

Development of Arabic Language Curriculum With Integration-Interconnection Paradigm Referring KKNi and SN-DIKTI

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Abstract

This research is a library research study aimed at examining the development of an Arabic language education curriculum with an integration-interconnection paradigm referring to KKNi and SN-DIKTI with several problem formulations, namely, (1) What is the profile of the curriculum referring to KKNi and SN-DIKTI with an interconnection integration paradigm in the Language Education Masters program Arabic (PBA) UIN Maulana Malik Ibrahim Malang, (2) Has the curriculum structure been prepared based on the needs of students who will face challenges in society as the goals formulated by the KKNi? Methods of data analysis using descriptive-analytical. This study's result is that the curriculum profile refers to KKNi and SN-DIKTI with the paradigm of interconnection integration. The curriculum structure that has been prepared according to the objectives formulated by the KKNi is grouped into introductory competency courses, methodology competency courses, general competency courses and supporting competency courses with a total of 53 credits.

Keywords: curriculum development; integration-interconnection; kkn i and sn-dikti.

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Introduction

Curriculum change is a process that naturally occurs and should occur in line with developments in science and Technology, community needs, modern times and new government policies (Rodli, 2017). The story of a competency-based Higher Education curriculum refers to the Indonesian National Qualifications Framework (KKNi) following the Presidential Regulation of the Republic of Indonesia Number 8 of 2012, which is a competency qualification framework that can juxtapose, equalize, and integrate the education and job training fields as well as work experience to granting recognition of work competence by the job structure in various sectors (Rodli, 2017). The embodiment of the quality and identity of the Indonesian nation is related to the education and training system as well as the national HR development program.

The government continues to strive to improve the quality of education by issuing various educational policies, including those specifically related to higher education (Tabrani, 2013). These different educational policies are outlined in several regulations, including: a) Law No. 12 of 2012 concerning Higher Education, b) Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNi), c) Permendikbud No.73 of 2013 concerning Application of KKNi in Higher Education, d) Government Regulation No. 4 of 2014 concerning Implementation of Higher Education and Management of Higher Education, and e) Regulation of the Minister of Education and Culture Number 49 of 2014 concerning National Higher Education Standards (SNPT) which was updated with Minister of Research, Technology and Higher Education Regulation Number 44 of 2015 (Suwadi, 2016).

The development of the study program curriculum begins with the formulation of the competence of study program graduates manifested in the formulation of graduate profiles (Sugiharto, 2014) and learning achievements (Permenristekdikti, 2015). The CP formulation becomes a reference in identifying study materials and determining courses and credit weights.

Article 29, paragraph 2 of the KKNl states that the KKNl is the primary reference in determining the competence of education graduates in academic, vocational, and professions. In this case, Indonesian human qualifications are graded into nine levels, and each level consists of four qualifications, namely a) attitude and values, b) workability, c) general Knowledge, and d) managerial ability (Mufilhah, 2019).

The Master of Arabic Language Education (PBA) Postgraduate Program at UIN Maulana Malik Ibrahim Malang is one of the leading study programs in the Postgraduate Program at UIN Malang. The PBA Masters was founded in 2009. The curriculum implemented combines the Arabic language curriculum in general and Arabic language education in accordance with modern linguistic findings in particular. Implementing the Arabic Language Education Masters Program aims to: 1. Provide broader access to Arabic education masters programs for the community. 2. Providing superior and professional masters of Arabic language education to meet the community's needs.

Therefore, this research is expected to achieve an overview of curriculum components that refer to applicable provisions. This research is necessary because research on curriculum development that refers to KKNl and SN-DIKTI has not been widely carried out, although several studies intersect with this study. So that this research is as far as possible to enrich Knowledge regarding improving the learning system for PBA master programs referring to KKNl and SN-DIKTI, becoming the Basis for the vision and mission of the faculty to remain in line with the competence of its graduates so that they can have strong skills to face social needs and compete in the global arena.

Curriculum Development

The word curriculum comes from the Greek current, which means distance travelled. This term was originally used in the field of sports, namely the distance that must be covered in running activities from start to finish. In subsequent developments, when the curriculum has become a term that exists in the world of education, the understanding of experts in understanding the curriculum varies greatly (Ni'mah, 2003).

According to the National Education System Law number 20/2003, the curriculum definition is developed towards a set of plans and arrangements regarding objectives, content, and learning materials, as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals (Ma'rufah, 2020). Apart from the understanding of the curriculum that has been explained above, the researcher thinks that it is necessary to express the opinions of several figures to explain the meaning of the curriculum, including:

According to George A. Beaucham (1976), the curriculum is defined as a field of study forming a theory, namely curriculum theory. Apart from being a field of curriculum study, it is also a teaching plan and a system (curriculum system) which is part of the school system (Perrina, 2020). According to Hilda Taba (1962), the curriculum is a plan for learning, namely something that is planned to be learned by students. Meanwhile, another view says that the curriculum is a written document that contains plans for students while at school (Hilda Taba; 1962 in her book "Curriculum Development Theory and Practice" (Perrina, 2020).

According to Dennis D. Gooler and Arden Groteluechen, curriculum development can be seen as a series of decision points where each alternative, or combination of alternatives, is chosen by 'some process. The alternative chosen at each decision point determines the next development procedure (Tolinggi, 2020).

Purwadi divides the meaning of curriculum into six parts: (1) curriculum as an idea; (2) a formal curriculum in the form of a document used as a guide and guide in implementing the curriculum; (3) curriculum according to the teacher's perception; (4) operational curriculum implemented or operationalized by teachers in class; (5) experience curriculum, namely the

curriculum experienced by students; and (6) the curriculum obtained from implementing the curriculum (Suharisiwi, 2018).

According to Wiles and Bondi, curriculum development functions to research, plan, and prepare materials and methods to be used in the learning process that is in accordance with the times so that they can achieve the desired goals (Tolinggi & Maksudin, 2021).

After examining more deeply the meaning of the curriculum mentioned above, the researcher concluded that the curriculum is an educational program that is planned systematically, which contains teaching materials and learning experiences that have directions and goals to be achieved and develop educational programs to obtain better results. From before so that a learning curriculum can be said that there are always adjustments to the needs and developments of education.

Indonesian National Qualifications Framework (KKNI)

Permendikbud no 73 of 2013 defines KKNI as the Indonesian National Qualification Framework (KKNI) in the field of higher education, which is a qualifications levelling framework that can juxtapose, equalize, and integrate learning outcomes from non-formal education, informal education, and work experience into types and levels higher education (Puspitasari, 2020).

Furthermore, it is intended to facilitate the education of someone who has work experience or has learning outcomes from non-formal education or informal education to:

- 1) Undergoing formal education to a higher level/level and/or;
- 2) Obtain recognition of graduate qualifications for certain types of education from tertiary institutions.

The KKNI consists of 9 (nine) qualification levels, starting from Qualification 1 (one) as the lowest qualification and Qualification 9 (nine) as the highest qualification (Supardi, 2016).

Qualification level is the level of learning achievement that is agreed upon nationally, compiled based on the results of education and/or training obtained through formal, non-formal, and informal education or work experience (Supardi, 2016).

The qualification levels are reflected in the following table (Supardi, 2016):

Table 1.
KKNI Qualification Level

KKNI Level	Keywords Minimum Workability in the KKNI Description	Information
9	Deepening and expanding science and Technology, multitransdisciplinary research	S3
8	Develop science and Technology through inter/multidisciplinary research, innovation, tested	S2
7	Develop science and Technology through inter/multidisciplinary research, innovation, tested	Profession
6	Applying, studying, designing, utilizing science and Technology, solving problems	S1/D4
5	Complete a wide range of work, choose a variety of methods	D3
4	Completing wide-ranging tasks and specific cases, choosing a standard method	D2
3	Carry out a specific set of tasks	D1
2	Carry out one specific task	High school graduate
1	Carry out simple, limited, routine tasks under direct supervision	-

Higher Education National Standards (SN-DIKTI)

General Provisions for Higher Education National Standards (SN-DIKTI) are standard units which include National Education Standards, plus National Research Standards and National Community Service Standards (*Indonesia, Kamus Besar Bahasa, and Standar Nasional Pendidikan Tinggi. "Pedoman."* Kbbi. Kemdikbud. Go. Id (2022)., n.d.).

National Higher Education Standards Aim to (*Indonesia, Kamus Besar Bahasa, and Standar Nasional Pendidikan Tinggi. "Pedoman."* Kbbi. Kemdikbud. Go. Id (2022)., n.d.):

- Ensuring the attainment of higher education goals that play a strategic role in educating the nation's life, advancing science and Technology by applying humanities values as well as cultivating and empowering the Indonesian people in a sustainable manner;
- Ensure that learning in study, research and community service programs organized by tertiary institutions in all jurisdictions of the Unitary State of the Republic of Indonesia achieves quality in accordance with the criteria set out in the National Higher Education Standards; And
- Encouraging tertiary institutions throughout the jurisdiction of the Unitary State of the Republic of Indonesia to achieve quality learning, research and community service beyond the criteria stipulated in the National Higher Education Standards in a sustainable manner.

Curriculum Development Principles

Curriculum development uses principles that have developed in everyday life or even creates new principles. Therefore, in implementing the curriculum in educational institutions, it is possible to use different principles from the curriculum used in other educational institutions so that there will be many principles used in curriculum development (Kristiawan, 2019).

Hamalik as quoted by Syafaruddin and Amiruddin, mentions eight principles in curriculum development. These principles include; *principle-oriented purpose, relevance, efficiency, flexibility, continuity, balance, integration, and quality* (Prasetyo & Hamami, 2020).

Curriculum Refers to KKNi and SN-DIKTI

In 2012, based on a Presidential Regulation (Perpres), the Indonesian National Qualifications Framework (KKNi) was officially launched. Since then, the development of the PTK curriculum in Indonesia must refer to the KKNi. Then in 2014, the National Higher Education Standards (SN-DIKTI) were perfected and finalized to be accompanied by the KKNi. This framework regulates higher education more holistically, mechanically and in-depth, including pedagogical process and assessment. So, until now, the Higher Education curriculum must refer to KKNi and SN-DIKTI (R Tolinggi, 2020).

If the curriculum is structured according to the KKNi and SN-DIKTI, then the curriculum integrates attitudes, Knowledge and skills, both general and specific, with an orientation towards the competencies possessed by the learner. So that the nuances of learning, when based on KKNi and SN-DIKTI, change from Teaching-Learning to *observation, inquiry, reasoning, associating, inference, analysis, creation, description, And evaluation* to provide a learning experience to students. The learning curriculum that refers to KKNi and SN-DIKTI must also contain learning materials that align with learning outcomes and employment opportunities. The subject matter of the study must be aligned with the background knowledge and the demands of job opportunities (R Tolinggi, 2020).

Based on a national decision, it was determined that the alumni of the Master's Program (S2) must at least have competencies equivalent to the learning outcomes at level 8 of the KKNi as follows (R Tolinggi, 2020):

- 1) Have the ability to be able to develop science and Technology through research so as to produce innovative and tested works in the scientific field or professional practice of the Arabic language.
- 2) Have the ability to solve science and technology problems through an interdisciplinary or multidisciplinary approach in the field of Arabic.
- 3) Having the ability to manage development and research can be useful for the nation and internationally.

The description of curriculum achievements related to KKNi has four aspects including (R Tolinggi, 2020):

- 1) Aspects of values and attitudes: Behavior which is the identity or characteristic of Indonesian citizens which is internalized in learning, whether structured or not.
- 2) Knowledge aspect: Information in the form of Knowledge and experience that has been obtained and accumulated to be able to have work competence.
- 3) Aspects of work competence: The ultimate manifestation of potential changes that are applicable and functional in each learner.
- 4) Aspects of responsibility and authority: As for things that must be considered related to applicable competencies and supporting Knowledge that can help to be active properly and morally in society.

Method

This research is manifold *library research* with a qualitative approach. As for the method of data analysis, using a descriptive-analytical method aims to provide a picture of the reliability of the object under study. This study emphasizes one variable, namely the curriculum for the PBA Masters Program at UIN Maulana Malik Ibrahim, by selecting and classifying the main points contained in the curriculum document according to the Indonesian National Qualifications Framework Guidebook, Guidelines for Developing Higher Education Curriculum in the Industrial Age 4.0 and the Guidebook PTKI Curriculum Development Refers to KKNi and SN-DIKTI.

Results and Discussion

Based on the results of research and analysis of curriculum documents for the PBA Masters Program at UIN Maulana Malik Ibrahim Malang with a curriculum development guidebook referring to KKNi and SN-DIKTI, the following data were found:

The curriculum of PBA Masters Program at UIN Maulana Malik Ibrahim Malang

The Master of Arabic Language Education (PBA) Postgraduate Program at UIN Maulana Malik Ibrahim Malang is one of the leading study programs in the Postgraduate Program at UIN Malang. The PBA Masters was founded in 2009 in accordance with [a decree of the Director of Islamic Education Number Dj.I/690/2009](#). The curriculum implemented is a combination of the Arabic language curriculum in general and Arabic language education in accordance with modern linguistic findings in particular. The process of socializing religious values is also included in the teaching and learning process. When viewed from the syllabus of each course, it is seen that the learning outcomes have been included. This means that the PBA Department of UIN Malang has also directed the KKNi, which contains graduate competencies and learning outcomes.

Curriculum Development Foundation

In the formulation of the Basis for curriculum development, both those discussed theoretically and in practice, the foundations for curriculum development were found, including; philosophical, psychological, sociological, juridical foundations, as well as the development of

science and Technology. The foundations of this curriculum development are also a major concern in the development of higher education curricula (Kaimuddin, 2015).

- 1) Philosophical Foundation. The formulation of a philosophical basis in curriculum development, including in the development of a higher education curriculum has significant meaning. It can even be said that the philosophical Basis is the main and first foundation in curriculum construction. The curriculum for the Arabic Language Education Masters Program has used a philosophical foundation in curriculum development according to its mission. Developing a network of collaborations/partnerships with other universities both at home and abroad and the community of users of Arabic Language Education study program graduates (<https://Pasca.Uin-Malang.Ac.Id/Magister-Pendidikan-Bahasa-Arab/> Diunduh Pada 06 Mei 2023, n.d.).
- 2) Psychological Foundation. The aspect of emphasizing the psychological Basis is understanding the characteristics of the learner. Understanding is not limited to a mere physical view but in an integrative way viewed psychologically, physically and spiritually, including the learner's style. Regarding the development and strengthening of psychological foundations, Deepening psychological foundations will recommend what approaches, strategies, and methods are effective in implementing the curriculum. The principle of learning relates to determining learning approaches and strategies. That is, effective learning is not measured by the teacher's mastery of skills in understanding approaches and strategies, but, more importantly by encouraging students to be able to learn.
- 3) Sociological Basis, In the growth and development of society, there are elements of cultural values, language, and a variety of social behaviors which are not only the responsibility of the community but also the responsibility of educational institutions where educational institutions of the PBA Masters Program are an organized and effective forum for perpetuating these elements, These elements.
- 4) Science and Technology, as well as the influence of the development of science and Technology in education. The rapidity of Technology, industrialization, information communication, globalization, and free markets, all of which have relevant implications for the world of work, and educational institutions directly or indirectly, sooner or later, will be required and challenged to meet the real needs of the development of science and Technology. Therefore, the sociological Basis and development of science and Technology in carrying out curriculum development are variables that must be attached, including curriculum development in higher education. In response to this, the PBA Masters Program practice often uses Artificial intelligence in lectures such as google classroom, google meet, and zoom.
- 5) Juridical Basis The juridical aspect in curriculum development becomes a formal legal reference for the results of curriculum development. Even the juridical aspect becomes an inseparable part of the basic objectives of the curriculum formulation results. The juridical foundation plays a role as a basic reference in formulating the basic concepts of the curriculum. Referring to the National Education System Law Number 20 of 2003 and Government Regulation Number 32 of 2013 concerning National Education Standards. In addition, related curriculum content and curriculum management mechanisms must rely on juridical aspects. The development of a higher education curriculum, in addition to referring to the regulations mentioned above, must also specifically refer to Presidential Regulation Number 08 of 2012 concerning the Indonesian National Qualifications Framework (KKNI), and Ministerial Regulation Number 49 of 2014 concerning National Higher Education Standards.

In research conducted by Syindi Oktaviani R Tolinggi in 2020 regarding curriculum development based on the paradigm of integration-interconnection of Arabic language

education with Islamic sciences and general science, both in terms of learning outcomes and the methods used in learning can be observed through the integrative-interconnective foundation of Knowledge are the theological, philosophical, material, strategic, and methodological domains (Tolinggi, 2020).

On real *Theology* or Religion, the PBA Masters Program at UIN Malang integrates theological values in learning, such as understanding God, justice, and social responsibility. In the realm of Philosophical, It has also been proven that the lecture system is adjusted to the needs of the community. The material in the PBA master program has been integrated-interconnected in the realm of material which is formulated between Arabic language sciences, education, Islam and research sciences such as *Ulumul Quran*, *Ulumul Hadith*, *Philosophy of Integration of Islam and Science* and other sciences without having to write down the Islamic context in the course. Strategic in the realm of implementation of the integrative-interconnective scientific learning process. Ensure that learning includes the development of critical thinking skills, problem-solving, and creative skills needed to analyze and relate Islamic concepts. Methodologically Encourage students to reflect on their learning and evaluate their progress in interconnective integrative understanding.

The birth of efforts to build the integration of science and Religion at UIN Maliki Malang cannot be separated from the phenomenon of the dichotomy of general science and Religion, both in terms of the implementing agencies such as the National Education Ministry and the Ministry of Religion which both manage education individually, as well as in terms of the concept, where each educational institutions under the auspices of both of them carry out their respective sciences (Suprayogo, 2005).

As illustrated above, the Tree of Knowledge metaphor shows a tree that thrives is dense and shady. Each part of the tree and even the ground where a tree grows is used to explain the whole type of Knowledge that a person must learn and study in order to be considered as having completed his course of study. Just as a tree consists of the soil where it grows, roots, stems, branches, leaves, and healthy and fresh fruit. All of them are used to describe fields of study or courses that must be taken by a student in order to be deemed to have completed the entire course of study. Thus the paradigm of Interconnection Integration is applied to the curriculum of the Arabic language education master program at UIN Malang.

"Roots that go deep into the earth are used to describe the science tools that a student must master well, namely languages (Indonesian, Arabic and English), philosophy, natural sciences and basic social sciences and Pancasila. Stems are used to describe the study of sources of Knowledge originating from the holy Qur'an, hadith, sirah nabawiyah, Islamic thought, and Islamic society. All students, without exception, must take these courses regardless of their major. The law of studying it is fardlu 'ain. While the branches, twigs and leaves describe the type of faculty chosen by each student. If the roots and stems are obligatory in studying it, then the branches, twigs and leaves studying it are fardlu kifayah. This means that a student only needs to take one faculty and is not obliged to take another faculty. The types of Knowledge described as branches include psychology, economics, law, engineering, natural sciences and so on. A tree that grows on an axis will produce fruit. The fruit, in this case, is to describe the product of building science that is integrative between religious Knowledge and general science, namely faith, good deeds and akhlakul karimah"(Suprayogo, 2005).

Structure of the Curriculum for the PBA Masters Program at UIN Malang

The PBA Masters Program at UIN Malang has a Vision as a guideline for aspirations and ideals as well as values that are upheld, namely "Becoming an Excellent Study Program in Research and Development of Arabic Language Education with an Inter and Multidisciplinary Approach, National and International Reputation, and Characteristics of Ulul Albab" (<https://Pasca.Uin-Malang.Ac.Id/Magister-Pendidikan-Bahasa-Arab/> Diunduh Pada 06 Mei 2023,

n.d.). It is expressly stated that this study program is in accordance with the formulation of the Indonesian National Qualifications Framework (KKNI), namely being able to produce professional graduates in their fields who are ready to compete in the world of work. And also, this study program upholds a research culture, and can integrate their Knowledge so that they can compete in the international arena. The next mission is established to help direct study program activities and decisions and provide guidelines for achieving a long-term vision (<https://Pasca.Uin-Malang.Ac.Id/Magister-Pendidikan-Bahasa-Arab/> Diunduh Pada 06 Mei 2023, n.d.).

- 1) Organizing superior and quality education and teaching in terms of Arabic Language Education in accordance with the demands of the development and needs of society.
- 2) Organizing research-based education and teaching (master by research) so as to produce thinkers, inventors and developers in terms of Arabic language education.
- 3) Develop community service programs that are more proactive and anticipatory in dealing with and solving problems in Islamic education, especially in terms of Arabic Language Education.
- 4) Developing a network of cooperation/partnerships with other tertiary institutions both at home and abroad and the community of users of Arabic Language Education study program graduates.

Based on the Decree of the Minister of National Education Number: 232/U/2000 concerning guidelines for preparing higher education curriculum and evaluating student learning outcomes, it is stated that the study load for the master program is at least 36 (thirty-six) credits and a maximum of 50 (fifty) credits. Scheduled for 4 (four) semesters and can be completed in less than 4 (four) semesters and a maximum of 10 (ten) semesters, including the preparation of a thesis after undergraduate and equivalent programs. The credits that must be taken in the PBA master program at UIN Malang are 47 credits plus six for research and thesis writing, requiring four years to complete, including the final assignment.

The curriculum structure for the PBA master program at UIN Malang has been prepared according to the objectives formulated by the KKNI, grouped into basic competency courses, methodological competency courses, general competency courses and supporting competency courses with a total of 53 credits with the following details (<https://Pasca.Uin-Malang.Ac.Id/Magister-Pendidikan-Bahasa-Arab/> Diunduh Pada 06 Mei 2023, n.d.).

- 1) The Basic Competency Course (MKD) consists of 3 (three) courses with a weight of 9 credits.
- 2) Methodology Competency Course (MKM)) consists of 3 (three) courses with a weight of 9 credits.
- 3) The General Competency Course (MKU) consists of 7 (seven) courses weighing 21 credits.
- 4) Supporting Competency Courses (MKP) consist of 3 (three) courses weighing 8 credits.
- 5) TAS or research and thesis writing with a weight of 6 credits.

Structurally it is in accordance with the curriculum development guidelines both in terms of structure and the same goals, but it is seen that the KKNI limits the master program to 50 credits while the PBA Masters program at UIN Malang adds 3 credits because it feels it needs to be added and according to student needs. The following is a list of courses in the PBA Masters Program at UIN Malang.

Table 2.
Basic Competency Courses

Subject	SKS	SMT	Information
1. Al-Quran Study	3	I	Must
2. Al-Hadits Study	3	II	Must

3. Study Of Islamic Civilization	3	I	Must
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At level 8, the KKNi qualifications for Basic Competency Subjects (MKD) include *General Competency* by developing the attitude of 1) Piety to Allah swt; 2) Acting as a proud and loving citizen of the country and supporting world peace; 3) Able to work together and have social sensitivity and high concern for society and its environment; even though the PBA curriculum is called Basic Competence.

Table 3.
Methodology Competency Course

Subject	SKS	SMT	Information
1. Islamic Study Approach	3	II	Must
2. Integration Of Islam and Science Philoshopy	3	I	Must
3. PBA Research Methodology	3	II	Must

It is the same as the Methodology Competency Course, which is still included in this *general Competency* by developing attitudes 4) Having good morals, ethics and personality in completing their duties; 5) Uphold law enforcement and having the spirit of prioritizing the interests of the nation and the wider community; 6) Appreciate the diversity of cultures, views, beliefs and religions, as well as the opinions or original findings of others. Although in the PBA curriculum, it is specifically called Methodological Competence.

Table 4.
General Competence Course

Subject	SKS	SMT	Information
1. PBA Curriculum Development	3	I	Must
2. Development Of Arabic Teaching Materials	3	II	Must
3. PBA Technology And Media	3	II	Must
4. PBA Evaluation Development	3	III	Must
5. PBA Program Management	3	III	Must
6. Modern Linguistics and Application in PBA	3	II	Must
7. Psycho-Sociolinguistics	3	II	must

General Competency Course After seeing its characteristics in accordance with the specific competencies in the KKNi by developing *aspects of Knowledge*, graduates have the potential to make progress in their research and use existing Technology to create works in the field of Arabic. *Aspect of Work Ability*, With the skills and work experience they have, graduates can smoothly solve academic challenges and solve problems in a community environment related to the Arabic language. *Managerial Ability Aspect*, the graduate's managerial skills enable him to effectively organize and manage existing social situations and needs, thereby facilitating the development of Arabic in a social setting with ease.

Table 5.
Supporting Competency Courses

Subject	SKS	SMT	Information
1. Arabic Learning Practices	3	III	Must
2. Semantics And Lexicology	3	I	Must
3. Thesis Proposal Seminar	2	III	Must
4. Thesis Proposal Examination	0	IV	Must
5. Research And Thesis Writing	6	IV	PAS

Supporting Competency Courses in the KKNi are called supporting competencies. The PBA Masters Program at UIN Maulana Malik Ibrahim Malang has supporting competencies which include expertise in creating written works and mastery of the Arabic language, including

scientific research abilities. This Competency is a graduation requirement and also a valuable skill in coping with social development.

Main Profile Graduates of Arabic Language Education Masters Study Program

The Masters of Arabic Language, Education Study programs, are academics and researchers who are able to develop Arabic Language Education theories based on Islamic teachings and ethics, scholarship, and expertise and produce creative, innovative, and tested works through inter- or multidisciplinary approaches and are published and gain national recognition and international.

Profile of Graduates (Academics) Master of Arabic Education Study Program

As academics, graduates of the PBA Masters Study Program are Masters of Education who have the expertise, mastery of Knowledge, and managerial abilities as academics in the field of Arabic Language Education based on Islamic teachings and ethics, scholarship, and expertise.

Profile of Graduates (Researchers) Master of Arabic Education Study Program

As researchers, graduates of the PBA Masters Study Program are Masters of Education who have the ability to plan, implement and publish and manage research results in the field of Arabic Language Education in accordance with the latest scientific developments based on Islamic teachings and ethics, science and expertise.

The description of the graduate profile above, which has clearly described Knowledge, attitudes and skills, shows the compatibility between the learning outcomes of the UIN Malang master program and the learning outcomes at the KKNi and SN-DIKTI towards the role of alumni when entering the world of work.

Conclusion

Based on the explanation above, it can be concluded that the curriculum development for the PBA master program at UIN Maulana Malik Ibrahim Malang has made changes by referring to the KKNi and SN-DIKTI. These changes are based on several aspects, such as Religion, philosophy, law, psychology, sociology, science and Technology, as well as integration-interconnection. In addition, curriculum development also involves philosophical aspects, methods and strategies, as well as the material taught, including Arabic, Islamic education, and general sciences. The aim of this change is to produce alumni who can become professional workers, especially educators and researchers, with a broad understanding of integration-interconnection.

The curriculum structure of the PBA master program at UIN Malang refers to KKNi and SN-DIKTI, which have been grouped into basic competency courses, methodology competency courses, general competency courses and supporting competency courses with a total of 53 credits even though it is not yet comprehensive because the development of the curriculum for the master program of UIN Malang is still a combination of the Arabic language curriculum in general and Arabic language education in accordance with modern linguistic findings in particular.

In addition, the PBA Masters Program at UIN Malang places great emphasis on research competence for students. Graduates from the UIN Malang PBA master program have been prepared to face and respond to global challenges when they participate in the social environment and the world of work. This is reflected in the predetermined competency profile of student

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