GLOCALIZATION OF ARABIC LANGUAGE MODULE UPT LANGUAGE UIN RADEN MAS SAID SURAKARTA

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Abstracts

This article departs from the vision and Glocalization program launched by UIN Raden Mas Said Surakarta as campus development, Glocalization of globalization by precipitating local wisdom. Where local values in Soloraya which is also the location of UIN RM Said can be raised to the global level, and vice versa. Departing from the background above, this research has an important value to be carried out, namely looking at the development of practicum modules or Arabic language training courses UPT Bahasa UIN Raden Mas Said Surakarta. With the results of the research as follows. First, Glocalization of Arabic modules is very necessary which previously used modules with material or readings from abroad so that students find it difficult to understand, with the development of modules with adapted material and then developed based on local wisdom. Second, the material is in accordance with the local which consists of two modules with details of module 1: Introduction to campus, History of UIN Raden Mas aid Surakarta, UPT Bahasa, Raden Mas Said, shop, Islamic Studies, Arabic, Technology, and Health while module 2: At Ta'aruf, Al Usroh, As Sakan, Ad Dirosah, Fil Maqsof, Fil Maktabah, Al Hiwayah, As Safar, Al Amal, Al Ilmu An Nafi'. Third, the author of the Arabic module is a practicum tutor or language training course who is also a question maker so that he can know the process of preparing modules, materials to evaluation in the process involved in compiling, implementing and evaluating their effectiveness in the hope that the modules can be used both for the academic community and external UIN Raden Mas Said Surakarta.

Keywords : Glocalization, Arabic Language Module, UPT Language.

INTRODUCTION

Higher education in Indonesia gives birth to a young generation who are tough, knowledgeable and have noble morals, and play an active role in solving problems faced by society by producing ready-to-use knowledge and able to produce graduates who have tough, superior, intelligent, creative personalities, and are able to compete with other nations in this era of globalization. The concept of Globalization that is included in higher education in Indonesia greatly affects the improvement of the quality of the teaching and learning process and the achievement of graduate products. Likewise, higher education in the world today looks at the concept of

glocalization to raise rankings for world recognition. "Glocalization" is the hottest issue in the process of change in various fields of life today including the field of Education, (Gusmaniarti, 2022, 2).

Glocalization is interpreted as globalization with local flavor which in Islamic Education, cannot be separated from the development of local education through a global value chain approach and upgrading education graduate products. The implementation of changes made in globalization relies more on material changes that are actually contrary to the teachings of Islam because the revolutionary society 4.0 is more represented by capitalism and socialism with internet dependence. However, Islamic education cannot be separated from the development of glocalization or referred to as globalization with local flavor or the combination of local-based education and global value chain. This is intended to upgrade the products of Islamic Education graduates who are able to compete and survive in the era of globalization, (Heny Kusmawati, Anista Ika Surachman, 2019, 102).

Contextualizing knowledge of local wisdom as character strengthening is an important thing to do. This is because globalization has mastered the lives of many people. This reality if not taken seriously by thinking about strategic steps, it is very likely that the ethnicity of diversity of local wisdom will be distorted, neglected and even possibly disappear. At the concrete level, the reality of local wisdom has not been manifested in reality, so educational institutions need to accommodate the potential of locality into one material that is quite implementative and can be contextualized with all relevant subjects.

One of the learning systems that can accommodate the implementation of the learning process effectively, efficiently and interestingly is learning with modules, namely learning modules. Language learning modules that are in the hands of educators and students are not adaptive and the cultural context presented in learning modules is often not familiar with local wisdom, customs and Indonesian culture. Elements of globalization and foreign customs adapted in the learning module are less contextual according to the place, time and real conditions in the field. Students often understand the stories and customs of foreign countries adapted in the module but do not know the culture and local wisdom that occurs in Indonesia, (Anni Maria,

2022, 547-548).

Modules are one of the teaching materials that provide opportunities for students to learn independently, especially in learning to speak Arabic. So teachers as teachers and supervisors in learning activities should prepare the module as well as possible so that the expected learning objectives can be achieved to improve students' Arabic speaking proficiency, (Ummul Faida, 2019, 324).

UIN Raden Mas Said Surakarta in its development has a vision of glocalization program. In addition, one of the Graduate Competency Standards (SKL) UIN Raden Mas Said Surakarta since 2014 or previously named IAIN Surakarta is the Test of Standard Arabic (TOSA) and Test of Standard English (TOSE) in which there is a language SKL practicum or in the form of Arabic and English training courses started when UIN Raden Mas Said Surakarta had the status of a BLU (Public Service Agency) Higher Education under the Language Technical Implementation Unit (UPT).

In its development, in the language SKL practicum program or language training course there are modules that are compiled and then used for every student who takes part in the language program, in Arabic using the book of Al-Mahir which consists of 2 modules. However, in 2022, the head of UPT Bahasa Dr. Supandi., S.Ag., M.Ag. in one of his work programs, namely the preparation of modules and questions that emphasize local wisdom.

From this background, this article would like to explain related to the Glocalization of the Arabic Language Module of UPT Language UIN Raden Mas Said Surakarta by looking at the development of practicum modules or Arabic training courses of UPT Language UIN Raden Mas Said Surakarta.

METHODS

This research on Glocalization of Arabic Language Module UPT Language UIN Raden Mas Said Surakarta is a qualitative descriptive research. This research is expected to be able to reveal the existing meaning of the thoughts and actions of the object of research (Strauss, 2007). Data was collected in three ways: direct

observation, in-depth interviews, and documentation. Data analysis uses interactive analysis models including data reduction, data delivery, and inference (Miles & Huberman, 1992, 16), while validity is tested by data triangulation and informant review.

RESULT AND DISCUSSION

Competency Standards Graduates for Test of Standard Arabic (TOSA)

The rapid development of the academic world on the demands of foreign language mastery makes many institutions in Indonesia make language tests, especially Arabic, which is used as a tool to measure language mastery competence. TOSA (Test of Standart Arabic) is the name used at the Language Development Center (P2B) IAIN Surakarta which is currently the UPT Bahasa UIN Raden Mas Said Surakarta to measure the competence of Arabic language skills of UIN Raden Mas Said Surakarta students. In accordance with the decision of the Rector of IAIN Surakarta number 253 of 2014 concerning competency standards for Arabic and English graduates, the Language Development Center (P2B) IAIN Surakarta as the organizer of Arabic and English competency exams.

Students who have met the minimum graduate competency standards are proven by a certificate issued by the Language Development Center (P2B) IAIN Surakarta. The certificate is one of the requirements to take the thesis exam. The Head of the Language Development Center (P2B) IAIN Surakarta revealed that the input of IAIN Surakarta students on average comes from SMK or SMA equivalent, so their Arabic language skills are still lacking and there are even some students who do not know Arabic at all, (Tsalits Annikmah, 2018, 1-2).

Then according to the Decree of the Rector of UIN Raden Mas Said Surakarta Number 1354 of 2023 concerning changes in the standa4 competence of Arabic and English graduates based on the decision of the Rector of UIN Raden Mas Said Surakarta number 794 of 2022 at the Language Technical Implementation Unit of UIN Raden Mas Said Surakarta 2023 which emphasizes that all students are required to have a language competency certificate as a condition to register for the final

examination of both Thesis, Thesis or Dissertation with a minimum of meeting the predetermined score score.

Thus, students must get sufficient scores for the Test of Standard Arabic (TOSA) and Test of Standard English (TOSE) for S1, S2, and S3 students to support the graduation of the Arabic and English practicum which was previously required for new students who did not pass the TOSA (Test of Standard Arabic) placement tests at UIN Raden Mas Said Surakarta but now it has become an option for all students who want to take TOSA (Test of Standart Arabic) in the form of Arabic and English training courses began when UIN Raden Mas Said Surakarta had the status of a BLU (Public Service Agency) College.

UIN Raden Mas Said Surakarta as one of PTKIN in Indonesia developed an Arabic standard test called TOSA (Test Of Standard Arabic). TOSA as a competency test was developed based on competency standards set by PPB IAIN Surakarta which is currently UPT Bahasa UIN Raden Mas Said Surakarta. (Muhammad Zaenuri, Muhammad Nur Kholis, Anisatul Barokah, 2020, 172)

UIN Raden Mas Said Surakarta with the implementation of the language development program as one of the foreign language institutions, namely Arabic and English, applies standardization of students' Arabic language competencies, namely through the TOSA (Test of Standard Arabic) program. It is intended to provide a minimum limit on passing the student's Arabic test and determine students' Arabic language skills by weighing listening skills (istima') and reading skills (qiro'ah).

With this, it is expected to make it easier and faster to learn Arabic for students, especially those who are still at the mubtadi'in (beginner) level. This aims to equip students to achieve TOSA (Test of Standard Arabic) competence. The skills contained in the book of Al-Mahir are fahmul masmu' and maqru (listening and reading skills), speaking and writing are also given although in limited portions because in practice learning is impossible apart from the four language skills. From the description above, ideally in accordance with the purpose of learning Arabic using the book of Al-Mahir is so that all students can achieve TOSA (Test of Standard Arabic) competence, and can master it within 2 semesters or 1 year. However, in reality, not all students who have learned with the book of Al-Mahir are

still some students who have not been able to achieve TOSA (Test of Standard Arabic) Competence, (Joko Susilo, Akhmad Aufa Syukron, 2022, 105).

Departing from this, the use of modules in language SKL practicum and language training courses is very important to be used in this case to develop practicum modules or Arabic training courses UPT Bahasa UIN Raden Mas Said Surakarta which can facilitate and assist students in facing TOSA (Test of Standard Arabic) and support the vision or program of UIN Raden Mas Said Surakarta.

Glocalization of Arabic Language Module UPT Language UIN Raden Mas Said Surakarta

Glocalization of UIN Raden Mas Said Surakarta on the vision and programs launched as campus development, Glocalization of globalization by precipitating local wisdom. Where local values in Soloraya which is also the location of UIN Raden Mas Said Surakarta can be raised to the global level, and vice versa. Glocalization can also be interpreted as globalization with local flavor which in Islamic Education, cannot be separated from the development of local education through a global value chain approach and upgrading educational products. The implementation of changes made in globalization relies more on material changes.

Glocalization of Arabic modules is very necessary which previously used modules with material or readings from abroad so that students find it difficult to understand, with the development of modules with adapted material and those developed based on local wisdom.

The module consists of 2 parts composed by 5 teams of writers, 3 teams of translators and 2 teams of editors. In the first module there are 3 parts, namely reading, rules and tadrib. In module 1 consists of several themes including campus introduction, History of UIN Raden Mas aid Surakarta, UPT Bahasa, Raden Mas Said, Shop / Maqsof, Islamic Studies, Arabic, Technology, and Health with the rules of Mubtada and Khabar, Kaana and her brother, Inna and her brother, Fi'il and fa'il, maf'ul bih, na'at man'ut, tawabik, 'adad ma'dud, maf'ullat.

While module 2 has readings At Ta'aruf, Al Usroh, As Sakan, Ad Dirosah, Fil Maqsof, Fil Maktabah, Al Hiwayah, As Safar, Al Amal, Al Ilmu An Nafi' where each maddah has a short hiwar and a long hiwar which includes at taqniyah or expressions

in Arabic, readings and practice questions.

The author of the Arabic module is a practicum tutor or language training course who is also a question maker so that he can know the process of preparing modules, material to evaluation in the process can determine, apply and evaluate their effectiveness.

The preparation process goes through several stages until it is ready to be published and used for a long time and is very thorough for good and desired results. Likewise, the selection of readings and then translated by a team of experienced translators and some who are foreign graduates to be appropriate.

After the manuscript is ready, editors who are also experienced in editing books and Arabic manuscripts to edit and then review periodically and with readers, when the review process is not right then immediately discussed and corrected by requiring time in preparation, especially those from history or local wisdom.

In the preparation of modules, they are reviewed by experts before printing and can be used both for academics and external UIN Raden Mas Said Surakarta. However, there still needs to be suggestions, inputs for the development and improvement of existing Arabic modules.

CONCLUSIONS

The glocalization of Arabic modules at UPT Bahasa UIN Raden Mas Said is a response to the vision and program of UIN Raden Mas Said Surakarta. First, Glocalization of Arabic modules is very necessary which previously used modules with material or readings from abroad so that students find it difficult to understand, with the development of modules with adapted material and those developed based on local wisdom. Second, the material is in accordance with the local which consists of two modules with details of module 1: Introduction to campus, History of UIN Raden Mas aid Surakarta, UPT Bahasa, Raden Mas Said, Toko, Islamic Studies, Arabic, Technology, and Health while module 2: At Ta'aruf, Al Usroh, As Sakan, Ad Dirosah, Fil Maqsof, Fil Maktabah, Al Hiwayah, As Safar, Al Amal, Al Ilmu An Nafi'. Third, the author of the Arabic module is a practicum tutor or language training course who is also a question maker so that he can know the process of preparing

modules, materials to evaluation in the process can assess, apply and evaluate their effectiveness which modules are reviewed by experts and can be used both for the academic community and external UIN Raden Mas Said Surakarta.

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