Implementation of Sustainable Development Goals (SDGs) on Arabic Language Education Integrative Curriculum IAIN Kediri

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A r t i c l e   I n f o

A b s t r a c t s

Low access to quality education which results in low quality education is a world problem that needs to be resolved through Sustainable Development Goals (SDGs) or sustainable development. Apart from that, there is also a lack of awareness among universities regarding the suitability of the curriculum to sustainable development issues and its application in an integrative curriculum. So this research is to investigate the implementation of SDGs in the IAIN Kediri Arabic Language Education integrative curriculum as an example of a progressive approach to integrating sustainable values in Arabic language learning. This research uses descriptive qualitative methods through observations of the learning process and interviews with lecturers and related students. So, SDGs implementation can be realized through selecting learning materials, learning methods that include a project-based approach, and measuring learning outcomes as a consideration for understanding the SDGs through problem-solving and critical thinking.

Keyword: SDGs; Integrative Curriculum; Higher Education; Arabic Language Education;

INTRODUCTION

SDGs or sustainable development goals are sustainable development issues that integrate economic development and environmental protection, to change conventional development patterns. SDGs are a global action carried out to achieve common prosperity, have a balance in life in nature, and encourage people to behave in an environmentally friendly manner[1]. As well as several big goals in achieving universal peace, giving freedom to every individual, and handling the environment to maintain a sustainable life. Sustainable development itself contains two important ideas, namely First, the idea of "needs" that focuses on essential needs for the continuation of human life. Second, the idea of limitations begins with the existence of technological conditions and social organizations to determine the ability of the environment to meet needs in the future[2]. So education is expected to be a hope for future human resource development which is in line with national development to create cultural progress for the country.

The importance of education is to realize values that help the development of human destiny and civilization so that they do not experience being left behind in terms of quality of life and empowerment[3]. The government's current goal is to strive for quality education which should be in line with the parties concerned, especially educational institutions and the community. Education has an important role from elementary school to tertiary education, and has each learning objective according to the level of education.

The highest level of education in the world is higher education which provides academic programs and special training in various scientific fields so that someone can get a degree or certification in a particular field. Universities needs to produce human resources who are competitive in education and knowledge in order to influence the nation's competitiveness. Higher education as an appropriate means of carrying out sustainable development through several concepts derived from UI Green Metric, namely*setting and infrastructure, waste, water, transportation, energy and climate, change and education*[4]. To realize sustainable development in the field of education, universities have a role in involving the academic community to form sustainable

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[1] Maria Apriline Hega Tareze, Indri Astuti, dan Afandi, "MODEL PEMBELAJARAN KOLABORASI SDGs DALAM PENDIDIKAN FORMAL SEBAGAI PENGENALAN ISU GLOBAL UNTUK MENINGKATKAN KESADARAN SOSIAL PESERTA DIDIK," *Journal Visipena* 13, no. 1 (2022).

[2] Mufti Falah, "Digitalisasi pada Program Kampus Merdeka untuk Menjawab Tantangan SDGs 2030," *Sultan Agung Fundamental Research Journal* 2, no. 2 (2021), http://jurnal.unissula.ac.id/index.php/safrj.

[3] Noor Isna Alfaien, Ahmad Mulyadi Kosim, dan Khaidir Fadil, "UPAYA MENINGKATKAN KUALITAS PENDIDIKAN AGAMA ISLAM DI INDONESIA DALAM MEWUJUDKAN PROGRAM SUSTAINABLE DEVELOPMENT GOALS (SDGS)," *Edupedia: Jurnal Studi Pendidikan dan Pedagogi Islam* 7, no. 2 (2023).

[4] Hakimatul Mukaromah, "Strategi Menuju Kampus Berkelanjutan (Studi Kasus: Fakultas Teknik, Universitas Sebelas Maret)," *JURNAL PENATAAN RUANG* 15, no. 1 (2020).

communities, especially research development that supports the realization of sustainable campuses.

Learning in an educational institution is automatically regulated by the curriculum which is the basis for providing quality education according to current needs. According to Johar, society's demands on the world of education are increasing along with the times and society's own needs are a logical thing. Due to public awareness that college graduates master knowledge, expertise and professional skills that are able to compete globally[5]. So we need a curriculum that is relevant to the conditions needed.

In fact, Indonesia has implemented an independent curriculum that focuses on developing 21st century skills to create students who are independent in learning. Because the learning process involves exploring the world to gain a deeper experience. Opportunities in new competencies are achieved through student exchanges, internships, research or projects. However, the current situation is that not all universities can implement this and are still in the transition stage of the KKNI (Indonesian National Qualifications Framework) curriculum[6]. So an integrative curriculum developed as a middle way that contained collaboration between the two curricula.

An integrative curriculum is defined as a curriculum that integrates or combines a number of scientific disciplines in a curriculum, skills and goals that are effective[7]. This is done with the aim of combining a number of curriculum materials and learning components so that there are no boundaries between other scientific disciplines. As is the case at IAIN Kediri Arabic Language Education which implements an integrative curriculum as a form of integration or combining the KKNI (Indonesian National Qualifications Framework) curriculum with MBKM (Free Learning Curriculum) to answer the demands of society and technological developments.

Through the implementation of an integrative curriculum, it is hoped that Arabic Language Education at IAIN Kediri, researchers want to know how the SDGs are implemented in an integrative curriculum in learning Arabic Language Education at IAIN Kediri. So the aim of this research refers to goal 4 regarding quality education which ensures inclusive and equitable quality education and increases lifelong learning opportunities for all[8]. This is done to solve problems

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[5] Ikmal, Tobroni, dan Sutiah, "Implementasi Pengembangan Kurikulum Integratif di UIN Maulana Malik Ibrahim Malang," *Edukasi Islami: Jurnal Pendidikan Islam* 11, no. 11 (2022).
[6] Sovia Fahraini dkk., "DEVELOPMENT OF ARABIC LANGUAGE IN BUSINESS AND INDUSTRY AT ARABIC EDUCATION DEPARTMENT IAIN KEDIRI," *Lahjah Arabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 4, no. 2 (2023).
[7] Musbirotun Ni'mah dan Novita Sari, "PENGEMBANGAN KURIKULUM PENDIDIKAN TINGGI MENGACU KKNI BERPARADIGMA INTEGRATIF-MULTIDISIPLINER MODEL TWIN TOWERS BERTARAF INTERNASIONAL (STUDI KASUS KURIKULUM 2016 DI PROGRAM STUDI PENDIDIKAN AGAMA ISLAM FTK UIN SUNAN AMPEL SURABAYA)," *Jurnal Pendidikan Islam* 6, no. 1 (2022).
[8] Kementerian PPN/Bappenas, "4. Pendidikan Berkualitas," 2023, https://sdgs.bappenas.go.id/tujuan-4/.

starting from completing quality basic education, easy access to early childhood education, easy access to higher education, increasing the number of competent young people, eliminating injustice and inequality for all groups, eradicating illiteracy in the young generation, ensuring that all students are knowledgeable and competent for sustainable development, building educational facilities for all groups, and increasing the availability of qualified and trained teachers as a form of educational output[9].

METHODS

The research carried out is a type of qualitative research that uses analytical procedures which are based on efforts to build a thorough and detailed view, which is formed using words, holistic and complex images. According to Jane Richie, qualitative research presents the social world and its perspectives on the world, starting in terms of concepts, behavior, perceptions and issues regarding the subject under study[10].

The descriptive qualitative method aims to provide an overview and present research objects and subjects accurately[11]. In Sugiyono's opinion, descriptive qualitative is collecting data related to teaching and learning quality factors in the form of data decomposition, this is related to the current situation, the relationship between variables that arise, differences between existing facts and their influence on a condition[12]. In other words, this method is in the form of describing visible events through observation and data collection.

This research uses qualitative techniques in the form of[13]:
1) Observation is the activity of observing an activity directlyTo obtain results that correspond to the actual situation, observations can be made directly or indirectly.

2) Interviews are a form of direct communication between researchers and informants (data sources) which can be in the form of face-to-face questions and answers or indirectly.

This research instrument carries out direct observation of the learning process at IAIN Kediri Arabic language education in actual situations. As well as

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[9] Nabillah Audia Putri Utami, "CAPAIAN SUSTAINABLE DEVELOPMENT GOALS (SDGS) NOMOR 4 DAN KONDISI PERDAMAIAN SERTA KESEJAHTERAAN NEGARA" (BANDAR LAMPUNG, UNIVERSITAS LAMPUNG, 2022).

[10] Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2016).

[11] Muhammad Rijal Fadli, "'Memahami desain metode penelitian kualitatif'" 21, no. 1 (2021).

[12] Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: Alfabeta, 2008).

[13] M Ansori, *Metode Penelitian Kuantitatif Edisi 2* (Surabaya: Airlangga University Press., 2020).

conducting direct interviews with lecturers to provide information that researchers want to know in order to support the continuation of research.

RESULTS AND DISCUSSION

Sustainable Development Goals (SDGs)

SDGs or sustainable development is a global program to implement universal, integrated and inclusive principles for all humans or No One Left Behind. This means that one person's success influences the success of others in managing fragile resources, achieving gender equality, eradicating poverty, promoting peace and reducing economic inequality[14]. SDGs activities are promoted to the world community to create a better future for human life through its 17 pillars which cover three main dimensions, namely the economic, social and environmental fields[15].

The 17 pillars consist of[16]: 1) Reducing poverty anywhere and in all its forms; 2) Eradicating hunger and reducing poverty, ensuring food security, improving nutrition and implementing sustainable agriculture; 3) Guarantee healthy living and promote healthy living for all ages; 4) Providing inclusive, equitable education and lifelong learning opportunities; 5) Realizing women's empowerment and gender equality; 6) Ensure the sustainability of water resources and the environment; 7) Provide access to modern and affordable renewable energy; 8) Encourage economic development and complete and decent employment opportunities for everyone; 9) Develop infrastructure to enable sustainable industrialization and encourage innovation; 10) Reducing disparities between countries; 11) Comprehensive and safe housing development; 12) Ensuring a sustainable production and consumption paradigm; 13) Take immediate action to combat climate change and its consequences; 14) Implement measures to safeguard the sea, sea areas and water resources for the sake of sustainable development; 15) Sustainable use of the terrestrial environment and its biodiversity; 16) Provide access to justice for everyone and build effective institutions; 17) Strengthen implementation and revitalize global cooperation for sustainable development.

To realize sustainable development, long-term investment is needed in the form of quality education to produce quality human resources. Quality education is one of the 17 pillars of the SDGs that needs to be realized in order

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[14] Tareze, Astuti, dan Afandi, "MODEL PEMBELAJARAN KOLABORASI SDGs DALAM PENDIDIKAN FORMAL SEBAGAI PENGENALAN ISU GLOBAL UNTUK MENINGKATKAN KESADARAN SOSIAL PESERTA DIDIK."

[15] Utami, "CAPAIAN SUSTAINABLE DEVELOPMENT GOALS (SDGS) NOMOR 4 DAN KONDISI PERDAMAIAN SERTA KESEJAHTERAAN NEGARA."

[16] Marhendra Amedi, "Analisis Politik Hukum Pendidikan Dasar di Indonesia Demi Menyongsong Era Tujuan Pembangunan Berkelanjutan (Sustainable Development Goals/SDGs)," *Padjadjaran Law Review*, 2018, http://jurnal.fh.unpad.ac.id/index.php/plr/article/view/389.

to make people's lives smarter, such as realizing their own economic, family and personal growth.

However, the implementation of quality education requires equality to expand learning opportunities throughout life, so it requires contributions from the government, society and educational institutions themselves.. This is in accordance with SDGs pillar number 4, namely ensuring inclusive and fair quality education and promoting lifelong learning opportunities for all individuals[17].

Because the existence of sustainable development is caused by world concern about the situation of protracted poverty, natural resources for economic development are very limited and several social changes are occurring in society. So that Indonesia, as one of the countries that has accepted the Sustainable Development Goals agreement and is committed to implementing it in various activities and programs, states that the national economy is run in a democratic economic manner through the principles of togetherness, efficiency, justice, sustainability, environmental insight, independence, and maintaining a balance of progress and unity. national economy[18].

SDGs in Arabic Language Education

As time goes by, education is increasingly undergoing global reform as a dynamic process that involves the interaction of various factors that can influence a person's success or failure. The process of change that occurs certainly leads to something better, especially sustainable.

The process of educational reform cannot be separated from the influence of globalization, meaning that countries in the world influence each other to compete to be the best. As stated by Patnoi, globalization has 4 major impacts, namely[19]: First, the process of interaction between countries with solution ideas developed in a particular country and trying to have the best of them to solve the problems it is facing. Second, the state decides which idea to choose and then implements it. Third, it is called the internalization stage, namely incorporating the ideas that have been implemented into a state policy that can be assessed. So that changes in education are formed based on rules both taken from abroad and within the country.

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[17] Kementerian PPN/Bappenas, "4. Pendidikan Berkualitas."

[18] DESWITA ELISABETH SITUMEANG, MERLIANA MARCHELINA HAWA, dan KHODIJAH ISMAIL, "PEMBANGUNAN BERKELANJUTAN SDGs 2030 Goals 4 ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL 'Memastikan kualitas pendidikan yang inklusif dan adil dan mempromosikan kesempatan belajar seumur hidup untuk semua,'" 2021, https://doi.org/10.13140/RG.2.2.11219.96809.

[19] M. Portnoi Laura, *Policy Borrowing and Reform in Education: Globalized Processes and Local Contexts.* (New York: Springer Nature, 2016).

Educational changes are carried out to increase the scope of the system that will be used by investing in educational infrastructure, wages for teaching staff, as well as increasing efficiency and effectiveness to increase educational performance and productivity. With this, education can be reformed in accordance with the country's goals, such as prosperity and realizing world peace. Of course, a change is made with sustainability towards a better direction. This is in accordance with global policy through sustainable development goals or sustainable development agreed by several countries to be implemented.

One of the applications of SDGs can be done through Arabic language education because language has an important contribution to sustainable development as the main means of communication. Arabic language education can provide learning for someone to understand and appreciate cultural diversity, especially in the Arab world, through global communication. Can increase employment opportunities, improve inclusive education with an adequate learning environment to be able to understand global issues related to understanding religion and culture[20].

In accordance with SDGs pillar number 4 regarding quality education, to achieve this in Arabic language education several aspects are needed. one of them, open access to education for all, because education in Indonesia itself is not evenly organized. Having equitable education can provide various significant positive impacts. Some of these benefits involve social, economic and national development aspects.

So the Arabic language education program at the State Islamic Institute (IAIN) Kediri is also trying to implement the SDGs system in its education for its students. By providing an integrative curriculum, which is a balanced curriculum between the KKNI and the independent curriculum. Of course PBA IAIN Kediri implementing Sustainable Development Goals (SDGs) in its education is a positive step towards sustainable education. The following is a series of discussions related to this matter[21]:

1) Introduction to the SDGs concept: PBA IAIN Kediri can start by providing students with an in-depth understanding of the SDGs concept. Involving students in a strong understanding of sustainable development goals which can become a solid basis for subsequent implementation.
2) Integrative SDGs in the curriculum: PBA IAIN Kediri can integrate SDGs principles into its curriculum. Aligning courses with sustainable

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[20] Vidya Isma Aulia dan Wulan Anggraeni, "Urgensi Pembelajaran Bahasa Arab Dalam Pendidikan Islam," *Uktub: Journal of Arabic Studies UIN Sultan Maulana Hasanuddin Banten* 3, no. 1 (2023).
[21] Alfaien, Kosim, dan Fadil, "UPAYA MENINGKATKAN KUALITAS PENDIDIKAN AGAMA ISLAM DI INDONESIA DALAM MEWUJUDKAN PROGRAM SUSTAINABLE DEVELOPMENT GOALS (SDGS)."

development goals will help students understand their relevance and the positive impact they can have.

3) Implementation of project-based learning methods: this learning method is being started at IAIN Kediri, especially in Arabic Language Education, used to provide practical experience to students in achieving SDGs goals. These projects can cover issues such as community empowerment, poverty alleviation or environmental conservation.

4) Involving students in local initiatives: encouraging students to get involved in local initiatives that support the SDGs can be a real step. PBA IAIN Kediri can establish partnerships with local organizations, regional governments or non-profit institutions to provide participation opportunities for students.

5) SDGs-based research and development: encouraging research and development that focuses on solutions to challenges faced by local communities in accordance with the SDGs. Students can be involved in research to contribute to achieving sustainable development goals.

6) Sustainable education and environmental awareness: PBA IAIN Kediri can incorporate elements of sustainable education and environmental awareness into every aspect of campus life. This could involve awareness campaigns, waste management programs or initiatives that support the environment.

7) Monitoring and evaluation: implementation of SDGs in education requires an effective monitoring and evaluation system. PBA IAIN Kediri can develop performance indicators and evaluation mechanisms to ensure that the efforts made are in line with the SDGs goals and have a positive impact.

8) SDGs-based skills development: involving students in developing skills in line with the SDGs goals, such as leadership, social skills and problem solving, can help them become effective agents of change in society.

9) Partnerships with industry and society: PBA IAIN Kediri can build partnerships with industry and society to create opportunities for students to be involved in practical projects that support the SDGs. This can create a bridge between the academic world and the real world.

By implementing these steps, PBA IAIN Kediri can ensure that its students not only receive quality academic education but also become active agents of change in achieving sustainable development goals.

So, from the results of interviews with several lecturers at PBA IAIN Kediri, several responses were found regarding efforts related to implementing SDGs in the integrative curriculum:

Lecturer Interview Results 1: Quality education is more inclined towards practice, as is the case in the Arabic language balaghoh course which separates the time for providing material and student practice through balaghoh research based on the Al-Qur'an, hadith and Arabic texts in general. Application of learning materials invites students as objects of education to play an active role in learning.

However, every level of education is certainly accompanied by various obstacles or challenges that will be faced. First, there are obstacles in the economic sector because getting quality education certainly requires expensive costs, so not all Indonesian people can afford this. Second, students' ability to understand learning material related to their previous educational background and the character formed by their parents.

The student's educational background needs to be known so that the lecturer can fulfill these deficiencies. This often happens in any study group, and more attention must be paid to solving this problem[22].

Even in religious departments such as Arabic Language Education itself there must be a variety of abilities, such as foreigners to Arabic language and writing which greatly influence students' capacity to receive knowledge, but educators still try to provide material evenly. Another learning model that can be applied is expanding the technological capabilities of students and lecturers, because technological developments can provide various types of classical books to support wider knowledge.

Lecturer Interview Results 2: Arabic language education at IAIN Kediri is trying to implement SDGS in every lesson. This can be achieved through setting RPS for each lecturer who teaches PBA courses. Because RPS is used as a guide for students in carrying out lectures to achieve the learning that has been applied. SDGs at PBA IAIN Kediri also experienced several obstacles, such as students' readiness to accept the material that had been provided. As well as the efforts of educational institutions to integrate several curriculum principles, namely the KKNI (Indonesian National Qualifications Framework) and MBKM (Free Learning Campus) curriculum principles. This is an important step to ensure that education creates graduates who are competent and ready to face real world challenges[23].

Lecturer interview results 3: One of the SDGs goals is towards quality education which has been carried out by PBA IAIN Kediri. Namely by implementing an integrative curriculum as a combination of KKNI and MBKM to adapt to current educational needs in religious universities, especially Arabic

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[22] Anisatussehra, "PROBLEMATIKA LATAR BELAKANG PENDIDIKAN MAHASISWA DAN IMPLIKASINYA DALAM PEMBELAJARAN BAHASA ARAB INTENSIF STUDI KASUS DI FEBI UINSA," *El-Tsaqafah: Jurnal Jurusan PBA* 20, no. 2 (2021).
[23] Fahraini dkk., "DEVELOPMENT OF ARABIC LANGUAGE IN BUSINESS AND INDUSTRY AT ARABIC EDUCATION DEPARTMENT IAIN KEDIRI."

linguistic learning. Efforts made by PBA that are in accordance with the integrative curriculum are:

a) Implementing a curriculum that suits students' work needs. PBA provides several majors such as entrepreneurship, translation and multimedia as a means for students to improve their professional abilities.

b) Implementing a curriculum that suits the needs of the times, namely providing learning to students regarding the use of technology, media, content creation to create creative learning suggestions according to students' needs.

c) Implementing a curriculum that suits the environment means equipping students with professional skills that suit the needs of the surrounding environment. This is intended to make it easy for students to adapt to the needs of the environment where they live in supporting education in Indonesia.

From these three points it is concluded that the curriculum is a necessity to achieve the goals of education itself, guarantee the quality of education, achieve the interests of society, achieve the interests of the nation and state as well as a tool for developing learning[24]. So that it can meet the needs of society in line with current developments.

In PBA linguistic learning, several methods are used to achieve quality education, namely inviting students to be active and think creatively in order to foster independent learning in students. In learning, class discussions can be carried out with fellow students or project-based learning, because in reality a lecturer is only a facilitator and no longer a learning center.

A lesson does not rule out the possibility of obstacles in the learning process, namely students' lack of critical thinking such as providing criticism and feedback during the lesson. Lack of student interest in exploring further the learning resources provided by the lecturer. So the efforts made are to provide motivation and creative learning for student learning independence.

Lecturer interview results 4: The application of SDGs in higher education can be done through several things as an effort to create quality education. PBA IAIN Kediri provides quality education in the learning process, by providing quality lecturers according to their respective fields. In maharah learning, especially maharah istima' (listening skills), efforts are made to provide a good

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[24] Muhamad Kumaini Umasugi, "URGENSI BAHASA ARAB DALAM KURIKULUM PENDIDIKAN SEKOLAH DASAR DAN MENENGAH SEBAGAI BAHASA ASING PILIHAN PADA ERA SOCIETY 5.0," *Jurnal Al-Tarqiyah Pendidikan Bahasa Arab* 5, no. 1 (2022).

learning model, by getting students used to literacy in Arabic through the five senses. Apart from students' efforts to have these skills, lecturers must also be able to upgrade their knowledge so that they can provide maximum learning to produce quality students. The obstacles that occur cannot be separated from the existence of less than optimal facilities and infrastructure in higher education, as well as students' abilities which are influenced by their previous educational background.

Based on several interviews with PBA IAIN Kediri lecturers, it can be concluded that the integrative curriculum is a form of effort to implement Sustainable Development Goals (SDGs), especially in accordance with pillar number 4, namely creating quality education. Because the curriculum determines the quality of education in an educational institution to meet the needs of a quality workforce and character formation to suit global needs. So that PBA lecturers strive to provide quality education through strategies, methods and learning models that suit current needs and technological advances.

CONCLUSION

The implementation of SDGs (Sustainable Development Goals) in the integrated PBA IAIN Kediri curriculum reflects a commitment to achieving sustainable development goals holistically. Through an integrative PBA (Problem-Based-Learning) approach, education at IAIN Kediri does not only focus on academic aspects, but also emphasizes developing understanding of global issues recognized in the SDGs.

This curriculum is designed to enable students to engage in problem-based learning where they can identify, analyze and find solutions to challenges related to the SDGs. In this way, students not only gain theoretical knowledge, but also practical skills in overcoming real problems relevant to sustainable development.

This integrative approach also enables the incorporation of SDGs values and principles into various courses, creating a comprehensive learning experience. In addition, student involvement in practical projects and field work can deepen understanding of SDGs implementation at local and global levels. Thus, the implementation of SDGs in the IAIN Kediri PBA integrative curriculum not only aims to provide quality education, but also to form individuals who are aware of their social responsibility in achieving sustainable development.

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