Unlocking Potential: Rethinking MBKM Curriculum Reformation with Constrained Resources in Arabic Education Study Program

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Abstract

This research aimed to elucidate the transformative process and constraints undergone by the Arabic Language Education study program at the State Institute of Islamic Studies Kediri, in response to the Ministry of Education's mandate for a more inclusive, forward-looking, and outcome-driven higher education curriculum, the MBKM (emancipated curriculum). It presented a dynamic and adaptable framework designed to foster creative learning and diverse student needs. Embracing this concept poses both an opportunity and a challenge for universities. This study used qualitative approach and employed documentation as well as focus group discussion to investigate the curriculum reform at Arabic Language Education study program and provide practical guidance for institutions facing similar challenges, serving as a valuable resource to enhance graduates' employability in Arabic language education. The findings of this study revealed that: 1) FGD was selected as a transformation technique because of its efficacy and efficiency; 2) During the curriculum reform, Arabic Language Education study program encountered procedural issues related to student exchange activity, a lack of prior collaboration agreement, and a limited budget; 3) The study program strategically adopted Integrative Curriculum that yet adheres to the MBKM values, involving carefully scrutinizing the KKNI format, adjusting relevant areas, refining teaching and learning methodologies, and introducing a transformative off-campus internship program for students that

lasted a whole semester; 4) The Integrative Curriculum found to retain the values of the MBKM curriculum, emphasizing; learning activities outside the classroom, projects fostering independent thinking, internships to bridge educational and industrial needs, differentiated learning with elective courses tailored in career paths.

Keywords: Arabic language education; emancipated campus; MBKM curriculum reform

Introduction

Education is a form of human effort in order to live in society and adapt to various transformations in a very fast and dynamic era.[1] Nevertheless, higher education in Indonesia today is confronted with multifaceted challenges, particularly amidst the backdrop of the Covid-19 pandemic. This global health crisis has necessitated comprehensive reforms across various domains of life, notably education, to transition effectively into the digital era.[2]

Indonesian universities also face challenges to the curriculum. The needs of society in the industrial era 4.0 yearn for people with more relevant literacy skills, such as technological literacy skills, data literacy skills, and individual literacy skills with integrity, collaborative, innovative, and global diversity.[3]

To fulfil societal expectations and address contemporary challenges, mere attendance in college-level courses for a standard four-year duration

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[1] Rendika Vhalery, Albertus Maria Setyastanto, and Ari Wahyu Leksono, "Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur," *Research and Development Journal of Education* 8, no. 1 (April 1, 2022): 185, doi:10.30998/rdje.v8i1.11718; Trinadh Nookathoti, "The Dichotomy in India's Education System – A Macro Level Analysis," *Educational Philosophy and Theory* 54, no. 5 (April 16, 2022): 606–18, doi:10.1080/00131857.2021.1897568.

[2] Rizqon Halal Syah Aji and Muhammad Hartana Iswandir Putra, "Role Model Implementasi Kurikulum Merdeka Belajar Kampus Merdeka Pada Program Studi Non-Agama *," *SALAM Jurnal Sosial Dan Budaya Syar-i* 8, no. 6 (2021): 2001–10, doi:10.15408/sjsbs.v8i6.23821; Adrián Zancajo, Antoni Verger, and Pedro Bolea, "Digitalization and beyond: The Effects of Covid-19 on Post-Pandemic Educational Policy and Delivery in Europe," *Policy and Society* 41, no. 1 (January 28, 2022): 111–28, doi:10.1093/polsoc/puab016.

[3] Maman Suryaman, "Orientasi Pengembangan Kurikulum Merdeka Belajar," in *Prosiding Seminar Daring Nasional: Pengembangan Kurikulum Merdeka Belajar Program Studi Pendidikan Bahasa Indonesia,* 2020, 13–28, https://ejournal.unib.ac.id/index.php/semiba/issue/view/956/Tersediadi:https://ejournal.unib .ac.id/index.php/semiba/issue/view/956/; Arthur C. Graesser, John P. Sabatini, and Haiying Li, "Educational Psychology Is Evolving to Accommodate Technology, Multiple Disciplines, and Twenty-First-Century Skills," *Annual Review of Psychology* 73, no. 1 (January 4, 2022): 547–74, doi:10.1146/annurev-psych-020821-113042; Erlina Erlina, Idham Khalid, and Ahmad Bukhari Muslim, "Integration of Prismatic Science and Development of Arabic Education Master Curriculum," *Arabiyatuna : Jurnal Bahasa Arab* 6, no. 2 (November 4, 2022): 591, doi:10.29240/jba.v6i2.5024.

proves insufficient. Students need to acquire knowledge through various real-life dynamics and various dynamics in the field, including improving skills, real problems, interacting with the community, collaborating, self-management, to performance expectations in the professional world along with targets and achievements.[4]

To face the challenges of such a complicated era, there is a need for updates in curriculum development at universities so that students can have problem-solving skills from various perspectives and various disciplines [5]. The *Merdeka Belajar Kampus Merdeka* (MBKM) curriculum is a hope for solutions to solve the challenges of Industry 4.0. As conceptualized by Education Minister Nadiem Makarim, emancipated learning is a form of effort to uphold the principle of justice in the transition phase, especially in critical post-pandemic conditions. Students deserve a college design that is more relevant to current issues. In anticipation of equipping Indonesian students adequately for addressing challenges in the Industry 4.0 era, universities are urged to foster collaboration, innovation, and effective service delivery.[6]

Emancipated Learning at Emancipated Campus (MBKM) is an independent learning concept in higher education that is versatile and independent in order to create a creative learning process that accommodates various student needs.[7] The imperative of MBKM lies in affording students the

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[4] Khoirun Nasik and Firman Setiawan, "Model Pembelajaran Mata Kuliah Keislaman Berbasis Masalah Komunitas Yang Terintegrasi Sebagai Langkah Menyikapi Merdeka Belajar Dan Kampus Merdeka (MBKM)," *Madinah: Jurnal Studi Islam* 7, no. 2 (2020): 76–87, http://jurnal.staisumatera-; Tamara E. Hurst and Susan Hrostowski, "Creating Macro Social Work Field Placements Through a University Campus Social Justice Issue," *Journal of Social Work Education* 56, no. 3 (July 2, 2020): 474–83, doi:10.1080/10437797.2019.1661909; Ubaid Ridlo, "Multiple Intelligences in Evaluation of Arabic Learning at Islamic Boarding School," *Arabiyatuna : Jurnal Bahasa Arab* 6, no. 1 (April 11, 2022): 125, doi:10.29240/jba.v6i1.3798.

[5] Aiman Faiz and Purwati Purwati, "Koherensi Program Pertukaran Pelajar Kurikulum Merdeka Belajar Kampus Merdeka Dan General Education," *EDUKATIF : JURNAL ILMU PENDIDIKAN* 3, no. 3 (April 23, 2021): 649–55, doi:10.31004/edukatif.v3i3.378; Jacqueline E. McLaughlin et al., "Design Thinking Teaching and Learning in Higher Education: Experiences across Four Universities," *PLOS ONE* 17, no. 3 (March 24, 2022): e0265902, doi:10.1371/journal.pone.0265902.

[6] Dindin Alawi et al., "Implementasi Kurikulum Merdeka Belajar Kampus Merdeka Pasca Pandemi Covid-19," *EDUKATIF : JURNAL ILMU PENDIDIKAN* 4, no. 4 (July 3, 2022): 5863–73, doi:10.31004/edukatif.v4i4.3531; Laura Icela González-Pérez and María Soledad Ramírez-Montoya, "Components of Education 4.0 in 21st Century Skills Frameworks: Systematic Review," *Sustainability* 14, no. 3 (January 27, 2022): 1493, doi:10.3390/su14031493.

[7] Konstantinus Denny Pareira Meke, Richardo Barry Astro, and Maimunah H. Daud, "Dampak Kebijakan Merdeka Belajar Kampus Merdeka (MBKM) Pada Perguruan Tinggi Swasta Di Indonesia," *EDUKATIF : JURNAL ILMU PENDIDIKAN* 4, no. 1 (December 29, 2021): 675–85, doi:10.31004/edukatif.v4i1.1940; Lewis Winks, Nicholas Green, and Sarah Dyer, "Nurturing Innovation and Creativity in Educational Practice: Principles for Supporting Faculty Peer Learning through Campus Design," *Higher Education* 80, no. 1 (July 13, 2020): 119–35,

chance to engage with courses from diverse disciplines beyond their primary study program, enhancing their capacity for flexible, expansive, and profound thinking. Furthermore, there will be a student exchange program that equips character cultivation to learn various cultures, religions, races, tribes and nations, in order to strengthen the value of global diversity. Thus, transdisciplinary science will present a new mindset that each discipline has the opportunity to collaborate with other fields in the MBKM curriculum.[8]

The emancipated self-learning curriculum is based on the fulfilment of 21st century skills. This MBKM curriculum reform is both an opportunity and a challenge for universities in producing excellent individuals.[9] Students are given the opportunity to study independently and on their own responsibility. Students can also get learning experiences outside their study programs both on campus and outside through various programs such as teaching assistants in educational units, student exchanges, internships / work practices, social humanitarian activities, research, entrepreneurial activities, village development / thematic work lectures, and so on. Students will have the opportunity to take part in KKNT (Thematic Real Work Lectures) and independent research/projects.[10]

doi:10.1007/s10734-019-00468-3; Haniah Haniah, Mahira Mahira, and Muh. Napis Djuaeni, "The Development of Interactive E-Book-Based Teaching Materials for Senior High School Students," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 1 May (May 3, 2023): 55, doi:10.29240/jba.v7i1.6690.

[8] Aiman Faiz and Purwati Purwati, "Koherensi Program Pertukaran Pelajar Kurikulum Merdeka Belajar Kampus Merdeka Dan General Education," *EDUKATIF : JURNAL ILMU PENDIDIKAN* 3, no. 3 (April 23, 2021): 649–55, doi:10.31004/edukatif.v3i3.378; Rick Hölsgens et al., "Transdisciplinary Research along the Logic of Empowerment: Perspectives from Four Urban and Regional Transformation Projects," *Sustainability* 15, no. 5 (March 4, 2023): 4599, doi:10.3390/su15054599; Mohammad Jailani and Hendro Widodo, "Implementation of the Use of Neuroscience-Based Arabic Learning Media on Students: A Case Study at Vocational High School Muhammadiyah 3 Yogyakarta," *Arabiyatuna : Jurnal Bahasa Arab* 5, no. 2 (October 25, 2021): 267, doi:10.29240/jba.v5i2.3136.

[9] Muhammad Shaleh Assingkily, "Upaya Mewujudkan Program Kampus Merdeka Pada Kurikulum PGMI STIT Al Ittihadiyah Labuhanbatu Utara (Efforts to Make Independent Campus Programs Making A More On The Curriculum Of PGMI STIT Al Ittihadiyah Labuhanbatu Utara)," *At-Thullab: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 2 (2020): 62–77, http://journalfai.unisla.ac.id/index.php/at-thulab/article/view/263; Stefani Natalia Sabatini, Patricia Pahlevi Novianri, and Sita Yuliastuti Amijaya, "Strategi Adaptasi Penerapan Program MBKM Yang Kolaboratif Dan Partisipatif," *Scholaria: Jurnal Pendidikan Dan Kebudayaan* 12, no. 3 (September 29, 2022): 182–92, doi:10.24246/j.js.2022.v12.i3.p182-192.

[10] Nora Susilawati, "Merdeka Belajar Dan Kampus Merdeka Dalam Pandangan Filsafat Pendidikan Humanisme," *Jurnal Sikola: Jurnal Kajian Pendidikan Dan Pembelajaran* 2, no. 3 (March 31, 2021): 203–19, doi:10.24036/sikola.v2i3.108; Indah Wahyuni and Akhyar Anshori, "Student Response of Medan State University to Independent Campus Discussion," *COMMICAST* 2, no. 2 (February 5, 2021): 110, doi:10.12928/commicast.v2i2.3352.

MBKM is not limited to opportunities and challenges for students to promote creativity, innovation, competence, and personality, but also provides possibilities for students to meet skill requirements, overcome practical problems, learn social interaction, collaborate with partners, and so on. Furthermore, it also provides independence in gathering knowledge and insights through the real-world dynamics such as company management demands, work requests, targets and fulfilment.[11] Students will receive extensive training in professional skills and character development as a result of the implementation of a well-designed curriculum.[12]

Nevertheless, this policy breakthrough of the Minister of Education and Culture should be said to be an extreme reform. Some doubts arose in the minds of academics, especially related to; 1) internship and student exchange mechanisms with different quality of human resources, geographical conditions, and economy; 2) mechanisms for cooperation practices with various parties from the academic, industry, and community fields; and 3) the mechanism of the institutional quality assurance system with new accreditation rules.[13]

Further several issues that need to be considered by study programs that will implement MBKM, include: (1) Changes in Mindset, (2) Education Direction Reform, (3) Adjustment of MBKM Implementation Rules, (4) New Study Program Curriculum Design, (5) Cooperation Mechanism between Universities, (6) Collaboration Practices with External Parties such as Institutions or Companies, (7) Technical Programming of Courses from other Study Programs, (8) Industrial Practice Mechanism, (9) Financial Resources needed in Internships or Student Practice Activities, (10) Adaptation of Learning Governance, and (11) Preparation of Human Resources.[14]

In addition, the main obstacle of this activity is the lack of clarity on implementation guidelines and technical instructions from the Directorate of

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[11] Aris Junaidi, *Panduan Penyusunan Kurikulum Pendidikan Tinggi Di Era Industri 4.0 Untuk Mendukung Merdeka Belajar-Kampus Merdeka*, IV (Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan, 2020).

[12] Marut Patphol, "Developing A Training Curriculum Using Professional Learning Community for Enhancing Teachers' Learning Management Skills to Promote Students' Creativity and Innovation Ability: A Case Study of Thai Teachers," *Creativity Studies* 15, no. 1 (March 7, 2022): 199–216, doi:10.3846/cs.2022.13278.

[13] Syamsul Arifin and Moh Muslim, "Tantangan Implementasi Kebijakan 'Merdeka Belajar, Kampus Merdeka' Pada Perguruan Tinggi Islam Swasta Di Indonesia," *Universitas Muhammadiyah Luwuk*, 2021, 1–11, https://core.ac.uk/download/pdf/328159881.pdf.

[14] Susetyo Susetyo, "Permasalahan Implementasi Kurikulum Merdeka Belajar Program Studi Pendidikan Bahasa Indonesia FKIP Universitas Bengkulu," in *Prosiding Seminar Daring Nasional: Pengembangan Kurikulum Merdeka Belajar Program Studi Pendidikan Bahasa Indonesia*, 2020, 29–43, https://ejournal.unib.ac.id/index.php/semiba/issue/view/956/Tersediadi:https://ejournal.unib.ac.id/index.php/semiba/issue/view/956/.

Islamic Higher Education of the Ministry of Religious Affairs of the Republic of Indonesia related to the practice of implementing Emancipated Learning for Emancipated Campus at Islamic Religious Universities so that the preparation of curricula in accordance with the needs of the market, society, business and industry is hampered.[15]

Several previous studies on the MBKM curriculum, such as those conducted by Sopiansyah & Masruroh[16] have sparked discussions regarding policy frameworks, which are still in the conceptual stage. Baharuddin's research,[17] on the other hand, has yielded a model for developing study program curricula that align with MBKM policies, encompassing aspects like planning, instructional methodologies, assessment techniques, and program evaluation. Kholik's et al. investigation,[18] meanwhile, is primarily concerned with gauging the perceptions of faculty members and students regarding MBKM curriculum implementation, along with identifying associated challenges. Vhalery's et al. work[19] has emphasized distinguishing features between the current autonomous curricula and their predecessors. In a similar vein, Sahreebanu et al.[20] have delved into the reform process of the PBA curriculum, drawing insights from stakeholder discussions within the PBA program at UIN Tulungagung. However, these studies do not elaborate on the resource constraints or other hurdles encountered during the curriculum overhaul.

Diving deeper into various aspects of the implementation and design of MBKM curriculum in Arabic language education programs across different institutions in Indonesia, several studies shed light on the challenges, strategies, and approaches taken to integrate MBKM into the educational landscape. Muid

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[15] Arif Zunaidi et al., "Penguatan Pemahaman Dan Orientasi Kurikulum Kampus Merdeka Dalam Menyambut Merdeka Belajar-Kampus Merdeka," *BATUAH: JURNAL PENGABDIAN KEPADA MASYARAKAT* 1, no. 2 (2021): 1–7, doi:10.33654/batuah.v1i2.1361.

[16] Deni Sopiansyah and Siti Masruroh, "Konsep Dan Implementasi Kurikulum MBKM (Merdeka Belajar Kampus Merdeka)," *Reslaj : Religion Education Social Laa Roiba Journal* 4, no. 1 (August 11, 2021): 34–41, doi:10.47467/reslaj.v4i1.458.

[17] Muhammad Rusli Baharuddin, "Adaptasi Kurikulum Merdeka Belajar Kampus Merdeka (Fokus: Model MBKM Program Studi)," *Jurnal Studi Guru Dan Pembelajaran* 4, no. 1 (April 22, 2021): 195–205, doi:10.30605/jsgp.4.1.2021.591.

[18] Abdul Kholik et al., "Impelementasi Kurikulum Merdeka Belajar Kampus Merdeka (MBKM) Berdasarkan Persepsi Dosen Dan Mahasiswa," *Jurnal Basicedu* 6, no. 1 (January 6, 2022): 738–48, doi:10.31004/basicedu.v6i1.2045.

[19] Rendika Vhalery, Albertus Maria Setyastanto, and Ari Wahyu Leksono, "Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur," *Research and Development Journal of Education* 8, no. 1 (April 1, 2022): 185, doi:10.30998/rdje.v8i1.11718.

[20] Dhea Syahzana Sahreebanu et al., "Implementasi Kurikulum Merdeka Belajar Kampus Merdeka (MBKM) Di Program Studi Pendidikan Bahasa Arab Uin Sayyid Ali Rahmatullah Tulungagung," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 5, no. 2 (October 1, 2022): 195, doi:10.35931/am.v5i2.1346.

et al. highlight the ongoing challenges faced by Jambi University in implementing MBKM, including uncertainties in the process and the need for curriculum adjustments and facilities.[21] However, they also underscore the enthusiasm and collaboration among instructors and students as supportive factors. Rahman et al. delve into the integration of humanistic ethics and local wisdom values within the MBKM curriculum at PBA UNSIQ, emphasizing the conscious choices made in curriculum design and organization to align with these principles.[22]

Supardi and Malihah provide insights into the diverse implementation patterns of MBKM across different departments and institutions, revealing variations in credit distribution and external departmental involvement.[23] Meanwhile, Hilmi et al. discuss the steps and methods employed to implement independent learning in Arabic language education, including the creation of Standard Operating Procedures and socialization programs.[24] In addition, Mahliatussikah and Kuswardono connect MBKM with the societal shift towards Society 5.0, emphasizing the importance of creativity and originality in producing competitive graduates.[25] Hidayat et al. compare curriculum management characteristics in Arabic language education between different campuses, highlighting unique theoretical and theological bases.[26] Lastly, Fahraini et al. explored the integration of Sustainable Development Goals (SDGs) into the MBKM curriculum, focusing on instructional materials, project-based learning, and critical thinking skills.[27]

Briefly, the problem statement related to this study are certain obstacles associated with implementing MBKM, particularly with regard to internship and student exchange programs, working with a variety of stakeholders, and institutional quality assurance procedures. These intricacies necessitate a careful analysis of how study programs aiming to implement MBKM should modify

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[21] Muid, Ilhami, and Febriani, "MBKM (Merdeka Belajar Kampus Merdeka) under Jambi University's Arabic Education Program during the Industrial Revolution: Implementation, Supporting and Inhibiting Factors (Version 4.0)."

[22] Rahman, Astina, and Azizah, "Understanding Curriculum" Merdeka Belajar-Kampus Merdeka" at PBA UNSIQ: Integration Values between Humanistic Ethics and Local Wisdom Resistance."

[23] Supardi and Malihah, "MBKM: Connected Curriculum of Arabic Departments in Indonesia."

[24] Hilmi, Toifah, and Sa'diyah, "Implementation Model of Independent Learning on Arabic Learning in Higher Education."

[25] Mahliatussikah and Kuswardono, "Merdeka Belajar Kampus Merdeka (MBKM) Curriculum Design in Arabic Language Education Study Program."

[26] Hidayat, Akhirudin, and Sutiah, "Curriculum Management Characteristics in Arabic Language (A Comparative Study of Curriculum Documents in Arabic Language Education at UINSI Samarinda and UIN FAS Bengkulu)."

[27] Fahraini, Almaliki, and Muslimah, "Implementation of Sustainable Development Goals (SDGs) on Arabic Language Education Integrative Curriculum IAIN Kediri."

their educational orientation, curriculum design, collaboration mechanisms, resource allocation, and mentality shifts. Furthermore, curriculum development in line with industry, societal, and market demands is hampered by the absence of explicit implementation guidelines from pertinent authorities. Extant literature provides valuable insights into MBKM policies and perceptions; however, thorough analyses that integrate stakeholder discussions and curriculum transformation challenges are still lacking. As a result, additional research and clarification are required to effectively navigate the ever-changing educational landscape.

Utilizing a qualitative approach, the purpose of this research is to describe the process of designing the MBKM curriculum at Arabic Language Education (PBA) study program in the State Institute of Islamic Studies (IAIN) Kediri as well as its various constraints, as a response to the Ministry of Education, Culture, Research, and Technology's policy of realizing a more accommodating, future-oriented, and results-based higher education curriculum. Through this research, it is believed that a more relevant, responsive, and high-quality curriculum can be developed, with program possibilities that differ from those specified in the Ministry of Education's MBKM guide but have a somewhat comparable essence. Reviewing the present MBKM curriculum format, identifying needed area adjustments, and perfecting teaching and learning methods are some of the development phases.
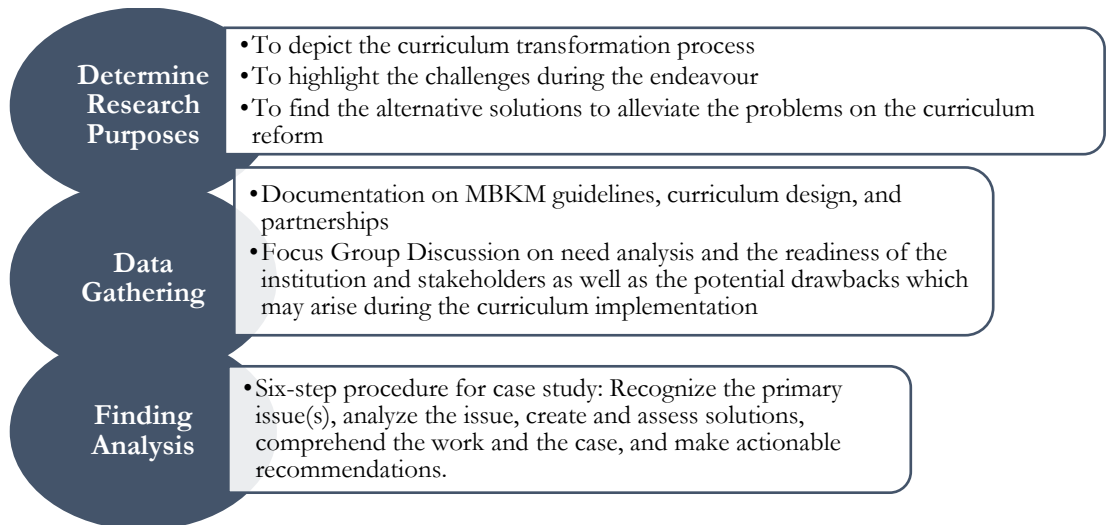
Data collection in this study employed meticulous documentation strategies. Documents related to the MBKM guidelines, curriculum designs, and collaborative agreements with potential partners were systematically gathered. Additionally, a Field Group Discussion (FGD) was conducted to assess the preparedness of institutions, lecturers, education personnel, Quality Assurance Institutions, and other pertinent partners. Assumptions from the MBKM curriculum implementation team were also explored during the FGD.

The analysis of collected data followed a structured six-step case study methodology. The initial phase encompassed the researcher's immersion in the data, achieved through an exhaustive examination of gathered documents, observational records, and transcripts from FGDs. Manual coding of the data ensued, producing initial codes and identifying probable themes during the second and third coding phases. Subsequently, steps 3, 4, and 5 involved repeated readings of prospective subjects, topic searches, definitions, and naming to unveil potential themes and significant features emerging from the data. The sixth and final step encompassed the synthesis of findings into a comprehensive report.

The article discussion addresses the research questions, starting with an overview of the curriculum reform process, highlighting encountered challenges, achieved solutions, and the steadfast adherence to the principles of emancipated

learning as outlined in the MBKM curriculum guidelines. The study's findings contribute to the enhancement of educational quality, augmented career prospects for PBA students, and offer valuable insights for refining the MBKM curriculum in other study programs and universities facing analogous challenges.

Determine Research Purposes
- To depict the curriculum transformation process
- To highlight the challenges during the endeavour
- To find the alternative solutions to alleviate the problems on the curriculum reform

Data Gathering
- Documentation on MBKM guidelines, curriculum design, and partnerships
- Focus Group Discussion on need analysis and the readiness of the institution and stakeholders as well as the potential drawbacks which may arise during the curriculum implementation

Finding Analysis
- Six-step procedure for case study: Recognize the primary issue(s), analyze the issue, create and assess solutions, comprehend the work and the case, and make actionable recommendations.

Figure 1 *Research Method Diagram*

Findings and Discussion

An Overview of the *Curriculum Reform*

The legal basis for the implementation of the MBKM curriculum is Regulation of The Ministry of Education and Culture (*Permendikbud*) Number 3 of 2020 concerning Higher Education Standards, *Permendikbud* Number 4 of 2020 concerning the transformation of state universities into legal entities, *Permendikbud* No. 5 of 2020 concerning Higher Education Degree Programs and Accreditation, and *Permendikbud* Number 6 of 2020 concerning Admission of New Students in Study Programs at State Universities Number 7 of 2020 concerning the Establishment, Change and Dissolution of State Universities, Establishment, Change and Cancellation of Private University Licenses. This Emancipated Campus Package has 5 policies: a) University Accreditation System. b) research in higher education (the right to study outside of campus); c) opportunity to open new study programs. d) the first year; e) status transformation of state universities with legal entity. This provision does not apply to education and health.[28]

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[28] Deni Sopiansyah and Siti Masruroh, "Konsep Dan Implementasi Kurikulum MBKM (Merdeka Belajar Kampus Merdeka)," *Reslaj : Religion Education Social Laa Roiba Journal* 4, no. 1 (August 11, 2021): 34–41, doi:10.47467/reslaj.v4i1.458.

MBKM policy design in universities includes operational standard planning, academic cooperation planning, and identification of program support resource needs to implement MBKM. Meanwhile, the implementation of activities includes the design of MBKM activities, the design of MBKM activity guidelines, and the implementation of credit calculation and academic achievement certification. Study program curriculum design models that meet MBKM guidelines include design, learning activities, assessment, and learning evaluation.[29] Nevertheless, the curriculum must be designed as needed.[30]

The reform process of the emancipated learning (MBKM) curriculum in the Arabic Language Education Study Program (PBA) at IAIN Kediri began with the identification of rules and regulations. A comparative analysis was undertaken with universities that had undergone curriculum transformations, aiming to delineate the design framework for the implementation of this curriculum. These data were then developed into a guideline by the Quality Assurance Institute (LPM) IAIN Kediri and published in 2022 under the title Technical Guidelines for MBKM Implementation at IAIN Kediri.[31]

Furthermore, an in-depth analysis of the needs and the latest developments in the field of Arabic Language Education was performed, considering that need analysis is a primary activity that must be carried out in curriculum development.[32] In this step, the faculty members together with the head of study program, secretary of study program, and PBA curriculum team reviewed the MBKM implementation guidelines from LPM, trends and demands of society and industry for PBA graduates, as well as the readiness of the institution to accommodate these needs.

Focus Group Discussion (FGD) with academic staffs, lecturers, students, alumni, and industry stakeholders was conducted to explore information about possible adjustments in terms of readiness of funding sources, resources, and cooperation partners in the implementation of this

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[29] Muhammad Rusli Baharuddin, "Adaptasi Kurikulum Merdeka Belajar Kampus Merdeka (Fokus: Model MBKM Program Studi)," *Jurnal Studi Guru Dan Pembelajaran* 4, no. 1 (2021), doi:10.30605/jsgp.4.1.2021.591.

[30] Abdul Kholik et al., "Impelementasi Kurikulum Merdeka Belajar Kampus Merdeka (MBKM) Berdasarkan Persepsi Dosen Dan Mahasiswa," *Jurnal Basicedu* 6, no. 1 (January 6, 2022): 738–48, doi:10.31004/basicedu.v6i1.2045.

[31] LPM IAIN Kediri, *Petunjuk Teknis Implementasi Merdeka Belajar-Kampus Merdeka IAIN Kediri Tahun 2022* (Kota Kediri: Lembaga Penjaminan Mutu (LPM) IAIN Kediri, 2022).

[32] Kaharuddin Kaharuddin, Hikmawati Hikmawati, and Burhanuddin Arafah, "Needs Analysis on English for Vocational Purpose for Students of Hospitality Department," *KnE Social Sciences*, August 1, 2019, doi:10.18502/kss.v3i19.4869.

MBKM curriculum. Focus Group Discussion (FGD) was chosen because it is considered a practical, effective and efficient data collection method.[33]

From a smaller FGD at the study program level, several design plans to implement the MBKM curriculum were discovered, such as: 1) the third year (fifth and sixth semesters) is the time for students to participate in off-campus activities such as exchanges or internships; 2) the courses that will be offered by the PBA study program are additional profile elective courses consisting of three additional profiles: translator, Arabic language instructor for specific purposes, and learning aid developer; 3) Internships can be completed at a variety of institutions that provide Arabic language instruction, such as schools or madrasas, non-formal institutions such as Arabic course institutions or Islamic boarding schools, as well as entrepreneurial industries that require Arabic language skills, such as printing, publishing, etc.; 4) If the credits from exchange or internship activities are still lacking, students can take up entrepreneurship, research or community service projects under the guidance of PBA lecturers.

Following the report of the FGD with members of the PBA study program, the findings were presented at a higher-level meeting, namely the Tarbiyah Faculty FGD with faculty leaders and other faculty staffs who are the members of the curriculum reform committee. This offer, however, could not be accepted due to the various constraints that academics and faculty possibly cope with as facility providers and activity funders.

Challenges Encountered in Reform Planning

A variety of programs is offered to higher education institutions to implement MBKM curriculum, encompassing student exchanges, work/internships, teaching in educational units, village work programs, research, entrepreneurship, independent research/projects, and social humanitarian projects.[34] Despite these opportunities, numerous obstacles persist, each contingent on the specific circumstances and capacities of individual universities.[35]

For instance, in the Biology Education Study Program at the Faculty of Teacher Education (FKIP) University of Flores, financial problem was the most

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[33] Krittinee Nuttavuthisit, "Focus Group Interview," in *Qualitative Consumer and Marketing Research* (Singapore: Springer Singapore, 2019), 141–64, doi:10.1007/978-981-13-6142-5_6.

[34] Deni Sopiansyah and Siti Masruroh, "Konsep Dan Implementasi Kurikulum MBKM (Merdeka Belajar Kampus Merdeka)," *Reslaj : Religion Education Social Laa Roiba Journal* 4, no. 1 (August 11, 2021): 34–41, doi:10.47467/reslaj.v4i1.458.

[35] Dindin Alawi et al., "Implementasi Kurikulum Merdeka Belajar Kampus Merdeka Pasca Pandemi Covid-19," *EDUKATIF : JURNAL ILMU PENDIDIKAN* 4, no. 4 (July 3, 2022): 5863–73, doi:10.31004/edukatif.v4i4.3531.

challenging thing when participating in MBKM activities.[36] The Islamic Education Management Study Program of Djuanda Bogor University faced several challenges in the implementation of MBKM, including obstacles in curriculum adjustments, funding, exploring cooperation with partners, and adjustments to academic information systems.[37] Meanwhile, in the Arabic Language Education Study Program at Jambi University, confusion in the curriculum reform process, availability of facilities, and readiness of human resources are still hindrances.[38] Furthermore, the most significant problem was the absence of implementation guidelines or technical instructions from the Directorate of Religious Higher Education of the Ministry of Religion of the Republic of Indonesia.[39]

In a similar vein, the Arabic Language Education (PBA) study program also experienced numerous obstacles. Some of those challenges include student exchange programs with its still unclear procedures and practical examples, internship programs with industries outside schools/madrasahs that do not have prior cooperation agreements with the faculty, and draft activity cost budgets that differ significantly from the previous curriculum.

Additionally, in the student exchange program, although the PBA study program had determined the elective courses that would be offered to students from outside PBA IAIN Kediri who wanted to take part in student exchanges to this study program, the Faculty of Tarbiyah was not really sure whether the study programs that would be interested in exchanging had really prepared the system to implement the program. This would possibly create a vacancy in classes at the Faculty of Tarbiyah which causes some lecturers to lose the credit load. Moreover, lecturers should report a performance load of at least 12 credits every semester. Regarding funding, it was also still unclear, whether students who would spend semester five and six at other campuses still had to pay additional tuition fees or not.

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[36] Konstantinus Denny Pareira Meke, Richardo Barry Astro, and Maimunah H. Daud, "Dampak Kebijakan Merdeka Belajar Kampus Merdeka (MBKM) Pada Perguruan Tinggi Swasta Di Indonesia," *EDUKATIF : JURNAL ILMU PENDIDIKAN* 4, no. 1 (December 29, 2021): 675–85, doi:10.31004/edukatif.v4i1.1940.

[37] Abdul Kholik et al., "Impelementasi Kurikulum Merdeka Belajar Kampus Merdeka (MBKM) Berdasarkan Persepsi Dosen Dan Mahasiswa," *Jurnal Basicedu* 6, no. 1 (January 6, 2022): 738–48, doi:10.31004/basicedu.v6i1.2045.

[38] Abdul Muid, Rosita Ilhami, and Suci Ramadhanti Febriani, "MBKM (Merdeka Belajar Kampus Merdeka) under Jambi University's Arabic Education Program during the Industrial Revolution: Implementation, Supporting and Inhibiting Factors (Version 4.0)," *Arabiyatuna : Jurnal Bahasa Arab* 6, no. 1 (April 11, 2022): 85, doi:10.29240/jba.v6i1.3606.

[39] Arif Zunaidi et al., "Penguatan Pemahaman Dan Orientasi Kurikulum Kampus Merdeka Dalam Menyambut Merdeka Belajar-Kampus Merdeka," *BATUAH: JURNAL PENGABDIAN KEPADA MASYARAKAT* 1, no. 2 (2021): 1–7, doi:10.33654/batuah.v1i2.1361.

In the flow of internship program, cooperation with various parties who have roles as stakeholders is key.[40] Currently, the Faculty of Tarbiyah has cooperation agreements with several schools and madrasahs that have the potential to become internship destinations, but not for industry sectors outside those institutions. Changes in the internship system from the old one consisting of Internship 1, Internship 2, and Internship 3, which were carried out in different semesters with a relatively short duration of one to five weeks, may face several obstacles such as student discipline that needs to be more intensely supervised, and funding that may arise since the duration of the internship is getting longer.

Furthermore, internships outside the schools or madrasahs, as well as other MBKM activities such as entrepreneurship, research, and community service, would expose to additional issues. By providing various options for students, the faculty would confront several problems, such as preparing the availability of supervisors who match student interests, as well as funding student supervision activities carried out by supervisors outside the campus. The Tarbiyah faculty, as well as the institution, could not provide such a significant budget.

After going through several series of FGD activities, it was decided that all study programs under the auspices of the Faculty of Tarbiyah IAIN Kediri, including PBA study program, would adopt the Integrative Curriculum approach as a transition strategy in responding to MBKM curriculum reform. Given that transformations to the curriculum reform process could not be implemented massively, the implementation strategy taken is to improve the curriculum based on the Indonesian National Qualifications Framework (KKNI), but also provide opportunities for students to undergo an off-campus internship program for one full semester, in accordance with the recommendations of the Ministry of Education and Culture and Technology in implementing MBKM [41].

The Solution is Integrative Curriculum

As a strategic first step, the Integrative Curriculum was chosen by the Faculty of Tarbiyah IAIN Kediri as an approach that seeks to combine two principles of the existing curriculum model, namely the Indonesian National Qualification Framework Curriculum (KKNI) and the MBKM Curriculum. This

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[40] Dian Aswita, "Merdeka Belajar Kampus Merdeka (MBKM): Inventarisasi Mitra Dalam Pelaksanaan Magang Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan," *Prosiding Seminar Nasional Biotik* 9, no. 2 (June 29, 2022): 56, doi:10.22373/pbio.v9i2.11747.

[41] Budhi Waskito, Noning Verawati, and Hanindyalaila Pienrasmi, "Persepsi Mahasiswa Yang Menghambat Adopsi Inovasi Bentuk Kegiatan Pembelajaran Magang Merdeka Belajar Kampus Merdeka," *Jurnal Perspektif Pendidikan* 16, no. 1 (June 9, 2022): 112–25, doi:10.31540/jpp.v16i1.1633.

approach enables the improvement and refinement of the MBKM Curriculum through the gradual integration of key elements of the MBKM Curriculum into the Integrative Curriculum.

One of the main aspects of this integration is to design an internship program that lasts for a full semester, with a duration of six months, in accordance with the recommendations for the implementation of the MBKM curriculum which is also contained in the Technical Guidelines for the Implementation of the MBKM Curriculum prepared by LPM IAIN Kediri.[42] This decision confirms the commitment to provide practical experience to students, enabling them to apply theoretical knowledge in the world of education in real terms.

The subsequent phase entails identifying the essential competencies anticipated from PBA graduates, which encompass Arabic language proficiency, comprehensive religious comprehension, pedagogical abilities, and other professional skills.[43] These competencies are expanded to align with global shifts and evolving local requirements.[44] These competencies are described in the Graduate Learning Outcomes (CPL) derived from the PBA Study Program Graduate Profile which consists of the Main Profiles and Additional Profiles. In accordance with the formulation of KKNI, CPL main profiles and additional profiles have four categories of competencies: work ability, mastery of knowledge, managerial ability and responsibility.[45]

This curriculum design also provides significant flexibility to students by allowing students to take thesis courses since the seventh semester. The opportunity gives students more adequate time to prepare before starting thesis writing. In addition, this approach is expected to produce graduates in a shorter time, which is 3.5 years. This concept involves accelerating the process of higher education without sacrificing quality, through the application of more targeted and integrative learning methods.

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[42] LPM IAIN Kediri, *Petunjuk Teknis Implementasi Merdeka Belajar-Kampus Merdeka IAIN Kediri Tahun 2022* (Kota Kediri: Lembaga Penjaminan Mutu (LPM) IAIN Kediri, 2022).

[43] Fatwa Arifah, "Pembinaan Kompetensi Mengajar Bahasa Arab Berbasis European Profiling Grid," *Al-Ma'rifah* 18, no. 1 (April 30, 2021): 15–26, doi:10.21009/almakrifah.18.01.02; Antonia Quinn et al., "Curated Collections for Educators: Six Key Papers on Teaching Procedural Skills," *AEM Education and Training* 5, no. 4 (October 4, 2021), doi:10.1002/aet2.10692; Tamer Amin and Diala Badreddine, "Teaching Science in Arabic: Diglossia and Discourse Patterns in the Elementary Classroom," *International Journal of Science Education* 42, no. 14 (September 21, 2020): 2290–2330, doi:10.1080/09500693.2019.1629039.

[44] Atik Puspita Rini et al., "Pendekatan Terintegrasi Dalam Pengembangan Kurikulum Abad 21," *Jurnal Ilmiah Pendidikan Holistik (JIPH)* 2, no. 2 (April 30, 2023): 171–82, doi:10.55927/jiph.v2i2.3942.

[45] Intan Nursikah et al., "Implementasi Manajemen Kurikulum Merdeka Belajar Kampus Merdeka Pada Fakultas Ilmu Tarbiyah Dan Keguruan Universitas Islam Negeri Sumatera Utara," *Edukasi Islami: Jurnal Pendidikan Islam* 12, no. 2 (2023).

The internship program involves eight courses with a total credit weight of 16 credits in the category of School Field Introduction (PLP) courses which cover various important aspects for prospective PBA Study Program graduates to follow. Some of the courses involved include Education Management, Arabic Learning Assessment, Development of Arabic Learning Tools, Development of Arabic Learning Aids, Classroom Action Research, Development of Arabic Teaching Materials, Digital Literacy in Arabic Language Learning, and Arabic Learning Methods and Strategies.

In the internship process, students will receive direct guidance from Field Supervisors (DPL).[46] This change reflects the commitment of the Faculty of Tarbiyah IAIN Kediri to ensure that students get a more comprehensive and in-depth internship experience while at the same time in accordance with the spirit of MBKM curriculum reform which is more responsive and relevant to the needs of the current world of education and work.

After having the design framework of the new curriculum, the next step is to plan the distribution of courses for each semester. The distribution of this course has a structure consisting of three types of courses, namely institutional courses with the INK code, faculty courses with the TAR code, and study program courses with the PBA code. Institutional courses and faculty courses are considered compulsory courses that must be taken by all students. Meanwhile, study program courses are divided into two types, namely compulsory and elective courses. Compulsory courses consist of Arabic language teaching, Arabic language skills development, and Arabic linguistics. While the study program courses are skill development that supports the additional profile of graduates, namely as professional Arabic translation, developers of Arabic learning media and technology, and entrepreneurial practitioners in the field of Arabic education. The total number of courses that must be completed by PBA students before graduating is 60 courses with a total weight of credits (Semester Credit Units) of 149.

Table 1 Courses Distribution of Integrative Curriculum in the Arabic Language Education Study Program (PBA) at IAIN Kediri

SEMESTER 1 (22)	SEMESTER 2 (22)
- Civics (2)	- Civic Education (2)
- Bahasa Indonesia (2)	- Introduction to Islamic Studies (2)
- English (2)	- Introduction to Education (2)
- al-Quran Studies (2)	- Nahwu 1; al-Umdah wa al-Fudhlah (4)
- Hadis Studies (2)	- Shorof (4)
- Worship Practices (2)	- Istima' al-Ashwat wa al-Tarakib (4)
- Fiqih Studies (2)	- Kalam 1; al-Hiwarat wa al-Ta'birat (4)

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[46] Muhammad Rusli Baharuddin, "Adaptasi Kurikulum Merdeka Belajar Kampus Merdeka (Fokus: Model MBKM Program Studi)," *Jurnal Studi Guru Dan Pembelajaran* 4, no. 1 (April 22, 2021): 195–205, doi:10.30605/jsgp.4.1.2021.591.

- Ta'lim al-Arabiyah al-Mukassaf (TAM) (8)

SEMESTER 3 (23)	SEMESTER 4 (22)
- Akhlak Tasawuf (2)	- Arabic Language Education Curriculum
- History of Islamic Civilization (2)	Development (2)
- Islamic Theology (2)	- Development of Teaching Materials (2)
- Learning Tools (2)	- Arabic Learning Evaluation (2)
- Student Development and Learning Theory	- Qiraah 2; Qiraah Muwassa'ah (2)
(3)	- Kitabah 1; Adabiyah (4)
- Education Administration and Management	- Fann al-Khithobah* (2)
(2)	- Qualitative Research Methods (2)
- al-Madkhal ila Ilmi al-Lughah (2)	- Arabic Learning Media (2)
- Nahwu 2; al-Takmilah (2)	- Arabic Learning Methods and Strategies 1
- Kalam 2; al-Jidal wa al-Munadzarah (2)	(2)
- Qiraah 1; Qiraah Muyassarah (4)	- al-Khoth al-Araby (2)

SEMESTER 5 (22)	SEMESTER 6 (20)
- Micro Teaching (2)	- Educational Internship (4)
- Quantitative Research Methods (2)	- PLP - Education Management (2)
- Education Statistics (2)	- PLP - Arabic Language Learning
- Balaghah (4)	Assessment (2)
- Translations (2)	- PLP - Development of Arabic Learning
- TOAFL (Test of Arabic as a Foreign	Tools (2)
Language) (2)	- PLP - Development of Arabic Learning
- Masrahiyah (2)	Media (2)
- Arabic Learning Methods and Strategies 2	- PLP - Classroom Action Research (2)
(2)	- PLP - Development of Arabic Teaching
- e-Learning (2)	Materials (2)
- Kitabah 2; Akademiyah (2)	- PLP - Digital Literacy in Arabic Language
	Learning (2)
	- PLP - Arabic Learning Methods and
	Strategies (2)

SEMESTER 7 (12)	SEMESTER 8 (6)
- Real Work Lecture (4)	- Thesis (6)
- Seminar Proposal (2)	
- Additional Profile Course Packages:	
- Journalistic Translations (2) / Contemporer	
Translations: Formal Legal (2) / Direct	
Translations (2)	
- al-Arabiyah Li Aghrad Khassah (2) / Arabic	
Course Institute Management (2) / al-	
Arabiyah Li al-Hajj wa al-Siyahah (2)	
- Graphic Design and Animated Videos for	
Arabic Learning (2) / Arabic Language	
Learning Broadcasting (2) / Social Media	
Arabic Language Learning (2)	

Regarding the development of lecture materials, the lecturers follow the guidelines for the Semester Lecture Plan (RPS) format that has been prepared by LPM IAIN Kediri, lecturers are encouraged to integrate lectures with CPL that are adjusted to the expected competencies. Lectures are advised

to adopt constructivist learning theories of various teaching methods, such as lectures, discussions, simulations, and practicums, to support interactive and practical learning.[47] Problem-based learning[48] or project-based approach[49] is highly recommended to use to increase student engagement and critical thinking skills. The use of information technology such as the internet and the latest applications is also important and recommended so that students can improve digital competence and literacy.[50]

Furthermore, assessment format is an important aspect that needs to be considered in the curriculum design process after compiling CPL, lecture materials and activities[51]. The assessment process is based on CPL which has been deliberated with lecturers for certain subject categories. This assessment consists of formative and summative evaluations used to measure student competency achievement[52]. In order to maintain accountability in the assessment process, PBA lecturers need to design an assessment rubric so that students can be aware of the target achievements they must master to get certain grades[53].

Integrative Curriculum Maintains Emancipated Learning Values

Integrative Curriculum in the PBA Study Program was first implemented in the class of 2021-2022, which is currently entering the third year of lectures. Since it was first campaigned in 2021, the State Islamic Institute (IAIN) Kediri immediately welcomed this policy as part of the transformation

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[47] Rahmadhani Fitri, Jamaris Jamaris, and Solfema Solfema, "Teori Belajar Konstruktivisme Dalam Perkuliahan Keanekaragaman Tumbuhan," *Pedagogi Hayati* 6, no. 1 (2022): 1–11.

[48] Khoirun Nasik, "Model Pembelajaran Mata Kuliah Keislaman Berbasis Masalah Komunitas Yang Terintegrasi Sebagai Langkah Menyikapi Merdeka Belajar Dan Kampus Merdeka (MBKM)," *Madinah: Jurnal Studi Islam* 6, no. 2 (2019): 128–39.

[49] Maziyyatul Muslimah, "Developing Arabic Educational Games in 'Arabiyah Lil Athfal Entrepreneurship Course Using Project-Based Learning," *Maharaat: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (November 18, 2022): 16–37, doi:10.18196/mht.v5i1.15838.

[50] Deci Ririen and Febblina Daryanes, "Analisis Literasi Digital Mahasiswa," *Research and Development Journal of Education* 8, no. 1 (April 1, 2022): 210, doi:10.30998/rdje.v8i1.11738.

[51] Irma Suryani Siregar and Sri Wahyuni, "Analisis Manajemen Kurikulum Di Perguruan Tinggi (Studi Kasus Pada Prodi MPI STAIN Mandailing Natal)," *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan* 19, no. 1 (June 1, 2022): 72–84, doi:10.25299/al-hikmah:jaip.2022.vol19(1).9193.

[52] Defrizal et al., "Evaluation Of The Implementation Of The Independent Learning Program For The Independent Campus (Mbkm) At The Faculty Of Economics And Business - Bandar Lampung University," *Borneo Educational Journal (Borju)* 4, no. 2 (March 30, 2022): 1–20, doi:10.24903/bej.v4i2.914.

[53] Edi Kurniadi, Mohamad Nurzaman, and Nurul Gusriani, "Desain Kurikulum Dan Konversi Hasil Kegiatan MBKM Program Studi Sarjana Matematika," *Jurnal Cendekia: Jurnal Pendidikan Matematika* 7, no. 2 (2023): 2052–60.

of higher education in Indonesia by bringing a revolutionary concept that promotes independence and learning flexibility for students.

The learning process in the Integrative Curriculum at PBA IAIN Kediri study program still maintains the values of MBKM Curriculum which involves learning opportunities outside of the classroom[54], work or projects to help students think independently and live the future well, internship program to bridge educational and industrial needs [55], and differentiated learning by giving the students opportunity to select certain courses related to their career path[56].

Some courses at PBA IAIN Kediri involve potential industries that allow PBA students to be involved in, such as Islamic schools, madrasas, Islamic boarding schools, to other non-formal educational institutions such as Quranic Education Institutions (TPQ) and Arabic language course institutions. For example, in pedagogical courses such as Student Development, Learning Theory, and Arabic Learning Evaluation, after discussing theoretical matters in the first eight weeks of lectures, students then conduct field research as their project at related educational institutions to examine the pragmatic implementation of theories in the educational industrial world.

With the guidance of the lecturer, the research report is then compiled into scientific articles and published in national reputable journals. Some of the works of lecturers and students as learning outputs that have been successfully published include: Analysis of Peer Influence on the Acquisition of the Number of Qur'an Memorization in Class A Tahfidz For Kidz PP. Qur'anan 'Arobiyya Kediri City[57], Relevance and Implementation of Arabic Class Students' Attitudes at MTs Al-Mahrusiyah towards the Social Characteristics of Each Individual[58], Pesantren Education Environment in Character Building at Madrasah

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[54] Nora Susilawati, "Merdeka Belajar Dan Kampus Merdeka Dalam Pandangan Filsafat Pendidikan Humanisme," *Jurnal Sikola: Jurnal Kajian Pendidikan Dan Pembelajaran* 2, no. 3 (March 31, 2021): 203–19, doi:10.24036/sikola.v2i3.108.

[55] Purnama Tedjokoesoemo, Poppy Nilasari, and Sriti Sari, "Addressing the Independent Learning Curriculum (Kurikulum Merdeka Belajar) as a Form of Positive Disruption to Empower the Community," in *Proceedings of the 1st International Conference on Emerging Issues in Humanity Studies and Social Sciences* (SCITEPRESS - Science and Technology Publications, 2021), 167–76, doi:10.5220/0010749100003112.

[56] Parley Cougar Hall, Christopher B. Curtis, and Joshua H. West, "Individual Book Reports: An Application of Differentiated Instruction in Two Public Health College Courses," *Health* 11, no. 10 (2019): 1247–56, doi:10.4236/health.2019.1110096.

[57] Maziyyatul Muslimah and Anni Muslimah Abwa, "Analisis Pengaruh Teman Sebaya Terhadap Perolehan Jumlah Hafalan Al-Qur'an Pada Kelas A Tahfidz for Kidz PP. Qur'anan 'Arobiyya Kota Kediri," *Zuriah: Jurnal Pendidikan Anak Usia Dini* 3, no. 1 (2022): 13–22, doi:10.29240/zuriah.v3i1.4865|p.

[58] Immaa Iyyaanal Fitriyah and Maziyyatul Muslimah, "Relevansi Dan Implementasi Sikap Siswa Kelas Bahasa Arab Di Mts Al-Mahrusiyah Terhadap Karakteristik Sosial Setiap Individu," *Al-Ittijah : Jurnal Keilmuan Dan Kependidikan Bahasa Arab* 14, no. 2 (January 9, 2023): 91–107, doi:10.32678/alittijah.v14i2.7303.

Tsanawiyah Al-Mahrusiyah Lirboyo Kediri City[59], Perceptions of SD Plus Sunan Ampel Students towards Arabic Language Learning[60], Analysis of Post-ECCE Children's Learning Theory at Al-Huda Islamic School[61], and Analysis of the Differentiation of Arabic Language Learning Outcomes Test for High School Students of Mamba'ul Hikmah Paron Ngawi High School[62], The Relevance of Arabic Language Education Towards Quality Education [63], Students' Creative Abilities in Implementing Cognitivism Learning Theory[64], Psychosocial of Adolescents in Arabic Language Learning at Boarding-Based Madrasah Tsanawiyah[65], Performance Assessment in Learning Arabic Language for MTs Students in 2023[66].

Additionally, students will receive extensive training in professional skills and character development in the form of internship program with one semester duration as suggested by MBKM[67]. This internship program is provided in the fifth semester consisting of 20 credits with the course subjects namely: Educational Internship and other eight PLP course series that can be seen in the Table 1 above.

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[59] Maziyyatul Muslimah and Latifah Latifah, "Lingkungan Pendidikan Pesantren Dalam Pembentukan Karakter Di Madrasah Tsanawiyah Al-Mahrusiyah Lirboyo Kota Kediri," *Risalatuna: Journal of Pesantren Studies* 2, no. 2 (July 15, 2022): 169–80, doi:10.54471/rjps.v2i2.1817.

[60] Maziyyatul Muslimah and Khusnun Nadiroh, "Persepsi Peserta Didik SD Plus Sunan Ampel Terhadap Pembelajaran Bahasa Arab," *Jurnal Pembelajaran Inovatif* 5, no. 2 (October 19, 2022): 08–12, doi:10.21009/JPI.052.02.

[61] Maziyyatul Muslimah and Erlina Rahma Pramudya Ningrum, "Analisis Teori Belajar Anak Pasca- PAUD Di Sekolah Islam Al-Huda," *Jurnal Penelitian Dan Pengembangan Pendidikan Anak Usia Dini* 10, no. 1 (2023): 43–52.

[62] Maziyyatul Muslimah and Amila Widiyanti, "Analisis Daya Beda Tes Hasil Belajar Bahasa Arab Siswa SMA Mamba'ul Hikmah Paron Ngawi," *AL-MU'ARRIB: JOURNAL OF ARABIC EDUCATION* 3, no. 2 (September 12, 2023): 13–23, doi:10.32923/al-muarrib.v3i2.3594.

[63] Ukhrowiyah Ukhrowiyah, Muhammad Busronul Arif, and Maziyyatul Muslimah, "The Relevance of Arabic Language Education Towards Quality Education," *Islamic Integration in Achieving Sustainable Development Goals (SDGs)* 1, no. 1 (November 8, 2023): 1–11.

[64] Rika Fitria and Maziyyatul Muslimah, "Kemampuan Kreatif Siswa Dalam Implementasi Teori Belajar Kognitivisme," *Ihtitam: Jurnal Pendidikan Bahasa Arab* 6, no. 2 (December 1, 2023): 1–14.

[65] Hibatin Wafiroh and Maziyyatul Muslimah, "Psikososial Remaja Dalam Pembelajaran Bahasa Arab Di Madrasah Tsanawiyah Berbasis Pesantren," *Tadris : Jurnal Penelitian Dan Pemikiran Pendidikan Islam* 17, no. 2 (December 28, 2023): 12–24.

[66] Maziyyatul Muslimah and Siti Zumrotun Nisaul Mutiatul Karimah, "Asesmen Kinerja Dalam Pembelajaran Kalam Bahasa Arab Siswa MTs Tahun 2023: Penelitian Pustaka Melalui Google Scholar," *ADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 4, no. 1 (January 24, 2024): 120.

[67] Aris Junaidi, *Panduan Penyusunan Kurikulum Pendidikan Tinggi Di Era Industri 4.0 Untuk Mendukung Merdeka Belajar-Kampus Merdeka*, IV (Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan, 2020).

As for the independency[68], students at PBA IAIN Kediri are given the opportunity to choose elective courses related to their career path consisting of three additional profiles: Arabic translators, learning aid developer, and Arabic education entrepreneurs. The elective courses can be taken in the seventh semester along with the Thesis writing process that facilitate students to graduate in 3.5 years.

Higher education should be founded upon methodologies that foster independent, collaborative, and institutional learning, thereby enhancing graduates' ability to effectively apply practical knowledge and skills in professional settings[69]. The Integrative Curriculum strives to provide graduates with the work skills required by industry in order to reduce the gap between what students learn in college and the abilities required by industries[70]. Active student participation and university support are critical to the success of the *Merdeka* Campus, which prepares students for future occupations by putting them to work right away[71].

Conclusion

The reform process of the Arabic Language Education Study Program (PBA) at IAIN Kediri underwent significant steps and encountered various challenges. Beginning with the identification of norms and regulations, the reform was initiated to align with the MBKM curriculum, with design plans emerging from focus group discussions (FGDs) at the study program level. These plans included off-campus activities for third-year students, additional profile elective courses, internship opportunities, and the option for students to pursue entrepreneurial, research, or community service projects if credit requirements were not met.

Despite the progressive reform, challenges persisted for PBA IAIN Kediri, such as uncertain procedures for student exchange programs, lack of cooperation agreements with industries for internships, and discrepancies in

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[68] Nora Susilawati, "Merdeka Belajar Dan Kampus Merdeka Dalam Pandangan Filsafat Pendidikan Humanisme," *Jurnal Sikola: Jurnal Kajian Pendidikan Dan Pembelajaran* 2, no. 3 (March 31, 2021): 203–19, doi:10.24036/sikola.v2i3.108.

[69] Saiful Hadi, "Konstruksi Belajar Multi Arah Pada Implementasi Model Merdeka Belajar Dan Kampus Merdeka (Learning Analysis of How to Learn Based on Self Awareness)," *ENTITA: Jurnal Pendidikan Ilmu Pengetahuan Sosial Dan Ilmu-Ilmu Sosial* 3, no. 2 (December 11, 2021): 257–77, doi:10.19105/ejpis.v3i2.4882.

[70] Sya'baningrum Prihhartini and Endang S. Priyatna, "Analyzing Market Trends in The Automation Era for The Development of Independent Campus Curriculum," *Makna: Jurnal Kajian Komunikasi, Bahasa, Dan Budaya* 10, no. 1 (March 9, 2022): 31–49, doi:10.33558/makna.v10i1.3232.

[71] Haryo Kusumo et al., "Kampus Merdeka: College Educational Breakthrough to Address the Wide Gap Between Industry and Academia," *KnE Social Sciences*, December 21, 2022, doi:10.18502/kss.v7i19.12470.

activity cost budgets. To address these challenges, the decision was made for all study programs under the Faculty of Tarbiyah to adopt the Integrative Curriculum approach, ensuring alignment with the MBKM curriculum reform and the Indonesian National Qualification Framework (KKNI). The implementation of the Integrative Curriculum focuses on strengthening the curriculum, offering off-campus internship opportunities, and retaining the values of the MBKM Curriculum through learning activities outside the classroom, independent projects, and differentiated learning options tailored to career paths in Arabic language education.

Future research should investigate the practical ramifications and long-term outcomes of the suggested Integrative Curriculum method based on the findings of this study. A thorough analysis might evaluate the curriculum's effectiveness in bridging the gap between academic learning and industrial expectations, as well as revealing information on students' experience benefits during off-campus internships. Furthermore, investigating the post-graduation trajectories of PBA IAIN Kediri graduates, particularly their career placements in Islamic education institutions and other related industries, would help to assess the real-world impact of curriculum revisions. Such research will not only deepen scholarly debate on curriculum revisions, but would also provide practical assistance for institutions looking to improve their graduates' employability and flexibility in the ever-changing landscape of Arabic language education.

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