MBKM: Connected Curriculum of Arabic Departments in Indonesia

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Abstract
This research aims to investigate the implementation of the *MBKM* (*Merdeka Belajar Kampus Merdeka*, Independent Learning-Independent Campus)' Model of the connected curriculum in the Arabic Language departments through an online survey. This research is qualitative in nature by inviting responses from 9 heads of Arabic language departments. The results of this survey show that those Arabic Language departments respond to the *MBKM* 'connected curriculum' model positively, among others, by holding seminars, focus group discussions, and any events on the term of *MBKM*, and curriculum reviews to adopt the MBKM design. It is also found that there are still a few Arabic language departments that have already implemented the MBKM due to the necessary preparation process. This research reveals several designs those nine departments built, for example, the *MBKM* design with a limited 20 credits outside the department, a full *MBKM* of 40 credits outside the department, and 60 credits outside the department, while in terms of the implementation, there was a pattern of *MBKM* outside the department within the same institution and the department at another institution or university. These various designs show that MBKM provides institutions to adjust their curriculum design to meet their needs by considering the rules of MBKM offered by the government.
Keywords: Connected Curriculum; *MBKM;* Arabic Departments

INTRODUCTION
The curriculum is constantly changing along with the development of science, technology, society, and stakeholders' demands. The curriculum is fundamental for the effectiveness of education. Therefore, attention is paid to how to design and transform the curriculum in an institution (Oliver, Shawn L. & Hyun, 2011). However, curriculum reform is often just a changing of the topic of the syllabus without improving the quality of the material and the structure of the curriculum (Daniel, 2015). A curriculum reform must pay attention to the level of conceptual understanding, problem-solving ability, the application of the knowledge gained, and how to overcome the ongoing unemployment crisis to create an innovative curriculum.

Concerning the need for innovation in the higher education curriculum, *Merdeka Belajar Kampus Merdeka* (henceforth *MBKM* 'Independent Learning and Independent Campus') policy was issued by the Ministry of Education and Culture in regulation' Number 3 of 2020 article 18 (b), which asserts that to meet the period of learning applied undergraduate or postgraduate students, the learning process can be designed in the department and outside the department. This is the main idea for the *MBKM* policy. Several universities have started implementing *MBKM*, including the Arabic Language and Literature departments and Arabic Education departments. If the implementation of *MBKM* only emphasizes collaboration between universities, it is certainly not complicated. However, designing, implementing, and developing

the *MBKM* curriculum is more challenging. This is because the MBKM model requires the student's master knowledge and skills that lead directly to job employment. This model is designed to improve the quality of higher education in Indonesia. As a new model, it is essential to investigate how the responses, as well as the implementation of the programs.

Several previous researchers have conducted studies on curriculum development in the Arabic department. Yunous (1977) investigated the application of the curriculum to the Beginner Level of Arabic learning for non-Arabic students at the University of Minnesota in the United States. Using questionnaires and interviews, he reports the objectives of learning Arabic for Non-Arabic students at the Beginner level on the four language skills and their grammar, the reasons that encourage them to learn Arabic, and various situations of using Arabic that can be learned at the Beginner level.

Hendra & Dewi (2012) discuss the curriculum Arabic Language and Literature department at Al-Azhar University Indonesia which examined the suitability of the curriculum applied in learning and the work occupied by the alumni. Through a survey of 100 alumni who have worked in the workfare. It was found that alumni of the Faculty of Literature at Indonesian al-Azhar University were not only working in the field of language and literature. Instead, many alumni work in agriculture, industry, electricity, and restaurants.

Mafatir (2016) has compared the Arabic language learning curriculum in the Arabic Education Department of State Islamic University UIN Walisongo and Semarang State University UNNES. By using a qualitative approach through observation, interviews, and documentation at the two universities, it was found that both had an adequate curriculum, syllabus, and lesson planning. There was a match between the syllabus, lesson planning, and the curriculum. It was also reported that the scope and relevance of the teaching materials designed by the lecturers were relevant. The learning atmosphere and linguistic substance along with the material concepts and vocabulary were also relevant. The implementation of the instructor's instructions and strategies as well as the methods and types of tests used were available and relevant. What distinguishes the two universities was the aspect of student input. At Arabic Department in Semarang State University UNNES, students come from non-Islamic boarding schools, while students at UIN Walisongo come from Islamic boarding schools. The data obtained also concluded that the two universities have implemented a competency-based curriculum: the Kerangka Kualifikasi Nasional Indonesia (KKNI) and the Indonesian National Qualifications Framework.

Fatimah (2017) has reported curriculum design and the mechanism for its preparation, implementation, and compliance with higher education in the Department of Arabic Language and Literature at UIN Sunan Kalijaga. Using field research through interviews, observations, documentation, and strengthened triangulation method, it was found that the curriculum of the Arabic language and literature department at UIN Sunan Kalijaga has referred to the *KKNI*, Indonesian National Qualifications Framework with the addition of integration-interconnection aspects between Islamic studies and Arabic language and literature studies. Thus, the profile of graduates is not only Arabic language experts and translators but also Arabic language researchers. Along with the change in the alumni profile, there was a change in the curriculum structure by combining or adding relevant courses, which impacted changing the course's name. The process of

compiling the integration-interconnection curriculum is carried out by referring to the rules in the 2014 Higher Education curriculum preparation guidebook issued by the Ministry of Education and Culture.

Another study was conducted by Supardi (2019), which successfully demonstrates the Arabic language and literature departments' curriculum, which has the best accreditation category. This qualitative research compares the curriculum development of the Arabic language and literature departments at three universities: UGM, UIN Sunan Kalijaga, and IAIN Salatiga. Supardi reported that curriculum development in the BSA department of UIN Sunan Kalijaga in 2019 was still based on the *Kurikulum Berbasis Kompetensi (KBK)*, Competence-Based Curriculum. Regarding the syllabus, the courses offered to students have led to the *KKNI,* Indonesian National Qualifications Framework. This is to the integration-interconnection paradigm in the vision and mission of UIN Sunan Kalijaga. The same thing was also found at UIN Surabaya, that the curriculum applied still refers to the Competence-Based Curriculum (KBK).

In the same way, curriculum development at IAIN Salatiga still refers to the KBK and only leads to the KKNI, the Indonesian National Qualification Framework. Based latest observation, all three institutions now tend to apply the MBKM policy. A similar study was done by Tolinggi (2020). He reports the development of the integrated-interconnected curriculum paradigm based on the Indonesian National Qualification Framework (KKNI) and National Standard of Higher Education (SN-Dikti) in the PBA department at UIN Sunan Kalijaga Yogyakarta.

There have been limited studies on implementing the *MBKM* policy in the Arabic departments in both Arabic language education and Arabic literature departments. Therefore, this research focused on MBKM policies in Arabic language departments at universities in Indonesia. The objectives of this research are to explore the response of Arabic departments to the MBKM Model of Connected curriculum and survey the implementation of the MBKM Curriculum policy in Arabic departments, and also to see the strength and weaknesses of the MBKM Model of Connected Curriculum to look for the role models for universities that are in the planning stage of implementing the MBKM curriculum policy.

METHOD

This research is a qualitative survey with multiple case studies on Arabic language departments implementing *MBKM*. Data were obtained from online questionnaires and interviews with the heads and secretaries of the Arabic language departments at universities, students, and the Vice Dean for Academic Affairs at the related faculties, and the documentation of presentations on MBKM implementation by lecturers of the departments in seminars. The data was also obtained from the observations, and the analysis of the curriculum documents of the department broadcasted online through their websites. The Arabic departments cover Arabic Literature Malang State University, Semarang State University UNNES, Jakarta State University UNJ, State Islamic University UIN Sunan Kalijaya Yogyakarta, State Islamic University UIN Bandung, Ahmad Dahlan University Yogyakarta, UIN Sunan Ampel Surabaya, and IAIN Salatiga.

Data reduction was carried out by analyzing the data by summarizing and sorting the answers relevant to this study's purpose. For this reason, the selection of data from questionnaires and interviews with all respondents was carried out, observing the results of observations and selecting and observing the documents obtained. Then the data was grouped for further analysis. The results of interviews in the form of narratives were part of the data presentation, which was then concluded and verified. Thus, data were presented correctly and accurately.

RESULTS AND DISCUSSION

O'Neill (2015) stated that curriculum and program could replace each other. However, the curriculum is more often used to explain the process of concepts and broader content. Frsaer and Bosanquest (2006 in O'Neil 2015) say that educators in universities have different understandings of the definition of curriculum, including that curriculum is the structure and content of a course, the structure, and content of departments, student learning experiences, and dynamic and interactive teaching and learning process.

In recent decades, the curriculum has attracted attention at the university level. The term curriculum refers to many things. Annala (2015) said that the moral, political, and ideological objectives behind various curriculum concepts have been studied for years in curriculum studies. In the research tradition, syllabus, product, process, and practice are concepts that are often used. Understanding the curriculum as a syllabus will be boring rather than accommodating changes or curriculum development.

According to the National Education System Law number 20/2003, the curriculum is defined as a set of plans and arrangements regarding the objectives, content, and learning materials and methods used. This curriculum is used as a guideline for organizing learning activities to achieve certain educational goals.

Beaucham (1976) defines curriculum as a field of study that aims to form a curriculum theory. The curriculum is also used as a plan in the teaching and learning process and also a system (curriculum system) that is part of the system in an educational institution. According to Taba (1962), the curriculum is a plan for learning, which is something that is planned to be studied by students.

The curriculum is a program that is planned to provide experiences for students with guidance or direction from an educational institution. The curriculum also refers to activities carried out by universities to transfer the skills desired by graduates in the world of work (Tumbuh, 2020). The experience gained by students during their studies is the responsibility of the university. This is because the curriculum is what students have to learn, practice and master. Thus, the curriculum becomes a meta-course guide that must be taken by students while they are studying at the university.

How universities can ensure their graduates find highly competitive jobs is fundamental to curriculum design. The ability to prepare students for the field of work in the 21st century becomes the main problem to be studied in every university when understanding the weaknesses of its curriculum planning and implementation. In this global era, the higher education system faces challenges that must be addressed through curriculum innovation, planning, and performance. The prospect for university graduates to enter job employment is bleak because there is no guarantee for undergraduate graduates to get jobs in their fields of study. This is partly due to rapidly

changing technology and the inability of the government and government partners to deal with young graduates. Professional training and low economic level make it increasingly challenging to create graduates who have skilled knowledge. These work skills are very much needed, including how graduates can present and communicate ideas, identify a project, develop, plan, and implement the project, as well as prepare problem-solving and build social interactions between universities and the world of work (Tumbuh, 2020).

Curriculum reform is carried out only because of the need for periodic revisions. An innovative curriculum must, of course, be adapted to the learning culture in each university. For this reason, autonomy and flexibility are needed to design and transform the existing curriculum into an autonomous one. With this autonomy, each university can determine its curriculum needs, one of which is to produce graduates ready for job employment so that the problems of link and match previously mentioned can be resolved.

However, various factors will affect its success in implementing an innovative curriculum on an independent campus, including the involvement of multiple stakeholders in capturing curriculum innovations. Experts in related scientific fields, education staff, and all academics are needed to help design this innovative curriculum. Especially if the community within the scope of the institution is plural, there will be more considerations that must be prepared in developing the connected curriculum.

Connected Curriculum

Currently, the independent curriculum has been implemented in various universities abroad (Daniel, 2015; Fung, 2017; Montenegro & Rivera, 2011; The Edu-Factory Collective, 2009). In New York, an independent curriculum has been designed as the Connected-Curriculum with Edu-Factory where universities are directed to produce graduates who are ready to work, namely by connecting science with the world of work. Nicaragua has also echoed the existence of an autonomous university whose implementation is to open opportunities for higher education curriculum innovations with the same goal. Until now, many of these universities have understood the concept of a paradigm shift in curriculum autonomy to realize a learning process that provides students with provisions to be independent and have a more comprehensive learning experience.

The academic strategy envisages enhancing and building connections to provide curriculum coherence and improve student and staff experiences. Six components have been identified to comprise the Connected Curriculum at University College Cork (UCC), Ireland: research-based teaching, employability, sustainability, inter and transdisciplinary, global outreach, and civic and community engagement. This priority seeks to generate good practice and provide inspiration and tools to support staff in integrating the different components of the Connected Curriculum framework into their teaching. Implementing the Connected Curriculum will ensure that these connected experiences are articulated and visible in the course descriptions and learning outcomes. (https://www.ucc.ie/en/registrar/theconnecteduniversity/academicstrategy/curriculum/. The connected curriculum is described in the following scheme:

Figure 1: The connected curriculum scheme at University College Cork (UCC)

From this scheme, the connected curriculum consists of 6 aspects that are connected, namely: (a) Research-Based Teaching, (b) "Employability" or Curriculum connected to employment, (c) Curriculum that is sustainable 'sustainability', (d) Curriculum that is inter-and transdisciplinary 'inter-and transdisciplinary', (e) Curriculum that has a global reach (f) Curriculum that involves civil society and community engagement '.

Meanwhile, Fung (2017) offers six dimensions in the connected curriculum: (a) students connect with the researcher and the institution's research;(b) A Thorough line of research activity is built into each program; (c) students make a connection across subject and out to the world; (d) student connect academic learning with workplace learning; (e) students learn to produce outputs and assessment directed to audience; and (f) students connect with each other's across phases and with the alumni.

Figure 2: The Connected Curriculum for Higher Education
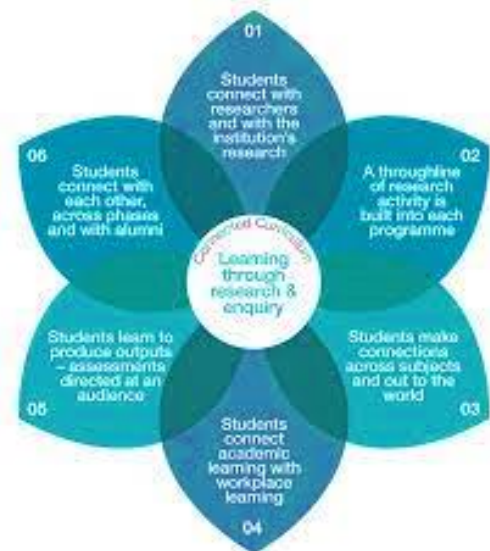
Source: Dilly Fung (2017)

The connected curriculum in Indonesia has recently been called *Merdeka Belajar-Kampus Merdeka* (MBKM)- the independent Learning - Independent Campus curriculum, a policy of the Minister of Education and Culture, which aims to encourage students to master various sciences that are useful for entering the job employment. The

MBKM Policy is issued by *Permendikbud's* Ministry of Education and Culture Regulation's Number 3 of 2020 concerning National Higher Education Standards. In Article 18, it is stated that the fulfillment of the learning period and burden for the undergraduate and undergraduate vocation program, students can carry out: 1) following the entire learning courses in the departments at tertiary institutions according to the period and study load; and 2) following the learning process in the department to fulfill part of the time and learning load and the rest following the learning process outside the department. Through *Merdeka Belajar – Kampus Merdeka (MBKM)*—'Independent Learning-Independent Campus', students have the opportunity for one semester or the equivalent of 20 credits to study outside the department at the same university; and a maximum of 2 semesters or equivalent to 40 credits of studying in the same department at different universities, learning in different departments at different universities; and/or learning outside the department.

MBKM 'independent Learning-Independent Campus' is a form of autonomous and flexible learning to create a learning culture that is innovative, unfettered, and to the student's needs. This learning culture is demanded and needed considering that students must be able to face social, cultural, and employment changes and increasingly rapid technological advances. This means that student competencies must be prepared as early as possible to be more responsive to the needs of the times where link and match are necessary, not only with the industry and job employment but also with a rapidly changing future. In this context, it is required to be able to design and implement innovative learning so that students can achieve learning outcomes that include optimal attitudes, knowledge, and skills, as well as their relevance to real life.

Figure 3: The Schema of *Merdeka Belajar -Kampus Merdeka (MBKM)*

Source: Buku Panduan Merdeka Belajar-Kampus Merdeka, 2020

From the diagram above, the comparison between the Indonesian MBKM model and the Connected Curriculum model of the University College Cock and the Fung's model can be compared as follows: (a) *Pertukaran pelajar* 'student exchange' is parallel to inter-transdisciplinary in the connected Curriculum UCC model, and point c 'students make a connection across subject and out to the world' in Fung's model because the intended student exchange is that students can study outside their department and learn other sciences and skills to increase their competence; (b) *Kegiatan wirausaha* 'Internships and entrepreneurial activities' in MBKM are in line with point d in the model "The function of 'student connects academic learning with workplace learning and the

concept of employability" in the UCC connected curriculum model. (c) *Asistensi Mengajar* 'teaching assistance' and (d) *Pembangunan di Desa* 'village development' and (e) *Proyek kemanusiaan* 'humanitarian projects' in MBKM are in line with civic and community engagement on the UCC model and Fung's students connect academic learning with the workplace learning model, while (f) *Penelitian* 'research programs' and (g) *Studi Proyek Independent* 'independent project studies' in MBKM are aligned with Research-Based Teaching on the UCC model and "A Thorough line of research activity is built into each program" on the Fung's model. Thus, it can be said that the Indonesian MBKM model is one of the connected curriculum models. Furthermore, the responses of Arabic departments in Indonesia to the MBKM model and its implementation are analyzed.

Response Of Arabic Language Departments To *MBKM* Connected Curriculum

From a survey through a questionnaire, interview, and presentations of several Arabic language departments in a webinar, it was found that the responses to the MBKM Connected Curriculum Model policy were as follows:

Several Arabic departments gave a positive response to the MBKM-connected curriculum model. This positive response is shown by holding curriculum reviews, curriculum design, and webinars related to *MBKM*. Faculty of Education and Teacher Traning of UIN Syarif Hidayatullah Jakarta held a webinar on 5 May 2021. The Association of Arabic Education departments conducted a seminar on Saturday, 21 August 2021. The Association of Arabic Language and Literature departments in November 2021 and the Arabic Literature department of Sebelas Maret University UNS also held a workshop in 2021.

UIN Sunan Kalijaga has also responded positively to the *MBKM-connected* curriculum. A few months ago, the Tarbiyah Faculty 'Education Faculty' held a webinar on: "UIN Sunan Kalijaga Curriculum Policy and the MBKM Curriculum". The seminar was about the things that would be changed starting from the root, namely the university curriculum guidelines, down to the trunk and branches: faculties and departments. This was significant homework for the whole college. This curriculum will be applied to the new batch of 2020-2021. One of the faculty members said.

This positive response is also proven by establishing cooperation between universities or faculties and departments through the association of the Arabic Language Education Department or the association of Arabic literature departments. Between UNJ, UNM, and UNNES literature departments on student exchange programs. The response to MBKM is also shown by redesigning the curriculum, as has been done by the association of Arabic language and literature departments, namely by setting introductory courses that must be existed in each department to ensure the basic competence of graduates in all Arabic literature departments in Indonesia. Then each department is allowed to make specialization for its department. The department association meeting was held in March 2022 at UIN West Sumatra on the curriculum design of the *MBKM*.

Design Of The Connected Curriculum MBKM Model In Arabic Departments

From a survey of several Arabic Language Education and Arabic Literature departments, it was found that several curriculum designs of the MBKM model were

based on the places of learning, the essence of the curriculum, and the curriculum structure, as follows:

In terms of the place where to carry out the MBKM in Arabic Language departments, there were four types: a) Study outside of the department at the same university, b) study in the same department outside of the university; c) study in a different department at the university, and d) Study Outside department at different University. The alternative model for the design of the MBKM program implementation is 144 credits covering 84 credits in the department and 1 semester (20 credits) in another department at the same university or 2 semesters (40 credits) in the same department and the same university or different university.

In terms of the essence of the curriculum, the MBKM program is developing the *Kerangka Kualifikasi Nasional Indonesia* 'Indonesian Qualification Framework', curriculum. Accordingly, the *MBKM* implementation design cannot be separated from the *KKNI*. Meanwhile, Supianudin (2021) in a curriculum workshop stated that the Arabic Literature of UIN Sunan Gunung Jati Bandung also applied Outcome Based Education (OBE) in addition to KKNI and MBKM (personal communication, 10 Mei 2021). In the Indonesian Qualification Framework curriculum and 21st Century educational policy directions, the Arabic language education departments lead to affective and psychomotor competencies, life skills, and career development. The standard Arabic education graduates are not only educators but were also directed to become researchers, writers, and entrepreneurs.

In the MBKM-connected curriculum model, students were required to take courses in other departments for three semesters, both on-campus and off-campus. Hence, students can take other departments, either on-campus or off-campus internships, or are free to choose according to their wishes. Thus, it refers to the independent nature of learning. This refers to the goal of MBKM learning, namely learning to be unrestrained and not restrained and learning in the context of real work experiences, career development, and transdisciplinary. This, of course, has a far-reaching impact on the development of Indonesian human resources who are more mature, experienced, and able to adapt to all fields without referring to educational background or diplomas. The main thing in human civilization is not the academic background but the human's soft and hard skills. Humans will develop if they have the soft skills to be independent, adapt to the environment, innovate, and have a creative life. In the context of Arabic language resources, students are not only teachers, but students can also become reliable researchers, accomplished writers, and businessmen. This new direction of the curriculum must be responded to well with all the mental and material readiness of a university and all lines of education.

One lecturer, in a public lecture at the Arabic Literature Department of Ahmad Dahlan University Yogyakarta, said, "There are many challenges in the future for graduates of the Arabic Language and Literature Department, particularly the sustainability and quality of academic programs as well as Arabic language proficiency. The number of job opportunities for graduates of Arabic literature is indeed widely opened, such as school and university teachers, translators and interpreters, radio and electronic media announcers, professional training development, human resources trainers, trader, and entrepreneurs. These professions can be taken into consideration in

implementing and designing the MBKM of the Arabic departments" (personal communication 17 November 2021).

In terms of curriculum structure, the MBKM curriculum design includes graduate profiles, *Capaian Pembelajaran Lulusan* (CPL) 'graduate competency attainment', learning materials, and courses. The main profile of the Arabic Language Education department is as an Arabic language teacher and the main profile of the Arabic Language and Literature department is as an Arabic language scientist, while the additional profiles of the two departments are translators, Arabic language editors, journalists. Some Arabic departments provide additional profiles, such as diplomats, manager of the Hajj and Umrah bureau, as the additional graduate profile of the Arabic literature department of IAIN Salatiga's curriculum. Therefore, the implementation of MBKM programs such as internships or work practices is directed to these profiles.

The Implementation Of Connected Curriculum In Arabic Departments

Regarding the implementation of MBKM connected curriculum model, the Arabic Language and Literature and the Arabic Language Education departments have not fully implemented MBKM. Arabic departments that have implemented MBKM are universities under the Ministry of National Education Culture and Research and Higher Education because they have been implemented nationally through the Ministry Initiative such as the Student Teaching Program, student exchanges, research, internships, and independent studies.

Islamic Universities, on the other hand, were in preparation to apply the *MBKM* policy, but several Arabic Language and Literature (BSA) and Arabic Language Education (PBA) departments were trying to fully implement MBKM policies, including carrying out student exchanges, independent studies, teaching assistance, research, and independent projects. Every policy implementation is based on a Decree which is the legal umbrella for implementing the policy. Regarding the Decree on the implementation of the MBKM Policy at Islamic Higher Education, every university has its decree. Some have issued a decree, some have not. UIN Sunan Gunung Jati Bandung, for example, the legal umbrella for implementing *MBKM* is in the form of a Decree of the University Senate Number B-001/Un.05/Snt./Kp.07.6/04/2021 dated 26 April 2021, then a decree Rector Number B-068A/Un.05/II.2/KP.07.6/04/2021 dated 28 April 2021, and previously issued Rector's Decree number B-076/Un.05/V.7/PP.00.9/ 09/2020 regarding the starting time for the implementation of the *MBKM* policy.

Eight of the MBKM programs established by the Ministry of Education and Culture, Research and Higher Education, some of which have been implemented in the Arabic Language departments include:
1. Student Exchange
The student exchange program in the Arabic language education departments has been implemented mainly in universities under the Ministry of National Education, such as Arabic Language Education State University of Malang (UM), State Semarang University (UNNES), Universitas Pendidikan Indonesia (UPI) Bandung, and Universitas Negeri Jakarta (UNJ). These universities sent their students to each other's[1]. For example, Mahliathussikah in National seminar of the Association of Arabic

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[1] https://fbs.unj.ac.id/arab/?page_id=1850.

Education department stated that the Arabic Language Education department of UM Malang has sent 72 students to other universities for the implementation of MBKM student exchange program (personal communication, 21 August 2021).

2. Internship or Job Training

Internship practices or Job Training have been carried out by students in Arabic Language and Arabic Language and Literature education departments in general, although this internship and Job training have not yet been within one semester or equivalent to 20 credits as required by MBKM policy. Arabic Language Education Departments generally carry out teaching internships in schools that have Arabic subjects in their curriculum, namely *Madrasah Tsanawiyah*, Islamic Yunior High School, *Madrasah Aliyah*, Islamic Senior High School, and Islamic Boarding School for 2 months or the equivalent of 4 credits. Likewise, BSA departments have conducted MBKM internship programs in publications such as BSA UIN Malang and IAIN Salatiga at the Lingkar Media Yogyakarta publisher, and Tiara Wacana. In addition, in a national webinar held by the Asociation of Arabic Education, Muflihah proposed the credit recognition for intership in MBKM as follow (personal communication, 21 August 2021):

NO	Learning Attainment	credit
I	Hard Skills	
	Internship Design	2
	Internship Performance	7
	Internship Report	3
II	Soft Skills	
	Integrity	2
	Responsibility	2
	Work hardness	2
	Creativity	2
	Total credits	20

3. Teaching Assistance

The Teaching Assistance Program has been implemented mainly by Arabic language departments under the Ministry of Education and Culture which has been programmed nationally through the Student Teaching Program. In this program, students are given living expenses and pocket money, and transportation costs while participating in the teaching assistant program for approximately one semester equivalent to 20 credits. Meanwhile, students of Arabic Language Departments under the Ministry of Religion have not carried out teaching assistance programs in remote areas of the archipelago, because there is no such program at the Ministry of Religion. One student of the BSA IAIN Salatiga department, for example, had registered for the teaching assistance program at the ministry of education and culture but had not passed the selection.

To apply Teaching Assistance programs, Muflihah, in a national webinar held by the Association of Arabic Education, proposed the credit recognition as follow (Personal communication, 21 August 2021):

Learning Attainment (CPL)	Courses Equivalence	Credit
Student is able to do teaching practice both online and offline	Lesson Plan (online or offline)	2
	Teaching Practice	6
	Teaching Evaluation	3
	Non curricular activities	3
	Report of Teaching Practice and its Presentation	3
Total credits		20

4. Village Development

Based on the questionnaire, it was found that Arabic language departments, both in education, and literature, have not implemented village development projects. Most Arabic language departments still carry out community service programs through *Kuliah Kerja Nyata* (KKN) or community service which was equivalent to 4 credits. This program in the old curriculum is still a mandatory program at several universities that oversee Arabic language departments. KKN in Arabic departments under UIN, IAIN, and STAIN focuses more on religious empowerment and fostering religious moderation in the community.

5. Entrepreneurship

Entrepreneurship programs by students have also not been widely carried out in Arabic language departments. Although some students are self-employed, they do not include their entrepreneurship in the MBKM program in their courses. Among BSA students some have calligraphy businesses, cake making, and marketing.

An alternative credit equivalence for entrepreneurship proposed by Muflihah in a national webinar on MBKM was (Personal Communication, 21 August 2021):

Learning Attainment of Enterprenourships	Courses equivalence	Credits
Students are able to practice enterprenourships and business	Business Management	3
	Business Etiquette	3
	Digital Business and Creative Economy	3
	Entrepreneurships:	
	Business Design and Presentation	2
	Business Implementation	7
	Business Report, Presentation and Publication	2
Total Credits		20

6. Independent Project Study and (g) Humanitarian Project

Based on the answers to this research questionnaire, the MBKM Independent Project Department and humanitarian projects have not been widely carried out in Arabic language departments. An alternative credit equivalence of Humanitarian Project as proposed by Muflihah in a national seminar of Arabic Education Association covered

Program Planning 3 credits, Program Implementation 8 credits, Program report 3 credits, and Final Assignment 6 credits (personal Communication, 21 August 2021).

Challenges And Problems Of MBKM Implementation For Arabic Departments

Several challenges or obstacles are faced by Arabic language departments in implementing MBKM. This survey found:

1. Cooperation

Cooperation is one of the keys to implementing MBKM. Cooperation between universities at PTKI has generally been established through the signing of a Memory of Understanding (MoU), but the implementation of the MoU cannot be said to be optimal, BECAUSE it has not been realized in concrete and detailed programs. The detailed implementation of the MoU has not been well conceptualized, including in the implementation of MBKM, especially on student or student exchanges. BSA UIN Sunan Kalijaga in collaboration with SMA IT Abu Bakar, Madrasah Muallimin and Muallimat Yogyakarta, STAI Sunan Pandanaran Yogyakarta, Jogja Translator, PT. LKIS Pelangi Aksara, Association of Indonesian Literature Scholars (HISKI) and CV Azzagrafika.

2. Financing Course

The financing of the program is also a challenge in the implementation of the MBKM policy. How is the financing system for students studying at other universities outside the campus and also how to finance internship programs at institutions or companies is also still a challenge that requires answers and needs to be negotiated with relevant stakeholders to get mutually beneficial agreements for various parties.

3. Academic System

Some Arabic language departments still experience problems in the course administration system at other universities or students from other departments enter their departments. The academic system at universities where Arabic language departments are located has not accommodated the administration of students from other universities.

4. Credit Recognition

Recognition of course credit is also still a problem that needs to be solved. How an internship process is rewarded with certain credits still needs a separate study for several Arabic language departments. For example, in the BSA IAIN Salatiga department, for a month and a half internship process at a publishing institution, or a language institution, the number of credits is still being studied.

5. Quality Assurance

Problems also arise in terms of quality assurance related to the accreditation of departments. Whether the department where you take courses must be at least the same or higher in terms of accreditation.

The Strengths And Weaknesses Of The MBKM Program

Each program has strengths and weaknesses, including the MBKM policy. Among the powers of the MBKM program, according to the managers of the Arabic language department, are as follows:

First, alumni will have other competencies outside of their main competencies by other competencies taken by students. For example, Arabic students who take information technology courses will have advantages in the field of information

technology which provides provisions for developing Arabic learning media based on Information Technology.

Second, MBKM will offer more experience for students or prospective alumni to study in other departments or universities that are different from their original departments. Thus such an experience can give insight to Arabic Language and Arabic Literature Education students. In this aspect, it was found that the State University of Malang Arabic Language Education Department sent its students to the UNNES Arabic Language Education Department.

Third, the MBKM program allows students to develop competencies beyond the main competencies of their department. In the case of the Arabic Language and Literature Department, competency development was found, entrepreneurial competence, management of the Hajj and Umrah bureau in the internship program, journalistic competence in the internship program, publishing competence which includes setting layout,

Besides the advantages of the MBKM mentioned above, the MBKM program – according to the heads of the Arabic language departments – also has weaknesses, among others: Firstly, the adequacy of the main competency courses of the Arabic Language/Literature departments will be lessened. The obligatory to accommodate some programs into the department from outside the Arabic language department will reduce credits to the main competencies of the department, namely Arabic language theoretical courses and Arabic language skills. Secondly, applying for the MBKM Program needs a curriculum reconstruction. This is to cover the MBKM programs in the Arabic language/literature departments' curriculum. The department must reconstruct the curriculum so that it can accommodate the competencies and courses or activities that support these competencies in the department's curriculum. Thirdly, based on a survey questionnaire on Arabic Literature and Arabic Education departments, it was found that not all students were interested in joining the MBKM Program because students feel they don't have to bother looking for internships and follow the programmed curriculum on campus. The students thought they did not need an extra budget to pay for the internships or mobility programs outside their campus.

CONCLUSION

From the previous descriptions, it can be concluded that Arabic Language departments have responded positively to the Connected curriculum of the MBKM Model. This positive response is shown by holding MBKM webinars or seminars, curriculum reviews, and limited implementation of several MBKM programs in several language departments, both Arabic Literature and Arabic Education departments. *Secondly*, the MBKM design consists of a design that is limited to 20 credits outside the departments, a complete MBKM design of 40 credits outside the department, and a design of 60 credits outside the department, while in terms of implementation there is a pattern of MBKM outside the department within the same institution and the department at another institution or university. *Thirdly,* the performance of MBKM in Arabic language departments includes student exchanges and internships. In the framework of this program, foreign language departments, especially Arabic, cooperate with Arabic language courses and training institutions. The Arabic language education department collaborates with foreign language course institutions.

This is because in the course institution, the language skills will be honed in more detail, and the time is long and flexible, which is different from the campus with minimal time. This research is limited to Arabic Literature and Arabic Language Education departments. Further research needs to be developed for other foreign language departments and other departments, in general, to determine the implementation of the connected curriculum of the MBKM model as a whole. This study also has limited data regarding the performance of MBKM in the Arabic language department because most of the Arabic Language Education called PBA and Arabic language and Literature departments called BSA in general at Islamic Higher Education have not implemented these 8 MBKM programs in all parts of the programs. Thus, this is only qualitative survey research on the existence of MBKM in the Arabic language department, which has not been able to reveal the success of implementing the MBKM curriculum.

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