

**A MODEL OF DEVELOPMENT OF ARABIC LANGUAGE  
EDUCATION BASED ON LIFE SKILLS AT UIN MALIKI  
MALANG AND UIN SATU TULUNGAGUNG IN REALIZING  
THEIR EXISTENCE AS A BILINGUAL CAMPUS TOWARDS  
A WORLD-CLASS UNIVERSITY**

**RESEARCH REPORT**



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## CHAPTER I INTRODUCTION

### A. Research Background

Since 2007, the government has prepared 50 Colleges (PT) to pioneered into World Class Universities, namely 27 for PTN (State Universities) and 23 for PTS (Private Universities). The initial stage for the government is first to encourage the 50 Colleges to become World-Class Universities (WCU) at the ASEAN level. Furthermore, if the Colleges are ready, it will be pushed to the world level.<sup>1</sup>

One of the World-Class Universities' campus goals is to develop life skills education among students so that they are ready to enter the world of work, both at the regional and international levels. In Indonesia, there are 82 State Universities and 2,700 Private Universities, but only 43% of the total National Universities can make their output (graduates) accepted to work abroad. The rest, 67% of the output from National Universities, has not been able to penetrate the world of work at the international level.

Life skills-based education has become a fascinating and crucial topic of conversation in the current era of technology and global transformation because the condition of the nation is getting worse with various phenomena of failure of the nation's generation of education. As an example of the failure of education at the college level, among others: <sup>2</sup> *First*, the weakness of Indonesian university graduates in competition to innovate. *Second*, the low competence of students in mastering life skills-based subjects. *Third*, based on BPS data for 2016, the education level of workers in Indonesia is around 65%, dominated by workers with junior high school education and below and approximately 25% by workers with secondary education. Meanwhile, university graduates contribute less than 10%.

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<sup>1</sup>Bening Tirta Muhamad. *Kompas*. Opinion. *Pemerintah Menyiapkan 50 PT untuk dirintis Menjadi World-Class University*. Page 1. Published on March 22, 2007. Page 4.

<sup>2</sup>Roy Van Gobel. *Jawa Pos*. Opinion. *Lulusan Perguruan Tinggi Indonesia Lemah Bersaing*. Published on December 29, 2016. Page 4.

President Joko Widodo (Jokowi) emphasized that we need to be bold in facing the ASEAN Economic Community. Jokowi says:

“Indonesia must be good at taking advantage of opportunities in policies that will be effective from 2016. We must seize everything. These are all challenges for us. What is not efficient, we must streamline. Where we are weak in competition, we must improve. We will fix any regulations that hinder us. On which side is our competitiveness, on the side of the people we are lacking, we must improve. Higher education must improve itself and be ready to compete,” Jokowi said when met at the Kuala Lumpur Convention Center (KLCC) Malaysia, Sunday (22/11/2015).<sup>3</sup>

It is the government’s obligation to revitalize education patterns that are oriented towards developing life skills and instilling character as stated in the National Education System Law No. 20 of 2003 Chapter VI concerning Paths, Levels and Types of Education, part one (General) article 15 which states that the type of education includes general, vocational, academic, professional, vocational, religious, and special education.<sup>4</sup> The implementation of education revitalization is expected to produce morally and intellectually substantial human resources so that, in the end, Indonesia can continue to stand tall as a nation with dignity and noble character at the regional and international levels.

At the international level, Arabic is the second alternative language of communication after English. Meanwhile, at the ASEAN level, Arabic is the third alternative language of communication after English and Mandarin because Arabic is the language of religious culture for the Malay Muslim community. Arabic is more dominant for the interest of the ASEAN community than English and Mandarin. This is because the majority of ASEAN people are Muslims, who think that Arabic is flexible, open, and elastic in responding to the challenges of globalization and cultural transformation.<sup>5</sup>

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<sup>3</sup>Ray Jordan. *Jokowi: Tak Usah Takut Masuk Masyarakat Ekonomi ASEAN*. Detik.com. Actual News. Report from Kuala Lumpur. Sunday, 22/11/2015. 13:15 WIB.

<sup>4</sup>National Education System Law. Online National Education System Law. No.20 of 2003 Chapter VI concerning Pathways, Levels, and Types of Education. www.academia.edu, accessed on Friday 9 January 2015, at 13:39.

<sup>5</sup>Ahmad Sohandji. *Manusia, Teknologi, dan Pendidikan Islam Menuju Peradaban Baru* (Malang: Universitas Islam Negeri Maulana Malik Ibrahim Malang Press, 2015). Pages 95-96.

The future of Arabic language education depends on the efforts of universities in developing curricula, models, methods, strategies, and management. In addition, one thing that must not be forgotten is that the quality assurance of Arabic language education must be carried out continuously and comprehensively for all components of the education system, namely input, process, output, and outcomes.<sup>6</sup>

Universities must also be able to optimally absorb education budget allocations of at least 20% of the APBN and APBD based on Law no. 20 of 2003 Article 49 Paragraph 1 so that the education development budget can be realized in a practical, consistent, transparent, and accountable manner.<sup>7</sup>

The grand theory that underlies the trilogy: Arabic language education based on life skills, bilingual campuses, and World-Class Universities, is a modern theory called “function theory,” which states that **individuals or groups enter an organization to achieve their personal goals through achieving organizational goals that do not maybe achieve it themselves.**<sup>8</sup> This theory of goals was discovered in 1983 by **Chester L. Barnard** in his famous book “The Functions of the Executive.”

The researcher’s assumption regarding the direction of this research is to try to prove the “function theory” mentioned above, namely that the function of the bilingual campus can be improved towards achieving a world-class university through a movement to develop a life skills-based Arabic language education model.

The researcher’s assumption is reinforced by the opinion of **Dr. H. Mastuki HS** as Head of the Sub-Directorate for Higher Education Institutions in his article “World Class University, *Antara Harapan dan Tantangan*,” written in the Online Scientific Journal of the Directorate of Islamic Higher Education, Ministry of Religio. He emphasized:<sup>9</sup>

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<sup>6</sup>Jusuf Amir Faaisal, *Reorientasi Pendidikan Islam* (Jakarta: Gema Insani Press, 2015). Page. 65.

<sup>7</sup>R. Winantyo et al. *Masyarakat Ekonomi Asean (MEA) 2015 Memperkuat Sinergi ASEAN di tengah kompetisi global* (Jakarta: PT Elex Media Komputindo, 2008). Page. 5.

<sup>8</sup>Yvonna S. Lincoln and Egon G. Guba. *Naturalistic Inquiry* (Beverly Hills: Sage Publications, 1985). Pages. 79-80.

<sup>9</sup>Dr. H. Mastuki HS (Head of Sub-Directorate of Higher Education). Article. Online Scientific Journal Diktis.Kemenag.go.id. It was accessed on April 1, 2017, at 10.12 WIB.

“Why do campuses strive to become world-class? Because National Higher Education can compete with world-class campuses and, at the same time, produce graduates who can also compete with graduates from developed countries in the international world. These goals can be achieved by campuses that have implemented the Bilingual Campus development model and life skills education.”

In line with the above objectives, the initial data obtained by the author states that UIN Maliki Malang has played an active role in struggles at the regional and international levels, including:<sup>10</sup> *First*, the achievement of MOU and LOA between UIN Maliki Malang and 17 world universities spread across ASEAN, Europe, the Middle East, and America. *Second*, the collective research and comparative studies to World-Class University equivalent universities from 2008 to 2017 in Europe, the Middle East, and America. *Third*, the exchange of Indonesian students and World-Class Universities Higher Education students was initiated in 2012 and is still going well today.

Likewise, based on the results of interviews and initial surveys obtained by the author, IAIN Tulungagung has played an active role in the struggles of the ASEAN Economic Community (AEC), including:<sup>11</sup> *First*, the achievement of the MOU and LOA between IAIN Tulungagung and several universities in Thailand, Brunei Darussalam, and Malaysia. *Second*, the collective research and comparative studies of Malaysia, Singapore, and Thailand successively from 2012 to 2013. *Third*, the Indonesia-Thailand student exchange was initiated in 2013 and is still going well.

The selection of UIN Maliki Malang and IAIN Tulungagung as research subjects was due to the considerations of the two campuses having the following criteria: *First*, as the pilot campus of the World-Class University (WCU). *Second*, based on various successes and achievements that have been achieved both regionally and internationally. *Third*, policies, courses, environment, and

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<sup>10</sup>Interview with Dr. H. Syaiful Mustofa. Director of the UIN Malang Language Center on April 1, 2017, at 12.35 WIB.

<sup>11</sup>Interview with Dr. H. Kojin, M.A. Head of PBA IAIN Tulungagung, on April 3, 2017, at 10.00 WIB.

curriculum support Arabic language education based on life skills education facing global education.

UIN Maliki Malang and IAIN Tulungagung, as state Islamic tertiary institutions under the auspices of the Ministry of Religion, have implemented an Arabic Language Education program called PBA (*Pendidikan Bahasa Arab*) and received significant accreditation with an A grade. However, there are still problems with Arabic language education, including:<sup>12</sup>

- 1) Student competencies are still weak, especially competence in life skill-based courses, such as *maharatul kalam* (speaking), *maharatul kitabah* (writing), *khitobah* (speech), *insya'* (free composing), *nadwah ilmiah* (writing scientific papers), and other subjects. The number of students with low competence still reaches 53% of the total students majoring in Arabic Language Education.
- 2) Student learning motivation is still lacking. Many students still need more discipline in obeying PBA Department regulations. Many students still arrive late when attending lectures or need to be on time to submit course assignments.
- 3) The teaching methods and strategies of the lecturer are less innovative. This causes many students to fall asleep in class because learning is monotonous and uninteresting. Some teaching lecturers only use the lecture method and *qawaid* and *tarjamah* methods.

Based on the phenomena above, the author argues that there is a need for research on the Arabic Language Education Development Model Based on Life Skills at UIN Maliki Malang and IAIN Tulungagung in Realizing Their Existence as Bilingual Campuses Towards World-Class University.

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<sup>12</sup>Based on the Author's Survey of PBA Students in semester II classes A, B, and C at UIN Maliki Malang, on April 2, 2017, 08.00-12.00 WIB.

## **B. Research Questions**

Based on the research objectives above, the researcher can determine the research questions as follows:

1. What is the Life Skills-Based Arabic Education Development Model at UIN Maliki Malang and IAIN Tulungagung, which includes educational planning strategies, governance changes, equipment changes, structural changes, and cultural changes in realizing its existence as a Bilingual Campus toward World Class University?
2. How to Evaluate the Life Skills-Based Arabic Education Development Model at UIN Maliki Malang and IAIN Tulungagung, which includes preparation, implementation, follow-up plans, and rewards and punishments in realizing its existence as a Bilingual Campus for World Class University?

## **C. Significance of the Research**

Based on the explanation above, the purpose of this study is to describe, analyze and provide an interpretation of the following:

1. The development model for Arabic language education based on Life Skills at UIN Maliki Malang and IAIN Tulungagung includes educational planning strategies, changes in governance, changes in equipment, changes in structure, and changes in culture in realizing its existence as a bilingual campus toward a World Class University.
2. Evaluation of the Life Skills-based Arabic education development model at UIN Maliki Malang and IAIN Tulungagung includes preparation, implementation, follow-up plans, and reward and punishment in realizing its existence as a bilingual campus towards a World Class University.

## **D. Literature Review/Previous Studies**

As a basis for compiling research, the researcher explains the literature review, which contains the results of previous studies as follows:

1. **Dr. H. Mastuki HS** (Head of Sub-Directorate of Higher Education). *“World Class University antara Harapan dan Tantangan.”* Journal of Scientific Diktis, Ministry of Religion, 2014. The author’s assumption that can be concluded is why campuses are trying to become world-class so that National Higher Education can compete with world-class campuses and, at the same time, produce graduates who can also compete with graduates from developed countries in the international world. In collaboration with UIN Jakarta and UIN Malang, BAN-PT held an International Conference entitled “Towards World Class Islamic Higher Education Institutions.” The theme of world class is a hot topic of conversation among universities. In recent years, public and private campuses have strived to become World-Class Universities (WCU).
2. **Koko Handoyo.** *“Penerapan Life Skill Sebagai Bagian dari Kebijakan Dinas Pendidikan Menengah dan Tinggi.”* Research, 2014. Life Skill-based education is supported by a competency-based curriculum (KBK) which has elements of 1) A meaningful approach as a learning approach. 2) Students are treated as the main subject in the teaching and learning process. 3) While the teacher acts as a facilitator. 4) Developing specific skills, or so-called Life Skills (LS).
3. **Zulfan Mahmudi.** *“Model dan Strategi Pembelajaran Life Skills di Madrasah Berbasis Pesantren di Kabupaten Malang.”* 2015. Research. Life skills education orients students to have basic abilities and capital so they can live independently and survive in their environment with learning methodologies that can be designed in the form of activities that combine the learning process in class and practice in the field and are carried out in a participatory manner, simulation, training, group discussions, and games.
4. **Izzatul Laila.** *“Muatan Life Skills Dalam Pembelajaran Berwawasan Kemasyarakatan bagi Mahasiswa UIN Maliki Malang.”* Research, 2016. Life skills are a learning orientation that aims so that each learning component follows the demands of the community’s needs which can be developed by

fulfilling the principles of a broad-based education approach. Broad-based education is an approach with the characteristics that the educational process is rooted in the values of life that are widely developed in society.

**5. Penelitian Mastuki HS.** “*Konsep Pembentukan Kampus World Class University.*” 2014. Diktis Scientific Journal. World-Class University is defined as assessment, ranking, and recognition on an international scale at universities or campuses in various countries. Levin, Jeong, and Ou’s study mention several benchmarks for world-class university international recognition scales as follows:

- a) Research excellence, among others, is indicated by the quality of research, research productivity, creativity, publication of research results, the number of donor agencies willing to assist research, patents, and the like.
- b) Academic freedom and an atmosphere of intellectual joy.
- c) Strong self-management.
- d) Adequate facilities and funding, including collaboration with international institutions.
- e) Diversity, including the campus, must include various social domains different from students, including the diversity of scientific fields.
- f) Internationalization, for example, internationalization of programs by increasing student exchanges, the entry of international or international students, internationalization of curricula, and global connections with other institutions (campuses and companies worldwide) to establish world-class programs.
- g) Democratic leadership, namely through open competition between lecturers and students and collaboration with external constituents.
- h) Use of information and communication technology (ICT).
- i) The quality of learning in lectures.
- j) Connection with society or community needs.
- k) Campus internal collaboration.

With these benchmarks, we can understand what is meant by international-class campuses, namely campuses that rank high in rankings carried out by institutions with international reputations.<sup>13</sup>

### **Researchers Position**

For the position of the researcher among the three studies above, the researcher is more focused on efforts to describe, analyze, and provide interpretation of the Life Skills-Based Arabic Language Education Development Model at UIN Maliki Malang and IAIN Tulungagung which includes educational planning strategies, governance changes, changes in equipment, changes in structure, and changes in culture in realizing its existence as a Bilingual Campus towards a World Class University, along with its evaluation which includes preparation, implementation, follow-up plans, also reward and punishment.

### **F. Contribution**

This research provides benefits to:

#### **1. Theoretically**

- a. This research can be used in the context of developing knowledge in which, in this case, it examines explicitly and discusses contemporary issues, namely the development model of Arabic language education based on life skills education at UIN Maliki Malang and IAIN Tulungagung to create a World Class University campus.

- b. For Further Researchers.

The results of this study can be used as reference material and additional material in the survey so that more specific and accurate data can be obtained, which can be helpful for adding data and knowledge.

#### **2. Practically**

- a. For Universities in Indonesia.

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<sup>13</sup>Mastuki HS., *Pendidikan Global menuji kampus World Class University: Konsep Dasar dan aplikasinya*. ([http://www. Depdiknas.go.id/jurnal/](http://www.Depdiknas.go.id/jurnal/)). E-Journal. Retrieved on February 2, 2017. 13.15 WIB.

Practically, this research is likely proper as material for consideration for universities in Indonesia to develop a model for developing Arabic language education based on life skills education in an effort to create a World Class University campus.

- b. For lecturers, to help overcome problems in increasing lecturer competency development, providing insight, skills, and increasing professionalism in Arabic language learning based on life skills education in dealing with regional and international communities.
- c. Chancellors and Stake Holders, as input for improving and increasing the development of lecturer competencies, provide students insight, skills, and increased professionalism in intensive Arabic learning.

### **3. Contribution to Deradicalization Efforts**

The results of this study are expected to be able to counteract deradicalization efforts because:

- a. Proving that there is research on the Arabic language will be able to raise the attention of Muslims about the importance of unity of the people.
- b. At the PT level, Arabic is the language of communication and knowledge that contributes to the progress of the civilization of the world's Muslims.
- c. The Arabic language combined with the maturity of life skills will give birth to a professional and intelligent generation that wants to avoid being influenced to join radicalism which undermines national unity.

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## BIBLIOGRAPHY

## CHAPTER II

### THEORETICAL REVIEW

#### A. Life Skill-Based Education Concept

Life Skills Education is an education that provides introductory provisions and exercises that are carried out correctly to students about the values of everyday life so that those concerned are able, able, and skilled in carrying out their lives, namely being able to maintain their survival and development in the future. It is because life skills are abilities, abilities, and skills needed by a person to lead a life with pleasure and happiness and solve life problems without any pressure.<sup>14</sup>

#### I. Basic Life Skills Education

##### 1. Historical Foundation of Life Skills Education

Historically education has existed since humans existed on this earth. When life was still simple, parents educated their children, or children learned from their parents or others who were more mature in their environment, such as how to eat well and clean their bodies. It was not uncommon for children to learn from their environment or the natural surroundings. Children learn farming, hunting, and various everyday life. The point is that children learn to be able to face life's tasks, find solutions to solve and overcome problems they face every day.<sup>15</sup>

The minimum basis for efforts to maintain human life lies in human orientation towards three relationships, namely:

- a. Human relationship with the supreme creator, namely God of all nature.
- b. Relations with fellow human beings. In Adam's family, the relationship is limited to the relationship of family members.

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<sup>14</sup>Slamet PH, *Pendidikan Kecakapan Hidup: Konsep Dasar*, (<http://www.Depdiknas.go.id/jurnal/37/pendidikan-kecakapan-hidup.htm>). Accessed on March 2, 2016. 13.15 WIB.

<sup>15</sup>Ministry of National Education Broad-Based Education Team. *Kecakapan Hidup Melalui Pendekatan Pendidikan Berbasis Luas*. SIC. Surabaya. 2002. Page 14.

- c. Relations with the natural surroundings, which consist of various elements of life, such as plants, animals, and natural forces.<sup>16</sup>

Education will dynamically metamorphose into formal and scientific fields translated into subjects, courses, and training subjects at school. Subjects, courses, education, and training function to explain the natural phenomena of life so that they are easier to understand and easier to solve problems. In other words, subjects, courses, education, and training are tools for forming skills and abilities to help develop, crack, and overcome life problems.<sup>17</sup>

Education is one element of the socio-cultural aspect that plays a very strategic role in fostering a family, society, or nation. This strategic role is essentially an effort carried out consciously, systematically, directed, and integrated to humanize students and make them caliphs on earth armed with life skills.

## 2. Philosophical Foundation of Life Skills Education

Constitutionalism is the basis of thinking (philosophy). Knowledge is built by humans little by little, the results of which are expanded through a limited (narrow) context and not suddenly. Knowledge is not a set of facts, concepts, or rules ready to be retrieved and memorized. Humans must construct that knowledge and give meaning through actual experience.<sup>18</sup> That knowledge can be formed personally (personally) from within the students themselves who develop it.<sup>19</sup> For this reason, according to constructivism, the teacher's task is to facilitate this process by:

- a. Making knowledge meaningful and relevant to students,
- b. Giving students the opportunity to discover and apply their own ideas, and
- c. Make students aware of implementing their own strategies in learning.<sup>20</sup>

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<sup>16</sup> M. Arifin. *Ilmu Pendidikan Islam* (Jakarta: Bumi Aksara, 1996). Pages 1-2.

<sup>17</sup> Ministry of National Education Broad-Based Education Team. *Ibid.*, pages 14-15.

<sup>18</sup> Nurhadi and Agus Gerrad Senduk. *Pembelajaran Kontektual dalam Penerapannya dalam KBK*. Universitas Negeri Malang. Malang. 2004. Page 33.

<sup>19</sup> Paul Suparno, et al. *Ibid.*, page 16.

<sup>20</sup> Nurhadi and Agus Gerrad Senduk, *ibid.*, page 34.

Basically, in the view of constructivism, knowledge grows and develops through experience. So, in this case, there are four fundamental concepts of Jean Piaget that can be applied to education in various forms and fields of study, which have implications for the organization of the educational environment, curriculum content, and sequences—teaching methods and evaluation. The four fundamental concepts are (a) Schemata, (b) Assimilation, (c) Accommodation, (d) Equilibrium.

a. Schemata

Humans always try to adapt to their environment. Humans tend to organize their behavior and thoughts. In simple terms, schemata can be viewed as a collection of concepts or categories used by individuals when interacting with their environment. This schema functions to adapt to the environment and organize the environment intellectually.

In this case, Jean Piaget said that adult schemata develop from child schemata through a process of adaptation to arrangement or organization. Thus, schemata are cognitive structures that are constantly evolving and changing. The processes that cause these changes are assimilation and accommodation.

b. Assimilation

Assimilation is intended as a cognitive process that absorbs new experiences in which a person integrates stimulus or perception into existing schemata or behavior.

Basically, assimilation does not change schemata but affects or enables schemata growth. Thus, assimilation is an individual's cognitive process in his attempt to adapt himself to his environment. Assimilation occurs continuously and takes place constantly in the development of a child's intellectual life.

c. Accommodation

Accommodation is a process of cognitive structure that occurs according to new experiences. This cognitive process results in the formation of new schemata and changes in old schemata. Here it appears that there has been

a quantitative change. Whereas in assimilation, there has been a quantitative change.

Therefore, accommodation causes a change or development of schemata. Before accommodation occurs, when the child receives a new stimulus, his mental structure becomes unsteady, then assimilation and accommodation occur continuously. Thus, schemata develop all the time together with increasing experience.

d. Equilibrium

In the process of adaptation to the environment, individuals try to achieve a stable mental structure or schemata. Stable in the sense that there is a balance between the assimilation and accommodation processes. If only continuous assimilation occurs, then the person concerned will only have a few global schemata and be unable to see the differences between various things.

With this balance, the efficiency of interaction between developing children and their environment can be achieved and guaranteed. In other words, there is a balance between internal and external factors.<sup>21</sup> From this constructivist understanding, this constructivist understanding is used as a philosophical basis in the development of Life Skills education.

### **3. Juridical Foundation of Life Skills Education**

To improve the quality of human resources, catch up in all aspects of life, and adjust to global changes and developments in science and technology, the Indonesian nation, through the DPR and the President on June 11, 2003, passed the new National Education System Law, as a substitute for The National Education System Law Number 2 of 1989. The National Education System Law Number 20 of 2003, which consists of 22 chapters and 77 articles, is one application of the demands for reform.

One of the objectives of life skills education is to provide opportunities for

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<sup>21</sup>Nurhadi dan Agus Gerrad Senduk..... Pages 36-39.

schools to develop flexible learning following the principles of broad-based education and to optimize the use of resources in the school environment by providing opportunities to utilize existing resources in the community in accordance with the principles of community-based management schools by encouraging increased school independence, and participation from stakeholders.<sup>22</sup>

The foundation of democratization in the management of education, as outlined in the 2003 National Education System Law chapter III concerning the principles of education administration (article 4), states that education is organized in a democratic and fair manner and is not discriminatory by upholding human rights, religious values, cultural values, and national pluralism (paragraph 1). It is because education is held as a process of cultivating and empowering students that lasts a lifetime (paragraph 3) and empowering all components of society through participation in the implementation and quality control of educational services.<sup>23</sup>

## **II. Concepts and Elements of Life Skills Education**

The national education challenges faced by the Indonesian people from time to time include four things, namely: (1) equal opportunity, (2) quality, (3) efficiency, and (4) relevance. From these various indicators, the educational problem that has so far been sticking out is that education has been carried out so far is not based on real life, so the implementation of education has no relevance at all to real life, so there are indications that education is only a stage for obtaining and maintaining champions. As a result, school is no longer a place to learn and seek experience, so children lose their rights as children. Education should be required to make their children or students become human beings who will be able to solve life's problems to maintain their existence.

Although Life Skills have been defined differently, the essence of the meaning is the same. So, in this case, Brolin (1989) describes life skills as a continuum of knowledge and abilities a person needs to function independently in

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<sup>22</sup>Ministry of National Education Broad-Based Education Team, *ibid.*, page 8.

<sup>23</sup> Broad-Based Education Team..... Pages 7-8.

life. Another opinion says that life skills are everyday skills required by someone to be successful in life. Malik Fajar defines life skills as skills to work in addition to skills to be oriented towards academic paths.<sup>24</sup> Meanwhile, the Broad-Based Education Team interprets life skills as skills a person possesses to be willing and courageous to face life's problems and life naturally without feeling pressured, then proactively and creatively seek and find solutions so that they can finally overcome them.<sup>25</sup>

The definition of life skills is broader than work skills. People who don't work, for example, homemakers or retired people, still need life skills. Like people who work, they also face various problems that must be solved. People currently studying also need life skills because they certainly have their own problems.<sup>26</sup>

The elements of life skills are also strengthened by the Broad-Based Education Depdiknas (Ministry of National Education) Team as follows:<sup>27</sup>

- a. Personal skills, which include self-awareness skills and thinking skills.
- b. Social skills.
- c. Academic skills.
- d. Vocational skills.

So, in this case, Gainer<sup>28</sup> classifies vocational skills into four areas: individual competence, including (a) communication skills and comprehensive thinking. (b) self-confidence skills, including self-management, ethics, and self-maturity. (c) economic adjustment skills include problem-solving, learning, work, and career development. (d) group and organizational skills, including interpersonal, corporate, negotiation, creativity, and leadership skills.<sup>29</sup>

These life skills are still general in nature; to obtain a more precise and more detailed picture, then in the following description, a description or portrait of someone who is well educated through Life Skills education is presented. So, in

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<sup>24</sup>Slamet PH..... Page 10

<sup>25</sup>Broad-Based Education Team..... Page 9.

<sup>26</sup>Broad-Based Education Team..... Page 10.

<sup>27</sup>Tekad Wahyono. *Program Keterampilan Hidup (Life Skill Program) Untuk Meningkatkan Kematangan Vokasional Siswa*. ANIMA Indonesian Psychological Journal. 2012. Vol. 17, No 4. Page 387.

<sup>28</sup> Ministry of National Education Broad-Based Education Team, *ibid.*, pages 10-12.

<sup>29</sup> Tekad Wahyono, *ibid.*, page 389.

this case, these skills include (a) lifelong proficiency learning, (b) complex thinking, (c) effective communication, (d) collaboration or cooperation, (e) a responsible citizen, (f) employability, (g) development of character/ethics or morals.

1. Lifelong proficiency/skills

A lifelong learner has acquired basic knowledge and developed individual learning skills that support continuing education, encourage effective participation in a democratic society, and get as many job opportunities as possible, with the following characteristics:

- a. Starting self-study includes: (1) demonstrating a positive attitude and personal responsibility for learning and personal development. (2) take risks to maximize learning and positive self-improvement. (3) use appropriate strategies to identify and fulfill needs and goals. (4) organize time-efficient resources. (5) use reflection or thoughts and feedback for growth and self-evaluation. (6) continuously improve or refine skills and talents. (7) adapt to change.
- b. Achieving a high literacy level, including: (1) demonstrating basic skills that meet the standards of essential subject areas or issues. (2) using effective and efficient information management strategies in linking information and experience. (3) applying knowledge and information to new situations. (4) appreciate the various contributions of culture and artistic expression. (5) apply technology to live, learn and work successfully in an increasingly complex and information-rich society.
- c. Managing information includes: (1) using appropriate information search strategies. (2) evaluating, interpreting, organizing, and synthesizing information. (3) presenting information in various forms.
- d. Demonstrating aesthetic awareness includes: (1) developing and using criteria to evaluate truth/authenticity, substance, and excellence. (2) developing an appreciation for the subtle beauty inherent in everyday life. (3) inviting and participating in activities

aesthetics for pleasure and personal growth.

## 2. Complex thinking skills

- a. Demonstrating various thinking processes, including (1) using various thinking skills. (2) integrating various thinking skills in an overall process. (3) using thinking processes in concrete and abstract matters.
- b. Integrating new information into existing knowledge and experience: (1) using thought processes to interpret information. (2) organizing and managing information. (3) combining information in new and promising ways.
- c. Applying critical thinking skills, including (1) recognizing and monitoring the use of one's thinking processes. (2) predicting the consequences when making decisions. (3) considering new ideas and varied views to broaden horizons and increase understanding. (4) balance ratios and emotions in making decisions. (5) integrating new information with existing knowledge and experience.

## 3. Effective communication skills

An effective communicator is able to interact with others by using various media.

- a. Using the proper communication method, including (1) planning, organizing, and selecting ideas for communicating. (2) being flexible and responsible in communicating. (3) choosing the proper communication method to achieve goals. (4) recognize or appreciate the characteristics of the audience. (5) communicate clearly in spoken, artistic, written, and non-verbal forms. (6) express ideas, feelings, and beliefs (beliefs) aesthetically. (7) communicate with others in a civilized, respectful way of working and walking towards the same goal.
- b. Appropriately respond when receiving communication, including

(1) accepting and appreciating ideas communicated through various modes/ways. (2) accessing the knowledge necessary to interpret information and build meaning. (3) support effective communication through the search for classifications for providing appropriate feedback. (4) recognizing or rewarding effective communication. (5) adapting and adapting communications according to the intended audience's needs.

#### 4. Collaboration/cooperation skills

A collaborator works effectively with others to identify and achieve defined outcomes, characterized by the following:

- a. Understanding and serving in various ways, including (1) taking the role of leader or participant appropriately. (2) changing or shifting roles subtly. (3) teaching new skill-training to others and processing it.
- b. Identifying groups effectively, including (1) explaining the purpose. (2) considering various ideas and proposing modifications. (3) finding common points of discussion among different concerns. (4) generating a set of options. (5) assessing quality ideas and potential results. (6) implement how to solve the solution or correlation appropriately. (7) review the group process by analyzing its effectiveness.
- c. Using resources effectively, including (1) identifying the resources needed to solve problems. (2) working effectively within limited resources.
- d. Working with various populations, including: (1) respecting differences and similarities among group members. (2) distinguishing individuals from their group roles. (3) using individual background experiences to improve group processes. (4) respecting differences in culture and ethnicity and making use of them in positive ways. (5) treat others with affection.

- e. Responding appropriately to complex interrelationships, including:  
(1) balancing personal needs with the group. (2) building context. (3) recognizing the role of group dynamics. (4) resolving some conflicts positively.

#### 5. Competence of responsible citizens

A responsible citizen participates in local and world units to promote personal and common interests, with the following characteristics:

- a. Demonstrating individual responsibility, including (1) recognizing one's dignity, talents, and skills. (2) demonstrating integrity and dependability. (3) using appropriate strategies to resolve conflicts. (4) recognizing individual choices and actions that influence self, family, and society. (5) taking the initiative towards and following the issues and events being discussed that affect society.
- b. Practicing a healthy lifestyle, including: (1) accessing, analyzing, and using resources to promote health. (2) engaging in activities that promote physical, spiritual, social, and emotional health. (3) demonstrating the ability to recognize, avoid or minimize situations that are at risk. (4) balance work, personal responsibility, and leisure activities.
- c. Understand and promote the democratic principles of freedom, justice, and equality, including: (1) recognizing that all people have innate values. (2) demonstrating respect for dignity, human needs, and rights. (3) promoting law and order in society. (4) respect and defend the rights and wealth of individuals. (5) practice the democratic process.
- d. Participating in activities that promote the public interest, including (1) understanding economic, political, social, and environmental systems. (2) identifying and acting to meet community needs. (3) identifying and accessing resources to solve problems. (4) make improvements in society. (5) demonstrate global responsibility and

cross-cultural understanding.

#### 6. Employability skills

An employable individual who is well prepared to obtain and keep or maintain a job of interest and can change careers and seek additional training as required, with the following characteristics:

- a. Planning a career includes: (1) recognizing interests, abilities, and personal character qualities that lead to career paths. (2) acquiring knowledge to choose between various career paths, (3) being responsible for personal growth.
- b. Functioning effectively within a system includes: (1) analyzing and evaluating organizational culture and system structure. (2) evaluating one's role in the system. (3) self-attachment to the system's goals, values, and ethics. (4) working within the system to cause change. (5) work together to achieve system goals.<sup>30</sup>

### **B. Bilingual Campus Concept**

The argument arises why campuses strive to become bilingual campuses so they can compete with world-class campuses and, at the same time, produce graduates who can also compete with graduates from developed countries in the international world. Basically, these arguments arise because they see some of the latest realities due to globalization in various aspects of human life.

*First*, globalization in the economic field manifests itself in free market economic practices. *Second*, globalization in the field of culture is in the form of the entry of foreign cultures into Indonesia. *Third*, labor globalization is a result of free market economic practices. *Fourth*, globalization in education involves establishing educational institutions in many developing countries and scholarships between countries. In globalization, it is as if everyone is required to master

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<sup>30</sup>Muhaimin. *Arah Baru Pengembangan Pendidikan Islam. Nuansa*. Bandung. 2003. Pages 159-163.

knowledge and skills that can be used as the primary capital to enter a free market economy. The goal is to be able to compete and win the global competition.<sup>31</sup>

The impact of globalization has made developing countries (new emerging and developing countries) feel that they have to equate their quality with developed countries, as seen from the Human Development Index (HDI), the Program for International Student Assessment (PISA), and others. From here, the values of competition are sown and flourish, especially when they are fostered by a sense of inferiority in developing countries in the form of chasing HDI, PISA, and the like.

Under these conditions, it is understandable why the campus (and also the government) seem so enthusiastic about the Bilingual Campus, which is considered the only way to survive and compete in the midst of globalization. The bilingual campus is also often defined in international scale assessment, ranking, and recognition at universities or campuses in various countries.

With these benchmarks, we can begin to understand what a Bilingual campus means, namely campuses that rank high in rankings carried out by reputable institutions.

The Bilingual Campus is an effort to give Colleges a world-class university-level ranking. You can see how much excitement there was when several campuses in Indonesia rose in the THES-style campus ranking, for example. In other words, if campuses in Indonesia want to become world-class universities, efforts are being made to upgrade all campus resources in THES rankings, Webometrics, and the like.

### **C. The concept of World-Class University**

The Minister of National Education (Mendiknas) has prepared fifty Colleges (PT) to become world-class universities. The fifty (50) universities that have been prepared to become world-class, namely twenty-seven (27) state universities and twenty-three (23) private universities. The Minister conveyed this in his remarks

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<sup>31</sup> Jasone Cenoz. *Towards Multilingual Education Basque Educational Research From an International Perspective*. Great Britain: The MPG Books Group. 2009. Page 41

ahead of President Jokowi's public lecture at UNAIR Surabaya, which was attended by five hundred (500) invitees, including rectors from East Java, Bali, and so on.

The Minister of National Education will first encourage the 50 universities to become world-class universities at the ASEAN level. Once ready, the ministry will encourage tertiary institutions to carry out a dialogue with several partners, starting from the ASEAN level to the world level.

The Director General of Higher Education, Ministry of National Education, Prof. Ir. Satryo Sumantri Brodjonegoro, also stated that 50 Colleges would be designed to become world-class universities by providing good facilities and being provided with assistance in the international level accreditation process. Until now, only one higher education institution in Indonesia has entered a world-class university, namely The Open University (UT), while the universities that are in the process of obtaining international accreditation are UI, UGM, and ITB.

In Indonesia, there are currently 82 state universities and 2,700 private universities. There are seven state universities, of which have become BHMN (*Badan Hukum Milik Negara*), a.k.a. State Owned Legal Entities Universities, namely the UI (Universitas Indonesia), UGM (Universitas Gadjah Mada), ITB (Institut Teknologi Bandung), IPB (Institut Pertanian Bogor), USU (Universitas Sumatera Utara), UPI (Universitas Pendidikan Indonesia), and Unair (Universitas Airlangga).

Meanwhile, President Jokowi said he was proud of Unair's entry into the top university in the 330th position at the world level. The President believes that human resources are the initial capital for universities to progress because developed countries generally have quality human resources.

To achieve international accreditation, tertiary institutions must be able to meet various criteria that have been set according to international standards. Quacquarelli Symonds (QS), a research institute engaged in the field of higher education, in a release in 2010, stated that there are several core criteria that universities must fulfill, including:<sup>32</sup>

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<sup>32</sup> Eugene E. Garcia. *Teaching and Learning In Two Languages Bilingualism and Schooling In the United States*. London: Teachers College Press Columbia University. 2005. Page 53.

### **1. Research Quality**

Indicators of research quality to achieve international accreditation also include quality assessments from within the country, higher education research productivity based on the number of national and international journals, citations used by other academics in research, and awards often received by universities.

### **2. Graduate work**

This graduate employability indicator focuses more on academic strengths and the ability of graduates to work effectively in multicultural teams, make presentations, and manage employees and projects. This indicator is seen from a survey of employers, the employment rate of graduates, and the level of support for career services.

### **3. Teaching Quality**

The primary role of higher education institutions is to provide the best ideas for the future, inspiring future generations regarding the potential for academic research. This indicator focuses more on assessing the quality of local teaching, student feedback collation, and a national survey of students in tertiary institutions and the ratio in each faculty.

### **4. Infrastructure**

The college infrastructure is an indicator that makes students know what they will do when studying there.

## **D. Arabic Language Education in Higher Education**

*Arabic language* education is teaching and learning Arabic as a second language. Arabic language education is part of applied linguistic learning. Arabic

language education can be provided as a subject in public schools, madrasas to tertiary institutions, or through a particular language school.<sup>33</sup>

### 1. Definition and Scope of Arabic Language Education

Language is a crucial determinant of success and has a central role, especially in a person's intellectual, social, and emotional development and in studying all fields of study. Language is expected to help someone; in this case, what the author is talking about is students who can know themselves by speaking Arabic, their culture, and the culture of other people, expressing ideas and feelings in a society that uses that language.<sup>34</sup>

In several senses of the Arabic language, it is mentioned, among other things stated by Mustafa Al-Ghalayain, that the Arabic language is fundamental in helping to understand the sources of Islamic teachings, namely the Al-Qur'an and Al-Hadith, as well as Arabic-language books relating to Islam for students. Besides that, Arabic is also the official language in implementing *mahdhah* services (worship that has strictly defined provisions and rules), especially in the series of prayers, including the call to prayer (*adzan*) and *iqamah*. Ali Hadidi stated that Arabic is a religious language and is essential for all Muslims because it is the language of the Qur'an, the language of Al-Hadith, the language of heritage, and Islamic thought. Thus, learning Arabic for Muslims is highly recommended, if not said to be an obligation.<sup>35</sup>

According to Fathi Ali Yunus et al., Arabic has four language skills (مهارة اللغة) or also known as فنون اللغة (language arts). The four maharachs include; مهارة الاستماع (listening skills), مهارة الكلام (speaking skills), مهارة القراءة (reading skills), and مهارة الكتابة (writing skills).<sup>36</sup>

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<sup>33</sup> Ahmad Fuad. *Metode Pendidikan bahasa Arab*. (Bandung: Alfabeta, 2015). Print. 11. Page. 55.

<sup>34</sup> Moch Ainin. *Metodologi Penelitian Bahasa Arab*. (Pasuruan: Hilal Pustaka, 2007). Page 87.

<sup>35</sup> Ahmad Zulfan Sudarwan. *Inovasi Pendidikan Bahasa Arab Dalam Upaya Peningkatan Profesionalisme Dosen di PTKIN*. (Bandung: CV Pustaka Setia, 2002). Pages 45-46.

<sup>36</sup> Arabic Language Syllabus 1 and 2 IAIN Tulungagung Year 2014 (Tulungagung: IAIN Tulungagung Press, 2014). Page 45.

The scope of Arabic subjects in tertiary institutions includes themes about introduction (التعارف), my campus (جامعتي), my house (بيتي), my family (أسرتي), address (العنوان), hours (الساعة), my activities on campus (أنشطتي في الجامعة), my activities at home (البيت في أنشطتي), hobbies (الهواية), profession (المهنة), Student Activity Unit (جمعيات الطلبة), travel (ترويحية رحلة).<sup>37</sup>

## 2. The Purpose of Arabic Language Education

Education is an effort to organize the environment to create learning conditions for students to develop or change the behavior of students and form cultured human beings. Learning is an effort to prepare students to become good citizens with the aim of the motto stated: “Benign habitat for good living,” meaning that someone good if he can contribute his potential, will find a good life. Learning is a process of helping students deal with everyday social life that aims to prepare students to live in their society. This cannot be separated from the goals of Indonesian National Education as stated in Republic of Indonesia Law No. 20 of 2003 chapter I article 3, namely to educate the nation’s life, have a noble character, be knowledgeable, and become a democratic and responsible citizen.

The Arabic language is a subject directed to encourage, guide, develop, and foster skills and foster a positive attitude toward receptive and productive Arabic. The Arabic language at the Higher Education University is prepared to achieve basic language competence, which includes four language skills that are taught integrally: listening, speaking, reading, and writing. At the intermediate level, the emphasis is on skills: 1) Listening, namely understanding spoken discourse through listening activities in the form of ideas or simple dialogues. 2) Speaking, namely: expressing thoughts, ideas, feelings, experiences, or information through storytelling and asking and answering activities. 3) Reading, namely analyzing and

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<sup>37</sup> Arabic Language Syllabus 1 and 2 IAIN Tulungagung Year 2014 (Tulungagung: IAIN Tulungagung Press, 2014). Page 48.

finding the main ideas in a discourse. 4) Writing, namely expressing thoughts, ideas, feelings, experiences, and information, both fiction and non-fiction, through writing activities. 5) *Qowaid* and *Tarkib*, namely identifying words, phrases, or sentences in simple written discourse as the foundation of language.

The Arabic language subjects have the following objectives:<sup>38</sup>

- a) Develop the ability to communicate in Arabic, both spoken and written, which includes four language skills, namely listening (استماع), speaking (كلام), reading (قراءة), and writing (كتابة).
- b) Growing awareness about the importance of Arabic as a foreign language to become the primary learning tool, especially in studying the sources of Islamic teachings.
- c) Develop an understanding of the interrelationships between language and culture and broaden cultural horizons. Thus, students are expected to have cross-cultural insight and involve themselves in cultural diversity.

Given the many possibilities of using language as a communication tool, the use of learning models with specific goals needs to be considered. Makruf (2009: 67) suggests several things that underlie the development of this approach as follows:<sup>39</sup>

- 1) There is an analysis of the needs of students in communicating.
- 2) To improve specific language skills in depth.
- 3) There is no obligation to use specific methods in learning.

One of the advantages of learning Arabic for this specific purpose is that the teacher is not required to follow a particular teaching method.

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<sup>38</sup>Ahmad Nurcholis. *Pembelajaran Maharah al Qira'ah dengan Metode team Games Tournamen*. (Tulungagung: IAIN Tulungagung Press, 2012). Pages 15-16

<sup>39</sup>Kojin and Ahmad Nurcholis. *Persistensi Pendidikan Bahasa Arab dalam Menghadapi Tantangan Budaya Global*. *Episteme Journal*. Vol II. June 2013 edition. (Tulungagung: IAIN Tulungagung Press, 2013). Pages 22-23.

Language learning with this particular purpose can be chosen with several considerations, including:<sup>40</sup>

1. The time that students have to study is minimal.
2. The use of the language being studied is limited to particular scopes.
3. Students who study the language are not to master Arabic.
4. It can be carried out more intensively to be effective and efficient.

### **3. The Concept of Learning Effectiveness in Arabic Language Education**

The concept of effectiveness in Arabic education is an effort to obtain Arabic learning outcomes effectively. Lecturers must have good knowledge of the material being taught, good questioning skills, balanced grouping strategies, clear learning objectives, good time management, effective planning, and reasonable class organization. Primary matter (Muijs and Rainol, 2005: 3) summarizes the factors of teaching effectiveness that are related to positive learning outcomes in general, namely:<sup>41</sup>

- 1) good subject knowledge, 2) good questioning skills, 3) an emphasis upon instruction, 4) a balance of grouping strategies, 5) clear objectives, 6) good times management, 7) effective planning, 8) good classroom organization, and 9) effective use of other adults in the classroom.

The five critical behaviors for effective teaching are lesson clarity, teaching variations, lecturer explanations, unity of the learning process, and student success rates. Cary D. Borich (2000:8) The five key behaviors essential for effective teaching are 1) lesson clarity, 2) instructional variety, 3) teacher orientation, 4) engagement in the learning process, and 5) student success rate.

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<sup>40</sup> Ahmad Nurcholis, *Pendidikan Bahasa Arab Transformatif*. (Tulungagung: IAIN Tulungagung Press, 2014). Pages 33-34.

<sup>41</sup> Ahmad Nurcholis, *Ibid.* Page 47.

From this explanation, it can be concluded that lecturers must have five keys to achieving student learning success and provide enthusiasm and motivation to study individually for students in the class.

#### 4. Methods of Arabic Language Education

The method comes from the Greek “*metha*” which means through, and “*hodos*,” which means way or way.

Definition of the method in terminology according to some experts, namely:<sup>42</sup>

- 1) Zuhairini et al. methods are all systematic and pragmatic efforts to achieve goals through various activities inside and outside the classroom and the campus environment.
- 2) Nana Sudjana, the method used by the lecturer in establishing relationships with students during teaching.
- 3) Winarno Surakhmad method is a way which, in its function, is a tool to achieve goals.
- 4) Suprayekti, the method is how the lecturer conveys subject matter to students to achieve specific goals.

From some of the definitions above, it can be concluded that the method is a path or method taken by the lecturer to achieve a goal.

Broadly speaking, teaching methods can be classified into two parts, namely:

1. The conventional method, namely the teaching method commonly used by lecturers or often referred to as the traditional method;
2. The unconventional method, namely a teaching technique that has just been developed and is not commonly used in general, such as teaching methods with modules, programmed teaching, unit

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<sup>42</sup>Umi Machmudah and Abdul Wahab Rasyidi. *Pendidikan Bahasa untuk Penutur Asing*. (Malang: UIN Maliki Malang Press, 2013). Pages 65-67.

teaching, and machine programs, which are developed and implemented in specific campuses that have complete equipment and media and the lecturers are experts in handling it.

Following are some of the conventional teaching methods, namely:<sup>43</sup>

- a. Lecture method
- b. Discussion method
- c. Question and answer method
- d. Demonstration and experiment methods
- e. Recitation method
- f. Group work method
- g. Socio-drama and Role-playing methods
- h. The field trip method
- i. Drill method
- j. Squad system method.

Each of these methods has advantages and disadvantages, so it is better if more than one method is used in teaching and learning activities.

The factors that influence the method, among others, are:

- a. Students (with various levels of maturity)
- b. Purpose (with various types and functions)
- c. Situations (with various types and circumstances)
- d. Facilities (which vary in quality and quantity)
- e. Lecturer (with different personal and professional abilities).

## 5. Arabic Education Media

The word “media” comes from the Latin “*medius*,” which means “middle, intermediary, or introduction.” In Arabic, the media is an

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<sup>43</sup>Umi Machmudah and Abdul Wahab Rasyidi. *Ibid.* Page 70.

intermediary (وسيلة) or message delivery from the sender to the recipient of the message. Understanding media, specifically in the teaching and learning process, tends to be interpreted as graphic, photographic, or electronic tools to capture, process and rearrange visual or verbal information.

Specifically, learning media for Arabic Language Education are tools, methods, and techniques used in order to make communication and interaction more effective between lecturers and students in the process of learning Arabic in Higher Education. Meanwhile, Arabic learning media is generally interpreted as a means or market for Arabic that is used to help achieve the goals of learning Arabic.

Gagne defines media as a type of component in the student environment that can stimulate them to learn. In line with that, Briggs interprets the media as a tool to provide stimulation for students so that the learning process occurs.

Here are some of the benefits of media in learning, namely:<sup>44</sup>

- 1) Teaching will attract more students' attention so that it can foster learning motivation;
- 2) The meaning of teaching materials will be more precise so that students can understand clearly;
- 3) Teaching methods will be more varied so that students don't get bored quickly;
- 4) Students can do more learning activities;
- 5) Provide real experience for students;
- 6) Grow regular and continuous thinking, primarily through live pictures.

## 6. Evaluation of Arabic Language Education

The term evaluation comes from English, namely "evaluation," which means assessment. In the following, the author describes several definitions of

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<sup>44</sup> Ahmad Nurcholis. *Strategi Pembelajaran Bahasa Arab Kontemporer*. (Tulungagung: IAIN Tulungagung Press, 2015). Page 11-13.

evaluation according to education experts, namely:<sup>45</sup>

b. Harjanto

Teaching evaluation is an assessment/assessment of the growth and progress of students toward the goals specified in the law.

c. Oemar Hamalik

Evaluation is an attempt to determine how many things students have from what lecturers have taught.

d. Nana Sudjana

Evaluation is an effort or action to find out how far the goals that have been set have been achieved or not.

From some of the definitions above, it can be concluded that learning evaluation is an effort to find out the progress of students in achieving predetermined learning goals.

There are several evaluation requirements, namely:<sup>46</sup>

- a. Validity, namely the accuracy and accuracy of a measuring instrument in carrying out its functions;
- b. Reliability, namely the constancy of measurement results, indicated by the scores obtained by subjects measured with the same instrument or measured with equivalent instruments in different conditions;
- c. Objectivity. An evaluation tool must measure what is measured without any interpretation that has nothing to do with the evaluation tool;
- d. Efficiency. An evaluation tool as far as possible is used without wasting a lot of time and money;
- e. The usefulness/practicability of an evaluation tool must be helpful.

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<sup>45</sup> Ahmad Nurcholis. *Ibid.* Page 14.

<sup>46</sup> Ahmad Nurcholis, *Ibid.* Page 15.



## CHAPTER III

### RESEARCH METHODS

#### A. Research Approach and Design

This study uses a qualitative approach with a *multisitus* research design. *Multisitus* is a type of approach in research where attention to a problem is reviewed from two units/institutions (or more), both individuals and groups, whose studies are carried out intensively, in-depth, in detail, and thoroughly.<sup>47</sup> The *multisitus* in this study were UIN Maliki Malang and IAIN Tulungagung.

#### B. Research Methods

This study uses a theoretical orientation or perspective analysis method, with a phenomenological approach (phenomenological approach), namely research that seeks to demand meaning behind reality so that it is necessary to involve the subject with objects. The subject acts as an instrument to reveal the meaning behind a fact according to the object's confession, opinions, feelings, and will.<sup>48</sup> The phenomena in this study specifically discuss contemporary issues regarding the development model of Arabic language education based on life skills education at UIN Maliki Malang and IAIN Tulungagung in an effort to create a World Class University campus.

#### C. Research Locations

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<sup>47</sup>Moh. Kasiram. Research Strategy Thesis Program Pascasarjana by Research. (Malang: Postgraduate Program at UIN Maliki Malang, 2003). Page 57.

The main characteristic of the *Multisitus* approach is to maintain the integrity of the subject. Then the data collected in the *Multisitus* framework is studied as comparison material between institutions that aim to develop in-depth knowledge about the differences in existing research subjects.

<sup>48</sup>Soetandya Wignjosubroto. *Fenomena CQ Realitas Sosial Sebagai Obyek Kajian Ilmu (Sains) Sosial*, dalam Burhan Bungin, *Metodologi Penelitian Kualitatif, Aktualisasi Metode arah Ragam Varian Kontemporer*. (Jakarta: PT. Raja Grafindo Persada, 2001). Page 16.

This research has two locations. First is UIN Maliki Malang, located at Jalan Gajayana 50 Malang. Second is IAIN Tulungagung, located on Jalan Mayor Sujadi Timur Tulungagung East Java.

#### **D. Research Subjects**

Research subjects are individuals or groups used as units or units under study. The subject of this research is UIN Maliki Malang and IAIN Tulungagung.

#### **E. Research Instruments**

The research instrument is the researcher himself. Because researchers are planners, implementers, data collectors, analysts, and data interpreters, and in the end become reporters of research results.

#### **F. Data Sources**

The data contained in this study comes from (1) informants/informants. (2) Events or Activities. (3) Place or Location. (4) Documents or Archives.

#### **G. Data Collection Techniques**

This research data was collected by: (1) Deep Interviews. (2) Participant Observer/ Participant Observation. (3) Documentation.

#### **H. Data Processing and Data Analysis**

The researcher used Miles and Huberman's data analysis, namely that the activities in qualitative data analysis were carried out interactively and continued continuously until complete so that the data was saturated. Activities in the research include (1) data reduction (data reduction), (2) data presentation (data display), and (3) conclusion drawing/verification. Meanwhile, the

researcher used the following methods to analyze this data: (1) Inductive method.<sup>49</sup> (2) Deductive Method. (3) Comparative Method.<sup>50</sup>

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<sup>49</sup>Nana Sujdana. *Tuntunan Penyusunan Karya Ilmiah*. (Bandung: Sinar Baru, 1998). Page 7.

<sup>50</sup>Nana Sujdana. *Ibid.* Page 8.

## I. Data Validity Check Techniques

After the data is collected and before the researcher writes the research report, the researcher re-checks the data that has been obtained by cross-checking the data that has been obtained from the interviews and observing and viewing existing documents, with this the data obtained from the researcher can be tested for its validity and can be held accountable. In addition, researchers also used in-depth observation techniques and triangulation of data sources.<sup>51</sup> And also with the *preer deriefing* method, namely by discussing the data collected with parties with relevant knowledge and expertise, both colleagues and especially research supervisors.

## J. Implementation Schedule

The research implementation schedule is prepared so the researcher can complete the research according to the specified deadline. The research implementation schedule can be explained in table form as follows:

**Table: 1.1**

Research Implementation Schedule

No	Research Activities	April	May	June	July	Aug	Sept	Oct	Nov	Dec
1	Determining research titles, preparing proposals, online registration, sending a hard copy, and sending files online.									
2	Preparation of Research Instruments									
3	Research Proposal Presentation									
4	Research Instrument Validation									
5	Revision of Research Proposal									
6	Research Data Collection									
7	Research Data Processing and Analysis									
8	Triangulation of Research Data									
9	Preparing Research Reports									

<sup>51</sup> Lexy Moelong, *Log.Cit.* Page 178.

10	Compile SPJ, send hard copies, send files online, research results, articles, synopsis, etc.									
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### K. Personnel

The research personnel including, among others: (1) Name of research personnel (2) Expertise (3) Research duties (4) Schedule of research activities (5) Allocation of research time with the following details:

**Table: 1.2**  
Research Personnel

Researcher Name	Expertise	Role	Timetable	Time Allocation
<b>Nur Mufida Ramadhanisnaini</b>	1. Arabic Language Education	1. Choose a Research Theme/Title.	1. 20 to 25 March 2017.	1 Week
		2. Compile Proposals.	2. 26 to 31 March 2017.	1 Week
	2. Qualitative Research Methodology	3. Proposal Presentation.	3. 10 to 15 June 2017.	1 Week
		4. Collecting data at IAIN Tulungagung.	4. 16 to 30 June 2017.	3 Weeks
	3. Education based on life skills	5. Completing the Research Report.	5. 1 to 30 November 2017.	4 Weeks
		6. Collecting data at UIN Maliki Malang.	6. 1 to 15 July 2017.	3 Weeks
		7. Data Triangulation.	7. 16 to 20 July 2017.	1 Week
		8. Edit the Research Report.	8. 21 to 25 July 2017.	1 Week
		9. Analyze data.	9. 26 to 30 July 2017.	3 Weeks
		10. Compile Research LPJ (Research Responsibility Sheet).	9. 26 July to 5 August 2017. 10. 1 to 21 December 2017.	3 Weeks
<b>Total of Week</b>				<b>21</b>

## L. Budget Plan

The research funding includes (1) Material Expenditures, (2) Output of Expenditure Activities, (3) Professional Services, (4) Research Trips, (5) Expert Discussions, (6) Monitoring, (7) and Reporting, with details as follows:

**Table: 1.3**  
Research Budget Plan

NO	DESCRIPTION	UNIT	PRICE	AMOUNT	TOTAL
	<b>RESEARCH BUDGET</b>				
	<b>SHOP MATERIALS</b>				
	1. ATK	30	130,000	3,900,000	
	2. Life Skill Education Reference Materials	30	100,000	3,000,000	
	3. Banners/Backdrops	1	350,000	350,000	
	4. Documentation	1	450,000	450,000	
	5. Consumption	50	37,000	1,850,000	
	<b>HONORARIUM OUTPUT ACTIVITIES</b>				
1.	1. Responsible Person	1	550,000	550,000	
	2. Chairman	1	500,000	500,000	
	3. Secretary	1	450,000	450,000	
	4. Member	4	400,000	1,600,000	
	<b>SHOPPING PROFESSIONAL SERVICES</b>				
	Source person (3 People x 4 Jpl x 1 Keg)	12	800,000	9,600,000	
	Moderators (3 People x 3 times)	3	350,000	1,050,000	
	<b>SHOPPING TRAVEL</b>				
	1. Participant Transportation	30	500,000	15,000,000	
	2. Accommodation (rental, etc.)	1	1,700,000	1,700,000	
					40,000,000
2.	<b>TOTAL NUMBER</b>				<b>40,000,000</b>

## **CHAPTER IV**

### **RESULTS**

#### **1. Life Skills-based Arabic Education Development Model at UIN Maliki Malang and UIN Satu Tulungagung in Realizing Their Existence as Bilingual Campuses towards World-Class University**

The Ministry of National Education is the ministry in charge of education development, and the Ministry of Religion is one of those involved in education. To realize the mandate of UUSPN 20 – 2003 Junto Law on Teachers and Lecturers number: 14 of 2005, and the National Education Standards PP Number 19 2005, the Minister of Religion's policy regarding development, coaching, supervision, control of diploma, undergraduate and postgraduate programs in universities College of Islamic Religion, KMA No. 353 of 2004, KMA No. 387 of 2004 suggests the need to accelerate higher education quality improvement to catch up with other ministries as well as foreign universities that are starting to enter and penetrate our country. This condition was triggered because the policy on tertiary quality development could not be appropriately implemented (according to regulations), so several things needed to be studied in depth so that the policymaking issue could work effectively.

Of the two research objects, each college has its own policy to create a World-Class University (WCU).

##### **a. Life Skills-based Arabic Education Development Model at UIN Maliki Malang in Realizing Its Existence as a Bilingual Campus towards World-Class University (WCU)**

A superior program is needed to achieve international standard credibility in realizing an international standard university. These various programs are designed and implemented based on the three dharma functions of higher education, namely in the fields of teaching, research, and community service. With this reference, Arabic as an intermediary for

realizing a world-class university is one of the crucial domains in actualizing a world-class campus.

This can be seen based on several UIN Maulana Malik Ibrahim Malang program developments. The program seeks to improve the competence of human resources such as educators and educational staff (employees) and from the student side. On that basis, the development of the Arabic language program in realizing the university towards a world-class university at UIN Maulana Malik Ibrahim Malang can be seen based on the Tri Dharma of Higher Education, namely aspects of teaching, research, and community service. The explanation of these three aspects is as follows.

### 1) Teaching

#### a) Curriculum

Curriculum development explored by UIN Maulana Malik Ibrahim Malang is an integration-based curriculum. This curriculum is characterized by a scientific construction designed with a “knowledge tree.” All scientific aspects are built from solid roots, one of which is language. With the primary foreign language they have, it is hoped that graduates will be able to gather information, respond to changing times, and compete globally. As the form of integrated curriculum development is shown in the following figure.



Figure 1. Scientific Integration Construct

Based on Figure 1, it is explained that UIN Maulana Malang uses the concept of integration of science and religion. Through this philosophical

approach, it can be illustrated that a solid building is based on strong roots. As one informant revealed:

“The process of integrating knowledge needs to be the basis for the development of knowledge at UIN Maulana Malik Ibrahim Malang so that there are no boundaries between general knowledge and religion. So that graduates are equipped with strong knowledge to form good human beings who are following the needs of society.”<sup>52</sup>

Based on this statement, the integration curriculum has firmly collaborated between science and religion based on strong language studies. With a solid foundation through language, UIN Maulana Malik Ibrahim Malang is expected to be able to produce excellent graduates. As the philosophy of the Tree of Knowledge, when there are solid roots, they will form strong stems, branches, and twigs to produce fruit enjoyed by living things. Likewise, graduates with superior competence are expected to be able to produce work and skills following the majors taken and be of benefit to the international world. This was explained by one of the informants who revealed that:

“One of the developments of STAIN Malang to become UIN Maulana Malik Ibrahim Malang is to open an Islamic-based science and technology department which aims to respond to public anxiety about the output of graduates from Islamic tertiary institutions which are less competitive, less dynamic, and considered slow in responding to the needs of the times.”<sup>53</sup>

Based on this statement, curriculum development is adopted through Islamic values built in an integrated manner. Noble Islamic values become a symbol of learning development carried out in all faculties. As stated in the campus vision, “To become a superior, trusted, competitive, and internationally reputable Islamic university.” UIN Maulana Malik Ibrahim Malang developed the Ulul Albab concept through this vision. This slogan

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<sup>52</sup> (Interview Is, 2023).

<sup>53</sup> (Interview Is, 2023).

is always internalized in learning and is characterized by four essential aspects, 1) standardization of Ulul Albab values, 2) internalization of Ulul Albab values, 3) Development of Ulul Albab values as the basis of each behavior, 4) Maintenance of Ulul values Albab so that it becomes a culture.

Integrated curriculum development has significantly changed learning at UIN Maulana Malik Ibrahim Malang. This change has provided several proud achievements, including in 2020 being able to maintain as a tertiary institution that has won national and international accreditation certificates, accredited national level accreditation certificate with Excellent value (A) from BAN-PT with number 166/SK/BAN-PT/Acred/PT/IV/2019. Meanwhile, international-level accreditation has received an ISO 9001: 2015 certificate until December 2020. ISO certificate number 1386Q indicates that this campus is capable of realizing a world-class university. ISO 9001 is an international accreditation body that aims to assess quality management standards for international standard institutions, government agencies, companies, educational institutions, and other institutions.

One form of realizing a world-class university is following international accreditation standards that have been established as world-quality institutions. In order to achieve international standards, there must be an effort to form superior programs to improve the learning process. UIN Maulana Malik Ibrahim Malang has made learning breakthroughs to improve the quality of student graduates, the quality of teaching staff, and the quality of educational staff in various sectors.

This quality improvement is based on integrating the curriculum with the knowledge tree diagrams made. The concept of a science tree describes the scientific building that will be developed. The scientific construction developed by UIN Maulana Malik Ibrahim Malang differs from the science developed by other tertiary institutions, even by fellow Islamic tertiary institutions. Differences can be seen in the designed

scientific buildings' roots, trees, branches, and twigs. The question is why scientific structures are described using trees and not anything else.

This question arises for two reasons. First, considering the explanation of scientific buildings through the metaphor of a tree of knowledge is very clear. Second, it could be the reverse, but it still needs clarification. In society, many still do not understand the concept of integration and how it is implemented, even though the idea of integration has been developed for a long time at UIN Maulana Malik Ibrahim Malang.

At that time, the Chancellor of UIN, Maulana Malik Ibrahim Malang, and Prof. Dr. H. Imam Suprayogo tries to find ways to make it easier for other people to understand the concept of integration. The science tree diagram was born, as shown in the picture above, so others can easily understand it. The tree consists of several parts: roots, a trunk, branches, branches, leaves, and fruit. The tree's roots must grow firmly; the trunk must grow firmly. Likewise, branches, twigs, and leaves must thrive to be strong and not easily broken. A tree must bear fruit. This fruit is in the form of benefits for the sustainability of human life. Trees grow for a long time, for years, even certain types of age exceed human age. That's the picture of the tree of knowledge in education in college.

The tree continues to grow and develop. Science must also grow and develop. This growth must be watched daily and cared for to grow healthy and produce fresh fruit. Fresh fruit is every human's dream. The knowledge beneficial to human life is the fresh fruit of the educational process. It must go through the proper technique and continuous care to produce fresh fruit. Education must go through the appropriate method; up-to-date knowledge is a form of treatment needed.

The correct educational process is to study and understand the Qur'an, al-Hadith, *Sirah Nabawiyah*, and religious sciences well. With a strong understanding of religion, he will be able to develop other sciences. The Qur'an has covered all existing knowledge related to science,

technology, medicine, health, economics, society, culture, and other sciences. This is the concept of studying integrative science. Understanding the Qur'an requires knowledge of tools. Armed with strong knowledge of tools, anyone can recite the Qur'an, al-Hadith, *Sirah Nabawiyah*, and religious knowledge properly and correctly. If someone does not have the provision knowledge of tools, then actually studying religion will not be able to produce something ideally.

All humans must read the Qur'an. Studying the Qur'an law is *fardhu ain*. The Qur'an, as stated, calls itself "*hudan linnas*," meaning that the Qur'an is a guide for humans. The mention of humans is not given any explanation. Then it means that the Qur'an is intended for all humans without exception. Anyone to benefit from the holy book in his life must learn and may not be represented.

On this basis, UIN Maulana Malik Ibrahim Malang has made it mandatory for all students to study it in depth. So, the Arabic Language Lecture Special Program, a.k.a. PKPBA, is required for all new students. With this one-year compulsory Arabic language program, students are expected to be able to study the Qur'an as a basis for scientific development in each faculty.

UIN Maulana Malik Ibrahim Malang consists of seven faculties. Each faculty must develop their knowledge based on the agreed tree of knowledge, namely the integration of knowledge. The metaphor of a tree has an integration between the parts of the tree. Even though the branches, twigs, and leaves grow separately, their growth is always in unison because they all come from the same stem.

So, the scientific dichotomy does not exist in the Islamic view. Religious knowledge and general science are the same, sourced from the Qur'an. Those who believe in the dichotomy of science need help understanding the ideas of Imam al-Ghazali. Imam al-Ghazali once classified science based on the Qur'an but did not intend to separate religious knowledge from general science. However, in practice, it has

been misunderstood by some people by separating religious knowledge from general science.

The separation is increasingly visible in different types of educational institutions. There are boarding schools and colleges. There are public colleges and Islamic colleges. It is as if pesantren are only tasked with developing religious knowledge, while universities develop general knowledge. Islamic universities are tasked with developing religious knowledge, while public universities are tasked with developing general knowledge. A view like this brings an understanding that religious knowledge can be separated from general science and vice versa. In fact, as a tree, it is impossible to separate the roots and trunk from the branches, branches, twigs, and leaves. Everything should be seen as a unified whole. The parts of the tree should not be separated. Likewise, with science, there is no scientific dichotomy.

In looking at science, religious knowledge and general science cannot be separated because the source is the same, namely the Qur'an. The analogy is the law of praying five times a day is *fardhu ain*, while the law of praying for the body is *fardhu kifayah*. In terms of implementation, there is no division of tasks between the two. For example, there is a group of people whose duty is only to carry out *fardhu ain*, while another group is tasked with carrying out *fardhu kifayah*. Of course, that's not allowed. People who are in charge of carrying out the five daily prayers when there is death, then he is obliged to carry out the *janazah* prayers (funeral prayer) as well. There should not be a group that only performs the *janazah* prayer without praying five times a day.

Each scientific discipline is interrelated in a scientific building and cannot be separated. Like a tree must be seen as a whole as a whole. In an integrated scientific view, according to Imam al-Ghazali, every individual is obliged (a.k.a. *fardhu' ain*) to study the Qur'an and al-Hadith, after reviewing the Qur'an he is still required to study one of the scientific disciplines, for example, medicine, economics, law, psychology and so on.

Such a perspective then makes the religious and general sciences look intact, like a tree.

Based on Imam al-Ghazali's view, the dichotomy of general knowledge and religious knowledge must be eliminated. It is not appropriate for Muslims to only study the Qur'an, not to develop it into other disciplines of knowledge. Conversely, it is not permissible. Muslims only study the disciplines of branches of knowledge but do not study the Qur'an as a source of knowledge. This is like carrying out things that are sunnah, leaving obligatory things.

The metaphor in the form of a tree which is later referred to as the tree of knowledge of UIN Maulana Malik Ibrahim Malang makes the entire academic community, including students, educators, and education staff, continuously study the Qur'an, al-Hadith, and branches of other disciplines as depicted by Imam al- Ghazali above.

b) Center for Language Development

The Language Development Center of UIN Maulana Malik Ibrahim Malang is an institution that teaches Arabic, English, and Mandarin. The Center for Language Development began with the birth of the Special Arabic Lecture Program (a.k.a. PKPBA) in 1997, the Special Program for English Lectures (a.k.a. PKPBI) in 2000, and the Center for Language and Culture of Chinese (CLCC) in 2016. The development of this institution is one of the forms of the efforts of UIN Maulana Malik Ibrahim Malang in equipping its students with strong foreign language skills.

The vision of the Center for Language Development is to create an integrative institution that integrates religious knowledge and science with an international reputation. To realize this vision, this institution has a mission to produce graduates with *Ulul Albab* characters who have relevant science, technology, and art in the language field. To realize the vision and mission of this institution, one of the programs provided is to

organize Arabic language learning for all UIN Maulana Malik Ibrahim Malang students for one year.

Based on the symbol of the tree of knowledge, UIN Maulana Malik Ibrahim Malang established a Language Development Center in order to strengthen language aspects.



Figure 2: Language-Strengthening Cooperation

Figure 2 describes the Head of the Language Development Center of UIN Maulana Malik Ibrahim Malang giving learning books symbolically as a form of starting a language-strengthening collaboration between UIN Maulana Malik Ibrahim Malang and IAIN Manado. Collaborative implementation activities are carried out through training for students and lecturers, learning books, learning media, and establishing new *ma'had al-jami'ah*.

The implementation aspect of strengthening language is carried out through intensive language learning programs managed by the Arabic Language Lecture Special Program (a.k.a. PKPBA), Special English Lecture Program (a.k.a. PKPBI), and Center of Language and Culture of Chinese (a.k.a. CLCC). These three language programs provide services

for students, educators, and education staff (employees). The explanation is as follows:

(1) Arabic Language Program for Students

It is an Arabic learning development unit under the auspices of the Language Development Center of UIN Maulana Malik Ibrahim Malang. The Arabic Language Lecture Special Program (a.k.a. PKPBA) is a mandatory program for all regular undergraduate (S-1) students. This program lasts for two semesters. The PKPBA Program is held every Monday to Friday with an allotted time of 3 hours, namely 14.00-17.00 WIB. The process of learning Arabic through the PKPBA program is based on a curriculum adapted to each faculty's needs. In this program, students must take six credits in one semester and the second semester with the same semester credit system (a.k.a. SKS) weight. Namely, listening skills are worth one credit, speaking skills are worth one credit, reading skills are worth two credits, and writing skills are worth two credits. As one informant revealed:

“The PKPBA program is integrated with faculties. When students have not passed this program, students cannot continue or take courses at the next level.”<sup>54</sup>

The statement explains that the learning process in the Arabic Language Special Course Program (a.k.a. PKPBA) is an integrated course with the faculty. Passing the Arabic language course at PKPBA is absolute in order to be able to continue the following lecture. If you do not pass, the consequences are not allowed to take advanced courses in the next semester.

Before taking Arabic lectures at the Special Program for Arabic Language Lectures (a.k.a. PKPBA), each student must take a placement test, a competency determination test for determining beginner, intermediate, and advanced classes. This is an effort to classify students

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<sup>54</sup> (Interview MI, 2023).

according to the basic abilities they have previously possessed, as it is known that the input of new students at UIN Maulana Malik Ibrahim Malang consists of various backgrounds, such as High School (SMA) graduates, Vocational High School (SMK) graduates, Private Aliyah Madrasah (MAS) graduates, State Aliyah Madrasah (MAN) graduates and Islamic boarding school graduates. The purpose of holding a placement test is to determine classes for students to facilitate the learning process so that they match their competencies.

The process of learning Arabic in the Special Arabic Lectures Program (a.k.a. PKPBA) uses teaching materials published by PKPBA internal institutions. The textbook used is *Al'Arabiyah Lil Hayah*. This book is a learning guide for each class. The learning process is based on competency rather than majors. Each class collaborates with various majors. Therefore, in one class, there are 30 students who have diverse major backgrounds.

The use of teaching materials is also based on the level of student competence. For example, for high class (A), use the third book volume. At the same time, the middle class (B) uses the second volume of the book. Then the book's first volume is used for lower-grade students (C). Competency levelization is an effective strategy to maximize learning according to students' essential competencies.

## (2) Arabic Language Program for Educators and Education Personnel

According to the picture below, the material taught related to everyday language skills is to use special material. This training was carried out to increase human resources at UIN Maulana Malik Ibrahim internally. As teaching materials used are as follows.



Figure 3. Arabic Teaching Materials

Figure 3 explains the material for teaching materials for educators (lecturers) and education staff (employees). This material was designed by the manager of the Special Arabic Lectures Program (PKPBA). This material is specifically used internally on campus because it is adapted to the vision, mission, and objectives of UIN Maulana Malik Ibrahim Malang. The training is aimed at all faculty members, guided by PKPBA lecturers. The learning process is given every two meetings in one week. As one informant said:

“Arabic language learning activities are carried out in each faculty. Meetings are held twice a week. Meanwhile, English learning activities are carried out once a week.”<sup>55</sup>

Based on this statement, the intensity of learning Arabic for lecturers and education staff in each faculty runs continuously. The material is

<sup>55</sup> (Interview Sm, 2023).

adapted from the Arabic book *Lil-Hayah*. In addition, secondary books consist of other books and are taken from the website of the language development center. With that in mind, the process of improving Arabic for lecturers and educational staff at UIN Maulana Malik Ibrahim has a different strategy. The learning strategy uses the direct method, characterized by practicing the foreign language in everyday life.

Through an intensive learning process, it is hoped that there will be a process of language habituation in them. Evaluation is carried out by the head of the unit or each faculty, then the learning outcomes are reported to the Director of the Center for Language Development and will be followed up by the chancellor. The development of foreign languages for lecturers and education staff provides impetus to create a world-class university for UIN Maulana Malik Ibrahim Malang in terms of developing superior human resources.

Based on the program developed by the Language Development Center through the PKPBA program for students, educators, and education staff, it is expected to be able to provide the impetus for the development of internal and external communication within the campus environment. Thus, international students studying at UIN Maulana Malik Ibrahim Malang get maximum service, international standard services. In addition, the ability to speak Arabic for Indonesian students will indirectly be motivated to communicate in a foreign language if the services provided by educational staff use a foreign language.

c) *Ma'had Al-Jami'ah*

Ma'had al-Jami'ah was built in 1999. The building has been used since 2000. Ma'had al-Jami'ah is 21 years old. Ma'had al-Jami'ah development aims to support the vision—campus mission, and goals as well as create an Islamic environment with the character of Ulul Albab. The program deepens the Qur'an, religious sciences, linguistics, and spiritual improvement. This program is intended for new students for one

year. Compulsory program for new students and every new school year. Every new student from all faculties must participate in Ma'had al-Jami'ah activities for one year, except for medical faculties, who must participate in Ma'had al-Jami'ah activities for two years.

Medical faculties experience time differences in Ma'had al-Jami'ah so that they become doctors with strong faith and spirituality, solid linguistic competence, and doctors who inherit the knowledge of Islamic thinkers, including Ibn Sina. The medical faculty of UIN Maulana Malik Ibrahim Malang is being prepared to become a pilgrimage doctor. A doctor who is able to guide Hajj every year. This has been established by the Ministry of Religion of the Republic of Indonesia.

The Ma'had al-Jami'ah program aims to help students adapt to the university's internal environment, language acquisition, and basic competence in religious practices. This program applies equally to all students of UIN Maulana Malik Ibrahim Malang. There is no difference in treatment for domestic students or international students. Basically, every student has the same rights and obligations to explore a broad range of knowledge. As one informant said;

“The academic program at Ma'had al-Jami'ah is integrated with the academic program at the faculty. When there are students who do not pass academically in the Ma'had program, these students cannot program Islamic studies in the following semester at the faculty.”<sup>56</sup>

The process of activities at Ma'had al-Jami'ah is managed professionally. The management structure consists of; council of *kyai*, *mu'allim* (teacher), *murabby*, *musyrif*, and *musyrifah*. The *kyai* council is selected from lecturers who have Islamic boarding school qualifications and are able to educate Ma'had al-Jami'ah properly. The photo of the Ma'had al-Jami'ah council is below:

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<sup>56</sup> (Interview Mz, 2023).



Figure 4. Photo of the Kyai Ma'had al-Jami'ah Council

Figure 4 explains that the highest structure in Ma'had al-Jami'ah is the Kyai council. The Kyai council is led by someone named *Mudir Ma'had*. The current *Mudir Ma'had* is Dr. KH. Ahmad Muzakki, MA. Lecturer in Arabic Literature at the Faculty of Humanities who was selected as a result of a joint agreement between the campus leadership and the Kyai council. The previous *Mudir Ma'had* was Drs. KH. A. Chamzawi, MA, former dean of the Faculty of Humanities and head of Syuriyah Nahdlatul Ulama' Malang City.

The task of the Kyai council is to educate around 4,000 mahasantri (students) to become students with Santri at heart. Santri who think like kyai. Ma'had al-Jami'ah teachers from PKPBA lecturers and faculty lecturers who are alumni of Islamic boarding schools have solid religious competence and have Islamic boarding school performance. Advisors or Murabby Ma'had al-Jami'ah are taken for undergraduate graduates and continue their studies at strata two (S2 students). Mahasantri assistants at Ma'had al-Jami'ah are taken from senior students who pass the selection.

Among ma'had al-jami'ah's favorite activities is *shabah lughah*, which means morning language. This activity was carried out between

05.00 and 06.00 WIB after reading the *wirid latif* after dawn prayer. Activities are carried out outside the *mabna*, usually in campus courtyards and parks. The goal is to breathe the morning air without being sleepy. *Shabah lughah* activities include deepening *mufradat* (Arabic vocabulary), language games, *khitobah* (speech exercises), *imathoh* (scrupulous intelligence), and so on.

Language learning in the morning class or *shabah lughah* is fun, exhilarating, and addictive. Students learn Arabic with a happy heart and a comfortable atmosphere and are not afraid of being wrong. The material for *shabah lughah* is designed internally by ma'had al-jami'ah itself according to the vision, mission, and goals of ma'had al-jami'ah and based on community needs. As stated by one of the informants as follows:

“Learning in the *Shabah Lughah* activities is designed to be fun, exhilarating, and absorbing. Activities are carried out outside the *mabna*, in various places on the campus grounds, so that students feel comfortable and not bored and can stay awake during the learning process. It was hard at first, but once you get used to it, it becomes a positive routine to improve your foreign language skills.”<sup>57</sup>

This statement explains that the activities of *Shabah Lughah* are carried out in the morning with a fun and exciting learning design. This is done to explore and develop the maximum potential of foreign language skills so that they can be trained regularly so that it becomes a habit in speaking. As one informant said:

“Arabic lessons in the morning class, or what is commonly called the *Shabah Lughah* class, can be held anywhere; in the field, in the mosque, in the hall, in the garden. It depends on the student's desire to be more active, and the atmosphere is not boring because these activities are carried out routinely every day.”<sup>58</sup>

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<sup>57</sup> (Interview M1, 2023).

<sup>58</sup> (Interview M1, 2023).

This statement explains that the creation of a language environment greatly influences student motivation in learning. Learning motivation greatly influences success in the learning process. Therefore, a conducive language environment must be designed as optimally as possible to support the learning process. A conducive language environment and a happy mood in learning can be seen in the following figure.



Figure 5. *Shabah Lughah*'s activities

Figure 5 explains that the *Shabah Lughah* program is designed to be fun to create a conducive language environment with a happy mood in learning. Every activity of *Shabah Lughah* is accompanied by a supervisor who is usually called *musyrif* for male student companions and *musyrifah* for female student companions. The student adviser at *Ma'had al-Jami'ah* is experienced and has taken part in a gradual selection process of receiving files, written exams, and interviews. This selection process aims to realize the professionalism of the institution. *Musyrif* and *musyrifah* are responsible for managing *Ma'had* activities, including administration. Meanwhile, the teachers are taken from lecturers who speak Arabic and English and have bachelor's degrees because they are paid using the campus budget.

Before the implementation of the Ma'had program began, coaching for *musyrif* and *musyrifah* was carried out every new school year. This activity is in the form of an introduction to Ma'had programs, the curriculum used, and the method of implementation so that it is in accordance with the desired goals. *Musyrif* and *musyrifah* must stay in the dormitory with students, accompanying them 24 hours a day. He is responsible for the students in the hostel. Just as the role of a mentor is in supervising the development of student learning, so is the same thing with the part of *musyrif* and *musyrifah*.

The three domains are divided in a balanced and proportional manner. In addition, increasing the competence of *musyrif* and *musyrifah* is also carried out in the middle of the year through programmed seminars, discussions, and training. The form of improving *musyrif* and *musyrifah* Ma'had al-Jami'ah competencies is illustrated in the following figure.



Figure 6. Ma'had Al-Jami'ah HR Competency Improvement

Figure 6 explains that the efforts of UIN Maulana Malik Ibrahim Malang in increasing the professionalism of human resources in Ma'had are very concerned about the continuity of activities that are right on target.

Apart from the Shabah Lughah program, there are Khitobah and Qiro'ah activities. The aim is to improve the quality of student language

in an applicative manner. *Khitobah* activity is a process of Arabic language production activities through the delivery of lectures. The theme of the lectures is in accordance with the latest issues that are developing. *Khitobah* activity is one of the extracurricular activities that can help improve student performance when speaking Arabic in public. As one informant revealed:

“Each student is allowed to participate in extracurricular activities at Ma’had, such as calligraphy and *khitobah*. The results of extracurricular learning will be demonstrated through Ma’had opening activities or certain events. The hope is that extracurricular activities will motivate students to participate in Ma’had activities actively. The institution will reward the best results of extracurricular activities.”<sup>59</sup>

This informant’s statement explained that extracurricular activities at Ma’had al-Jami’ah have various variations. This variation is helpful in accommodating the aspirations and skills of different students, such as calligraphy, debate, singing, and sermons. Extracurricular activities are also guided by *musyrif* and *musyrifah* according to their competency capacity.

While *Qiro’ah* is a reading study in Arabic. *Qiro’ah* activities are applied to explore religious knowledge through the *kitab kuning* (*kitab turats*), written in Arabic without a vowel. Through this activity, students will be trained in reading the yellow book, accustomed to analyzing *qawaid*, and skilled in understanding the contents of the reading to explore knowledge written by previous scholars. This is to support the achievement of the institution’s vision, mission, and objectives that have been determined.

The *Qiro’ah* learning process is guided by *musyrif* and *musyrifah*—the study of religious studies in the form of studies of fiqh, interpretation, and *tasawwuf* morals. *Qiro’ah* learning aims to provide Islamic insights

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<sup>59</sup> (Interview M1, 2023).

and concepts following their authentic sources, namely the Qur'an and al-Hadith. *Qiro'ah* activities are carried out according to a predetermined schedule according to the topics discussed in the curriculum.

The teaching materials used in *Qiro'ah* activities are books written by Muslim thinkers commonly studied in Islamic boarding schools throughout Indonesia. The process of *Qiro'ah* activities is *musyrif* and *musyrifah* reading sentence by sentence in the book, then translating it. Students write the intended meaning. In this stage, students listen to the explanations given, after which students are asked about their understanding of the material that has been presented. The alternating repetition method has provided an overview for *musyrif* and *musyrifah* to know the competency of each student in understanding a text.

In addition to these activities, there are also master of ceremony (MC) training activities using Arabic. This activity is also included in extracurricular activities. MC training prepares human resources that can be useful in later life in society. Students are trained to use Arabic with the correct vocabulary to avoid stage fright and master the situation. Exercise is carried out regularly and is a mandatory agenda for extracurricular participants.

Through various Ma'had al-Jami'ah activities, it is hoped that the vision, mission, and goals of the university can be appropriately realized. One of them is to develop superior and competitive output. Superior intellectual abilities, emotional and spiritual abilities. This characterizes UIN Maulana Malik Ibrahim Malang students so that the community can utilize the output and outcome of the integration curriculum process.

#### d) Public Facilities and Public Services

One indicator of the realization of a world-class university is the university's ability to serve students with international standard services. Services in the form of public facilities and public services. Public facilities for international students at UIN Maulana Malik Ibrahim are

urgent, especially the dormitory building. The building that has been prepared for international students is the al-Faraby building. This building is located on the west side of the male Ma'had. This magnificent three-story building is a form of the institution's efforts to facilitate academic and non-academic activities for international students. As for international students are, the Khadijah al-Kubra building a magnificent three-story building on the west side of the female Ma'had intended for students from abroad. UIN Maulana Malik Ibrahim Malang is serious about providing facilities for international students. They can occupy this building as long as they are students of UIN Malang. On campus three, there is also a particular building for international students. UIN Maulana Malik Ibrahim Malang has three campuses located in different locations. The first campus is on Jalan Gajayana Dinoyo Malang, which is used for undergraduate students. Campus two is on Jalan Soekarno-Hatta Batu, used for postgraduate students. Campus three is located in Precet Junrejo Batu hamlet and is used for Faculty of Medicine and Health Sciences (FKIK) students.

Every building in the UIN Maulana Malik Ibrahim Malang area is marked with the name of the President of the Republic of Indonesia as a form of respect for the services rendered to the Indonesian nation. This effort is a motivation for students not to forget the services of the nation's founders and to take part in caring for diversity by developing their skills in learning. One of the magnificent buildings can be seen in the following picture.



Figure 7. Public Facilities of UIN Maulana Malik Ibrahim Malang

Figure 7 explains that the existence of a campus building that stands firmly can reflect the strong support of the building, which is the philosophical basis for building and developing the knowledge of the campus academic community towards a world-class university. With magnificent and sturdy buildings, it reflects the mood of the campus residents, namely being happy with beauty, cleanliness, comfort, and order. The Prophet said, “Allah SWT is beautiful, happy with beauty.” With a magnificent and sturdy building, it has provided motivation and encouragement for campus residents to be more confident in looking at the future of the campus in this globalization era. The concept of a magnificent and sturdy building is the basis for constructing an international standard campus. As one informant revealed:

“The construction of an upright, sturdy, and magnificent campus building illustrates the solid philosophical ideals. An upright, sturdy, and magnificent campus building also reflects the mood of campus residents with broad visions for the future, strong hopes, and solid noble aspirations. This aspiration is not only on a local and national scale but on an international scale.”<sup>60</sup>

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<sup>60</sup> (Interview Is, 2023)

The statement illustrates that the physical construction of a building reflects the hopes and aspirations of the people who build it. These hopes and aspirations are expressed in the form of a building. Sturdy buildings depict solid ideals. Substantial buildings represent strong hopes. Apart from buildings, public services are designed using names in Arabic and English. This is a form of institutional effort to realize international standard services. International standard service is an absolute requirement to become a world-class university. Among them are the names of buildings, offices, and directions.

Other public services include an international office that aims to serve international students, academic and non-academic services. Non-academic services such as passport processing permit to stay while in Indonesia, and so on. International office services are provided to provide maximum service for international students and provide essential directions so that academic and non-academic problems are avoided while at UIN Maulana Malik Ibrahim Malang. International office services can be seen as follows.



### Figure 8. International Office Services

Figure 8 explains the existence of international standard services. Services are provided as long as overseas students are actively studying—services related to academic and non-academic. Services are provided to international students and lecturers. The service is open during business hours from 08.00 to 16.00 WIB. International office staff also provide service facilities for foreign lecturers to discuss the obstacles encountered at UIN Maulana Malik Ibrahim Malang.

Public services for all students are also in the form of diploma facilities and grade transcripts in Indonesian, Arabic, and English so that graduates no longer need to bother translating diplomas into foreign languages for use in the world of work or continuing to tertiary institutions abroad. In addition, an emphasis on the Test of English Foreign Language (TOEFL) and Test of Arabic Foreign Language (TOAFL) are also required for all students. This test was conducted to measure language skills as a UIN Maulana Malik Ibrahim Malang student. This test can also be used when continuing to study abroad or working in another country.

In addition, to meet international standards, UIN Maulana Malik Ibrahim Malang has participated in an international accreditation program for all existing majors in stages. The international accreditation program is carried out for majors ready to participate in accreditation. On 19 – 23 October 2020, an international accreditation program was carried out for four majors: Management, Biology, Islamic Family Law (a.k.a. *al-ahwal al-syakhsiyah*), and Arabic Language and Literature. As is known, the Arabic Language and Literature Study Program carries out accreditation at the ASEAN level under the auspices of The ASEAN University Network Quality Assurance (AUN-QA) at UIN Maulana Malik Ibrahim Malang. This activity is one of the institution's efforts to create an international standard university.



Figure 9. AUN-QN Accreditation Program

Figure 9 explains that UIN Maulana Malik Ibrahim Malang has carried out the accreditation process at the ASEAN level. The aim is to measure the quality and quantity of international standard learning. One of the informants said this accreditation process aimed to make UIN Maulana Malik Ibrahim Malang a World-Class University standard campus.

“This AUN-QA visitation is part of international accreditation at the ASEAN level. The aim is to measure an international standard education management system. This is in accordance with the commitment of the UIN Maliki Malang campus, which aspires to become a World-Class University.”<sup>61</sup>

This statement explains that campus efforts continue to develop consistently and continuously to keep up with the times. This development includes an international accreditation program for several departments, especially the Arabic Language and Literature department, which has become support in developing the campus towards a World Class University. UIN Maulana Malik Ibrahim Malang continues to move and

<sup>61</sup> (Interview Am, 2023).

improve itself. Movements and improvements are carried out in all sectors, with the hope that this campus will be able to respond to current developments globally.

## 2) Research

### a) International Journal Publication

International journal writing training is carried out in stages and waves at the IAS Scholar in Jogjakarta. The program planned by UIN Maulana Malik Ibrahim Malang is to improve the quality of research and publication of international journals by producing at least 40 professors in 2021. This program is one impetus for improving the quality of international journals. As one informant explained:

“In the last five years, a program to increase the number of professors has been continuously launched. It is hoped that it will reach 40 people. There have been 21 professors who have been inaugurated until 2020. There are still seven people whom DIKTI and DIKTIS have selected. So, it’s still halfway to reaching the program. The continuous publication of international journals must support the professor acceleration program.”<sup>62</sup>

This statement illustrates that the actualization of the professor acceleration program has reached 50%. One of the requirements to become a professor is the publication of an international journal following the scientific field. International journal writing requires high-level thinking and continuous practice. UIN Maulana Malik Ibrahim Malang conducted training on writing scientific papers, which were held in several batches. Until now, six waves of coaching have been carried out. Each wave consists of 8 to 15 lecturers who are given intense training for five consecutive days.

In addition to efforts to increase international journal publications, UIN Maulana Malik Ibrahim Malang also has 42 journals that have been

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<sup>62</sup> (Interview Hr, 2023).

accredited nationally and internationally. The internationally certified journal is the Islamic Journal of Architecture (JIA). Sinta 1's internationally accredited journal is El-Harkah. Sinta 2's nationally accredited journal is Ulul Albab, Ijaz Araby. In addition, the categories of nationally accredited journals are Sinta 3, 4, and 5. At UIN Maulana Malik Ibrahim Malang, seven journals contain studies on the Arabic language, Arabic literature, and their learning. Through the journal facility developed by the institution, it is hoped that it will be able to print and publish the research results of educators and education staff. For this reason, the journal is a forum for improving the quality of research internally. One Arabic language study journal that has reached sinta-2 is Ijaz Arabi, the Arabic Language Education journal, which can be seen in the following figure.



Figure 10. *Ijaz Arabi*, Journal of Arabic Learning

Figure 10 explains that efforts to increase the publication of national and international accredited journals at UIN Maulana Malik Ibrahim Malang are being carried out continuously. The number of certified journals owned by UIN Maulana Malik Ibrahim Malang continues to increase every year, from Sinta 4 to Sinta 3, from Sinta 3 to Sinta 2, and from Sinta 2 to Sinta 1. Nationally accredited journals have increased to become internationally accredited.

“Alhamdulillah, every year, there is a development of quality improvement because there is support and encouragement from campus leaders. Support in the form of a budget to improve the quality of journals. Support is directly proportional to the demands of the times.”<sup>63</sup>

By improving the quality of accredited journal publications, it is hoped to increase the citation of articles by lecturers and researchers from various countries to advance UIN Maulana Malik Ibrahim Malang to become an independent institution in managing reputable journals.

b) International Collaborative Research

Based on data from the last five years, UIN Maulana Malik Ibrahim Malang has collaborated with foreign institutions 38 times. This collaboration is in the form of a Memorandum of Understanding (MoU). The aim is to improve the institution's internal quality and graduates' output—international cooperation in academic and non-academic fields. Collaboration has brought significant changes to both academic and non-academic developments. The increasing quality of learning marks academic development. Meanwhile, non-academic development is marked by the rapid development of facilities and infrastructure.

Various methods are carried out to improve the quality of learning, form international research, and develop community service to develop

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<sup>63</sup> (Interview Hr, 2023).

human resources. Through the role of Arabic, several Arabic language lecturers could participate in international collaborative research in China, Japan, Australia, England, America, and Germany. International collaborative research related to learning Arabic is expected to increase competence in their respective fields and hone research collaboration skills between countries.

The results of the research are continued to be written in journals. This journal is one of the research outcomes used as a basis for further scientific development. On that basis, UIN Maulana Malik Ibrahim Malang carries out international cooperation in various fields, both with government institutions and private institutions abroad. The following figure shows the foreign collaboration carried out by UIN Maulana Malik Ibrahim Malang with foreign institutions.

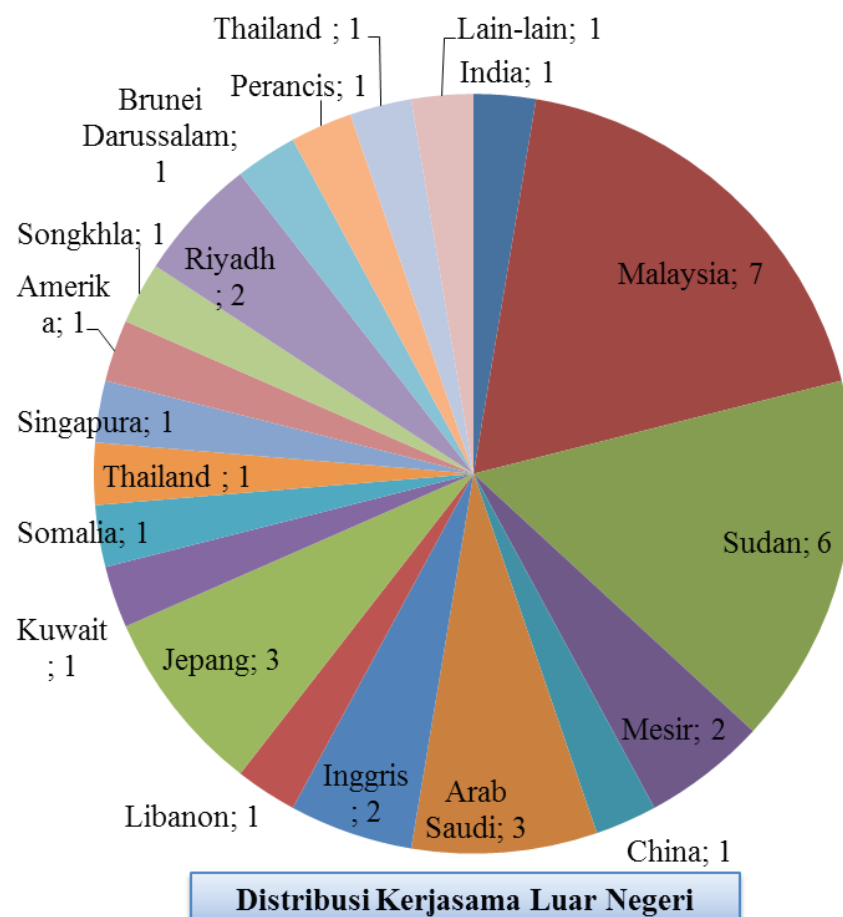


Figure 11. Distribution of Foreign Cooperation

Figure 11 explains that UIN Maulana Malik Ibrahim Malang has conducted international cooperation with various countries (Source: International Cooperation UIN Maulana Malik Ibrahim Malang). The distribution of collaboration that UIN Maulana Malik Ibrahim Malang has carried out varies wildly. The cooperation that has been carried out also involves many Arabic-speaking countries. On that basis, the role of Arabic is crucial in the process of developing institutions in the field of cooperation. As one informant said:

“Arabic is an intermediary for cooperation between UIN Maulana Malik Ibrahim Malang and countries where the majority of speakers use Arabic. For this reason, the mastery of the Arabic language, in particular, needs to be increased as a diplomatic capital in establishing cooperation between institutions on a world scale.”<sup>64</sup>

This statement explains that Arabic has a strong role in the process of foreign cooperation. International cooperation also impacts the input of international students from various countries, as one of the indicators of a world-class university is the input of international students. This has become the concern of UIN Maulana Malik Ibrahim Malang to absorb international students who are spread across continents, as it is known that the presence of active international students from 2013 to 2010 at UIN Maulana Malik Ibrahim Malang covers various countries from four continents—starting from countries on the continents of Europe, America, Asia to Africa.

The process of absorbing this input is carried out in various ways, such as cooperation between embassies by providing scholarships, facilitation in the administration process, and collaboration with overseas school institutions at the high school level in Indonesia. This is done as a concrete effort to obtain superior input from various countries. The input

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<sup>64</sup> (Interview Ur, 2023).

distribution of international students at UIN Maulana Malik Ibrahim Malang can be illustrated through the following diagram.

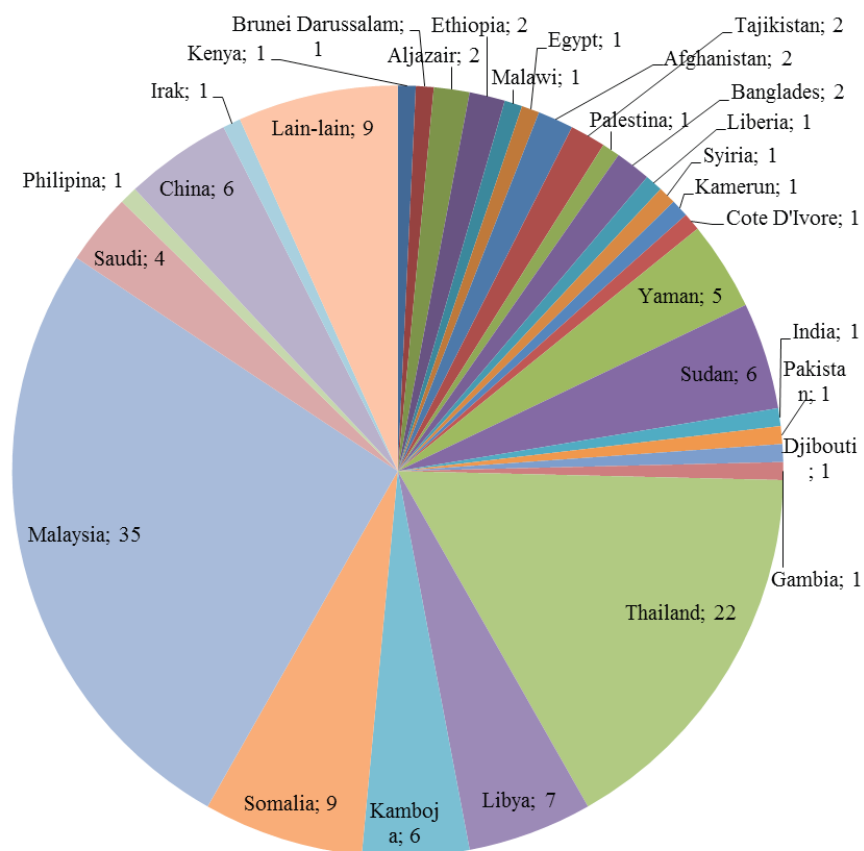


Figure 12. Number of Active Students in 2013-2020

Figure 12 explains that the total number of active international students from 2013-2020 was 134 people from various countries (source: Cooperation Field Data of UIN Maulana Malik Ibrahim Malang). The number of international students varied. Some were at the undergraduate, master's, and doctoral levels. They spread in various directions. UIN Maulana Malik Ibrahim Malang has 7 (seven) Faculties with a total of 41 (forty-one) Departments/Study Programs. Meanwhile, a Postgraduate Program includes 8 (eight) study programs. At the same time, the doctoral program has 3 (three) study programs.

As shown in the figure above, the input distribution of international students studying at UIN Maulana Malik Ibrahim Malang is the majority

from countries whose national language uses Arabic. This shows encouragement and motivation for institutions to continue improving foreign language competence through various available programs. These efforts are expected to increase the competitiveness of Indonesian students on an international scale.

### 3) Community Service

#### a) Lecturer

Community service for lecturers at UIN Maulana Malik Ibrahim Malang in the form of the BIPA (Indonesian Language for Foreign Speakers) program in Egypt, Australia, Morocco, Malaysia, Thailand, Cambodia, and Singapore. One informant explained that:

“Cooperation in the field of community service also provides opportunities for lecturers to actualize linguistic competence and other knowledge abroad. In this case, the BIPA program works. This collaboration is carried out by the Indonesian Ministry of Education, the Indonesian Embassy, and the Ministry of Education of the destination country. The BIPA program is under the auspices of the Language Agency, Ministry of Education of the Republic of Indonesia.”<sup>65</sup>

This statement explains that UIN Maulana Malik Ibrahim Malang has collaborated with the Language Agency, Ministry of Education of the Republic of Indonesia, in the field of the Indonesian Language for Foreign Speakers (BIPA) program. Every year the Language Agency, the Indonesian Ministry of Education, sends Arabic language lecturers to teach Indonesian in Arab countries (Arabic Countries). In contrast, English lecturers teach Indonesian in English-speaking countries (English Countries).

In addition, another form of community service is lecturer exchange. UIN Maulana Malik Ibrahim Malang lecturer goes abroad and vice versa.

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<sup>65</sup> (Interview Is, 2020).

from abroad teaches at UIN Maulana Malik Ibrahim Malang. This program has been running since 2001 until now. Foreign lecturers at UIN Maulana Malik Ibrahim Malang are from Egypt, Sudan, and Saudi Arabia. These foreign lecturers teach linguistics in undergraduate, postgraduate, and doctoral programs. The exchange of lecturers or educators has provided many benefits to the institution, opening opportunities to realize a world-class university. Look at the photo of the thesis exam at the Faculty of Humanities involving a lecturer from Sudan.



Figure 13. Foreign Lecturers

Figure 13 explains that the presence of foreign lecturers is very beneficial. Their utilization is not only limited to providing learning in lecture halls but is used during thesis examinations, thesis examinations, and doctoral examinations. Even in various student activities, they are invited as native-speaker lecturers to discuss science and provide motivation to teach languages to students. Not only at the student level, discussions between lecturers involving foreign lecturers are often carried out. This is one of the efforts of UIN Maulana Malik Ibrahim Malang to produce quality graduates according to the demands of the times and the needs of the world community.

### b) Student

Service activities for the student community at the international level have been carried out since 2013 until now. This activity aims to share experiences and contribute to learning Arabic at the ASEAN level. The benefits of this activity are genuine, including sharing experiences in learning Arabic and strengthening Islamic *ukhuwah* as campus and nation delegations. As campus delegates because students who do community service abroad, they also provide complete information about the education system at UIN Maulana Malik Ibrahim Malang. As a delegation of the nation because students who do community service abroad also provide information about the education system in Indonesia, Indonesian culture, and the nation's knick-knacks. Because now is still the Cofid-19 pandemic, this activity has been temporarily suspended.

There is an overview of research and community service recap as follows.

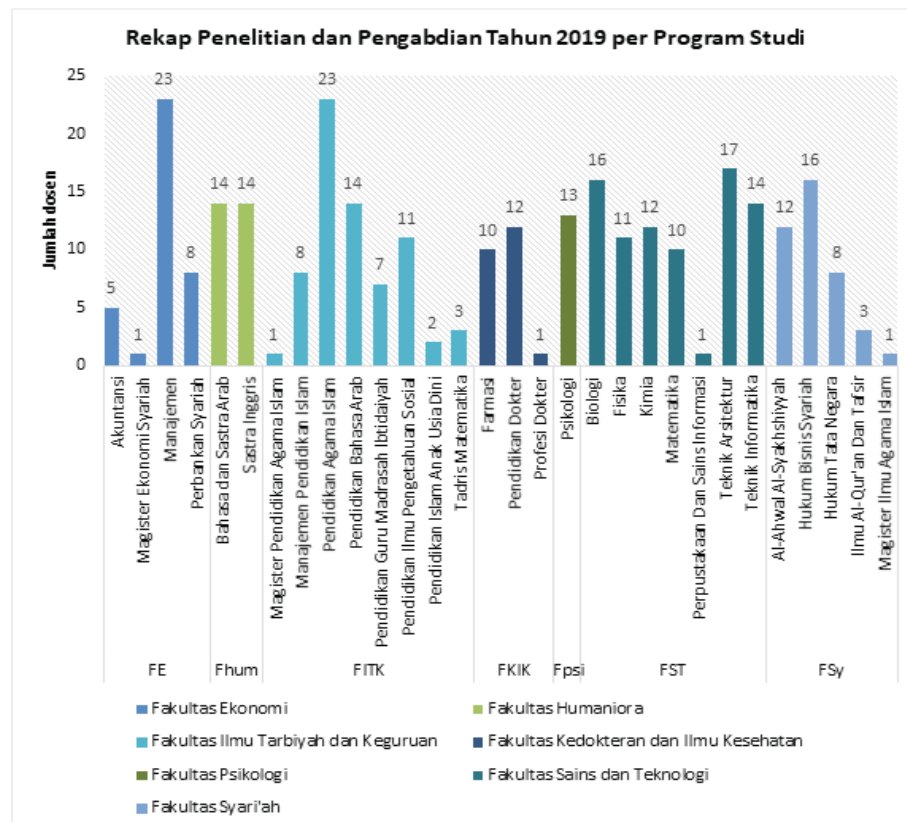


Figure 14. 2019 Community Service

Figure 14 explains the details of the number of community services in all majors at UIN Maulana Malik Ibrahim Malang. The Arabic Language Education Department (PBA) and the Arabic Language and Literature Department (BSA) carry out community service in the same amount, namely 14 types of community service, each spread across various regions. Through the role of the Arabic language, it is hoped that community service will be oriented toward the international community. The aim is to spread the broadest possible benefits for the international community.

The Arabic Language Education study program, is one of the study programs at the Faculty of Tarbiyah and Teacher Training (FITK). This study program aims to produce excellent and competitive students in the international world. Every year the PBA study program accepts four classes of new students. Each class has around 40 students. With few student admissions, learning Arabic can be appropriately managed, and there is support from competent stakeholders.

The Arabic Language Education Study Program, Faculty of Tarbiyah, and Teacher Training (FITK) always conduct community service at the ASEAN level through Field Work Practices (PKL) for two months. The PKL program aims to provide insight and experience for students in learning in the field. Every student can teach Arabic at or at the Islamic boarding school. This program provides an excellent opportunity for students to develop their language skills by teaching Arabic.

Based on these data, improving the quality of students needs to be adapted to the times and the needs of the international community. So that the curriculum developed in related departments can provide output for students ready to work in the international realm, through this activity, it is hoped that the number of students who have the opportunity to take part in street vendors abroad will continue to increase, so that more and more students will take part in international institutions. This can be seen in the following table:

No.	Name of Activity and Implementation Time	International Level	Achievements
1	International Qatar Debate Competition 2017	International	Participant
2	The Best Speaker 5th ASEAN (USIM Malaysia 2017)	International	The 5th Best Speaker
3	Arabic Language Debate (USIM Malaysia 2018)	International	Third Place
4	International Qatar Debate Competition 2019	International	Participant

Source: Academic Report of the 2017-2020 PBA (Arabic Language Education) Department

This table illustrates that student activities on an international scale achieve proud achievements. This requires quality improvement by employing continuous practice to hone Arabic language skills. It is hoped that in the future, the output of UIN Maulana Malik Ibrahim Malang students, especially from the Arabic Language Education (PBA) and Arabic Language and Literature (BSA) departments, can compete on an international scale to answer the needs of the global community.

Strong linguistic competence will cause a person's tendency to have high creativity and innovation. As one informant revealed:

“The use of Arabic as the language of instruction in class in the PBA and BSA study programs provides opportunities for students to think more critically and creatively. As in the process of speaking, there is a demand for using the right diction to produce sentences correctly. This becomes an important point in constructing a mindset.” (Interview Wy, 2020).

This statement explains that strengthening language competence is needed to construct one's mindset. Strong mastery of the language will cause a person to be able to think critically and innovatively. Expressions

using regular and systematic language will facilitate understanding. Language mastery is not only being able to interpret and translate Arabic into Indonesian or vice versa. However, its form is more than that. When a person can master Arabic, he is able to master the culture and respect the nation itself. In other words, adaptability arises from good language productivity. As the informant revealed:

“Selecting the right vocabulary and diction triggers foreign language speakers to think critically. It’s not only related to understanding language content, but the presentations also played a role in improving the performance of foreign language speakers.”<sup>66</sup>

This capability is a separate point for improving the skills of graduates so that they can compete in the global world as a form of realizing a world-class university campus. It is because creating an environment through bilingual habituation in the classroom will increase linguistic competence. Linguistic competence is urgently needed as an international communication tool and also provides positive opportunities to go to a world-class university such as UIN Maulana Malik Ibrahim Malang.

#### c) Award Charter

Maulana Malik Ibrahim State Islamic University Malang (UIN Maliki Malang) received an award from the Indonesian Ministry of Religion (a.k.a. Kemenag) in the category of Islamic Religious Colleges (a.k.a. PTKI) with the most international students. This award was given at the end of December 2020 at the Appreciation of Islamic Religious Higher Education (a.k.a. ADIKTIS) at the Grand Mercure Hotel Jakarta.

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<sup>66</sup> (Interview Hn, 2020).



Figure 15. Islamic Religious Colleges with the Most International Students

Figure 15 explains that UIN Maulana Malik Ibrahim Malang has been named the campus with the most international students. This means that UIN Maulana Malik Ibrahim Malang is one of the campuses most in demand by international students. According to the Chancellor in online media, around 490 international students from 42 countries are currently studying at UIN Maulana Malik Ibrahim Malang. It's astonishing, and this is an extraordinary achievement.

**b. Life Skills-based Arabic Language Education Development Model at UIN Satu Tulungagung in Realizing Its Existence as a Bilingual Campus towards World Class University**

## 1) Teaching

A good organization is an organization that can accommodate changing needs of a world-class university to support campus success. The creation of a good organization also remains the role of a leader. As the results of the interview with the head of LPM are as follows:

“We as leaders must be able to guide and encourage the heads of educational programs because not all heads of education programs understand about managing budgets, administration and do not understand technical issues on how to express the accreditation program, so we invited the deputy dean I and vice dean II, the head of the education program, and the finance department of the faculty. So, we always schedule meetings to establish good communication, socialization, awareness, and intimacy.”<sup>67</sup>

The strategy and stages of sustainable development of UIN SATU Tulungagung towards a world-class university consist of several stages. Among them are determination, implementation, evaluation, control, and improvement. As the interview with the Head of LPM UIN SATU Tulungagung explained:

“The strategy of our development stages is always to follow the formula for continuous improvement, namely PPEPP (Determination, Implementation, Evaluation, Control, and Improvement). Now we are at the stage of setting quality standards, where at this stage, we have to set twenty-four standards, and we are starting to be at the implementation stage, namely lectures, research, and community service. The evaluation that we will do is after the semester because the implementation of the evaluation will be known after one semester. The stages of continuous improvement are where we have carried out the stages of determining, implementing, evaluating, controlling, and improving. Then it must always be improved continuously.”<sup>68</sup>

Strategies and policies in realizing a world-class university require efforts to establish good and participatory governance to facilitate the path to a world-class university. The Dean III of FTIK (Faculty of Tarbiyah and

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<sup>67</sup> Interview with Former LPM UIN SATU Tulungagung on May 28, 2023.

<sup>68</sup> Interview with Former LPM UIN SATU Tulungagung on May 28, 2023.

Teacher Training) UIN SATU Tulungagung explained that efforts in establishing good and participatory governance are:

“We have an agenda where lecturers with additional duties as department heads, department secretaries, and education program heads must vacate on Monday. So, every Monday, we hold a coordination meeting of all leaders. Due to weekly report activities and there are also monthly reports. The content of the coordination meeting is to discuss governance that must be developed.”<sup>69</sup>

Furthermore, the Chancellor of UIN SATU Tulungagung added that:

“Accelerating good governance and minimizing budgets, budget efficiency is related to our ability to manage our knowledge, our knowledge management, and the increasing number of skilled resources, especially in information technology and communication. Unfortunately, we are weak in this field. We are currently fixing all areas from bottom to top. At least starting from the general section first, starting from administration, the learning process through the internet mechanism, *siakad*, managing incoming and outgoing letters.”<sup>70</sup>

In realizing the development of structured human resources, several steps are taken by the leadership of FTIK UIN SATU Tulungagung, including providing motivation to the academic community and training to support the quality of structured human resources.

In an interview with the deputy dean III of FTIK UIN SATU Tulungagung, that:

“We as leaders always motivate and support educators and lecturers to immediately add and continue their education to the next level.”<sup>71</sup>

## 2) Research

UIN Satu Tulungagung continues encouraging its academic community to conduct research as part of the Tri Dharma of higher

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<sup>69</sup> Interview with Deputy Dean III FTIK (Faculty of Tarbiyah and Teacher Training) UIN SATU Tulungagung on May 27, 2023.

<sup>70</sup> Interview with the Chancellor of UIN SATU Tulungagung on May 21, 2023.

<sup>71</sup> Interview with Deputy Dean III FTIK (Faculty of Tarbiyah and Teacher Training) UIN SATU Tulungagung on May 27, 2023.

education. Furthermore, the Chairperson of the Community Development Institute of UIN SATU Tulungagung also emphasized that:

“For the development of human resources, we invite all heads of education programs and education secretaries to attend KKNI-based curriculum learning training (Indonesian National Qualifications Framework) with service learning which lecturers also attend.”<sup>72</sup>

Providing motivation or support is also given by the faculty leadership, as in an interview with the Dean of FTIK (Faculty of Tarbiyah and Teacher Training) UIN SATU Tulungagung, who explained that:

“We as leaders encourage lecturers always to work and be able to continue to a higher level, conduct research, and write journals so that they can get a professorship title and improve their careers. In terms of teaching quality, it must always be improved.”<sup>73</sup>

Research that has international value is one of the strategies and policies for realizing a world-class university. The research is international if the study uses foreign language writing, has an analysis of research output produced by major universities worldwide, and must also be published in international journals. As the results of the interview with the Chancellor of UIN SATU Tulungagung explained:

“In the field of research, there is an international collaborative research program in which lecturers at UIN SATU Tulungagung can invite lecturers at universities abroad to collaborate in research programs. There is a scheme. It can be said that research is of the international standard if research writing in a foreign language, published in an international journal, has the same analysis as the research output produced by major universities worldwide.”<sup>74</sup>

### 3) Community Service

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<sup>72</sup> Interview with Former LPM UIN SATU Tulungagung on May 28, 2023.

<sup>73</sup> Interview with The Dean FTIK (Faculty of Tarbiyah and Teacher Training) UIN SATU Tulungagung on Mei 27, 2023.

<sup>74</sup> Interview with the Chancellor of UIN SATU Tulungagung on May 21, 2023.

A good university is a university that is not only able to advance its campus but is also capable in terms of development, economy, spiritual and social aspects of the community. Of course, various activities are needed to support this achievement. In an interview with the Deputy Dean III of FTIK (Faculty of Tarbiyah and Teacher Training) UIN SATU Tulungagung explained the role of universities in the spiritual and social fields of society is as follows:

“Our religious activities, such as recitation of the archipelago, *istighotsah*, and other activities we always involve the community to participate in, and the community response is also excellent. When teaching, some lecturers have time to go into the community such as Field Learning Practices and real work lectures (KKN).”<sup>75</sup>

In line with the program of the Ministry of Religion; the 2016 International Community Service Program to Thailand; Ahmad Junaidi, who carried out international KKN in Patani, southern Thailand, for six months, was deployed in the Patani community and at the same time at the school in the bloodshed which was introduced by school management; Accountable, transparent, effective and efficient coupled with good governance under the control of Raja Thailand.

“In line with the statement of the Director of the Graduate Program above, UIN SATU Tulungagung has long held an international class that accepts three students from Thailand, five students from the Philippines and eight students from Malaysia, and five students from Tunisia, all of whom are spread over the Family Law Study Program, and Islamic Religious Education Study Programs and other studies are applied in the study on the undergraduate level.”

In line with what the Chancellor of UIN SATU Tulungagung said;

“In the context of a world-class university, the ideal composition for foreign students studying here is also a concern because to go to a world-class university, but we don’t have foreign students at all is the same as lying. At the Sunan Ampel State Islamic University, more than a hundred international students

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<sup>75</sup> Interview with The Dean FTIK (Faculty of Tarbiyah and Teacher Training) UIN SATU Tulungagung on Mei 27, 2023.

are starting from S1, S2, and S3. Starting from Malaysia, Thailand, Philippines, and China. We always carry out promotions to foreign countries to be able to study at our University, to increase the number of foreign students at our University.”<sup>76</sup>

The International Class, which consists of 100 students each year has more enthusiasts because they feel more qualified, renewed, and comfortable while living in Indonesia. The Chancellor of UIN SATU Tulungagung explained that basically, the strategies implemented were:

- 1) Establishing an acceleration of BLU work units that support improving the quality of Arabic Language Education.
- 2) Funding for improving the quality of Arabic language education does not only come from UKT.
- 3) BLU UIN SATU Tulungagung supports improving the quality of Arabic language education with the principle of no profit-oriented.
- 4) BLU UIN SATU Tulungagung supports improving the quality of Arabic language education as a synergy between the economy and education.
- 5) BLU UIN SATU Tulungagung supports improving the quality of Arabic language education with *shari'a* principles.

## **2. Evaluation of the Development of Life Skills-based Arabic Language Education at UIN Maliki Malang and UIN Satu Tulungagung in Realizing Their Existence as Bilingual Campuses Towards World-Class University**

### **a. Evaluation of the Development of Life Skills-based Arabic Language Education at UIN Maliki Malang in Realizing Its Existence as a Bilingual Campus towards a World-Class University**

The evaluation system carried out by UIN Maliki Malang cannot be separated from the work of the Quality Assurance Institute (LPM)

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<sup>76</sup> Interview with the Chancellor of UIN SATU Tulungagung on May 21, 2023.

UIN Maliki Malang. The information system regarding lecturer evaluation and monitoring mechanisms is integrated with the Academic Information System (a.k.a. SIAKAD) of UIN Malang, located at the Computer Center (a.k.a. PUSKOM) of UIN Maulana Malik Ibrahim Malang. So that when students or lecturers log in to SIAKAD, they must first log in to fill out a supporting lecturer questionnaire for students and peer lecturers for lecturers along with the input of the lecturer's presence in teaching. This system provides the results of lecturer evaluations quickly, effectively, and efficiently to the UIN Malang Quality Assurance Institute to make it easier for them to monitor lecturer activities in the field.

Becoming a superior and internationally reputable campus is a target on the campus roadmap until 2025. Various programs have been carried out step by step to achieve the big goals of UIN Maulana Malik Ibrahim Malang. At the 2023 Leadership Meeting, Wednesday, March 15, 2023, Dr. Isroqunnajah, M.Ag. (Deputy Chancellor for Cooperation and Institutional Development) evaluates campus internationalization programs under his auspices and those under Dr. Ahmad Fatah Yasin, M.Ag. (Vice Chancellor for Student Affairs) who was unable to attend.

The program highlighted for the first time the presence of international students who chose UIN Malang as their study destination. These international students are, of course, one of the campus' efforts to show that the campus with the Ulul Albab logo can attract interest from outside Indonesia.

Because it is the main attraction of the campus, the learning evaluation for international students must continue to be carried out. What percentage of their graduation compared to the number officially registered in the campus database? He said, "If it is less than expected, then the problem must be identified. What were their obstacles while

studying at UIN Malang? For example, if the problem is related to language, the evaluation focuses on the BIPA program.”<sup>77</sup>

Furthermore, he alluded to the promotion of Indonesia in the international arena. Based on information from the Indonesian Embassy in Dubai, Indonesia has never participated in an international exhibition. Precisely neighboring countries are diligent in promoting their country in international scale activities. “It could be because there is no proper preparation for promotional materials.”<sup>78</sup>

So, Dr. Isroqunnajah, M.Ag. appealed to all deans at UIN Malang to select textbooks by lecturers. As Dr. Isroqunnajah, M.Ag. said:

“If there is something that is deemed worthy of being promoted at an international exhibition, the campus will be ready to fund the process of translating it into English and Arabic.”<sup>79</sup>

This is expected to be one of the crucial contributions of UIN Malang to Indonesia.

#### **b. Evaluation of the Development of Arabic Language Education based on Life Skills at UIN Satu Tulungagung in Realizing Its Existence as a Bilingual Campus for World-Class University**

Efforts to develop Life Skills-based Arabic Language Education at UIN Satu Tulungagung in Realizing Its Existence as a Bilingual Campus towards a World Class University are carried out by implementing an Internal Quality Audit (AMI). Each study program at UIN Sayyid Ali Rahmatullah Tulungagung carries out AMI, which is carried out by an internal auditor from the Quality Assurance Institute (LPM) of UIN SATU Tulungung.

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<sup>77</sup> Interview with Dr. Isroqunnajah, M.Ag. (Deputy Chancellor for Cooperation and Institutional Development). 2023.

<sup>78</sup> Interview with Dr. Isroqunnajah, M.Ag. (Deputy Chancellor for Cooperation and Institutional Development). 2023.

<sup>79</sup> Interview with Dr. Isroqunnajah, M.Ag. (Deputy Chancellor for Cooperation and Institutional Development). 2023.

Sayyid Ali Rahmatullah State Islamic University (UIN SATU) Tulungagung is holding work in 2022 at the Ramada Hotel Karang Anyar on 26-28 January 2022 to evaluate the direction of campus work. This annual work meeting is attended by all officials in the campus environment who have the jargon of Da'wah and Civilization Campus, starting from academic officials and structural to functional group positions. Deputy Chancellor for General Administration, Planning and Finance, Dr. H. Abd. Aziz, M.Pd.I. say:

“This meeting is a monumental activity. This is because the number of participants in the meeting was the largest compared to the implementation of the meeting in previous years. We hope this meeting will formulate a measurable program for the 2022 fiscal year.”<sup>80</sup>

The program will be measurable because this year, a performance contract will be carried out by the deans and heads of institutions. In his remarks, the Chancellor of UIN SATU Tulungagung, Prof. Dr. Maftukhin, M.Ag., explained the roadmap of UIN ONE Tulungagung. He talked about the importance of making leaps and bounds in the face of this accelerating technological development. As Prof. Dr. Maftukhin, M.Ag. says:

“We must move quickly because time is moving on. When we think of technology 4.0, the world has moved to 5.0. While we are enjoying 4G, the world has moved to 5G. So, we must continue to innovate in developing this campus.”<sup>81</sup>

From the interview, he asked all officials and academics to move quickly with the current developments that are so fast. The hope is that the vision and targets of the institution can be achieved as expected. Furthermore, he also said:

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<sup>80</sup> Interview with Dr. H. Abd. Aziz, M.Pd.I. (Deputy Chancellor for General Administration, Planning, and Finance). 2023.

<sup>81</sup> Interview with Prof. Dr. Maftukhin, M.Ag. (Chancellor of UIN SATU Tulungagung). 2023.

“From the start, I didn’t want to slow down. I will run. Those who can join follow. Which is not sure will be overturned. It is similar to a train carriage. If the locomotive is fast, the carriages must follow.”<sup>82</sup>

Prof. Dr. Maftukhin, M.Ag., said that one that UIN SATU Tulungagung will develop is the Smart Campus to answer the challenges of the times. Both in terms of learning, management, or other things. One that has been launched is SatuPay, a digital wallet application for payment of financial transactions. He added:

“We are aware that there will definitely be turbulence with every change. Yes, it’s a kind of shock. So, this is very common in every change in an institution. The most important thing is to manage these shocks to become a strength. That is what we call risk management.”<sup>83</sup>

According to Prof. Dr. Maftukhin, M.Ag., everyone can be proud of UIN’s current achievements. But the pride doesn’t stop at the level of satisfaction. But must be prepared to do another transformation. This means that the change in status from IAIN to UIN is the starting point for transformation on campus. Both in terms of human resources, infrastructure, and management.

The Chancellor, who was born in Pekalongan, Central Java, said that UIN SATU Tulungagung had made efforts to become a world-class university. Talks with several ambassadors in Middle Eastern countries have been carried out. In fact, lecturers from Egypt will come to Tulungagung to teach. Likewise, students from Tunisia, Saudi Arabia, and Tajikistan will be encouraged to study in Tulungagung. He said:

“We hope that the foreign students will understand Indonesia, yes Tulungagung. As Europeans say, Indonesia is Bali.”<sup>84</sup>

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<sup>82</sup> Interview with Prof. Dr. Maftukhin, M.Ag. (Chancellor of UIN SATU Tulungagung). 2023.

<sup>83</sup> Interview with Prof. Dr. Maftukhin, M.Ag. (Chancellor of UIN SATU Tulungagung). 2023.

<sup>84</sup> Interview with Prof. Dr. Maftukhin, M.Ag. (Chancellor of UIN SATU Tulungagung). 2023.

Finally, infrastructure development will continue to be carried out as a form of service commitment to students. This includes multimedia classes equipped with digital learning technology equipment.

## **BAB V**

### **DISCUSSION**

#### **A. Life Skills-based Arabic Education Development Model at UIN Maliki Malang and UIN Satu Tulungagung in Realizing Their Existence as Bilingual Campuses Towards World-Class University**

##### **1. Life Skills-based Arabic Language Education Development Model at UIN Maliki Malang in Realizing Its Existence as a Bilingual Campus Towards World-Class University**

###### **a) Teaching**

Universities, as the institutions of Islamic Higher Education, have a significant role in increasing the intelligence, dignity, dignity, and quality of the nation's morals by producing experts who have broad knowledge and strong faith so that their presence will always provide added value to society, nation, and religion. To realize that, it is necessary to develop systematically following the vision and mission as well as the operational steps of the strategic plan. A strategic plan in the form of university development that reflects growth, change, and reform. So, the process of growth and development toward a world-class university can be realized with a measurable strategic plan (*renstra*).

Efforts to realize a world-class university at UIN Maulana Malik Ibrahim Malang can be emphasized through teaching indicators. Teaching must be supported by good management, consisting of planning, implementation, and evaluation stages. These three aspects must be pursued with international standards to achieve the indicators of a world-class university. Through a good learning management system, the learning process will be carried out optimally. Based on the world-class university concept developed by THE, the composition of achievement in the teaching field is the quality of teaching given by

lecturers reaching 20%.<sup>85</sup> It aims to produce graduates who are able to compete in the global world so that the quality of competitive graduates also judges the success of a campus.

One program that can provide opportunities for universities to become world-class is the development of foreign language learning. The development of foreign languages at UIN Maulana Malik Ibrahim Malang chose the development of Arabic. Learning Arabic is developed by exploring fun, exhilarating, and adaptable learning strategies. Arabic language learning is adjusted to students' competence at their beginner, intermediate, and high levels. Program distribution is based on faculties, namely the Faculty of Psychology, Faculty of Syari'ah, Faculty of Economics, Faculty of Tarbiyah and Education (FITK), Faculty of Humanities, Faculty of Science and Technology, Faculty of Health and Medicine (FKIK). This aims to develop learning Arabic based on the needs of students at the level of each faculty. Arabic language learning is not only in the student environment, but Arabic language learning is carried out for educators and education staff who have not mastered Arabic language competencies properly. The aim is to prepare quality and superior human resources.

The implementation of the Arabic language development program as a way to create a world-class university has shown significant progress. The drive to become a world-class university can help develop the capacity to compete in the global higher education market. Justin Lin noted the importance and benefits of becoming a world-class university because this status enhances the university's reputation and opportunities to play a role in the global market. The efforts to develop a world-class university in the teaching field can be seen through the following aspects.

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<sup>85</sup> Mochammad Ali. *Pendidikan untuk Pembangunan Nasional Menuju Bangsa Indonesia yang Mandiri dan Berdaya Saing Tinggi*. (Jakarta: Grasindo, 2009). Page 80.

## 1) Curriculum

Through an integrated curriculum approach with a knowledge tree diagram, knowledge must be built through solid roots. One of the roots is the linguistic aspect. Language functions as an intermediary for studying science in depth and comprehensively from various reading sources, both Arabic and English; as stated, foreign languages function as a tool to dig up scientific information spread worldwide.<sup>86</sup> So foreign language skills are unlimited.

The integrated curriculum with a knowledge tree diagram explains that there is no scientific dichotomy adopted by UIN Maulana Malik Ibrahim Malang, as it is known that the success of human civilization in the past was one of the effects of the integration of science and religion.<sup>87</sup>

## 2) Center for Language Development

The implementation aspect of strengthening language is carried out through intensive language learning programs managed by the Arabic Language Lecture Special Program (a.k.a. PKPBA), the Special English Lecture Program (a.k.a. PKPBI), and the Center of Language and Culture of Chinese (a.k.a. CLCC). These three language programs provide services for students, educators, and education staff (employees).

UIN Maulana Malik Ibrahim Malang launched an integration-based curriculum since the beginning of the campus change by exploring the symbol of the tree of knowledge. This knowledge tree symbol must be the basis for implementing

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<sup>86</sup> Suci Ramadhanti Febriani and Anasruddin Anasruddin. *Technology for Four Skills Arabic in the Era Emergency of Covid-19 in Indonesia. Ta'lim Al-'Arabiyyah: Journal of Arabic Language and Education*, 4.1 (2020). Pages 1–11. <<https://doi.org/10.15575/jpba.v4i1.8221>>.

<sup>87</sup> Muh Nur Rochim Maksum, Musa Asy'arie, and Abdullah Aly. *Democracy Education through the Development of Pesantren Culture. Humanities and Social Sciences Reviews*, 8.4 (2020). Pages 10–17. <<https://doi.org/10.18510/hssr.2020.842>>.

learning in all faculties, including the Center for Language Development. The learning starts from recognizing the language because the language aspect is at the tree's root in the symbol. As a root component, it must be strong. All students and the academic community must firmly own mastery of language competence because language is the root of all knowledge. Language strengthening is the first program that must be mastered. Besides that, language, an intermediary for communication between humans, is essential in global information exchange.<sup>88</sup>

The classification of learning space according to the results of the placement test. If the placement test score is excellent, the student enters class A (*Mustawa Mutaqaddim*). If the ability is medium, it is included in the class B category (*Mustawa Mutawassith*). If the value is less, it is in the class C category (*Mustawa Mubtadi'*). The class division management process can be carried out to guide teachers when providing material to match the essential competencies of the students themselves.<sup>89</sup> So it is intended that learning achievement is expected to be optimal for all students.

(a) Arabic Language Program for Students

Learning Arabic at PKPBA aims to develop students' skills in Arabic, both from the aspect of receptive skills and productive skills. Receptive skills are the development of listening and reading skills, while productive skills are the development of speaking and writing skills.

Through the development of listening and reading skills, students are expected to be able to absorb scientific sources

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<sup>88</sup> Nuril Febriani, Suci Ramadhanti, Widayanti, Rizka, Amrullah, Muhammad Afif, Mufidah. *Arabic Learning for Elementary School During COVID-19 Emergency in Indonesia*. OKARA, 14.1 (2020): 67–80. <<https://doi.org/10.19105/ojbs.v14i1.3194>>.

<sup>89</sup> Arifka Mahmudi et al. *Classroom Management and Arabic Learning Process Based on Multiple Intelligences*. *Arabiyât*. 6, no. 2 (2019): 222–37.

and information globally. So, there are no language limitations when searching for and analyzing information sourced from Arabic. In other matters, speaking and writing skills encourage students to play an active role in practicing productive language skills so that exchanging ideas and information on a global scale is not a cause for concern.<sup>90</sup> So, language is not just acquiring knowledge, but language as a means of communication, as an intermediary for exchanging cultural information, and as a noble value of a nation.<sup>91</sup> It is hoped that graduates with a strong mastery of language competence will develop and benefit human life without being limited by place and time.

(b) Arabic Language Program for Educators and Academic Personnel

The development of the Arabic language program is also aimed at lecturers and education staff. This is considered to improve teaching skills for all lecturers and education staff. The purpose of developing learning for educators and academic staff is to train their Arabic language competence so that they are able to provide maximum service.

This program was specifically formed in order to realize the competence of educators and educational staff who can serve international students, especially those from Middle Eastern countries. Training activities for educators and academic staff who have weak Arabic language skills are guided by Arabic language lecturers to train Arabic language skills in each faculty.

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<sup>90</sup> S. Sreena and M. Ilankumaran. *Developing Productive Skills Through Receptive Skills – A Cognitive Approach*. International Journal of Engineering & Technology, 7.4.36 (2018). Page 669. <<https://doi.org/10.14419/ijet.v7i4.36.24220>>.

<sup>91</sup> 102 Judith Giering and Hope Fitzgerald. *The Language Commons: An Innovative Space Supporting Second Language Acquisition*. Journal of Teaching and Learning with Technology, 8.1 (2019). Pages 33–41. <<https://doi.org/10.14434/jotlt.v8i1.26741>>.

### 3) *Ma'had Al-Jami'ah*

The distribution of activities at Ma'had Al-Jami'ah consists of language, spiritual, and extracurricular development. One of the Ma'had Al-Jami'ah programs that particularly emphasize language development is the Shabah Lughah (language morning) program. This activity is carried out every morning to actively train students in foreign languages. Materials for Shabah Lughah activities include vocabulary introduction, language acquisition process, sentence construction in the form of productive language delivery, and written exercises following the material presented. The process of habituation can form a productive language environment in the process of teaching and acquiring language.<sup>92</sup>

Among Ma'had Al-Jami'ah's favorite activities is shabah lughah. The learning methods used in Shabah Lughah activities include games, demonstrations, discussions, and using songs as media. With a variety of learning methods, it is hoped that it can encourage students' critical thinking and creativity.<sup>93</sup>

As Janniarni revealed, continuous improvement of teacher competence can be managed through various trainings so that it can solve the problems faced by teachers in teaching.<sup>94</sup> The existence of training and discussions held at Ma'had is to improve superior human resources, with the hope that it will have implications for students who participate in the Ma'had Al-Jami'ah program.

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<sup>92</sup> Robert Blake. *Technology and the Four Skills*. *Language Learning and Technology*, 20.2 (2016): 129–42.

<sup>93</sup> Matthew Toh Loy Lim and others. *An Alternative Approach to Teaching: Implementing a Cooperative Learning Strategy Students Team Achievement Division at the Junior College Level*. *Advanced Science Letters*, 22.5–6 (2016): 1725–29. <<https://doi.org/10.1166/asl.2016.6748>>.

<sup>94</sup> Janniarni Toha Safutri, Suci Ramadhanti Febriani, and Danial Hilmi. *Improvement of Arabic Language Teacher Competency Based on Multiple Intelligences*. *Lughawiyah*, 2.1 (2020).

#### 4) Public Facilities and Public Services

A building is designated for the public interest, and anyone may use the facility for the common good. Buildings are public facilities that can inspire users, such as students, educators, education staff, and the general public. They will feel proud if the public facilities are magnificent, substantial, and meet international standards. This is in line with the fact that facilities that comply with standards will be a strong driver in the implementation of quality education.<sup>95</sup>

With the development of programs carried out by each institution it is expected to provide quality output to UIN Maulana Malik Ibrahim Malang graduates. One of the indicators of quality education outcomes is the absorption of graduates into the world of work in society.<sup>96</sup> The needs of the community and industry in absorbing UIN Maulana Malik Ibrahim Malang graduates are a benchmark for the success of the education and teaching process within the internal campus, both in terms of human resources, facilities, and an optimal learning environment.

#### b) Research

One of the efforts to create a world-class university can be seen through research conducted by UIN Maulana Malik Ibrahim Malang. One effort to provide a composition of world-class university indicators includes the publication of journals and the development of international cooperation in the field of research. Both of these aspects

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<sup>95</sup> Wildana Wargadinata and others. *Digital Commons @ the University of Nebraska – Lincoln Alternative Education in the Global Era: Study of Alternative Models of Islamic Education in Tazkia International Islamic Boarding School Malang Alternative Education in the Global Era: Study of Alternat.* 2019.

<sup>96</sup> Arnita Cahya Saputri at al. *Improving Students' Critical Thinking Skills in Cell-Metabolism Learning Using Stimulating Higher Order Thinking Skills Model.* *International Journal of Instruction*, 12.1 (2019), 327–42 <<https://doi.org/10.29333/iji.2019.12122a>>.

can encourage the achievement of world-class university indicators. The success of a campus to become a world-class university can be seen from its international publications and research,<sup>97</sup> as the discussion can be seen through the following points.

#### 1) International Journal Publication

International journal publications continue to increase in quality and quantity. UIN Maulana Malik Ibrahim Malang encourages the academic community to continue writing in international journals. Among the efforts is to provide training opportunities for lecturers to participate in international-scale writing training activities.

This training is handled directly by experienced professors who are experts in the field of scientific writing, namely IAS Scholars in Jogjakarta. Through regular international journal writing coaching training, it is hoped that the skills and competence of lecturers will develop in terms of publication in international journals, as publication is a prerequisite for realizing a world-class university.<sup>98</sup>

#### 2) International Collaborative Research

Through the role of Arabic as the fourth international language in the United Nations, which is used the third most in the world, mastery of Arabic is necessary. Arabic has provided wider opportunities in the international community. Arabic also acts as the language of diplomacy.<sup>99</sup> Among the possibilities that must be carried out is international cooperation in all sectors. This

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<sup>97</sup> Dienda Arum Pratiwi, Bambang Purwanggono, and Arfan Bakhtiar. *Kriteria World Class University Qs World Rankings*. Industrial Engineering Online Journal, 6.1 (2017).

<sup>98</sup> M. L. Henry, J. Dong.

<sup>99</sup> Kaseh Abu Bakar and Nur Adibah Alias. *Arabic Debate and World-Readiness*. International Journal of West Asian Studies, 9.1 (2017), 93–106 <<https://doi.org/10.22583/ijwas.2017.09.01.08>>.

improves self-competence development, institutional development, and the image of Indonesia in the international world.

Building an institution with world-class university standards requires extensive cooperation and worldwide outreach.<sup>100</sup> Collaboration is carried out in three aspects, the tri dharma of higher education. Aspects of teaching, research, and community service. Apart from that, cooperation in the field of facilities and infrastructure was carried out, especially public facilities in the form of constructing laboratory buildings, lecture halls, and offices.

Based on data from international students currently studying at UIN Maulana Malik Ibrahim Malang, increasing foreign language competence is necessary for domestic students and the academic community. This is to meet the needs of the campus with the most significant number of international students at the PTKIN (State Islamic Religious College) level.

Besides that, it is also to look for reading reference sources that are scattered throughout the world. These references are written in Arabic and are studied by international students before they come to Indonesia. So that Arabic language competence is needed for Indonesian students so that there is a balance of thought when conducting discussions with international students. This is in line with Sakholid's statement that Arabic is the language with the fifth most significant number of speakers on a global scale.<sup>101</sup>

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<sup>100</sup> Shattock.

<sup>101</sup> Solikhin. *Pengantar Linguistik Bahasa Arab*. (Malang: Lisan Arabi, 2017). Page 5.

**c) Community Service**

## 1) Lecturer

The community service program is an implementation of the Tri Dharma of Higher Education. This program must be carried out by lecturers for the performance of science for the benefit of life. Community service is not only for the Indonesian people but has penetrated the international community.

In implementing BIPA, the Language Agency, the Ministry of Education of the Republic of Indonesia, cooperates with the Embassies of the Republic of Indonesia abroad. UIN Maulana Malik Ibrahim Malang has sent Arabic language lecturers to join the BIPA program as a form of community service abroad. This community service model will improve the performance of the lecturer concerned, campus institutions, and state institutions so that the contribution of Arabic lecturers is genuine to the development of science in the international world.

In addition, another form of community service is lecturer exchange.

This lecturer exchange activity is expected to provide insight and experience for lecturers and students. Activities have provided opportunities to create a language environment, directly or indirectly. Students are delighted when they can communicate directly with native speakers. This provides motivation to continue to communicate using Arabic.

## 2) Student

Community service for students at the international level also contributes to the process of realizing UIN Maulana Malik Ibrahim Malang as a world-class university campus. The community service location for students is in ASEAN countries: Malaysia, Brunei Darussalam, Thailand, Cambodia, the

Philippines, and Singapore. The form of community service is learning in schools or Islamic boarding schools, deepening Arabic, creating an Arabic-language environment, deepening religious knowledge, and so on.

The Arabic Language Education Study Program, Faculty of Tarbiyah and Teacher Training (FITK) continues to improve student language competence. This effort aims to ensure the quality of graduates who are competent in learning Arabic both on a national and international scale.

Seeing the students' proud achievements, the function of language as a means of communication in the international world is authentic. This is an effort to encourage the intensity of international communication, so mastery of foreign languages should be a concern.<sup>102</sup> Using international languages can make it easier for graduates to adapt and participate in very complex global competition.<sup>103</sup> One form of the use of Arabic at UIN Maulana Malik Ibrahim Malang is the use of bilingual language in the learning process at the undergraduate, postgraduate, and doctoral program levels.

A person's ability to speak a language will hone his mindset. He can absorb the available information, then analyze it and reproduce it; as Taghi states, the brain's ability to think will increase when it is able to master a foreign language.<sup>104</sup>

This statement explains that choosing the correct vocabulary and constructing sentences correctly is a performance

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<sup>102</sup> Ismail Suardi Wekke. *Arabic Teaching and Learning: A Model from Indonesian Muslim Minority*. *Procedia - Social and Behavioral Sciences*, 191 (2015), 286–90. <<https://doi.org/10.1016/j.sbspro.2015.04.236>>.

<sup>103</sup> Clinton Robinson and Tú Anh Thị Vũ. *Literacy, Languages, and Development in Africa: A Policy Perspective*. *International Review of Education*, 65.3 (2019), 443–70. <<https://doi.org/10.1007/s11159-019-09785-2>>.

<sup>104</sup> Taghi Jabbarifar. *The Importance of Self-Efficacy and Foreign Language Learning in the 21<sup>st</sup> Century*. *Journal of International Education Research (JIER)*, 7.4 (2011), 117–26 <<https://doi.org/10.19030/jier.v7i4.6196>>.

assessment indicating the speaker's ability to produce language.<sup>105</sup> Therein lies the role of the Arabic language in ensuring communication between one institution and another.

This is related to the need for humans as the most accessible medium to communicate with each other and convey ideas and ideas to others.<sup>106</sup> Language is an intermediary for human communication, even though language cannot represent the existing reality.<sup>107</sup> However, with this complexity, the role of a foreign language is needed to communicate in the international sphere. For this reason, the role of the Arabic language, which has become one of the international languages, has become a fundamental measure for institutional development towards a world-class university campus.

### 3) Award Charter

Maulana Malik Ibrahim State Islamic University Malang (UIN Maliki Malang) received an award from the Indonesian Ministry of Religion (Kemenag) in the category of Islamic Religious Colleges (PTKI) with the most international students.

In addition, this award proves that education in Indonesia is in great demand by international students—especially the education system and learning atmosphere at UIN Maulana Malik Ibrahim Malang, whose quality continuously improves. With good quality and excellent service, international students feel at home studying at UIN Maulana Malik Ibrahim Malang. It is

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<sup>105</sup> Charles Kivunja. *Innovative Methodologies for 21st Century Learning, Teaching, and Assessment: A Convenience Sampling Investigation into the Use of Social Media Technologies in Higher Education*. International Journal of Higher Education, 4.2 (2015), 1–26 <<https://doi.org/10.5430/ijhe.v4n2p1>>.

<sup>106</sup> Wildana Wargadinata. *Mediated Arabic Language Learning for Arabic Students of Higher Education in COVID-19 Situation*. Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature, 3.1 (2020), 59–78 <<https://doi.org/10.22219/jiz.v3i1.11862>>.

<sup>107</sup> Mudjia Rahardjo. *Hermeneutika: Menggali Makna Filosofis Teks*. (Malang: Intrans Publishing, 2020).

proven that they know the existence and quality of Arabic & World Class University.

## **2. Life Skills-based Arabic Education Development Model at UIN Satu Tulungagung in Realizing Its Existence as a Bilingual Campus Towards World-Class University**

### **a) Teaching**

A good organization is an organization that can accommodate the changing needs of a world-class university to support campus success. The creation of a good organization also remains the role of a leader. The strategy and stages of sustainable development of UIN SATU Tulungagung towards a world-class university consist of several stages. Among them are determination, implementation, evaluation, control, and improvement.

Strategies and policies in realizing a world-class university require efforts to establish good and participatory governance to facilitate the path to a world-class university.

In realizing the development of structured human resources, several steps are taken by the leadership of FTIK (Faculty of Tarbiyah and Teacher Training) UIN SATU Tulungagung, including motivating the academic community and training to support the quality of structured human resources.

### **b) Research**

UIN Satu Tulungagung continues encouraging its academic community to conduct research as part of the Tri Dharma of higher education. Providing motivation or support is also given by the faculty leadership.

Research that has international value is one of the strategies and policies for realizing a world-class university. Research can be said to

be international research if the research uses foreign language writing, has an analysis of research output produced by major universities in the world, and the research must also be published in international journals.

**c) Community Service**

A good university is a university that is not only able to advance its campus but is also capable in terms of development, economy, spiritual and social aspects of the community. Of course, various activities are needed to support this achievement.

In line with the program of the Ministry of Religion, the 2016 International Community Service Program to Thailand. Ahmad Junaidi, who carried out international KKN in Patani, southern Thailand, for six months, was deployed in the Patani community and at the same time at the school in the bloodshed which was introduced by school management; Accountable, transparent, effective, and efficient coupled with good governance under the control of the King of Thailand.

UIN SATU Tulungagung has long held an international class that accepts three students from Thailand, five from the Philippines, and eight from Malaysia. Five students from Tunisia, all of whom are spread over the Family Law Study Program, Islamic Religious Education Study Programs, and other studies, are distributed in the study at the undergraduate level.

The International Class, which consists of 100 students each year, has more enthusiasts because they feel more qualified, renewed, and comfortable while living in Indonesia. The Chancellor of UIN SATU Tulungagung explained that basically, the strategies implemented were:

- (1) Establishing an acceleration of WCU work units that support improving the quality of Arabic Language Education.

- (2) Funding for improving the quality of Arabic language education does not only come from UKT.
- (3) UIN SATU Tulungagung supports improving the quality of Arabic language education with the principle of no profit-oriented.
- (4) UIN SATU Tulungagung supports improving the quality of Arabic language education as a synergy between the economy and education.
- (5) UIN SATU Tulungagung supports improving the quality of Arabic language education with Shari'a principles.

**B. Evaluation of the Development of Life Skills-based Arabic Language Education at UIN Maliki Malang and UIN Satu Tulungagung in Realizing Their Existence as Bilingual Campuses Towards World-Class University**

**a. Evaluation of the Development of Life Skills-based Arabic Language Education at UIN Maliki Malang in Realizing Its Existence as a Bilingual Campus Towards a World-Class University**

The evaluation system carried out by UIN Maliki Malang cannot be separated from the work of the Quality Assurance Institute (a.k.a. LPM) UIN Maliki Malang. The information system regarding lecturer evaluation and monitoring mechanisms is integrated with the Academic Information System (a.k.a. SIAKAD) of UIN Malang, located at the Computer Center (a.k.a. PUSKOM) of UIN Maulana Malik Ibrahim Malang. So that when students or lecturers log in to SIAKAD, they must first log in to fill out a supporting lecturer questionnaire for students and peer lecturers for lecturers along with the input of the lecturer's presence in teaching. This system provides the results of lecturer evaluations quickly, effectively, and efficiently to the UIN Malang Quality Assurance Institute to make it easier for them to monitor lecturer

activities in the field and also make it easier for LPM to provide feedback on what steps are best if there is an error in the lecturer's performance.<sup>108</sup>

The UIN Malang Quality Assurance Institute (a.k.a. LPM) evaluates lecturer performance every semester based on the Student Satisfaction Index (a.k.a. IKM) by distributing questionnaires to students to assess lecturers. Likewise, to increase the objectivity of the assessment, the assessment is not only carried out by IKM but also by the Peer Satisfaction Index (a.k.a. IKTS). Assessment from IKM and IKTS aims to provide a more objective evaluation because lecturers are assessed from multiple sides. Utilizing integrated technology in SIAKAD makes it easier to organize evaluations and monitor lecturers.

**b. Evaluation of the Development of Arabic Language Education based on Life Skills at UIN Satu Tulungagung in Realizing Its Existence as a Bilingual Campus for World-Class University**

Efforts to develop Life Skills-based Arabic Language Education at UIN Satu Tulungagung in Realizing Its Existence as a Bilingual Campus towards a World Class University are implemented by an Internal Quality Audit (a.k.a. AMI). Each study program at UIN Sayyid Ali Rahmatullah Tulungagung carries out AMI, which is carried out by an internal auditor from the Quality Assurance Institute (a.k.a. LPM) of UIN SATU Tulungagung.

AMI is an examination carried out systematically and independently to find out whether the Internal Quality Assurance System (a.k.a. SPMI) has been implemented effectively and in line with the goals of UIN SATU Tulungagung through monitoring and evaluating the internal quality assurance system and its implementation. Monitoring and evaluation consist of audits, assessments, and evaluations, carried out

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<sup>108</sup> See the written manual for the evaluation and monitoring process for lecturers (LPM documentation).

periodically to determine conformity between implementation and planning and the causes of discrepancies between implementation and planning.

The purpose of the Internal Quality Audit (a.k.a. AMI) is to check the suitability of the data owned by the auditee with the quality standards that have been set, in addition to looking for opportunities to improve the internal quality of the Sharia Tourism study program, Faculty of Economics and Islamic Business, State Islamic University Sayyid Ali Rahmatullah Tulungagung. Higher education quality, especially quality assurance, is achieved through establishing, implementing, evaluating, controlling, and improving higher education standards and evaluating them with diagnostic, formative, summative, and Internal Quality Audits (a.k.a. AMI).

## CHAPTER VI

### CONCLUSIONS

1. The Life Skills-based Arabic Education Development Model at UIN Maliki Malang in Realizing Its Existence as a Bilingual Campus towards a World Class University is based on the Tri Dharma of Higher Education, namely aspects of teaching, research, and community service. As for the field of teaching, it can be seen through the following aspects: *First*, Curriculum. *Second*, the Language Development Center includes the Arabic Language Program for Students and the Arabic Language Program for Educators and Education Personnel. *Third*, Ma'had Al-Jami'ah. Fourth, Public Facilities and Public Services. One of the efforts to create a world-class university can be seen through research conducted by UIN Maulana Malik Ibrahim Malang. One effort to provide a composition of world-class university indicators includes the publication of journals and the development of international cooperation in the field of research. Whereas in the Community Service aspect, it is carried out by lecturers and students. Lecturers participate in the BIPA program as a form of community service abroad. In addition, another form of community service is lecturer exchange. Meanwhile, students conduct community service at the international level in ASEAN countries, namely Malaysia, Brunei Darussalam, Thailand, Cambodia, the Philippines, and Singapore.
  
2. The Life Skills-based Arabic Language Education Development Model at UIN Satu Tulungagung in Realizing Its Existence as a Bilingual Campus towards a World Class University is seen based on the Tri Dharma of Higher Education, namely aspects of teaching, aspects of research, and aspects of community service. As for teaching, namely KKNI-based curriculum learning training (Indonesian National Qualifications Framework). In the research aspect, it is conducting international collaborative research. In the aspect of community

service, UIN One has an International KKN program in Thailand, the Philippines, Malaysia, and Tunisia.

3. Evaluation of the Development of Life Skills-based Arabic Language Education at UIN Maliki Malang in Realizing Its Existence as a Bilingual Campus towards a World Class University cannot be separated from the hands of the Quality Assurance Institute (a.k.a. LPM) UIN Maliki Malang. The information system regarding lecturer evaluation and monitoring mechanisms is integrated with the Academic Information System (a.k.a. SIAKAD) of UIN Malang, located at the Computer Center (a.k.a. PUSKOM) of UIN Maulana Malik Ibrahim Malang.
  
4. Evaluation of the Development of Arabic Language Education based on Life Skills at UIN Satu Tulungagung in Realizing Its Existence as a Bilingual Campus for a World-Class University is implemented by an Internal Quality Audit (a.k.a. AMI). Each study program at UIN Sayyid Ali Rahmatullah Tulungagung carries out AMI, which is carried out by an internal auditor from the Quality Assurance Institute (a.k.a. LPM) of UIN SATU Tulungung.

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