Curriculum Development Strategy for Independent Learning in Arabic Language Learning at PTKIN in East Java

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ENGLISH ABSTRACT

This study aims to analyze the MBKM curriculum development strategy for Arabic learning and its implementation at PTKIN in East Java. The approach used a qualitative approach with a multi-site study in the Arabic language education study program at UIN Maulana Malik Ibrahim Malang and IAIN Kediri which already organized MBKM for learning Arabic. The data obtained in this study are in the form of views of stakeholders or heads of study programs and curriculum documents regarding the implementation of the MBKM program either through guidelines or through websites. The data collection techniques used were interview, observation, and a study through documents on the implementation of learning Arabic. The results of this study concluded that the curriculum development strategy is carried out through the stages of determining graduate achievements, mapping courses, marketing courses based on specialization in teaching assistance and apprenticeships designed with an internship within 6 months at school institutions and apprenticeship institutions, as well as the preparation of lesson plans, and conversion of assistance, internship, and Certificate of Substitute for Diploma for students' competencies.

Keywords: Strategy, Curriculum Development, Independent Learning, Arabic Language

INDONESIAN ABSTRACT

Penelitian ini bertujuan untuk menganalisis strategi pengembangan kurikulum MBKM pembelajaran bahasa Arab dan penerapannya di PTKIN Jawa Timur. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kualitatif dengan jenis penelitian multi-site study dimana lokasi penelitian adalah program studi pendidikan bahasa Arab di UIN Maulana Malik Ibrahim Malang dan IAIN Kediri yang memiliki kesiapan menyelenggarakan MBKM untuk pembelajaran bahasa Arab. Data yang diperoleh dalam

penelitian ini berupa pandangan pemangku kepentingan atau ketua program studi dan dokumen kurikulum mengenai pelaksanaan program MBKM, baik melalui pedoman atau panduan maupun melalui website. Teknik pengumpulan data yang digunakan adalah wawancara, observasi, dan studi dokumen pelaksanaan pembelajaran bahasa Arab. Hasil penelitian ini antara lain: Strategi pengembangan kurikulum PBA MBKM dilakukan melalui tahapan penentuan capaian lulusan, pemetaan mata kuliah, pemasaran mata kuliah berbasis peminatan bantuan pengajaran dan magang yang dirancang dengan skema PKL atau PPL dalam waktu 6 bulan di lembaga sekolah dan lembaga pemagangan, serta penyusunan RPP, konversi mata kuliah pendampingan dan magang serta SKPI untuk penambahan kompetensi yang dimiliki oleh mahasiswa.

Kata Kunci: Strategi, Pengembangan Kurikulum, Belajar Mandiri, Bahasa Arab

Introduction

As Kampus Merdeka is the formal term from the ministry, we can just use this as it is stated in Permendikbud No. 3 of 2020, which focuses on providing students with the opportunity to gain knowledge and experience that is recognized in the semester credit system outside of their study programs, both in the form of regular studies and internships. This policy–encouraged the Arabic language study program to develop a curriculum development strategy so that it complies with the demands of the regulations that have been prepared and positively impacts the students' knowledge and experience (Dit. Diktis, 2020).

UIN Maulana Malik Ibrahim Malang one of the Islamic State Universities in East Java is ready to organize the MBKM program and has prepared several marketing programs for student interest both in teaching assistance and apprenticeship programs. Besides that, IAIN Kediri is also preparing a program after conducting a comparative study to determine curriculum strategies for Arabic courses.

In this regard, the curriculum development strategy is an urgent matter where PTKIN in East Java seeks to organize and especially collaborate so that it can accommodate students' abilities to take part in developing Arabic language learning in various institutions. In this regard, this study also intends to look at the humanistic side of the Arabic language learning curriculum development strategy so that it is by the mandate given (Makruf, 2020).

Several studies suggested that MBKM requires strong collaboration between institutions to realize an interactive learning process that is by student learning

patterns. A well-organized curriculum will provide a meaningful teaching and learning process in the MBKM which will help students develop their potential.

Exploring collaboration, structuring the curriculum, making apprenticeship programs, and other programs in the MBKM has also become a lively topic of conversation and discussion about structuring curriculum development strategies so that the learning process can be realized optimally and meet the needs of students to take part in society.

Upon the visit of the Minister of Education and Culture, UIN Maulana Malik Ibrahim and IAIN Kediri have set a pattern regarding the implementation of the MBKM program which is designed massively and intensively in thinking about the products that will be produced by its graduates.

In this regard, the purpose of this study is to analyze the planning and implementation of the MBKM curriculum development strategy for learning Arabic at PTKIN in East Java. This study is conducted as a contribution to the Arabic language curriculum development strategy that is being implemented at the PTKIN in East Java.

Methods

The approach used in this research is qualitative research with the type of multi-site field research model in the Arabic Language Education Study Program at UIN Maulana Malik Ibrahim Malang and IAIN Kediri which implements the MBKM program. The research data needed in this study are the perceptions of the head of the Arabic language education study program regarding the MBKM curriculum and the results of a document review regarding strategic planning for curriculum development and its implementation viewed from the perspective of humanistic learning theory. The data is collected by conducting; 1) in-depth interviews with the head of the study program and 6 Arabic lecturers, 2) observations about the implementation of Arabic language learning based on the MBKM curriculum, and 3) a review of the Arabic language education documentation about the designs and implements the MBKM program in learning Arabic. Data analysis techniques used in this study include data collection, data condensation, data display and drawing, and data verification.

Strategy and Implementation of MBKM Arabic Learning Curriculum Development

The government through the Ministry of Education and Culture has launched the MBKM program which gives freedom to students to carry out educational patterns freely in accommodating competencies based on their interests. Therefore, universities should be able to provide flexibility to students to be able to accommodate the learning process based on their passion or interest.

The Merdeka Learning Curriculum at the *Kampus Merdeka* is a policy from the Minister of Education and Culture that aims for students to master various knowledge from various fields that suit their working needs (Anggraini, 2022). This curriculum intends to equip students not only to master concepts but also practical lessons that can be used to develop their competencies.

As stated in Permendikbud No 3 of 2020 Article 15 Paragraph 1 Freedom to Learn on a Kampus Merdeka includes student exchanges, research, internships, teaching assistance, real-work lectures, entrepreneurial activities, independent studies. The curriculum aims to give students experience and improve their soft skills and hard skills so that they are better prepared and relevant to the current needs several patterns set by the Ministry of Education and Culture still provide flexibility for study programs to be able to develop according to the targets desired to be achieved for each student.

Determination of Graduate Achievements and Targets

In realizing quality education, it is necessary to strengthen a measurable curriculum that can be used as a basis for making effective policies and programs. One of the most important parts of organizing education is planning through achieving the target of graduates as a barometer of the success in implementing a program that is aligned with the vision and mission of educational institutions to produce graduates who meet the needs of society. Follow-up planning to support the implementation of the MBKM curriculum based on individual differences is to develop need-based strategic steps for each individual, both from lecturers, students, and stakeholders who contribute to the implementation of the MBKM curriculum based on individual differences (Anggraini, 2022).

PTKIN in East Java, especially in Malang and Kediri, has set graduate targets to be achieved in implementing the MBKM program, which in this case has contributed to

providing opportunities for individual differences so that each one gains experience and direction in the real form of the Arabic language education.

The planned targets are similar even though there are differences between UIN Maulana Malik Ibrahim Malang and IAIN Kediri where aspects of teaching ability, research research, translation, and media development are the targets offered. While the difference is that at UIN Maulana Malik Ibrahim offers teaching BIPA, business, and also journalistic. Thus, the quality of graduates will be seen in how well students meet adequate standards.

According to (Tilaar, 2006) that the functions of the SNP are as follows: 1) measuring the quality of education, 2) mapping educational problems, and 3) formulating strategies and development plans after obtaining data from national learning evaluations such as the National Examination. The intended standard has a clear pattern by carrying out careful planning from the results of the evaluation. However, the planning of the Arabic Language Curriculum Program cannot be measured by considering that the process is ongoing so the quality of learning cannot be evaluated as a basis based on fulfilling graduate competency standards where mastery of basic material can be implemented in advanced program activities.

Graduate competency standards in UU No. 19 of 2005 paragraph (1) is used as an assessment guide in determining student graduation from educational institutions. Paragraph (2) Graduate Competency Standards as referred to in paragraph (1) include competencies for all subjects or subject groups and courses. Paragraph (3) Graduate competence for language subjects emphasizes the ability to read and write in accordance with the level of education.

Meanwhile, graduate profiles are roles that graduates can perform in a particular field of expertise or work after completing their studies. The profile can be determined based on the working need analyses stated by the government and the business and industrial world, as well as the need to develop science and technology. The profile of graduates should be compiled by groups of the same study programs so that an agreement can be accepted and used as a national reference (Junaidi, 2020).

Determining the profile of graduates of the Arabic language education study program not only equips them with mastery of teaching skills but also achieves mastery of skills to become a translator, media production, researcher, and journalism so that

graduates will be able to fill the available spaces in the job market. But first, they must achieve the expected competencies (Wan Daud et al, 2021).

Producing graduates with good academic abilities who are skilled, alert at work, honest, and polite is the universities' goal. It is important to integrate all of these competencies into one unit of school activities so that the students will get used to it (Handayani, 2016). Graduates who possess all the competencies will be able to show a good work attitude and gain some respect from their colleagues. Therefore, the study program should provide courses that will equip students with those competencies.

Mapping the MBKM Curriculum Subjects

The MBKM curriculum gives authority to tertiary institutions to regulate the availability of learning activities that are designed both in the form of academic activities in the classroom and outside the classroom to provide flexibility for students to learn to achieve the standards of the graduates.

Related to the MBKM curriculum, it applies the major and minor curriculum model, namely curriculum design that is adaptive, competency-based and provides an opportunity for each student to take part in the undergraduate education program by establishing a profile and learning achievements major graduates as major areas of expertise and can take part in a learning program in one particular field as a complementary or minor area of expertise (competence) (Dit. Diktis, 2020).

In following up on student graduation targets, study programs need to map courses as a form of implementation and provide the required software (siakad and e-learning) as a form of achieving adequate targets. Therefore, course mapping will encourage how graduates will carry out learning processes.

The implementation of MBKM begins in the fifth and sixth semesters by providing students with a student exchange program, whether within or across universities. while in semester 7, they will take some time to do an internship program. Study Program courses certainly have the most dominant profession where field competence is an obligation that must be fulfilled besides being a characteristic that must be pursued properly. In addition, adjustments to the MBKM program have taken part in forming several specialization courses that seek to meet the needs of achieving a well-planned graduate profile.

The courses are divided into University, Faculty, and Study Program courses so that each interest can be obtained in real terms. The credit of the internship MBKM course mapping is given as many as 20 credits according to the load taken in 1 semester.

Technological developments can be understood as human collaboration with intelligent systems based on the Internet of Things (IoT) or cyber-physical systems, with the ability to utilize intelligent machines more efficiently in a more synergistic environment (Rada, 2017). Student exchange programs in certain semesters must be equipped with basic skills that will form adequate skills in carrying out specialization-based activities, especially in mastering teaching skills.

The mapping of MBKM courses contains the proportions as above, but the percentages differ from one tertiary institution to another. This mapping also needs to pay attention to the courses that are commonly marketed based on the study program consortium and also pay attention to the needs of each study program to equip students to achieve their graduate targets.

Distribution of MBKM Curriculum Courses

The MBKM of Arabic Learning Curriculum provides opportunities for students to be able to take learning in any form based on the conditions determined by the study program. Therefore, policymakers need to formulate a mapping of program courses that are formulated for effective marketing.

The implementation of the curriculum cannot be separated from the pattern of course marketing which is designed in a philosophical systematic manner by prioritizing the needs of students in realizing their expectations, especially in meeting standards as prospective Arabic language educators. To realize this, the study program has the opportunity to design courses that are aligned with learning achievement targets.

The student exchange program is carried out starting in semester 5 where students are seen as having taken basic educational courses so that they are ready to apply them in the schools. These activities are marketed by paying attention to the need for learning, both internally in higher education institutions and between universities. Marketing of courses is done by coding at SIAKAD which is included in the *Kampus Merdeka* program at UIN Maulana Malik Ibrahim Malang and labelling student exchange courses at IAIN Kediri.

The actual distribution of courses has not yet started considering the readiness of study programs and teaching staff for the time being, the readiness of the PBA study program at UIN Maulana Malik Ibrahim Malang is still limited to faculty subjects with the determination of the MK code at SIAKAD, while the PBA study program at IAIN Kediri is planned with new study program courses which will start next year with a pattern program course labeling.

Every student who chooses to participate in the MBKM program must be facilitated by the tertiary institution to obtain cross-study and cross-campus learning rights, formulate academic policies/guidelines to facilitate activities, make MoUs with various partners, and facilitate students who choose to take part in regular programs to study as usual (Sahreebanu, 2022).

Determination of the marketing of the MBKM course needs to receive good responses from the aspects of teaching staff, students, and partner universities that will organize it. The formulation of policies on the right to freedom of study in cross-campus tertiary institutions needs to be programmed according to regulations related to the implementation of the MBKM program.

One of the stages that must be considered as explained in the PTKI MBKM curriculum guide, the course marketing must be prepared by looking at the predetermined matrix of selection of teaching materials and CPL. This must involve lecturers as supervisors and also the curriculum team who will form an effective curriculum structure and establish an established learning strategy before it is formally determined by the study program.

Determination of Teaching Assistance Program

Teaching assistance in the MBKM program provides experience for students to take part in the community before starting their career in the workplace especially in the field of Arabic language education. In general, an educator should have good pedagogic skills when he has experience in teaching. Therefore, at least this program will equip students with experience in teaching.

The MBKM program gives freedom to students to develop themselves independently in learning and innovating with fun activities. More than that, the teaching assistance program will indirectly form a spirit of independent learning

through direct practice and learning in real situations in the process of learning Arabic in class.

The MBKM program provides various choices of specializations in selected study programs that are not limited to conceptual areas, but practical areas that require skills that can be obtained effectively through teaching assistance activities in schools directly in the hope that sufficient experience will be gained for the students themselves (Baharuddin, 2021). The teaching assistance program has actually started in the Arabic language education study program both at UIN Maulana Malik Ibrahim Malang and at IAIN Kediri in the form of learning apprenticeships at schools to gain sufficient experience.

Teaching assistance is a form of MBKM program activity that produces graduates who are competent in teaching. In addition, one of the goals of the MBKM is to prevent a gap between the study program and working needs. Three important stages must be carried out in independent learning in various forms of programs including; forming a technology-based education ecosystem, building cross-stakeholder collaboration, and data urgency (Yayang, 2022).

Students' technology literacy can be developed through teaching assistance activities where they can practice it directly in designing and using learning media. Thus, the educational ecosystem will be well-formed. Besides that, collaboration is also useful for forming a culture of mutual help both from schools that need innovations and also from students as prospective educators who need teaching experience (Gemilang et al, 2022).

It is undeniable that the experience gained by students in teaching assistance will have a positive impact on the pedagogic mastery that must be possessed. This is by the results of research (Rosdiana, 2013) which states that the variables of teacher competence and commitment to teaching together (simultaneously) affect the effectiveness of the learning process. This influence seems to run straight with competence and commitment as educators which will be useful for forming good educators.

There are differences in the pattern of teaching assistance activities between the two institutions UIN Maulana Malik Ibrahim Malang implements these activities together with Field Work Practices (PKL) which are carried out for 6 months with the

conversion of relevant subjects, while IAIN Kediri implements these activities together with a course conversion of 10 credits.

At this stage, students carry out teaching assistance activities at schools and are guided directly by the lecturers and tutors. Generally, this activity is carried out for at least 17 weeks with the final target being a report on activities at the school. Besides that, the teaching assistance program is appointed by a chairman or coordinator who facilitates coordination between schools and universities (P3KPL, 2021). In relation to the curriculum, the study program must formulate several relevant subject conversions and the right proportion of courses in order to obtain learning needs that are in line with the study program's graduation target.

Figure 1: Pattern of Teaching Assistance Program
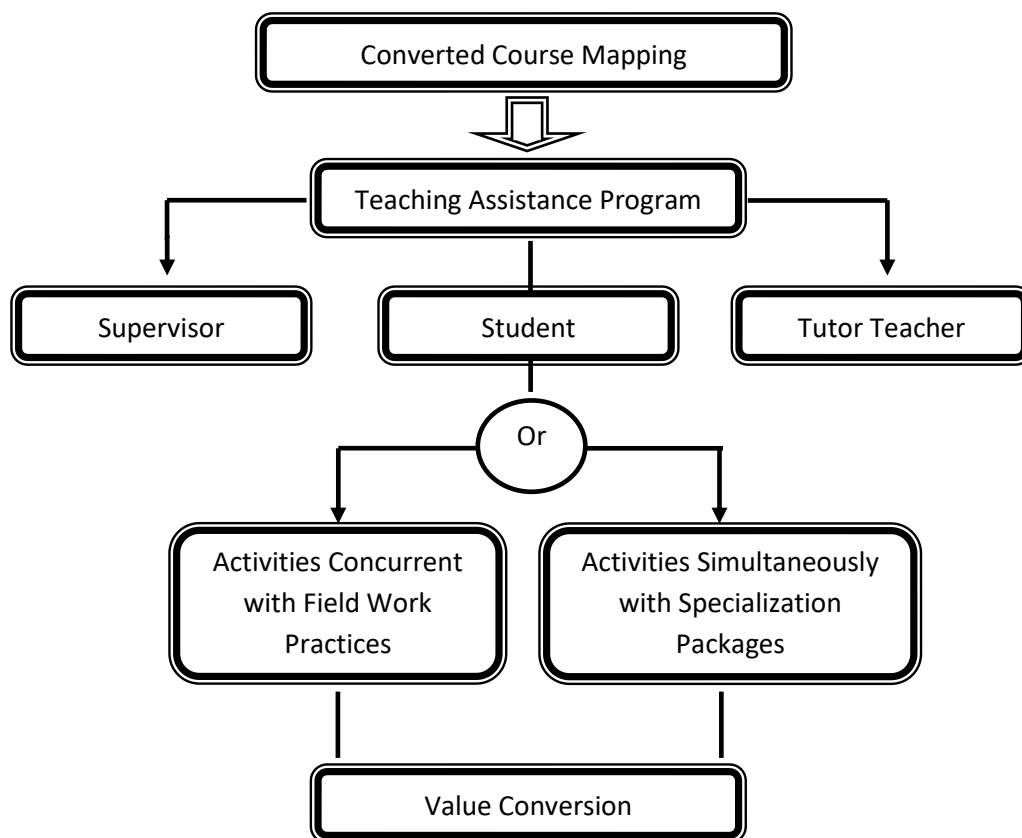
The planned teaching assistance pattern is still related to the implementation of internships or concurrent with specialized packages, so it needs to be reformulated regarding the fundamental subjects that must be mastered as a support for student

mastery. Additionally, the role of the supervising lecturer needs to be redefined to have clear job descriptions.

Teaching Assistance activities include: (1) academic activities (preparation of teaching and learning tools), (2) adaptation of technology in learning (making technology-based learning devices), (3) teacher/school administration (4) non-academic activities (extra coaching) student curricular, library improvement, laboratory improvement), and (5) other activities relevant for course conversion (P3KPL, 2021). The role of students in carrying out teaching assistance is to learn directly from tutors by compiling learning tools and using technology, school administration, non-academic activities, and others to equip the preparation of appropriate course conversions.

Determination of Internship Program

The internship program is one of the programs launched in the MBKM activities which is aimed at providing experience to students with adequate work skills. In carrying out the program, the universities need to start looking for institutional partners by establishing project-based collaboration which can have implications for mutually beneficial relationships.

The apprenticeship program is the answer to the unpreparedness of university graduates in gaining work experience in the industrial world or in any institution. PTKI graduates so far have only gained experience based on the field of knowledge they are involved in through fieldwork practices without being massively equipped with other skills. So far, most students are seen as having a lack of opportunities to gain experience through work practices in the world of work that are free and relevant to universal skills. Even though the workplace is able to provide additional new relevant skills, it is often found that PTKI graduates are not ready when they start working because they only experienced short-time internships (Dit. Diktis, 2020).

The MBKM-based curriculum development scheme at least accommodates the needs of graduates in accommodating other skills to facilitate and equip other skills so that they have choices in applying the knowledge they have learned the Arabic Language Education study program at UIN Maulana Malik Ibrahim Malang determines specialization elective courses for several internship fields including BIPA instructors, journalism, media production, and research. Meanwhile, IAIN Kediri provides

specialization in media production and research, which is carried out through Integrative PPL or PKL.

Internship activities at PTKI are carried out through the Integrative PPL or PKL program through a group of elective specialization courses which are one of the achievements of the graduate profile. Internship activities are generally carried out for 6 months, both related to BIPA teaching instructors and other internship activities. Internship in the PBA IAIN Kediri study program is more dominant in the fields of teaching and media production in the form of Integrative PPL in getting to know school culture, tools, and field experience practices.

The Arabic language education study program at UIN Maulana Malik Ibrahim Malang is more ready for apprenticeship activities in non-teaching forms such as journalism, media production, research, and BIPA teaching which provide graduates and equip themselves with specialization options to be ready to work.

Practical work for education students is carried out in the form of exploring educational values and scientific insights theoretically and applicatively in the frame of forming a character-based critical, innovative, adaptive, and communicative spirit in the global era (P3KPL, 2021). This encourages policymakers to anticipate established patterns of integration in accommodating job-ready prospects for graduates as the following apprentice program matrix:

Figure 2. Arabic Education Program Internship Program Matrix
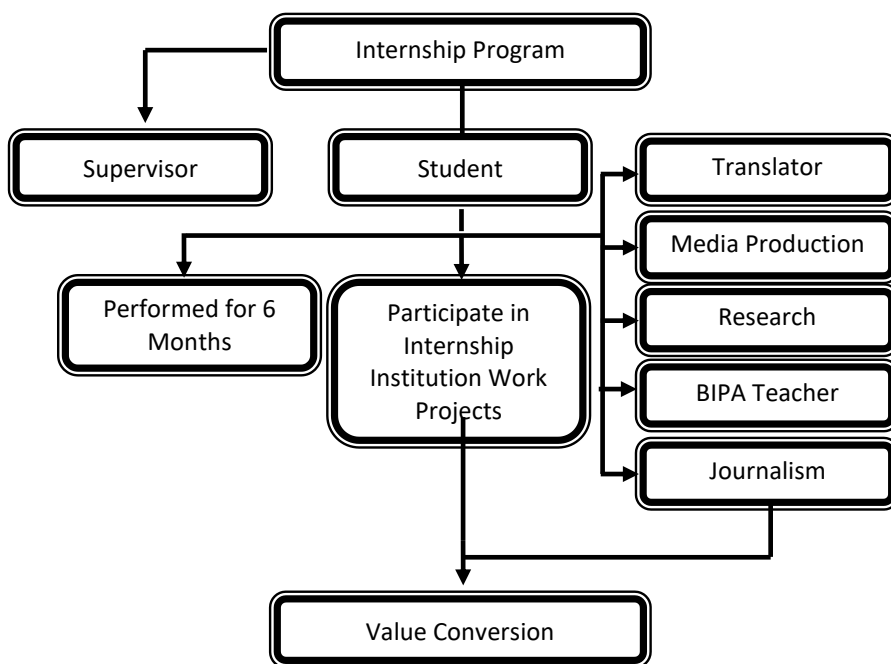
The field of work in the apprenticeship program must be in line and linear with the Arabic language education study program where additional competencies or skills should be strengthened in accommodating several alternative work areas. Subject credits can be given in accordance with the equivalence of relevant courses for the target of achieving graduates as well. In the MBKM curriculum, the apprenticeship program lasts between 6-12 months with a weight of 20-40 credits according to the target of 1 semester at the internship site in order to gain experience and achieve student hard skills (Dit. Diktis, 2020). The credit point of the course will be used as the basis for awarding value conversions by measuring its significance in extracting the expected skills for graduates who take part in the apprenticeship program.

Preparation of Semester Learning Plans

In carrying out lecture activities, a lecturer is required to prepare a semester learning plan (RPS) as a reference about the direction to be explored in holding Arabic lectures. RPS is the main reference for the process of implementing education technically by involving the fulfillment of aspects of knowledge, attitudes, and skills that must be accommodated in its preparation.

The Arabic Language Education study program at UIN Maulana Malik Ibrahim Malang and IAIN Kediri have organized curriculum workshops and preparation of lesson plans that will equip lecturers to plan lessons carefully and well. This activity accommodates the need for independent learning that accommodates the need for technology which is an important instrument in organizing 21st century learning.

One of the references in compiling the curriculum, especially through the MBKM program is to consider the historical basis where the curriculum must be able to accommodate and facilitate student learning in accordance with the times, respecting the heritage of cultural values and maintaining them through appreciation of the history, bringing together the past with the future which will prepare students to adaptively play an active role in keeping up with the times (Dit. Diktis, 2020).

There is no doubt about students' literacy about technology, where fulfilling digital assignments has become an everyday part of their world. Therefore, the curriculum needs to accommodate the potential that must be possessed, especially in accommodating Arabic language teaching competencies and skills as well as other skills

as required. In this regard, it is necessary to form a consortium for subject groups, and lecturers' FGD who discuss the achievements of their graduates and recognize urgent discussions.

In order to achieve the target, it is necessary to conduct a Semester Learning Plan (RPS) development workshop so that learning goals can be achieved. In this regard, the PBA Study Program of UIN Maulana Malik Ibrahim Malang has held a curriculum workshop and preparation of SLP in June 2022 with the composition of CPL, CPMK, and Sub CMPK by functioning the existence of the consortium that has been formed as well as referring to the Outcome Based Education (OBE) curriculum. Meanwhile, PBA IAIN Kediri has not yet formulated the development of the RPS because it will only be implemented for students from class 2021 by conducting FGD with a temporary pattern in the form of Lecture Program Units (SAP) with available templates and are still in the development stage of Graduate Learning Outcomes, Course Learning Outcomes, and The Course Learning Outcomes Section.

The RPS development must actually be formulated in advance regarding the achievements of the graduate profile which will build a shared understanding of what courses are needed, especially in specialization courses based on MBKM. However, it is also necessary to pay attention to the equalization of the perceptions of all teachers so that there is no overlapping in the discussion which will become biased learning.

The involvement of study program leaders as policy makers as well as the curriculum development team and lecturer consortium will form the provision of adequate curriculum components and facilitate joint deliberations in setting learning targets which are the main reference in developing RPS. To facilitate this, the study program can hold workshops on drafting lesson plans to form appropriate and accurate lesson plans, and focus group discussions can also be held which discuss several matters related to the components of the contents of the lesson plans.

In preparing the RPS that refers to the MBKM policy, it is necessary to fulfill several components as stipulated in the SN-Dikti including 1) course names and codes, credits, and supporting lecturers, 2) CPL, 3) required competencies, 4) relevant study materials, 5) learning methods, 6) duration of time for each learning stage, 7) learning experiences through task descriptions, 8) criteria, indicators, and assessment weights, and 9) list of references (Dit. Diktis, 2020).

To align perceptions regarding the urgency and fulfillment of the Study Program Semester Learning Plan (RPS), a workshop or Focus Group Discussion (FGD) for the development of Learning Outcomes (CPL) is necessary. This is crucial to achieve a satisfactory design outcome. Despite the efforts made by the PBA program, it's important to extensively discuss this to ensure that the resulting RPS document meets the expectations based on the MBKM curriculum.

Conversion of Arabic Language Education MBKM Courses

The final part of the entire series of MBKM curriculum implementation is to formulate and implement the conversion of courses that have been programmed in the Arabic Language Education study program. In carrying out the conversion, it is necessary to look again at the achievements of graduate students which are documented in several specialization programs and packages that are usually carried out in MBKM. Referring to the value conversion, it cannot be separated from the mapping and marketing of courses which are manifested in the number of credits that have been determined so that they have equivalent value in implementing them.

Based on Permendikbud No. 3 of 2020 the definition of credits is the measure of time for learning activities that are charged to students per week per semester in the learning process through various forms of learning or the amount of recognition for the success of student efforts in participating in curricular activities in a study program (Junaidi, 2020).

This understanding implies that the learning process is actually carried out weekly with each weight to gain recognition by the study program as a curricular activity that must be followed. In the implementation of MBKM learning Arabic, the determination of the converted weights should be relevant to the packaged courses. For example, it is possible for students to gain experience in many things, but the study program must formulate courses that are in accordance with marketing in the study program with a load that is in line with 20 credits in 1 semester. Thus, the MBKM curriculum will provide individual experiences experienced by each.

The process of implementing the MBKM curriculum based on individual differences is also directly felt for its economic impact, especially for the lecture process. The flexibility and model of lectures that students feel can be applied not far from where

they live, increasing their abilities in an applicative manner while helping the community directly according to their abilities and the fields occupied by students (Anggraini, 2022).

The implementation of the MBKM program for learning Arabic has resulted in the process of academic lectures turning into a practical one where students explore experiences in the designated institution in order to carry out several stages. Therefore, to bring together the different possibilities between the concepts taught in lectures and the real conditions of the work, it is necessary to convert values that bring together the achievements of the learning process practically with the needs of academic assessment.

In terms of implementing value conversion, the study program at least coordinates with school institutions, apprenticeship institutions, or program stakeholders to formulate the right pattern as a substitute for courses that are MBKM so that the practical world will be able to accommodate theoretical needs in relation to prioritizing student competence. who gained experience from the activity. In addition, the coordination of several courses to be converted needs to be formulated together so that the marketing of the courses is in line with the needs of the world of work while at the same time determining the achievements that have been formulated in the learning outcomes of graduates as shown in the following chart:

Figure 3: The MBKM Value Conversion Pattern for Arabic Education
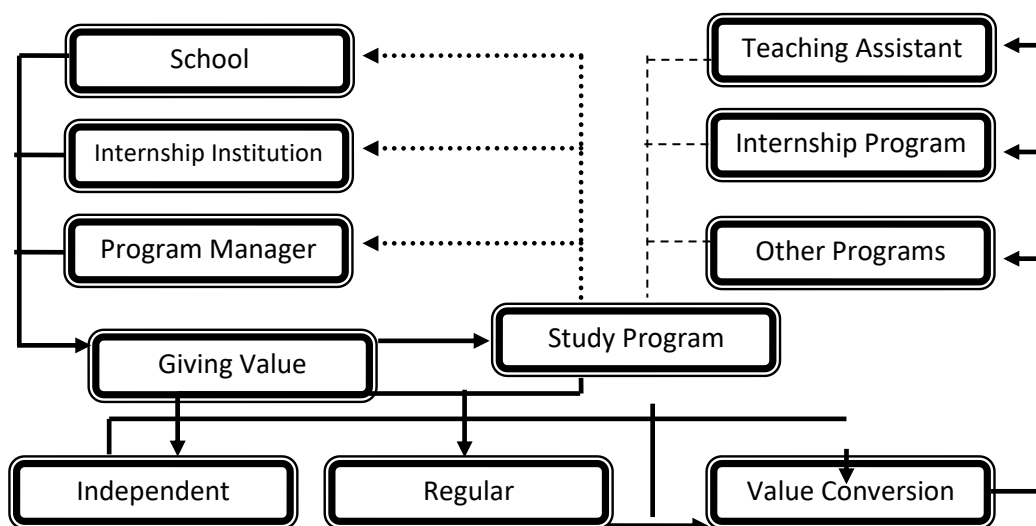
The study program coordinates through cooperation in organizing teaching practice programs, apprenticeships, and others to formulate work patterns and

educational needs that are adapted to the work need so that adequate experience is obtained. Then the institution could provide an assessment of the apprentice's activities. In this case, the study program converts based on the available courses in the specified program.

The study program is responsible for compiling and adapting a curriculum that is in line with the model of Kampus Merdeka, facilitating students to take cross-study learning, offering courses outside tertiary institutions, and organizing other equivalent programs. (Sahreebanu, 2022). Students who have completed the program should be recognized for obtaining semester credit by fulfilling credit scores and recognition in several available programs according to partner universities and institutions used as independent learning places (Dit. Diktis, 2020). In this case, UIN Maulana Malik Ibrahim Malang stipulates a direct conversion or regular pattern for the same or allied subjects with or without the same weight of credits. Meanwhile, for courses that are not the same, UIN Maulana Malik Ibrahim Malang sets an independent pattern by giving SKPI.

Conclusion

The strategy for developing the MBKM curriculum for Arabic learning is carried out by: a) determining graduate outcomes and targets to become professional educators, translators, media production experts, researchers and the field of journalism, b) mapping MBKM courses by determining the percentage of university courses, faculties and study programs, c) distributing courses by setting elective courses for apprenticeship and teaching assistance that support the achievement of graduate profiles, d) establishing teaching assistance programs that are realized simultaneously with PKL or PPL activities with a duration of 6 months or 1 semester, e) establishing apprenticeship programs which is carried out at an internship for 6 months, and f) preparing semester learning plan that is formulated by lecturers and the development team by conducting curriculum and RPS development workshops or focus group discussions and g) course conversions carried out in coordination with other institutions, schools, apprenticeship institutions or policy makers to establish a regular pattern for the courses.

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