

REVITALIZATION OF KKNI-BASED ARABIC LANGUAGE CURRICULUM IN HIGHER EDUCATION

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Abstract

This study aims to conduct a comprehensive evaluation of the implementation of the Arabic Language Education (PBA) curriculum at Universitas KH. A. Wahab Hasbullah (UNWAHA), with reference to the Indonesian National Qualifications Framework (KKNi), and to formulate revitalization strategies that are adaptive to the demands of the industrial world and the developments in contemporary scholarship. The research employs a descriptive qualitative approach within a case study type of evaluative study design. Data were collected through curriculum document analysis and review of the Semester Learning Plans (RPS), in-depth interviews with six lecturers responsible for core courses, and observations of instructional practices in three different classes. The research subjects consisted of sixth-semester students, while the data analysis was conducted using descriptive-analytic methods. The study finds that while the Arabic Language Education curriculum aligns normatively with KKNi level 6 outcomes, several implementation issues remain. These include mismatches between CPL and RPS indicators, limited integration of 21st-century skills, overreliance on teacher-centered methods, low use of digital technologies, and weak stakeholder involvement. To address these, proposed strategies include reformulating graduate profiles based on global and local job market needs, developing RPS using Outcome-Based Education (OBE), improving lecturers' digital teaching skills, and establishing a collaborative forum with stakeholders such as pesantren, translation agencies, and Islamic media. This reform is urgent to produce graduates who are adaptive, competent, and relevant to current professional demands.

Keywords

Curriculum Revitalization, Indonesian National Qualifications Framework (KKNi), Arabic Language Education, Outcome-Based Education, Digital Transformation.



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INTRODUCTION

The curriculum serves as a fundamental cornerstone of the educational system, functioning as a reference point for designing, implementing, and evaluating the learning process. In higher education, it acts as a strategic instrument for shaping graduate competencies that align with contemporary demands and the evolving needs of the labor market (Direktorat Jenderal Pendidikan Tinggi, 2020). Arabic language education, particularly within Islamic higher education institutions, plays a vital role not only in developing language proficiency but also in facilitating a deeper understanding of the classical and contemporary Islamic intellectual tradition, much of which is articulated in the Arabic language (Zaini, 2021).

National Standards for Higher Education (SN-DIKTI), As stated in Article 1 of the Regulation of the Minister of Research, Technology, and Higher Education (Permenristekdikti) No. 44 of 2015, the curriculum is defined as a set of plans and arrangements concerning graduate learning outcomes, subject matter, learning processes, and assessment systems that serve as the reference for the implementation of academic programs (Aziz, 2017). The higher education curriculum is the responsibility of the institution and must be continuously updated to remain aligned with the evolving needs and advancements in science and technology, as reflected in the expected learning outcomes (Nurdin, 2018). Higher education institutions, as producers of educated human resources, must evaluate whether their graduates possess competencies that are equivalent to the learning outcomes defined at the qualification levels established in the Indonesian National Qualifications Framework (KKNI) (Warsah et al., 2020). Therefore, every higher education institution is obligated to continuously revise and adapt its curriculum (Solikhah, 2015).

The curriculum is a structured program designed and implemented to achieve educational objectives. As a primary instrument in the learning process, it is formulated through activities aligned with the context of the educational institution, aiming to foster student development in accordance with predetermined goals (Firdaus & Husni, 2021). Higher education institutions face significant challenges in developing the Merdeka Belajar–Kampus Merdeka (MBKM) curriculum while maintaining alignment with the Indonesian National Qualifications Framework (KKNI). This task is particularly complex for academic programs that have only recently completed and begun implementing a KKNI-based curriculum. In theory, curriculum development can be carried out with the involvement of experts; however, in practice, it often encounters various technical and conceptual obstacles. Without a comprehensive evaluation of the existing curriculum, identifying

its strengths and weaknesses becomes difficult, resulting in a revision process that lacks a strong empirical foundation (Aprilia, 2020). Adjusting the credit load, particularly for off-campus activities that account for more than 20 credits (SKS), also requires careful consideration. On the other hand, the MBKM curriculum's strong emphasis on field practice and industry alignment (*link and match*) raises concerns about a potential shift away from the core educational objectives—namely, the development of students' academic competencies and character formation (Sabriadi & Wakia, 2021).

Nevertheless, the implementation of the KKNI-based Arabic language curriculum continues to face various challenges. These include limited faculty understanding of how to formulate learning outcomes aligned with KKNI standards, a lack of contextual teaching materials to support competency achievement, and discrepancies between curriculum planning and actual classroom instruction (Kurniawan, 2022; Aziz, 2020). In addition, the suboptimal synergy between the educational sector and relevant industries—including pesantren, translation institutions, and Islamic media—poses a significant obstacle to developing a curriculum that is practical and application-oriented.

With the enactment of the Indonesian National Qualifications Framework (KKNI) through Presidential Regulation Number 8 of 2012, all academic programs in Indonesia are required to develop curricula based on learning outcomes that correspond to the designated levels of national qualification (Pusat, 2012). The KKNI aims to standardize learning outcomes across various levels and types of education while aligning them with international benchmarks (Rudiyana et al., 2022). In this context, the undergraduate (S1) Arabic Language Education (PBA) program refers to Level 6 of the KKNI, which requires an integrated mastery of work competencies, knowledge acquisition, attitudes, and a sense of responsibility (Maksudin & Nurani, 2018).

Nevertheless, the KKNI-based curriculum approach also presents significant opportunities to reform Arabic language education, making it more measurable and relevant. The curriculum can be designed with greater flexibility by taking into account labor market demands, technological advancements, and the integration of project-based and collaborative learning models (Hadi & Nur, 2021). If designed and implemented effectively, a KKNI-based Arabic language curriculum has the potential to produce graduates who are not only proficient in the language but also capable of competing on a global scale.

Building upon this line of inquiry, the present study specifically focuses on the implementation of the Arabic Language Education (PBA) curriculum at Universitas KH. A. Wahab Hasbullah (UNWAHA) in Jombang as a case study. The selection of UNWAHA is based on its institutional characteristics as an Islamic higher education institution striving to integrate traditional pesantren values with the demands of modern higher education. In this context, evaluating the extent to which the PBA curriculum at UNWAHA has been developed and implemented in accordance with the principles of the Indonesian National Qualifications Framework (KKNI) becomes particularly relevant—especially in examining the alignment between curriculum documents, classroom implementation, and the readiness of supporting resources such as faculty and learning infrastructure.

Previous studies conducted by Kembang Daeng (Daeng, 2019), Sugeng Riyadi and Badaruddin (Riyadi & Badaruddin, 2018), Rhoni Rodin (Rodin et al., 2024), Siti Fatimah (Fatimah et al., 2021), and Rani Intan (Intan, 2022) have explored similar themes. However, the present study differs in terms of the independent and dependent variables, research location, and findings. A general overview of the distinctions between the previous studies and the current research is presented in the following table:

Table 1. Key Differences Between Prior Research and the Current Study

No.	Researcher(s)	Variable X	Variable Y	Research Location
1.	Kembang Daeng	Curriculum of the Regional Language and Literature Education Program (Bugis/Makassar)	New Literacy	Regional Language and Literature Education Program, Universitas Negeri Makassar
2.	Sugeng Riyadi & Badarudiin	Curriculum Model of the Faculty of Islamic Economics and Business	KKNI Standards and Islamic Entrepreneurship	Faculty of Islamic Economics and Business, State Islamic University Thaha Saifuddin Jambi
3.	Rhoni Rodin, Idi Warsah, Jumira Warlizasusi, & Adisel	Merdeka Belajar–Kampus Merdeka (MBKM) in Islamic Education Management Program	Outcome-Based Education (OBE)-Based Curriculum	State Institute for Islamic Studies (IAIN) Curup
4.	Siti Fatimah, Ngatmini, Siswanto, Suyoto, & Suyitno	Syllabus and Semester Learning Plans	Merdeka Belajar Curriculum in Higher Education	Indonesian Language and Literature Education Program, Universitas PGRI Semarang
5.	Rani Intan	Higher Education Revitalization Policy	Diploma III Program	UNISMA Bekasi

This study also highlights the importance of an evaluative approach grounded in Outcome-Based Education (OBE) for assessing the quality of curriculum implementation. Through this approach, learning outcomes are evaluated not merely from an administrative perspective—such as their inclusion in course design documents (RPS)—but also in terms of their actual implementation in the learning process and their contribution to the development of students' real competencies. Accordingly, this research not only identifies challenges in implementation but also proposes a revitalization framework for the curriculum that is both solution-oriented and adaptive to industry dynamics, advancements in educational technology, and the demands for competent and globally competitive graduates.

Based on this background, the present study aims to critically examine the challenges and opportunities in implementing the KKNI-based Arabic language curriculum in higher education institutions. Furthermore, this article offers adaptive and sustainable curriculum revitalization strategies in response to the growing need to enhance the quality of Arabic language education in Indonesia.

METHOD

This study employs a descriptive qualitative approach within a case study design, aiming to conduct an in-depth assessment of the implementation of the Arabic Language Education (PBA) curriculum based on the Indonesian National Qualifications Framework (KKNI), as well as to formulate contextual and applicable revitalization strategies. An evaluative design is adopted as it enables a critical analysis of the gaps between the ideal curriculum documents and the realities of instructional practices in the field (Stake, 2010). The research was conducted at Universitas KH. A. Wahab Hasbullah, Tambakberas, Jombang. The study involved sixth-semester students of the Arabic Language Education (PBA) program, six core faculty members of the PBA program, and the PBA curriculum documents as research subjects.

Data collection was carried out using a triangulated approach to ensure the validity and reliability of the findings. Primary data were obtained through semi-structured, in-depth interviews with six lecturers teaching core courses, selected purposively based on their direct involvement in the planning and implementation of the curriculum. In addition, non-participant observations were conducted from October 7 to October 31, 2024, across three different classes to understand the

pedagogical dynamics and the use of technology in Arabic language instruction. Meanwhile, secondary data were gathered through the analysis of curriculum documents and Semester Learning Plans (RPS) to evaluate the alignment between learning outcomes, assessment indicators, and the learning approaches grounded in the KKNi and Outcome-Based Education (OBE) frameworks (Mertens, 2010).

Data analysis in this study was conducted using a descriptive-analytical approach, referring to the interactive model developed by Miles, Huberman, and Saldana (Miles et al., 2014). The analysis encompasses three main components: data reduction, data display, and conclusion drawing and verification. Data reduction was carried out by sorting, simplifying, and categorizing raw data obtained from interviews, observations, and document analysis. Relevant data aligned with the research focus were identified and organized according to key themes, such as the alignment between graduate learning outcomes (CPL) and course syllabi (RPS), the integration of 21st-century skills, the use of digital technology, and stakeholder involvement in curriculum development.

Subsequently, the reduced data were presented in the form of descriptive narratives, tables, and thematic matrices to facilitate interpretation and the identification of emerging patterns. This data presentation aimed to provide a comprehensive and systematic overview of the curriculum implementation process. In the final stage, conclusions were drawn inductively, based on the key findings that had been validated through the triangulation process. Verification was conducted continuously to ensure that the conclusions reached were consistent and scientifically accountable.

To ensure the validity and reliability of the data, this study employed several validation techniques recommended by Lincoln and Guba (Lincoln & Guba, 1985). These techniques include member checking, peer debriefing, and audit trail. Member checking was conducted by seeking confirmation from the informants regarding the summaries of interview results and the researcher's interpretations to ensure data accuracy. Peer debriefing involved reflective discussions with colleagues or academic supervisors to obtain critical feedback on the analysis process. Meanwhile, the audit trail was used to systematically document the entire process of data collection and analysis—including field notes, interview transcripts, and research activity logs—so that the research process could be transparently traced and reviewed by others.

Through this approach, the research is expected to achieve a high level of credibility, dependability, and accountability, while also making a significant contribution to the development of a curriculum that is responsive to current needs and challenges.

FINDINGS AND DISCUSSION

Findings

This study yielded key findings regarding the evaluation of the implementation of the Arabic Language Education (PBA) curriculum at Universitas KH. A. Wahab Hasbullah (UNWAHA), based on Level 6 of the Indonesian National Qualifications Framework (KKNI). These findings are categorized into five main focus areas: (1) alignment of graduate learning outcomes (CPL), (2) mapping of 21st-century skills, (3) learning approaches, (4) integration of digital technology, and (5) engagement with external partners. The curriculum document shows that CPL has been compiled based on level 6 of the KKNI, covering the domains of attitude, knowledge, general skills, and specific skills. However, the results of the analysis of 12 RPS documents show that only 4 (33.3%) RPS explicitly link CPL to assessment indicators and assessment methods.

The findings of this study indicate that the Arabic Language Education (PBA) program at UNWAHA has formally incorporated Graduate Learning Outcomes (CPL) in accordance with the Level 6 standards of the Indonesian National Qualifications Framework (KKNI). This reflects administrative compliance with national regulations as mandated by Presidential Regulation No. 8 of 2012. However, this structural compliance has not been fully supported by comprehensive and functional curriculum implementation. The concept of constructive alignment, which emphasizes the coherence between CPL, instructional methods, and assessment strategies, remains only partially realized (Biggs & Tang, 2011). This is evidenced by the fact that only 33.3% of the Semester Learning Plan (RPS) documents explicitly link CPL with learning indicators and assessment methods.

Table 2. Alignment of Graduate Learning Outcomes (CPL) in the Semester Learning Plan (RPS)

No	Subject	CPL Listed	Clear Assessment Indicators	Appropriate Assessment Method
1	Nahwu Lanjutan	Yes	No	No
2	Balaghah	Yes	Yes	Yes
3	Metodologi Pengajaran BA	Yes	No	No
4	Terjemah Arab-Indonesia	Yes	Yes	Yes
5	Kajian Kitab Klasik	Yes	No	No

Source: Semester Learning Plan (RPS) Documents of the Arabic Language Education Curriculum, UNWAHA Jombang

In-depth interviews revealed that most lecturers have not systematically incorporated critical thinking, collaboration, creativity, and digital literacy skills into either the Semester Learning Plans (RPS) or their teaching practices. Of the 12 RPS documents examined, only two explicitly included

the development of collaborative skills.

Twenty-first-century learning requires skills such as critical thinking, collaboration, and the effective use of digital technology (Direktorat Jenderal Pendidikan Tinggi, 2020). Unfortunately, only 25% of the reviewed Semester Learning Plans (RPS) include soft skills, and a mere 8.3% integrate digital literacy. This limited integration reveals a gap between curriculum policy and global demands for graduate competencies. In fact, such integration is essential for producing graduates who are adaptive, flexible, and competitive in the job market (Trilling & Fadel, 2009). The low level of digital literacy also reflects the limited capacity of lecturers to utilize educational technologies such as learning management systems (LMS), e-learning platforms, and other digital tools (Blake, 2013).

Table 3. An Integration of 21st-Century Skills in the Semester Learning Plan (RPS)

21st Century Skills	Listed in RPS	Percentage
Critical Thinking	3 of 12	25%
Collaboration	2 of 12	16.7%
Creativity	1 of 12	8.3%
Digital Literacy	1 of 12	8.3%

Source: Semester Learning Plan (RPS) Documents of the Arabic Language Education Curriculum, UNWAHA Jombang.

Classroom observations indicated that the learning approach remains largely dominated by lecture-based methods. Although lecturers reported having attempted interactive approaches, 70% of the observed sessions were still teacher-centered, with limited active student participation.

The teaching methods employed remain predominantly teacher-centered, as evidenced by the fact that only 30% of the RPS incorporate a student-centered learning approach. Ideally, instruction should shift toward participatory, project-based, and collaborative learning models to better facilitate students' generative skills (Prince, 2014). The reliance on lectures as the dominant instructional method also contributes to low levels of active student engagement and hampers the development of higher-order thinking skills (Mustofa & Hamid, 2012).

Table 4. An Interaction Pattern in the Learning Process

Class	Dominance of Lectures	Student Discussion
Class A Nahwu	80%	10%
Class B Balaghah	70%	20%
Class C Metodologi	60%	30%

Source: Researcher's Observation Data, Collected from October 7 to October 31, 2024, in Three Different Classes.

The integration of digital technology in the learning process remains limited. Observations revealed that instructional media were confined to PowerPoint presentations and PDF documents. There was no evidence of the use of Learning Management Systems (LMS), online quiz applications, or collaborative platforms.

As illustrated in the chart titled “Lecturers’ Readiness Level in Implementing the KKNI-Based Curriculum,” the highest level of readiness is found in lecturers' understanding of the KKNI framework (70%). However, their readiness remains low in areas such as the use of technology (40%) and methodological creativity (45%). These findings underscore the urgent need for more structured faculty capacity-building programs, including digital pedagogy training, Outcome-Based Education (OBE) workshops, and inter-institutional collaboration. The significant gaps observed further affirm that curriculum reform cannot succeed without sustained investment in the professional competencies of educators (Raswan, 2020).

Table 5. Use of Digital Technology in the Classroom

Type of Technology	Percentage of Classes Utilizing
PowerPoint	100%
LMS (Moodle, Google Classroom)	0%
Quiz Applications (Kahoot, Quizizz)	0%
Instructional Videos	20%
Online Discussion Forums	0%

Source: Researcher’s Classroom Observation Data, conducted from October 7 to October 31, 2024 across three different classes.

An ideal curriculum should involve external stakeholders—such as translation agencies, pesantrens, and Islamic media—in both the design and evaluation processes (Arif, 2013). However, the findings of this study indicate that such external involvement remains minimal. A curriculum developed without collaborative engagement risks misalignment with industry needs and the socio-cultural context of Arabic language users in Indonesia (Fatkhur Rohman, 2018). In fact, the existence of partnership-based curriculum forums is crucial to maintaining the dynamism and relevance of academic content (Maksudin, 2018).

The involvement of stakeholders in curriculum development plays a vital role in enhancing the relevance of its content (Muhtifah, 2016). Incorporating diverse perspectives and backgrounds, the curriculum can be more accurately designed to reflect the actual needs of learners while accommodating recent developments across various disciplines (Suptiyanto, 2017). Beyond its substantive aspects, stakeholder participation also fosters a sense of collective ownership of the

curriculum. Students become more actively engaged in decision-making processes related to learning, while faculty members and the academic community cultivate a shared responsibility in shaping and advancing educational programs (Sholeh et al., 2023).

The study found that the process of curriculum design and development has not yet systematically involved external stakeholders such as pesantrens, translation institutions, or the Islamic media industry. Plans for such involvement remain at the level of discourse, without formal documentation in the form of meeting minutes or memoranda of understanding (MoUs). According to Pusuluri Sreehari (Sreehari, 2012), stakeholder involvement in curriculum development can significantly facilitate the resolution of educational challenges and enhance the precision and effectiveness of curriculum attainment.

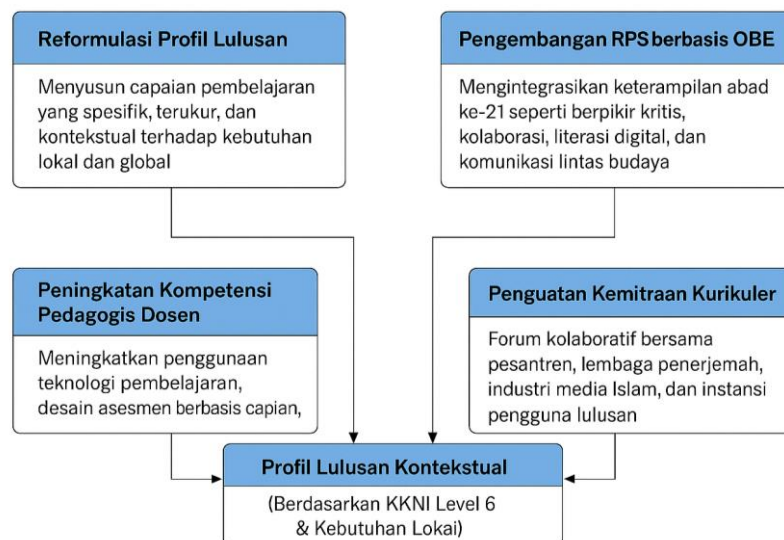


Figure 1. An Adaptive Curriculum Revitalization Model for Arabic Language Education at Universitas KH. A. Wahab Hasbullah Jombang

This model positions flexibility, relevance, and sustainability as its core principles in curriculum design, with the ultimate goal of producing graduates who are not only proficient in Arabic linguistic skills but also responsive to societal needs and advancements in knowledge. Through gradual and consistent implementation, this model is expected to guide the revitalization of the PBA curriculum at UNWAHA, serving as a reference for the development of Islamic education curricula that are both KKNI-based and future-oriented.

This study affirms that although the Arabic Language Education (PBA) program curriculum at UNWAHA has been formally designed in alignment with the KKNI, its implementation still faces significant challenges, particularly in translating learning outcomes into

effective and globally relevant instructional practices. The lack of focus on 21st-century skills, innovative teaching methods, and external stakeholder engagement highlights the urgent need for comprehensive revitalization grounded in the Outcome-Based Education (OBE) approach.

Discussion

The findings of this study indicate that although the Arabic Language Education (PBA) curriculum at Universitas KH. A. Wahab Hasbullah has been designed in accordance with Level 6 of the Indonesian National Qualifications Framework (KKNI), its implementation does not fully align with the established standards. The misalignment between graduate learning outcomes (CPL), assessment indicators, and evaluation methods in the Semester Learning Plans (RPS) reflects a weak application of the Outcome-Based Education (OBE) approach. This is consistent with the findings of Biggs and Tang (Biggs & Tang, 2011), who emphasize that the success of OBE depends not only on the formulation of CPLs but also on the strong integration of planning, implementation, and evaluation, referred to as constructive alignment. The disconnect between CPLs and assessment practices creates an "evaluative gap," which undermines the holistic measurement of student learning outcomes (Ornstein & Hunkins, 2018).

The mapping of soft skills such as critical thinking, collaboration, and creativity reveals that the PBA curriculum has yet to respond adequately to contemporary academic developments and global demands. In the context of 21st-century higher education, students are expected not only to master content knowledge but also to be proficient in transformative skills that enable them to adapt across diverse professional and social contexts (Trilling & Fadel, 2009). In the field of language education, the development of critical and collaborative thinking is particularly essential for enhancing linguistic competence and cross-cultural understanding (Richard, 2015). The absence of these components in Arabic language instruction risks diminishing the relevance of graduates in the labor market, especially in sectors such as communication, translation, and multicultural education.

The dominance of lecture-based methods observed in the learning process indicates that instruction remains largely teacher-centered. Such a model stands in contrast to contemporary approaches that emphasize active learning and student-centered pedagogy, both of which have been shown to enhance student engagement and improve material retention (Prince, 2014).

In the context of language instruction, communicative language teaching (CLT) and task-based learning approaches should be more widely employed to foster functional and contextual language competence (Freeman & Anderson, 2016). The limited variation in teaching methods

within Arabic language classrooms hinders students' ability to internalize the language in a productive and communicative manner (Rudiyana et al., 2022).

The findings also reveal that the use of digital technology remains highly limited, despite digital literacy being a core component of 21st-century competencies. Educational technologies such as Learning Management Systems (LMS), online quiz applications, and interactive media have not been optimally utilized by lecturers. In the post-pandemic era, the ability to integrate digital tools has become a prerequisite for the transformation of higher education (Carney, 2021). Technological literacy not only enhances the effectiveness of teaching but also improves the flexibility and accessibility of learning, particularly in the context of foreign language instruction (Hockly & Dudeney, 2018).

The limited involvement of external partners in curriculum development highlights a weak collaborative and demand-responsive approach to labor market needs. Within the framework of a demand-driven curriculum paradigm, the engagement of stakeholders such as industry, pesantren, and language institutions is a critical factor in ensuring the relevance and sustainability of the curriculum (Taba, 1962). Collaborative practices in curriculum design also align with the principles of the triple helix model (university–industry–government), which emphasizes the importance of synergy in shaping an innovative and globally competitive higher education ecosystem (Etzkowitz & Leydesdorff, 2000).

Overall, the findings of this study underscore the critical need for curriculum revitalization that goes beyond mere compliance with formal regulations such as the KKNI and National Standards for Higher Education (SN-Dikti). The curriculum must also be responsive to the evolving dynamics of academic disciplines and industry demands. Strategic measures—including the redesign of graduate profiles, the development of Outcome-Based Education (OBE)-oriented Semester Learning Plans (RPS), digital pedagogy training, and the establishment of joint curriculum forums with stakeholders—are essential for creating a curriculum that is contextual, dynamic, and sustainable.

Table 6. Evaluation of the Integration of the Universitas KH. A. Wahab Hasbullah PBA Curriculum based on the OBE Dimension

No.	Evaluation Dimension		OBE Ideal Criteria	Field Findings	Implementation Status
1.	Graduate Outcomes (CPL)	Learning	Aligned with KKNi Level 6	Clearly stated in the curriculum documents	Aligned
2.	CPL-RPS Alignment		CPL integrated into RPS via learning indicators and assessments	Only 33.3% of RPS demonstrate alignment	Weak
3.	Outcome-Based Learning		Student-centered, task- and result-oriented learning	Most classes remain lecture-based	Inadequate
4.	Soft Skills & 21st Century Skills		Explicitly embedded in RPS and classroom activities	Only 25% of RPS include critical and collaborative skills	Weak
5.	Digital Integration	Technology	Use of LMS, interactive apps, and blended learning approaches	Only PowerPoint is used	Very Low
6.	External Involvement	Stakeholder	Documented in the curriculum and through formal partnerships	No significant or formal involvement observed	Absent

Based on classroom observations conducted in three core courses within the Arabic Language Education (PBA) program at UNWAHA, it was found that the teaching strategies employed remain largely conventional and predominantly lecturer-centered. The lecture method accounted for approximately 70% of instructional delivery, while group discussions were applied in only 50% of the observed sessions. Project-based or collaborative learning methods were present in merely 30% of the classes. The integration of digital media—such as instructional videos, online applications, or Learning Management Systems (LMS)—was also limited, with usage observed in only about 25% of sessions. Furthermore, instructional models such as problem-based learning and inquiry-based learning were scarcely integrated into classroom activities, reflecting a low curricular orientation toward the development of students' critical and creative thinking skills. These findings highlight the need for pedagogical intervention to shift the learning paradigm toward a more active, participatory, and outcome-based approach.

Another key finding of this study reveals that lecturers' readiness for curriculum revitalization is highly variable. Approximately 65% of lecturers reported having a basic understanding of the Indonesian National Qualifications Framework (KKNi); however, only 40% were able to accurately and systematically formulate graduate learning outcomes (CPL) within the

Semester Learning Plans (RPS). This has resulted in a noticeable disconnect between curriculum planning and instructional implementation. Regarding mastery of the Outcome-Based Education (OBE) approach, only 35% of lecturers demonstrated both understanding and application of this framework in their teaching practices.

Digital pedagogical competence also remains a significant challenge, with only 25% of lecturers actively utilizing online teaching technologies or Learning Management Systems (LMS). Moreover, readiness to engage in external collaboration for curriculum development is relatively low, as only 30% of lecturers had ever participated in collaborative forums with stakeholders such as pesantren or translation institutions. These data underscore the urgent need for a systematic capacity-building program for lecturers through targeted training, workshops, and mentoring in the implementation of OBE-based and digitally integrated curricula. Revitalization of the KKNI-based Arabic curriculum at KH. A. Wahab Hasbullah University (UNWAHA) is not merely a process of administrative alignment with national regulations, but a strategic need in responding to the challenges of competency-based higher education. The revitalization in question includes transformative curriculum renewal, namely a shift from a content-based curriculum paradigm to an outcome-based curriculum, taking into account the local context and global needs.

Based on field data, the curriculum that has been designed does, in fact, refer to Level 6 of the Indonesian National Qualifications Framework (KKNI); however, its implementation remains suboptimal due to various constraints. These implementation challenges can be classified into the following key aspects:

Table 7. Barriers to Effective Implementation of the KKNI-Based Curriculum

No.	Implementation Aspect	Key Challenges
1.	CPL and RPS Design	Not all lecturers understand the correlation between CPL, CPMK, and assessment indicators
2.	Learning Models	Predominance of lecture-based methods; limited use of active and collaborative approaches
3.	Soft Skills Development	21st-century skills are not yet systematically integrated
4.	Technology and Digitalization	Use of LMS and digital media remains low in Arabic language classrooms
5.	External Stakeholder Involvement	The curriculum has not been collaboratively designed with partners from the Islamic industry

CONCLUSION

This study reveals that the implementation of the KKNI-based Arabic Language curriculum at UNWAHA continues to face challenges, particularly in aligning learning outcomes with evaluation indicators, the limited integration of technology, and the low involvement of external partners. Although the curriculum formally adheres to KKNI Level 6, its application has not fully embraced the principles of Outcome-Based Education (OBE) and does not yet effectively support the development of 21st-century competencies. The findings also highlight strategic opportunities for curriculum development, including the reformulation of graduate profiles, the enhancement of OBE-oriented Semester Learning Plans (RPS), the integration of digital pedagogy, and collaboration with pesantren and Islamic industries. Curriculum revitalization must be directed toward a comprehensive transformation to produce graduates who are more competent, adaptive, and aligned with contemporary demands.

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