

Analysis of Curriculum Planning Management in Producing Qualifications for Graduates of Arabic Departments in Indonesia

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ملخص

يهدف هذا البحث إلى تحليل استراتيجية إدارة تخطيط المناهج المعتمدة على MBKM (حرية التعلم للجامعة الحرة) في قسم تعليم اللغة العربية في إندونيسيا لإنتاج مؤهلات الخريجين تلبي احتياجات المجتمع ومتطلبات العمل من خلال الاستطلاعات عبر الإنترنت. تظهر نتائج هذا البحث أن أقسام اللغة العربية في إندونيسيا قامت بمراجعة منهج KKNi وخططت لمنهج قائم على MBKM باستخدام الإجراءات القياسية. هناك تحديات تواجه التخطيط للمنهج القائم على MBKM: أ) ليس بعد التعاون الأمثل في الشراكة مع الصناعات، ب) لا يزال نظام ضمان الجودة يُدار من قبل وكالة ضمان الجودة (LPM)، ج) نظام ميزانية الصندوق لبرنامج MBKM مع عدم وضوح اللوائح، د) التنشئة الاجتماعية الأقل فعالية وتجذرًا، و ه) زيادة كفاءة المحاضر. العديد من الفرص: أ) تعلم اللغة العربية على أساس تكنولوجيا المعلومات ومتكامل مع العلوم متعددة التخصصات، ب) الكثير من الخبرة التعليمية للطلاب، ج) التطوير الأمثل للكفاءات الرئيسية لبرنامج الدراسة، د) احتياجات معلمي اللغة العربية وزيادة المعلمين.

الكلمات الرئيسية: قسم تعليم اللغة العربية، إدارة تخطيط المناهج، MBKM

Abstract

This research aims to analyze the curriculum planning management strategy based on Merdeka Belajar Kampus Merdeka (MBKM) in the Arabic Language Education Study Program in Indonesia in producing graduate qualifications that meet community needs and job demands through online surveys. The results of this research show that the Arabic Departments in Indonesia have reviewed the KKNI curriculum and planned an MBKM-based curriculum using standard procedures. There are challenges faced in planning an MBKM-based curriculum: a) not yet optimal partnership collaboration with industries, b) the quality assurance system is still managed by the Quality Assurance Institute (LPM), c) the fund budgeting system MBKM program with unclear regulations, d) socialization that is less effective and rooted, and e) increasing lecturer competency. Several opportunities: a) Arabic language learning based on information technology and integrated with multidisciplinary science, b) quite a lot of student learning experience, c) optimal development of the main competencies of the Study Program, d) the needs of Arabic language teachers and educators increase.

Keywords: Arabic Departments, Curriculum Planning Management, MBKM

Introduction

The flow of Higher Education in Indonesia is currently changing from idealism to pragmatics in order to achieve the expectations of the government of the Republic of Indonesia for undergraduate graduates who are ready to work and/or create jobs professionally and have adequate skills. In order to realize these expectations, changes in the Higher Education curriculum are a necessity, so various Higher Education Institutions are forced to review their curriculum from the Indonesian National Qualifications Framework Curriculum (KKNI) to the Merdeka Belajar-Kampus Merdeka (MBKM) based program. So the maturity of planning and organizing the curriculum is the forerunner of the quality of the curriculum to be implemented, (Chimbi & Jita, 2023) of course, ideal, quality, effective, efficient, and attractive.

The planning and organization of the curriculum in Higher Education is developed in line with the demands and developments of the times in preparing graduates who are able to be competitive and able to adapt to the needs of the world of work. Therefore, the Government of the Republic of Indonesia, established the Indonesian National Qualifications Framework (KKNI) curriculum through Presidential Regulation Number 8 of 2012, followed by Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards, established the Independent Campus Learning Independent Curriculum in each study program in tertiary institutions in Indonesia, including the Arabic Language Education Study Program in general universities and Islamic religious universities, both public and private, as the right step to respond to the demands of the times.

The curriculum developed in the Arabic Language Education Study Program based on independent learning on an independent campus cannot be separated from



the scientific values developed by Higher Education or known as University Value as a form of distinctiveness and distinction of Higher Education (Nguyen et al., 2021). So the existence of science in the Arabic Language Education Study Program boils down to the University value that is adopted (Tolinggi, 2020).

The University Value in Higher Education is expected to be able to respond to the needs of its graduates in the world of work in accordance with the profile of graduates that have been mapped at the Study Program level so that these demands are internalized in the curriculum structure in the form of a distribution of courses in each semester. In addition to being equipped with knowledge that supports the profile of graduates, students are also equipped with MBKM activities. MBKM activities are designed so that graduates can adapt to the world of work such as a) student exchange, b) internships, c) teaching assistance, d) research, e) humanitarian projects, f) independent study, and g) thematic community service (KKN).

Responding to this problem, *Ittihadu Mudarrisiy al-Lughah al-Arabiyah bi Indunisiyya* (IMLA) as the Arabic Language Association in Indonesia, has designed Curriculum Standards for Arabic Language Education Study Programs and Arabic Language and Literature Study Programs at the undergraduate level of PTKIN, PTKIS, PTU and PTS in Indonesia based on the results of the National Workshop at Padjadjaran University Bandung in 2019. The curriculum standards are ideally adopted in all Arabic Language Education Study Programs in Indonesia by adjusting the MBKM-based curriculum, but in reality, the author found different curriculum designs for Arabic Language Education Study Programs, especially in the aspect of the structure of the study program curriculum. The difference, according to the author's hypothesis, is due to the strategies and concepts of planning and organizing curriculum development in each university. Therefore, researchers are interested in further research on the curriculum development strategy of the Arabic Language Education Study Program in Indonesia.

The perspective of Higher Education gives birth to various ideas that will become a characteristic in developing its scientific epistemology including Islamic Religious Universities with a scientific integration style as stated by Rifai et al (Rifai et al., 2014). about scientific integration in curriculum development at State Islamic Universities (UIN) throughout Indonesia. In his research, Rifai found that there are six UINs in Indonesia that already have the concept of scientific integration, two of which have implemented the concept of scientific integration into curriculum development, namely UIN Yogyakarta and UIN Malang. This shows that the importance of University values affects curriculum development at the Study Program level.

According to Huda (Huda, 2015), the development of the Arabic Language Education curriculum at PTAI today is still at the perspective level and has only moved on to the descriptive aspects and is less concerned with the growing phenomenon of the Arabic language, so there is a need for standardization of the Arabic Language Education curriculum at State Islamic Religious Universities which ideally is developed in an integrative-holistic-humanist manner and developed through an integrated multi-system and integrates four language skills plus study skills, Arabic language sciences relevant to the development objectives of the Study Program and the provision of real



experience in a certain period of time in one of the Arab countries while researching (Wahab, 2016).

The curriculum development of the Arabic Language Education study program must of course be reviewed from the aspect of epistemological studies so that it can synergize with the vision, mission, policy direction, and development of the institution, so that its development is expected to lead to integrative-holistic and humanist aspects (Nawawi, 2017). In addition, the process of developing curriculum components such as objectives, materials, methods and evaluation is carried out through an academic subject approach, humanistic, technological, and social reconstruction (Syaifudin, 2017). Thus, it is able to reconstruct a curriculum that is relevant and accommodating to the needs of society and the demands of the times.

Various preparations were made by the College in preparing the Arabic Language Education Study Program curriculum that is in line with the needs of society, employment, and the demands of the times, the curriculum structure that refers to KKNi based on Merdeka Belajar Kampus Merdeka and SN-Dikti is grouped into basic expertise, concentration and supporting courses which are divided into compulsory and elective courses with a total of 40 credits (Tolinggi, 2020) by considering the supporting and inhibiting factors and the entrenched policies of the College (Muid et al., 2022).

The policy of implementing the Independent Learning-Campus-based curriculum requires careful, accurate and measurable management by paying attention to aspects of the process and mechanism of developing the Arabic curriculum which is monitored by an acceleration team whose role is to harmonize the MBKM-based curriculum (Anggraini et al., 2022).

Broadly speaking, the curriculum is developed based on: *First*, a philosophical foundation that emphasizes the philosophy of education on perennialism, essentialism, progressivism, and reconstrutivism. Philosophy as the basis for curriculum development is the distingsi of a college in developing its studies compared to other universities, so that it becomes a model of curriculum development that it adheres to, such as colleges that embrace the philosophy of perennialism, essentialism and existentialism so that the curriculum model is in the form of a subject-academic curriculum (Kristiawan, 2019). Meanwhile, universities that embrace the philosophy of progressivism will develop their curriculum with the Personal Education Curriculum model. While colleges using the philosophical approach of reconstructivism, the curriculum development model is Interactional.

Second, the psychological foundation that looks at the physical and brain development of students, but also sees individual differences between students (Kholik, 2019). *Third*, the socio-cultural foundation is important to note, because the format of the curriculum to be developed is much influenced by social and cultural factors (Hidayati et al., 2019). *Fourth*, the foundation of science and technology (Camelia, 2020). This is related to scientific development and future generations in facing the demands of the times starting from the industrial revolution 4.0 to revolution 5.0. Therefore, the curriculum is based on the development of science and technology. *Fifth*, the organizational foundation (Ramadhan et al., 2023).



Geraldin O'Neil divides the curriculum planning stage into six, namely the philosophy of the planned curriculum, the curriculum model used, the objectives and expected results, the structure and organization of the curriculum, the teaching-learning and evaluation strategies used, and the module design (O'Neill, 2015). Of these six processes, O'Neill divides the form of curriculum planning in Higher Education into two parts, namely at the undergraduate level and postgraduate level. At the undergraduate level, there are two models of curriculum planning, namely the product-oriented model and the process-oriented model.

According to Thu'aimah, there are four foundations for curriculum development in Arabic studies, namely, *first*, the linguistic foundation which focuses on considering the concepts, perspectives and various characteristics of language. *Second*, the educational foundation that focuses on the Arabic language learning system and the strategies used. *Third*, the psychological foundation that focuses on the potential, talents, interests, abilities, emotions and psychology of students. *Fourth*, the social foundation by paying attention to the climate of social change in society (Thu'aimah & Mannâ, 2001). In addition to these four main foundations, cognitive and cultural foundations are important foundations in the development of the Arabic language studies curriculum (Thu'aimah, 1989).

In general, the curriculum is developed by following the development model, namely: The administrative model, the model from below (Grass-Roots), the curriculum model is based on curriculum implementation (Beauchamp, 1975). In this model there are three forms of implementation, namely: a) Describing, and identifying the level of teacher attention to an innovation known as CBAM (the Concerns Based Adaptation Model), b) Forms of personal and social change or known as the TORI Model, c) The Profile Innovate Model which emphasizes teachers to make changes from the problems (Oktavera, 2018), and obstacles they face (Syomwene, n.d.).

Wahab suggested that there are several curriculum development strategies for the Arabic Language Education Study Program (Wahab, 2016), including: a) Participatory-Synergistic, b) Scientific epistemology, c) Revitalizing the synergy of Arabic and other sciences that have close fields of study. In the revitalization of the synergy of Arabic language science, investigated the crossing process between two or more sciences that have proximity such as: *ilm al-nashsh* (textology) (Supriatna, 2021), *'ilm al-makhthûthât* (philology) (Asriyah, 2015), *'ilm al-uslûb* (stylistics) (Nurbayan, 2010), and so on, d) Strategy for developing branches of Arabic into independent science. Branches of Arabic language science such as: *'ilm al-tarjamah*, *ilm al-insyâ*, *ilm ushûl al-nahwi*, *ilm al-Mu'jam* (lexicography) and so on are made independent sciences, so that these sciences are not just a complement to the main sciences in the study program, so that the sciences that are mandated can become more substantive sciences. systematic, and in-depth, d) Strategy for developing branches of Arabic into independent sciences, e) Comparative strategies, adaptation, and improvisation of Arabic language science with English and French which are currently more advanced and modern, f) Revitalizing the foundation and linking the development of Arabic language research with the "nuances of Islam" and the main source of Islamic teachings, namely: The Koran and al-Sunnah, g) Strategies for strengthening Arabic



language research and education through the application and improvisation of modern linguistics and positive experiences in the field of language learning from the West while maintaining the specificity or characteristics of Arabic sciences, both phonology, morphology, syntax and semantics.

Method

This research is a field research and analyzing documents, and using qualitative methods by analyzing and providing interpretations of the curriculum developed. The management analysis pattern that the author uses is the SWOT pattern by looking at the strengths, weaknesses, opportunities and threats. This research was conducted at the Arabic Language Education Study Program at Islamic Religious Universities and General Universities on the MBKM curriculum development strategy.

The main target of this research is on several universities based on two categories: a) Category of Arabic Language Education Study Program at Islamic Universities that have scientific integration, namely UIN Maulana Malik Ibrahim Malang and UIN Sunan Kalijaga Yogyakarta, b) The category of Arabic Language Education Study Program at General Universities that have implemented MBKM and are confirmed as Excellent Study Programs, including State University of Malang and State University of Semarang. Primary data sources in this research are the curriculum development team and the head of the Arabic Language Education Study Program at each university. The curriculum documents of the Study Program are used as documentation and analysis materials.

As analysis in this study include, *first*, Curriculum Standards designed by IMLA for Arabic Language Education Study Programs and Arabic Language and Literature Study Programs at the PTKIN, PTKIS, PTU and PTS undergraduate levels in Indonesia based on the results of the National Workshop at Padjadjaran University Bandung in 2019. *Second*, a guidebook for preparing the higher education curriculum in the industrial era 4.0 to support Merdeka Belajar-Kampus Merdeka published by the Directorate General of Higher Education of the Ministry of Education and Culture in 2020. *Third*, relevant literature both from books, journals, proceedings, as well as newspapers or news, and seminars published on YouTube.

Results and Discussion

1. The concept of curriculum planning for the Arabic Language Education Study Program

Curriculum planning based on Merdeka Belajar-Kampus Merdeka in the Arabic Language Education Study Program at the undergraduate level has basically been carried out, especially in universities under the auspices of the Ministry of Higher Education Research and Technology since 2019. Meanwhile, universities under the auspices of the Ministry of Religion have been planning the MBKM-based curriculum since 2020.

The curriculum planning for the MBKM-based Arabic Language Education Study Program is carried out in reference to the National Higher Education Standards and the guidebook for developing a curriculum based on Merdeka Belajar



Kampus Merdeka, namely: *First*, The results of the curriculum evaluation and tracer study of the Higher Education National Qualifications Framework (KKNI) in the Arabic Language Education Study Program (S1) and a review and evaluation have been carried out with a focus on aspects: a) the old curriculum still refers to KKNI and the agreement of the Study Program association, especially in the aspect of learning outcomes, b) There are no visible course learning outcomes (CPMK) and have not led to aspects of the demands of the times and the development of science and technology, c) Curriculum preparation has not led to the formation of graduate competencies that are capable and ready to work and create jobs skillfully, creatively and innovatively.

Second, the foundation for the design and development of the Arabic Language Education Study Program curriculum in Indonesia refers to a number of laws and ministerial regulations, including: 1) Law Number 12 of 2012 concerning Higher Education, 2) Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI), 3) Minister of Education and Culture Regulation Number 73 of 2013 concerning the Implementation of KKNI in Higher Education, 4) Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education, 5) Regulation of the Minister of Higher Education Research and Technology Number 44 of 2015 concerning National Higher Education Standards (SNPT), 6) Regulation of the Minister of Religion of the Republic of Indonesia Number 15 of 2018 concerning Educational Institutions for Education Personnel.

In addition to the law and ministerial regulations, the planned curriculum structure also refers to: 1) American Council on the Teaching of Foreign Language (ACTFL) (Roeming, 1967), 2) Common European Framework of Reference for Language (CEFR) (Novawan et al., 2023), 3) Online Arabic Language Program products of Saudi Elektronik University (SEU) (Al-saadoun, 2019), 4) The results of the PBA-BSA S1 core curriculum development workshop organized by IMLA in 2003 in Yogyakarta, 2016 at UINSA Surabaya and UNPAD Bandung in 2019, 5) Standard proportion of Arabic language competency-forming courses, 6) Diversity of Institution characteristics as a form of distinction and scientific development, vision, mission and goals of Higher Education, 7) Graduate Competency Standards (SKL) and Learning Outcomes (CPL) published by the Directorate of Islamic Higher Education, Directorate General of Islamic Education, Ministry of Religion in 2018.

Third, University Value is compiled based on the Vision, Mission, Goals and Strategies for achieving Higher Education goals. At UIN Maulana Malik Ibrahim Malang, the university value refers to scientific integration that combines religious science and general science in one unit and is studied simultaneously so as to give birth to *Ulul Albab* Character (Tharaba, 2019) by using the ILM Model (integration learning model). Likewise at UIN Sunan Kalijaga Yogyakarta (Raya, 2020) with the concept of Integration-Interconnective as a universal scientific building and does not separate the areas of religion and science by using two models, namely the integration-interconnection model of the internal area of Islamic sciences, and the



integration-interconnection model of Islamic sciences with general sciences (Abdullah, 2006).

In contrast, the State University of Malang and Semarang State University do not use the concept of scientific integration of religion and science. Malang State University uses the jargon of a reference university in the fields of education, science, technology, and humanities as its university value (*Katalog Universitas Negeri Malang (UM)*, 2010). Meanwhile, Semarang State University proposes a university value in the form of a pioneer university of conservation-minded educational excellence (Saddam, 2019).

Fourth, the formulation of Standards for Graduate Learning Outcomes (CPL) for Arabic Language Education Study Programs in Indonesia leads to 1) the ability of graduates to master the basic concepts of Arabic language science such as *Nahwu*, *Sharaf*, *Aswath*, *Balaghah*, *Dilalah wa ma'ajim*, 2) Having Arabic language competence and proficiency such as listening, reading, speaking and writing, 3) The ability to master the theoretical concepts of Arabic language learning science starting from designing, implementing and evaluating. In addition to mastering the theoretical concepts of learning science, there are also those who add the theoretical concepts of basic Arabic culture and literature if the Study Program is under the auspices of the Faculty of Letters, 4) The ability to master the theoretical concepts of research, design research proposals, carry out and report research results, 5) The ability to develop additional skills as an entrepreneur in the field of Arabic. The Graduate Learning Outcome Standards are constructed through elements of attitudes and values, elements of knowledge, elements of general skills, and elements of special skills.

The main profile of graduates of the Arabic Language Education Study Program in Indonesia is directed to become Arabic language educators, both as Arabic language teachers and Arabic language instructors. This shows that the need for teachers in all educational institutions from elementary / MI to SMA / MA both public and private is still a market need, as well as Arabic language instructors in several course institutions. In addition to the main profile, there are also supporting profiles of graduates, namely as entrepreneurs in the fields of translators, calligraphers, technology (programmers and designers), BAUNA, and BIPAR.

Fifth, the determination of study materials and the formation of courses. These two things are done after the determination of Graduate Learning Outcomes is designed. At this stage, there are two elements that are considered, namely: a) choosing the items of Graduate Learning Outcomes that are closely related as the basis for the formation of courses. The selection of these items must contain elements of attitude, knowledge general skills, and specific skills. b) the formation of courses refers to the National Education Standards pasal 9, ayat (2) of 2015.

After the course is formed, it is then linked to the CPL of the Arabic Language Education Study Program. From the results of linking the CPL of the Study Program with study materials or courses, it appears which courses are needed and not needed by students, society, and the times and technological developments. Subjects that have gone through subject selection are then determined by the



amount of Semester Credit Units (SKS) by referring to the depth and breadth of the field of knowledge.

Sixth, the Matrix and curriculum map contains elements: 1) the main science base consisting of Arabic Language Competencies such as linguistics, literature, culture, and language skills ranging from 47-76 credits or equivalent to 33%-52%, Professional Competencies such as the basics of education, teaching and research ranging from 42-59 credits or equivalent to 29%-41%, 2) Supporters consisting of Nationalism such as Pancasila, Indonesian Language Religious Education Citizenship Education with a weight of 8-20 credits or equivalent to 6%-14 and Science consisting of philosophy of science and English with a weight of 0-10 credits or equivalent to 0-7%, 3) Characteristics consisting of additional professions such as calligraphy, translators, Arabic IT, BAUNA and other packages ranging from 116-20 credits or equivalent to 16%-20%, and Institutional such as Islamic, NU, Muhammadiyah, and Muhammadiyah are already included in the aspects of supporting competencies and characteristics.

Based on a comparative analysis of the curriculum map of the Arabic Language Education Study Program at UIN Malang, UIN Yogyakarta, State University of Malang, and UNNES, most of them show that they do not refer to the curriculum map listed in the curriculum development guidelines published by IMLA Indonesia. However, they refer to other alternatives that refer to the university values of their respective universities.

Table 1: Curriculum Map for Arabic Language Education Study Programs in Indonesia

Knowledge Base	Knowledge Field IDEAL	PBA UIN Malang	PBA UIN Yogyakarta	PBA UM	PBA UNNES
Main	Arabic Competence (60-88 sks) (47%-61%)	52 sks (37%)	52 sks (37%)	76 sks (52%)	47 sks (33%)
	Professional Competence (34-42 sks) (24%-29%)	43 sks (30%)	47 sks (34%)	42 sks (29%)	59 sks (41%)
Support	Nasionalism (8 sks) (6%)	20 sks (14%)	20 sks (14%)	12 sks (8%)	8 sks (6%)
	Science (4 sks) (3%)	10 sks (7%)	4 sks (3%)	0 sks	2 sks (1%)
Characteristic	Additional Profession (8-12 sks) (6%-8%)	16 sks (11%)	16 sks (11%)	16 sks (11%)	20 sks (14%)
Number of Credits (SKS)		142	140	146	144

Based on the table above, it can be concluded that the Arabic Language Education Study Program in Indonesia has a variety of curriculum planning, especially in curriculum mapping so that the determination of study materials and SKS weighting is different. In addition to curriculum mapping, the Body of



Knowledge also affects the differences and perspectives of each university in determining the curriculum to be undertaken. These differences have an impact on the acceleration and conversion of courses in the MBKM program.

Seventh, the Semester Learning Plan (RPS) of the Arabic Language Education Study Program in Indonesia follows the flow of curriculum development of each university but the standard format is based on the MBKM-based curriculum RPS issued by the Ministry of Education and Culture-Ristekdikti. The RPS is compiled based on: a) Learning Outcomes (CP), b) Graduate Learning Outcomes (CPL) which include attitudes, knowledge, general skills, and specific skills, c) Course Learning Outcomes (CP-MK) and Sub-Course Learning Outcomes, d) Brief description of the course, e) Subject matter, f) Main and supporting references, g) learning media consisting of software and hardware, h) Lecturers teaching the course, i) Prerequisite courses, and j) Assessment criteria which include projects/papers, presentations/activeness, midterm exams and semester final exams.

Eighth, the Implementation Plan for the Right to Study a Maximum of 3 semesters outside the Study Program at the Arabic Language Education Study Program in Indonesia includes a) Formation of a technical guidebook for the implementation of the MBKM-based curriculum which contains the rationale and legal basis as a foothold in implementing the curriculum, b) MBKM-based curriculum formation patterns, c) Course Learning outside the Study Program both on campus, off campus with the same Study Program, and off campus with different Study Programs, d) Forms of learning activities outside tertiary institutions such as internships or work practices, integrated work lectures, entrepreneurship, teaching assistance in education units, research and independent projects, e) forming a quality assurance unit for the implementation of MBKM.

The eight aspects of curriculum planning for the Arabic Language Education Study Program in Indonesia are substantially in accordance with the MBKM-based curriculum development procedure (Mahliatussikah & Kuswardono, 2023), but in practice, there are differences such as naming various courses, weighting credits, and curriculum maps.

The Merdeka Belajar-Kampus Merdeka-based curriculum in the Arabic Language Education Study Program in Indonesia is designed to give students the right to study for two to three semesters outside the study program needs to be managed cooperatively, comprehensively, and systematically in order to realize the achievement of the objectives of the curriculum itself and improve the quality of graduates. Management planning can be interpreted as a set of abilities in managing the curriculum to achieve the expected goals (Mechwafanitiara Cantika, 2022), although there are differences in curriculum mapping, body of knowledge formation, course formation, and credit weighting (Supardi & Malihah, 2022).

The MBKM-based curriculum development model in the Arabic Language Education Study Program in Indonesia adopts a product-oriented curriculum development model because it emphasizes the competencies and learning outcomes that must be achieved by students. Although there is a shift in the development model that used to use a process-oriented development model.



According to O'Neill, the product-oriented development model focuses on a graduate competency-based curriculum, thematic-based courses, and outcome-based design (O'Neill, 2015). Therefore, to determine the sustainability of the ideal Arabic Language Education curriculum in Indonesia, it is necessary to carry out regular monitoring and evaluation to measure the achievement of goals as expected in the MBKM curriculum.

The implementation of monitoring and evaluation is carried out through an internal quality assurance system (SPMI) by the quality assurance of the Study Program together with the quality assurance of the faculty of each Higher Education Institution. SPMI is intended to maintain and improve the quality of Higher Education implementation on an ongoing basis, which is carried out internally to realize the vision and mission, and to meet the needs of stakeholders (students, parents, the world of work, government, and other interested parties) through the implementation of the Tri dharma of Higher Education. In addition, the Internal Quality Assurance System is also intended to meet or exceed the National Higher Education Standards in the implementation of higher education carried out in a planned and sustainable manner in an effort to meet the needs of students, lecturers, education personnel and other stakeholders in accordance with the standards set out in the National Higher Education Standards, namely: Graduate Competency Standards, Learning Content Standards, Learning Process Standards, Assessment Standards, Lecturer and Education Personnel Standards, Facilities and Infrastructure Standards, Learning Management Standards, Learning Financing Standards, Implementation Standards and Research Results, Implementation Standards and Results of Community Service, Student and Alumni Standards, and Cooperation Standards.

2. Aspects of Curriculum Planning Management Arabic Language Education Study Programs

Based on the SWOT analysis of the curriculum planning management of the Arabic Language Education Study Program in Indonesia, it can be seen that there are challenges and opportunities - both internal and external - to the existence of the Arabic Language Education Study Program (Oktavera, 2022).

Some challenges in Arabic Language Education curriculum planning, namely: *First*, cooperation and partnership with industry. Supardi and Malihah in their research found that most of the Arabic Language Education Study Programs in Indonesia have collaborated both among domestic universities and at a number of foreign universities (Supardi & Malihah, 2022). However, the cooperation built by several Arabic Language Education Study Programs in Indonesia is still limited to educational and training institutions, and there are still few who collaborate with institutions engaged in industry, trade and diplomacy. Like the UNNES Arabic Language Education Study Program which received the Certified Independent Internship and Study (MSIB) program in 2022 at the Achmad Zaky Foundation, PT Impactbyte Teknologi Indonesia, PT Stechoq Robotika Indonesia, PT Bisa Artificial Indonesia, Export School (Wafa Azzahra, 2022).



Second, Quality Assurance System. The Indonesian Arabic Language Education Study Program is still working at the trial and error level, so that the quality assurance system is still under the supervision of the Quality Assurance Agency (LPM) of each university and there has been no formation of a special unit to manage the MBKM program.

Third, the Financing System. Funding for the MBKM program is basically disbursed by the state through the State Budget (APBN) scheme and funding from the Education Fund Management Institution (LPDP) of 1 Trillion Rupiah (Anjani, 2021). But in reality, there are several universities that still question the funding. This is because to implement MBKM programs such as village development projects requires considerable funds such as accommodation and transportation funds for participants.

Fourth, effective and deep-rooted socialization. The newly launched MBKM program resulted in many students who did not understand the program, including lecturers. So that student debriefing related to the MBKM program must be socialized effectively and rooted. Effective means socialization that is easily accessible to students such as through social media. Rooted means that understanding of this program is not only limited to the introduction of the program but also the impact of the program on national development and the welfare of the wider community, especially in rural areas.

Fifth, the quality of lecturers. The MBKM program is a program designed in order to prepare students who are able to face global challenges and rapid industrial development, so it requires skills from lecturers to prepare students to face this, especially in the aspects of soft skills and hard skills (Nurbayan et al., 2021). Changing students' perspectives and learning styles is through lecturers with various teaching strategies and methods, both virtually and through blended learning (Sutiah et al., 2020).

In addition to the challenges faced by the Arabic Language Education Study Program in Indonesia in planning the curriculum, there are also opportunities, namely: *First*, technology-based Arabic language learning. The development of Arabic learning orientations from religious and idealistic orientations to academic, professional, and pragmatic orientations requires technology-based curriculum innovation. Graduates of the Arabic Language Education Study Program will have other competencies outside of their main competencies with other competencies taken by students. For example, Arabic students who take information technology courses will have an advantage in the field of information technology which provides provisions for developing Information Technology-based Arabic learning media. In addition to Arabic Language Education graduates being proficient in the field of information technology-based Arabic language learning, they must also be equipped with learning that integrates science with a multidisciplinary approach, so that the scope of acceptance of graduates in society becomes very broad and not only becomes Arabic language educators.

Second, the learning experience is quite a lot. The MBKM program will provide a lot of experience for students or prospective alumni of the Arabic



Language Education Study Program to study in different study programs and/or different campuses. Like the student exchange program for inbound students at the Arabic Language Education Study Program, State University of Malang (Iqbal, 2022).

Third, the MBKM program allows students to develop competencies outside the main competencies of their majors. In the Department of Arabic Language and Literature, competency development is found, entrepreneurial competence, management of Hajj and Umrah bureaus in internship programs, journalistic competence in internship programs, publishing competencies which include layout arrangements,

Fourth, the demand for Arabic language teachers is increasing so that the development of additional programs is needed to support the needs and interests of students, such as increasing student involvement in the tridharma of Higher Education which includes learning, research and community service.

Conclusion

Based on the findings, it can be concluded that, first: The Arabic Language Education Study Program in Indonesia has reviewed the KKN curriculum and planned the MBKM-based curriculum through standard procedures by taking into account the elements of MBKM Curriculum development and National Higher Education Standards. Second, the challenges faced by the Arabic Language Education Study Program in Indonesia in planning the MBKM-based curriculum are: a) not yet optimal partnership cooperation with industry, b) the quality assurance system is still managed by the Quality Assurance Agency (LPM) and does not yet have a separate unit specifically managing the MBKM program, c) the MBKM program budgeting system has unclear regulations, d) socialization that is less effective and rooted, and e) increasing lecturer competence. Besides that, there are also a number of opportunities, namely: a) Arabic language learning based on information technology and integrated with multidisciplinary science, b) quite a lot of student learning experience, c) the development of the main competencies of the Study Program is quite optimal, d) the need for Arabic language teachers and educators is increasing.

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