

Implementation Model of Independent Learning on Arabic Learning in Higher Education

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ABSTRACT

This study aims to describe the model of implementing independent learning in Arabic language learning. This research uses a qualitative approach with multi-site research at the State Islamic Religious College in East Java which has implemented independent learning. As research objects, the Arabic Language Education study program of Maulana State Islamic University Malik Ibrahim Malang and Kediri State Islamic Institute. The data was obtained from sources, namely the head of the Arabic Language Education study program, Arabic language lecturers, and documents from implementing Arabic language learning. The data were unearthed by interview techniques, observation, and documentation studies. Data analysis techniques through Miles and Huberman techniques include data collection, condensation, data display, verification, and conclusions. Data wetness techniques with participation, the persistence of observations, triangulation, adequacy of references, checking members, detailed descriptions, and auditing. This research resulted in 1) Procedures for implementing the independent learning curriculum by preparing Standard Operating Procedures through student registration and selection, 2) Socialization of the independent learning program Arabic language education is carried out by providing information to students about the independent learning program, and 3) Conversion of the value of the independent learning program courses Arabic language education by providing elective courses that are implemented in the form of internships and adjusted with the course.

Keywords: *Arabic Learnig, Model of Independent Learning.*

INTRODUCTION

The times are experiencing developments in the fields of culture, society, technology, and education, which impact the industrial revolution 4.0. Higher education is an educational forum that is interested in preparing itself to face every development and demand, and need in industry and society (Normina, 2016). Thus, universities and the business world require cooperation, as stated in the Ministry of Education and Culture regulation no.3 of 2020 concerning national standards for higher education. To realize this collaboration, universities make a design called a curriculum.

The curriculum comes from Latin, that is, the curriculum or teaching materials. The curriculum is

defined as the subject taken to obtain a diploma. In another view, it is stated that the curriculum is not only in the form of teaching materials but also activities that can make education achieve success directly or indirectly (Fujiawati, 2016). In addition, in Law no.20 of 2003, paragraph 19, it is stated that the curriculum is a guideline for organizing learning activities that support educational goals (Alawiyah, 2017).

One form of learning innovation is by designing a curriculum that can help students find solutions to problems in the future and the industrial world. The curriculum's development can produce students ready for a career in the expected field and goals. Related to this, the state gives the mandate contained in the Minister of Education and Culture No.3 of 2020 article 18, which makes universities the

responsibility of the state to provide broad opportunities for students to study independently, and intensively get to know the industrial world.

The curriculum development that the government is intensifying is independent learning. This curriculum is one of the steps in facing rapid global changes. The Ministry of Education, Culture, Research, and Technology initiated independent learning to realize humans with character and quality (Vhalery et al., 2022). In addition, graduates from universities are not only prepared to be able to adapt to the world of work but also to the problems of life that change rapidly. In higher education, it is hoped that the existing programs on the defense of independent learning can positively impact experience, character, knowledge, and relationships with other parties for lecturers and students.

In the independent learning manual by the Director General of Higher Education of the Ministry of Education and Culture, Minister of the Ministry of Education and Culture Nadiem Makarim explained that learning independence is the granting of freedom, autonomy, and independence from bureaucratization for educational institutions (Sopiansyah & Masruroh, 2021). As for lecturers, the freedom of learning frees lecturers from complicated bureaucracies, and the freedom of learning for students is given the freedom to choose the field they like. Thus, independent learning that is implemented through cooperation and partnership with other parties is a way to improve the competence and quality of lecturers and students.

Independent learning provides opportunities for students to carry out the learning process in certain courses with a predetermined credit weight in other study programs on one campus. In addition, students also gain a breadth of learning experience and competency improvement by participating in the activities provided, such as student exchanges, work practices, research, entrepreneurship, teaching in schools, village projects, and independent projects. In implementing activities in this curriculum, students can be carried out under the guidance of lecturers, while activities related to parties outside the study program require cooperation and partnership.

Curriculum development and the selection of partners in the implementation of independent learning are forms considered by study programs in increasing readiness to accredit study programs at the national or international levels. Thus, implementing the independent learning curriculum requires courage

for universities to make learning achievement flexible and adaptive by viewing students as independent adults, no longer with a rigid and content-based curriculum approach. In addition, tututan is faced with a study program, namely in order to be able to make curriculum development by the changing times and continue to produce graduates who are following the established learning objectives. The success of the implementation of independent learning is also related to expanding the collaboration between other parties under the field of study and providing support for the achievement of learning success.

The independent campus policy is not the only discourse for university study programs. The Arabic Language Education study program also implements the activities launched in the independent learning curriculum. The purpose of the implementation is inseparable from increasing the competence of lecturers and students to the expectations and challenges of the times. Thus, graduates from the Arabic Language Education study program are human beings with character, quality, and qualifications in their fields.

This research explains the form of implementation of the independent learning program in the Arabic Language Education study program at UIN Maulana Malik Ibrahim Malang and IAIN Kediri. This research is different from Rifqi, Chairman, and Nurul (Rahman et al., 2021), whose research is based on problems of developing an independent learning curriculum in the UNSIQ PBA study program is associated with the value of local wisdom, humanitarianism, and student interests. In addition, other studies discuss the correlation between the independent learning model and the concept of constructivist learning, which is a supporting factor of the independent learning curriculum. Thus, freedom of learning is realized by being honest in determining the learning model (Basir & Rusydi, 2021).

This study is urgent to be studied in depth to provide knowledge related to the pattern of implementation of the independent learning program at the tertiary level. Based on this, this research is a model for implementing independent learning in Arabic learning.

RESEARCH METHODS

This research uses a qualitative approach with the type of field research in two Arabic Language Education study programs at two State Islamic campuses in East Java, namely UIN Maulana Malik Ibrahim Malang, which implements an independent learning program for students of the class of 2020 and IAIN Kediri which executes the program for students of the type of 2021. Based on observations in the field, the two campuses have readiness for the implementation of independent learning with the performance of programs that support independent learning carried out in the Arabic Language Education study program. At the same time, the main instrument in this study is the researcher, who digs data in the field directly to obtain data related to independent learning in Arabic.

This research data was obtained from the leaders of the Arabic language education study program, Arabic language lecturers, and documentation that became a supporting source in implementing independent learning in the Arabic Language Education Study Program. Meanwhile, the data collection technique is collected through interview designs with leaders, lecturers, and Arabic students, observations on the implementation of independent learning in Arabic language learning, and documentation studies on the performance of the independent learning program.

To analyze the data, researchers guided Miles and Huberman's technique by conducting the stages of collecting, condensing, displaying, verifying, and inferring data. Furthermore, the validity of the data in this study aims to obtain information related to independent learning in Arabic language learning in the Arabic language education study program of UIN Maulana Malik Ibrahim Malang and IAIN Kediri. To get the validity of the seized data, this study was carried out in several stages, namely triangulation between sources, methods, and instruments. And the validity of the data is adjusted to Creswell's techniques, namely triangulation, validation with member checking, and peer discussions.

RESULTS AND DISCUSSION

The curriculum is the life of a learning program, so its existence requires dynamic design, implementation, and evaluation in accordance with the

times, the needs of Science, Technology, and Art, as well as competencies needed by the community, as well as users of university graduates. The higher education curriculum is a program to produce graduates, so the program should guarantee that graduates have qualifications equivalent to the qualifications agreed upon in the KKKNI (Junaidi, 2020).

Likewise, in developing an independent curriculum for learning Arabic language education, it is necessary to look at the needs and specialization of students, especially in equipping them with skills that will be useful in society. The potential possessed by students provides different outcomes, so several programs need to be offered to realize the expected goals. Therefore, the study program requires proper mapping and socialization in its implementation.

This study aims to describe the implementation of independent learning in Arabic language learning at UIN Maulana Malik Ibrahim Malang and IAIN Kediri. The findings show that:

Procedure of Implementing the Independent Curriculum for Learning Arabic Language Education

In carrying out the independent program of learning Arabic, the Study Program is expected to have clear and well-socialized procedures so that the benefits and urgency of implementing the program can be carried out as well as possible. Systematically arranged implementation procedures will provide the right information for students to participate in the independent learning program without miscommunication.

In carrying out the independent learning curriculum, the Arabic Language Education Study Program of UIN Maulana Malik Ibrahim Malang and IAIN Kediri stipulates the following procedure (Mbkm implementation flow document, 2022): Students register as independent learning students through: <http://mbkm.uin-malang.ac.id> by filling out the available forms and uploading some of the required files, students print registration cards as independent learning students, administrative selection process by separate learning service unit that will provide a decision whether the student is accepted or rejected when the process is received, the student performs course programming (MK Package) and prints a Study Plan Card through: <http://siakad.uin-malang.ac.id>, students trust academic advisory

lecturers to get approval and input from the selected course, students carry out the independent learning lecture process according to a predetermined schedule.

The procedure becomes an important stage for a systematic process and appropriate administrative arrangements. One part of carrying out the curriculum strategy is that the courses have been determined based on the peculiarities of the University and faculties marketed in a particular semester. Meanwhile, courses related to independent learning are programmed in the fifth semester by giving course weight on education so that students can take lectures at their universities and other universities.

The procedure for implementing the independent curriculum for learning Arabic Language Education at UIN Maulana Malik Ibrahim Malang and IAIN Kediri is in line with the content of the guidelines for the implementation of independent curriculum in the curriculum of study programs at Islamic Religious Universities, namely that the Study Program should compile or adjust a curriculum that is in line with the direction of the implementation of the independent learning policy, as well as facilitating students who will take learning programs across study programs in College (Bisri, 2020).

Socialization of the Independent Learning Program for Arabic Language Education

The socialization of the independent program for learning Arabic Language Education at UIN Maulana Malik Ibrahim Malang and IAIN Kediri was carried out thoroughly to provide sufficient information in realizing a program. The implementation of socialization to lecturers and students is needed to provide common directions and goals as well as the benefits of independent learning in welcoming the model of implementing a new curriculum that is in line with the times.

Socialization with lecturers began in June 2022, when the Independent Campus Workshop and RPS Development were carried out by involving all lecturers in the scientific family. Meanwhile, socialization for students is still carried out by notifying academic advisors, who are conveyed to their fostered students.

The independent learning program launched in the Arabic Language Education study program introduces an independent learning curriculum through academic advisory books for students of the class of 2021/2022, which is equipped with a distribution of courses that

can be taken. The program will be socialized to students of the type 2021-2022 who are in semester 5.

Thus, the two universities will carry out the socialization process of the independent learning program for Arabic Language Education, which is in line with the results of research conducted by Yanti et al (2022) that the independent learning program should be carried out carefully and gradually, namely by conducting socialization and motivation programs on an ongoing and continuous basis until direct supervision of students so that the implementation of the program is correct optimally implemented.

Conversion of Courses for the Independent Program to Learn Arabic Language Education

The conversion of courses at UIN Maulana Malik Ibrahim Malang and IAIN Kediri was carried out by conducting a collaboration that discussed the agreement on the form of recognition of the conversion of values provided by teaching and internship assistance institutions.

The form of conversion of teaching assistance values is adjusted to the KKNT package courses Teaching assistance, namely teaching help in designing programs as much as two credits, teaching assistance in developing tools as much as two credits, teaching assistance in implementing programs of 2 credits, teaching assistance in evaluating programs by two credits, and teaching assistance in developing reports as much as two credits.

While the form of conversion of internship values is adjusted to the package of elective courses, such as internships for media development and Arabic Bahasa technology, then students will get scores from the Arabic Language Learning Media & Technology Development package courses, namely the value of learning photography of 2 credits, learning design and graphics of 2 credits, learning animations of 2 credits, video and animation of 2 credits, and social media learning of 2 credits.

So, in implementing this independent learning program, UIN Maliki Malang and IAIN Kediri gave conversions to the separate learning program courses for Arabic Language Education. This activity is in line with the results of Basir's research (2021), which revealed that the curriculum of the independent learning study program applies the Major and Minor curriculum model, namely the design of an adaptive, competency-based curriculum and provides space for each student to take part in undergraduate

education programs by establishing a profile and the main CPL as the main area of expertise. Furthermore, using value conversion in several courses, the major curriculum can follow a learning program in one particular area as a complementary or minor area of knowledge (competence).

CONCLUSION

The policy of independent study at UIN Maulana Malik Ibrahim Malang and IAIN Kediri as universities that teach Arabic Language Education courses has a noble goal: to prepare the next generation of the Nation as future leaders who excel and have a special personalities. One form of this program is to give students the right to study three semesters outside the program, which boils down to increasing the competence of graduates, both soft skills and hard skills, to be more prepared and relevant to the needs of the times. Several experiential learning programs with flexible pathways are expected to facilitate them in developing their potential through their passion and talents.

Several things have been implemented by the two universities in the process of independent learning lectures, namely the application of the procedure for implementing the independent learning curriculum by preparing Standard Operating Procedures through student registration and selection, while the socialization of the independent learning program is carried out by providing information to students about the program, and the conversion of the value of the course is given by giving elective courses that implemented in the form of an internship and adapted to the study.

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