# Creative Approaches to Developing Competitive Graduates in the Arabic Language Education Program at UIN Ar-Raniry Banda Aceh for the Global Market Through Outcome-Based Education Curriculum Changes

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## Abstract

In the face of globalization and an increasingly multilingual job market, higher education establishments need to create graduates. These graduates should have not only solid theoretical knowledge, but also the skills to perform well internationally. The Arabic Language Education Program at UIN Ar-Raniry Banda Aceh still has big problems preparing students to contribute globally in areas like teaching, diplomacy, and intercultural communication. Using old-fashioned curricula has stopped the growth of graduates. They should be adaptable, creative, and able to work anywhere in the world. To fix these problems, using Outcome-Based Education (OBE) is seen as a game-changing way to completely change the curriculum. OBE stresses learning results that can be measured and match what employers want. Digital learning, the Merdeka Belajar Kampus Merdeka (MBKM) policy, and active learning methods like Project-Based Learning, Problem-Based Learning, and Content and Language Integrated Learning (CLIL) support it. The OBE curriculum wants to grow graduates who are strong in academics, technology, ethics, and many languages, while also growing leadership and global understanding. This change starts with carefully studying what is needed, creating learning results that are SMART-based, and designing learning modules that are collaborative and fit the situation. Using the OBE–MBKM–Global curriculum structure, the Arabic Language Education Program works to create graduates who are competitive and relevant to the situation. They should be able to do well in international work settings. The curriculum also lets students grow their learning experiences in different institutions and cultures. Besides technical improvements, this change is a big shift in how Arabic language education is given. It encourages a more complete, flexible, and strategic way to handle the problems of globalization and the Industry 5.0 period.

**Keywords:** *Outcome-Based Education Curriculum; Arabic Language Education; Global Competence; Merdeka Belajar Kampus Merdeka.*

## A. INTRODUCTION

In today's job market, you don't just compete with locals. You're up against people from other countries, speaking different languages. Knowing foreign languages, especially Arabic, is super important now. It's a big deal in many industries and in how countries deal with each other. The State Islamic University (UIN) Ar-Raniry Banda Aceh is an Islamic school that focuses on teaching

Creative Approaches to Developing Competitive Graduates in the Arabic Language Education Program
at UIN Ar-Raniry Banda Aceh for the Global Market Through Outcome-Based Education Curriculum Changes
**(Buhori Muslim)**

Arabic. They have a duty to train students who are good at languages and can handle the challenges of the global market.[1]

Arabic is key in international relations, teaching, translating, and the halal tourism industry. If you go to UIN Ar-Raniry Banda Aceh, especially if you're studying Arabic Language Education, knowing Arabic is a must. Arabic is an official language at the United Nations. Plus, it's the main language in countries that are part of the Organization of Islamic Cooperation (OIC). As the world gets more connected, and as translation and halal tourism grow, there are more chances for graduates who know Arabic and Islamic studies well. They can really make a difference in today's world.

However, UIN Ar-Raniry Banda Aceh's Arabic program still does things the old way. It's all about theory and grammar, without enough focus on digital skills and what the global market needs. This makes it hard for graduates to be ready for jobs that require strong language skills and teamwork across different fields. That's why the curriculum needs to change fast. It needs to deal with today's problems and help UIN Ar-Raniry Banda Aceh's Arabic Language Education students do well globally.

One way to update the curriculum is by using Outcome-Based Education (OBE). This method focuses on what students should be able to do after learning, matching what employers need. It also uses new technology and the Merdeka Belajar-Kampus Merdeka (MBKM) program. This gives students more freedom and helps them learn better.[2] If UIN Ar-Raniry Banda Aceh uses OBE for its Arabic Language Education program, it can create graduates who know the language inside and out, both in theory and practice. They'll also be flexible and able to compete anywhere in the world.

To boost what graduates can do in response to what the global market wants, the Arabic Language Education Study Program needs a curriculum that looks at results, uses digital tools, and fits with international job needs.

## B. DISCUSSION

**Outcome-Based Education Approach in the Arabic Language Education Curriculum**

The Outcome-Based Education (OBE) way of doing things puts a lot of emphasis on how well students learn, by measuring what they get out of their learning. In higher education, OBE has

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[1]Mohammed El-Gammal and others, "The Imperative for Arabic Language Proficiency among Foreign Workers in Gulf Countries and Strategies for Enhancement l Ahammiyyatu Itqan Al-Lughah Al-'Arabiyyah Baina Al-'Ummal Al-Ajnabi Fi Duwali Al-Khalij Wa Istiratijiyyatu Ta'Ziziha," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 15.2 (2023), p. 491, doi:10.24042/albayan.v15i2.16713.

[2]Muchammad Ibnu Muzakir and Susanto, "Implementasi Kurikulum Outcome Based Education (Obe) Dalam Sistem Pendidikan Tinggi Di Era Revolusi Industri 4.0," *Edukasiana: Journal of Islamic Education*, 2.1 (2023), pp. 118–39, doi:10.61159/edukasiana.v2i1.86.

Creative Approaches to Developing Competitive Graduates in the Arabic Language Education Program
at UIN Ar-Raniry Banda Aceh for the Global Market Through Outcome-Based Education Curriculum Changes
**(Buhori Muslim)**

become an important way to deal with changes happening worldwide. These changes mean we need students who are creative, flexible, and ready to compete. The main goal of OBE in higher education is to make sure graduates have the skills that society and industries are looking for.[3] To help reach these goals, programs create Program Learning Outcomes (PLOs), match courses to these outcomes, and use ways of testing performance. Also, OBE stresses that learning should never stop.[4] This is super important now because technology is changing so fast. Graduates need to not only understand what they learn in class but also be ready to adapt as the skills they need change in the future.

OBE has been added to higher education programs in Indonesia because of the National Standards for Higher Education (SN-DIKTI) and the Indonesian National Qualifications Framework (KKNI). The Regulation of the Ministry of Education, Culture, Research, and Technology No. 53 of 2023, especially Articles 5 and 6, says that the National Standards for Higher Education include standards for what students should achieve. The idea and effects of OBE show up in this regulation about making sure higher education is good, like this:

| Aspect | Component | Relevant OBE Provisions |
|---|---|---|
| Learning Outcomes Standards (PLOs) | Articles 5, 6, and 7 | Learning outcomes (PLOs) should be based on measurable learning achievements. These integrate the domains of attitudes, knowledge, and skills. It also refers to the Indonesian National Qualifications Framework (KKNI), labor market demands, industry needs, and further academic pursuits. |
| OBE Curriculum Policy | Articles 37–38, 53 | Higher education institutions need to define policies and guidelines for OBE implementation. The policies should incorporate input from stakeholders and other relevant parties. |
| Evaluation & Continuous Quality Improvement | PPEPP Cycle | The OBE curriculum is evaluated through a cycle of continuous improvement (PPEPP). This cycle includes determination, implementation, evaluation, control, and enhancement. |
| Accreditation & Accountability | Accreditation (Articles 81–83) | Reporting to the higher education database (PD Dikti) regarding accreditation at the national or international level references graduate quality. It reflects the institution's OBE implementation. |

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[3] Ronald M Harden, "Outcome-Based Education: The Future Is Today," 44.0 (2007), pp. 625–29, doi:10.1080/01421590701729930.

[4] John Biggs and Catherine Tang, *Teaching for Quality Learning at University* (Society for Research into Higher Education & Open University Press, 2011).

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Creative Approaches to Developing Competitive Graduates in the Arabic Language Education Program
at UIN Ar-Raniry Banda Aceh for the Global Market Through Outcome-Based Education Curriculum Changes
**(Buhori Muslim)**

Therefore, it is reasonable to conclude that regulations pertaining to higher education quality assurance emphasize the importance of results. They are the base upon which curriculum and learning evaluation are built.

Sobri's research indicates that putting OBE into practice within the Arabic Language Education Study Program can improve learning results. This is especially true when it comes to improving students' critical and collaborative thinking abilities.[5] However, instructors have not completely grasped the OBE's guiding ideas, nor have they used acceptable and quantifiable methods to develop Program Learning Outcomes (PLOs/CPL) and Course Learning Outcomes (CLOs/CPMK). Because of this, there is a mismatch between the evaluations performed and the intended learning results.

Students are expected to actively participate in the learning process in outcome-oriented learning models. As a result, project-based, problem-based, and experiential learning strategies become extremely relevant. Evaluation in Outcome-Based Education includes portfolios, presentations, reflections, and performance assessments, as well as final examinations. These approaches see assessment as an essential component of the learning process rather than simply a finished product.[6]

As a result, Outcome-Based Education (OBE) provides a new framework and conceptual model in higher education that produces not only informed graduates but also capable individuals with innovative value in the workplace.[7] The OBE strategy is a strategic move toward education that is contextual, adaptable, and of high quality.

**Needs Assessment: The Necessity for Innovative OBE-Based Curriculum Change in Arabic Language Education**

The Arabic Language Education curriculum at UIN Ar-Raniry Banda Aceh must be transformed, beginning with a thorough and data-driven needs study. This study includes mapping the expected graduate profile, analyzing shortcomings in the existing curriculum, and determining the demands of industry and society. Needs assessment is an important initial step in curriculum planning because it determines the direction of teaching and ensures that education is relevant to social realities.

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[5] Muhammad Sobri and others, "Outcome-Based Education (OBE) Curriculum: MBKM's Impact on Employability Skills in Arabic Education Graduates at Jambi University," *An Nabighoh*, 27.1 (2025), pp. 161–78, doi:10.32332/an-nabighoh.v27i1.161-178.

[6] Direktorat Jenderal Pendidikan Tinggi, *Panduan Penyusunan Kurikulum Pendidikan Tinggi: MPK Pendidikan Kewarganegaraan* (Direktorat Jenderal Pendidikan Tinggi, Riset dan Teknologi, Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi, 2024).

[7] Gede Agus and others, "Kurikulum Berbasis OBE ( Outcome Based Education ) Dengan Nilai-Nilai Karakter Untuk Meningkatkan Kualitas Mutu Pendidikan Perguruan Tinggi," 8.1 (2024), pp. 41–48.

Creative Approaches to Developing Competitive Graduates in the Arabic Language Education Program
at UIN Ar-Raniry Banda Aceh for the Global Market Through Outcome-Based Education Curriculum Changes
**(Buhori Muslim)**

Observations in the Arabic Language Education Study Program at UIN Ar-Raniry Banda Aceh reveal that many graduates continue to struggle to communicate in Arabic in both academic and professional settings. Their knowledge is still mostly focused on grammatical theory rather than communicative competencies such as muhadathah (speaking) and insya' (writing), and they frequently demonstrate limited ability to comprehend modern texts. This shows that the existing curriculum does not correspond to the competency expectations of employers and the labor market.

In contrast, the need for graduates with digital literacy, intercultural competence, and multilingual skills is continuously increasing. In today's workforce, knowing a foreign language is no longer sufficient; employers want people who are communicative, creative, and capable of problem-solving. This scenario emphasizes the immediate necessity to embrace new curriculum design methodologies in which practical experience, global competencies, and collaboration skills become fundamental elements. Arabic language education should strive to produce professional, trustworthy graduates, whether as Arabic teachers, language practitioners, or contributors to global diplomacy, the creative industry, and international relations.[8] As a result, using an OBE-based curriculum that leads to the achievement of graduate competency outcomes is seen as extremely relevant to addressing these needs.

This needs study will lay a solid foundation for the transformation of the Arabic Language Education curriculum at UIN Ar-Raniry Banda Aceh.

The following is a well-structured, formal, and scholarly English translation:

## Formulation of an Outcome-Based Curriculum for Arabic Language Education

Within the Outcome-Based Education (OBE) framework, the formulation of Program Learning Outcomes (PLOs/CPL Prodi) is a critical step. This stage influences the curriculum's direction, content, and pedagogical approach. The PLOs of a study program express the attitudes, knowledge, and abilities that students are expected to acquire upon graduation.[9] The PLOs in the Arabic Language Education Study Program (PBA) at UIN Ar-Raniry must be consistent with worldwide market demands, technological advancements, and the Islamic ideals that distinguish the institution. The SMART characteristics (Specific, Measurable, Achievable, Relevant, and Time-bound) are essential for effective PLOs. Furthermore, PLOs must be founded on a thorough needs study that includes input from stakeholders such as alumni, employers, lecturers, and students.

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[8] Masduki Asbari and Wakhida Nurhayati, "Outcomes-Based Education in Indonesian Higher Education : Empowering Students ' Learning Competencies," 05.05 (2024), pp. 1–6.
[9] Siti Nikmatul Hasanah and others, "Kajian Literatur Komprehensif Integrasi Budaya Lokal Dan Evaluasi Kompetensi Dalam Outcome-Based Education," 3.1 (2025), pp. 24–31.

Creative Approaches to Developing Competitive Graduates in the Arabic Language Education Program
at UIN Ar-Raniry Banda Aceh for the Global Market Through Outcome-Based Education Curriculum Changes
**(Buhori Muslim)**

The PLOs of the Arabic Language Education Study Program include four major areas:

a.     Mastery of Arabic linguistics;

b.     Professional and academic Arabic language abilities; and

c.     Principles of integrity, spirituality, and global leadership.[10]

These outcomes must satisfy the demands of graduates who are prepared to work in fields such as global diplomacy, international education, translation industries, Islamic digital content development, and Arabic language teaching. For example, one PLO may state: "Graduates are able to use Arabic orally and in writing in academic and professional cross-cultural contexts in a communicative and effective manner." This remark reflects a global and practical orientation consistent with the OBE approach and the requirements of the industrial era 5.0. Such results encourage the use of active learning tactics, project-based approaches, and course integration.

Furthermore, the formulation of PLOs must adhere to Level 6 of the Indonesian National Qualifications Framework (KKNI), which applies to undergraduate programs. KKNI mandates that graduates not only grasp basic knowledge but also use their knowledge responsibly in a variety of complex situations. As a result, each PLO must be designed to address affective, cognitive, and psychomotor aspects while ensuring relevance to both local and global development.[11]

The vertical and horizontal alignment of the PLOs, teaching methods, assessments, and Course Learning Outcomes (CLOs/CPMK) is equally crucial. This alignment ensures that all curriculum components work together to achieve the desired competencies. In practice, the backward design model begins with defining the PLOs, followed by developing the curriculum and assessment methodologies based on these outcomes. Active participation of lecturers in the formulation of PLOs is required. Continuous OBE-based curriculum training is required to ensure that lecturers understand their strategic role in converting PLOs into measurable and functional CLOs. One of the most difficult challenges in implementing OBE at PTKIN institutions is the limited capacity of lecturers to construct PLOs and convert them into valid and measurable CLOs.[12]

As a result, the development of an Arabic Language Education curriculum capable of producing competitive, adaptive, and globally competent graduates must be founded on PLOs that are needs-based, contextual, and visionary. Strong PLOs define the program's academic goals while

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[10] Khusnul Khitom and Taufik Taufik, "Kurikulum Pembelajaran Bahasa Arab Di Perguruan Tinggi Keislaman Islam Negeri ( PTKIN )," 3.1 (2023), pp. 28–44.

[11] Restu Mufanti, Don Carter, and Neil England, "Outcomes-Based Education in Indonesian Higher Education: Reporting on the Understanding, Challenges, and Support Available to Teachers," *Social Sciences and Humanities Open*, 9.August 2023 (2024), p. 100873, doi:10.1016/j.ssaho.2024.100873.

[12] Muhammad Sobri and others, "Outcome-Based Education (OBE) Curriculum: MBKM's Impact on Employability Skills in Arabic Education Graduates at Jambi University."

Creative Approaches to Developing Competitive Graduates in the Arabic Language Education Program
at UIN Ar-Raniry Banda Aceh for the Global Market Through Outcome-Based Education Curriculum Changes
**(Buhori Muslim)**

also influencing the character and leadership skills of graduates to meet current and future workforce demands.

**Proposed Program Learning Outcomes (PLOs) for the Arabic Language Education Study Program at UIN Ar-Raniry Banda Aceh**

PLO 1. Graduates will show a full grasp of core Arabic linguistic theories and ideas (such as nahwu, sharaf, balāghah, fiqh al-lughah, and modern Arabic linguistics). They should also be able to use this knowledge to examine Arabic's structure and meaning in both teaching and research settings, using critical and scientific methods.

PLO 2. Graduates should be skilled communicators in Arabic. They need to be able to speak and write well in academic, social, and professional situations, such as when giving presentations, writing scholarly papers, and interacting with people from different cultures both locally and internationally.

PLO 3. Graduates will have effective and meaningful Arabic language teaching abilities, using teaching methods that focus on communication, participation, and real-world relevance, all supported by teaching that includes different cultures.

PLO 4. Graduates should be able to create, design, and use digital tools for learning Arabic, things like online learning sites, interactive apps, and AI language tools, in new ways that fit what students need in the 21st century.

PLO 5. Graduates will show they are honest in their studies, responsible in their communities, and follow Islamic values in their work and personal lives, respecting ethics, cultural differences, and moderate religious views.

PLO 6. Graduates need to be able to lead learning and bring about change in Arabic language education. They should have a global perspective, work well with people from different cultures, and be ready for the challenges and chances in a job market where there is a lot of competition.

The ideas behind these six PLOs show that the goal is for graduates to have practical skills, do well in their studies, and have good character, all within a complete set of skills. Having a strong understanding of Arabic linguistics is a key part of their academic base. Also, being able to use Arabic well makes graduates more useful in academic and professional areas. This shows the program is dedicated to producing graduates who not only know the theory but can also communicate effectively in global situations.

Creative Approaches to Developing Competitive Graduates in the Arabic Language Education Program
at UIN Ar-Raniry Banda Aceh for the Global Market Through Outcome-Based Education Curriculum Changes
**(Buhori Muslim)**

Moreover, the focus on being a spiritual leader and knowing how to use digital tools shows an educational method that is progressive, transformative, and looks to the future.[13] Graduates should not only use digital learning tools to help with flexible teaching but also have strong moral principles, spiritual understanding, and leadership skills on a global level. This greatly improves their chances in a global world where many languages are used and where people need to have skills in different areas and be inclusive leaders.

In summary, the six PLOs that have been suggested provide a base for creating graduates who are excellent, aware of their context, and able to compete globally.

**Design of Modules and Methods in the Arabic Language Education Curriculum**

After setting the Program Learning Outcomes (PLOs/CPL Prodi), the next important steps in using an OBE-based curriculum are to create teaching modules and pick learning methods that match the intended learning results. To keep up with the demands of the global job market, modules and teaching strategies need to be made to encourage critical thinking, teamwork, communication, and useful skills. Modules should become tools that change learning experiences, making them real and focused on the student.

When teaching Arabic, module design needs to fit the characteristics of the language content, goals for learning about different cultures, and the use of technology. Modules can be created around global topics like Islamic cultural diplomacy, putting teaching content and media online, the translation business, or current problems in the Arab world. This way, students can learn Arabic in a setting that is active and practical, instead of just focusing on old texts.[14]

Outcome-Based Education (OBE) needs learning methods that are active and involve students. Project-Based Learning (PjBL) and Problem-Based Learning (PBL) are some of the most common methods. In PjBL, students might be asked to make Arabic conversation videos, create online courses, or give talks analyzing Middle Eastern political texts. On the other hand, PBL teaches students to solve real problems using Arabic as a way to communicate and analyze. Also, Content and Language Integrated Learning (CLIL) is another possible method. CLIL uses Arabic as the main language of teaching to cover academic subjects like Islamic history or technology in the

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[13]Yu Zhao, Ana María Pinto Llorente, and María Cruz Sánchez Gómez, "Digital Competence in Higher Education Research: A Systematic Literature Review," *Computers and Education*, 168.August 2020 (2021), doi:10.1016/j.compedu.2021.104212. and Ayunda Salsabila and others, "Kepemimpinan Spiritual Dalam Menguatkan Karakter Peserta Didik Di Tengah Arus Globalisasi Latar Belakang Di Tengah Pesatnya Globalisasi Dan Kemajuan Teknologi, Sektor Pendidikan Menghadapi Berbagai Tantangan , Terutama Dalam Pembentukan Karakter Siswa .," 5.April (2025), pp. 199–209.

[14]Muhammad Sobri and others, "Outcome-Based Education (OBE) Curriculum: MBKM's Impact on Employability Skills in Arabic Education Graduates at Jambi University."

Creative Approaches to Developing Competitive Graduates in the Arabic Language Education Program
at UIN Ar-Raniry Banda Aceh for the Global Market Through Outcome-Based Education Curriculum Changes
**(Buhori Muslim)**

Arab world.[15] This method encourages higher-level thinking because the language is learned in scientific settings, not just language-based ones. Studies have shown that CLIL improves students' speaking skills and academic reading and writing abilities.[16]

In OBE-based module design, learning activities should include scaffolding, which means giving step-by-step help from understanding ideas to using them in practice. Also, modules should have grading guides, reflection guides, and online digital resources like podcasts, videos, and online learning platforms. Ana Tsalitsatun Ni'mah et. al notes that using technology in module design can greatly increase students' motivation and independence.[17]

It is highly recommended to create modules in a hybrid or blended learning style, mixing face-to-face classes with online learning that happens at the same time or at different times. This lets students practice speaking, work on project-based tasks, and get learning materials when they need them. It improves the learning experience across time and place and strongly supports the ideas of the MBKM framework. Training and teamwork across departments are important to make OBE-based teaching strategies and module design stronger. Teachers need to be able to make creative modules, lead interactive discussions, and do both formative and summative assessments of how well students are doing. Plus, working with industry partners and former students can make module content richer and give insights into how Arabic is used in different jobs.

By creating modules and teaching methods that are relevant, interactive, and adaptable, Arabic language learning at UIN Ar-Raniry will be better able to produce graduates who not only know the theoretical parts but are also ready to compete in the global job market with strong professional, social, and cultural skills.

**Outcome-Based Curriculum Model for Arabic Language Education**

The Arabic Language Education curriculum at UIN Ar-Raniry needs to be developed with a model that combines Outcome-Based Education (OBE), the Merdeka Belajar–Kampus Merdeka (MBKM) policy, and the strengthening of global skills. The goal of this model is to create graduates who not only know Arabic well in terms of language and academics but also have strong professional abilities.

The structure of the curriculum, based on the PLOs (CPL Prodi), includes required and optional courses, project-based learning modules, and chances for activities off-campus like

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[15]María Del Carmen Granado-Alcón and others, "Project-Based Learning and the Acquisition of Competencies and Knowledge Transfer in Higher Education," *Sustainability (Switzerland)*, 12.23 (2020), doi:10.3390/su122310062.

[16]M Nisa, S Arifin, and B Binaningrum, "Aplikasi Content Language Integrated Learning (CLIL): Integrasi Pembelajaran Bahasa Arab Dan Islam:," *Tarbawi*, Clil, 2021, pp. 49–64.

[17]Ana Tsalitsatun Ni'mah, Firdaus Solihin, and Ita Uliyah Sari, "Outcome-Based Education Scoring System Utilizing Modular Object-Oriented Dynamic Learning Environment," *Jurnal Pamator : Jurnal Ilmiah Universitas Trunojoyo*, 16.4 (2023), pp. 845–64, doi:10.21107/pamator.v16i4.23726.

Creative Approaches to Developing Competitive Graduates in the Arabic Language Education Program
at UIN Ar-Raniry Banda Aceh for the Global Market Through Outcome-Based Education Curriculum Changes
**(Buhori Muslim)**

internships, community projects, and student exchanges. Using a flexible, modular approach, this model allows students to control their own learning paths by creating study plans that are more personalized and adaptable. Through MBKM programs, like student exchanges both in the country and internationally, internships in teaching organizations, and research projects with partners in Arab countries, students get global experience and chances to network. To make sure these activities match the PLOs and assessment results, they need to be standardized and fully included in the curriculum.[18]

The model also emphasizes using digital technology and global content in teaching Arabic. Digital and interactive learning modules include activities like making digital da'wah content, analyzing Arabic media, and acting out diplomatic communication. These activities improve students' digital skills and their understanding of how Arabic is used in real situations.[19] To put this OBE–MBKM–Global curriculum model into action, a change in how we think about teaching is needed, moving from teachers being the main focus to students being the main focus. Teachers should act as guides who create active, real, and cross-cultural project-based learning experiences. Assessment activities should be designed to judge students' critical thinking, teamwork, and ability to use Arabic in global situations.

It has been shown that combining OBE with international exchange and internship programs improves students' soft skills and hard skills, especially in communicating in multiple languages, cross-border education, and community service based on culture.[20] This shows that changing the curriculum based on this model is a smart move to create graduates who are ready to compete in the international job market, instead of just being limited to local jobs.

In general, the OBE–MBKM–Global model provides a complete way to develop a curriculum that is relevant, complete, and flexible. By combining learning outcomes, student control, and international networking, this model is a big step forward in dealing with the problems caused by the globalization of Islamic education and in making Arabic a language of communication, diplomacy, and economic exchange around the world.

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[18]Muhammad Iqbal, Mohammad Ahsanuddin, and Muhammad Alfan, "Enhancing Arabic Proficiency through Content and Language Integrated Learning: Implementation and Challenges in Pesantren," *International Journal of Arabic Language Teaching*, 7.02 (2025), pp. 207–22, doi:10.32332/ijalt.v7i02.10769.

[19]Putri Kholida Faiqoh, Hamida Gadoum, and Anggi Nurul Baity, "Digital Media and Technology in Arabic Language Learning," *Journal of Arabic Language Teaching*, 5.1 (2025), pp. 121–32, doi:10.35719/arkhas.v5i1.2263. and Syaipuddin Ritonga, Khairul Fuadi, and Mahyudin Ritonga, "Technology and Social Media Integration in Arabic Language Education : Critical Implementation Analysis and Policy Frameworks for Indonesia," *Lughawiyah*, 7.1 (2024), pp. 52–65.

[20]Jubaidah Hasibuan and Friska Indria Nora Harahap, "Integrating an Outcome-Based Education (OBE) Framework in Andragogy: A Case Study in the Community Education Department," *AL-ISHLAH: Jurnal Pendidikan*, 16.4 (2024), pp. 4853–63, doi:10.35445/alishlah.v16i4.5377.

Creative Approaches to Developing Competitive Graduates in the Arabic Language Education Program
at UIN Ar-Raniry Banda Aceh for the Global Market Through Outcome-Based Education Curriculum Changes
**(Buhori Muslim)**

Innovative Values of the OBE-Based Curriculum Transformation within the Arabic Language Education Program at UIN Ar-Raniry Banda Aceh

The Arabic Language Education curriculum at UIN Ar-Raniry Banda Aceh has experienced some changes, and these indicate strategic advancement regarding the growth of higher Islamic learning. One of the notable developments involves integrating Outcome-Based Education (OBE) principles along with the Merdeka Belajar–Kampus Merdeka (MBKM) policy, learning digitalization, and the improvement of global competencies suited to a multicultural and multilingual job sector. This strategy changes the model of traditional Arabic language learning, which has long emphasized theory and memorization. Rather, it enhances competencies applicable professionally across global situations.

Furthermore, the execution of active learning methods, for example, Project-Based Learning (PjBL), Problem-Based Learning (PBL), and Content and Language Integrated Learning (CLIL) shows noteworthy progress. These multifaceted methods enable students in mastering Arabic within real, cross-cultural communication environments while improving their creative, critical, and collaborative capabilities. The addition of digital technologies to the curriculum is really a new element that effectively assists OBE implementation. Digital learning provides not only online materials but additionally interactive platforms, digital communication simulations, and data-driven learning systems which enable personalized learning processes. This provides greater opportunities for students when it comes to studying Arabic independently and in accordance with contemporary advancements.[21]

From a curriculum-structure perspective, the innovation is in the integration of MBKM, that enables students to take a portion of their credits outside the university via internship programs, student exchanges, and international collaborative research projects. This mechanism assists students in expanding their global perspectives and professional networks, enabling them to better prepare for your growing challenges from the multilingual job market and also the expanding Islamic business sector. Additionally, the systematically designed curriculum model emphasizes the strengthening of soft skills, spiritual values, and leadership attributes deeply rooted within the character of UIN Ar-Raniry Banda Aceh. This provides extra value to graduates as ambassadors of Islamic culture worldwide, equipped with moral integrity and social awareness.

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[21]Faiqoh, Gadoum, and Baity, "Digital Media and Technology in Arabic Language Learning." and Mellani Fadilah Resma Wahyuni, Firdaus L.N, Riki Apriyandi Putra, Mariani Natalina Linggasari, Putri Adita Wulandara, "Journal of Educational Sciences," *Journal of Educational Sciences*, 9.2 (2025), pp. 876–85.

Creative Approaches to Developing Competitive Graduates in the Arabic Language Education Program
at UIN Ar-Raniry Banda Aceh for the Global Market Through Outcome-Based Education Curriculum Changes
**(Buhori Muslim)**

Thus, this curriculum transformation includes more than simply technical innovation it embodies a holistic model that integrates academic, practical, and Islamic values right into a learning system that's responsive, flexible, and competitive within the global marketplace.

## C. CONCLUSION

To handle the difficulties of globalization and also the demands of a multilingual job market, the Arabic Language Education curriculum at UIN Ar-Raniry Banda Aceh continues to be restructured based on Outcome-Based Education (OBE). This paradigm shift moves learning from mere theoretical mastery toward achieving applicable, real-world competencies. With the integration of the Merdeka Belajar–Kampus Merdeka (MBKM) policy, the digitalization of learning, and innovative teaching methods, the curriculum equips students with communicative, critical, and adaptive Arabic language skills aligned with technological developments and global sociocultural dynamics.

Furthermore, this curriculum model fosters Islamic values, soft skills, and leadership abilities three essential competencies for graduates competing within the multilingual global market. Its flexible design enables students to participate in off-campus learning activities through MBKM programs, enhancing their learning experiences and expanding their professional networks. Therefore, this comprehensively designed curriculum, grounded in Outcome-Based Education (OBE), provides a solid foundation for producing competitive graduates with global relevance and employability.

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