



Development of lesson plans based on identity and character: a case study of Arabic lesson plans in Indonesia

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ABSTRACT

This case study aims to investigate Arabic Lesson Plans found in educational institutions in Indonesia and from the documentation of Arabic student assignments in Makassar. The objectives of Arabic language learning focus solely on the cognitive and psychomotor domains. It is found that Hundreds of students' Lesson Plans and lesson plans from the internet were examined, revealing a narrow focus on these two domains, with superficial inclusion of religious and affective aspects. The language learning goals concentrate exclusively on cognitive and psychomotor objectives. Data collection spanned 5 years. The analysis of this paper aims to provide a comprehensive overview of Arabic Lesson Plan designs that are integrated with religious domains, emphasizing the learners' role as creations of Allah and morally upright individuals serving as the nexus of the nation with significant influence. Therefore, a qualitative study using Critical Discourse Analysis (CDA) design, focusing on religious and moral elements as the identity and character of the nation, is crucial in every learning context.

Keywords: Arabic lesson plans; identity character

1. INTRODUCTION

A dichotomy exists in Arabic language learning within various educational institutions, namely the dichotomy between knowledge and performance (Nugroho, 2017). The objective of Arabic language instruction tends to concentrate on the cognitive and psychomotor domains exclusively. This observation is reinforced by analyzing hundreds of lesson plans (RPP) created by students and those available from online sources, which predominantly emphasize these two domains while only superficially

incorporating religious and affective aspects. Therefore, it may not be premature to assume that this phenomenon has become an integral part of the educational landscape in Indonesia, producing individuals primarily characterized by intellectual prowess and physical abilities. Although Indonesia is not a theocratic state (Ali et al.; M., 2017), Laksana, Ben K. C., and Wood, Browyn (2018) assert that religious elements and the disposition of citizenship cannot be disentangled.

This aligns with the mandate articulated in the preamble to the Constitution of the Republic of Indonesia, precisely in paragraph 4, which emphasizes the nurturing of the nation's intellectual life based on the belief in the One and Only God, human dignity, and civilization (Sekretariat Jendral DPR RI, 2016). Likewise, Wibisono (2012) underscores this principle by referencing Article 31, paragraph 1 of the 1945 Constitution, which guarantees every citizen's right to education, and paragraph 5, which emphasizes the government's duty to promote science and technology while upholding religious values and national unity for the advancement of civilization and human welfare. This mandate should be reflected in the curricula of all educational institutions, especially those claiming to be dedicated to education, without solely prioritizing the commercialization of education (Handiwinata, 2009).

In Indonesia's evolving curriculum development history, government efforts have reasonably reflected the national educational goals, particularly in the curricula of 1998 and 2013. These curricula incorporate religious, moral, cognitive, and psychomotor competencies. Core Competence 1 (KI 1) aims to cultivate students' religious understanding as beings bound by their relationship with the Creator and their relationships with fellow human beings and the environment. Core Competence 2 (KI 2) seeks to instill attitudes and morals in students, enabling them to contribute to the nation's well-being. Core Competence 3 (KI 3) focuses on cognitive development, fostering critical thinking, analysis, evaluation, and innovation. Finally, Core Competence 4 (KI 4) concentrates on psychomotor skills, turning these abilities into natural habits. The ultimate goal is to shape students with distinctive and character-rich identities.

However, based on an analysis of 828 Arabic language lesson plans created by students for courses such as "Arabic Language Teaching Strategies" and "Arabic Language Teaching Design," as well as documents from fieldwork in schools and dozens of textbooks spanning from November 2017 to May 2023, it is reported that these curricula do not align with the goals of national education. This discrepancy arises from the lack of explicit inclusion of KI 1 and KI 2, especially in Arabic language lesson plans (RPP). The role of educators as architects of civilization remains underutilized, even though the classroom serves as the nexus of civilization. It is the educators who should have the autonomy to design curricula that meet the needs of students (Widodo, 2023). The inadequate consideration of the religious and moral domains fails to enable students to balance their roles as servants of God and integral nation members. This leads to an identity crisis and a weakening of noble character traits. The existing lesson plans serve as a testament to the inability of education to nurture the holistic development of

individuals, encompassing their spirit, intellect, and physicality. Education only begets "*jalma*" (as per Sundanese philosophy), akin to automatons.

This paper aims to provide an in-depth perspective on Arabic Language Teaching Lesson Plans (RPP) that integrate religious elements as creatures of God and morality as the nation's nexus. This study underscores the significant influence of these elements. Therefore, qualitative research employing a Critical Discourse Analysis (CDA) design, focusing on religious and moral aspects as components of national identity and character, is deemed essential in education.

2. METHODS

The researchers conducted an extensive analysis, synthesis, and evaluation of Arabic Language Lesson Plans (RPP) and Arabic Language Textbooks over a significant duration, namely five years, to achieve a high data reliability level. For the purpose of this article, careful scrutiny of field notes was undertaken, and text segments explicitly referring to Arabic Language Lesson Plans were systematically coded. Particular attention was devoted to Arabic Language Lesson Plans that did not address KI 1 (Religious Domain, i.e., Islam) and KI 2 (Attitude/Morality Domain as part of Indonesian citizenship), as recommended by Hammersley and Atkinson (2007, p. 169). Subsequently, these codes were extracted into coded notes files, highlighting salient aspects.

The initial codes that emerged encompassed the following: 1) Inventorying the inclusion of KI 1 and KI 2 in the Arabic Language Lesson Plans, 2) Cataloging the incorporation of achievement indicators for KI 1 and KI 2 in the Lesson Plans, and 3) Documenting the presence of KI 1 and KI 2 in opening, core, and closing learning activities.

In the subsequent phase, these codes were further refined within thematic material areas aligned with the curriculum. They were then integrated with the concepts embedded within the religious domain identity of KI 1 in the Syllabus and Lesson Plans, as well as the synergy within KI 2 in the realm of moral attitudes within the context of national identity. Consistent repetition of these elements in each instructional interaction, both stimulus and response, contributed to the cultivation of character formation, in line with behaviorist learning theory (Nahar, 2016), (Kunaefi, 2016).

No	Intake	Course	Grade	Number of participants	Data collected
1	2017/2018 Odd Semester	1. The Analysis of Learning Material	01	27	Analysis, Synthesis, Evaluation This Arabic language textbook primarily focuses on the availability of K1.1 and KI.2. Innovations and recommendations are also discussed. Context may be necessary.)
		2. The Analysis of Learning Material	02	27	"Analysis, Synthesis, and Evaluation An Arabic Language Textbook with a Focus on Competency K1.1 and Competency KI.2 Innovation and Recommendations" structured academic English title.)
	Even Semester	1. Arabic Language Learning Strategy	01	30	Analysis, Synthesis, Evaluation The Arabic Language Lesson Plan (RPP) focuses on Core Competencies 1 and 2, as delineated in the competency objectives, which are discernible within the introductory, substantive, and concluding phases of the instructional activities.
		2. Arabic Language Learning Strategy	01	25	"Analysis, Synthesis, Evaluation The Arabic Language Lesson Plan (RPP) centers its attention on Competency Standards (KI 1 and KI 2) as delineated within the competency objectives and discernible throughout the entirety of the instructional process, including the lesson introduction, main content, and conclusion."

2	2018/2019 Odd Semester	1, The Analysis of Learning Material	01	33	Analysis, Synthesis, Evaluation An Arabic Language Textbook with a Focus on Competency Standard K1.1 and KI.2 Innovation, Recommendations
		2. The Analysis of Learning Material	02	22	Analysis, Synthesis, Evaluation An Arabic Language textbook that centers on the availability of K1.1 and KI.2 Innovation, Recommendations
	Even Semester	1 Arabic Language Learning Strategy	01	32	Analysis, Synthesis, Evaluation The Arabic Language Lesson Plan emphasizes the first and second instructional goals (KI 1 and KI 2) delineated within the competency outcomes and discernible throughout the pedagogical activities spanning the introductory phase, core content delivery, and concluding segments.
3	2020/2021 Odd Semester	1. The Analysis of Teaching Material	01	35	Analysis, Synthesis, Evaluation This Arabic Language Textbook is centered on the availability of K1.1 and KI.2 Innovation, Recommendations
		2. The Analysis of Teaching Material	02	37	Analysis, Synthesis, Evaluation An Arabic Language textbook that centers its attention on the availability of K1.1 and KI.2 Innovation, Recommendations

	Even Semester	1 Arabic Language Learning Strategy	01	35	Analysis, Synthesis, and Evaluation The Arabic Language Lesson Plan (RPP) centers its focus on Core Competency 1 (KI 1) and Core Competency 2 (KI 2), as articulated in the competency outcomes and discernible within the introductory, core content, and concluding phases of the instructional activities.
		2. Arabic Language Learning Strategy	02	30	Analysis, Synthesis, Evaluation The Arabic Language Lesson Plan (RPP) focuses on Competence Indicators 1 and 2, as delineated in the competency outcomes, which are discernible and articulated throughout the instructional activities' opening, core, and concluding phases.
4	2021/2022 Odd Semester	1. Review of Curriculum and Learning Material of Arabic Language	01	35	"Analysis, Synthesis, Evaluation An Arabic Language Textbook with a Focus on Competency K1.1 and Competency KI.2 Innovation, Recommendations"
		2. Review of Curriculum and Learning Material of Arabic Language	02	31	Analysis, Synthesis, Evaluation An Arabic Language Textbook that centers on the availability of K1.1 and KI.2 Innovation, Recommendations
		3. Lesson Plans	01	35	
		4. Lesson Plans	02	28	

	Even Semester	1. Arabic Language Learning Strategy	01	36	Analysis, Synthesis, and Evaluation The Arabic Language Lesson Plan (RPP) focuses on Key Competency Indicators (KI 1 and KI 2) as delineated within the competency objectives, discernible throughout the introductory, main content, and concluding phases of the instructional process.
		2. Arabic Language Learning Strategy	02	34	Analysis, Synthesis, Evaluation The Arabic Language Lesson Plan (RPP) focuses on the first and second core competencies, delineated within the competency objectives and perceptible throughout the instructional activities' introductory, substantive, and concluding phases.
		3. Arabic Language Learning Strategy	03	34	Analysis, Synthesis, Evaluation The Arabic Language Lesson Plan emphasizes the first and second instructional objectives (KI 1 and KI 2) outlined in the competency goals. It is evident in the introductory and concluding phases of the learning activities.
5	2022/2023 Semester Ganjil	1. Lesson Plan	01	32	Analysis, Synthesis, Evaluation, Innovation, Curriculum Recommendations, Syllabus, and Lesson Plans for Arabic Language in the Integration of Competency Indicators 1, 2, 3, and 4 in Every Learning Activity.

		2. Lesson Plans	02	31	Analysis, Synthesis, Evaluation Innovation, Curriculum Recommendations, Syllabi, and Lesson Plans for Arabic Language: The Synergy of Competence Indicators 1, 2, 3, and 4 in Every Learning Activity.
		Lesson Plans	03	26	Analysis, Synthesis, and Evaluation Innovation, Curriculum Recommendations, Syllabi, and Lesson Plans for Arabic Language in alignment with Core Competencies 1, 2, 3, and 4 in every instructional activity.
		4. Arabic Language Learning Strategy		30	Analysis, Synthesis, Evaluation The Arabic Language Lesson Plan (RPP) focuses on Competency Standards (KI 1 and KI 2) as articulated within the competence outcomes, which are discernible throughout the instructional activities' opening, main content, and conclusion phases.
		5. Arabic Language Learning Strategy		27	Analysis, Synthesis, and Evaluation Lesson Plan for Arabic Language focuses on Core Competency 1 and Core Competency 2 as specified in the competency objectives, both explicitly stated and discernible within the introductory, substantive, and concluding phases of the learning activities.

		6Arabic Language Learning Strategy			Analysis, Synthesis, and Evaluation Lesson Plan for Arabic Language focuses on Core Competency 1 and Core Competency 2 as specified in the competency objectives, both explicitly stated and discernible within the introductory, substantive, and concluding phases of the learning activities.
		6. Arabic Language Learning Strategy		31	Analysis, Synthesis, and Evaluation The Arabic Language Lesson Plan emphasizes the first and second instructional objectives (KI 1 and KI 2) delineated within the competence outcomes, both discernible and inherent in the learning activities' opening, core, and concluding phases.
	Semester Genap	1. Arabic Language Lesson Plan	01	27	Analysis, Synthesis, and Evaluation of Curriculum Innovation, Curriculum Recommendations, Syllabi, and Lesson Plans for Arabic Language: The Synergy of Competence Indicators 1, 2, 3, and 4 in Every Learning Activity.
		2. Arabic Language Lesson Plan	02	26	Analysis, Synthesis, Evaluation, Innovation, Curriculum Recommendations, Syllabus, and Lesson Plans for Arabic Language, Harmonizing the Achievement Indicators 1, 2, 3, and 4 in Every Learning Activity.
		3. Arabic Language Lesson Plan	03	31	

					Analysis, Synthesis, Evaluation Innovation, Curriculum Recommendations, Syllabus, Lesson Plans The synergy of Arabic language in achieving Competency Standards (KI 1; KI 2, KI 3; KI 4) in each instructional activity.
The number of participants =Lesson Plans + Learning Material				828	

3. RESULTS AND DISCUSSION

The 828 lesson plans (RPP) findings indicate that 50% (414) included KI 1 and KI 2 in Arabic lesson plans. However, out of these 414 lesson plans, only 10% (42) incorporated indicators related to the achievement of religion, attitudes, and morals domain. Among these 42 lesson plans, only 15% (6) integrated these aspects into classroom teaching activities, including the opening, core, and closing phases. Notably, these 6 Arabic language lesson plans were developed by alums of the Arabic Language program at UNM who have taught in schools using innovative approaches to developing Arabic language lesson plans, rooted in the identity of a Muslim with strong moral character as an Indonesian citizen. This observation provides insight into the state of education in Indonesia. When connected with the content of the fourth paragraph referring to the opening of UUD 1945 (the 1945 Indonesian Constitution). It becomes evident that this ideal is far from reality, as only 6 out of 828 Arabic language lesson plans meet this standard. The remaining 822 lesson plans focus solely on cognitive and psychomotor domains.

The implications of these findings suggest that educators, who play a pivotal role in shaping civilization, are failing to provide students with a strong sense of identity and national character. Instead, they primarily focus on teaching language skills at a basic literacy level, resulting in intellectual fragility and vulnerability. This leaves students ill-equipped to handle the challenges of diversity and conflict. These lessons prioritize intellectual development but neglect emotional intelligence. Recognizing that the nation's issues do not arise from an imbalance in intellect, body, and spirit development is crucial.

Therefore, recommendations include building a world in accordance with the concept of "*Khalifah fil ardi*" (stewardship on Earth) within the classroom environment, using Arabic language lesson plans that are integrated with the values of the Quran and Hadith, with clear and measurable indicators and teaching activities. A pattern of Arabic language lesson plans based on the concept of Al Fatihah, as an alternative to the "7 Habits of a Daily Muslim," should be adopted as part of high literacy education at all levels, consistent with the developmental stages of learners, as commanded by Allah for

"*taddabur*" (reflection), "*tartil*" (recitation), and "*haqqu tilawah*" (correct Quranic recitation). This approach aims to build a nation through language education that embodies a comprehensive identity and character encompassing religious, affective, cognitive, and psychomotor domains for the betterment of this world and the hereafter.

Humanizing individuals entails ensuring their intellectual, physical, and spiritual fulfillment as a manifestation of balance, known as "*tawazun*." The transformation of language learning trends from religious and moral values derived from the Quran, Hadith, and societal norms as enduring values should be urgently implemented. The government must oversee the realization of national educational goals outlined in the 1945 Constitution, as reflected in the curriculum, embedded in syllabi, meticulously planned in Arabic language lesson plans, and effectively implemented in classroom teaching, which serves as the stage for civilization.

The government must prioritize providing training on Arabic language lesson plan development for teachers, educators, professors, and educational institutions. Lesson plans should be based on identity and character, emphasizing the integration of the Quran and Hadith into KI 1 (religious domain) and KI 2 (attitudes and morals domain), complementing the cognitive and psychomotor domains in every learning session. Building a civilization can be done by working together from the classroom by planning Arabic language lesson plans that incorporate the values of Al Fatihah and cultivate the identity and character of students, leading Indonesia towards a more cultured society.

Acknowledgment

A big thank you to the Executive Secretary and Secretary II of the Mujahidin Foundation and the executor of cash waqf, who have been willing to provide data to assist the author in completing this research.

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