



AL-WIJDÁN: Journal of Islamic Education Studies.
Volume 9, Number 2, April 2024, p-ISSN: 2541-2051; online -ISSN: 2541-3961
Available online at <http://ejournal.uniramalang.ac.id/index.php/alwijdan>

Received: Februari 2024

Accepted: Maret 2024

Published: April 2024

Humanistic Curriculum Model In Arabic Language Learning At Private MTs Yapena Lhokseumawe City

Arief Maulana Ikhsan, Mamluatu Solihah

Universitas Islam Negeri Maulana Malik Ibrahim Malang, Universitas Islam Negeri Maulana Malik Ibrahim Malang

Email: ariefikhsan90@gmail.com, luluksholeh.ls@gmail.com

Abstract

The objective of this research is to elucidate the humanistic curriculum development model and its utilization in crafting Arabic teaching resources. The research methodology employed is descriptive qualitative, adopting a case research approach at Private MTs of Yapena Lhokseumawe. The research encompasses several aspects: 1) understanding the concept of humanistic curriculum development, 2) implementing humanistic curriculum in Arabic teaching resources, 3) executing activities at Private MTs of Yapena, and 4) gathering insights through interviews and observations at Private MTs of Yapena Lhokseumawe. Data collection was conducted through observations and interviews with both teachers and students of Private MTs of Yapena. The collected data underwent analysis to condense and articulate outcomes derived from the fieldwork. The research revealed that the application of the humanistic curriculum development model in crafting Arabic teaching resources yielded favorable outcomes, enhancing both cognitive and non-cognitive abilities among students. By centering learning around students and providing them with opportunities to foster their innate potential and enhance creativity, the humanistic curriculum development model elicited a notable surge in student engagement, with a 60% increase in learning competencies observed post-research.

Keywords: humanistic, curriculum development, Arabic language

Abstrak

Tujuan penelitian ini adalah untuk mendeskripsikan model pengembangan kurikulum humanistik serta penerapannya dalam pengembangan bahan ajar bahasa Arab. Jenis penelitian yang digunakan adalah kualitatif deskriptif yang berupa studi kasus di MTs Swasta Yapena Lhokseumawe. Ruang lingkup penelitian ini berupa 1) konsep pengembangan kurikulum humanistik. 2) penerapan kurikulum humanistik dalam bahan ajar bahasa Arab. 3) Implementasi kegiatan di MTs Swasta Yapena. 4) Hasil wawancara dan observasi di MTs Swasta Yapena Lhokseumawe. Pengambilan data dilakukan dengan observasi dan wawancara terhadap guru dan

siswa MTs Swasta Yapena. Hasil data tersebut lalu dianalisis untuk direduksi dan disajikan dalam bentuk kata-kata berdasarkan hasil temuan di lapangan. Dari penelitian, diperoleh bahwa penerapan model pengembangan kurikulum humanistik dalam pengembangan bahan ajar bahasa arab memberikan dampak yang positif dalam meningkatkan kemampuan kognitif dan non kognitif siswa. Model pengembangan kurikulum humanistik yang memusatkan pembelajaran pada siswa dengan memberikan ruang bagi siswa tersebut untuk mengembangkan potensi dasarnya dan meningkatkan daya kreatifitas yang dimilikinya, hal ini dibuktikan dengan adanya peningkatan minat belajar kompetensi siswa dalam sebanyak 60% setelah dilakukannya penelitian di lapangan.

Kata Kunci: humanistik, pengembangan kurikulum, bahasa Arab

Introduction

Humanistic is a term derived from psychology, signifying the provision of opportunities for individuals to enhance their potential for personal development and creativity.¹ The dissatisfaction with psychoanalytic and behavioristic theories precipitated the emergence of humanism in the 1940s.² This type of psychological research is rather new, but there are a few surviving experts who continue to publish ideas about this field of psychological research that emphasise the importance of self-awareness and the good things about human beings.³ This theory was then adapted into the world of education, so that it became a new term that until today is recognised in the world of education.⁴ This is evidenced by the many figures driving the humanistic system in education, including: Abraham Maslow, Carl R. Rogers, Arthur Combs, Aldous Huxley, and David Mills.⁵

For instance, Abraham Maslow posits that humans possess a hierarchy of needs spanning from the most fundamental physical requirements to the loftiest aesthetic aspirations. Basic physiological needs, such as nourishment, hydration, rest, and reproduction, must be fulfilled. Upon fulfilling these needs, security needs emerge, encompassing health requirements and the imperative to evade peril and calamity. Next comes the need to belong and love, such as

the need for friends and family, the need to belong to a group and others. Failure to fulfil this need may cause a person to resort to other means to get attention and recognition, such as using gratification as a substitute for love. Next is the need for self-esteem, specifically the need to be valued, respected and trusted by others.⁶

Maslow's theory holds significant relevance for education. Teachers should heed this theory during instruction. According to Maslow, teachers should refrain from directly attributing students' difficulties in understanding, incomplete homework, lack of focus in class, or diminished enthusiasm for learning solely to personal shortcomings. Students may fail to fulfill basic needs such as access to food, sufficient rest, and emotional support from peers and family.⁷ Hence, prior to expecting students to engage in learning activities, teachers ought to address their fundamental needs and assist them in meeting these requirements. By doing so, Maslow's theory can aid teachers in gaining a deeper understanding of students and enhancing the effectiveness of their learning endeavors.⁸

A humanistic curriculum is an educational program that prioritizes the process over the outcome. The primary objective of this curriculum is to aid children in evolving into optimally

independent individuals.⁹ Activities that can help students reach their full potential are known as effective learning. Teachers tend to give subjective judgements. Students are considered to have intellectual, social, affective and psychomotor potential, and this curriculum model focuses on modern education. This model prioritises the individual, and teachers function as psychologists, motivators and facilitators. The curriculum is based on students' interests and needs. Students are active learners, and educational materials and materials are tailored to students' interests, skills and needs.¹⁰

When constructing a curriculum based on humanism, certain principles must be taken into account in its implementation. Given that students are the primary focus in deploying this curriculum model, the aim is for students to harness their inherent potential and become more proactive and innovative in their endeavors.¹¹ Here are some principles of applying the humanistic model to educational curriculum development:¹²

1. Student-centred curriculum. interaction between teachers, learners, the community, the natural environment, and other sources and media is very important. A student-centred learning approach is very suitable to be applied to language or linguistic learning. Thus, learners can easily absorb learning materials and directly practice them in everyday life.¹³
2. Provide a good and pleasant atmosphere. A research shows that a pleasant learning environment is a place where learning activities are prioritised. This is likely to increase the amount of time spent learning and have a positive impact on learning outcomes. Active and enjoyable learning activities are not enough to achieve learning objectives. Consequently, the learning process must have the ability to achieve those goals. Otherwise, learning will just be a pastime.¹⁴
3. Learning that incorporates nature and the surrounding environment can contribute to addressing environmental issues and cultivating environmental awareness. Active observation facilitates students' comprehension of science and their surroundings. Employing this method yields positive effects, as it fosters students' curiosity about their environment. Environment-based learning offers substantial benefits for students and the surrounding environment.¹⁵
4. Learning that can provide new experiences for students. In the teaching process, teachers should consider

students as individuals who have knowledge and experience, while teachers function as facilitators and directors of the learning process. They should also consider students as individuals who are learning, developing their abilities and talents.¹⁶

5. Learning that enhances students' creativity. Students can develop a sense of sensitivity as they use their reasoning and emotional skills in solving problems. Thus, group learning should give students the opportunity to use both theoretical and non-theoretical thinking.¹⁷

Method

This research adopts a descriptive qualitative approach. In this instance, the author gathers various oral and written data acquired in the field, which are then condensed and presented in textual form. All data collected in this research are natural, meaning that the author collects them directly in the field without any manipulation.¹⁸

This research was conducted at MTs Private Arun Education Foundation (YAPENA), Lhokseumawe City, Aceh. While the time of this research was conducted from 8-10 June 2023. The reason the author made the school as a research site was because there was a match between the

theme raised and the practice in the field. This is based on the author's observations while teaching at the school and based on the data that the author collected from the school in question.

The participants in this research comprised three teachers who held permanent positions teaching Arabic language subjects at the Arun Education Foundation Private MTs (YAPENA). This research regards teachers as key stakeholders in the teaching of Arabic language. The aim is to obtain accurate information about the role of teachers in implementing the humanistic curriculum model in Arabic language teaching.

The data collection techniques used in this research are as follows:¹⁹

1. Observation. This was conducted by the author over a period of approximately six months of teaching at the school. The researchers made observations regarding the teacher's instructional approach, the facilities and infrastructure utilized in learning activities, textbooks, and the curriculum model implemented by the school in this instance. In addition, researchers saw the interaction of students with each other, students with their teachers, and the surrounding environment.

2. The author also conducted interviews to

collect more concrete data. In this case, the author has conducted a series of interviews for 3 Arabic language subject teachers at YAPENA Private MTs and the author also participated in interviewing approximately 20 grade 1 MTs students related to the response of students in the application of the humanistic curriculum model. Due to time constraints, the author can only interview sources through the google forms platform and use Whatsapp social media to communicate with sources.

3. Documentation. The author also gathers documents that can serve as additional references to ascertain the authenticity of the displayed data. The documents referenced in this research include photographs of student activities during Arabic language lessons at school.

Results and Discussion

Interview Results

Table 1.1. Interview Results 1

What methods are used in teaching Arabic language lessons?		
No.	Initials of the interviewee	Answer
1.	AH	translation method with discovery learning combination
2.	RS	A method that combines theory and practice in the

		field
3.	MR	discussion learning method that involves both teachers and students

Table 1.2. Interview Results 2

Do you apply a humanistic-based Arabic curriculum development model? Tell us why?		
No.	Initials of the interviewer	Answer
1.	AH	Yes, because it's linguistics, so it takes a lot of awareness from the students.
2.	RS	Yes, in linguistics there is a need for practice in the field which has more impact on students.
3.	MR	Not entirely, but I try to apply the model based on the students' abilities.

Table 1.3. Interview Results 3

What is the impact of applying the humanistic curriculum development model?		
No.	Initials of the interviewee	Answer
1.	AH	Children become brave enough to speak even though there are still some mistakes in terms of Arabic language rules.
2.	RS	As a result, learning becomes more exciting and interesting, and can improve students'

		thinking.
3.	MR	The results show an increase in enthusiasm for the lessons I teach and make students become more critical and creative about the case studies given.

Table 1.4. Interview Results 4

How long have you been implementing the curriculum development model?		
No.	Initials of the interviewee	Answer
1.	AH	It's been 2 years
2.	RS	About 1 year
3.	MR	Approximately almost 1 year

Table 1.5. Interview Results 5

Is the humanistic-based curriculum development model a feasible model to be developed in Arabic language education?		
No.	Initials of the interviewee	Answer
1.	AH	Less efficient, due to students' different abilities and a less favourable learning environment for this curriculum model.
	RS	Very feasible to develop, this can be seen from the enthusiasm of

		students during learning and the progress made by students is getting better.
	MR	For me, it is worth improving, because it is in line with the wishes of students, because the change is in themselves and our job is only to guide them.

Observation Results

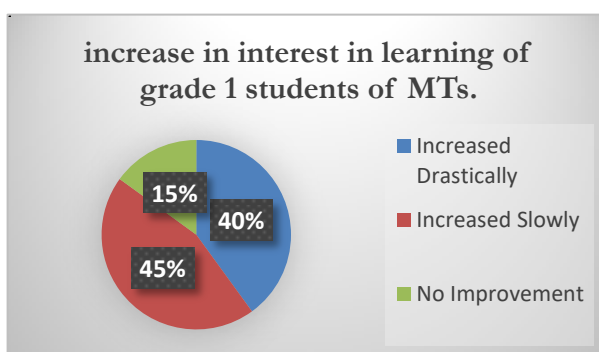


Diagram 1.1. Grade 1 MTs' Impression Of Humanistic-Based Education

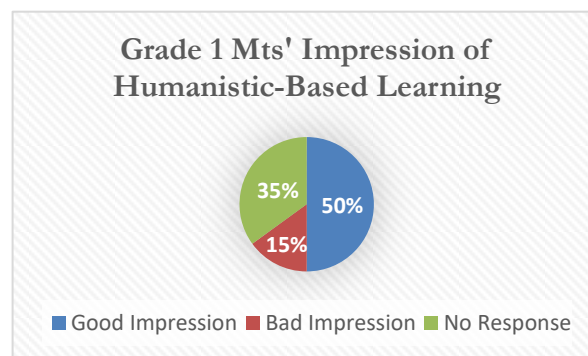


Diagram 1.2. Increase In Interest In Learning Of Grade 1 Students Of MTs

Table 1. Student Activities During Boarding School

No.	Time	Activities
1.	05.00	Fajr prayer in congregation
2.	05.30-06.00	Halaqah Qur'an
3.	06.00-06.20	Mufradat subuh
4.	06.20-07.30	Eat, shower and prepare for school
5.	07.30-10.10	School entry
6.	10.10-10.25	break
7.	10.25-12.15	Learning at school
8.	12.30	Zuhr prayer in congregation
9.	13.00-13.30	Lunch
10.	13.30-16.00	break
11.	16.00	Asr prayer in congregation
12.	16.20-17.00	Muhadatsah
13.	17.00-18.40	Exercise, shower and dinner
14.	18.40-20.00	Maghrib prayer and Qur'anic halaqah
15.	20.00	Praying Isha in congregation
16.	20.40-22.00	research at night
17.	22.00-05.00	Rest

Outcomes

Based on the results of interviews and observations conducted by the author, it was found that the Arun Education Foundation Private MTs (YAPENA) in this

case employs a humanistic-based curriculum development model in Arabic language subjects. Among the objectives of the application of the curriculum development model is that students can be more active in improving their foreign language skills.

In this scenario, the Arabic language teachers have implemented this curriculum development model, albeit with some shortcomings and weaknesses in its application. However, based on the interview results, it was discovered that the implementation of this curriculum has achieved approximately 60% of the desired outcomes set by the school. The humanistic-based Arabic curriculum at MTsS Yapena has been in place for approximately two years. The principal, who serves as the facilitator in implementing this curriculum model, continues to guide educators to enhance their creativity in curriculum development for further improvement.

In addition, after running for a long time, the Arabic language subject teachers try various appropriate methods in adjusting their learning. AH, who is one of the correspondents in this research, stated that the learning method he applied in class was the discovery learning method. This learning method is a manifestation of the humanistic curriculum development model, as the humanistic model prioritises active learning

with activities that are attractive and innovative.

In addition to making learning innovative, AH also adopts translated Arabic learning, where teachers translate each word into Indonesian. This aims to make each student familiar with each word that they will learn in Arabic. In contrast to RS (one of the correspondents) who stated that he uses more of an *uhadi lugah* approach, where the teacher explains words that students do not understand into Arabic words that other students already understand, such as determining synonyms or antonyms of the word in question. Thus, each student is required to continue thinking about the meaning of the word, if none of the students answer, then he will try to interpret it with Arabic that is easier to understand.

In this context, MR (one of the correspondents) advocated for case research-based learning methods. This approach can prompt students to engage in more critical and creative thinking when faced with new problems. All of these methods embody the humanistic curriculum model, which immerses students in real and authentic problems. Consequently, each student will continue to evolve over time through the experiences they acquire.

Regarding the results obtained while implementing this humanistic-based curriculum model, there was an increase in students' interest in learning. As seen in diagram 1.2, showing the changes obtained by grade 1 MTs students towards their interest in learning. Out of a total of 20 students, 8 students or around 40% obtained a significant increase, while 9 students or 45% obtained an increase but not so significant, while the other 3 students or 15% of the total students did not see any changes from them.

Certainly, this enhancement signifies students' interest in the humanistic curriculum model, as articulated by AH: "Children become courageous to speak even though there are still some errors in Arabic language rules." Similarly, RS remarked, "Learning becomes more captivating and engaging, and can enhance students' cognitive abilities." This assertion is further supported by MR, who contends that students' heightened interest in learning leads to increased creativity in problem-solving.

In addition, in other observations, it was found that the implementation of this curriculum had a good impression on students. In diagram 1.1, it is illustrated that out of 20 students there are 10 students who have a good impression of the humanistic curriculum development model, the rest

there are 7 students who do not give a response and 3 students who have a bad impression. From these data it can be concluded, that the implementation of the humanistic curriculum model is generally more in demand by students in the school than the opposite. However, in its implementation there are still some shortcomings that make this curriculum model far from perfect.

Overall, this curriculum development model has garnered a positive impression from both educators and learners. As expressed by RS, "It is highly viable for development, evident from the students' enthusiasm during learning sessions and the noticeable improvement in their progress." This favorable reception underscores the merit of further refining the humanistic curriculum. Similarly, MR contends, "In my opinion, it warrants improvement, as it aligns with the desires of the students; the change originates from within them, and our role is merely to guide them." The students' keen interest in learning imbues them with greater enthusiasm for their school days, thereby underscoring educators' responsibility to foster their students' development.

As for the shortcomings in the application of the humanistic curriculum development model, one of them is affected by the lack of facilities and infrastructure in

its application, inadequate environmental factors, and factors of different student abilities in understanding subjects. As for the facilities and infrastructure, it is highly dependent on the school, in this case as the implementer of the curriculum in the school, as well as the support of the institutions that oversee the school to be able to pay more attention to better learning facilities. While the student ability factor is one of the shortcomings in the application of the humanistic curriculum development model, but this does not rule out the possibility for educators to be able to pay attention to each student one by one without having to differentiate their abilities, so teachers are required to be more creative in developing teaching materials to students.

Conclusion

Based on the discussion presented here, it can be concluded that the term "humanistic" originated in psychology. It emerged in the 1940s as a response to dissatisfaction with psychoanalytic and behavioristic approaches. Subsequently, this theory was applied in education, giving rise to a new term that is recognized in education to this day.

Advocates of the humanistic curriculum model assert that students are the primary subjects possessing potentials, abilities, and strengths to be nurtured.

Education employing this curriculum consistently underscores the pivotal role of students in the school environment, with the expectation that students will maximize their potential. This curriculum model emphasizes contemporary education, wherein students are acknowledged to possess intellectual, social, affective, and psychomotor capabilities. It also emphasises that every student has tremendous potential, and the role of the teacher is to encourage and guide students.

In developing a humanistic-based curriculum, there are principles that must be considered in its application. 1) Student-centred curriculum; 2) Presenting a good and pleasant nuance; 3) Learning that involves nature and the surrounding environment; 4) Learning that provides experience for students; and 5) Learning that can develop student creativity.

The humanistic curriculum is focused on developing individuals who are at the same time responsive to social pressures for achievement. The implementation steps are: 1) Building good relationships between educators and students; 2) Providing positive encouragement for learners; 3) Presenting activities that encourage individual student growth; and 4) Evaluation without achievement criteria.

References

- Amalia, Aam. "Application of Maslow's Needs Theory in Arabic Language Learning (Implementation of Humanistic Approach)." *EDULAB: Scientific Magazine of Educational Laboratory* 4, no. 2 (2020): 25–42. <https://doi.org/10.14421/edulab.2019.42-02>.
- Maula, Atika Rofiqatul. "The Concept of Humanistic Learning and Its Relevance in Islamic Religious Education." *Atthulab: Islamic Religion Teaching and Learning Journal* 6, no. 2 (2021): 207–21. <https://doi.org/10.15575/ath.v6i2.14809>.
- Nasution, Hambali Alman, and Suyadi Suyadi. "Humanistic Islamic Religious Education Learning with an Active Learning Approach at SDN Nugopuro Gowok." *Journal of Islamic Religious Education* 17, no. 1 (2020): 31–42. <https://doi.org/10.14421/jpai.2020.171-03>.
- Sugiyono, D. *Quantitative, Qualitative, and Action Research Methods*. 19th ed. Bandung: Alfabeta, 2013.
- Sulaiman, Sulaiman, and Neviyarni S. "Learning Theory According to the Humanistic School of Psychology and its Implications in the Learning and

- Learning Process." *Sikola Journal: Journal of Education and Learning Studies* 2, no. 3 (2021): 220–34. <https://doi.org/10.24036/sikola.v2i3.118>.
- Suprihatin, Suprihatin. "Humanistic Approach in Islamic Religious Education Curriculum Development." *POTENSLA: Journal of Islamic Education* 3, no. 1 (2017): 82. <https://doi.org/10.24014/potensia.v3i1.13477>.
- Titin Fatimah, Didin Faqihuddin, and Fajri Ardiansyah. "Theoretical research of Humanistic Approach (Al-Madkhal Al-Insan) in Arabic Language Learning." *Albariq: Journal of Arabic Language Education* 3, no. 2 (2022): 1–19. <https://doi.org/10.24239/albariq.v3i2.35>.
- Wahyuningsih, Erni, Syindi Oktaviani Tolinggi, and R. Umi Baroroh. "Humanistic Approach through Language Educational Games in Arabic Language Learning in Integrated Islamic Schools." *Maharaat: Journal of Arabic Language Education* 4, no. 1 (2021): 17–43. <https://doi.org/10.18196/mht.v4i1.12437>.
- Yusuf, A. Muri. *Quantitative, qualitative, and mixed methods research*. 1st ed. Jakarta: Kencana, 2014.
- Yusuf, Muhammad. "Theoretical Studies on the Development of Humanistic-Based Arabic Learning in Madrasah Ibtida'iyah." *Shaut al Arabiyyah* 7, no. 2 (2019): 132. <https://doi.org/10.24252/saa.v7i2.10752>.
- Zainal Badri, Khairul Nizam Bin. "The Importance of Humanistic Education in the Development of Psychology." *Dinamika Scientific Journal of Basic Education* 12, no. 1 (2020): 33. <https://doi.org/10.30595/dinamika.v12i1.5902>.

Endnotes

¹ Ishak, "Characteristics of Islamic Religious Education in Educational Institutions."

² Umam and Ferianto, "Humanistic Approach Model in Classroom Management of Islamic Education Learning at SDN Palumbonsari 1."

³ Maula, "The Concept of Humanistic Learning and Its Relevance in Islamic Religious Education."

⁴ Sardanto, "A Theoretical research: Online English Learning from the Perspective of Humanism Education Philosophy."

⁵ Prajoko and Abrori, "The Application of Carl Rogers' Humanistic Theory in Islamic Education Learning."

⁶ Amalia, "Application of Maslow's Needs Theory in Arabic Language Learning (Implementation of Humanistic Approach)."

⁷ Wahyuningsih, Tolinggi, and Baroroh, "Humanistic Approach through Language Educational Games in Arabic Language Learning in Integrated Islamic Schools."

⁸ Yusuf, "A Theoretical research on the Development of Humanistic-Based Arabic Learning in Madrasah Ibtida'iyah."

⁹ Zainal Badri, "The Importance of Humanistic Education in the Development of Psychology."

¹⁰ Nasution and Suyadi, "Learning Humanistic Islamic Religious Education with an Active Learning Approach at SDN Nugopuro Gowok."

¹¹ Amalia, "Application of Maslow's Needs Theory in Arabic Language Learning (Implementation of Humanistic Approach)."

¹² Maula, "The Concept of Humanistic Learning and Its Relevance in Islamic Religious Education."

¹³ Sulaiman and S, "Learning Theory According to the Humanistic School of Psychology and its Implications in the Learning and Learning Process."

¹⁴ Suprihatin, "Humanistic Approach in Islamic Religious Education Curriculum Development."

¹⁵ Titin Fatimah, Didin Faqihuddin, and Fajri Ardiansyah, "Theoretical research of Humanistic Approach (Al-Madkhal Al-Insan) in Arabic Language Learning."

¹⁶ Wahyuningsih, Tolinggi, and Baroroh, "Humanistic Approach through Language Educational Games in Arabic Language Learning in Integrated Islamic Schools."

¹⁷ Amalia, "Application of Maslow's Needs Theory in Arabic Language Learning (Implementation of Humanistic Approach)."

¹⁸ Sugiyono, *Quantitative, Qualitative, and Action Research Methods*.

¹⁹ Yusuf, *Research Methods for Quantitative, Qualitative, and Combined Research*.