

## The Curriculum Of Arabic Education Program Of Bukittinggi Islamic State University In The Society 5.0 And MBKM

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### Abstract

The curriculum of a study program needs to be reviewed and evaluated at least once every two years to adjust to the latest needs and developments. Along with the rapid development of technology and information, various aspects of life have also developed, including education and educational curriculum. Society 5.0 cannot be separated from technological developments, infrastructure developments, skills that must be developed to utilize technology to solve problems, and behavior towards technology in solving problems. If the Arabic language curriculum can answer the challenges of the needs of society 5.0, then the Arabic language curriculum and learning will develop and remain superior. Therefore, the curriculum of a study program must be adjusted to the demands of society 5.0. The MBKM (Independent Learning Independent Campus) curriculum requires today's students and lecturers to get out of their comfort zone and acquire additional skills in dealing with academic problems. This descriptive qualitative study aims to describe the implementation of the independent learning/ MBKM curriculum in the Arabic language education department of Islamic universities. The subjects of this study were the Arabic language education department of the State Islamic University of Bukittinggi, Indonesia. Data was collected through interviews and literature analysis by analyzing the Arabic Language Education Study Program curriculum. Document analysis was conducted by analyzing the curriculum based on applicable guidelines, laws, and regulations and the needs of a new curriculum. The study results indicate that the Arabic Language Education Study Program of the Islamic University developed and reviewed the existing curriculum to be relevant to current developments and demands of society. The developments that have been implemented include improving relations in the field of research to enhance the abilities of lecturers, providing opportunities for students to freely choose where to implement internship programs, and community service programs—bringing in resource persons who are experts in other fields that support students' abilities in developing the skills needed in the 5.0 era.

**Keywords:** Language Education Curriculum; Society Challenges 5.0; MBKM

### INTRODUCTION

The Higher Education Curriculum must be designed in such a way that it can produce graduates who have competencies in accordance with National Higher Education Standards. Regarding curriculum development, it is necessary to review the Indonesian Law on the National Education System, Number 20/2003 Chapter X, Article 38, paragraphs 3 & 4 which states that the higher education curriculum in each study program must refer to the National Education Standards. The basic framework and structure of the

higher education curriculum developed by each tertiary institution must be in accordance with the National Education Standards for related study programs (Barrault-Methy, 2013; Hamalik, n.d.). This also takes into account the Minister of Education and Culture of the Republic of Indonesia Regulation Number 49 of 2014 concerning National Higher Education Standards which includes National Education Standards, National Research Standards and National Community Service Standards (Pemerintah, 2014; Sukmadinata, 2010).

Curriculum design activities refer to Minister of Research, Technology and Higher Education Decree No. 44 of 2015 concerning National Higher Education Standards, Law Number 12 of 2012 concerning Higher Education, and Presidential Regulation Number 8 of 2012 concerning KKNP encourages all universities to adapt to these provisions. The curriculum of the Arabic Education Program of UIN Bukittinggi has referred to the KKNP since 2017 (Kurikulum, 2018; *Peraturan Presiden No 8 Tahun 2012 Tentang Kerangka Kualifikasi Nasional Indonesia (KKNP)*, 2012; Presiden, 2012). Thus, regarding the developments in regulations and developments over time, curriculum review activities need to be carried out again so that the graduates produced are in line with user needs.

Curriculum evaluation and review is a strategic activity in order to develop and improve the quality of education of the Arabic Education Study Program, Tarbiya Faculty of UIN Bukittinggi. The curriculum of the Arabic Education Program should undergo a review when looking at the challenges and opportunities for graduates of the study program by responding to problems occurring in Indonesia (Syahansyah, 2015). The challenges facing improving the quality of human resources, increasingly sophisticated technology, increasingly changing government regulations, the many problems faced both at school and outside school (Reksoatmodjo, 2010). This problem prompted the Arabic Education Program to make a decision to review the curriculum in accordance with the National Higher Education Standards. The profiles of graduates of Arabic Education, Tarbiyah Faculty of UIN Bukittinggi are as follows:

1. Educator or Educational Practitioner.
2. Research assistant.
3. Al-Quran and Arabic Studies Instructor.
4. Tourist Guide and Translator.

The main competency of graduates of the Arabic Education Program is the capability in becoming professional Arabic educators which is marked by mastering: 1) the knowledge of Arabic language; 2) Arabic proficiency; and 3) skills in teaching Arabic. In addition to the main competencies, the graduates are also equipped with supporting competencies and other competencies that are relevant and support the main competencies, especially in today's society 5.0. Thus, it is about time for the existing curriculum to be developed to be more global and follow current developments especially with the existence of the MBKM curriculum. The scientific groups of the Arabic Education Program are divided into: Language Skills, Pedagogy and Teaching, Language, Literature, *Ta'limul Arabiyyah Linnatiqina bighairiha*, Translation and, *Dirasah Islamiyyah*.

Some relevant research related to this research includes: 1) an article about the implementation of Arabic language learning curriculum management at Islamic Public High School of Lappariaja in Bone Regency which discusses the obstacles that arise in the implementation of learning curriculum management and the steps that must be taken

to overcome them; 2) an article discussing the concepts and characteristics of Arabic curriculum management which mentions that in implementing curriculum management ones must pay attention to the principles and functions of curriculum management and in implementing the Arabic curriculum management, ones must also pay attention to the characteristics of the languages in general and the characteristics of Arabic language; and (suharsimi Arikunto, 2008) 3) an article entitled *Needs Analysis as a Basic Concept in Developing the Arabic Language Curriculum at Islamic Public High School in Curup* which explains that needs analysis needs to be carried out to develop a curriculum. Thus, This article explains the needs of the UIN Bukittinggi Arabic Education program in facing society 5.0 (Makinuddin, 2017).

## METHOD

This research uses a qualitative descriptive method with document analysis techniques or content analysis in the form of the curriculum of Arabic Education program which aims to describe phenomena in depth (Agus Zaenul Fitri, n.d.; Tabroni, 2001). The method used in this research is the curriculum book analysis method which aims to look at the subject holistically through descriptions to obtain detailed information. The descriptive method is a research method carried out with the main aim of creating an objective picture or description of a situation (Eriyanto., 2011). Content analysis is analysis used to obtain information from books that is explained in the form of symbols or images that can be documented. Content analysis is used to analyze all forms of communication, such as newspapers, books, films, and so on. The use of content analysis methods provides an understanding of the various contents of communication messages conveyed by books or from other sources in an objective, systematic and relevant manner. Technically, content analysis includes efforts to classify symbols used in communication, use criteria in classification, and use certain analysis techniques in making predictions.

This research is of the primary data type, meaning that the researcher directly observes the contents of the book and analyzes the curriculum and the distribution of courses based on the benefits and objectives of a curriculum. The steps taken are: 1) elaborating the theory about preparing the curriculum then referring to relevant theories, 2) explaining the existing curriculum then identifying indicator 5.0, 3) looking at the phenomena in the curriculum, 4) analyzing based on indicators and standards, and 5) drawing a conclusion.

Data collection was carried out using documentation techniques. According to Arikunto, documentation techniques are: looking for data regarding things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, notes, agendas, and so on, searching for and recording data from observations and making considerations and then making an assessment into a particular assessment. The steps used in data collection are reading the curriculum being analyzed, then the data is displayed with paragraph descriptions of the analysis carried out so that it can be understood easily.

## RESULTS AND DISCUSSION

### Curriculum of the Arabic Language Education Study Program

The Arabic Education Curriculum of UIN Bukittinggi is of the KKNI Curriculum with a total credit load of 152. If analyzed using the curriculum standards agreed and

published by IMLA Indonesia in the results of the national workshop and this standard is the most up-to-date and uses various considerations such as SNPT, CEFR, and several PMA which are As a result of associations and associations of Indonesian Arabic language experts, the available curriculum meets the requirements but is not proportional to the following criteria:

1. Minimum credits for undergraduate study programs = 144 (SNPT No. 44 of 2015 and PMA No. 15 of 2018)(No.44, 2015; *Peraturan Menteri Agama (PMA) RI, No 15. Tentang Lembaga Pendidikan Tenaga Kependidikan*, 2018).
2. PBA and BSA undergraduate study program graduates are targeted to have the same basic Arabic language competencies. 3. In the standard structure of the undergraduate PBA and BSA study program curriculum, the number of credits for the MK group that forms Arabic language competency is set at 68 credits (47%).
3. In the standard curriculum program structure of the PBA and BSA undergraduate study program, the number of credits for the MK group that forms Arabic language competency is set at 68 credits (47%) - 88 credits (61%)(Abdul Wahab, 2016).
4. The minimum-maximum limits are determined with several considerations:
  - a. The minimum limit of 68 credits is mandated by the 2003 IMLA curriculum seminar in Yogyakarta.
  - b. SNPT No. 44 of 2015 and PMA No. 15 of 2018 sets the minimum number of credits at undergraduate level at 144 credits.
  - c. PMA No. 15 of 2018, article 8 paragraph 1 stipulates the proportions: a) national and institutional content of 10%, b) scientific discipline content (70%), and c) pedagogical content (20%).
  - d. The maximum limit is 88 credits (61%), moreover the minimum limit of 68 credits (47%) does not meet the provisions of PMA No. 15 of 2018, article 8 paragraph 1b.
  - e. 68 credits (47%) in accordance with the standards stated by Madkur (1985), that courses that form language competency are at least 46% of the total credits.
  - f. 68 credits is equivalent to 793-907 hours. This complies with European standards level C1-C2.
  - g. 88 credits (maximum) equivalent to 1027-1173 hours. This number is close to the American standard for Intermediate High level (1320 hours).
  - h. Universities can determine the number of credits for each MK group by referring to the minimum/maximum limits set in this IMLA standard.
  - i. If all subject groups are taken at a minimum ( $68+34+8+4+8+0=122$  credits), then the total credits are less than the SNPT standard.
  - j. If all subject groups are taken to the maximum ( $88+42+8+4+12+10=164$  credits), then it is very excessive.
  - k. Regarding points 5 and 6, study programs should not set minimum or maximum limits for all subject groups.
5. In order to meet the number of credits for Arabic language competence-building courses set out in this standard (68-88 credits), moreover to meet the 70% requirement in PMA No. 15 of 2018, a commitment is required to reduce university and/or faculty course credits.

From several points of standard curriculum criteria set by IMLA Indonesia, there are 6 points that are analyzed in the curriculum and distribution of Arabic Education subjects

at UIN Bukittinggi (*Laporan Audit Mutu Program Studi Pendidikan Bahasa Arab IAIN Bukittinggi*, 2021):

### Main Competencies 47-61%

1. Arabic competency is 68-88 credits which is divided into, 1. Language 16-20 credits, 2. Literature 10 credits, 3. Culture 6 credits and language proficiency 36-52 credits, meaning that the largest portion of this competency is found in language proficiency.

**Table 1. Arabic Competency Analysis Competency (Main)**

Main Competencies	Subjects	Credits - Percentage
<b>Arabic language competency</b>		
Linguistics	Ilmu Lughah, al Madkhal li Dirasah al Lughah al 'Arabiyah, al Madkhal fi al Nahw, al Madkhal fi al Sharf, al Nahw li al Mutawassithin, al Tashrif wa al Musyatat, al Nahw li al Mutaqaddimin, Fiqh al- Lughah.	16 credits
Literatures	Tarikh al- Adab al 'Araby, Ilmu Ma'ani, Ilmu Bayan wa al Badi', Dirosah al Nushus al- Arabiyah, I'jaz al Quran' al Lughawi	10 credits
Cultures	Tsaqofah Islamiyah	2 credits
Language skills	Al- Istima' li al mubtadiin, al kalam li al mubtadiin, al Qiraah li al mubtadiin, Qawaid al Imla, Al istima' li al mutawassithin, al kalam li al mutawassithin, al Qiraah li al mutawassithin, al Kitabah li al Mutawassithin, al Istima' li al Mutaqaddimiin, al Kalam li al Mutaqaddimiin, al Kitabah li al Mutaqaddimiin , an Nadwah al Ilmiah.	26 credits
Total		54 credits - 35.5 %

Analysis for main competencies has not been achieved according to the standards set by the study program association, it is better if the main competencies are at the minimum standards that have been set. The study program can review and agree on it through a lecturer meeting and then proceed to the faculty level regarding new courses that will be proposed in the main competency section. Additions are recommended in the Arabic and culture section.

3. Professional Competency 34-42 Credits 24-29%, consisting of the professional basics of education, teaching, research and thesis.

**Table 2. Professional Competency Analysis**

Main Competencies	Subjects	Credits - Percentage
<b>Professional Competency</b>		
Basics of professionalism (education)	Islamic Education Science, Educational Management, Educational Statistics, Psychology of Student Development. Class management.	10 credits
Teaching	<i>Madyulat fi ta'lim al Lughah al 'Arabiyah, Tathwir Manahij Ta'lim al Lughah al 'Arabiyah, Thuruq Ta'lim Al- Lughah al 'Arabiyah, Tashmim ta'lim al Lughah al 'Arabiyah, Tathwir Mawad Ta'lim al Lughah al Arabiyah, Wasail Ta'lim al Lughah al- Arabiyah, Ikhtibar al-Lughah al Arabiyah.</i> Micro Teaching (Ta'lim al Mushagar)	18 credits
Research and thesis	Teaching Practice Program and Thesis	10 credits
Total		38 credits

Professional competency analysis is sufficient according to standards, however there are overlapping teaching courses, which can be maximized with other more supportive courses such as *Manahij ta'lim al lughah al 'arabiya* which can be covered by *Turuq al ta'lim al Lughah al 'arabiyah* or on the contrary, so does *Madyulat fi ta'lim al Lughah al 'arabiyah*. These three courses can be combined into 1 course by choosing one name or another, so that there is room to add other courses that are more relevant and suit your needs. Furthermore, for the *Ikhtibaraat al Lughah al 'Arabiyah* course, because the evaluation is in the form of tests and non-tests, it is better to name it *Taqwim ta'lim al Lughah al 'Arabiyah* (Evaluation of Arabic Learning).

#### *Supporting Competencies*

1. Nationalism 6%, consisting of religious education, Pancasila and Indonesian. For supporting competencies there are courses on Pancasila and citizenship, Indonesian.
2. 3% science, such as philosophy of science and English courses, names of available courses, General Philosophy, English.

#### *Characteristic Competencies*

1. Additional professions 6-8 %, Calligraphy, Translation, FROM Arabic, BA for children. In this case it is in accordance with the standard.
2. Islamic Institutions 0-7%, Islam and monotheism. Science of preaching, Science of Tafsir, Science of Hadith, Morals of Sufism, Guidance on recitations, Guidance on worship, Science of monotheism. According to standards, this should be managed by universities or faculties and it is better not to require a lot of credits in this section and it is better if credits are added to the main competency section. From the explanation and table it can be concluded that basically the curriculum has met the standards but the portions of each competency have not been fulfilled, especially the main competencies.

Curriculum design is the development of the process of planning, validating, implementing and evaluating the curriculum, according to Fred Percival and Henry Ellington in Omar Hamalik. A design is a series of curriculum development processes that start with planning, then validation, implementation and the final stage, namely evaluation. The entire development process is conducted in stages and continuously. "Curriculum design ... refers to the arrangement of the components of the elements of a curriculum." Curriculum design is related to the arrangement or organization of curriculum components. Meanwhile G.A Beauchamp defines that: "Curriculum design is the substance and organization of goals and culture content so arranged as to reveal potential progression through levels of schooling." The definition according to Beauchamp clarifies what is meant by "the arrangement of the components of a curriculum" which according to Hilda Taba is related to the main problems in arranging Content including: scope, sequence, continuity, and integration.

Reviewing the curriculum over a certain period of time is necessary in order to review (reformulate) the curriculum. This review is also needed to anticipate the dynamics that occur in various sectors of life or to accommodate various demands from society. Like today's demands, rapid developments mean that all aspects must be able to keep up with changes, including the 4.0 era which will recently move to the 5.0 era. Therefore, something that needs to be considered is that the review of the curriculum must

continue to be based on efforts to improve the quality of graduates in accordance with the needs of society and the demands of current developments.

### **Society 5.0 and Curriculum Development**

For every higher education institution, regular and planned curriculum evaluation is a requirement to conduct corrections to the role of the tertiary institution concerned in the dharma of education. Demands for evaluation and/or changes to the curriculum can thus be caused by needs that have changed or the current curriculum is no longer able to meet development needs. On this basis, carrying out evaluations and/or changes to the curriculum is a form of responsibility for making continuous improvements to the duties and obligations of implementing educational programs.

Therefore, stakeholders from the educational programs implemented always get actual results and the best benefits at the time. In essence, curriculum objectives are manifestations of specific educational objectives related to the curriculum in question. Thus, the evaluation of a curriculum can be an activity that cannot be separated from the education evaluation effort in question, namely an activity of controlling, guaranteeing and determining the quality of education for various educational components at each pathway, level and type of education as a form of accountability for the implementation of education.

In this guideline, curriculum evaluation includes internal and external evaluation. Internal curriculum evaluation includes input, process and output, and externally the impact on the competitiveness of graduates and their careers. What's wrong with 5.0 and what are the demands of this era? The following figure will give us insight that this era demands to be more active, aggressive and innovative anytime and anywhere and able to remove various obstacles.

Society 5.0 is a human-centered community development concept that balances economic progress and solving social problems by a system that combines virtual space and real space(Holsti, 1969). Society 5.0 was proposed in The 5th Science and Technology Basic Plan as the future society that Japan aspires to. The concept was approved by the Japanese Cabinet in January 2016. Since then, various institutions (e.g. Keidanren and Hitachi) have elaborated further to make the concept a reality(Adel, 2022; Fukuda, 2020; Triweko, 2020).

## Perubahan yg akan terjadi ...

Tujuan Society 5.0 adalah untuk membawa masyarakat dimana setiap orang dapat menciptakan nilai-nilai setiap saat, dimana saja, dengan aman dan selaras dengan alam, dan bebas dari berbagai kendala yang ada saat ini.



**Figure 1. Change from Society 4.0 to Society 5.0**

Figure 1 explains that the significant changes from society 4.0 to society 5.0, which are expected in this era are solving problems, integrating diversity, resilience and harmony with the environment. There is no exception in the field of language and learning, especially for learning Arabic. How can learning Arabic be a solution for students to be able to face the increasingly competitive demands of the world of work? Arabic language learners are not only required to master Arabic as the main target, but must also be able to master other languages such as English. When looking for a scholarship, for example, if you want to continue to a higher level with a scholarship, English is highly preferred even though the country of interest is an Arab country. Various competencies must be possessed today in addition to the main competencies (Rana, n.d.).

Based on the analysis that the author carried out on the Arabic education program curriculum using the Bachelor of Arabic Education curriculum standards published by IMLA, the Arabic language education curriculum must be reviewed both in terms of naming courses and predetermined components. Main and core components should be added and characteristic components such as religious courses that are less relevant to the needs of the study program reduced. Another thing that needs to be done is for the Arabic Language Education program to study and provide supporting courses to face the era of society 5.0 as well as the MBKM Curriculum. These two needs support each other so that students can face the challenges that exist in society and the world of work. Because today's world of work requires people who are creative and have solutions and are able to solve the problems they face.

Since its founding in 2011, the UIN Bukittinggi Arabic Education Curriculum has undergone several changes and has implemented and followed curriculum changes several times, as well as having gone through the stages of National Accreditation. By following the demands of society and the conditions of progress in Science and Technology, the Arabic Language Education Study Program at UIN Bukittinggi should also redesign or redesign the curriculum so that it can respond to the demands of the times. Not changing as a whole, but adding to, improving and enhancing the existing quality based on suggestions from resource persons in the curriculum development workshop,



Tracer study (alumni tracking) and responses from Stakeholders (users), as well as following the direction of policy makers such as the Merdeka Curriculum and Merdeka Belajar and Society 5.0. At least these are some important reasons for implementing changes and improvements to the PBA Study Program curriculum.

The results of the tracer study or alumni tracking conducted in 2019-2020 concluded that the majority of around 40% of the alumni work as Quran tahfizul teachers, 30% as Arabic language teachers and 20% as other teachers and 10% as entrepreneurs with a waiting period of less than 6 month, that means PBA Alumni are quickly absorbed into the world of work. In fact, 70% are already working before graduation. However, the portion of the main target for graduates is not balanced or should be greater in the main competency section of the graduate profile. Today's job opportunities also require other skills that must be mastered by students, including IT skills, language skills and preferably those who can speak Arabic as well as being able to speak English. The world of vloggers, teaching with YouTube and TikTok content also requires special skills, both information and technology and foreign languages.

For study programs, it examines how far the learning achievements have been proven by graduates and can adapt to developments in life. Information for this study can be obtained through graduate searches, stakeholder input, professional associations, and trends in future scientific/expertise developments. The result of this activity is the formulation of new learning outcomes. In a new study program, the first stage will begin with a SWOT analysis, determining the scientific vision of the study program, through university policies in developing the study program, as well as carrying out a needs analysis, as well as considering input from stakeholders, professional/scientific associations. At all these stages, the resulting formulation of graduate learning outcomes must meet the provisions stated in the SN-Dikti and KKNI. The following are the stages of preparing graduate learning outcomes: *first*, determining the graduate profile. Determining the roles that graduates can play in certain areas of expertise or work after completing their studies. The profile can be determined based on the results of a study of the job market needs of the government, business and industry, as well as the need to develop science and technology. The Profile of the study program should be prepared by groups of similar study programs, so that there is an agreement that can be accepted and used as a reference nationally. To be able to carry out the roles stated in the profile, "abilities" must be possessed.

*Second*, determining the capabilities derived from the profile. At this stage, it is necessary to involve stakeholders who will be able to contribute to achieving convergence and connectivity between educational institutions and stakeholders who will use the student results, and this can guarantee the quality of graduates. Determining graduate abilities must include four elements to make it a Formulate Graduate Learning Outcomes (CPL), including elements of attitude, knowledge, general skills and special skills as stated in the SN-Dikti. *Third*, Formulate Graduate Learning Outcomes (CPL). At this stage, it is mandatory to refer to the KKNI qualification level, especially those related to elements of specific skills (work ability) and mastery of knowledge, while those that include general attitudes and skills can refer to the formulation set out in the SN. -Dikti as a minimum standard, which can be added independently to characterize college graduates as presented in Figure 1 below (PBA, 2021):



Figure 2. Graduate Learning Outcomes (CPL) Preparation Scheme

Professional competency analysis is sufficient according to standards, however there are overlapping teaching courses, which can be maximized with other more supportive courses such as *Manahij ta'lim al lughah al 'arabiya* which can be covered by *Turuq al ta'lim al Lughah al 'arabiyah* or on the contrary, so does *Madyulat fi ta'lim al Lughah al 'arabiyah*. These three courses can be combined into 1 course by choosing one name or another, so that there is room to add other courses that are more relevant and suit your needs. Furthermore, for the *Ikhtibaraat al Lughah al 'Arabiyah* course, because the evaluation is in the form of tests and non-tests, it is better to name it *Taqwim ta'lim al Lughah al 'Arabiyah* (Evaluation of Arabic Learning).

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Based on Figure 2 of the preparation of the CPL, learning outcomes can be derived from the Curriculum, SN Dikti, Study Program Profile and decision results based on the needs of the Study Program. Seeing other needs, the progress of society 5.0 and MBKM (Merdeka Belajar Kampus Merdeka), if you look at the existing curriculum, Graduate Profile and towards superior accreditation and distribution of courses, it is urgent to redesign, develop and improve the targets and achievements of the Arabic Education study program (Ramdhani, 2022).

Analysis of the curriculum and distribution of existing courses as well as suggestions and input from the BAN PT Assessor Team during accreditation in 2019 that there were several courses that had to be replaced and added in order to achieve the targets and learning achievements of Arabic Education graduates. Then also add elective courses to make students more creative and innovative according to their individual talents and interests and according to the demands of the times.

## CONCLUSION

Basically, the curriculum of the Arabic language education study program at the Tarbiyah Faculty of UIN Bukittinggi meets various standards, such as KKNI, SN Dikti and IMLA Indonesia standards, but there are certain components that are not yet proportional, such as the main components, namely, language, literature and necessary language skills to add. And there are teaching courses that overlap in naming, then it is necessary to reduce the religious component parts that are not relevant to the development of the study program, by including these courses in the part of faculty or institute courses that are not given credits, such as courses in Da'wah science, Hadith science or science interpretation. The curriculum should be able to answer the challenges of the society 5.0 and MBKM (Merdeka Belajar Kampus Merdeka). The main component of today's demands is that rapid development means that all aspects must be able to keep up with

changes, including the 4.0 era which will recently move to the 5.0 era. Therefore, something that needs to be considered is that the review of the curriculum must continue to be based on efforts to improve the quality of graduates in accordance with the needs of society and the demands of current developments. Due to limitations, the author has not yet analyzed what courses are needed to answer society 5.0 and MBKM, this article only reveals that the curriculum must be reviewed and updated based on an analysis of the components and needs of the study program.

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