



Integrity of Arabic Language Education in The Sustainable Development Goals (SDGs): Opportunities and Challenges in The Indonesian Education Context

Muhammad Fikri Almaliki; Sovia Fahraini; Maziyyatul Muslimah

Institut Agama Islam Negeri Kediri

Corresponding e-mail: fikrialmaliki02@gmail.com

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Abstracts

The important role of Arabic language education in achieving Sustainable Development Goals (SDGs) or sustainable development includes quality education and integrity. This research aims to explore the opportunities and challenges faced by Arabic language education as an effort to achieve SDGs in Indonesia which focuses on educational integrity. The research method used is qualitative through a library approach that focuses on related literature. The results of this research state that Arabic language education has the opportunity to have integrity and has the potential to support the SDGs in Indonesia to ensure the availability of effective learning and a relevant curriculum. However, the biggest challenge is the lack of resources and accessibility of Arabic language education in various regions in Indonesia. So the role of government, society and educational institutions is needed to work together to build the integrity and values of the SDGs.

Keyword: Integrity of Arabic language education;
SDGs; opportunities and challenges in Indonesia;

INTRODUCTION

The mission of the birth of the Unitary State of the Republic of Indonesia is to educate the life of the nation as a basis for realizing other missions. Namely social justice for all Indonesian people in accordance with the Almighty God, to create a just and civilized humanity in maintaining the unity of Indonesia in order to realize democracy led by wisdom in deliberation/representation¹. The development of a country is based on the quality of human resources in that country as a strategy to support various sectors of human life as an act of independence for a country². The quality of human resources is always supported by creativity, innovation, competence and a person's personality as an effort to maintain the existence of society in the face of changing times through education.

Education is greatly influenced by the worldview of each individual and community group which can come to a conclusion to prepare a quality generation. Who are able to carry out their lives and fulfill their life goals more effectively and efficiently according to the culture that has developed in Indonesia. One of the forms of education that is widely developed in Indonesia is Islamic education, which collaborates between teaching and learning activities based on Islam.

Islamic education is related to Islamic views relating to humans and the significance of science which underlies all components and aspects of education. So that Islamic education can become a strong, effective, authoritative and credible institution in realizing Islamic ideals³. Islamic education itself is defined as a process of transformation and internalization of values in students through developing their natural potential to achieve harmony in all aspects of life in the future. So that Islamic education plays an important role in life in teaching religious values, morals and ethics, empowering religious knowledge to form quality individuals such as academic and practical skills, leadership, developing social and human awareness and strengthening Islamic identity.

One of the identities of Islam is Arabic through the revelation of the Koran as a miracle for Muslims. Indirectly, Arabic plays a role as a means of communication for all people in the world with the existence of Islamic knowledge and the spread of Islam which has influenced the development of

¹ Abd Rahman, Lias Hasibuan, dan Kafsul Anwar, "PENDIDIKAN ISLAM DAN PERUBAHAN SOSIAL SERTA PEMBANGUNAN DI INDONESIA," *Jurnal Manajemen Pendidikan dan Ilmu Sosial* 2, no. 1 (2021).

² Muhamad Asyul Muvid dan Miftahuuddin, "PENDIDIKAN ISLAM DAN INDEKS PEMBANGUNAN MANUSIA (Telaah atas Kontribusi dan Peran Pendidikan Islam dalam Pengembangan IPM)," *AL-ISHLAH Jurnal Pendidikan Islam* 20, no. 1 (2022).

³ Usri, "Kontribusi Pendidikan Islam Menuju Indonesia Maju," *Al-Ishlah: Jurnal Pendidikan Islam* 17, no. 2 (2019).

Arabic as a second international language. Arabic has similarities with other languages such as English. Uniquely, Arabic is related to historical matters, diglossic properties, internal structure, Islam and Arabic culture⁴. So understanding Islamic teachings cannot be separated from knowledge of Arabic because the majority of sources of Islamic knowledge are in Arabic. Because Arabic language skills can be useful for understanding the Koran, experiencing prayer and worship, studying hadith and fiqh, deepening religious knowledge to be able to carry out Islamic research and studies for the realization of comprehensive Islamic education.

Learning does not just stop at providing knowledge, but there must be output that is beneficial to the surrounding environment, especially in sustainable development or Sustainable Development Goals (SDGs). The SDGs themselves are designed to reduce levels of poverty, natural disasters, climate change, financial crises, development issues that emphasize the integrity of economic development and environmental protection which have become problematic globally (development). So the main vision and mission of sustainable development is to improve the quality of life while still trying not to exceed the ecosystem that supports life (development).

Overcoming this problem can be achieved through improving the quality of education, however, UNESCO reports that Indonesia has the quality of education ranked 64th out of 120 countries, the development of Indonesian education was ranked 57th out of 115 countries in 2015⁵. This proves that the quality of Indonesian education is still relatively low compared to other ASEAN countries. So there is a need for Sustainable Development Goals (SDGs) as an effort to advance community welfare. One thing that can be done is to improve the quality of Islamic education in the field of Arabic as a provision for the Muslim-majority country of Indonesia to improve the quality of its society. So, this research wants to know the integrity of Arabic language education in sustainable development goals (SDGs) to find out the opportunities and challenges in the education context in Indonesia.

⁴ Vidya Isma Aulia dan Wulan Anggraeni, "Urgensi Pembelajaran Bahasa Arab Dalam Pendidikan Islam," *Uktub: Journal of Arabic Studies UIN Sultan Maulana Hasanuddin Banten* 3, no. 1 (2023): 22–40.

⁵ Alvira Oktavia Safitri, Vioreza Dwi Yuniarti, dan Deti Rostika, "Upaya Peningkatan Pendidikan Berkualitas di Indonesia: Analisis Pencapaian Sustainable Development Goals (SDGs)," *JURNAL BASICEDU* 6, no. 4 (2022): 7096–7106.

METHODS

The research carried out is a type of library research, which is research through several pieces of literature in the form of books, notes or reports of previous research results. Mestika Zed believes that librarianship is a data collection activity through reading and taking notes to process research material⁶.

Libraries have research characteristics including: dealing directly with text and numerical data, dealing with sources in the library, secondary library data, researchers dealing with permanent information. Literary research has several definitions from experts, such as according to Mardalis, librarianship is a study that collects information related to research through books, magazines and other documents⁷. As well as Sarwono's opinion that librarianship means studying references to previous research⁸.

From these several statements, it can be concluded that librarianship is an activity of collecting data and information related to research carried out through various literature in the library, namely in the form of books, magazines, documents or previous research. These activities are carried out systematically to be collected and then processed and concluded to get answers to the problems faced.

The aim of this research is to use the literature method, namely to find out the integrity of Arabic language education in sustainable development goals (SDGs) to find out the opportunities and challenges in the education context in Indonesia.

RESULTS AND DISCUSSION

Arabic Language Education in Sustainable Development Goals (SDGs)

Sustainable development was popularized by Brundtland as a way to meet the needs of the present while ensuring that future generations can meet their own needs (thesis without). The development carried out can take place in the economic, social and environmental fields which go hand in hand with each other. So the world is taking Sustainable Development as a method to solve various critical problems in society today, one of which is protecting the earth and improving the quality of human life.

SDGs have 17 goals and 169 targets as a global agenda to create the Millennium Development Goals to improve human rights equality, gender

⁶ Hasan Iqbal, *"Pokok-pokok Metodologi Penelitian dan Aplikasinya"* (Surabaya: Ghalia Indonesia, 2022).

⁷ Mardalis, *Metode Penelitian Suatu Pendekatan Proposal* (Jakarta: Aksara, 1999).

⁸ Sarwono Jonathan, *Metode Penelitian Kuantitatif dan Kualitatif* (Yogyakarta: Graha Ilmu, t.t.).

equality and women's empowerment⁹. In order to realize sustainable development, strong roots are needed so that the world can move forward together to provide prosperity. The essence of this problem can be overcome starting from improving the quality of education in the world, especially in Indonesia itself. One of the 17 goals is SDGs pillar number 4, namely the contribution of education to long-term development in society, as a significant development investment to educate the younger generation to have a quality life¹⁰. This achievement is carried out by promoting equality in education in order to provide quality education to expand learning opportunities for all people, as well as providing guarantees that all individuals can access education and learning opportunities throughout life¹¹.

So that the Indonesian government has a role and responsibility in ensuring equal distribution of the quality of education in Indonesia so that the quality provided is equal between one region and another. Such as improving the quality and accessibility of primary and secondary schools, increasing the accessibility, quality, relevance and competitiveness of higher education. Apart from that, it also increases the availability and quality of PAUD and community education and provides evaluations at educational institutions to increase the capacity of teaching staff. The efforts made must be in harmony with the community as a supporter for sustainable development by providing training for residents, developing and protecting language as well as improving educational facilities, administration and services¹².

So Arabic language education has significant relevance to several Sustainable Development Goals (SDGs). Even though it is not explicitly mentioned in the SDGs, Arabic language education can support various aspects of sustainable development.

Opportunities for Arabic Language Education in the Integration of SDGs

Arabic language education has great potential to contribute to achieving sustainable development goals (SDGs), because Arabic is part of global needs as the second international language in the world. So learning Arabic has a positive impact and is needed for global interests. As is the case in Indonesia, Arabic

⁹ Noor Isna Alfaein, Ahmad Mulyadi Kosim, dan Khaidir Fadil, "UPAYA MENINGKATKAN KUALITAS PENDIDIKAN AGAMA ISLAM DI INDONESIA DALAM MEWUJUDKAN PROGRAM SUSTAINABLE DEVELOPMENT GOALS (SDGS)," *Edupedia: Jurnal Studi Pendidikan dan Pedagogi Islam* 7, no. 2 (2023): 127–42.

¹⁰ Alfaein, Kosim, dan Fadil.

¹¹ Turistiati, "Pentingnya Komunikasi Efektif Dalam Pendidikan," *Prosiding Seminar STIAMI* 3, no. 1 (2016): 74.

¹² A Qadir Muslim dkk., "Analisis Kebijakan Pendidikan Di Jepang, Finlandia, China Dan Indonesia Dalam Mendukung Sustainable Development Goals," *E-JOURNAL INSTITUT HINDU DHARMA NEGERI DENPASAR*, 2020.

language learning has been taught from kindergarten to university as an effort to improve the education system and quality.

Arabic is needed as a religious orientation in order to understand Islamic teachings through passive learning in the form of reading and listening as well as active learning such as speaking and writing. The academic need for Arabic is very necessary to understand the knowledge and skills of Arabic as a scientific discipline that must be managed academically. Apart from that, Arabic has an urgency for the public as a communication tool to partner with Arab countries for global interests¹³.

Meanwhile, the public's need for Arabic does not stop there, but must be in harmony with public needs and interests such as sustainable development through quality education.

One of the urgencies of Arabic language education for sustainable development (SDGs) is:

First, strengthening culture and language because Arabic is very important in the Islamic religion which has very high cultural value for various communities throughout the world. By facilitating Arabic language education, we can maintain and strengthen cultural and religious identity and support sustainable development in accordance with pillar number 11, namely sustainable cities and settlements¹⁴.

Based on Culture Knowledge (knowledge), culture can be done by making cultural information available for the community to develop culture, tourism potential and education. Meanwhile, Culture Experience (experience) through various cultural-based activities to introduce culture to the community¹⁵.

One form of introduction to cultural acculturation can be through textbooks, such as Arabic language books which contain elements of Arab culture and habits. Through conversational texts, students can learn how Arabic people express their ideas and feelings through conversation. There are pictures showing several cultural places in Arab countries so that students can see them

¹³ Misbakhur Surur, "TANTANGAN DAN PELUANG BAHASA ARAB DI INDONESIA," *RISDA : Jurnal Pemikiran dan Pendidikan Islam* 6, no. 2 (2022): 174–82.

¹⁴ Kementerian PPN/Bappenas, "11. Kota dan Pemukiman yang Berkelanjutan," 2023, <https://sdgs.bappenas.go.id/tujuan-11/>.

¹⁵ Muhimmatul Choirah dan Kamal Yusuf, "Eksistensi Budaya Indonesia dalam Buku Ajar Materi Bahasa Arab Siswa SMP Islam Terpadu: Perspektif Pendidikan Multikultural," *ALFAZ (Arabic Literature for Academic Zealots)* 9, no. 1 (2021).

directly. And also through story texts that contain various histories and Arabic stories.

This can provide students with a different learning experience and much higher quality knowledge. Because textbooks can meet quality standards in learning and speed up the process of educational success¹⁶.

Second, an intercultural communication facility that allows individuals to interact with Arab society or Arabic-speaking communities. This is in accordance with SDGs pillar number 10, namely reducing inequality¹⁷.

Communication is the most important need for humans as social creatures to get to know each other. Intercultural communication is meant as communication carried out between people of different cultures¹⁸. One of the common inter-cultural communications occurs during the Hajj pilgrimage, where pilgrims come from all over the world who have various different backgrounds, both in terms of socio-demographics, social status, age, education and culture¹⁹.

Third, development of Islamic civilization because Arabic is a necessity for Muslims in forming individuals as Muslims and improving the quality of their faith and understanding of its teachings as a means of preaching the spread of Islam²⁰. So it is not only needed by Arabs but by all Muslims in the world until it becomes an international language.

So Arabic language education, when properly integrated into the education system, can be an effective means of promoting international cooperation, building intercultural understanding, and supporting the achievement of overall sustainable development goals.

Challenges of Arabic Language Education in SDGs Integration (no SDGs yet)

According to the book *The Arabic language*, Arabic has been used by more than 150 million people as an everyday language, but there is no evidence that

¹⁶ Choirah dan Yusuf.

¹⁷ Kementerian PPN/Bappenas, "10. Berkurangnya Kesenjangan," 2023, <https://sdgs.bappenas.go.id/tujuan-10/>.

¹⁸ Mulyana D, *Komunikasi Lintas Budaya; Pemikiran, Perjalanan dan Khayalan* (Bandung: Remaja Rosdakarya, 2010).

¹⁹ Achmad Nashrudin Priatna, "IBADAH HAJI SEBAGAI PERISTIWA KOMUNIKASI ANTARBUDAYA," *Indonesian Journal of Thousand Literacies* 1, no. 4 (2023): 361–480.

²⁰ Gustia Tahir, "PERANAN BAHASA ARAB DALAM PENGEMBANGAN PERADABAN ISLAM," *Jurnal Al-Hikmah* 13, no. 1 (2012).

Arabic is the oldest language, however Arabic is certainly much more advanced than other languages²¹.

In Indonesia itself, the development of Arabic has not been as advanced as English, because learning Arabic is positioned as a medium for understanding Islamic texts and has not yet reached its utilization as an important scientific discipline to be developed in research. Another view is that Arabic focuses only on nahwu and sharf so that it cannot be developed and updated again.

So Arabic has its own challenges in sustainable development efforts (SDGS), namely:

First, the qualifications of teachers who are less competent in Arabic and understand the principles of SDGs. Wina Sanjaya believes that professional teachers must have several basic requirements, namely²², (1) being a teacher must be supported by in-depth knowledge and come from an appropriate educational institution to be accountable for their knowledge and performance; (2) a profession is a particular field of work or career that emphasizes special skills in a particular discipline. Each profession has specific duties that differentiate it from other professions. In other words, each profession has a unique scope and emphasis according to its area of expertise; (3) the expertise of a profession can be seen from the academic qualifications that have been taken and received public recognition. The higher a person's academic qualifications, the higher the level of awards he or she receives; (4) a profession is certainly necessary and has a social influence on society, so a teacher should have personal, professional and social competence in society.

A teacher's professionalism is of course related to the quality of education that will be provided, if professionalism is high then education will automatically also increase and vice versa. Teachers as the center of education have a role in producing quality learning. So that teachers continue to strive to increase competence pedagogically, personally, socially and professionally. One of the challenges in Arabic language education is the low pedagogical and professional competence of a teacher. Such as lack of teaching skills, curriculum that is not yet relevant, lack of access to learning materials, lack of professional

²¹ Nurfadila Rasyid, "Tantangan Pembelajaran dan Prospek Bahasa Arab di Indonesia," *Jurnal Al-Mashadir: Journal Of Arabic Education and Literature* 1, no. 1 (2021).

²² Wina Sanjaya, *Pembelajaran dalam Implementasi Kurikulum Berbasis Kompetensi* (Jakarta: Kencana Prenada Media Group, 2005).

development, lack of experience and Arabic language skills, and not evaluating student progress²³.

Second, Arabic is a means of communication in the era of globalization because a language has a dual position, function and role as the root and product of a particular culture and functions as a medium of thought and a means of supporting the growth and development of science and technology.

However, the urgency of the Arabic language has its own challenges in this era of globalization, such as the low motivation of students to learn Arabic because of the perception that Arabic is considered difficult to learn, low awareness of creating a *bi'ah* (environment) for Arabic as the language of instruction in educational institutions, as well as the low ability of teachers to use developing technology to improve the quality of learning [24].

CONCLUSION

The integration of Arabic in the educational context in Indonesia creates significant and challenging opportunities. On the one hand, mastery of Arabic can improve the quality of education by providing a deep understanding of Islamic culture and values, supporting gender equality, and empowering people in social and economic participation. These opportunities include the potential for creating decent jobs and increasing environmental sustainability through understanding environmental values in Islam. However, the main challenges involve limited access, limited resources, and the need to maintain balance with the national curriculum. By overcoming these challenges, the integration of Arabic can make a significant contribution to achieving sustainable development goals, creating an inclusive and globally competitive educational environment.

²³ Ah. Zakki Fuad, "PROBLEMATIKA PEMBELAJARAN BAHASA ARAB DI INDONESIA," *EDU-KATA* 2, no. 1 (2015): 11–20.

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