IMTA-Based Arabic Language Learning Curriculum at LKBA At-Tasniim Yogyakarta

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| Abstract | This study aims to analyze the Arabic language learning curriculum at the Foreign Language Course Institute (LKBA) At-Tasniim Yogyakarta with the perspective *of IMTA' (al-Iṭār al-Marji'ī' li Ta'līm al-Lugah al-'Arabiyyah).* This research is qualitative with a literature approach. The research data is in the form of an Arabic language learning curriculum applied at the research site with the source of curriculum document data at LKBA At-Tasniim Yogyakarta. The data collection technique uses documentation. Meanwhile, data analysis uses content analysis. The study's results stated that the Arabic language learning curriculum at LKBA At-Tasniim Yogyakarta showed conformity with the level of IMTA's competency standards. This is marked by the goal of student competence at levels 1 to 3 at LKBA At-Tasniim Yogyakarta, which intersects with level 2 of IMTA'. The Arabic language learning curriculum at LKBA At-Tasniim Yogyakarta is designed to pay attention to gradually developing students' language skills from level 1 to level 3. In this case, there is a significant influence and slice with the level 2 IMTA level. |
| Keywords | Arabic learning; IMTA'; LKBA At-Tasniim Yogyakarta |

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1. INTRODUCTION

The Yogyakarta Foreign Language Course Institute (LKBA At-Tasniim) became a public trust as an alternative place to learn Arabic more than ten years ago. This is evidenced by the increasing number of students who take courses at the institution (Mitrajati, 2023). The community needs non-formal education to fill the void of learning outside of school (Raudatussaadah et al., 2023). However, over time and journey of learning Arabic, researchers need to know the Arabic language learning curriculum standards used by LKBA At-Tasniim Yogyakarta so that LKBA graduates have measurability at the level of Arabic language skills.

Normatively, there is no absolute frame of reference for learning Arabic at LKBA. This can cause disorders in Arabic learning, such as student graduation standards, what material must be mastered at each level of Arabic language skills, and how the assessment pattern applies. So, the right solution to reorient Arabic learning at LKBA is to establish an Arabic language frame of reference where the Arabic learning curriculum can be known as a frame of reference.

On the other hand, international standards in language learning can be used to establish a frame

of reference for Arabic language learning in Indonesia. This is by considering several characteristics of Indonesian society, including the purpose of learning Arabic, which may differ from people in other countries. Considering that Indonesia is a Muslim country. LKBA At-Tasniim Yogyakarta, one of the goals of LKBA is that students able to speak Arabic actively and passively for internal and external interests (Mitrajati, 2023). With a focus on actively and passively developing Arabic language skills, LKBA At-Tasniim Yogyakarta is committed to creating a generation that is fluent in the language and can utilize these skills for various interests, both in educational and professional contexts. It is hoped that students can achieve this goal through a structured and in-depth approach.

One of the indicators to assess the feasibility of the Arabic language learning curriculum on an international scale is to use an international frame of reference *IMTA' (al-Iṭār al-Marji'ī' li Ta'līm al-Lugah al-'Arabiyyah)*, including the Arabic language learning curriculum at the Foreign Language Course Institute (LKBA) At-Tasniim Yogyakarta. There are at least three main reasons to analyze the Arabic language learning curriculum at the Foreign Language Course Institute (LKBA) At-Tasniim Yogyakarta with the perspective of *IMTA'. First,* the Arabic language learning curriculum of LKBA At-Tasniim Yogyakarta has the same ideology as the *IMTA' institution.* Some of the findings include a variety of approaches and methods for learning Arabic in LKBA. *Second,* communication that is so thorough with *the IMTA'* institution as well as a *role model* for learning Arabic on an international scale. *Third,* the vision and mission of the institution are consistent to build a network of Arabic language teachers on an international scale through professional education and training in collaboration with other universities and LKBA (Lusiana, 2024). It's time for learning Arabic at LKBA to step on a broader *worldview level.* Arabic as a foreign language is used to meet the needs of reading Islamic literature in a more diverse context. The three main reasons why the DMIQIAN is at least an important factor in conducting this research.

In this study, the researcher used the IMTA' guideline as a reference for analyzing Arabic language learning competencies at LKBA At-Tasniim Yogyakarta. The reason for using this frame of reference has been written in the previous paragraph. Therefore, the study of the analysis of the LKBA At-Tasniim curriculum based on IMTA' guidelines *(al-Iṭār al-Marji'ī' li Ta'līm al-Lugah al-'Arabiyyah)* It is important to get attention. The importance of curriculum analysis at LKBA At-Tasniim refers to methodological things for achieving Arabic language skills. Another important significance for curriculum analysis with IMTA' guidelines is because IMTA' is a more appropriate frame of reference in providing guidelines for teaching Arabic. Although several international frames of reference exist, such as AFMLTA Australia, ACTFL America, and CEFR Europe. IMTA' analyzes Arabic language skills at each level and provides a discourse on how to train better learning. It also reviews how to refer to the teaching curriculum for non-Arabic speakers and how to improve the quality of educators in teaching and scientific research symposiums.

IMTA' is a framework of reference issued by the Gulf States Arabic Language Education Center based in Sharjah, UAE, in 2023 (Syakur, 2023). This frame of reference aims to develop the teaching and learning of the Arabic language on an educational, scientific, and professional basis by considering the best technical issues and adhering to international quality standards. The center organizes many events and seminars to promote the teaching of Arabic. The introductory symposium entitled "Framework of Reference for Teaching Arabic to Speakers of Other Languages, Education-Training- Research" took place a year ago and raised the topic of teaching Arabic to speakers of other languages. The latest International Arabic Language Conference, held in January 2024 in Dubai, focuses on teaching Arabic and learning and reviewing the future, challenges, and the Arabic language.

According to related research, the Arabic curriculum at LKBA Indonesia aims to develop four language skills: listening, speaking, reading, and writing (Utami, 2020); (Niqie & Ahid, 2023); (Arrobiah et al., 2022). Curriculum development involves planning, validation, implementation, and evaluation, adapting to changes and societal demands (Utami, 2020); (Koglbauer, 2022). In foreign

language courses, such as those at the Miftakhul Huda Islamic Boarding School, learning tools include syllabi, teaching materials, and learning facilities (Andika, 2017). The curriculum should consider disciplines, student orientation, community orientation, and technological aspects (Niqie & Ahid, 2023). Effective Arabic language learning requires the right materials, methods, strategies, media, and approaches tailored to specific learning situations and goals. A comparative study of the Arabic curriculum in various institutions reveals similarities and differences in objectives, processes, methods, aspects of learning, media, and evaluation techniques (Qurani et al., 2023).

The framework for learning Arabic in foreign language course institutions is increasingly informed by the Common European Framework of Reference for Languages (CEFR) through an innovative pedagogical approach (Rizki & Rosnaeni, 2022). This is one of the reconstructive steps in managing better foreign language learning (Blench, 2021). The framework aims to enhance proficiency through structured competencies and effective teaching methodologies tailored to diverse learner backgrounds. The CEFR provides a standardized approach to measuring language proficiency, which has been adopted in various institutions, especially in Saudi Arabia (Abdullah et al., 2023). This emphasizes two main competency standards, general language competence, and communicative language competence, which include various derivative competencies such as linguistic and sociolinguistic skills (Nurdianto et al., 2021). The 3 C's communicative language teaching approach, collaborative learning, and social constructivist theory promote active student engagement and real-world application of language skills (Almelhes & Alsaiari, 2024). The design framework for Islamic educational institutions highlights the need for creative teaching methods that address the unique challenges in Arabic language education (Astuti et al., 2023). Developing the Arabic curriculum framework based on the CEFR framework has ensured that learning objectives are aligned with international standards, facilitating better assessment and learning outcomes (Mohamed, 2021).

Several studies mention the need for an Arabic language curriculum based on students' conditions and needs. The Arabic language learning curriculum also needs to refer to a certain framework as an indicator to measure the achievement of the four Arabic language skills. In this description, the researcher has not found any research with special characteristics as a formal object that reviews the Arabic language learning curriculum with the IMTA's frame of reference, including the material object intended at the Foreign Language Course Institute (LKBA). The purpose of this study is to analyze the Arabic language learning curriculum at the Foreign Language Course Institute (LKBA) At-Tasniim Yogyakarta with the perspective of IMTA' *(al-Iṭār al-Marji'ī' li Ta'līm al-Lugah al-'Arabiyyah).*

2. METHODS

This research is qualitative with a literature approach. As literature research, the main focus of the research is the LKBA At-Tasniim Yogyakarta curriculum. This approach is very specific and relevant to use in this study because the research subject is an Arabic language learning curriculum document (Ainin, 2018). The research data is in the form of an Arabic language learning curriculum implemented at LKBA At-Tasniim Yogyakarta with the source of curriculum document data. The data collection technique uses documentation. The researcher uses documentation techniques because the form of research data is in the form of curriculum texts. To measure the document's validity, the researcher used the validity of the content. The validity of the content provides evidence of the elements of the measuring instrument and is processed by rational analysis, which experts assess (Tashakkori et al., 1998). The researcher documented each Arabic language learning competency at level 1 to level 3 and Arabic language mastery, which then entered the analysis stage. Data analysis uses content *analysis*. This stage is carried out by analyzing the Arabic language learning curriculum used at LKBA At-Tasniim Yogyakarta from the aspects of content, content, and theme choices, and the competencies covered in the textbook based on learning objectives and achievements. Then analyze

the suitability of the material applied to students in the form of additional materials to expand the material in the textbook. Then, explain the competencies of graduates of level 1 to 3 students from the perspective of IMTA, which includes oral and written production, oral acceptance, and writing. The researcher also juxtaposes it with several other studies relevant to the topic of discussion to produce a thesis.

3. FINDINGS AND DISCUSSIONS

Findings

***Al-Iṭār al-Marji'ī' li Ta'līm al-Lugah al-'Arabiyyah* (IMTA') Framework of Reference**

The frame of reference used in this study is IMTA' which stands for *al-Iṭār al-Marji'ī' li Ta'līm al-Lugah al-'Arabiyyah*. IMTA' as a frame of reference adopted in this study has three important aspects of curriculum reference: training, education, and research. Training presents what is related to the design, implementation, and evaluation of training programs. Then, some important things in the field, such as the use of language-learning technology, were added (Syakur, 2023). Education presents and includes anything related to the educational process and who implements it (teachers). Regarding teaching strategies, activities, exercises, and standard levels for teachers. The research presents anything related to the preparation of Arabic language learning programs for speakers of other languages, curriculum, series, and books (Syakur, 2023).

Especially for this study, the researcher learned Arabic for non-Arabic speakers. The elements of IMTA' adopted in this study are the level or level of teaching and the condition of students' Arabic proficiency at each level. In the framework of IMTA's reference, there are four main levels of Arabic language learning, namely:

a. المستوى الأول : مستوي التهيئة

b. المستوى الثاني   : مستوي الكفاية

c. المستوى الثاث : مستوي التميز

d. المستوى الرابع: مستوى الفصاحة

Figure 1. Relationship of Proficiency Levels in the IMTA' Framework of Inquiry

After observing the relationship between linguistic levels in the frame of reference, it is important to note that there is an overlap between the end of each higher level and the beginning of the lower level, which indicates that there is no exact dividing line between the initial level, and the level after it. Within the IMTA's mold framework, the main skill levels are further divided into sub-sub-levels of skill in each level. There are 10 sub-levels of Arabic language proficiency (Syakur, 2023).
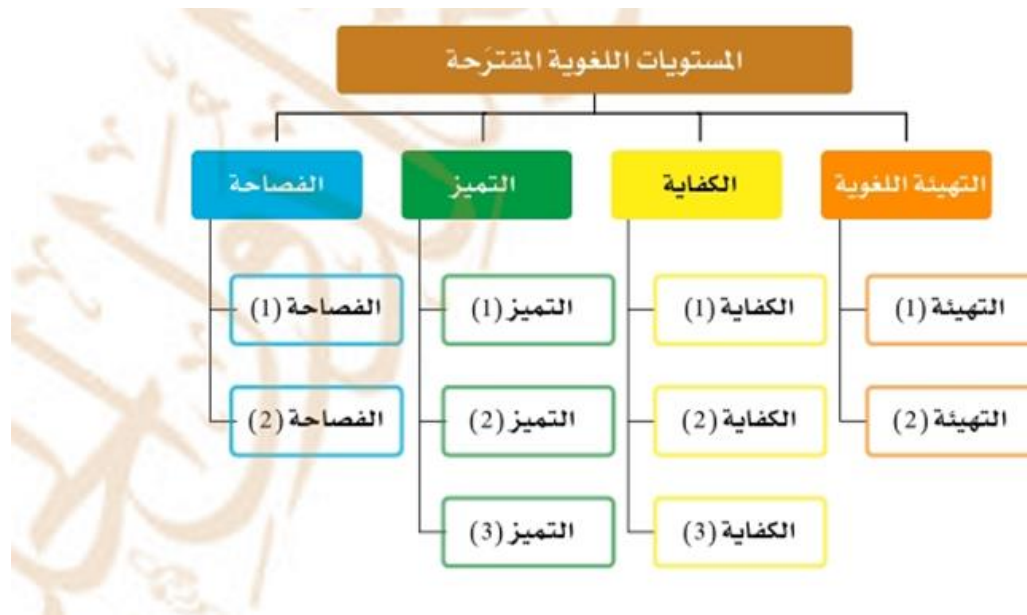
Figure 2. Levels in each Level

The proposed framework of reference divides the level of teaching Arabic to speakers of other languages into four main levels: preparation, adequacy, excellence, and fluency. The first and fourth levels each consist of two sub-levels, and the second and third levels each consist of three sub-levels; by the axis of the proposed frame of reference, the higher the sub-level of students' abilities, are also more complex. These levels are gradual and sequential, and not every student has to reach a level of fluency

Arabic Language Learning Curriculum at LKBA At-Tasniim Yogyakarta IMTA's Perspective

The mastery of Arabic speaking and writing skills of students at LKBA At-Tasniim Yogyakarta, which IMTA guides' can be reduced as follows: *First,* basic competencies and indicators. Competency achievement shows that students who are directed to understand and analyze the text's linguistic elements (sounds, words, and meanings) are very simple. Several things related to lesson themes by paying attention to sentence structures that use past verbs, present verbs, and command verbs, as well as having skills in expressing simple texts related to lesson themes orally and in writing (Mitrajati, 2020). *Second,* the competencies of students graduating from levels 1 to 3 have the same conformity with the competencies of *the kifāyah level* in the perspective of IMTA' (Syakur, 2023). This conformity refers to productive and receptive mastery. This can be written by the researcher in the form of table 1 as follows:

Table 1. Arabic Language Competency Level 1 to 3 at LKBA at-Tasniim Yogyakarta IMTA Perspective'

Competency Level 1 to 3	Mastery	Level 2 IMTA'
Level 1: - From the beginning of admission, many students have been able to write and read Arabic sentences - Able to answer questions from simple readings, such as: *ma minahtuki? mā suki? anti-miṣriyyah thing*? - Able to translate around 200 vocabulary words from Arabic to Indonesian or vice versa in singular and plural forms, including	Oral and Written Production	- Learners at this level can communicate in consecutive phrases and sentences, although they are not interconnected when expressing basic needs and some related details. - Learners at this level can control language to a level that helps them communicate in a way that can be understood by someone who is used to dealing with language learners. Example: I need white paper and

the names of days in Arabic

- Able to write *the number of iḍāfiyyah*, the *number of simple waṣfiyyah*

- Naḥwiyyah *patterns have been introduced,* such as the position of sentences during *marfū', majrūr, and mansūb,* and examples of sentences

- Able to count *muẓākar* and *muannaṡ* objects with numbers 1-10 and rank numbers 1-10, count with tens of numbers 20, 30, up to 100, and write down 1 to 10

- Able to distinguish and construct words unreflectively ṡulāṡī (3 letters) *verbs māḍī, muḍāri',* and *amr* and make simple sentences with these verbs

- Able to write down possessive pronouns from 14 pronouns

- Already familiar with the specialization of *al-asmā' al-khamsah in* iḍāfiyyah *sentences and able to make simple sentences*

- Already know the specialization *of al-afʻāl al-khamsah* if you meet *the letter jazm* and can make simple sentences

Level 2:

- Being able to distinguish between jam'u taksīr, jam'u muẓākar sālim, and jam'u muannaṡ sālim and their changes in different sentence positions

- Already know the various positions and harakat maf'ūl bih

- Able to make a simple number of mufīdah by combining the formula kāna wa akhawātuhā

- Already know the various colors in the form of muẓākar and muannaṡ

- Getting to know the specialization of the words 'indī, lī, and lady

- Knowing the darah of eating and zamān and its use in sentences

- Have made long sentences by reviewing the components of level 1 and level 2 rules

- Tasks and exercises make sentences in paragraphs more complex

- Already able to translate more than 500 words

- Be able to make and answer questions in short sentences, for example: how much does

colored pencils to write my homework

- When speaking or writing, students' language at this level is somewhat understandable.

- Students at this level can express (oral/written) in limited amounts on simple communicative themes, such as study, work, shopping, health, and leisure.

- The learner at this level can build a dialogue with more confidence based on what he has. From the linguistic balance (vocabulary - structure), he answers the questions addressed to him in more detail related to the subject of the question so that he can write short topics, including coherent statements about everyday topics, in more detail and relevant.

- Learners at this level can describe people, places, and jobs as usual in daily life, such as descriptions of family members, education levels, and jobs, in easy, simple, and concise terms.

Oral Reception and Writing

- Learners at this level have a limited ability to understand the Arabic they are learning and generate linguistic formulas, including the following: (memorized words, phrases, and sentences; in some cases, paragraphs).

- When listening or reading, Arabic learners at this level of proficiency can understand what is being received. They are well trained in the content, especially if the topic being studied is related to the student's communicative needs that encourage them to interact with audio or read.

- Students at this level can understand short (audible/read) and easy narrative texts on familiar topics related to everyday life situations (study, work, health, shopping, etc.) as long as these texts contain vocabulary that has a physical meaning, concrete, without any confusing meaning, and is commonly used in these situations.

- The student at the proficiency level can determine the topic of discussion/dialogue that he hears or reads in general and obtain the views of

the book cost? The book costs 50 riyals, how much do you weigh? I weigh 100 kg, what color is your bag? The color of my bag is black, how old are you? I am 20 years old and into Arabic

Level 3

-   Able to write sentences that contain the rule of the hour, complete with the number of minutes, the names of countries, and the rules of inna wa akhawātuhā

-   Getting to know the various types of fi'il (ma'lūm. Majhūl) and his mashdar, making sentences and identification in paragraphs

-   Increased vocabulary about jihat (cardinal direction), complete ism al-isyārah, antonyms, and names of Arabic months.

-   Make a compound sentence of iđāfah waṣfī, iđāfah muṡannā, and iđāfah plural.

-   Get to know the rules of tamyīiz and count objects with the numbers 11 to 19 and the numbers 11 to 19

-   Knowing the meaning of mamnū' min al-ṣharfi and making sentences

-   Knowing the rules of ḥisāb (counting) and kasūr (fractions)

-   Able to read long sentences and imagine them in paragraphs

-   Vocabulary has increased by around 1000 vocabulary words from level 1 to 3

-   Able to write short essays such as Hajj, Umrah, and hobbies

-   Some students are already confident asking questions in Arabic.

the participants in the discussion in terms of agreement and disappearance, provided that it is slow and clear,

-   Learners at this level can follow many of the everyday conversations and discussions that are commonly experienced, provided that the conversation is in a natural, simple, open language, clear language, and with an acceptable level of dialect.

-   Students at the competency level can recognize and understand a set of cultural concepts related to Arabic culture, which fall within the subjective attitudes represented in the expert content or the language teacher taught.

Source; (Lusiana, 2024)

Table 1 briefly explains the results of this study. The three stages of Arabic Language Competency Level 1 to 3 at LKBA At-Tasniim Yogyakarta IMTA's Perspective begin with oral and written production, then continue with oral and written acceptance levels. The three stages of learning Arabic that refer to the IMTA's perspective are thus in line with what is meant in language learning from a psycholinguistic perspective. First, the stages of learning Arabic can begin with oral and written instruction and continue with oral and written acceptance.

Discussion

The process of learning Arabic in formal and non-formal institutions requires a frame of reference to determine the competency standards that each institution will achieve (AFMLTA, 2005). The frame of reference is used as a role model for curriculum interpretation, which is then lowered at the level of Arabic learning methodology (Matsui, 2023). The frame of reference, or what in Arabic is called *al-Iṭār al-Marjiʿī,* is the main element before Arabic teacher's curriculum language learning, including Arabic (Syakur, 2023). In the context of Arabic language learning, this frame of reference serves as a

foundation for developing strategies, methods, and materials that teachers will use during the learning process (Yuliyanti & Fauji, 2023). By following the principles listed in the terms of reference, teachers can create a learning experience that is more structured, focused on student development, and tailored to their needs. The success of learning Arabic is highly dependent on the effective application of a frame of reference, which will ultimately improve students' language competence (Morgan et al., 2014); (Scrimgeour & Morgan, 2018).

The reference framework for learning Arabic used at LKBA At-Tasniim Yogyakarta is using IMTA'. Framework of reference issued by the Gulf States Arabic Language Education Center based in Sharjah, UAE, in 2023 (Syakur, 2023). This frame of reference aims to develop the teaching and learning of the Arabic language on an educational, scientific, and professional basis by considering the best technical issues and adhering to international quality standards. LKBA At-Tasniim, as shown in Table 1, explains the curriculum that ranks students' Arabic competencies and skills according to their level, namely level 1 to level 3, then equated with the level of competency level 2 in the framework of IMTA' which is called the level of adequacy *level (kifāyah).*

Level 2 at LKBA At-Tasniim Yogyakarta is marked by making *the number of mufidah* and the introduction of conjunctions, including *the daffir makan* and *zamān* and the use in sentences. Students are also proficient in giving Arabic words and sentences and applying basic syntax in sentence preparation. Strengthened by the IMTA's level 2 competency level, students at this level can understand short narrative texts (audible/read) and easily in the topics studied. Understanding the text in a sentence and arranging it into a perfect sentence is students' basic ability after mastering syntax (Rayyan et al., 2020); (Omari, 2015). Comprehending and structuring sentences is a basic skill for students learning Arabic (Abdelaal et al., 2024). When listening or reading, students at this level of proficiency can understand what is being received (Syakur, 2023). They are well-trained in the content, especially if the topic being studied is related to the student's communicative needs that encourage them to interact with an audio or read (Khodeir et al., 2024).

In level 2 of IMTA', it is also stated that students at the level of language proficiency can determine the topics of discussion/dialogue that they hear or read in general and obtain the views of the participants in the discussion in terms of agreement and disappearance, as long as it is slow and clear (Syakur, 2023). Students must be able to listen to the speaker carefully to capture the essence of the ongoing discussion. This includes listening to the tone of voice, emphasis, and terminology. Students must consider the text's titles, subheadings, and explanations when reading. This helps them understand the context and determine the main topic. For example, by making a compound sentence *of iḍāfah waṣfi, iḍāfah muṡannā, and iḍāfah plural* (Lusiana, 2024); (Mitrajati, 2020). Additionally, identifying keywords or phrases frequently repeated during discussions or in the text being read can provide clear clues regarding the topic being discussed. When participating in discussions, students should speak slowly and clearly (Komppa et al., 2024). The skill of conveying ideas through speech is a basic skill in human language (Wang & Yang, 2023); (Gardner, 2000). In addition, it can help other participants understand the views expressed and provide constructive *feedback* as explicitly expressed in the research (Ahmed et al., 2024). Asking open-ended questions to other participants can help in digging into their views and agreement on the topic being discussed (Köder et al., 2024). After expressing an opinion, students must actively listen to answers or reactions from other participants. This creates space for more in-depth and meaningful discussions (Hossain, 2024).

The level 2 level of IMTA' also states that students at the competency level can recognize and understand a set of cultural concepts related to Arabic culture, which are included in the subjective attitude represented in the content of experts or language teachers taught (Syakur, 2023). This is as written in the Arabic language learning curriculum guidelines at level 2 at LKBA At-Tasniim Yogyakarta, which states that students can mention the names of countries in Arabic and identify the variety of cultures in the country (Mitrajati, 2023). Understanding a set of Arabic cultural concepts is one of the proofs of the integration of understanding between language and culture (Ben-Naouar,

2021). Arabic language and culture have a close and complementary relationship (Khaldi, 2020); (Anderson, 2022). Arabic is not only a means of communication but also a link between the rich culture, traditions, and values of Arab society (Amrina et al., 2022). Understanding the Arabic language and culture is essential, both for social interaction and in an academic context, as they provide deep insights into the life and history of Arab society (Syuhadak et al., 2021).

4. CONCLUSION

The Arabic language learning curriculum at LKBA At-Tasniim Yogyakarta at levels 1 to 3 intersects with level 2 of IMTA'. The Arabic language learning curriculum at LKBA At-Tasniim Yogyakarta is designed to pay attention to gradually developing students' language skills from level 1 to level 3. In this case, there is a significant influence and slice with the level 2 IMTA level. Through an integrated approach, students are taught Arabic and equipped with the communication skills necessary to learn further. With the alignment between the curriculum, it is hoped that students can develop Arabic language proficiency sustainably and effectively. The researcher recommends further research on the importance of analyzing the Arabic language learning curriculum in various educational institutions using *the perspective of IMTA'* and its variations. This can be even more meaningful because the frame of reference for measuring the success of learning Arabic is international.

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