



The Scholarly Transformation of Arabic Language and Literature at UIN KHAS Jember: An Analysis of Curriculum, Research, and Instructional Development

Sri Wahyuni, Ahmad Rizki, Istiadah

Pendidikan Bahasa Arab, Fakultas Pascasarjana
Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

Volume 7 Nomor 1
Januari 2026: 1-18
DOI: 10.30997/tjpb.v7i1.22342

Article History

Submission: 01-12-2025

Revised: 14-01-2026

Accepted: 23-01-2026

Published: 28-01-2026

Kata Kunci:

Scientific Transformation; Arabic Language and Literature; OBE-Based MBKM.

Keywords:

Transformasi keilmuan, Bahasa dan Sastra Arab, MBKM berbasis OBE.

Korespondensi:

(Sri Wahyuni)

(085236425859)

(sriwahyuni83558@gmail.com)

Abstract: The academic transformation of the Arabic Language and Literature Study Program at UIN KHAS Jember represents a strategic response to the implementation of the Merdeka Belajar-Kampus Merdeka (MBKM) policy in Islamic higher education. This study aims to examine the model of MBKM-based academic transformation through the development of an Outcome-Based Education (OBE) curriculum, instructional innovation, and the strengthening of disciplinary scholarship. This research employs a descriptive qualitative approach supported by limited quantitative data. Data were collected through interviews, observations, questionnaires, and document analysis, and subsequently analyzed using the interactive model of Miles and Huberman. The findings reveal that the integration of MBKM into the Arabic Language and Literature curriculum enhances student flexibility and participation while strengthening the relevance of graduate competencies to labor market demands and the Arab-Islamic scholarly context. The novelty of this study lies in the finding that MBKM implementation within a language and literature-based study program is capable of simultaneously integrating competency achievement, humanistic values, and the preservation of local scholarly traditions. This academic transformation confirms MBKM as an adaptive framework for strengthening academic quality in disciplinary-based study programs.

Transformasi Keilmuan Bahasa dan Sastra Arab di UIN KHAS Jember: Analisis Perkembangan Kurikulum, Penelitian, dan Pembelajaran

Abstrak: Transformasi akademik Program Studi Bahasa dan Sastra Arab (BSA) UIN KHAS Jember merupakan



respons strategis terhadap implementasi kebijakan Merdeka Belajar–Kampus Merdeka (MBKM) dalam pendidikan tinggi Islam. Penelitian ini bertujuan menganalisis model transformasi akademik berbasis MBKM melalui pengembangan kurikulum Outcome-Based Education (OBE), inovasi pembelajaran, dan penguatan keilmuan program studi. Penelitian menggunakan pendekatan kualitatif deskriptif dengan dukungan data kuantitatif terbatas. Data dikumpulkan melalui wawancara, observasi, kuesioner, dan studi dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa integrasi MBKM ke dalam kurikulum BSA tidak hanya meningkatkan fleksibilitas dan partisipasi mahasiswa, tetapi juga memperkuat relevansi kompetensi lulusan dengan kebutuhan dunia kerja dan konteks keilmuan Arab-Islam. Kebaruan penelitian ini terletak pada temuan bahwa implementasi MBKM pada prodi berbasis bahasa dan sastra mampu mengintegrasikan capaian kompetensi, nilai humanistik, dan pelestarian keilmuan lokal secara simultan. Transformasi ini menegaskan MBKM sebagai kerangka adaptif dalam penguatan mutu akademik prodi keilmuan.

INTRODUCTION

Language is a fundamental human need that enables individuals to communicate ideas, thoughts, and experiences (Mailani dkk., 2022). As a system of symbolic sounds, language functions not only as a medium of communication but also as a marker of human identity and social interaction (Sagala & Naibaho, 2023). Among world languages, Arabic occupies a distinctive position as a Semitic language spoken across the Middle East and various Arab countries, while simultaneously serving as a key medium for religious, cultural, and intellectual expression (Nur & Norkhafifah, 2024).

In contemporary contexts, Arabic has developed beyond its traditional religious function to become an international language of science, culture, and global communication (Ridwan, 2023). Within the framework of Society 5.0, Arabic plays a strategic role in preserving cultural and intellectual heritage while engaging with digital transformation and technological advancement, including artificial intelligence (Arani dkk., 2024). This dual role positions Arabic as both a carrier of tradition and a language capable of adapting to modern societal demands.

Arabic literature constitutes an integral dimension of Arabic language

studies, reflecting cultural values, historical narratives, and humanistic concerns across classical and modern periods. Contemporary Arabic literature, in particular, has expanded beyond the dominance of traditional poetry by addressing social, political, and ethical issues relevant to present-day realities (Chamdar Nur & Kamaluddin Abu Nawas, 2025).

Nevertheless, Arabic language and literature education continues to face challenges, including declining student interest, limited access to contemporary literary works, and instructional practices that have yet to optimally integrate innovative and digital approaches (Vivi Sutinalvi dkk., 2024).

These challenges are increasingly evident in Islamic higher education institutions in Indonesia. One institutional response can be observed in the Arabic Language and Literature Study Program at the State Islamic University Kiai Haji Achmad Siddiq (UIN KHAS) Jember, which has initiated a systematic academic transformation encompassing curriculum development, instructional strategies, and scholarly orientation. This transformation aligns with national

higher education reforms, particularly the MBKM policy, which emphasizes learning flexibility, student-centered pedagogy, and academic relevance to social and professional contexts (Latifah & Pahrudin, 2025). Although previous studies have highlighted paradigm shifts in Arabic language education and the uneven quality of curriculum implementation across higher education institutions (Agung, 2022).

Discussions at the level of concrete academic practices within specific study programs remain limited. Accordingly, this study examines how the Arabic Language and Literature Study Program at UIN KHAS Jember translates policy-driven reform into academic practice through curriculum adaptation, instructional innovation, and disciplinary strengthening. This focus provides a contextual understanding of how Arabic language and literature education can remain relevant, adaptive, and firmly grounded in Islamic scholarly traditions amid contemporary educational change.

METHOD

This study employs a descriptive qualitative approach aimed at gaining an in-depth understanding of the

transformation taking place within the academic and institutional environment of UIN KHAS Jember, particularly in the Arabic Language and Literature Study Program (BSA) under the Faculty of Ushuluddin, Adab, and Humanities (FUAH). This approach was selected to explore contextual data derived from the experiences, perspectives, and practices of informants who are directly involved in the academic development processes of the study program (Rahman, 2021).

The research procedures were conducted through several stages, namely planning, data collection, analysis, and verification of findings (Loilatu dkk., 2020). The data were obtained through in-depth interviews, questionnaire distribution, and documentation review. The interviews were conducted informally with the Head of the Arabic Language and Literature Study Program, the Chair of the Student Association of the Arabic Language and Literature Program, and two students from the 2023 cohort as key informants, in order to gather information related to learning media, curriculum transformation, and instructional processes.

Key informants were selected using a purposive sampling technique based on their involvement in, and the relevance of their roles to, the academic activities of the study program. Meanwhile, questionnaires were distributed to 18 students from the graduating cohorts of 2022, 2023, 2024, and 2025, as well as one student currently in the seventh semester, in order to obtain empirical data regarding their perceptions and experiences. In addition, a review of the digital repository (Digilib) of UIN KHAS Jember was conducted to examine students' final research projects each year as secondary data for identifying the direction and trends of scholarly development within the Arabic Language and Literature Study Program.

The questionnaire consisted of both open-ended and closed-ended items that explored informants' views on Arabic language and literature learning, the effectiveness of learning media, their experiences throughout the study process, and their perceptions of the academic development trajectory of the program. A five-point Likert scale was employed to measure the respondents'

perceptual tendencies. Data from the closed-ended items were processed in percentage form to illustrate general response patterns, while data from the open-ended items were analyzed qualitatively to reinforce field findings and provide deeper explanations for the quantitative results.

The data obtained were analyzed using the interactive analysis model of Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing (Waruwu, 2024). The questionnaire results were processed in percentage form and interpreted qualitatively to strengthen the field findings. Data validity was ensured through source and method triangulation, and a member check was conducted with key informants to confirm the accuracy of the information (Udar, t.t.). With this methodological design, the study is expected to provide a valid, factual, and comprehensive overview of the dynamics of scientific transformation occurring within the academic environment of the Arabic Language and Literature Department at UIN KHAS Jember.

RESULT AND DISCUSSION

Results

The development of the Arabic Language and Literature Study Program at the State Islamic University Kiai Haji Achmad Siddiq (UIN KHAS) Jember reflects a sustained continuity with the establishment of the Faculty of Ushuluddin, Adab, and Humanities (FUAH) and reinforces the program's vision of producing graduates in Arabic language and literature who are academically competent, culturally grounded, and rooted in local scholarly traditions. This continuity is evident in the program's commitment to integrating linguistic mastery, literary appreciation, and contextual understanding of Arab-Islamic scholarship within its academic framework. The transformation of the curriculum from the Indonesian National Qualifications Framework (KKNI) to the Merdeka Belajar-Kampus Merdeka (MBKM) curriculum, designed according to the principles of Outcome-Based Education (OBE), has significantly strengthened the structure and direction of the learning process. This reform has enhanced curriculum flexibility, expanded student learning

opportunities beyond the classroom, and improved the alignment between learning outcomes, instructional strategies, and assessment practices. As a result, the quality of student learning and academic research within the

Arabic Language and Literature Study Program has shown measurable improvement, particularly in terms of relevance to contemporary academic discourse and professional demands.

Table 1 Summary of Research Results of the BSA Study Program at UIN KHAS Jember

No.	Aspect	Percentage (%)	Key Findings
1.	Method Variation	66,7% agreee; 33,3% neutral	Students evaluated the learning methods as varied and in line with comtenporary developments.
2.	Improvement of the Four Language Skills (Maharah)	55,6% agreee; 33,3% neutral	Learning activities enhanced students' competencies inistima' (Listhening), kalam (Speaking), qira'ah (Reading), and kitabah (Writing).
3.	Relevance to the Workforce	50% agreee; 27,8% disagree	Graduates assessed the learning as relevant to professional requirements.
4.	Development of Student Research	Increased each year	Researce themes became more diverse and focused on local literary works.

The results of this study indicate that the learning process in the Arabic Language and Literature Study Program at the State Islamic University Kiai Haji Achmad Siddiq (UIN KHAS) Jember is closely aligned with the program's vision and mission, which emphasize the integration of Arabic language and literature competencies with values rooted in local scholarly traditions. Students generally perceive the instructional methods as diverse, engaging, and effective in developing

the four core language skills – listening, speaking, reading, and writing. Furthermore, the learning process demonstrates strong relevance to professional demands, particularly in the fields of education and translation.

Notably, the increase in student research output from 2022 to 2025 reflects a sustained advancement in Arabic language and literature studies that is firmly grounded in local culture. This cultural orientation serves as a distinctive feature and a key academic

strength of the BSA Study Program, highlighting its capacity to combine linguistic mastery, literary scholarship, and contextual cultural knowledge within a coherent and adaptive educational framework.

Discussion

History of the Arabic Language and Literature Study Program

The establishment of the Faculty of Ushuluddin, Adab, and Humanities (FUAH) is inseparable from the long developmental trajectory of IAIN Jember, which has since evolved into the State Islamic University Kiai Haji Achmad Siddiq (UIN KHAS) Jember. This institutional transformation facilitated the creation of multiple study programs aimed at strengthening Islamic values, humanities, and local cultural heritage, including the Arabic Language and Literature Study Program (BSA). The BSA Study Program embodies the founders' original vision, positioning Arabic as a medium for advancing knowledge, culture, and Islamic civilization within the Indonesian social and cultural context.

In alignment with this historical foundation, the BSA Study Program

under FUAH at UIN KHAS Jember envisions producing graduates with deep competence in Arabic language and literature, enriched by local wisdom, to contribute to the progress of humanity and civilization. This vision is operationalized through several strategic missions: providing education and instruction in Arabic language and literature integrated with local scholarly traditions; enhancing research quality in Arabic language and literature for societal benefit; promoting community engagement and partnerships grounded in local wisdom; exploring and applying local wisdom values to foster a civilized and culturally aware society; and establishing collaborative networks at regional, national, and international levels to advance Arabic language and literature scholarship in accordance with the tridharma of higher education—education, research, and community service.

Consistent with this vision and mission, the BSA Study Program commits to producing graduates who not only master Arabic language and literature but also apply their knowledge creatively, actively contributing to the preservation of local

wisdom and the advancement of civilization. Consequently, the Arabic Language and Literature Study Program represents a logical and historically grounded continuation of FUAH UIN KHAS Jember's academic trajectory, firmly rooted in the values of knowledge, humanity, and culture.

Arabic Language and Literature Learning Process

The learning process plays a central role in shaping students' academic competencies and professional readiness, as systematic planning, structured instructional interactions, and the selection of appropriate pedagogical methods transform education from the mere transfer of knowledge into a process of competency development (Syarifah Widya Ulfa dkk., 2024). This principle is consistently reflected in the Arabic Language and Literature Study Program (BSA) at the State Islamic University Kiai Haji Achmad Siddiq (UIN KHAS) Jember, where classes are conducted in a structured schedule from Monday to Friday, 07:30–17:10 WIB, with timetables tailored to semester credit loads and faculty availability. This approach balances

academic rigor with students' flexibility in learning.

In practice, lecturers employ diverse instructional strategies, including communicative, contextual, and project-based approaches, which are well-suited to the disciplinary nature of Arabic language and literature. The integration of the Merdeka Belajar–Kampus Merdeka (MBKM) policy and the principles of Outcome-Based Education (OBE) further shifts the focus from theoretical mastery to the development of applied competencies, facilitated through research engagement and academic collaboration. Consequently, the learning system in the BSA Study Program reflects a coherent integration of disciplinary knowledge, pedagogical innovation, and scholarly relevance, ensuring graduates are well-prepared to meet contemporary professional and societal demands.

Development of the Arabic Language and Literature Curriculum

The curriculum serves as a foundational framework that guides the entire learning process in higher education, determining learning objectives, content, instructional

strategies, and assessment mechanisms. It must continuously evolve to remain aligned with advances in knowledge, pedagogical innovation, and professional demands. Curriculum development is therefore not merely an administrative adjustment but a strategic endeavor to ensure that every learning activity fosters competencies relevant to contemporary academic and professional contexts (Ahmad Dhomiridkk., 2023).

The Arabic Language and Literature Study Program (BSA) at the State Islamic University Kiai Haji Achmad Siddiq (UIN KHAS) Jember has undergone substantial curriculum transformation between 2019 and 2024. During 2019–2020, the curriculum was structured according to the Indonesian National Qualifications Framework (KKNI), emphasizing competency-

based learning outcomes. Beginning in 2021 and continuing through 2024, the program adopted the Merdeka Belajar–Kampus Merdeka (MBKM) curriculum, grounded in Outcome-Based Education (OBE). This shift represents a deliberate alignment with technological advances, evolving knowledge paradigms, and the increasingly dynamic requirements of the labor market.

Consequently, learning within the BSA Study Program has become more flexible, contextual, and oriented toward tangible learning outcomes. These curriculum reforms have also expanded the range of instructional approaches employed by lecturers, promoting more interactive, participatory, and application-focused teaching that bridges theoretical knowledge with practical competency development.

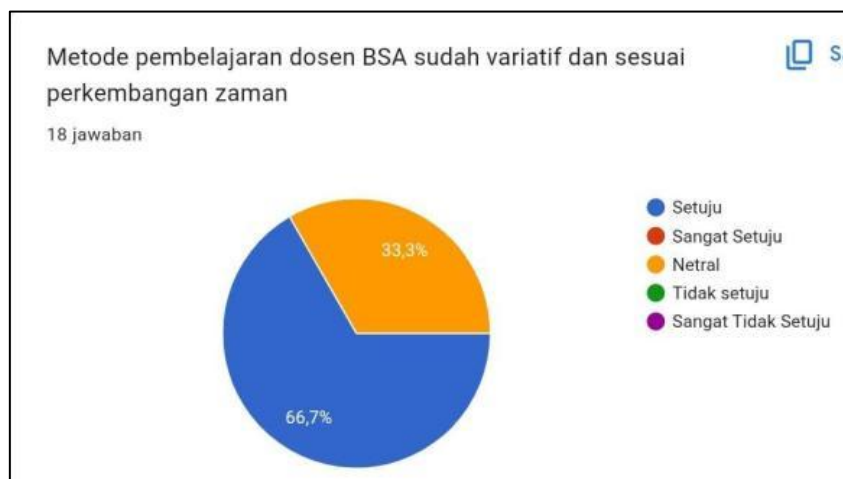


Figure 1 Learning Variation

Based on a questionnaire administered to 18 students, the learning methods in the Arabic Language and Literature Study Program (BSA) at the State Islamic University Kiai Haji Achmad Siddiq (UIN KHAS) Jember demonstrate substantial diversity and responsiveness to contemporary educational trends. The findings indicate that the implementation of the Merdeka Belajar-Kampus Merdeka (MBKM) curriculum, founded on Outcome-Based Education (OBE), has stimulated significant pedagogical innovation. Lecturers increasingly apply active learning strategies—such as project-based learning, blended learning, and problem-based learning—

that foster students' creativity, critical thinking, and active participation.

Complementing these methodological improvements, the strategic integration of technology has become essential in optimizing learning outcomes. As Garrison and Anderson highlight, technology enhances modern learning by facilitating collaboration, promoting learner autonomy, and improving the overall effectiveness of instructional processes. This combination of innovative pedagogy and technology integration ensures that the BSA Study Program aligns its teaching practices with both academic rigor and the evolving demands of professional and scholarly contexts (Masenya & Maloa, 2024).

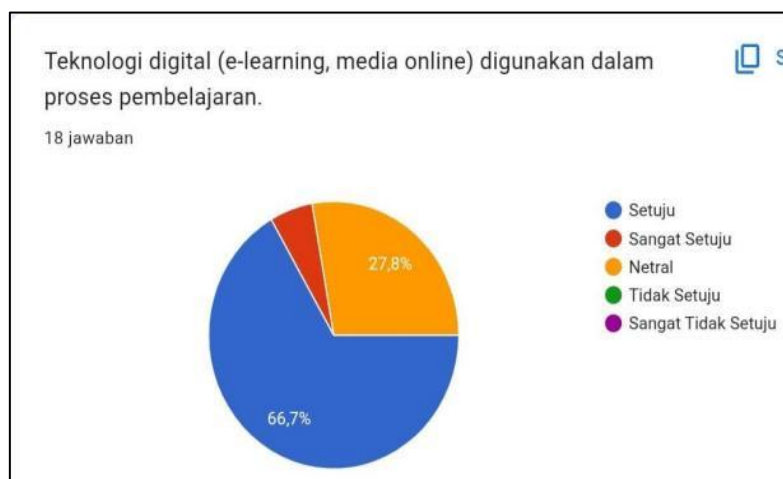


Figure 2 Technology Integration

The questionnaire results indicate that technology has become a pivotal component in supporting the learning

process within the Arabic Language and Literature Study Program (BSA) at the State Islamic University Kiai Haji

Achmad Siddiq (UIN KHAS) Jember. The integration of digital platforms such as Google Classroom, Zoom, Quizizz, and Kahoot has been embedded into daily instructional activities, facilitating access to learning resources, enhancing communication between lecturers and students, and providing opportunities for autonomous learning beyond the classroom. This practice aligns closely with the Merdeka Belajar–Kampus Merdeka (MBKM) framework, which emphasizes learner autonomy,

creativity, and flexible learning experiences, thereby increasing the relevance of instruction to the digital era and evolving labor market demands (Chris & Dewi, 2021). Furthermore, the implementation of an Outcome-Based Education (OBE) curriculum has demonstrably enhanced students' mastery of the four core Arabic language skills (maharah): *istima'* (listening), *kalam* (speaking), *qira'ah* (reading), and *kitabah* (writing)



Figure 3 The Impact of Learning on Maharah

The majority of students report tangible improvements in practical language abilities, indicating that the curriculum reforms effectively bridge theoretical knowledge with applied linguistic competence. A minority of students, however, note that learning

outcomes remain suboptimal, likely due to limited practice opportunities or reduced oral interaction during online sessions. Overall, this transformation strengthens Arabic language and literature competencies while simultaneously supporting the

preservation and advancement of local scholarly works, ensuring their continued relevance in the context of globalized higher education.

Aspects of Arabic Language and Literature Learning

During the implementation of the Indonesian National Qualifications Framework (KKNI) curriculum, the Arabic Language and Literature Study Program (BSA) at the State Islamic University Kiai Haji Achmad Siddiq (UIN KHAS) Jember structured learning to progressively develop students' academic, linguistic, and literary competencies over seven semesters with a total study load of 144 credit units (SKS). With the introduction of the Merdeka Belajar-Kampus Merdeka (MBKM) curriculum grounded in Outcome-Based Education (OBE), the study load increased slightly to 146 SKS, reflecting a strategic alignment with national higher education policies and global competency standards. This transformation aims to produce graduates who are adaptive, competent, and globally competitive in Arabic language, literature, and Islamic

studies, while integrating social and technological contexts.

Semester 1 (20 SKS) introduces foundational courses such as Ilmu Fiqih, Qawaid Ilma', Nahwu Nadzory, Sharraf Nadzory, Maharah Istimah', Muqaddimah lil Kalam, Ulumul Hadits, Pancasila, Introduction to Islamic Studies, and Religious Moderation. This stage establishes conceptual and ideological foundations, focusing on basic Arabic structures and fostering moderate religious character aligned with Islam Wasathiyah.

Semester 2 (20 SKS) emphasizes grammar application and literacy skills through courses including Nahwu Tatbiqy, Sharraf Tatbiqy, Muqaddimah lil Kitabah, Muqaddimah lil Qira'ah, English, Ulumul Qur'an, Civic Education, Indonesian Language, History of Islamic Civilization, and General Philosophy. Integration of Islamic studies and nationalism deepens understanding of historical and social contexts of Arabic language and Islamic civilization.

Semester 3 (22 SKS) strengthens linguistic competencies and classical literature, including Arud wal Qawafi, Ilmu-ilmu Lughah, Fiqih Lughawi,

Tarikh al-Adab, Ilmu Bayan, al-Khat al-'Arabi, Nadhariyah Tarjamah, Ilmu Kalam, Philosophy of Science, and Anthropology of Religion. Students develop critical and analytical skills to interpret classical and contemporary texts.

Semester 4 (22 SKS) focuses on stylistic and linguistic analysis, covering Kitabah Ibdaiyah, Nadhariyah al-Adab, Ilmu Ma'ani, Ilmu Dalalah, Ilmu Aswat, Ilmu Ramzi, Ilmu Uslub, Fan Kalam, Al-'Arabiyyah li al-Hajj, Islamic Philosophy, and Sociology of Religion, enabling students to analyze language, meaning, and social context through semiotic, semantic, and sociological perspectives.

Semester 5 (22 SKS) emphasizes research skills through courses such as Philosophy of Language, Philology, Research Methods in Arabic Language and Literature, Naqd Khitab, Sociolinguistics, Psycholinguistics, Oral Literature, Qira'ah Muwassa'ah, and Fan al-Masrahiy, integrating project- and research-based learning under OBE principles.

Semester 6 (20 SKS) focuses on practical application via Teaching Practice (PPL), Naqd al-Adab, Literary Text Translation (Tarjamah Nash

Adaby), Oral Translation (Tarjamah Fauriyah), Translation Criticism (Naqd Tarjamah), Lexicology (Ilmu Ma'ajim), and Community Service (KKN), enabling students to implement theoretical knowledge in professional and community settings.

Semester 7 (16 SKS) centers on advanced studies and professional competencies through Ilmu Badi', Middle Eastern Studies, Islamic Nusantara Literature Studies, Sociology of Literature, Literary Psychology, Al-'Arabiyyah li at-Tiknolojia, Al-'Arabiyyah li as-Siyahah, and Prophetic Biography (Sirah Nabawiyah). Students integrate classical and contemporary knowledge while applying Arabic in tourism and technological contexts.

Semester 8 (16 SKS) consolidates advanced research and professional readiness, maintaining focus on applied competencies in Arabic language, literature, and Islamic studies, aligned with global academic and professional standards.

The Relevance of Arabic Language and Literature Learning to the Job Market

A questionnaire administered to 17 graduates of the Arabic Language and Literature Study Program (BSA) at the

State Islamic University Kiai Haji Achmad Siddiq (UIN KHAS) Jember – including 8 graduates from 2025, 4 from 2024, 3 from 2023, and 2 from 2022 –

assessed their perceptions of the program’s alignment with labor market demands and their post-graduation employment experiences.



Figure 4 Relevance of Learning to the Workforce

The results indicate that the majority of graduates consider the learning process highly relevant to professional requirements. Graduates emphasized that the program’s integration of Arabic linguistic and literary competencies with applied skills, research experience, and digital literacy has enhanced their employability, particularly in education, translation, cultural mediation, and other fields requiring advanced Arabic proficiency. These

findings suggest that the curriculum reforms under the Merdeka Belajar-Kampus Merdeka (MBKM) framework and Outcome-Based Education (OBE) have successfully strengthened the practical and professional dimensions of the study program, enabling graduates to meet contemporary workforce expectations while maintaining a strong foundation in Arabic language, literature, and Islamic studies.

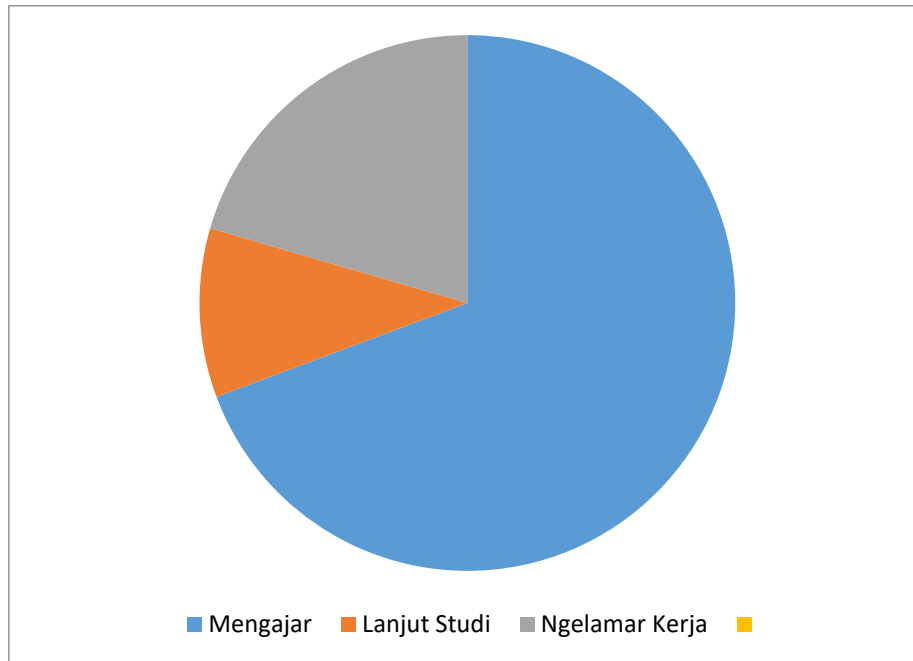


Figure 5 Graduates' Employment

The data indicate that most graduates can directly apply the knowledge gained in the BSA Study Program at UIN KHAS Jember to relevant professional fields, particularly in education. This demonstrates that the program effectively builds a strong foundation in Arabic language and literature. Further curriculum refinement and the integration of technology-based practical components could enhance graduates' readiness and alignment with evolving labor market demands (Nursalim dkk., t.t.)

Development of Student Research, 2022-2025

Based Observations of UIN KHAS Jember's digital repository (Digilib)

indicate significant progress in student research in the Arabic Language and Literature Study Program (BSA) from 2022 to 2025. Research quantity and thematic diversity increased, reflecting students' academic dynamism and adaptability to evolving approaches in Arabic language and literature studies.

In 2022, research primarily addressed foundational topics such as balaghah, syntax, structuralism, semiotics, literary psychology, and arudh and qawafi. By 2023, projects expanded to include semiology, sociology of literature, semantics, feminism, and phonology, indicating a shift toward interdisciplinary perspectives. In 2024, although the

number of projects slightly decreased, the analyses deepened, emphasizing local literary works, humanism, and applied grammatical studies. In 2025, research further broadened to stylistics, deconstruction, lexicology, and pragmatics, with a strong focus on traditional and modern local literature, reinforcing cultural preservation.

Overall, the period demonstrates enhanced academic quality, methodological rigor, and contextual relevance, highlighting the program's role in advancing Arabic language and literature scholarship while integrating local cultural identity (Habibi & Nazar, n.d.)

CONCLUSION

The development of the Arabic Language and Literature Study Program (BSA) at UIN KHAS Jember demonstrates a substantial transformation in scholarship, teaching, and research. The implementation of the Outcome-Based Education (OBE)-based Merdeka Belajar-Kampus Merdeka (MBKM) curriculum has strengthened the BSA Study Program as a center for Arabic language and literature studies that is firmly grounded in local wisdom while

remaining responsive to global challenges. Innovative learning approaches and the integration of digital technologies have significantly enhanced students' competencies in Arabic language and literature.

Moreover, the growth and diversification of student research from 2022 to 2025 reflect both academic maturity and the reinforcement of local cultural identity. Future curriculum development should prioritize practical, collaborative, and interdisciplinary learning, alongside the expansion of international networks, to further increase the relevance and global impact of Arabic language and literature studies.

ACKNOWLEDGMENTS

The researcher expresses sincere gratitude to the Head of the Arabic Language and Literature Study Program at UIN KHAS Jember for the permission and support provided during this study. Special thanks are also extended to the alumni who participated and dedicated their time to complete the questionnaires.

REFERENCES

Agung, N. (2022). Kurikulum Pembelajaran Bahasa Arab Perguruan Tinggi: Analisis

- Komparatif Kurikulum Pembelajaran Bahasa Arab. *AL-WARAQAH Jurnal Pendidikan Bahasa Arab*, 3(2), 1-18. <https://doi.org/10.30863/awrq.v3i2.2945>
- Ahmad Dhomiri, Junedi Junedi, & Mukh Nursikin. (2023). Konsep Dasar dan Peranan serta Fungsi Kurikulum dalam Pendidikan. *Khatulistiwa: Jurnal Pendidikan dan Sosial Humaniora*, 3(1), 118-128. <https://doi.org/10.55606/khatulistiwa.v3i1.972>
- Arani, S., Muslimah, H., Zikriati, Z., & Zulhendra, D. (2024). Inovasi Blended Learning Dalam Pembelajaran Bahasa Arab: Tantangan dan Peluang di Era Society 5.0. *لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab dan Pembelajarannya*, 14(2), 267. <https://doi.org/10.22373/ls.v14i2.26612>
- Chamdar Nur & Kamaluddin Abu Nawas. (2025). Perkembangan Bahasa dan Sastra Arab di Indonesia. *AL-QIBLAH: Jurnal Studi Islam dan Bahasa Arab*, 4(1), 82-92. <https://doi.org/10.36701/qiblah.v4i1.1996>
- Chris, A., & Dewi, F. I. R. (2021). *MERDEKA BELAJAR KAMPUS MERDEKA KEMENDIKBUD RISTEK TAHUN PERTAMA DI UNIVERSITAS TARUMANAGARA*.
- Habibi, N., & Nazar, R. (t.t.). *INTEGRASI DISIPLIN KEILMUAN DI TINGKAT PERGURUAN TINGGI*.
- Latifah, A. A., & Pahrudin, A. (2025). *TRANSFORMASI KURIKULUM BAHASA ARAB DI INDONESIA: TELAAH HISTORIS, FILOSOFIS, DAN INOVASI TERKINI*. 5(3).
- Loilatu, S. H., Rusdi, M., & Musyowir, M. (2020). Penerapan Sistem Informasi Manajemen Pendidikan dalam Proses Pembelajaran. *Jurnal Basicedu*, 4(4), 1408-1422. <https://doi.org/10.31004/basicedu.v4i4.520>
- Mailani, O., Nuraeni, I., Syakila, S. A., & Lazuardi, J. (2022). *Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia*. 1(2).
- Masenya, M. J., & Maloa, M. P. (2024). Technology as a Pedagogical Strategy in South African Higher Education Institutions. *Jurnal Administrasi Publik Public Administration Journal*, 14(2), 104-112. <https://doi.org/10.31289/jap.v14i2.12593>
- Nur, S., & Norkhafifah, S. (2024). *Transformasi Perkembangan Pembelajaran Bahasa Arab Dalam Pendidikan Di Indonesia*. 2(1).
- Nursalim, A., Nofirman, N., Rais, R., & Ghazali, A. (t.t.). *Transformasi Kurikulum di Indonesia: (Perkembangan Terkini dan Tantangan dalam Menghadapi Era Artificial Inteligences)*.
- Ridwan, M. (2023). *MEMBUKA WAWASAN KEISLAMAN: KEBERMAKNAAN BAHASA ARAB DALAM PEMAHAMAN ISLAM*. *Jazirah: Jurnal Peradaban dan Kebudayaan*, 4(2), 102-115. <https://doi.org/10.51190/jazirah.v4i2.100>
- Sagala, D., & Naibaho, D. (2023). *MAMPU MENGGUNAKAN BAHASA YANG KOMUNIKATIF*. 2.
- Syarifah Widya Ulfa, Ade Suryani Nasution, Ardina Khoirunnisa Hasibuan, Azzahra Natasya, Budiman Budiman, Khairul Azmi,

- & Masriyanti Nasution. (2024). Kompetensi Profesional Guru dalam Proses Pembelajaran. *Jurnal Yudistira: Publikasi Riset Ilmu Pendidikan dan Bahasa*, 2(4), 24–38. <https://doi.org/10.61132/yudistira.v2i4.1128>
- Udar, M. B. (t.t.). *Mengevaluasi Validitas Instrumen dalam Penelitian Kualitatif: Metode Verifikasi dan Implementasinya*.
- Vivi Sutinalvi, Annisa Harahap, M.Yusri Ali Lubis, & Sahkholid Nasution. (2024). Bahasa Arab di Era Digital. *Mutiara: Jurnal Penelitian dan Karya Ilmiah*, 3(1), 76–86. <https://doi.org/10.59059/mutiara.v3i1.1969>
- Waruwu, M. (2024). Pendekatan Penelitian Kualitatif: Konsep, Prosedur, Kelebihan dan Peran di Bidang Pendidikan. *Afeksi: Jurnal Penelitian dan Evaluasi Pendidikan*, 5(2), 198–211. <https://doi.org/10.59698/afeksi.v5i2.236>.