementation management include the responsibilities of school principals and teachers, student-related activities, teaching and learning processes, extracurricular programs, learning evaluation, guidance and counseling, and efforts to improve teachers' professional competence.⁶⁶

4. Curriculum Evaluation Management

Curriculum evaluation plays a critical role in shaping education policies and guiding curriculum-related decisions. The results of curriculum evaluations serve as references for educational policymakers and curriculum developers in designing and refining education systems and curriculum models. They are also useful for teachers, principals, and other practitioners in understanding student development, selecting learning materials, methods, and tools, determining appropriate assessment strategies, and improving educational facilities.⁶⁷

There are two major activities involved in managing curriculum evaluation:

- a. *Curriculum Monitoring*: This is a system for collecting and analyzing accurate, complete, and relevant data regarding curriculum implementation. It should be conducted systematically over a specified time frame by qualified and experienced evaluators to address challenges arising from curriculum implementation. Monitoring should

⁶⁴ Hamalik, O. (2007). 137.

⁶⁵ Baharuddin, & Makin, M. (2010). 59.

⁶⁶ Hamalik, O. (2006). 169.

⁶⁷ Sukmadinata, N. S. (2013). 172

cover the entire curriculum process—from planning to the development of monitoring instruments and subsequent evaluation.⁶⁸

- b. Curriculum Assessment: This refers to the process of making judgments based on a set of agreed-upon, accountable criteria to support decision-making concerning the curriculum.⁶⁹

From the above explanation, it is evident that the domains of curriculum management provide not only a comprehensive understanding of the management process itself but also a framework for managing the Arabic language curriculum—beginning with planning, followed by organizing, implementing, monitoring, and assessing. Curriculum management operates in a continuous cycle, evolving in response to societal changes and emerging needs. However, particular attention must be given to preparing Arabic curriculum implementers with the necessary expertise to ensure they are capable of performing their responsibilities effectively.

Conclusion and Suggestion

Based on the above discussion, three main conclusions can be drawn regarding Arabic language curriculum management. First, Arabic language curriculum management is defined as the process of utilizing all elements of management within the Arabic curriculum system in a cooperative, comprehensive, systemic, and systematic manner. This process involves planning, organizing, implementing, and supervising various components to achieve the educational objectives of Arabic language instruction. The key components of this management process include human resources involved in curriculum implementation, financial resources, technological tools that support the curriculum, selected teaching methods, instructional materials and devices used, as well as the target learners of the Arabic curriculum.

Second, the characteristics of Arabic curriculum management can be identified through two primary implementation models: centralized and decentralized curriculum management. In a centralized model, curriculum components are developed by a central authority, such as in the 2013 National Curriculum (Kurikulum 2013). In contrast, the decentralized model allows individual educational institutions to develop their own curriculum components, exemplified by the School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan, or KTSP).

Third, the scope of Arabic curriculum management generally encompasses four main areas: curriculum planning management, curriculum

⁶⁸ Hamalik, O. (2006). 220.

⁶⁹ Hamalik, O. (2006). 238.

organizing management, curriculum implementation management, and curriculum evaluation management. These areas ensure that the Arabic curriculum is not only well-structured and effectively delivered but also continuously assessed and improved to meet educational goals.

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