

INTEGRATING LIFE SKILLS IN ARABIC EDUCATION: BILINGUAL CAMPUS STUDY AT UIN MALIKI MALANG AND UIN SATU TULUNGAGUNG**Ahmad Nurcholis¹, Intan Sari Dewi², As'aril Muhajir³, Abu Hanifah⁴**^{1,2,3}UIN Sayyid Ali Rahmatullah Tulungagung, ⁴Universiti Tun Hussein Onn Malaysia
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ABSTRAK

UIN Maliki Malang dan UIN Satu Tulungagung adalah dua perguruan tinggi Islam negeri yang telah berstatus Badan Layanan Umum (BLU) dan menerapkan sistem kampus bilingual. Penelitian ini menyelidiki model pengembangan pendidikan bahasa Arab berbasis life skills. Dengan status BLU, kedua perguruan tinggi diharapkan menjadi pelopor kampus bertaraf internasional di Indonesia dan memaksimalkan potensi unit usaha untuk mendukung tridharma perguruan tinggi. Studi ini menemukan perbedaan dalam fokus pengembangan di kedua lembaga dengan menggunakan metodologi penelitian kualitatif fenomenologis dengan landasan teori Fungsi Chester L. Barnard (1983). UIN Maliki Malang berkonsentrasi pada pengembangan kurikulum dan sumber daya manusia, sedangkan UIN Satu Tulungagung lebih menekankan pada peningkatan kerja sama antar lembaga dan pengembangan sarana dan prasarana.

Kata kunci: *Badan Layanan Umum, Kecakapan hidup, Model pengembangan, Pendidikan bahasa Arab, Perguruan tinggi kelas dunia.*

ABSTRACT

UIN Maliki Malang and UIN Satu Tulungagung are two public Islamic universities that have the status of Public Service Agency (BLU) and implement a bilingual campus system. This research investigates the development model of Arabic language education based on life skills. With BLU status, both universities are expected to become pioneers of international standard campuses in Indonesia and maximise the potential of business units to support the tridharma of higher education. This study found differences in the focus of development in the two institutions by using phenomenological qualitative research methodology with the theoretical foundation of Chester L. Barnard's Functions (1983). UIN Maliki Malang concentrates on curriculum development and human resources, while UIN Satu Tulungagung emphasises more on improving inter-institutional cooperation and developing facilities and infrastructure.

Key words: *Arabic language education, Development model, Life skills, Public Service Agency, World-class universities*

مستخلص

جامعة مولانا مالك ابراهيم الاسلامية الحكومية مالانج وجامعة السيد علي رحمة الله الإسلامية الحكومية تولونج أجونج هما جامعتان إسلاميتان حكوميتان تتمتعان بصفة وكالة الخدمات العامة وتطبقان نظام التعليم الجامعي ثنائي اللغة. يبحث هذا البحث في نموذج تطوير تعليم اللغة العربية القائم على المهارات الحياتية. ومن المتوقع أن تصبح كلتا الجامعتين، اللتين تتمتعان بوضع وكالة الخدمات العامة (BLU)، رائدتين في الجامعات ذات المعايير الدولية في إندونيسيا وتعظيم إمكانات وحدات الأعمال لدعم نظام التعليم العالي ثلاثي اللغة. توصلت هذه الدراسة إلى وجود اختلافات في تركيز التطوير في المؤسستين باستخدام منهجية البحث النوعي الفينومينولوجي مع الأساس النظري لوظائف تشيستر ل. بارنارد (١٩٨٣). وتركز مولانا مالك ابراهيم الاسلامية الحكومية مالانج على تطوير المناهج الدراسية والموارد البشرية، بينما تركز جامعة علي رحمة الله الإسلامية الحكومية تولونج أجونج على تحسين التعاون بين المؤسسات وتطوير المرافق والبنية التحتية.

الكلمات المفتاحية: المهارات الحياتية، تعليم اللغة العربية، جامعات عالمية المستوى، نموذج التطوير، وكالة الخدمة العامة،

INTRODUCTION

Since 2007, the government has prepared 50 Colleges (PT) to pioneered into World Class Universities, namely 27 for PTN (State Universities) and 23 for PTS (Private Universities) (Ritonga et al., 2020). The initial stage for the government is first to encourage the 50 Colleges to become World-Class Universities (WCU) at the ASEAN level. Furthermore, if the Colleges are ready, it will be pushed to the world level (Al-Omari, 2016).

One of the World-Class Universities' campus goals is to develop life skills education among students so that they are ready to enter the world of work, both at the regional and international levels (Prihartini & Buska, 2020). In Indonesia, there are 82 State Universities and 2,700 Private Universities, but only 43% of the total National Universities can make their output (graduates) accepted to work abroad. The rest, 67% of the output from National Universities, has not been able to penetrate the world of work at the international level (Wekke & Lubis, 2016).

Life skills-based education has become a fascinating and crucial topic of conversation in the current era of technology and global transformation because the

condition of the nation is getting worse with various phenomena of failure of the nation's generation of education (Ghani et al., 2014). As an example of the failure of education at the college level, among others: First, the weakness of Indonesian university graduates in competition to innovate. Second, the low competence of students in mastering life skills-based subjects. Third, based on BPS data for 2016, the education level of workers in Indonesia is around 65%, dominated by workers with junior high school education and below and approximately 25% by workers with secondary education. Meanwhile, university graduates contribute less than 10% (Albantani & Madkur, 2017).

The future of Arabic language education depends on the efforts of universities in developing curricula, models, methods, strategies, and management (Ritonga et al., 2021). In addition, one thing that must not be forgotten is that the quality assurance of Arabic language education must be carried out continuously and comprehensively for all components of the education system, namely input, process, output, and outcomes .

Universities must also be able to optimally absorb education budget allocations of at least 20% of the APBN and APBD based on Law no. 20 of 2003 Article 49 Paragraph 1 so that the education development budget can be realized in a practical, consistent, transparent, and accountable manner (Uril Bahrudina, Muhammad Fadli Ramadhana, Halomoan Halomoanb, Diaya Uddeen Deab Mahmoud Alzitawic, 2021).

The grand theory that underlies the trilogy: Arabic language education based on life skills, bilingual campuses, and World-Class Universities, is a modern theory called "function theory," which states that individuals or groups enter an organization to achieve their personal goals through achieving organizational goals that do not maybe achieve it themselves. This theory of goals was discovered in 1983 by Chester L. Barnard in his famous book "The Functions of the Executive."

The researcher's assumption regarding the direction of this research is to try to prove the "function theory" mentioned above, namely that the function of the bilingual campus can be improved towards achieving a world-class university through a movement to develop a life skills-based Arabic language education model (Abdullah Mohammed Harbi, 2022).

The researcher's assumption is reinforced by the opinion of Dr. H. Mastuki HS as Head of the Sub-Directorate for Higher Education Institutions in his article "World Class University, Antara Harapan dan Tantangan," written in the Online Scientific Journal of the Directorate of Islamic Higher Education, Ministry of Religio. He emphasized:

"Why do campuses strive to become world-class? Because National Higher Education can compete with world-class campuses and, at the same time, produce graduates who can also compete with graduates from developed countries in the international world. These goals can be achieved by campuses that have implemented the Bilingual Campus development model and life skills education" (Mastuki, 2020).

Research on Arabic language education that integrates life skills has shown various ways and significant results, such as M. Mas'ud's research (2017) conducted at

Tamrinut Thullab of MI NU, with the design of life skills education in Arabic language learning should be incorporated into the basic competencies to be achieved. This includes the development of general skills, such as social and personal skills, which are adapted to the physical and mental conditions of students³. In addition, madrasah supporting programmes, such as Madrasah Religious Programme and Madrasah Self-Development Programme, contribute greatly to the development of life skills (Mas'ud, 2017).

D. Wahbeh, et al in his research also mentioned that project-based learning has been identified as an effective method to improve students' life skills in Arabic language classes. This method increases students' self-confidence, communication skills, mutual respect, and self-regulation. In addition, it gives students the opportunity to learn independently and co-operate, which has a positive impact on the development of their life skills (Ghosheh Wahbeh et al., 2021).

Research conducted by M. Muflihah, et. al also tried to integrate language skills in Arabic language learning, in a study conducted at UIN Sunan Ampel Surabaya, the researchers integrated broad language skills into the Arabic curriculum can improve students' ability to communicate in Arabic as a global communication tool. This method can also ensure the relevance of the curriculum and the effectiveness of Arabic language learning, as well as adjust learning strategies to the needs of students in facing the challenges of an increasingly complex era (Muflihah et al., 2024).

Although progress has been made in incorporating life skills in Arabic language education, there are still some research gaps that need to be fixed. The absence of adequate funding and facilities, as well as educators' desire to be more innovative and creative in the application and development of learning strategies are major issues (3). In addition, further research is needed to find better ways to implement life skills integration in various educational and cultural contexts. Based on this exposure, the main focus of this study is how Arabic language learning can be linked to the improvement of students' life skills and skills which include social, personal, and cooperation skills. in two Islamic higher education institutions UIN Sayyid Ali Rahmatullah Tulungagung and UIN Maulana Malik Ibrahim Malang.

METHOD

To explore and understand the phenomenon of developing Arabic language education based on life skills in two leading Islamic higher education institutions, namely UIN Maliki Malang and UIN Sayyid Ali Rahmatullah Tulungagung, this research uses a qualitative approach with a multicriteria research design.

This research uses a phenomenological approach to study this phenomenon. This method allows the researcher to understand the essence of the experiences and practices of Arabic language education development in both institutions. By using this method, the researcher seeks to understand the meaning, context, and dynamics of the implementation of life skills-based Arabic language development programmes from the perspective of the people directly involved in the process (Taylor, S. J, Bogdan, 1992).

Three main methods were used to collect data. First, in-depth interviews were conducted with key informants, including institutional leaders, Arabic language programme managers, lecturers, and students. These interviews were conducted in a

semi-structured manner to enable a deeper understanding of the subject under study. Secondly, participant observation, where the researcher directly observed the learning process and activities related to Arabic language development in both institutions. Thirdly, documentation research of various policy documents, curricula, development programmes, and relevant archives to support a deeper understanding of the issues under study (Bogdan, R., & Biklen, 1997).

The Miles and Huberman model was used to analyse the data, which consisted of three main stages. First, data was sorted and simplified according to the research focus, and then provided in an organised form to facilitate the drawing of conclusions. The second stage was verification and drawing conclusions based on the results of the analysis (Miles & Huberman, 2014).

To ensure the validity of the data, this study used triangulation techniques that included triangulation of sources, methods, and time. In addition, the researcher also used peer debriefing techniques through regular consultations with supervisors and in-depth discussions with peers. This process helped sharpen the analysis and ensure that the research results were unbiased (Golafshani, 2003).

The implementation of the research was conducted through three systematic stages. The first stage is pre-fieldwork which includes preparing the research design, obtaining permission, and preparing instruments. The second stage was fieldwork, which focused on data collection at the two research sites. The third stage is data analysis which includes data processing, interpretation of findings, and drawing conclusions. Each stage was carried out carefully and systematically to ensure the quality of the research results.

The research process was conducted in three systematic stages. *First*, the research design was prepared, permits were taken care of, and instruments were prepared. *Second*, fieldwork focused on data collection in both research locations. Finally, data analysis was conducted, which included data processing, interpretation of results, and drawing conclusions. To ensure the quality of the research results, each stage was conducted carefully and systematically (Moleong, 2005).

RESULT AND DISCUSSION

1. Life Skills-based Arabic Language Education Development Model at UIN Maliki Malang in Realizing Its Existence as a Bilingual Campus Towards World-Class University

a) Teaching

Universities, as the institutions of Islamic Higher Education, have a significant role in increasing the intelligence, dignity, and quality of the nation's morals by producing experts who have broad knowledge and strong faith so that their presence will always provide added value to society, nation, and religion. To realize that, it is necessary to develop systematically following the vision and mission as well as the operational steps of the strategic plan. A strategic plan in the form of university development that reflects growth, change, and reform. So, the process of growth and development toward a world-class university can be realized with a measurable strategic plan (renstra).

Efforts to realize a world-class university at UIN Maulana Malik Ibrahim Malang can be emphasized through teaching indicators. Teaching must be supported by good management, consisting of planning, implementation, and evaluation stages. These three aspects must be pursued with international standards to achieve the indicators of a world-class university. Through a good learning management system, the learning process will be carried out optimally. Based on the world-class university concept developed by THE, the composition of achievement in the teaching field is the quality of teaching given by lecturers reaching 20%. It aims to produce graduates who are able to compete in the global world so that the quality of competitive graduates also judges the success of a campus.

One program that can provide opportunities for universities to become world-class is the development of foreign language learning. The development of foreign languages at UIN Maulana Malik Ibrahim Malang chose the development of Arabic. Learning Arabic is developed by exploring fun, exhilarating, and adaptable learning strategies. Arabic language learning is adjusted to students' competence at their beginner, intermediate, and high levels. Program distribution is based on faculties, namely the Faculty of Psychology, Faculty of Syari'ah, Faculty of Economics, Faculty of Tarbiyah and Education (FITK), Faculty of Humanities, Faculty of Science and Technology, Faculty of Health and Medicine (FKIK). This aims to develop learning Arabic based on the needs of students at the level of each faculty. Arabic language learning is not only in the student environment, but Arabic language learning is carried out for educators and education staff who have not mastered Arabic language competencies properly. The aim is to prepare quality and superior human resources.

The implementation of the Arabic language development program as a way to create a world-class university has shown significant progress. The drive to become a world-class university can help develop the capacity to compete in the global higher education market. Justin Lin noted the importance and benefits of becoming a world-class university because this status enhances the university's reputation and opportunities to play a role in the global market. The efforts to develop a world-class university in the teaching field can be seen through the following aspects.

1) Curriculum

Through an integrated curriculum approach with a knowledge tree diagram, knowledge must be built through solid roots. One of the roots is the linguistic aspect. Language functions as an intermediary for studying science in depth and comprehensively from various reading sources, both Arabic and English; as stated, foreign languages function as a tool to dig up scientific information spread worldwide. So foreign language skills are unlimited.

According to the integrated curriculum with a tree of knowledge diagram, UIN Maulana Malik Ibrahim Malang does not use scientific dichotomy. This is because it is well known that integrating science and religion has contributed to the success of human civilisation in the past.

2) Center for Language Development

Intensive language learning programs managed by the Arabic Language Lecture Special Program (PKPBA), the English Language Lecture Special Program (PKPBI), and the Chinese Language and Culture Center (CLCC) provide services to students, educators, and teachers. These programs carry out the implementation aspect of language strengthening.

Since the beginning of the campus change, UIN Maulana Malik Ibrahim Malang has launched an integration-based curriculum by exploring the symbol of the tree of knowledge. Learning starts from recognising language because the language aspect is the root of the symbol, and as a root component, it must be strong. Since language is the source of all knowledge, every student and academic community must firmly master language skills. Language learning should start with a language improvement programme. In addition, language as a medium of communication between people is essential in the global exchange of information.

Based on the placement test results, the classrooms are classified. Students fall into the class A category if they have excellent placement test scores; if they have average scores, they fall into the class B category; and if they have poor scores, they fall into the class C category. The class division management process can be used to help teachers provide material to match students' main abilities, so it is intended that all students have optimal learning outcomes.

(a) Arabic Language Program for Students

The aim of the Arabic Language Programme for Arabic Language Learning Students at PKPBA is to improve students' ability in Arabic in terms of receptive and productive skills. Listening and reading skills are receptive skills, and speaking and writing skills are productive skills.

It is expected that by improving listening and reading skills, students will have the ability to absorb information and scientific sources from all over the world. Thus, there is no language barrier when searching and analysing information originating from the Arabic language. On the other hand, speaking and writing skills encourage students to actively participate in practising productive language skills, so there is no doubt about the exchange of ideas and information around the world. Language not only acquires knowledge, but also serves as a means of communication, a medium of cultural information, and as a noble value of a nation. Graduates who have strong language skills are expected to develop themselves and contribute to human life anywhere and anytime.

(b) Arabic Language Programme for Teachers and Staff

In addition, the Arabic programme is designed to help teachers and educators. If evaluated, this can improve the teaching ability of all lecturers and education personnel. The programme is specifically designed to train teaching and education personnel in Arabic so that they can assist international students, especially those from Middle Eastern countries. The aim of this training is to train faculty and staff in Arabic so that they can provide the best service possible.

3) Ma'had Al-Jami'ah

At Ma'had Al-Jami'ah, activities consist of language development, spirituality, and extracurricular activities. The Shabah Lughah (language morning) programme is one of the programmes that focuses on language development. To improve students' foreign language skills, this activity is conducted every morning. The introduction of vocabulary, the process of language acquisition, written exercises on the material presented, and sentence making in the form of productive language delivery are the materials of Shabah Lughah activities. This habituation process can form a productive language environment in the process of language teaching and acquisition.

Shabah Lughah is a favourite activity in Ma'had Al-Jami'ah. Shabah Lughah activities use games, demonstrations, discussions, and the use of song media to teach. Various learning approaches are expected to increase students' critical thinking and creativity.

As Janniarni said, different types of training can be used to control the continuous improvement of teacher competence. This can help teachers overcome the problems they face when teaching. One of the objectives of Ma'had training and discussion is to improve human resources, which will have an impact on students who follow the Ma'had Al-Jami'ah programme.

4) Public Facilities and Public Services

A building is designated for the public interest, and anyone may use the facility for the common good. Buildings are public facilities that can inspire users, such as students, educators, education staff, and the general public. They will feel proud if the public facilities are magnificent, substantial, and meet international standards. This is in line with the fact that facilities that are up to standard will be a strong factor in promoting high-quality education.

It is expected that graduates of UIN Maulana Malik Ibrahim Malang will receive good results from the programmes developed by each institution. The success of the education and teaching process on campus is determined by human resources, facilities, and an ideal learning environment. The absorption of UIN Maulana Malik Ibrahim Malang graduates into the world of work is an indicator of the quality of education output.

b) Research

One of the efforts to create a world-class university can be seen through research conducted by UIN Maulana Malik Ibrahim Malang. One effort to provide a composition of world-class university indicators includes the publication of journals and the development of international cooperation in the field of research. Both of these aspects can encourage the achievement of world-class university indicators. The success of a campus to become a world-class university can be seen from its international publications and research, as the discussion can be seen through the following points.

1) International Journal Publication

International journal publications continue to increase in quality and quantity. UIN Maulana Malik Ibrahim Malang encourages the academic community to continue writing in international journals. Among the efforts is to provide training opportunities for lecturers to participate in international-scale writing training activities.

This training is handled directly by experienced professors who are experts in the field of scientific writing, namely IAS Scholars in Jogjakarta. Through regular international journal writing coaching training, it is hoped that the skills and competence of lecturers will develop in terms of publication in international journals, as publication is a prerequisite for realizing a world-class university.

2) International Collaborative Research

Through the role of Arabic as the fourth international language in the United Nations, which is used the third most in the world, mastery of Arabic is necessary. Arabic has provided wider opportunities in the international community. Arabic also acts as the language of diplomacy. Among the possibilities that must be carried out is international cooperation in all sectors. This improves self-competence development, institutional development, and the image of Indonesia in the international world.

To build an institution that meets the standards of an international university, extensive cooperation and worldwide efforts are required. In higher education, collaboration has occurred in three aspects: education, research, and community service. In addition, collaboration has occurred in infrastructure and facilities, especially in terms of public facilities, such as the creation of labs, auditory, and offices.

Based on data from international students currently studying at UIN Maulana Malik Ibrahim Malang, increasing foreign language competence is necessary for domestic students and the academic community. This is to meet the needs of the campus with the most significant number of international students at the PTKIN (State Islamic Religious College) level.

Besides that, it is also to look for reading reference sources that are scattered throughout the world. These references are written in Arabic and are studied by international students before they come to Indonesia. So that Arabic language competence is needed for Indonesian students so that there is a balance of thought when conducting discussions with international students. This is in line with Sakholid's statement that Arabic is the language with the fifth most significant number of speakers on a global scale.

c) Community Service

1) Lecturer

One of the Tri Dharma of Higher Education is the community service programme, which lecturers must participate in to devote their knowledge for the benefit of society. Community service has spread all over the world, not just in Indonesia.

The Language Agency of the Ministry of Education and Culture of the Republic of Indonesia collaborates with Indonesian Embassies abroad to organise BIPA. As a form of community service abroad, Arabic lecturers from UIN Maulana Malik Ibrahim Malang have been sent to participate in the BIPA programme. So that the contribution of Arabic lecturers to the development of science in the international world is truly real, this community service model will improve the performance of teachers, campuses, and state institutions.

In addition, another form of community service is lecturer exchange.

This lecturer exchange activity is expected to provide insight and experience for lecturers and students. Activities have provided opportunities to create a language environment, directly or indirectly. Students are delighted when they can communicate directly with native speakers. This provides motivation to continue to communicate using Arabic.

2) Student

Community service for students at the international level also contributes to the process of realizing UIN Maulana Malik Ibrahim Malang as a world-class university campus. The community service location for students is in ASEAN countries: Malaysia, Brunei Darussalam, Thailand, Cambodia, the Philippines, and Singapore. The form of community service is learning in schools or Islamic boarding schools, deepening Arabic, creating an Arabic-language environment, deepening religious knowledge, and so on.

The Arabic Language Education Study Program, Faculty of Tarbiyah and Teacher Training (FITK) continues to improve student language competence. This effort aims to ensure the quality of graduates who are competent in learning Arabic both on a national and international scale.

Seeing the students' proud achievements, the function of language as a means of communication in the international world is authentic. This is an effort to encourage the intensity of international communication, so mastery of foreign languages should be a concern. Using international languages can make it easier for graduates to adapt and participate in very complex global competition. One form of the use of Arabic at UIN Maulana Malik Ibrahim Malang is the use of bilingual language in the learning process at the undergraduate, postgraduate, and doctoral program levels.

A person's ability to speak a language will hone his mindset. He can absorb the available information, then analyze it and reproduce it; as Taghi states, the brain's ability to think will increase when it is able to master a foreign language. This statement explains that choosing the correct vocabulary and constructing sentences correctly is a performance assessment indicating the speaker's ability to produce

language. Therein lies the role of the Arabic language in ensuring communication between one institution and another.

This is related to the need for humans as the most accessible medium to communicate with each other and convey ideas and ideas to others. Language is an intermediary for human communication, even though language cannot represent the existing reality. However, with this complexity, the role of a foreign language is needed to communicate in the international sphere. For this reason, the role of the Arabic language, which has become one of the international languages, has become a fundamental measure for institutional development towards a world-class university campus.

3) Award Charter

Maulana Malik Ibrahim State Islamic University Malang (UIN Maliki Malang) received an award from the Indonesian Ministry of Religion (Kemenag) in the category of Islamic Religious Colleges (PTKI) with the most international students.

In addition, this award proves that education in Indonesia is in great demand by international students—especially the education system and learning atmosphere at UIN Maulana Malik Ibrahim Malang, whose quality continuously improves. With good quality and excellent service, international students feel at home studying at UIN Maulana Malik Ibrahim Malang. It is proven that they know the existence and quality of Arabic & World Class University.

2. Life Skills-based Arabic Education Development Model at UIN Satu Tulungagung in Realizing Its Existence as a Bilingual Campus Towards World-Class University

a) Teaching

A good organization is an organization that can accommodate the changing needs of a world-class university to support campus success. The creation of a good organization also remains the role of a leader. The strategy and stages of sustainable development of UIN SATU Tulungagung towards a world-class university consist of several stages. Among them are determination, implementation, evaluation, control, and improvement.

Strategies and policies in realizing a world-class university require efforts to establish good and participatory governance to facilitate the path to a world-class university. In realizing the development of structured human resources, several steps are taken by the leadership of FTIK (Faculty of Tarbiyah and Teacher Training) UIN SATU Tulungagung, including motivating the academic community and training to support the quality of structured human resources.

b) Research

UIN Satu Tulungagung continues encouraging its academic community to conduct research as part of the Tri Dharma of higher education. Providing motivation or support is also given by the faculty leadership. Research that has international value is one of the strategies and policies for realizing a world-class university. Research can be said to be

international research if the research uses foreign language writing, has an analysis of research output produced by major universities in the world, and the research must also be published in international journals.

c) **Community Service**

A good university is a university that is not only able to advance its campus but is also capable in terms of development, economy, spiritual and social aspects of the community. Of course, various activities are needed to support this achievement. In line with the program of the Ministry of Religion, the 2016 International Community Service Program to Thailand. Ahmad Junaidi, who carried out international KKN in Patani, southern Thailand, for six months, was deployed in the Patani community and at the same time at the school in the bloodshed which was introduced by school management; Accountable, transparent, effective, and efficient coupled with good governance under the control of the King of Thailand.

UIN SATU Tulungagung has long held an international class that accepts three students from Thailand, five from the Philippines, and eight from Malaysia. Five students from Tunisia, all of whom are spread over the Family Law Study Program, Islamic Religious Education Study Programs, and other studies, are distributed in the study at the undergraduate level. The International Class, which consists of 100 students each year, has more enthusiasts because they feel more qualified, renewed, and comfortable while living in Indonesia. The Chancellor of UIN SATU Tulungagung explained that basically, the strategies implemented were:

- (1) Establishing an acceleration of WCU work units that support improving the quality of Arabic Language Education.
- (2) Funding for improving the quality of Arabic language education does not only come from UKT.
- (3) UIN SATU Tulungagung supports improving the quality of Arabic language education with the principle of no profit-oriented.
- (4) UIN SATU Tulungagung supports improving the quality of Arabic language education as a synergy between the economy and education.
- (5) UIN SATU Tulungagung supports improving the quality of Arabic language education with Shari'a principles.

3. Evaluation of the Development of Life Skills-based Arabic Language Education at UIN Maliki Malang and UIN Satu Tulungagung in Realizing Its Existence as a Bilingual Campus Towards a World-Class University

The evaluation system carried out by UIN Maliki Malang cannot be separated from the work of the Quality Assurance Institute (a.k.a. LPM) UIN Maliki Malang. The information system regarding lecturer evaluation and monitoring mechanisms is integrated with the Academic Information System (a.k.a. SIAKAD) of UIN Malang, located at the Computer Center (a.k.a. PUSKOM) of UIN Maulana Malik Ibrahim Malang. So that

when students or lecturers log in to SIAKAD, they must first log in to fill out a supporting lecturer questionnaire for students and peer lecturers for lecturers along with the input of the lecturer's presence in teaching. This system provides the results of lecturer evaluations quickly, effectively, and efficiently to the UIN Malang Quality Assurance Institute to make it easier for them to monitor lecturer activities in the field and also make it easier for LPM to provide feedback on what steps are best if there is an error in the lecturer's performance.

The UIN Malang Quality Assurance Institute (a.k.a. LPM) evaluates lecturer performance every semester based on the Student Satisfaction Index (a.k.a. IKM) by distributing questionnaires to students to assess lecturers. Likewise, to increase the objectivity of the assessment, the assessment is not only carried out by IKM but also by the Peer Satisfaction Index (a.k.a. IKTS). Assessment from IKM and IKTS aims to provide a more objective evaluation because lecturers are assessed from multiple sides. Utilizing integrated technology in SIAKAD makes it easier to organize evaluations and monitor lecturers.

Efforts to develop Life Skills-based Arabic Language Education at UIN Satu Tulungagung in Realizing Its Existence as a Bilingual Campus towards a World Class University are implemented by an Internal Quality Audit (a.k.a. AMI). Each study program at UIN Sayyid Ali Rahmatullah Tulungagung carries out AMI, which is carried out by an internal auditor from the Quality Assurance Institute (a.k.a. LPM) of UIN SATU Tulungagung.

AMI is an examination carried out systematically and independently to find out whether the Internal Quality Assurance System (a.k.a. SPMI) has been implemented effectively and in line with the goals of UIN SATU Tulungagung through monitoring and evaluating the internal quality assurance system and its implementation. Monitoring and evaluation consist of audits, assessments, and evaluations, carried out periodically to determine conformity between implementation and planning and the causes of discrepancies between implementation and planning.

The purpose of the Internal Quality Audit (a.k.a. AMI) is to check the suitability of the data owned by the auditee with the quality standards that have been set, in addition to looking for opportunities to improve the internal quality of the Sharia Tourism study program, Faculty of Economics and Islamic Business, State Islamic University Sayyid Ali Rahmatullah Tulungagung. Higher education quality, especially quality assurance, is achieved through establishing, implementing, evaluating, controlling, and improving higher education standards and evaluating them with diagnostic, formative, summative, and Internal Quality Audits (a.k.a. AMI).

CONCLUSION

The Life Skills-based Arabic Education Development Model at UIN Maliki Malang in Realizing Its Existence as a Bilingual Campus towards a World Class University is based on the Tri Dharma of Higher Education, namely aspects of teaching, research, and

community service. As for the field of teaching, it can be seen through the following aspects: First, Curriculum. Second, the Language Development Center includes the Arabic Language Program for Students and the Arabic Language Program for Educators and Education Personnel. Third, Ma'had Al-Jami'ah. Fourth, Public Facilities and Public Services.

The Life Skills-based Arabic Language Education Development Model at UIN Satu Tulungagung in Realizing Its Existence as a Bilingual Campus towards a World Class University is seen based on the Tri Dharma of Higher Education, namely aspects of teaching, aspects of research, and aspects of community service. As for teaching, namely KKNI-based curriculum learning training (Indonesian National Qualifications Framework). In the research aspect, it is conducting international collaborative research. In the aspect of community service, UIN One has an International KKN program in Thailand, the Philippines, Malaysia, and Tunisia.

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