



Development Strategy of Arabic Language Education Program Through Alumni Penetration in East Kalimantan Madrasah

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Chicago Manual of 17th edition (full note) Style Citation:

Khairy Abusyairi et al., "Development Strategy of Arabic Language Education Program through Alumni Penetration in East Kalimantan Madrasah," *BENJOLE*, 4(2), 219-231.

Abstract

Planning the workforce based on the size of the job market and job opportunities is included in the strategy of how to develop study programs in higher education. With the right calculation, the number of graduates produced will be appropriate to fill the world of work demand. This study aimed to determine the level of absorption of Arabic language education graduates in Madrasahs across East Kalimantan and to understand the profile of trends sought by the job market from graduates of Arabic language education programs in East Kalimantan. This study used a mixed methods approach. The population of this study includes all Madrasahs in East Kalimantan, which include Madrasah Ibtidiyah, Madrasah Tsanawiyah, and Madrasah Aliyah. This research was conducted at the Arabic Language Education Study Program of the Faculty of Tarbiyah and Keguruan Science, as well as Madrasahs located throughout East Kalimantan, ranging from elementary (MI) and middle (MTs) to high schools (MA), both public and private. This research was conducted in nine different regions: Samarinda, Balikpapan, Penajam Paser Utara (PPU), Paser (Tanah Grogot), Kutai Kartanegara (Tenggarong), Kutai Barat (Melak), Berau, Bontang, and Kutai Timur (Sangata). The research findings reveal that the percentage of absorption of graduates of the Arabic language education program at FTIK UINSI Samarinda in Madrasahs throughout East Kalimantan is still minimal, around 17%. Some teachers responsible for teaching Arabic language subjects are graduates of Islamic Religious Education (PAI).

Keywords : development strategy, arabic language education, alumni penetration

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A. Introduction

Education is a process that is commonly carried out by everyone. It is also a cultural crystallization that is considered the best heritage. It contains the values and abilities of the community that support the sustainability of society and individual welfare and apply throughout the world. Education can also be transformed into values used in the life of the nation and state.

Includes all efforts closely related to transforming abilities and values that occur in interactions or relationships between individuals in the social system. The things that are transformed can be in the form of abilities and values that result from implementing a culture that is considered the best and necessary in society and the state.

So, it is not surprising that education is considered a fundamental symptom in human life that can lead individuals to the world of civilization. So Muhadjir explains education as a programmed effort from educators in helping students develop to a normatively better level in a good way and positive context.¹

In modern society, education plays a very important and dynamic role in improving intelligence and skills. Education can be directed to develop and change values, science, and technology so that good education can be measured by the added value that has been felt and obtained by individuals, communities, or nations in terms of sustainability and improvement of their welfare.

Education provides individuals with sufficient knowledge so that people will have a broad view, anticipate life in the future, and improve their lives. Therefore, knowledge is the main capital for modern society to exist in the conditions and situations of modern civilization. To achieve this goal, they provide formal education facilities ranging from the lowest to the highest level.

An educational institution plays an important role in directing and encouraging towards achieving educational goals. Its role is also expected to produce the best graduates, having skills and abilities that can be absorbed to meet the needs of the labor market. Realizing quality graduates, universities can prepare graduates with expertise and competencies. Universities are also required to produce competitive graduates so they can take part in the world of work. To be able to realize it all, strategies, efforts, and policy formulations are needed.

Work is several physical and mental activities of a person doing a job. Work is an activity, but not all human activities are work. Because in the meaning of work, two aspects must be fulfilled:

1. Activity is related to the willingness to do something whose impact is to produce something useful so that there is a feeling of responsibility to produce something of good quality in the form of products or work results.
2. Work benefits are something that is obtained after carrying out a job. The benefits of work arise after all abilities are mobilized to produce the best data. The benefits of work arise after results are obtained based on what has

¹ Noeng Moehadjir, 'Ilmu Pendidikan Dan Perubahan Sosial: Teori Pendidikan Pelaku Sosial Kreatif' (Yogyakarta: Penerbit Rake Sarasin, 1999).

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been attempted. Competency maximization is also a benefit of the work that has been done.²

Work is an activity by individuals who earn income. Another understanding of work is conveyed by Panji in his book. He says that work is an essential activity of human life that may be social in nature and can provide status from the surrounding community.³ Based on this definition, work is a human activity that is both social and leads to income that aims to fulfill their needs.

The world of work is experiencing intense competition for jobs. This is because employment is not proportional to the number of graduates increasing every year from all universities in Indonesia. The Central Bureau of Statistics (BPS) noted that the number of unemployed undergraduates or university graduates in February 2013 reached 360 thousand people, or 5.04% of the total unemployed, which reached 7.17 million people.⁴

Planning the workforce based on the size of the labor market and job opportunities is included in the strategy for developing study programs in higher education. With the right calculation, the number of graduates printed will be enough to fill the demand in the world of work.

In community development, education is seen as part of the regional development system. In this position, the functions of education include:

1. Efforts to implement compulsory education.
2. The fulfillment of political demands and community aspirations.
3. Efforts in fostering personality.
4. Efforts to master and develop science and technology.
5. Efforts in preparing the workforce.
6. Efforts in developing human resources as a whole.
7. Efforts in education for cultural transformation.

In fulfilling these functions, educational development efforts should meet the demands of:

1. Expansion and equalization of educational opportunities for all members of society.
2. The realization of maximum and quality services and results.
3. The compatibility between educational products and the demands of society.
4. The occurrence of efficient education management, namely with the management of education that can utilize limited resources to achieve optimal productivity.

All these demands and functions are the main considerations in developing education in the region, and the ability to plan must support all of this.

Education as a labor preparation effort can be interpreted as guiding and fostering students so that they have basic provisions for work. Basic provision can

²Siswanto Sastrohadwiryo and Asrie Hadaningsih Syuhada, *Manajemen Tenaga Kerja Indonesia* (Bumi aksara, 2021).

³Sri Maryanti, 'Hubungan Perencanaan Tenaga Kerja Terhadap Kebutuhan Tenaga Kerja Di Kota Pekanbaru Tahun 2008 Sd 2012', *Pekbis Jurnal* Vol 6 No 2, no. HUBUNGAN PERENCANAAN TENAGA KERA DENGAN KEBUTUHAN TENAGA KERJA (2014): 134-46.

⁴Yosina Nur Augusta, 'Hubungan Antara Orientasi Masa Depan Dan Daya Juang Terhadap Kesiapan Kerja Pada Mahasiswa Tingkat Akhir Fakultas Ilmu Sosial Dan Ilmu Politik Di Universitas Mulawarman', *Psikoborneo: Jurnal Ilmiah Psikologi* 2, no. 3 (2014).

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be the formation of attitudes, knowledge, and work skills in prospective outputs. This is an important mission of education because work is a basic need in human life.

Work becomes part of sustaining one's life and family so that it does not depend on and disturb others. Work activities give a person satisfaction. Not only does one receive rewards, but also because one can give something to others (in the form of services or objects), socialize, and be creative.⁵

Madrasahs are part of educational institutions under the Ministry of Religion. The word madrasah comes from Arabic, which means school, rooted in the word *rasa*, which means learning. Madrasahs start from the basic level of Madrasah Ibtidaiyyah, equivalent to elementary school, then Madrasah Tsanawiyah, equivalent to junior high school, and Madrasah Aliyah, equivalent to high school.

Madrasahs focus on teaching Islamic-based science, and graduates are required to master not only general sciences but also Islamic ones. Starting from the levels of MI, MTs, and MA, they play an important role in producing superior and competent generations of the nation. Competence in English means “ability or proficiency. “While when viewed in terminology, experts E. Mulyasa says competence is “knowledge, skills or abilities that a person has mastered that have become part of him.” Competence is also defined as knowledge, skills, and values that can be practiced in habits of thought and action. “Competence is also defined as knowledge, skills, and values that can be practiced in habits of thought and action.”

It can be understood that competency is more likely to be interpreted as knowledge, skills, and values that have become a way of thinking and acting. So, an ability that has truly become a part of life so that it can be directly used in dealing with various forms of problems and acting; competence is not enough just in the form of memorization but rather understood and has become part of himself.

For example, if someone is competent in managing data statistically, then everyone who sees statistical data will immediately be able to think of ways to do the data analysis. Competence in speaking Arabic means that people are really able to speak Arabic, not just knowing the theory or procedures of the language, but they are able to communicate directly fluently and well.

Competence concerns the ability of students to do something in various contexts”. Competence is a description related to how students can do something in various things that they will face in community life, which later, this competence will be the capital of students when living in society. Hall and Jones stated that at the Prodi level, quality standards can be stated in a document called Study Program Specifications and Graduate Competencies, in which the Educational Objectives, Curriculum, Curriculum Map, and Syllabus are contained. Therefore, Study Program Specifications, Graduate Competencies, and Educational Objectives need to be reformulated in a single activity to prepare curriculum development for a study program. As stated in the Higher Education Quality Assurance Guidelines book, standards are set by combining the vision of the study program and

⁵ Basuki Wibawa, ‘Pendidikan Teknologi Dan Kejuruan’, Surabaya: Kertajaya Duta Media, Surabaya, 2005.

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stakeholder needs.⁶ What is meant in this study is the profile of graduates who are expected to be alums of PBA UINSI Samarinda.

Based on Law Number 14 of 2005, which explains Teachers and lecturers in Article 7, it is explained that the teaching profession and the lecturer profession are special fields of work that are carried out based on the following principles:⁷

1. Talent, interest, passion, and idealism.
2. Commitment to improving the quality of education, faith, piety, and noble character.
3. Academic qualifications and background by the field of duty.
4. Competencies required in accordance with the field of duties.
5. Responsibility for the implementation of professional duties.
6. Obtaining income determined in accordance with work performance.
7. Having the opportunity to develop professionalism in a sustainable manner by lifelong learning.
8. Have a guarantee of legal protection in carrying out professional duties; and have a professional organization that has the authority to regulate matters relating to the professional duties of educators.

The implementation of professionalism must be a sense of responsibility as a manager of learning, director of learning, and planner of the future society. With this responsibility, an educator has three functions, namely:

1. Has an instructional function which is in charge of carrying out teaching.
2. Has an educational function which is in charge of educating students in order to achieve educational goals.
3. Has a managerial function in charge of leading and managing the education process.⁸

According to the general dictionary of the Indonesian language, competence means the authority and power to decide or determine a matter. The basic definition of competence or competency is ability or proficiency.⁹

Competence is a collection of behaviors, knowledge and skills possessed by an educator in achieving learning objectives and educational goals. Competence can be obtained through education, training, and independent learning by utilizing learning resources. The meaning of competence from the term angle includes various aspects related to physical, mental, and spiritual aspects. According to Mulyasa, educator competence combines personal, scientific, social, and spiritual abilities that thoroughly or comprehensively form the educator profession's standard competencies, including mastery of the material, understanding of students, educational learning, personal development, and professionalism.¹⁰

Competence is part of a combination of knowledge, skills, values, and attitudes, which will be reflected in habits of action and thinking. Competence can

⁶Syamsidar, 'STUDI KETERSERAPAN ALUMNI DALAM DUNIA KERJA PADA JURUSAN PENDIDIKAN FISIKA FAKULTAS TARBIYAH DAN KEGURUAN UIN ALAUDDIN MAKASSAR ANGKATAN 2008 DAN 2009' (2017).

⁷ Menteri Pendidikan Nasional, 'Undang Undang No 20 Tahun 2003 Tentang System Pendidikan Nasional', 2010.

⁸ Pemikiran Pendidikan Islam Muhaimin, 'Kajian Filosofis Dan Kerangka Dasar Operasionalisasinya', *Cet. I, Jakarta: Mizan*, 1993.

⁹ KBBI Kbbi, 'Kamus Besar Bahasa Indonesia (KBBI)', *Kementerian Pendidikan Dan Budaya*, 2016.

¹⁰ Enco Mulyasa, 'Manajemen Berbasis Sekolah: Konsep, Strategi Dan Implementasi', 2004.

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also be interpreted as knowledge, skills, and abilities that can be mastered by someone who has become part of himself so that he can perform cognitive, affective, and psychomotor behaviors as well as possible. This can provide an overview and show competencies, including tasks, skills, attitudes, and appreciation that a learner must possess to carry out learning tasks by certain types of work.¹¹

Competence results from the fusion of knowledge, which is the power of thought, attitudes, and the power of the heart, and skills, which are the physical powers, which are then realized in the form of actions. Competence is a combination of mastery of knowledge, skills, values, and attitudes reflected in habits of thought and action in carrying out their duties/work.

Competence is a combination of abilities, knowledge, skills, attitudes, traits, understanding, appreciation, and expectations that underlie a person's characteristics to carry out tasks or jobs to achieve quality standards in real work. So, competence is a set of knowledge, skills, and behaviors that teachers must possess, live, and master to carry out their professional duties.¹²

Based on Emis data from the Indonesian Ministry of Religious Affairs Directorate General of Islamic Education, the number of madrasahs in Indonesia can be said to be quite large and spread throughout the country. There are a total of 25,840 madrasahs, MTs reached 18,377, and MA amounted to 9,151.

The number of MIs in East Kalimantan is 145 madrasahs, with ten public and 135 private; MTs are 176 madrasahs, with 17 public and 159 private; and MAs are 84 madrasahs, with 11 public and 73 private. If seen from the needs of madrasahs in each Arabic language education graduate, there is 1 Arabic teacher per madrasah, so at least 405 Arabic teachers with academic qualifications of PBA graduates are needed.¹³

The PBA study program is one of the study programs within the FTIK UINSI Samarinda; since 2018, to meet the public interest, the Arabic Language Education study program has opened new student admissions to as many as 3 study groups (3 classes).

Public interest in choosing Arabic Language Education as a destination for continuing education is very good. This is evidenced by the average number of students accepted by the Arabic Language Education study program every year, which has three classes.

Based on data on madrasah's needs for Arabic language education graduates, it is necessary to collect data about the absorption of Arabic language education alumni. On the other hand, it is necessary to identify the educational background of Arabic language teachers in each madrasah by identifying the suitability of qualifications with Arabic language education graduates and suitability with the profile of graduates expected by graduate users.

Based on the background of the problem above, the researchers focused this research on how much the percentage of the absorption of alums of the

¹¹ Enco Mulyana, 'Kurikulum Berbasis Kompetensi, Konsep, Karakter, Dan Implementasinya', Bandung: Penerbit PT Remaja Rosdakarya, 2002.

¹² Syaiful Sagala, 'Kemampuan Profesional Guru Dan Tenaga Kependidikan', 2013.

¹³Data diakses pada data emis kementerian agama RI direktorat jenderal pendidikan Islam <http://emispendis.kemendiknas.go.id/dashboard/?content=data-statistik&action=prov&prov=64>

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Arabic Language Education Study Program of Sultan Aji Muhammad Idris Samarinda State Islamic University in East Kalimantan Madrasahs and how the needs of graduate users on the profile of graduates of the Arabic Language Education Study Program of Sultan Aji Muhammad Idris Samarinda State Islamic University in East Kalimantan Madrasahs.

B. Method

The method used in conducting this research is mixed methods. This research method is based on several opinions, namely Creswell & Clark. Mixed methods always focus on collecting, analyzing, and mixing data, both qualitative and quantitative, in a study. They can provide better answers or understanding of a research problem than one of them.¹⁴ Research using the Mixed Method is one approach to investigating a problem related to social and behavior. It involves collecting and analyzing qualitative and quantitative data strictly as an answer to the researcher's question and integrating or mixing two forms of data in one design.

The population as a whole is a subject in research, while the entire object under study can be people, events, values, objects, or things that have happened. Population can also be interpreted as a generalization area consisting of objects/subjects with certain characteristics and quantities set by researchers to study and then draw conclusions. From the above definition, it can be concluded that the population is the whole of the characteristics or units of measurement results that are the object/subject of research.¹⁵ This study included all alumni of the PBA study program at FTIK UINSI Samarinda who graduated in 2020, 2021, or 2022.

This research was conducted at the Arabic language education study program of the Faculty of Tarbiyah and Teacher Science and madrasahs in East Kalimantan, starting from the MI, MTs, and MA levels, ranging from state madrasahs to private madrasahs. The research locations in this study are in 9 regions: 1) Samarinda, 2) Balikpapan, 3) Penajam Paser Utara (PPU), 4) Paser (Tanah Grogot), 5) Kutai Kartanegara (Tenggarong), 6) West Kutai (Melak), 7) Berau, 8) Bontang, 9) East Kutai (Sangata). In this study, researchers used quantitative data to formulate the first problem, using secondary data instruments, namely documentation with descriptive analysis techniques. They also used qualitative data to formulate the second problem, using in-depth interviews. The data analysis technique in this study is descriptive analysis obtained from documentation and interview data.

C. Findings and Discussion

From the Regional Office of the Ministry of Religious Affairs of East Kalimantan Province, there are a total number of Madrasahs, including both public (negeri) and private (swasta) institutions, at various levels, such as Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA) in East Kalimantan Province. However, the specific number of these

¹⁴ John W Creswell and Vicki L Plano Clark, *Designing and Conducting Mixed Methods Research* (Sage publications, 2017).

¹⁵ Prosa PGSD Danuri, Siti Maisaroh, and PGSD Prosa, 'Metodologi Penelitian Pendidikan' (Samudra Biru (Anggota Biru), 2019).

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institutions would require up-to-date data from the relevant authorities, as my knowledge is based on information available up until September 2021, and I do not have access to real-time or region-specific data. You may want to contact the local authorities or visit their official website for the most current statistics.

Table 1. The Number of Madrasahs in East Kalimantan Province

No.	Districts/Cities	MI	MTS	MA	Total
1	Berau	9	10	3	22
2	Balikpapan	26	15	7	48
3	Bontang	6	6	2	14
4	Samarinda	29	38	15	82
5	Kutai Barat	8	9	5	22
6	Kutai Kartanegara	38	53	23	114
7	Kutai Timur	9	17	8	34
8	Paser	13	18	15	46
9	Penajam Paser Utara	6	10	6	22
	Jumlah	144	176	84	404

From this information, there are a total of 404 Madrasah schools located in the East Kalimantan Province, including Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA).

In this research, not all madrasah data could be obtained. The researcher aimed to collect at least 50% of the actual data, which includes the total number of madrasahs, whether they are Madrasah Ibtidaiyah, Madrasah Tsanawiyah, or Madrasah Aliyah. All the data obtained in this research is summarized in Table 2.

Table 2. Research Data Collection

No.	Districts/Cities	MI	MTS	MA	Total
1	Berau	1	0	1	2
2	Balikpapan	26	8	4	38
3	Bontang	4	5	1	10
4	Samarinda	1	3	8	12
5	Kutai Barat	3	5	3	11
6	Kutai Kartanegara	17	32	9	58
7	Kutai Timur	6	15	5	26
8	Paser	8	15	9	32
9	Penajam Paser Utara	2	6	5	13
	Jumlah	68	89	46	203

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The Absorption of Alumni from the Arabic Language Education in East Kalimantan Madrasahs



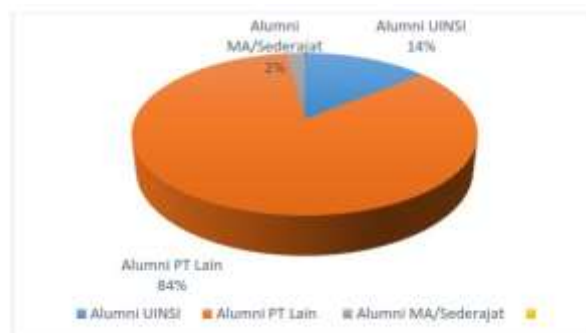
Figure 1. Percentage of UINSI Graduates Teaching the Arabic Language Subject at Madrasah Ibtidaiyah in East Kalimantan Province.

In Figure 1, it is shown that the utilization of UINSI graduates as Arabic language subject teachers in Madrasah Ibtidaiyah is only around 17%, while graduates from other universities make up 75% of the teachers. Additionally, graduates from Islamic senior high schools (MA) or Islamic boarding schools (Pesantren) account for approximately 8%. This is also related to the qualifications of Arabic language instructors, where 31% are graduates of Arabic Language Education (PBA) or Arabic Literature, while the majority, 69%, are not graduates of PBA or Arabic Literature. This indicates that, for the most part, the field of Arabic language at Madrasah Ibtidaiyah is not predominantly taught by teachers with degrees in Arabic Language Education.



Figure 2. The Alignment of PBA Teachers' Educational Background with the Arabic Language Subjects They Teach in MI (Madrasah Ibtidaiyah).

Arabic Language Subject Teachers in Madrasah Tsanawiyah in East Kalimantan



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Figure 3. The Absorption of UINSI Alumni in Madrasah Tsanawiyah in East Kalimantan

From Figure 3, it is evident that the absorption of UINSI alumni as Arabic language teachers in Madrasah Tsanawiyah is only about 14%, while graduates from other universities dominate with 84%. When combined with the results from Figure 7, the alignment of teacher education with the Arabic language subject is only about 44% matching and 56% not matching. This means that more than half of the sample population in MTs, the Arabic language subject has been traditionally taught by teachers from other fields of study.

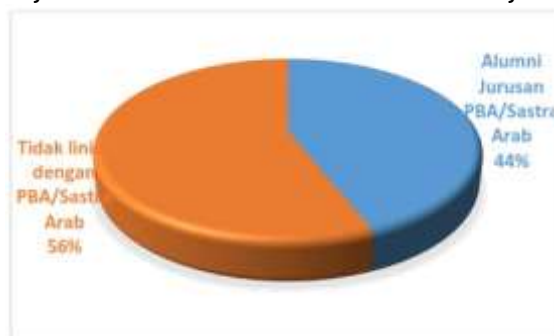


Figure 4. The Alignment of PBA Teachers' Educational Background with the Arabic Language Subjects They Teach in MTs (Madrasah Tsanawiyah)

Arabic Language Subject Teachers in Madrasah Aliyah in East Kalimantan

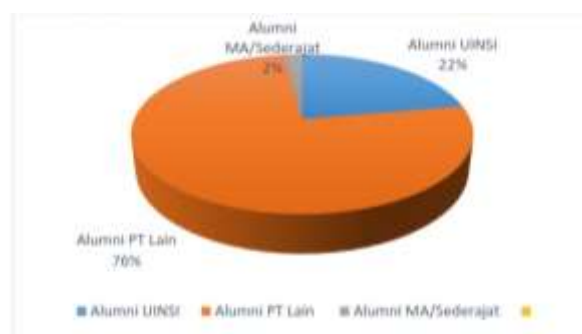
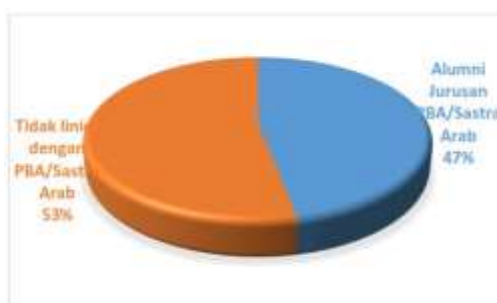


Figure 5. The Absorption of UINSI Alumni in Madrasah Aliyah in East Kalimantan

From Figure 5, it is evident that the absorption of UINSI alumni as Arabic language teachers in Madrasah Aliyah is only about 22%, while graduates from other universities dominate with 76%. When combined with the results from Figure 9, the alignment of teacher education with the Arabic language subject is only about 47% matching and 53% not matching. This means that more than half of the sample population in MA, the Arabic language subject has been traditionally taught by teachers from other fields of study.



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Figure 6. The Alignment of PBA Teachers' Educational Background with the Arabic Language Subjects They Teach in MA (Madrasah Aliyah).

The data obtained indicates that there are challenges in meeting the need for Arabic language subject teachers in all Madrasahs in East Kalimantan Province. This is evidenced by the significant number of teachers who are not graduates of Arabic Language Education (PBA) teaching Arabic. This, in turn, can lead to a lack of proficiency among teachers in imparting understanding of the Arabic language subject. It is observed that the contribution of UINSI graduates, who were expected to fill positions as Arabic language subject teachers, is quite minimal. The researcher's own suspicion regarding this phenomenon is the possibility that UINSI graduates may have been absorbed by schools that also offer Arabic language subjects, such as schools under the Muhammadiyah umbrella or perhaps private Islamic-based schools that have emerged in recent years. Hence, increasing the need for teachers in the Arabic language subject may be one of the solutions.

The Trend of Graduates' Profiles Required by the Job Market for Graduates of the Arabic Language Education Program at FTIK UINSI Samarinda in Madrasahs in East Kalimantan

The issue that arises in the field, particularly in Madrasahs, concerning Arabic language subject teachers, is related to the basic competency of these teachers. As discussed earlier in section 1, it was explained that the majority of teachers instructing in the field of Arabic language are not graduates with educational backgrounds that align with the Arabic language subject. The dominant percentage of teachers teaching Arabic are not aligned or linear with the Arabic language subject.

This situation can also influence the tendency of students after graduating from Madrasah Aliyah (MA) who are reluctant to continue into Arabic Language Education programs. This reluctance may be due to their experiences during their Arabic language studies in Madrasah, which may not be as enjoyable or engaging as their favorite subjects.

The input provided also emphasizes that Arabic language teachers should possess the ability to develop the Arabic language so that students feel comfortable learning it, and ideally, Arabic can be categorized as one of their favorite subjects. Additional skills expected by stakeholders relate to proficiency in the field of Information Technology (IT). Arabic language teachers are expected to combine and innovate their Arabic language instruction using their IT skills.

D. Conclusion

In light of the discussions presented, the researcher draws conclusions based on the research problem and objectives, which are as follows: 1) The percentage of absorption of alumni from the Arabic Language Education (PBA) program in East Kalimantan's Madrasahs is very minimal, standing at approximately 17% overall, both for Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah levels. The majority of positions for Arabic language subject teachers are filled by individuals who are not graduates of Arabic Language Education. Some of the teachers assigned to teach Arabic are graduates

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in Islamic Religious Education (PAI). 2) The user demand for graduates' profiles from the Arabic Language Education PBA in East Kalimantan generally emphasizes the fundamental abilities of Arabic language teachers, which should ideally be acquired during their university education. This becomes an issue when these teachers are not graduates of Arabic Language Education. Other expected abilities from the profile of Arabic Language Education graduates include the capacity to enhance Arabic language instruction, making it one of the students' favorite subjects. Furthermore, additional skills are expected from Arabic language graduates, such as proficiency in IT, to make Arabic language teaching more creative, diverse, and innovative.

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