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The Implementation Of Foreign Language Learning For PTKIN Students In Indonesia

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The Implementation of Foreign Language Learning for PTKIN Students in Indonesia

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Abstract

Language as a tool of communication takes an important part of human life. Along with the times, a language is being a prerequisite to achieve success. Foreign languages those are recognized by United Nations needs to be mastered in order to survive in the international world. Islamic Higher education as a place of education must provide students with foreign language skills for their future. Various ways have been carried out by Islamic higher education in improving the mastery of these foreign languages. The aims of this study is to explore how the implementation of foreign language learning for State Islamic Religious College (PTKIN) in Indonesia. This study is a field research and it is conducted with qualitative approaches. The samples of this study are taken in three State Islamic Universities. They are UIN Raden Intan Lampung, UIN Maulana Malik Ibrahim Malang and UIN Alauddin Makassar. Data collection is done by interview and documentation. Data were analyzed using Matthew B. Miles, A. Michael Huberman and Johnny Saldana models, namely condensation, data display and conclusion verification. The results of this study shows that the implementation of foreign language learning at the three UINs uses two ways, namely a decentralized curriculum and a centralized curriculum with the *nadzariyah al waihdah* approach or all in one system approach.

Key words: Foreign Language, Learning Direction, Teaching Material, State Islamic Religious College, centralized curriculum, decentralized curriculum

Introduction

Language as a communication tool has an important role in both life of the community and the academic world. Various opportunities for self-development are open and easy to obtain by mastering a language. There are many offers of scholarships and jobs to prospective students and alumni. However, the thing that scares them is language. This is because one of the requirements that must be met is having good language skills. This is usually evidenced by the existence of an official TOEFL or TOAFL certificate, or a language proficiency score in the Certificate of Companion Diploma (SKPI).

In the academic world, language is not only a requisite for getting scholarships and jobs, but also being the most important part towards mastering knowledge. Therefore, mastery of languages, especially foreign languages, is a must.¹ Having foreign language skills means having high language competence.

Nasution, S (2020) in his book "*Pembentukan Lingkungan Bahasa Arab di Perguruan Tinggi Keagamaan Islam*", said that it was important for State Islamic Religious College (PTKI) leaders to pay attention to the importance of mastering Arabic (foreign languages) for the entire campus academic community.² Related to

¹ Griva, E., Semoglou, K., & Geladari, A. (2010). Early foreign language learning: Implementation of a project in a game-based context. *Procedia-Social and Behavioral Sciences*, 2(2), 2010, p. 3700

² Sakhalid Nasution, *Pembentukan Lingkungan Bahasa Arab di Perguruan Tinggi Keagamaan Islam* (Medan: Perdana Publishing, 2020), p. 131

the importance of language (foreign language), higher education, especially PTKI in Indonesia, has begun to pay attention to the importance of language. For examples are at State Islamic University (UIN) Antasari and UIN Maulana Malik Ibrahim Malang. There is intensive foreign language learning (Arabic and English) which is part of the campus curriculum. It is also implemented at UIN, IAIN and STAIN. According to Nasution, S. (2020) that UIN Malang has succeeded in improving students' abilities in foreign languages because of the intensive program implemented.³

The role of foreign languages is very important. However, the policies of higher education are needed to improve the quality of education, especially related to foreign languages. According to Asmawi (2005), to achieve standardized quality, it is necessary to manage educational standards in higher education.⁴ There are three standards mentioned by Asmawi as a quality improvement strategy in higher education, namely students, lecturers and infrastructure.⁵ This strategy requires serious attention by all elements of the academic community towards mastering foreign languages. Meanwhile, according to Sadykova, A. G., & Shelestova, O. V. (2016) foreign languages as a means of developing students' creative activities. Therefore, in the higher education system, foreign language is crucial and the program is independent.⁶

Asrina and Sihombing (2019) stated that the condition of teaching Arabic and English, especially at UIN Padang, has not maximized and met expectations yet. This can be seen from the commitment of the university's leaders, students' foreign language skills and inadequate infrastructure.⁷ A study from Widodo, Setiawan and Zahida (2018) shows that foreign language management is needed so that universities are able to compete in the world class university. Foreign language management in higher education includes institutional aspects,

curriculum organization, learning strategies, and problems that arise in implementation. However, the main problem is human resources, namely lecturers and students.⁸

Each university consists of several work units that have their main duties and functions. The work unit in a university consists of faculties, postgraduates, institutions and technical implementing units. Faculties and postgraduates consist of several study programs. The institution consists of units in charge of the tridharma of higher education, namely education, research and community service, and the technical implementing unit is the organizer of all policies taken by the university leaders.

Foreign language learning in higher education is managed by certain units according to the rules and policies of the university leader. In practice, the foreign language enhancement program for students can be managed by the faculty or by a work unit that focuses on language programs. The program, which is managed by both faculties and work units, is carried out according to the objectives and accommodates the vision and mission of educational institutions.

Based on the explanation above, it can be concluded that each PTKI has a unique concept of language in the academic field. The concept that aims to create educational institutions more advanced and superior requires tools in the form of foreign languages that can compete and have a strong goal to develop foreign language learning. Each PTKI has a different way of implementing foreign language learning for students. Therefore, it is important to explore how the the system of foreign language learning is made and realized in each PTKI.

Based on the preliminary study conducted by researchers, it was found that each PTKI has different way in carrying out foreign language learning. This is because the institutions/units that hold policies regarding foreign language learning are different. For example, at UIN

³ Sakhalid Nasution, *Pembentukan Lingkungan Bahasa Arab*, p. 5

⁴ Asmawi, M. R. (2010). Strategi meningkatkan lulusan bermutu di perguruan tinggi. *Hubs-Asia*, 10(1), p. 67

⁵ Asmawi, M. R., p. 71

⁶ Sadykova, A. G., & Shelestova, O. V. Creativity Development: The Role of Foreign Language Learning. *International Journal of Environmental and Science Education*, 11(15), 2016, p. 8163

⁷ Asrina dan Sihombing, Analisis Kebutuhan dalam Pengembangan Bahasa Asing di UIN Imam Bonjol Padang. *Turast: Jurnal Penelitian dan Pengabdian*, 7(1), 2019, p. 40-41

⁸ Widodo, S. A., Setiawan, A., & Zahida, A., Foreign Language Learning Management for World Class University Ranking (Comparative Study between State Islamic University (UIN) Sunan Kalijaga Yogyakarta and the University of Malaya (UM) Malaysia). *Jurnal Pendidikan Islam*, 7(2), 2018, p. 338

Antasari, the management of foreign language learning is managed by the Language Development Unit. This is because Arabic and English are university courses that must be taken by students are 0 credits. In line with UIN Antasari, the organizers of Arabic and English learning at UIN Maulana Malik Ibrahim Malang are also managed by the Language Development Center. Each foreign language learning has 4 credits. Different from the two UINs above, the implementation of Arabic and English learning at UIN Yogya and Makassar is managed by the faculty. Meanwhile, the duties and functions of the Language Development Center focus on TOEFL/ToAFL training and tests.

There are some previous studies related to this research. Nasution (2020) focused his study on the language environment at PTKI. Meanwhile, Asmawi (2005) focuses his study on quality standards in higher education. Asrina and Sihombing in 2019 studied the conditions of Arabic and English learning at UIN Padang, West Sumatra. The study of Widodo, Setiawan and Zahida (2018) related to foreign language management in universities. Last, there is research from Sadykova, A. G., & Shelestova, O. V. (2016) which examines the development of creativity through foreign language teaching. Meanwhile, studies on the implementation of foreign language learning for PTKIN students in Indonesia have not been carried out. Therefore, the authors are interested in conducting a study on how foreign languages are implemented in three UIN as the representations in Indonesia, namely the West, East and Central regions of Indonesia.

Research methods

This research is a field research with a descriptive qualitative approach. The selection of research subjects was carried out based on criteria, namely: 1) considerations of the holder of foreign language learning at PTKIN. The management of foreign language learning is held by faculties such as UIN Makassar, 2) The management of foreign language learning is held by the Language Development Center such as UIN Malang, 3) The management of foreign language learning is held by both the Language Development Center and the Faculty, such as

⁹ Matthew B. Miles, A. Michael Huberman dan Johnny Saldana, *Qualitative Data Analysis A Method Sourcebook* (America: Arizona State University,

UIN Lampung, and 4) consideration of regional areas in Indonesia. The three PTKINs have represented the West, East and Central regions in Indonesia.

Data collection was done by interview. This is intended to explore data on how foreign language learning is carried out by PTKIN. Interviews were conducted with policy makers and implementers of foreign language learning such as the Head of UPT Language Development, learning administrators, foreign language lecturers and teachers and foreign language learning students. The second technique is documentation. This is used to cross-check documents related to the policies and the system of implementing foreign language learning.

The data analysis that researchers convey is the model of Matthew B. Miles, A. Michael Huberman and Johnny Saldana⁹ with three stages in data analysis, namely 1) Condensation. This is the stage of sorting, focusing, simplifying and changing data from the field notes, interview transcripts, documents and other materials. The data is about the implementation of foreign language learning for students at PTKIN in Indonesia which is sourced from the interviews, surveys and documentation. The data needs to be sorted and detailed in a simple form and then summarized.¹⁰ 2) Data Display. It is intended to organize a collection of information then it is analyzed to draw a conclusion. 3) Drawing conclusions / Verification. This stage makes conclusions according to the items asked in this study. Therefore, it can be ascertained that the formulation of the problem can be answered.

Results and Discussion

The study on the implementation of foreign language learning is conducted at three PTKIN, namely UIN Raden Intan Lampung (URIL), UIN Maulana Malik Ibrahim Malang (UIN MMIM) and UIN Alauddin Makassar (UINAM). The results of the interview show that these three UINs have differences in implementing foreign language learning system. This can be seen in the following table.

2014), Third Edition, p. 31

¹⁰Emzir, *Metode Penelitian Kualitatif Analisis Data* (Jakarta: Rajawali Press, 2012), p. 130

Table 1: Implementation of Foreign Language Mastery Enhancement Program for PTKIN Students

No	Implementation	UIN URIL	UIN MMIM	UIN AM
1	Placement test	Available	Available	Not available
2	Lecture system	Matriculation	Reguler	Reguler
3	Class schedule	Language Development Center: Out of class hour (Saturday-Sunday) Faculty : Monday-Friday	Monday- Friday	The same as the class schedule at the faculty
4	Learning Direction	Communicative (Language Development Center) <i>fahm masmu' dan maqru</i> (Faculty)	Communicative	Communicative
5	Teaching Material	Arabic: <i>al-Arabiyyah Baina Yadaik</i> and Arabic Online English: <i>Let's Study English</i>	Arabic: <i>Arabiyyah lil Hayah</i> (4 jilid) Plus E-Learning English: English module level A1 and A2	The book used contains both Arabic and English material.
6	Method	Active Learning	Mixing	Authorized to each tutor
7	Meetings	16 times (Language Development Center and Faculty 100 minutes /meeting	90 minutes/meeting	16 times
8	Recruitment Process	selection process	selection process	selection process

Based on the data table above, it can be seen that there are several important points in the implementation of foreign language learning in the three UINs. They are the concept of curriculum and curriculum management.

Learning as a two-way process must have a complete structure and components in order to achieve goals. According to Krashen (1981) that the learning process is bound by formal procedures, product-oriented and ordered related to the structure and correct grammatical

arrangement. However, according to communicative theory, focusing too much on structure can interfere with the communication process.¹¹ Teachers have the authority to determine the direction and learning procedures that are in accordance with their experiences and adapt them to their students. Foreign language learning requires a certain system in order to be able to achieve the targets and objectives. One of the good foreign language learning approaches with various positive sides is the

¹¹ Khattak, I., & Asrar, M. Stages of language acquisition in the natural approach to language

¹⁴ teaching. *Sarhad Journal of Agriculture*, 23(1), 2007. P. 252.

listening and speaking approach (*sam'iyyah syafahiyyah*) which emphasizes providing stimulus that must be responded to by students.¹² The implementation of foreign language learning in three UINs, namely UIN RIL, UIN MMIM, and UINAM are varied and have their own peculiarities. Before starting the learning process, UIN RIL and UIN MMIM conduct a placement test either at the Language Development Center (PPB) or at the faculty, while UINAM does not. The placement test is essential step to do because it is to find out the level of student ability and being the first step for students to get the appropriate material based on the students' level.¹³ However, there is a reason for UINAM regarding the absence of a placement test for students. The first reason is that the number of prospective foreign language learning students is huge, almost around 5,000. The second, UINAM applies the same-age tutor model in the learning process. Therefore, the placement test does not have too much influence on the learning process. The purpose of applying the learning model with tutors of the same age is that students do not get bored with learning both inside and outside the classroom, have a sense of responsibility and self-confidence and have high learning motivation.¹⁴

The use of multimedia, audio and video technology be able to upgrade communication skill.¹⁵ According to Liliya Doncheva (2015) students spend their time playing video games using computers, cell phones and other digital devices.¹⁶ Therefore, foreign language learning should be supported by modern media in order to get the students' interest in learning.

Foreign language learning at UIN Malang focuses on communicative learning and comprehensive Arabic language skills. The Language Service Center is the policy holder and implementer. The learning is also included in the curriculum as a compulsory subject that

must be taken as many as 12 credits. Meanwhile, at UIN Raden Intan Lampung, foreign language learning is divided into two. The first is TOEFL/TOAFL that is managed by PPB. The second is the proses of foreign language learning managed by faculties. UIN Alauddin Makassar has two objectives in learning, namely foreign language skills implemented by the Intensive Foreign Language Program (PIBA) and TOEFL/TOAFL managed by PPB. According to Fauzan et al in their study, talking about language learning objectives cannot be separated from the curriculum and the objectives of the learning, namely mastery of "language elements", communicative and cultural.¹⁷ The organizers of learning at three UIN have the same goal in implementing foreign language learning, namely communicative. That means, all three institutions have the same goal, namely students are able to communicate both orally and in writing. This is in line with what Thu'aimah said that listening, reading, speaking and writing as a means of expression of the soul are the communicative goals of language learning.¹⁸

The teaching materials used in the learning process at UIN RIL are A-Arabiyyah Baina Yadaik and Arabic Online for Arabic book and Let's Study English for English. UINAM uses a book prepared by PIBA which contains both Arabic and English material. Meanwhile, UIN MMIM has more uniqueness in terms of materials and textbooks which were compiled and made by PPB and the instructors. The books are *Arabiyyah lil Hayah* (4 volumes) Plus E-Learning *HATI* for Arabic, English modules level A1 and A2 for English, and for Indonesian for Foreign Speakers (BIPA) and the Chinese Language and Culture Center (CLCC).) using the module compiled by the unit manager.

The teaching materials used by the three institutions use all-in-one system approach. This can be seen based on the material prepared and

¹² Suherdi, D. *Classroom Discourse Analysis: A systemiotic Approach Revised Edition* (Bandung: Celtics Press, 2009), p. 2

¹³ Vidi Sukmayada, mengembangkan tes penempatan bagi msiswa BIPA (Bandung: Universitas Pendidikan Indonesia, 2018). Jurnal di unduh di [http://www.academia.edu/18306598/Mengembangkan Tes_Penempatan_Bagi_Siswa_BIPA](http://www.academia.edu/18306598/Mengembangkan_Tes_Penempatan_Bagi_Siswa_BIPA).

¹⁴ Abdul Mukhlis, Pembelajaran Tutor Sebaya: Solusi Praktis dalam rangka menyongsong pembelajaran sastra yang menyenangkan bagi siswa SMP, Jurnal Pendidikan Bahasa dan Sastra Indonesia (JP-BSI), Vol. 1 No. 2, 2016 p.68-72

¹⁵ Lazebna, N., & Prykhodko, A. (2021). Digital Discourse of English Language Acquisition. *Journal of Language and Linguistic Studies*, 17(2), 2021, p. 972

¹⁶ Doncheva, L. An implementation of a hybrid form of education in foreign language acquisition. In *18th Symposium for Sport and Physical Youth Education. Ohrid*. 2015, p. 244

¹⁷ Ahmad Muradi, Tujuan Pembelajaran Bahasa Arab (Arab). *Al Maqoyis Vol. 1*. 2013, p. 129-130

¹⁸ Thu'aimah an Naqah, Ta'lim al Lughah ittishaliyah Baina al Manahij wa al istratijiyyah, (Rabath: Isesco 1427H/2006M), h. 123-124

used in the learning process consisting of various aspects that are integrated in one book. As stated by Ahmad Aufa Syukron that this approach makes the language learning process integrated. Thereby, learning takes place with one name, one book, one evaluation and one evaluation, for example Arabic or English¹⁹.

Talking about methods, UIN RIL uses the Active Learning method, UIN MMIM uses mixed methods and UINAM give authority to the tutors about the learning methods use. The choice of method has a big influence on the learning process.²⁰ The method used makes students active in responding to the stimulus given by the teacher by focusing on the aural and oral methods which are part of the *nadzariyah al waihdah* approach or the all in one system approach.²¹

The schedule for the foreign language learning meeting is as follows: UIN RIL conducts TOEFL/ToAFL learning process at PPB out of the Faculty hous. The schedule is Saturday and Sunday. Meanwhile, language learning with communicative purposes is scheduled based on the Faculty's regular schedule. Total is 16 meetings and the time allotment is 100 minutes/meeting. UINAM conducts the proses of forein language learning based on the faculty's hours. The meeting is 16 times. Meanwhile, UIN MMIM conduct the learning proses from Monday to Friday, and scheduled twice a day with time allotment 90 minutes/meeting. There is a significant diffrence between UIN RIL and UINAM which only 16 times to UIN MMIM that has more meetings. This is based on the credit value of the course in UIN RIL and UINAM that has 0 credit and UIN

MMIM has 6 credits for each semester. Credit is an estimate of student study time. The depth of the material requires a certain time in its achievement. Therefore, the frequency of learning represented by credits greatly influences the results and achievements.²².

The last is about the tutor or instructor or lecturer. The proses of recruitment that held by the three unit at UIN RIL, UINAM, and UIN MMIM is test. The skills and competencies are being the fundamental thing that must be having by the totur. This is in line what Rabukit Damanik said that there is a significant correlation between the competence of the teacher and the performance, because competence is a unified whole that describes the ability of the teacher to actualize in the form of actions in the performance.²³

The process of learning foreign languages in universities is given not only to Indonesian students but also to foreign students. UIN MMIM has also developed two foreign language programs besides Arabic and English, namely Mandarin and Persian Language Programs and BIPA Program for foreign students. The BIPA program is intended to improve the mastery of Indonesian as the language of instruction in the lecture process, where the BIPA program is one of the training and mentoring programs for foreign speakers in the context of improving the function of the state language as an international language and meeting the needs of foreign workers in Indonesian language training programs.²⁴ The BIPA program is also intended to improve the function of the Indonesian language into an international language which has been regulated in the Law of the Republic of

¹⁹ Ahmad Aufa Syukron, Implementasi Pendekatan Integrated system dalam meningkatkan minat dan prestasi belajar bahasa Arab siswa kelas XI di MA NU Miftahul Ulum Margasari tegal, Jurnal Jurusan PBA El-Tsaqafah, Vol.8, No. 2, 2019, p. 161-182

²⁰ Syamsu Rijal, Syarifah Fatimah, Metode Pembelajaran Bahasa Asing (Jerman) dan Sekelumit Perkembangannya, Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra Vol.3, No.1, Maret 2019, (p.46-52)DOI:

<https://doi.org/10.26858/eralingua.v3i1.8764>

²¹ Ahmad Aufa Syukron, Implementasi Pendekatan Integrated system ... p. 161-182

²² Aris Junaidi dkk, Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era Industri 4.0 Untuk Mendukung Merdeka Belajar-Kamous Merdeka, Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan 2020, h. 46

²³ Rabukit Damanik, Hubungan Kompetensi Guru dengan Kinerja Guru, Jurnal Serunai Administrasi Pendidikan, Vol. 8 No.2 Oktober 2019, p.1-8

²⁴ Susani Rosendi Galih, Penerapan dan Evaluasi Pendekatan Berbasis Tek dalam Pembelajaran BIPA di Hanoi, Vietnam, Jurnal Bahasa Indonesia bagi Penutur Asing (JBIPA) [journalhomepage:ojs.badanbahasa.kemdikbud.go.id/jurnal/index.php/bipa](http://journalhomepage.ojs.badanbahasa.kemdikbud.go.id/jurnal/index.php/bipa)

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Indonesia Number 24 Year 2009 article 44²⁵. The BIPA program implemented at the university level has objectives that must be adapted to the needs of BIPA learners.²⁶ Then at UIN MMIM, the CLCC program was also implemented. It is a Mandarin and Persian language learning program managed by a special Unit within the Language Development Center. These two programs are focused on the form of the course.

Based on the components described above, it can be concluded that the curriculum concept²⁷ used in the three institutions is the concept of an integrated curriculum²⁸ or holistic which means everything is interconnected. This can be seen from the learning objectives contained in the teaching materials that use the integrated system or *nadhariyatul wihdah*. This also shows the synergy of all learning components. The same curriculum concept can support the progress of the learning program.²⁹ There are differences in curriculum management between these three institutions. UIN RIL and UINAM use a decentralized curriculum management model, where the curriculum is managed by the implementing unit. In this case, it is PPB and Faculties for UIN RIL, and PIBA and P2B for UINAM. The curriculum applies to each implementing unit and the schedule varies. The curriculum is tailored to the objectives and the

exams are specific to each unit. UIN MMIM uses a curriculum management model with a centralized curriculum, where the curriculum is managed and compiled by the PPB. The curriculum is the same for all language programs, students, exam schedule and calendars.

Conclusion

The implementation of foreign language learning for PTKIN students is by classifying students based on their abilities through placement tests. The direction of learning uses a communicative approach; teaching materials based on the learning direction; and learning methods and strategies using mixed methods and active methods. The curriculum management concepts used in the implementation of foreign language learning are decentralized curriculum management and centralized curriculum. UIN Raden Intan Lampung and UIN Alauddin Makassar use a decentralized curriculum management model. The curriculum is managed by the implementing unit in this case Language Development Center for UIN Raden Intan Lampung, the Faculty for UIN Raden Intan Lampung, and PIBA and PPB for UIN Alauddin Makassar. Meanwhile, UIN

²⁵ Tiawati, R.L.T. Bahasa Indonesia di Thailand menjadi Media Diplomasi Kebahasaan dan Budaya di Asean melalui Pengajaran BIPA. *Jurnal Gramatika*. Diakses dari <https://media.neliti.com/media/publications/80313-ID-bahasa-indonesia-di-thailand-menjadi-med.pdf>. (2016)

²⁶ Syarifah Lubna, Penyusunan Bahan Ajar Bahasa Indonesia Bagipenutur Asing (Bipa) Untuk Pebelajar Anak Indonesia For Foreign Speakers (Bipa) Material Development For Children Learners Tuah Talino Tahun XI Volume 11 Edisi Mei 2017 ISSN 0216-079X, Balai Bahasa Kalimantan Barat, p 83-84.

²⁷ Fatwiah Noor, Kurikulum Pembelajaran Bahasa Arab di Perguruan Tinggi. *Arabiyatuna: Jurnal Bahasa Arab*, [S.l.], v. 2, n. 1, p. 1-22, June 2018. KhoiriyahH. (2019, December 3). Desain Pengembangan Kurikulum Pembelajaran Bahasa Arab di Malaysia. *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab*, 3(1), 45-63. <https://doi.org/https://doi.org/10.32699/liar.v3i01.999>

²⁸ Muamanah, H. (2020). Implementasi Kurikulum Holistik-Integratif Untuk Meningkatkan Mutu Pendidikan Di Sdit Lhi. *JIE (Journal Of Islamic*

Education), 5(1), 1-19. Retrieved From <https://ejournal.stitmuhibangil.ac.id/Index.php/Jie/Article/View/165>

²⁹ Fitri Yanti Nasution *Implementasi Manajemen Kurikulum Sebagai Upaya Peningkatan Kualitas Pendidikan Di Mts Nurul Iman Tanjung Morawa*. *HIJRI - Jurnal Manajemen Pendidikan dan Keislaman* Vol. 7. No. 2. Juli - Desember 2018. ISSN: 1979-8075. p. 69 - 81.

<http://jurnal.uinsu.ac.id/index.php/hijri/article/view/2912> Ahmad Mukhlisin dan Rakhmat Wibowo DESAIN PENGEMBANGAN KURIKULUM INTEGRATIF DAN IMPLEMENTASINYA DALAM PEMBELAJARAN, *Jurnal Tawadhu* v Vol. 2 no. 1, 2018. P.364-380. <https://ejournal.iaig.ac.id/index.php/TWD/article/download/71/87>. Fadillah, Mardianto, Wahyuddin Nur Nasution, *Implementasi Manajemen Kurikulum Dalam Meningkatkan Kualitas Pembelajaran Di Smp Wiraswasta Batang Kuis Kabupaten Deli Serdang*, At-Tazakki: Jurnal Kajian Ilmu Pendidikan Islam dan Humaniora, Vol. 2 No. 1 Januari - Juni 2018. P. 27-33

Maulana Malik Ibrahim Malang uses a centralized curriculum model where the curriculum is managed and compiled by the Language Development Center. The implementation of foreign language learning is based on regulations and the direction of development of each university.

Ethics Statement

Based on local laws and institutional requirements, research on human participants does not require ethical review and approval. Written consent was given to participants to participate in this study.

Author Contributions

Preparing the research questions, planning data analysis, and interpreting the results, compiling the introduction, methods, and discussions were carried out by AM and FN.

Preparing the introduction, theoretical framework, and limitation of study were carried out by DH, JS, and ARH. All authors take part in this article and approve the version of the article submitted

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