Merdeka Belajar Kampus Merdeka (MBKM) Curriculum Design in Arabic Language Education Study Program

Hanik Mahliatussikah(✉) and Singgih Kuswardono

Arabic Language Education Study Program, State University of Malang, Malang, Indonesia
hanik.mahliatussikah.fs@um.ac.id

Abstract. The majority of Arabic Education Study Programs in Indonesia have not implemented the MBKM curriculum and still need practical examples of how to apply it. Implementation of MBKM curriculum in this study program in order to improve human resources to face the era of disruption and to prepare future generations that are responsive to the challenges of the era of society 5.0. This research is a qualitative descriptive study with curriculum object of the Arabic language education study program. The author collect data relevant to MBKM and analyzing the reading materials that have been obtained, and concluding the main topic regarding the implementation of MBKM curriculum. The results of this study indicate that the implementation of MBKM is related to the era of society 5.0. The capabilities that must be possessed are creativity and innovation so that they become strong, skilled, and tenacious human resources. MBKM curriculum design in Arabic language education includes planning, learning process, assessment, and learning evaluation. The implementation of MBKM in this program is carried out with careful planning that is able to improve the quality of Indonesian Arabic language education and can prepare outstanding graduates who are able to compete globally.

Keywords: MBKM · Curriculum · Arabic Language · Design

1 Introduction

The curriculum is identical to education because the curriculum is the "spirit" of education. The spirit of education must be evaluated innovatively, dynamically, and periodically by the times, science and technology, and competencies needed by the community and graduate users. The rapid development of science and technology requires curriculum changes. The higher education curriculum in Indonesia for six years based on the Higher Education Standards (SN-Dikti) has changed. Challenges faced by universities in curriculum development – especially in the Industrial 4.0 era to produce graduates with new literacy skills, namely data literacy, technological literacy, and a human literacy, that pivot to a noble character [1]. One of the efforts to answer this challenge is the birth of a right-to-learn policy for students outside the study program (Permendikbud Number 3 of 2020 concerning Higher Education Standards) [2]. The spirit of MBKM is

to encourage students to master various sciences that are useful for entering the world of work and to provide opportunities for students to determine the courses to be taken. This policy also aims to increase link and match with the business world and industry, as well as to prepare students for the world of work.

The policy for implementing MBKM by the Ministry of Education and Culture is a brilliant effort to prepare students to face social, cultural, and work changes and rapid technological advances [3]. The Industrial Era 4.0 and the era of society 5.0 require the nation's successors to have interdisciplinary skills and competencies for current needs [4]. Study programs must be able to provide contextual field experiences that will improve student competencies as a whole, be ready to work, or create new jobs after they graduate from college. Study programs are required to produce graduates who are in line with the times, advances in science and technology, the demands of the business and industrial world, as well as the dynamics of society. Future life requires hard and soft skills [5].

There have been many discussions about the MBKM curriculum, including D. Sopiansyah et al. [6]. He stated that implementing the MBKM policy encourages the learning process in higher education to become more independent and flexible. Baharuddin [7] examines the model of curriculum development for study programs and the implementation of MBKM activity programs that allow students to study outside their original study program. According to Dzikria [8], the curriculum development process is centered not only on the subject of science and problem solving, but also on students who are given the opportunity to develop themselves through MBKM. Respondents regarding the implementation of independent campus activities carried out by Suastika et al. [9]. Showed that they were satisfied with the MBKM programs. The results of research by Khalik et al. [10] show that curriculum adjustment is one of the obstacles to implementing the MBKM curriculum.

Many studies related to the implementation of MBKM have been carried out. However, researchers still rarely find research results associated with implementing the MBKM curriculum in the PBA study program. There is one MBKM study in the PBA study program, namely RA. Rahman [11] highlighted the UNSIQ Wonosobo PBA curriculum. This is because this curriculum has not been implemented except in a small number of PBA study programs. Based on this fact, this research becomes urgent to be handled immediately to help accelerate the implementation of MBKM in the Indonesian PBA study program.

1.1 MBKM Curriculum

The curriculum with a global perspective is a curriculum that contains global insights by inviting students to think globally to be able to explore as much information as possible for the development of skills needed in the 21st century, some of the skills required for the 21st century, namely: 1) innovation skills, 2) technology and information skills, 3) life skills and entrepreneurship. To develop these skills, a curriculum model is needed that can spur educators to excel because the success of the curriculum depends on the teacher as curriculum implementer through an effective and efficient learning process [12].

John Dewey's flow of progressivism aligns with the concept of independent learning, where both offer freedom to educational institutions and students for the freedom to think, argue, and explore various information to develop their creativity. It is hoped that education in Indonesia will improve quality with liberty and this freedom. Research results [13], independent learning is essentially made to provide an understanding of stakeholders' policies, and policy implementers bring learning outcomes that are not always measured by the number of values students can obtain. However, with an assessment of attitudes, skills, creativity, innovation, independence, and resulting competencies. Accreditation is not a benchmark for institutions to equip quality graduates. Then it's free to learn and designed to measure graduate abilities. This is in line with the emergence of society 5.0, the impact of the rapid industrial revolution 4.0, which affects the conventional industrial order and becomes all digital. Then education, too, has to adjust and adjust along with current development [14].

2 Method

This research is a qualitative descriptive study with curriculum object of the Arabic language education study program. Literature research is obtained from several sources; documents, books, articles, and observations of online literature. Data analysis was carried out by data reduction, presentation, and withdrawal [15]. The data analysis technique was carried out to meet the criteria of validity, practicality, and effectiveness. The results and conclusions obtained from the data analysis are about the achievement of MBKM implementation in the PBA Study Program during the implementation of MBKM implementation.

3 Result and Discussion

The results of this study indicate that the implementation of MBKM is related to the era of society 5.0. The capabilities that must be possessed are creativity and innovation so that they become strong, skilled, and tenacious human resources. MBKM curriculum design in Arabic language education includes planning, learning process, assessment, and learning evaluation. The explanation of each implementation stage is explained as follows:

3.1 Planning

In planning the implementation of the MBKM curriculum, it is necessary to have an MBKM curriculum guidebook. The curriculum makers of the PBA Study Program, according to the mandate of the SN-DIKTI, need to refer to the MBKM-based curriculum preparation guidelines that have been set by the Ministry of Education and Culture [17]. Based on the results of the literature study, several things must exist in the preparation of the MBKM curriculum, namely 1) curriculum foundation, 2) vision, mission, objectives, and study program strategies, 3) curriculum evaluation & tracer study results, 4) graduate profile & formulation graduate learning outcomes (CPL), 5) determination of study

materials, 6) formation of courses and determination of credit weights, 7) structure of courses in the study program curriculum, 8) list of course distributions for each semester, 9) semester learning plans (RPS), 10) learning assessment, 11) implementation of student learning rights for a maximum of 3 semesters. The planning for the lecture process is embodied in the RPS. An effective learning process is carried out using group discussion methods, simulations, case studies, collaborative, cooperative, project-based, problem-based, or other methods. Study programs must prepare a flexible and adaptive curriculum.

The realization of this educational goal is embodied in the policy of the Minister of Education and Culture Nadiem Anwar Makarim in the application of "Freedom of Learning and Independent Campus (MBKM)." According to Pangruruk et al. [16], MBKM is one of the programs to accelerate the transformation of higher education in Indonesia. MBKM is expected to provide contextual field experiences that will improve student competencies and be ready to work or create new jobs [17]. In addition, this program helps universities to form productive, creative, and innovative characters [18].

3.2   Learning Process

The Study Program is expected to be able to: 1) Create a technical guide for MBKM by referring to the MBKM Regulations; 2) Establish curriculum guidelines and guidelines for MBKM through technical explanations of MBKM activities inside and outside the study program; 3) Create cooperation documents (MoU/SPK) with partner institutions; 4) Develop a package of MBKM activities according to the curriculum to fulfill student learning rights outside universities; 5) Facilitating students who will take cross study programs inside and outside campus; 6) Offering courses that students can take outside the study program and outside campus along with the requirements; 7) Conducting equivalence of courses in the curriculum with learning activities outside the study program and campus; 8) Prepare and facilitate the implementation of online learning to fulfill the independent learning package [19].

Implementing the MBKM curriculum is of utmost importance because it involves partners to achieve learning outcomes in higher education. There are several aspects of program implementation include implementing 8 Forms of Learning Activities (BKP), namely Internships/Industrial Practices, Village Projects, Student Exchanges, Research/Research, Entrepreneurship, Independent Studies/Projects, Humanitarian Projects, and Teaching in Schools [20]. Quoted from the MBKM guidebook by Directorate General of Higher Education, Ministry of Education and Culture, that MBKM refer to the Minister of Education and Culture Regulation No. 3 of 2020, which includes eight programs as follows:

Several forms of learning activities that can be carried out within the framework of a learning exchange are as follows; 1) Student Exchange between Study Programs at the same Higher Education. Students can take forms of learning that support the fulfillment of learning outcomes, both those already contained in the curriculum structure of study programs and curriculum development to enrich graduate learning outcomes which can be in the form of elective courses, 2) Exchange Students in the same Study Program at different Universities, 3) Student Exchange between Study Programs at other Universities. Forms of learning that can be taken by students at various universities to

support the fulfillment of good learning outcomes that have been stated in the curriculum structure of the study program.

Intership/work practice. Forms of learning activities in the world of work which include; the industrial world, business world, and the world of work carried out for 1–2 semesters (equivalent to 20–40 credits) in collaboration with universities or study programs with the aim that students gain hard skills (skills, complex problem solving, analytical skills, etc.), as well as soft skills (professional/work ethics, communication, cooperation, etc.). in theaching Assistance, students in academic units such as elementary, middle, and high schools carry out learning activities as teaching assistants. Teaching practice places can be located in urban or remote areas for 1–2 semesters (equivalent to 20–40 credits).

Research. Students carry out learning activities in the form of Research/Research at research institutions to build students' knowledge in doing research better. Humanity project, tudents carry out learning activities in the form of humanitarian projects by joining social activities to develop humanitarian activities independently. Entreprneurial activities, students carry out learning activities in the form of entrepreneurial activities by creating business activities in the form of products or services through a planned and programmed analysis of market needs and opportunities.

Independent study/project Students carry out learning activities in the form of studies/projects to realize great works contested at national and international levels or works through innovative ideas. Building a thematic real work village learning activities in the form of building villages/thematic real work lectures by students develop businesses they already have following a form of education by providing learning experiences for students to live in the community outside the campus and directly with the community to identify potentials and deal with problems so hopefully, it can.

In addition, lecturers also have a role in implementing this MBKM program. Among the functions performed by lecturers is 1) Academic Advisor Lecturers provide direction to prospective MBKM participants according to their prospects and interests; 2) PA lecturers approve or not prospective students participating in MBKM or not; 3) Field Assistant Lecturers carry out their duties according to technical guidelines issued by the PBA study program; 4) DPL lecturers guide MBKM participating students by the MBKM program taken [21].

3.3   Assessment

In the process of implementing MBKM, the program "right to study for three semesters outside the study program," the study program has a formal mechanism to evaluate and monitor students periodically. To ensure the program's quality, monitoring and evaluation are carried out starting from the preparation, implementation, and assessment stages [22]. Assessment is a series of activities to improve the quality, performance, and productivity of implementing this program. In addition, judgment can be made on the value or implications of the program results through evaluation. Furthermore, this program is used to improve student competence.

In line with the principles of the assessment, the aspects assessed in the implementation of the MBKM policy, the program "right to learn three semesters outside the study program," are at least 1) attendance during debriefing and implementation; 2) discipline

and responsibility in carrying out tasks; 3) attitude; 4) ability to carry out tasks; and 5) the ability to make reports. The assessment uses observation (personality and social) as the primary technique [23].

3.4 Learning Evaluation

Along with implementing the MBKM policy in universities, on the one hand, some problems were found in the field, indicating that students do not have much flexibility to take classes outside their study programs and campus [24]. While on the other hand, the independent campus program is following the demands of competencies that must be mastered by 21st-century education output and in the current era of the industrial revolution 4.0, in the 21st century, namely; learning skills (critical thinking, creativity, collaboration, and communication), literacy skills (information, media, and technology), and life skills (flexibility, leadership, initiative, productivity, and socializing) [25]. Therefore, the implementation of the MBKM policy needs to be analyzed at the tertiary level to see the reality of implementation and the problems that arise because every policy needs to be translated correctly by looking at the situation and condition of each education provider.

The factors that support this activity include the following; (1) The existence of MBKM Guidelines provided by the Ministry of Education and Culture; (2) Many virtual activities are carried out online through this MBKM program; (3) Bridging communication between universities to establish cooperation through MoUs; (4) The existence of cooperation between Partners and Study Programs to implement MBKM; (5) This program can be a partial replacement for introductory character development courses (MDPK) or a partial replacement for introductory educational science courses (MDKP) or a substitute for majors, faculties, and higher education courses; (6) This program has prepared lecturers, administrative staff in departments, faculties,

The factors that hinder this activity are as follows; (1) lack of complete preparation to implement the MBKM program; (2) Some students do not understand the flow of the MBKM program; (3) Lack of a detailed program planning and implementation system because this program is still in the development stage, (4) The schedule for determining the MBKM program clashes with university activities such as lectures and field training practices (PPL), (5) time constraints due to the COVID-19 pandemic. 19 and post-pandemic, (6) the placement location for MBKM implementation is not in accordance with the student area, even far from the location of the university or the student's place of origin, (7) unclear administrative arrangements, (8) limited facilities for establishing the MBKM program, (9) several students join the MBKM program, of the various advantages and disadvantages, there are always evaluations held by various related parties to improve the MBKM program for the future, especially the MBKM program regulated by the PBA Study Program.

4   Conclusion

The lecture system for study programs at universities, especially Arabic language education programs in Indonesia before the launch of the MBKM policy, used the learning

credit system, which includes; 1) university courses, 2) faculty courses, 3) study programs, and 4) specialization courses. In each category, several courses are spread out each semester, and students can only comply with those determined by the department and carried out in class. That students lack the freedom to develop soft skills and hard skills following the times' needs.

Right to learn three semesters outside the study program" to improve graduate competencies, both soft skills and hard skills that are relevant to the needs of the times and facilitate students to develop their potential according to their passions and talents. The right to study for three semesters outside of the study program includes eight forms of activities offered, namely; 1) Student Exchange, 2) Internships/Work Practices, 3) Teaching Assistance in Education Units, 4) Research/Research, 5) Humanitarian Projects, 6) Entrepreneurial Activities, 7) Independent Studies/Projects, and 8) Building Villages/Lectures Thematic Real Work.

Therefore, this article describes the implementation of MBKM and the form of MBKM activities in the Arabic Language Education Study Program in Indonesia, which are divided into four categories: planning, learning process, assessment, and evaluation of MBKM activities in the PBA Study Program in Indonesia. The results of this study indicate that the implementation of MBKM is related to the era of society 5.0. The capabilities that must be possessed are creativity and innovation so that they become strong, skilled, and tenacious human resources. The implementation of MBKM in this program is carried out with careful planning that is able to improve the quality of Indonesian Arabic language education and can prepare outstanding graduates who are able to compete globally.

References

1. Prihantoro, C. R. (2021). Examining the use of wheeler-model based curriculum development in a learning management system for vocational study program. International Journal of Education and Practice, 9(3), 507–519. https://doi.org/10.18488/journal.61.2021.93.507.519
2. Yusuf, F. A. (2021). The independent campus program for higher education in indonesia: The role of government support and the readiness of institutions, lecturers and students. Journal of Social Studies Education Research, 12(2), 280–304.
3. Suryaman, M. (2020, October). Orientasi Pengembangan Kurikulum Merdeka Belajar. In Seminar Nasional Pendidikan Bahasa Dan Sastra (Vol. 1, No. 1, pp. 13–28).
4. Christanti, R., & Sukoco, A. A. (2022). Freedom to learn – independent campus policy : Do we really find our freedom ? Journal of Education and Learning (EduLearn), 16(2), 181–190. https://doi.org/10.11591/edulearn.v16i2.20477
5. Eriyanti, R. W., Kusumastuti, F., . S., Yumitro, G., Roziqin, A., Dintarini, M., Arrozy, A., Wicaksono, A. P., & Muhibah, S. (2022). Humanistic Literacy: Exploring Education Policies for MBKM (Collegiate Independent Learning) Programs from the Participation of the Academic Community in Indonesia. Education Quarterly Reviews, 5(2). https://doi.org/10.31014/aior.1993.05.02.467
6. Crysdian, C. (2022). The evaluation of higher education policy to drive university entrepreneurial activities in information technology learning The evaluation of higher education policy to drive university entrepreneurial activities in information technology learning. Cogent Education, 00(00). https://doi.org/10.1080/2331186X.2022.2104012

7. Sopiansyah, D., Masruroh, S., Zaqiah, Q. Y., & Erihadiana, M. (2022). Konsep dan Imple-mentasi Kurikulum MBKM (Merdeka Belajar Kampus Merdeka). Reslaj: Religion Education Social Laa Roiba Journal, 4(1), 34–41

8. Baharuddin, M. R. (2021). Adaptasi Kurikulum Merdeka Belajar Kampus Merdeka (Fokus: Model MBKM Program Studi). Jurnal Studi Guru dan Pembelajaran, 4(1), 195-205.

9. Dzikria, I., & Narulita, L. F. (2021). Pengembangan Kurikulum untuk Pembentukan Jurusan Sistem Informasi Untag Surabaya Berbasiskan Kurikulum MBKM dan ACM IS dengan Metode Kualitatif. Proceeding KONIK (Konferensi Nasional Ilmu Komputer), 5, 229-234.

10. Suastika, I. K., Suwanti, V., Ferdiani, R. D., & Harianto, W. (2022). Analisis Kepuasan Stakeholder pada Implementasi Kurikulum MBKM Fakultas Sains dan Teknologi. Edukatif: Jurnal Ilmu Pendidikan, 4(2), 1621–1630.

11. Kholik, A., Bisri, H., Lathifah, Z. K., Kartakusumah, B., Maufur, M., & Prasetyo, T. (2022). Impelementasi Kurikulum Merdeka Belajar Kampus Merdeka (MBKM) Berdasarkan Persepsi Dosen dan Mahasiswa. Jurnal Basicedu, 6(1), 738-748.

12. Rahman, R. A., Astina, C., & Azizah, N. (2021). Kurikulum "Merdeka Belajar-Kampus Merdeka" di PBA UNSIQ Jawa Tengah. Taqdir, 7(2), 165-179.

13. Sumantri, B. A. (2019). Pengembangan Kurikulum di Indonesia Menghadapi Tuntutan Kompetensi Abad 21. At-Ta'lim: Media Informasi Pendidikan Islam, 18(1), 27–50.

14. Houtman, H. (2020). Merdeka Belajar Dalam Masyarakat 5.0. In Prosiding Seminar Nasional Program Pascasarjana Universitas Pgri Palembang.

15. Mustaghfiroh, S. (2020). Konsep "merdeka belajar" perspektif aliran progresivisme John Dewey. Jurnal Studi Guru Dan Pembelajaran, 3(1), 141–147.

16. Miles dan Huberman. 1992. Analisis data Kualitatif. (diterjemahkan Ole: Tjetjep Rohedi Rosidi). Jakarta: Universitas Indonesia

17. Ditjendikti Kemdikbud, 2020. Panduan Penyusunan Kurikulum Perguruan Tinggi di Era Industri 4.0 untuk mendukung Merdeka Belajar Kampus Merdeka.

18. Pangruruk, F. A., Siregar, B., Illya, G., Arifin, A., & Agatha, D. A. (2022). Analisis Hasil Survei Kebijakan dan Implementasi Medeka Belajar Kampus Merdeka (MBKM) di Universitas Matana. Syntax Literate; Jurnal Ilmiah Indonesia, 7(2), 2331–2342.

19. Kartinawati E, Alfikri M, Sumanti ST. New Journalist Work Patterns and News Media Production in Pandemic. Jurnal ASPIKOM. 2022 Jul 29;7(2):80-94.

20. Fadjarajani, S., Hadi, M. I., Hamzah, A., Hapsari, R. R. P. D., Yanto, O., Diba, D. F., Rosali, E. S., Rohman, S. N., Ginting, S., Wedyawati, N., & others. (2021). DOSEN PENGGERAK DALAM ERA MBKM. Pascasarjana Universitas Negeri Gorontalo.

21. Y. Della Paramitha, P. V. P. Oktaviana, S. A. Fauzia, K. Kismartini, and A. R. Herawati, "The Challenge of Implementing The Merdeka Campus Program Policy In The Covid-19 Pandemic Period," Int. J. Soc. Serv. Res., vol. 1, no. 3, pp. 294–302, 2021, https://doi.org/10.46799/ijssr.v1i3.46.

22. N. Nurlaela and I. Idawati, "Exploring the impression of university students on 'Teaching Camp' based on 'Free to Learn-Independent Campus' program in developing students' speak-ing skill," Int. J. Humanit. Innov., vol. 5, no. 2, pp. 41–45, 2022, https://doi.org/10.33750/ijhi.v5i2.146.

23. E. Elihami and M. Melbourne, "The Trend of 'Independent Learning Independent Campus': Teaching Model of Islamic Education through bibliometrics mapping in 2021-2022," J. Innov. Educ. Cult. Res., vol. 3, no. 2, pp. 86–96, 2022, https://doi.org/10.46843/jiecr.v3i2.70.

24. H. S. D. Et al., "The Contents of Students' Independent Education and Methods of Imple-mentation," Psychol. Educ. J., vol. 58, no. 2, pp. 1445–1456, 2021, https://doi.org/10.17762/pae.v58i2.2294.

25. P. A. Cakranegara and D. S. S. Santoso, "Evaluation of the Merdeka Learning Program At Merdeka Campus With Discrepancy Evaluation Model (Student Perspective)," J. Sci., vol.

10, no. 02, pp. 217–222, 2022, [Online]. Available: http://infor.seaninstitute.org/index.php/pendidikan/article/view/275.

26. Siregar, N., Sahirah, R., & Harahap, A. A. (2020). Konsep Kampus Merdeka Belajar di Era Revolusi Industri 4.0. Fitrah: Journal of Islamic Education, 1(1), 141–157.

27. E. Purike, "Political Communications of The Ministry of Education and Culture about ' Merdeka Belajar , Kampus Merdeka (Independent Learning , Independent Campus) ' Policy : Effective ?," EduLine: Journal of Education and Learning Innovation, 1(1), 1–8. https://doi.org/10.35877/454ri.eduline361