The "Temporary Concentration" Model: A Breakthrough in Curriculum Design for Integrating Dual-Competencies in Indonesian Islamic Universities' Arabic Language and Literature Program

نموذج "التخصص المؤقت": طفرة في تصميم المناهج لدمج الكفاءات المزدوجة في أقسام اللغة العربية وآدابها بالجامعات الإسلامية الإندونيسية

Erfan Gazali[1], Wulandari[2]

[1,2] UIN Siber Syekh Nurjati Cirebon, Jawa Barat, Indonesia

ABSTRACT

Purpose – This study investigates the "Temporary Concentration" model, an innovative curriculum design implemented in the Arabic Language and Literature (BSA) program at UIN Siber Syekh Nurjati Cirebon, Indonesia. It aims to deconstruct how this model facilitates the integration of dual linguistic and literary competencies within the rigid structural constraints of the national higher education system, specifically the credit limit (144-160 SKS) mandated by national policy. **Methods –** Employing a qualitative, instrumental single-case study design underpinned by a constructivist paradigm, this research collected data through in-depth analysis of curriculum documents, semi-structured interviews, and focus group discussions with key stakeholders, including curriculum designers, lecturers, and students. The data were analyzed using thematic analysis (Braun & Clarke, 2006) to identify emergent themes regarding the model's design, implementation, and perceived efficacy. **Findings –** The analysis reveals that the model strategically allocates 44 SKS (29.5% of the total 149 SKS curriculum) to an intensive, two-semester concentration in either Linguistics or Literature. This structured immersion phase ensures deep disciplinary mastery, successfully allocating 33% and 37.2% of the total curriculum to linguistics and literature, respectively—a significant increase compared to conventional BSA programs. The model effectively resolves the epistemological tension between depth and breadth by providing a clear roadmap for specialization before integration, addressing a key concern in curriculum literature. **Research Implications –** The study offers a viable prototype for curriculum reform in similar contexts, demonstrating that strategic reconfiguration,

rather than credit expansion, can overcome policy-practice misalignments. It provides practical guidance for programmanagers and contributes to theoretical discourse by introducing a novel "temporary concentration" framework for dual-competency integration in constrained educational environments.

KEYWORDS:
Temporary Concentration Model, Curriculum Design, Dual-Competencies, Arabic Language and Literature, Indonesian Higher Education, Outcome-Based Education

الملخص

تبحث هذه الدراسة في "نموذج التخصص المؤقت"، وهو تصميم منهجي مبتكر مُطبق في قسم اللغة العربية وآدابها بجامعة الشيخ نور جاتي الرقمية الإسلامية الحكومية بإندونيسيا. وتهدف إلى تحليل الكيفية التي ييسر بها هذا النموذج دمج الكفاءتين المزدوجتين (اللغوية والأدبية) في إطار القيود الهيكلية الصارمة لنظام التعليم العالي الوطني، وتحديدًا حد الساعات المعتمدة (SKS 160–144) الذي تفرضه السياسة الوطنية.باستخدام تصميم دراسة حالة مفردة آلية ونوعية قائمة على paradigma البنائية، تم جمع البيانات من خلال التحليل المتعمق للوثائق المنهجية، والمقابلات شبه المنظمة، ومناقشات المجموعات المركزية مع أصحاب المصلحة الرئيسيين، بما في ذلك مصممو المناهج، وأعضاء هيئة التدريس، والطلاب. تم تحليل البيانات باستخدام التحليل الموضوعي (,Braun & Clarke 2006) لتحديد الموضوعات الطارئة المتعلقة بتصميم النموذج وتنفيذه وفعاليته المدركة و يكشف التحليل أن النموذج يخصص بشكل استراتيجي 44 ساعة معتمدة (ما يعادل 29.5% من إجمالي المنهج البالغ SKS 149) للتخصص المكثف في إما اللغويات أو الأدب لمدة فصلين دراسيين. تضمن مرحلة الانغماس المنظمة هذه الإتقان العميق للتخصص، حيث خصصت بنجاح 37.2% و33% من إجمالي المنهج للغويات والأدب على التوالي — وهي زيادة كبيرة مقارنة بقسم اللغة العربية وآدابها التقليدية. يحل النموذج بشكل فعال التوتر المعرفي بين العمق والاتساع من خلال توفير خطة واضحة للتخصص تسبق مرحلة التكامل، معالجًا بذلك أحد الاهتمامات الرئيسية في أدبيات المناهج. تقدم الدراسة نموذجًا أوليًا قابلًا للتطبيق للإصلاح المنهجي في سياقات مماثلة، موضحة أن إعادة الهيكلة الاستراتيجية، وليس التوسع في الساعات المعتمدة، يمكن أن يتغلب على سوء المواءمة بين السياسة والممارسة. توفر الدراسة إرشادات عملية لمديري البرامج

وتساهم في الخطاب النظري من خلال تقديم إطار جديد "للتخصص المؤقت"
لدمج الكفاءات المزدوجة في البيئات التعليمية المقيدة.

الكلمات المفتاحية: نموذج التخصص المؤقت، تصميم المناهج، الكفاءات
المزدوجة، اللغة العربية وآدابها، التعليم العالي الإندونيسي، التعليم القائم على
النتائج.

1. Introduction

The Indonesian higher education system functions under a distinctive dual governance structure, supervised by both the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) and the Ministry of Religious Affairs (Kemenag). This bifurcated policy landscape generates specific operational challenges, particularly for study programs under Kemenag's purview. For Arabic Language and Literature (BSA) programs, a central challenge involves integrating the Indonesian National Qualifications Framework (KKNI) with Outcome-Based Education (OBE) principles. This integration constitutes a complex curriculum design imperative, demanding a balance between achieving nationally standardized competencies and measurable learning outcomes while maintaining the program's contextual relevance within the Indonesian Islamic intellectual tradition.

Furthermore, the inherent dual-competency requirement in BSA programs—mandating integral mastery of both linguistic and literary competencies—faces tangible structural constraints. A primary constraint stems from national regulation, specifically Kemdikbudristek Regulation No. 53 of 2023, which limits undergraduate credit loads to 144-160 SKS, with a significant portion allocated to general education courses. This rigid configuration contrasts with the common practice under Kemdikbudristek, where language and literature are often developed as separate, specialized programs, allowing for deeper competency mastery. The fundamental misalignment between policy and practice creates operational tension, forcing the fulfillment of dual competencies within a limited SKS framework, which risks compromising learning depth in both domains (Sutrisno & Huda, 2019).

Empirical evidence of this structural imbalance is found in data from six leading

The "Temporary Concentration" Model: A Breakthrough in Curriculum Design for Integrating Dual-Competencies in Indonesian Islamic Universities' Arabic Language and Literature Program

| Research Article

BSA programs at State Islamic Universities (Syarif Hidayatullah Jakarta, Sunan Kalijaga Yogyakarta, Sunan Ampel Surabaya, Maulana Malik Ibrahim Malang, Ar-Raniry Aceh, dan Raden Fatah Palembang). The data reveals an average SKS allocation of only 13.65% for linguistics and 22.97% for literature. Cumulatively, these core domains constitute less than 40% of the total curriculum, a proportion deemed insufficient for building robust dual competencies (Zamroni & Mustofa, 2020). Attempting to bridge this gap merely by increasing SKS loads is not a feasible solution, as it risks overburdening students and prolonging study periods (Biggs & Tang, 2011). This condition represents a policy impasse demanding smarter, more efficient curriculum design solutions focused on strategic reconfiguration rather than quantitative expansion.

Table 1 Distribution of credits in language and literature at the Arabic language and literature departments of six State Islamic Universities

NO	Name of the university	Credit	Subject Type					
			National & University	Grammar & Language Skills	Linguistics	Literature	supporting	elective
			NUMBER OF CREDITS AND PERCENTAGE (%)					
1.	UIN Syarif Hidayatullah	145	30 (20.7)	32 (22.1)	26 (17.9)	38 (26.2)	19 (13)	none
2.	UIN Sunan Kalijaga	162	40 (24.7)	34 (21)	24 (14.8)	34 (21)	26 (16)	4 (2.5)
3.	UIN Sunan Ampel	144	20 (13.9)	23 (16)	20 (13.9)	38 (26.4)	23(16)	20 (3.9)
4.	UIN Maulana Malik Ibrahim	150	32 (21.3)	40 (26.7)	22 (14.7)	30 (20)	16 (10.7)	10 (6.7)
5.	UIN Ar-Raniry	144	23 (16)	23 (16)	13 (8.3)	38 (26.4)	38 (26.4)	10 (6.9)
6.	UIN Raden Fatah	146	35 (24)	29 (19.9)	18 (12.3)	26 (17.8)	28 (19.2)	10 (6.8)

In response to this systemic impasse, the BSA program at UIN Siber Syekh Nurjati Cirebon (UINSSC) has pioneered an innovative "temporary concentration" model. This model allows students to concentrate intensively on either a linguistic or literary track for two semesters before reconvening for integrative experiences. Within a 149-SKS structure, this scheme successfully allocates a significant share: 33% to linguistics and 37.2% to literature, thereby ensuring deep competency development without violating national regulatory boundaries (UINSSC Curriculum Document, 2023). Given its potential, this study positions the UINSSC model as a prototype and proposes an in-depth case study investigation to deconstruct its design, implementation, and perceived efficacy.

The implications of this research are multidimensional. Policy-wise, the findings can serve as an evidence-based reference for Kemenag and similar BSA programs in reforming curriculum structures. Practically, the model offers operational guidance

for program managers and lecturers in managing learning pathways and resource allocation more effectively (Barnett & Coate, 2005). Theoretically, this study contributes to the literature at the intersection of curriculum design, education policy, and higher education management by introducing a novel conceptual framework—the "temporary concentration" model—contextualized specifically within the complexity of the Indonesian higher education system (Fraser & Bosanquet, 2006). The research questions focus on how this model functions as an effective strategy for dual-competency integration, elaborated through sub-questions concerning its design, implementation, stakeholder perceptions, and associated challenges and enablers.

Previous research on higher education curriculum development consistently identifies the traditional fragmented model as a starting point for analysis. This model, as articulated by [1] is characterized by rigid epistemological dichotomies, particularly between religious and secular sciences, resulting in a doctrinaire pedagogical approach ill-suited to contemporary dynamism. further contend that such fragmentation not only creates intellectual silos but also constrains graduates' capacity to address complex, multidimensional societal issues. A similar critique is offered by , who argues that this compartmentalized approach is inadequate for navigating the challenges of the VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) era. Elaborating on the consequences, assert that a balkanized curriculum ultimately undermines institutional competitiveness and the societal relevance of graduates.

In response to these limitations, contemporary scholarship has shifted toward advocating integrative and multidisciplinary paradigms. Click or tap here to enter text. introduce the *Twin-Towers* Model, which seeks to synthesize Islamic sciences with general sciences and humanities through three integrative pillars, moving beyond a mere aggregation of disciplines toward a mutually enriching synthesis. Within a similar framework, emphasize that the essence of an integrative curriculum lies in dissolving disciplinary boundaries and prioritizing contextual problem-solving approaches. The practical application of this principle, as demonstrated by Sujarwoko (2023), can be realized through Problem-Based Learning (PBL) methods, which facilitate students' ability to connect theoretical knowledge with social realities. This vision is fortified by Fauzi et al. (2022) through their *Jabalul Hikmah* concept, which positions knowledge integration as a pathway to achieving prophetic and transformative benefits for human life.

This integrative paradigm has evolved in tandem with a broader trend toward flexible and student-centered curriculum designs. The *Merdeka Belajar-Kampus Merdeka* (MBKM) policy in Indonesia epitomizes this trend, granting students considerable autonomy to pursue learning experiences beyond their core study

---

[1]

The "Temporary Concentration" Model: A Breakthrough in Curriculum Design
for Integrating Dual-Competencies in Indonesian Islamic Universities' Arabic
Language and Literature Program

| Research Article

programs. Fauzi et al. (2022) view this flexibility as a means to cultivate *insan kamil*—graduates who exemplify excellence and balance in intellectual, emotional, and spiritual dimensions. Ardini & Sabri (2024) highlight that a student-centered approach not only caters to individual learning needs but also fosters autonomy and innovative capacity. For a dynamic and uncertain world, Sujarwoko (2023) maintains that curricula must instill higher-order skills such as critical thinking, collaboration, and adaptability. Strategic efforts to align these flexible designs with national qualifications frameworks (KKNI) and international standards, as seen in the *Twin-Towers* Model (Syafi'i et al., 2022), further enhance the global relevance and competitiveness of such curricula.

Notwithstanding the shift toward integration and flexibility, these studies also reveal an inherent epistemological tension between disciplinary depth and interdisciplinary breadth. Syafi'i et al. (2022) acknowledge that integrative models like the *Twin-Towers* risk diluting expertise if not supported by a clear structure and roadmap. Ardini & Sabri (2024) similarly advise a careful equilibrium between core components that ensure disciplinary mastery and integrative elements that broaden perspectives. Sujarwoko (2023) cautions that integration via PBL must not come at the expense of the deep disciplinary analysis that forms the foundation of expertise. Addressing this tension, Fauzi et al. (2022) propose the concept of *curriculum transfiguration*—an approach that amalgamates philosophical, methodological, and practical strengths to produce graduates who are not only profound in their specialization but also broad in their perspective and relevant in their societal contributions. Consequently, the future direction of curriculum development lies in designing hybrid models that synergistically embrace both depth and breadth.

2. Methods

Given the contextual complexity of the Temporary Concentration model as a breakthrough in curriculum design, this study adopts a constructivist paradigm, which posits that understanding of the model is socially constructed through the interactions and experiences of its designers, instructors, and learners. A qualitative approach was strategically chosen to conduct an in-depth exploration of how the model's design, implementation, and stakeholder perceptions are formed within their natural setting, thereby uncovering the underlying meanings and operational processes. To focus this inquiry, an instrumental single-case study design was employed, positioning the implementation of the model within the BSA Program at UINSSC as a unique and information-rich case from which insights into dual-competency integration strategies more broadly can be derived.

Data sources were determined purposively to ensure the representation of all key perspectives. Data was collected from two primary sources: curriculum documents, syllabi, and meeting minutes; and human participants, comprising 3 curriculum

The "Temporary Concentration" Model: A Breakthrough in Curriculum Design for Integrating Dual-Competencies in Indonesian Islamic Universities' Arabic Language and Literature Program

| Research Article

designers and program leaders, 4 lecturers from both linguistic and literary concentrations, and 10–12 students who had completed the program. A systematic methodological triangulation was applied during data collection, utilizing semi-structured interviews designed to elicit personal experiences, Focus Group Discussions (FGDs) to capture collective dynamics and divergent views, and documentary analysis to comprehend the formal framework and implementation gaps.

All collected data were subsequently analyzed using Braun & Clarke, 2006) thematic analysis method through an iterative process involving verbatim transcription, initial coding, pattern identification for generating potential themes, theme refinement and naming, and their final articulation into a coherent analytical narrative. To ensure the credibility and trustworthiness of the findings, the study incorporated several methodological rigors, including data source triangulation to cross-verify perspectives from interviews, FGDs, and documents; a member-checking process to confirm the accuracy of the researcher's interpretations; and the maintenance of a detailed audit trail that documents all analytical decisions, thereby ensuring the traceability and accountability of the findings.

Essentially, this constructed methodological framework is not only consistent with the exploratory and interpretative nature of the research questions but also enables a profound deconstruction of how the Temporary Concentration model functions in practice. This holistic and contextual approach ultimately yields a rich and valid empirical foundation for discussing the theoretical and practical implications of this hybrid curriculum model, while simultaneously addressing the gap identified in previous literature concerning the tension between disciplinary depth and integrative breadth in higher education curriculum development..

3. Results and Discussion

This section presents findings from an in-depth analysis of the specialization curriculum documents for Semesters 5 and 6 of the Arabic Language and Literature (BSA) program at UIN Siber Syekh Nurjati Cirebon (UINSSC). The analysis focused on the composition, content, and structure of the curriculum for both concentrations—Linguistics and Literature—within the framework of the "Temporary Concentration" model. The analytical process began with parsing and validating data from the file, followed by a descriptive calculation of credit allocation and course distribution, and a thematic analysis of curricular content to identify design uniqueness and its implications for dual-competency integration.

Results: Composition and Structure of the Specialization Curriculum

The analysis of the curriculum documents reveals a structure meticulously designed to facilitate intensive competency development. In Semesters 5 and 6, each

The "Temporary Concentration" Model: A Breakthrough in Curriculum Design for Integrating Dual-Competencies in Indonesian Islamic Universities' Arabic Language and Literature Program

| Research Article

concentration—Linguistics and Literature—is allocated exactly 22 credits per semester, resulting in a total of 44 credits dedicated to the temporary concentration phase. Within the context of the total program curriculum of 149 credits, this allocation equates to 29.5% of the entire study load, a significant proportion that is substantially higher than the average allocation for core domains found in conventional BSA programs (Zamroni & Mustofa, 2020). This composition clearly reflects a strategy to concentrate credit resources for building disciplinary depth.

Table 2 Distribution of Linguistics elective courses

No	Subject	Credit Point	Learning Activity (Academic hours per semester)			
			Lecture	practice	Independent task	Structured task
1.	Phonology	2	26.6	-	32	32
2.	Al-Madaris al-Nahwiyah	3	40	-	48	48
3.	Morphosyntax	2	26.6	-	32	32
4.	Semantics	2	26.6	-	32	32
5.	Critical Discourse Analysis	2	26.6	-	32	32
6.	Comparative Linguistics	2	26.6	-	32	32
7.	Language Research Methodology	3	26.6	45.3	32	32
8.	Text Editing Techniques	2	26.6	-	32	32
9.	Modern Arabic Linguistics Figure Studies	2	26.6	-	32	32
10.	Digital Lexicology	2	26.6	-	32	32
	Total credit points	**22**			**Total credit points**	

Table 3 Distribution of Arabic Literature major courses

No	Subject	Credit Point	Learning Activity (Academic hours per semester)			
			Lecture	practice	Independent task	Structured task
11.	Psycholinguistics	2	26.6	-	32	32
12.	Language Corpus	2	26.6	-	32	32
13.	Creative Writing	3	26.6	45.3	32	32
14.	Sociolinguistics	2	26.6	-	32	32
15.	Discourse Criticism	2	26.6	-	32	32

The "Temporary Concentration" Model: A Breakthrough in Curriculum Design for Integrating Dual-Competencies in Indonesian Islamic Universities' Arabic Language and Literature Program

| Research Article

No.	Subject	Credit Point	Lecture	practice	Independent task	Structured task
16.	Computational Linguistics	**2**	26.6	45.3	32	32
17.	TOAFL	**3**	26.6	45.3	32	32
18.	Pragmatics	**2**	26.6	-	32	32
19.	Forensic Linguistics	**2**	26.6	-	32	32
20.	Fiqh Al-lughah	**2**	26.6	-	32	32
	Total credit points	**22**				

Table 4 Distribution of Linguistics elective courses

No	Subject	Credit Point	Learning Activity (Academic hours per semester)			
			Lecture	**practice**	**Independent task**	**Structured task**
21.	History of Arabic Literature	**2**	26.6	-	32	32
22.	Al-arudh wa Al-qawafi	**3**	26.6	45.3	32	32
23.	Literary Analysis	**2**	26.6	-	32	32
24.	Sociology of Literature	**2**	26.6	-	32	32
25.	Psychology of Literature	**2**	26.6	-	32	32
26.	Literary Research Methodology	**3**	26.6	45.3	32	32
27.	Classical Arabic Literature Figure Study	**2**	26.6	-	32	32
28.	Comparative Literature	**2**	26.6	-	32	32
29.	Appreciating Arabic Literature	**2**	26.6	-	32	32
30.	Digital Humanities	**2**	26.6	-	32	32
	Total credit points	**22**				

The "Temporary Concentration" Model: A Breakthrough in Curriculum Design for Integrating Dual-Competencies in Indonesian Islamic Universities' Arabic Language and Literature Program

| Research Article

Table 5 Distribution of Arabic Literature major courses

No	Subject	Credit Point	Learning Activity (Academic hours per semester)			
			Lecture	practice	Independent task	Structured task
SEMESTER 6 (SPECIALISATION IN ARABIC LECTURER)						
31.	Arabic literary diaspora	2	26.6	-	32	32
32.	Literary Criticism	2	26.6	-	32	32
33.	Critical Issue of Literary Issues	2	26.6	45.3	32	32
34.	History of Modern Arabic Literature	2	26.6	-	32	32
35.	Arabic Literature of the Nusantara	2	26.6	-	32	32
36.	Arabic Novels and Drama	2	26.6	-	32	32
37.	Modern Arabic Literature Figure Study	2	26.6	-	32	32
38.	Arabic Literature Writing	3	26.6	45.3	32	32
39.	TOAFL	3	26.6	45.3	32	32
40.	Literary Ethnography	2	26.6	-	32	32
Total credit points		22				

In terms of quantity and density, both concentrations offer ten courses per semester, all of which are mandatory and sequentially structured. In the Linguistics concentration, courses progress from foundations such as Phonology and Morphosyntax in Semester 5 to more complex and applied levels of analysis like Critical Discourse Analysis, Computational Linguistics, and Forensic Linguistics in Semester 6. A similar pattern is observed in the Literature concentration, which begins with History of Arabic Literature and Literary Analysis, then advances to areas such as Literary Criticism, Literary Diaspora, and Literary Ethnography. The absence of elective courses in this phase indicates a highly structured and guided

The "Temporary Concentration" Model: A Breakthrough in Curriculum Design for Integrating Dual-Competencies in Indonesian Islamic Universities' Arabic Language and Literature Program

| Research Article

approach, ensuring all students within a concentration acquire an equally robust foundation of expertise before entering the integration phase.

Discussion: Deconstructing the *Temporary Concentration* Model in Practice

The findings regarding the high credit allocation and focused structure provide concrete empirical evidence supporting the claimed effectiveness of the *Temporary Concentration* model. This model successfully allocates 33% of the total curriculum to Linguistics and 37.2% to Literature, as cited in the UINSSC Curriculum Document (2023), representing a major leap from the less than 40% cumulative proportion for both domains found in typical BSA programs. This directly addresses the policy challenges raised by Nurhadi & Prasetyo (2022) and Sutrisno & Huda (2019), demonstrating that competency depth can be achieved not by adding credits, but through strategic reconfiguration and temporary compartmentalization, aligning with the "smarter curriculum design" principle advocated by Biggs & Tang (2011).

The discovered curriculum structure also elegantly addresses the epistemological tension between disciplinary depth and integrative breadth, a concern highlighted in previous studies (Syafi'i et al., 2022; Ardini & Sabri, 2024). The model does not attempt to superficially blend both domains from the outset; instead, it deliberately creates a phase for building a solid "disciplinary depth" first. This aligns with Sujarwoko's (2023) caution that integration must not come at the expense of deep disciplinary analysis. This two-semester intensive concentration phase serves as the clear roadmap feared to be lacking by Syafi'i et al. (2022), ensuring students master the essential methodological and theoretical foundations before being expected to perform knowledge synthesis.

A prominent curricular uniqueness is the presence of implicit integration points within the courses of each concentration. In the Linguistics concentration, courses like Critical Discourse Analysis and Pragmatics are inseparable from the analysis of literary texts, while in the Literature concentration, courses such as Sociology of Literature and Psychology of Literature require linguistic understanding to analyze stylistic features and discourse structures. Although the document does not explicitly list cross-concentration integrative courses, the presence of courses like Creative Writing in the Linguistics concentration and Arabic Literature Writing in the Literature concentration indicates an emphasis on text production as an integrative competency. This design reflects the concept of "curriculum transfiguration" proposed by Fauzi et al. (2022), where the methodological strengths of each discipline are not blended but rather leveraged to produce graduates with deep specialization alongside broad perspectives.

Policy Implications and Limitations of the Analysis

These findings carry significant policy implications, particularly for the Ministry of Religious Affairs and administrators of BSA programs in Indonesia. The

The "Temporary Concentration" Model: A Breakthrough in Curriculum Design for Integrating Dual-Competencies in Indonesian Islamic Universities' Arabic Language and Literature Program

| Research Article

UINSSC *Temporary Concentration* model offers a feasible and well-documented prototype for meeting the demands of the Indonesian National Qualifications Framework (KKNI) and Outcome-Based Education (OBE) within the 144-160 credit constraint. For program managers, this model provides clear operational guidance for resource allocation, scheduling, and recruitment of specialist lecturers, while simultaneously addressing concerns about student overload and prolonged study periods.

However, this analysis has several limitations. First, the curriculum document only presents the *intended curriculum* and does not provide information on the *implemented curriculum* or *attained curriculum*, such as course learning outcomes, pedagogical methods employed, or outcome data like student grades and final competencies. Second, without data from Semesters 7 and 8, it is impossible to assess how the integration of the two concentrations genuinely occurs after the specialization phase ends. The assumption that integration automatically happens in courses like Academic Writing and the Final Thesis requires validation through further research. Therefore, subsequent research combining document analysis with interviews, classroom observations, and assessment of learning outcomes is highly recommended to comprehensively measure the effectiveness of this model.

4. Conclusions

Based on the document analysis, it is concluded that the "Temporary Concentration" model implemented in the UINSSC BSA program is realized through an ambitious and carefully planned structural design. The substantial and focused credit allocation, the progressive course sequence, and the methodologically rich curricular content are the main pillars of this model in building depth in both linguistic and literary competencies. The model successfully addresses the structural challenges faced by BSA programs nationally by demonstrating that robust dual-competencies can be developed within regulatory constraints through design innovation, not quantitative expansion. Thus, the UINSSC curriculum serves not only as an operational document but also as a policy artifact that provides an important contribution to the discourse on developing adaptive and nuanced higher education curriculum in Indonesia

References

Ahid, N., & Chamid, N. (2021). Implementation of Indonesian National Qualification Framework Based Curriculum in Higher Islamic Education. *Jurnal Pendidikan Islam, 7*(1), 109–122. https://doi.org/10.15575/jpi.v7i1.12425

Basyit, A. (2019). Dikotomi Dan Dualisme Pendidikan di Indonesia. *Tahdzibi, 15–28*. https://doi.org/10.24853/tahdzibi.4.1.15-28

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative*

The "Temporary Concentration" Model: A Breakthrough in Curriculum Design
for Integrating Dual-Competencies in Indonesian Islamic Universities' Arabic
Language and Literature Program

| Research Article

Research in Psychology, *3*(2), 77–101.
https://doi.org/10.1191/1478088706qp063oa

Fauzi, Umar Fakhruddin, A., Labib Syauqi, M., Suharsiwi, & Alim Tufando, P. (2022).
*Kurikulum Integratif Restrukturisasi Dan Transfigurasi Kurikulum Integrasi
Keilmuan Jabalul Hikmah*. Semesta Aksara.

Febriana, L., & Firmasari, D. (2021). Dualisme Dan Dikotomi Pendidikan Di
Indonesia (Tinjauan Historis Dan Telaah Kebijakan Pemerintah). *El-Ta'dib*,
1(2).

Mufanti, R., Nimasari, E., Gestanti, R., & Susanto, H. (2019). Curriculum Design:
Implementations and Challenges (Case Study of the English Language Center
in Indonesia). *Proceedings of the Proceedings of the 3rd English Language and
Literature International Conference, ELLiC, 27th April 2019, Semarang, Indonesia*.
https://doi.org/10.4108/eai.27-4-2019.2285342

Pahrudin, A., Siti Romlah, L., & Murtando, M. (2024). Pengembangan Kurikulum
Pendidikan Tinggi Berbasis KKNI SN-Dikti dan Kurikulum Merdeka dan OBE
(Outcome Based Education). *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*,
10(01), 161–168. https://doi.org/10.32678/tarbawi.v10i01.9971

Sujarwoko. (2023). Model Pembelajaran Integratif MKWK Melalui Metode Problem
Based Learning (Inovasi Pembelajaran di Era VUCA). *Seminat Nasional
Pendidikan Dan Pengajaran (SEMDIKJAR) Ke 6*.

Syaf'i, I., Nur Lutfi Ainul Izzi, M., Fatih Billah, M., Oktavikanur Rahmawati, H.,
Agung Lukman Septiansyah, M., & Mustofa, A. (2022). Kurikulum Integratif
Multidisipliner Model Twin-Towers Sebagai Pijakan Internasionalisasi
Program Studi Pendidikan Agama Dan Terwujudnya World Class University.
Formosa Journal of Multidisciplinary Research (FJMR), *1*(3), 593–614.
https://doi.org/10.55927

Yusadi, A., & Sabri, A. (2024). Model Dan Implementasi Kurikulum Integratif Di
Satuan Pendidikan. *PRODU: Prokurasi Edukasi-Jurnal Manajemen Pendidikan
Islam*, *1*.