

DEVELOPMENT OF ARABIC LANGUAGE IN BUSINESS AND INDUSTRY AT ARABIC EDUCATION DEPARTMENT IAIN KEDIRI

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Abstrac:

Arabic is the second international language in the world and is the language for the source of Muslim law, so it is studied from elementary school to university. However, many Arabic language education scholars experience difficulty in generating financial returns and lack creativity. If it continues, many graduates will be unemployed due to the lack of job opportunities. Therefore, Indonesia implements the Merdeka Belajar Kampus Merdeka (MBKM) curriculum as a solution in higher education, but this is still a transition from the Kerangka Kualifikasi Nasional Indonesia (KKNI) curriculum. This study aims to understand the role of the Arabic language study program at IAIN Kediri in developing Arabic in the era of business and industry. This research method uses a descriptive qualitative approach through questionnaires, interviews, and observations to obtain valid data. The results showed that the Entrepreneurship Course Program (KWU) in the Arabic language education study program at the Kediri State Islamic Institute provided maximum results in developing entrepreneurial abilities according to student expectations. This research provides an overview of the implementation of Arabic language development in business and industry through marketing and management in the fields of translation, tutoring, tourism and language seminars with the hope that it can be implemented into business and industry in the future.

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INTRODUCTION

Arabic has an existence as the oldest language in the world which is still well-known and is of concern to various groups, as well as its journey which is not short for a long period of time to this day. Arabic seems to have officially become the language of Muslims because of the Al-Qur'an which uses Arabic, thus leading to the opinion that Arabic is the language of Muslims.¹

¹ Zaenal Abidin dan Andi Satrianingsih, "PERKEMBANGAN DAN MASA DEPAN BAHASA ARAB," *Diwan : Jurnal Bahasa dan Sastra Arab* 3, no. 2 (2 Maret 2018): 141, <https://doi.org/10.24252/diwan.v3i2.4459>.

Another uniqueness, the beauty of Arabic poetry in the Qur'an is unmatched even if it is only one verse. So that the Arabic language is no doubt its greatness. Muslims have a close relationship with the Arabic language which becomes their identity because of their love for the language as a medium in understanding and deepening the teachings of Islam through sources of Islamic law in the form of the Qur'an, hadith and the consensus of scholars.

Since 1973 Arabic has experienced rapid development, namely being officially recognized as an international language within the scope of the United Nations. So that the use of Arabic has an urgency for society in the social field, as well as in the field of tourism, diplomacy to negotiate with Arab countries. Not only that, Arabic also has an urgency in the field of education as a science such as mathematics, medicine, geography and Arabic grammar itself.² In addition, the Arabic language also has an urgency for society in the social field, such as in the field of tourism, diplomacy to negotiate with Arab countries.³ So, learning Arabic is not only for the sake of studying Islam but Arabic is also related to other modern sciences. Especially for Arabic language education students, who can be a driving force for Arabic as an international language that is fun to learn for the general public.

In fact, Indonesia is a country with the largest number of Muslims in the world, but it does not make its people able to speak Arabic well. Arabic is the same as other foreign languages, it grows and develops according to the interests of the people who use it. The language is said to be alive can be seen from the extent to which people use it in aspects of life. The advantage for the Indonesian people is that there are many absorption words from Arabic so that even ordinary people can pronounce them easily.

Entering the 5.0 industrial revolution initiated by the Japanese government with a new program and idea, that humans are focused on humans and based on technology like society 4.0.⁴ Revolution and technology are aligned to create new opportunities innovatively and creatively. Likewise in education, an educator must be able to play his role to support the 5.0 revolution which requires new ideas in facing the challenges that will occur.

Problems in Indonesia, including Islamic Religious Colleges (PTKI), especially in Arabic Language Education, are limited facilities that make performance less than optimal. The low competence of students which results in graduates not being absorbed in the business work. This is

² Cahya Edi Setyawan dan Khairul Anwar, "PERAN BAHASA ARAB DALAM PENDIDIKAN ISLAM SEBAGAI URGENSITAS MENGHADAPI REVOLUSI INDUSTRI 4.," *Lahjah Arabiyah : Jurnal Bahasa Arab dan Pendidikan Bahasa Arab*, Januari, 01, no. 01 (2020).

³ Iis Susiawati dan Dadan Mardani, "Bahasa Arab Bagi Muslim Indonesia antara Identitas dan Cinta pada Agama," *Jurnal Pendidikan dan Konseling* 04, no. 5 (2022).

⁴ Vania Sasikirana dan Yusuf Tri Herlambang, "URGENSI MERDEKA BELAJAR DI ERA REVOLUSI INDUSTRI 4.0 DAN TANTANGAN SOCIETY 5.0," 2020, 8.

because today there has been an identified phenomenon of selling out bachelor's degrees which has become a trick among the public and has led to slow national development.⁵

The lack of language businesses that generate income if they do not depend on government agencies such as civil servants without having an entrepreneurial plan. In fact, the available jobs are not comparable with the number of graduates from each university.⁶ This condition makes the nation sad and quite disturbing to the public, because many students end up unemployed. Students and scholars find it difficult to get a job due to the lack of expansion of business activities.

Research conducted by Zubaedi, explained that entrepreneurship education prepares PTKI students to be able to compete in the job market who have quality and expertise, work ethic and performance in work institutions and have innovative ideas while serving as evidence of their usefulness in development activities, institutional management, business and other social activities.⁷

Facts on the ground show that universities are more focused on preparing students as graduates who graduate quickly and get jobs, not graduates who are ready to create jobs. So, Arabic Language Education students are required to be creative and innovative in reading situations and discovering their skills or abilities. If we take a closer look at the industrial revolution and the reality of Arabic language education today, it is necessary to consider the challenges and opportunities to find prospects for career paths that contribute to coloring the business work in the industrial revolution.⁸

Because, the direction of the movement of learning Arabic towards a real or authentic model means that Arabic is not only a learning material in a science but also a learning and teaching material. As well as story telling, sermons, workshops and seminars, cults, presenters and most importantly their application to real activities.⁹

Thus, transformation is needed to improve the quality of education in Indonesia to adapt to the times. So, the Indonesian government established the Merdeka Belajar Kampus Merdeka (MBKM) curriculum, as a solution to address the problems that occur in Indonesia. Various programs have been provided for tertiary institutions to align the world of education with the world of work for the sake of the nation's future.

⁵ Zubaedi, "URGENSI PENDIDIKAN KEWIRAUSAHAAN DI KALANGAN MAHASISWA PTKI," *madania jurnal kajian keislaman*, 2, 19 (2015), <https://dx.doi.org/10.29300/madania.v19j2.31>.

⁶ Zubaedi.

⁷ Zubaedi.

⁸ Azis Zulfian Adisianto dan Ikhwan Nur Rois, "ORIENTASI BELAJAR BAHASA ARAB DI ERA REVOLUSI INDUSTRI 4.0," 2020, 9.

⁹ Akhsan dan Ahmadi Muhammadiyah, "MODEL BELAJAR DAN PEMBELAJARAN BAHASA ARAB GENERASI MILENIAL," *Lahjah Arabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 1, no. 2 (2020).

MBKM learning has characteristics that are holistic, integrative, interactive, scientific, contextual, effective, collaborative, thematic and student-centered. MBKM improves infrastructure and technological platforms that can create tough, skilled and tenacious students and graduates as quality human resources. As well as preparing competent graduates so as to produce profiles that can perform well as practitioners in various fields.¹⁰

In fact learning has two aspects, one of which is student-oriented which is called learning and teacher-oriented which is called teaching.¹¹

The MBKM program creates students who are independent in learning, because the learning process involves exploring the world to gain deeper experiences. Opportunities in new competencies are achieved through student exchanges, internships, research or projects.¹² The successful implementation of MBKM can change the pattern of the curriculum to be more adaptive and flexible to produce independent adults. To achieve this goal, cooperation with partnerships is needed, so that students can explore themselves in reality, are active and are able to adapt themselves in developing their abilities.

Meanwhile, the current reality is that MBKM has just been implemented, meaning that not all levels of student batches receive the same curriculum. There are students who receive the MBKM curriculum and there are also students who continue the KKNI (Indonesian National Qualifications Framework) curriculum until their final year due to a transition. KKNI is an outcome-based curriculum with a concept of competence that is confusing for some lecturers.

Another opinion says that the implementation of the KKNI is considered to be difficult for some groups in developing the curriculum, so that the learning model used still needs to be strengthened. The KKNI changes the view from teaching to learning, such as the KKNI curriculum-based courses need to be adapted to learning outcomes. Needs analysis in developing the KKNI curriculum needs to be carried out objectively and sustainably as a sustainable management step. Student perceptions of the KKNI curriculum have not experienced any significant changes in the development and implementation of Arabic language education. Strategies in improving the quality of the KKNI curriculum need to be implemented optimally to get quality graduate output. In the KKNI curriculum there is no off-campus learning and the qualifications are based on the formulation of learning outcomes, unlike MBKM.

¹⁰ Yosita Nadila Rahmi dan Finita Dewi, "Peran Perguruan Tinggi dalam Menyiapkan Lulusan Terampil di Dunia Industri Melalui Kolaborasi Merdeka Belajar," 2022, 8.

¹¹ Depi Kurniati, Nopiyanti, dan Zakiyah Arifa, "Model Pembelajaran Contextual Teaching and Learning (CTL) dalam Pembelajaran Bahasa Arab," *Lahjah Arabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 2, no. 2 (2021).

¹² Joko Kuncoro, Agustin Handayani, dan Titin Suprihatin, "PENINGKATAN SOFT SKILL MELALUI KEGIATAN MERDEKA BELAJAR KAMPUS MERDEKA (MBKM)," *Proyeksi* 17, no. 1 (2022).

Thus this study aims to find out how the arabic education department in the State Islamic Institute Of Kediri is who use the Kerangka Kualifikasi Nasional Indonesia (KKNI) curriculum in developing Arabic in the world of business and industry. So that it can be seen that Arabic language education students can participate and have a share in the progress of the world of work today. Due to the many job competitiveness that students will face later, it is felt that universities need to prepare graduates who are ready to enter the industry in Indonesia.

METHODOLOGY

The research carried out is a type of qualitative research that uses analytical procedures based on efforts to build views in a careful and detailed manner, which are formed with words, a holistic and complex picture. According to Jane Richie qualitative research presents the social world and its perspectives in the world, starting from the perspective of concepts, behaviors, perceptions, and issues regarding the subject under study.¹³

Through this understanding it can be concluded that qualitative research intends to understand the phenomenon of what is experienced by research subjects, it can be in the form of behavior, motivation, perceptions and actions presented in the form of descriptions.

Qualitative research uses qualitative methods that deal with reality directly. Presenting directly in essence connects the researcher and the respondent. Qualitative methods are considered to be more sensitive and able to adapt to many sharpenings of shared influence on the value patterns they face. The qualitative method is descriptive in the form of words, pictures and not numbers. Thus, the research report will contain data excerpts to describe the presentation of the report.

The purpose of this study is to find out the strategic role of arabic education departmen in developing Arabic in the world of business and industry, which was carried out at the Kediri State Islamic Institute. This research was conducted on November 3, 2022 through 5th semester students, totaling 28 people.

Qualitative methods usually collect data through several techniques, namely: observation, questionnaires and interviews.¹⁴ To get a complete and in-depth picture of the incident or events being studied in order to obtain accurate results and in accordance with the research objectives

This research instrument uses observation sheets to collect data as a benchmark for the process of an activity occurring which can be observed in an actual situation, namely observing the state of the students to be analyzed. Next is a questionnaire sheet in the form of several written questions to be answered by the subject which will be analyzed as information about things the

¹³ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2016).

¹⁴ Yatim Riyanto, *Metodologi Penelitian Pendidikan* (Surabaya: SIC, 2010).

researcher wants to know about the strategic role of arabic education department at IAIN Kediri in developing the Arabic language in the world of business and industry. The last one is the interview sheet used to obtain data or information from informants (data sources), namely entrepreneurship teaching lecturers at IAIN Kediri.

RESULTS

The following are the results of a survey of researchers regarding the Entrepreneurship Lecture Program (KWU) in the Arabic Language Education Study Program at IAIN Kediri.

No.	Question	OF	NO
1.	Can entrepreneurship courses help you channel your interests and talents?	100%	0
2.	Does the entrepreneurship course prepare you to become an entrepreneur who is ready to enter the industrial world?	100%	0
3.	Are the entrepreneurship courses you are studying aligned with the aims of Arabic language education?	100%	0
4.	Is entrepreneurship in the field of Arabic in accordance with today's industry that is needed?	80%	20%
5.	Are you one of the students who are ready to enter the world of Industry 5.0?	100%	0
6.	Can entrepreneurship in Arabic language education increase competition in the industrial world?	90%	10%
7.	In your opinion, can entrepreneurship increase the existence of the Arabic language?	100%	0
8.	Does the entrepreneurship course give you maximum learning in business and industry?	90%	10%
9.	Do entrepreneurship courses work with off-campus partners?	70%	30%
10.	Did you gain experience as an entrepreneur during this course?	80%	20%

Table 1. Indicators of the development of arabic laguage in business and industry at arabic education department IAIN Kediri

First, overall respondents agree that Entrepreneurship courses play a role in channeling student interests and talents. In today's modern era, students cannot only be fixated on the majors being studied, but must explore other skills to be able to prepare themselves to enter the industrial world.

So, with the existence of business and industry can create learning in accordance with the needs and demands of the times. Becoming an entrepreneur can foster a spirit of independence in

students so they can rise to improve the economic situation by providing new jobs, so that they can benefit others.¹⁵

Second, all respondents agreed that Entrepreneurship courses prepare students to become entrepreneurs who are ready to enter the industrial world. This is done through the presentation of knowledge about the world of entrepreneurship to the practice of its application. From here, students can learn how to prepare themselves to become entrepreneurs by knowing the knowledge of entrepreneurship, risks and anticipations that can be made in the event of failure, how to develop products that have been designed. So that students can see ahead how to play the role of being an entrepreneur who is ready to plunge into developing the Arabic language.

Third, all respondents agreed that the entrepreneurship courses studied were aligned with the objectives of Arabic language education. The need for learning Arabic that is practical and easy to learn is the main reason for the existence of the field of entrepreneurship Raihan Arsyad Firdausy Asbari dan Ammar Makarim, “Tantangan dan Peluang Bahasa Arab dalam Dunia Kerja,” *Jurnal Pendidikan Transformatif (Jupetra)*, Maret, 02, no. 1 (2023).. So capable improve the quality of learning Arabic in accordance with current needs. As is the case with language courses as a form of implementing Arabic in the industrial world.

Fourth, 80% of correspondents agree that entrepreneurship in the field of Arabic is in accordance with today's industry that is needed. Because Arabic is an international language, not a few people need it. Students can sell their expertise in the field of Arabic and create a learning system that can attract public interest.

Fifth, all correspondents agree that students studying entrepreneurship are ready to enter the industrial world. The existence of the times can require anyone to continue to progress and develop. Moreover, an entrepreneur who must be active and creative to enter the business opportunities required by the industry today. Being a student should not just be silent and fixated on the existing jobs. So that students who have good educational qualifications will create new jobs for other graduates.

Sixth, 90% of correspondents agree that entrepreneurship in Arabic language education can increase competition in the industrial world. Arabic is a language that is starting to be in demand by the general public considering there is a lot of urgency. So that business opportunities that students can enter are creating learning for the general public by using digital technology. Digital learning makes it easy for anyone to learn anywhere and anytime.

¹⁵ Hasni Abdul Salam, “URGENSI PENDIDIKAN KEWIRAUSAHAAN DALAM MENGHASILKAN WIRAUSAHAWAN MUDA DARI PERGURUAN TINGGI,” *Ekspose: Jurnal Penelitian Hukum dan Pendidikan* 17, no. 2 (14 April 2019): 653–64, <https://doi.org/10.30863/ekspose.v17i2.121>.

Seventh, all correspondents agree that with the existence of entrepreneurship can increase the existence of the Arabic language. The existence of Arabic language students is to develop Arabic language to the general public. So, with the existence of business and industry and technology, it is very helpful for information about the Arabic language to reach the wider community. So that it can open people's eyes that Arabic is easy to learn, fun, and important to learn.

Eighth, 90% of correspondents agree that entrepreneurship courses provide maximum learning in business and industry. Students are given directions on how to start and develop their business so that it is known and liked by the community. So that this course really helps students to channel their expertise in the field of business and provide broad insights.

Ninth 70% of correspondents agree that entrepreneurship courses work with partners outside the campus. Students who still use the KKNi curriculum are different from independent campuses. Because, in this matter there is still little collaboration between campuses and partner institutions outside the campus. Entrepreneurship at IAIN Kediri focuses on creating innovative students, so they are able to create their own field of business, especially in developing Arabic.

Tenth, 80% of correspondents agreed that they gained experience of becoming entrepreneurs while attending entrepreneurship lectures. Because, after students are given various theories and knowledge in business, students are also asked to go directly to the community by providing training or selling Arabic learning products. This experience can be an important lesson for students, so that their enthusiasm and optimism is not only limited to establishing a business in the industry but how to develop it.

DISCUSSION

Creating a young entrepreneur can be done from the university level by encouraging motivation to become an entrepreneur. Several ministry programs such as the Indonesian student entrepreneurship program (PKMI) which consists of Indonesian student entrepreneurship activities (KBMI), Indonesian student startup business acceleration (ASMI) and Indonesian entrepreneur companion (PWMI). So that student entrepreneurship can develop and produce creative and innovative work, especially in opening job opportunities after becoming a graduate.¹⁶

To be able to welcome entrepreneurship education, collaboration between the government, educators and parents is needed to instill the mentality of opening jobs. Several steps are needed to reach this goal, such as establishing an entrepreneurial-minded school or entering entrepreneurship courses as implemented by IAIN Kediri. Namely emphasizing the courage of entrepreneurship and

¹⁶ Sumual, J. I. dan Maramis, J. B, *URGENSI ENTREPRENEURSHIP EDUCATION BAGI MAHASISWA PERGURUAN TINGGI*, vol. 1, 23, 2022, 13.

fighting the fear of the risks that students will go through, and believing that with entrepreneurship there is a future in our hands not in anyone else's.¹⁷

The existence of entrepreneurship in tertiary institutions has a positive influence on students, it has become natural for the ministries of research, technology and higher education to contribute and support this program.

The Kediri State Islamic Institute (IAIN) participates in synergy in building student entrepreneurship at the tertiary level by holding an Entrepreneurship Course Program (KWU) in the Arabic Language Education Study Program. This is because the Arabic language is considered necessary for development in the business and industrial world. The current situation is not enough to just stop at education, but also contribute or accompany the world of education in the world of business and industry. Because it cannot be denied that today's society requires Arabic to the international arena. So with the KWU course on Arabic language education at IAIN Kediri, it can describe significant economic progress. Of course, with the hope of preparing students to bring Arabic to the world of business and industry.

A student's new vision is as a job creator to be able to save his future and also that of others. It is time for the ability to become an entrepreneur to become a priority for provisions after graduation. In addition, entrepreneurship also strengthens the resilience of the country's economy. For this reason, awareness is needed for educational institutions to design and carry out strengthening the provision of professional competencies needed by students to enter the new world, namely the world of business and industry.¹⁸

Graduates of the Arabic Language Study Program at IAIN Kediri are projected to become professional teachers in the field of Arabic who are able to educate, train, evaluate and develop learning media, and are able to adapt to the world of business and industry. Graduates of the Arabic Language Education Study Program at IAIN Kediri will also be equipped with additional professional skills as translators, Arabic language learning media developers, entrepreneurial practitioners and novice researchers.

The existence of entrepreneurship in subjects at IAIN Kediri Arabic Language Education is a form of implementing the output of student graduates to provide new innovations that have a selling price in the development of Arabic. Like creating learning media that can help the process of

¹⁷ Salam, "URGENSI PENDIDIKAN KEWIRAUSAHAAN DALAM MENGHASILKAN WIRAUSAHAWAN MUDA DARI PERGURUAN TINGGI."

¹⁸ Arief Yanto Rukmana, Budi Harto, dan Hendra Gunawan, "Analisis Urgensi Kewirausahaan Berbasis Teknologi (Technopreneurship) dan Peranan Society 5.0 dalam Perspektif Ilmu Pendidikan Kewirausahaan," *JSMA (Jurnal Sains Manajemen & Akuntansi)*, Mei, 13, no. 1 (2021).

learning Arabic to be easier, either through theory or Arabic games.¹⁹ The existence of digital technology can also be used such as making videos or podcasts that discuss Arabic.

Based on the observations made, entrepreneurship learning is implemented in elective courses in the form of knowledge about marketing and management as the foundation for becoming an entrepreneur. The lessons that will be achieved include:

1. The field of translation, with its grammatical skills and expertise, can provide income benefits for Arabic graduates to be able to set up a translation business which is now urgently needed for the benefit of public administration.
2. Establishing tutoring is something that is certain for linguistic entrepreneurs. Indonesian people have a high interest in continuing their education in the Middle East, but with a lack of language skills they need tutoring as a solution. Students get learning how to manage in making courses, making modules that suit their needs to how to market their entrepreneurship to the general public. Through Arabic language tutors it can motivate them to learn Arabic, because it can help provide services in the form of learning Arabic creatively and innovatively for the community.²⁰
3. The intended tourism sector is to become a Hajj and travel guide tour which is now very much needed in Indonesia. However, the learning gained by students is still at the stage of conducting research on the travel company, how to cooperate, carry out promotions to provide facilities according to consumer needs.
4. Arabic Language Seminar, other abilities needed are students' skills in communicating. The seminar serves to introduce Arabic to the public, provide new knowledge about updating student products in the form of learning media with the aim that it can be used by Arabic teachers in general which can be done offline or online in accordance with the times.

Apart from setting up language courses, the Arabic language entrepreneurship field can also be used in the tourism sector. Language and Tourism can be one unit, because language is a reliable communication tool for someone to understand one another. So that the ability to communicate is needed, such as simple conversations and mastery of grammar.

Thus, tertiary institutions need to equip students to master concepts, principles, applications, theories, methodologies in the fields of work and religion. So that students become graduates who have knowledge, skills and religious attitudes that can be useful for various tasks in society. In

¹⁹ Luluk Humairo Pimada dan Muhammad Afif Amrulloh, "PENERAPAN MEDIA ELEKTRONIK PADA PEMBELAJARAN BAHASA ARAB," *Lahjah Arabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 1, no. 2 (2020).

²⁰ Akhsan Akhsan dan Ahmadi Muhammadiyah, "ANALISIS TERHADAP MOTIVASI BELAJAR SISWA PADA PEMBELAJARAN BAHASA ARAB DI MTs-NU AL-ISLAMİYAH ASEMBAGUS MENURUT TEORI MC CLELLAD," *Lahjah Arabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 3, no. 2 (2022).

addition, there is a need for skills provision to enter the business and industrial fields so that they are ready to face the employment sector which is no longer broad. The use of Arabic language education in entrepreneurship allows students to be able to occupy majors in developing Arabic and minors which are entrepreneurial abilities. So that the existence of entrepreneurship courses can be the first step to developing Arabic and preparing students to be able to occupy the world of business and industry.²¹

Provision of students obtained from IAIN Kediri through The Entrepreneurship Lecture Program (KWU), is an implementation of university support for students to be able to have a profession that is in accordance with the demands of the times. Conditions that change dynamically do not guarantee Arabic language education students to be fixated on just one skill, namely as a teacher who serves the institution.²² However, it is necessary to explore expertise in other fields in order to become graduates who have high job prospects and can enter the sectors needed in the industrial world. This is because competition in the world of work is getting tougher due to the lack of jobs. Students are expected to be able to open new jobs to reduce the unemployment rate by contributing to the development of the Arabic language.

The existence of entrepreneurship education in tertiary institutions is considered not only to teach students to trade by learning the stimulus of selling products. However, students are taught to be directly involved in the world of entrepreneurship, dealing directly with business actors, so that an entrepreneurial mentality is formed from various experiences of these business actors.²³

Conclusion

Based on this research, it can be concluded that there is a lack of taking advantage of Arabic language opportunities which have become part of the Islamic religion. So that it is less able to provide additional income opportunities financially, it is necessary to explore other efforts to align this. Following are some of the points:

1. Higher education requires learning or entrepreneurship courses as the provision for students to enter the world of business and industry. The existence of the Entrepreneurship Course Program (KWU) is a form of forum for students to channel and develop their knowledge and solutions so that they can become provisions to play their role in entrepreneurship.
2. The Arabic Language Education Study Program at IAIN Kediri applies entrepreneurship

²¹ Nurindah Sari dkk., "Pengembangan Minat Kewirausahaan Melalui Pembelajaran di Perguruan Tinggi," *Aksiologi : Jurnal Pendidikan dan Ilmu Sosial* 02, no. 2 (2022).

²² Arpizal dkk., "Efektivitas Implementasi Program Mahasiswa Wirausaha (PMW) Terintegrasi Pembelajaran MBKM untuk Meningkatkan Keterampilan Berwirausaha Mahasiswa Universitas Jambi," *Jurnal Ilmiah Universitas Batanghari Jambi*, Oktober, 03, no. 22 (2022), <https://doi.org/10.33087/jiubj.v22i3.3039>.

²³ Cahya Edi Setyawan dan Khairul Anwar, "PERAN BAHASA ARAB DALAM PENDIDIKAN ISLAM SEBAGAI URGENSITAS MENGHADAPI REVOLUSI INDUSTRI 4.0," 2020, 9.

courses as a provision step for students to gain marketing and management science in the fields of translation, tutoring, tourism and language seminars with the hope of being able to become provisions and apply them after graduation later to prevent unemployment.

3. The existence of entrepreneurship in subjects at IAIN Kediri Arabic Language Education is a form of implementing the output of student graduates to provide new innovations that have a selling price in the development of Arabic. As well as creating learning media that can help the process of learning Arabic to be easier, either through theory or Arabic games. The existence of digital technology can also be used such as making videos or podcasts that discuss Arabic.

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