Artikel Jurnal Scopus mujib_2019

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Higher Education, Skills and Work-Based Learning

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Developing generic skills at an Islamic higher education institution curriculum in Aceh, Indonesia

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Abstract

Purpose – The purpose of this paper is to identify skills and attributes that should be included in developing curricula, especially in the area of education. In this case, English Education Department of Ar-Raniry State Islamic University, Banda Aceh, is in charge of the preparation of English language teachers and English language professionals exceeding required standards and be competitive in the labour market.

Design/methodology/approach – This qualitative research involved 38 research participants consisting of government authorities, academics and students. Interviews and focus group discussions were employed to collect the data. Both interview and FGD results were analysed through thematic analysis.

Findings – The findings indicate that among the generic skills that need to be incorporated into the department curriculum in order to improve graduates' quality and meet the requirements of the labour market are: information and communication technology (ICT), leadership, religious competencies, entrepreneurship and communication skills.

Originality/value – The paper has been developed through research conducted by the authors. Therefore, the authors confirm that the paper has been written according to the academic standard and is free from plagiarism.

Keywords Curriculum development, Generic skills, Employability

Paper type Research paper

1. Introduction

Universities, world-wide, have been articulating sets of skills, qualities and dispositions that undergraduate students must acquire to enhance their employability. Students who have graduated from a higher education institution should possess adequate general skills and capabilities to enable them to enter the competitive employment market. This trend to establish a common set of general abilities for graduates is in response to the fact that employers today seek highly qualified graduates who are able to handle challenging work. As such, employers strongly support higher education institutions through their advanced curricula to produce graduates who not only become experts in their field but are also competent in terms of literacy, numeracy, metacognitive skills and values (Bridgstock, 2009).

Educational concepts that prepare students for success in the world of work and as members of community have been proposed in various research. Research findings reveal that providing significant generic skills might assist students to succeed in today's highly competitive job market (Barrie, 2006; Hess, 2010; Karseth, 2004; Laird and Garver, 2010;

Oliver, 2010). The term "generic skills", for the purposes of this paper, refers to graduate attributes, graduate employability, core or key skills and generic outcomes (Barrie, 2007). Barrie (2006) argued that undergraduate students should master a variety of generic skills in order to empower themselves and their communities. Lund University, for example, identifies the following generic skills that must be mastered by its undergraduate students: analytical skills, communication skills, information management, and social and ethical disposition.

In Australia, generic graduate attributes are conceived as being the skills, knowledge, abilities and competences of university graduates which can be applied in various contexts and conditions, and are acquired in the process of accomplishing any undergraduate degree (Barrie, 2007). In an Australian Learning and Teaching Council fellowship report, the term "graduate employability" is defined as more than the attainment of employment. It goes beyond "[…] a set of skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy" (Yorke, 2004, p. 354).

Supporting Barrie's ideas, Hess (2010) emphasises that education has two paramount objectives at the fundamental level; a "private" and a "public" objective. As a private objective, education serves as a private good in which every individual benefits from the skills and training offered by the education process. As a public objective, education prepares every individual to attain particular skills, dispositions or values in order to become a better citizen and community member. As a result, these dual education purposes require higher education institutions to provide the resources and supports to better equip graduates to develop their employability and to become better community members (Habiburrahim *et al.*, 2016). These two types of aspirations for educational impact reflect the foundations of the English Education Department of the Ar-Raniry Islamic higher education institution, and the expectation that it will produce graduates who have mastered English language skills as well as generic Islamic attributes.

A central issue in engendering graduate attributes in higher education is that both teacher educators and faculty members carry responsibility for this process. Teacher educators understand, and are responsible for teaching particular core courses that integrate additional generic skills. To this end, curriculum developers at the faculty level must ensure that the developed curriculum accommodates the faculty's aspirations regarding students' acquisition of generic skills (Habiburrahim, 2017). Gow and Wood (1996) conclude that it is equally essential for accreditation boards to ensure that the stated programme learning objectives are met.

In short, generic graduate capabilities are viewed as the skills that students should have mastered by the time they complete their undergraduate education. Those skills and competences include the capacity to manage general issues in a workplace, which involves goal setting, planning, analysing information, solving problems, using technology and communicating ideas to support the growth of the institution where they work. In the context of social life, generic attributes also encompass skills and dispositions that enable active participation in the community, and the capacity to value others and abide by the law. An understanding and possession of these social values contribute to students becoming better citizens. In addition to social benefits, research also indicates that within the Islamic higher education context, learners' understanding, acquisition and mastery of religious values are also critical (Ahmad, 2012).

2. Review of the literature

Studies of comprehensive curriculum development that address generic skills within Islamic higher education institutions, particularly for specific fields of study, have been difficult to

locate, despite claims that curriculum development remains one of the most critical products that higher education institutions offer to their customers (Barnett *et al.*, 2001). Intentional curriculum development is central to higher education reform that is associated with emerging technological and social developments, including learners' changing needs. It is pivotal to successful education outcomes to periodically assess and redevelop curricula to meet current advances in education (Barnard *et al.*, 2005; Kırkgöz, 2009), including adequately assessing the needs of students. Ongoing review and updating of curriculum will enhance learners' potential to be actively involved in new marketplaces. This issue is currently being explored in the field of higher education and is made visible in rubrics of graduate qualities, attributes and capabilities, particularly in response to calls for university accountability for graduate employability (Barrie, 2005).

In light of competition for employment in the workforce, students are challenged to master sufficient skills to survive in diverse, emergent and everchanging skilled workforce arenas. In response to these complex demands for graduates to be versatile and flexible, universities, in ensuring that they meet expectations to contribute to the public good, should nurture students' learning in a way that goes beyond knowledge acquisition or skills development to have the capabilities to gain satisfying and worthwhile employment (Coate, 2009). Universities are adopting comprehensive approaches to respond to urgent calls from students and labour markets to yield qualified "work ready" graduates as well as equipping them to be responsible citizens. Barrie (2004), and Chalmers and Partridge (2013) admit that Australian statements of generic graduate attributes are defined distinctively, depending very much upon their contexts. Barrie explicitly emphasised:

> […] the relevance of these graduates outcomes to both the world of work (employability) and other aspects of life. In particular, the role of such qualities in equipping graduates as global citizens and effective members of modern society who can act as agents of social good. (p. 262)

Additionally, Chalmers and Partridge (2013) asserted that graduate attributes generally refer to "the skills, knowledge, abilities and attitudes that students are expected to have developed as a result of their study for a university degree" (p. 57). In a similar way, Chan (2010) stated that generic attributes refer to certain skills and personal attributes that graduates master in order to become a capable citizen that go beyond their transferable academic skills. Chan also argued that generic skills can be achieved through the learning that occurs in a higher education institution. Therefore, fostering skilful and employable graduates is closely aligned with universities' roles in producing qualified graduates. Barrie *et al.* acknowledged that the concept of employability in relation to curricula can be approached in diverse ways, including fostering career development skills or specific pedagogical and curriculum initiatives, such as work-integrated learning or personal development planning.

Knight and Yorke (2004) argued that the concept of employability and its relationship with the curriculum objectives in higher education is ambiguous. The term employability is described as "a set of achievements, understandings and personal attributes that make individuals more likely to gain employment and be useful in their chosen occupation" (Yorke and Knight, 2004, p. 4). Moreover, Knight and Yorke (2004) advised that higher education cannot simply apply the label "skills" to whatever employers demand. The concept of employability itself can be a complex issue; it can present curriculum development specialists with considerable problems and constraints. In particular, many higher education teachers feel ill-equipped to address the issue of employability because they are more invested in their own field of knowledge or expertise.

In Australia, generic graduate attributes have been more generally perceived "[…] as being the skills, knowledge and abilities of university graduates, beyond disciplinary

content knowledge, which are applicable in a range of contexts and are acquired as a result of completing any undergraduate degree" (Barrie, 2006, p. 217). Other studies revealed that the employment world presumes that graduates' disciplinary understanding and skills will make positive contributions to enhancing their employment prospects. There is an indication, however, that what universities label as generic skills may contradict what employers presume: "[…] the employment world has been less happy with the development of what have been termed "generic skills", such as communication, team work and time-management" (Knight and Yorke, 2004, p. 2). Meanwhile, Pearce (2002) defined generic skills as "[…] the ability, capacity and knowledge one requires to function as a sophisticated professional in an information rich society" (p. 7).

In the current global economic world, generic skills are seen as a contributing factor to the effective performance of leaders (Scarinci and Pearce, 2012). Regardless of different terminology, generic skills are conceived as additional competencies that students may possess in order to succeed in their future endeavours, both in becoming a better citizen and pursuing a career. As such, in the last decade and a half, the inclusion of generic skills, qualities and attributes in official curricula has been debated by higher education practitioners and government institutions (Down et al., 1999), including accommodating particular generic skills into higher education curricula (James et al., 2004). Proponents of this concept insist that the integration of these attributes in curricula should go beyond mere knowledge and skills to include ethical practice, integrity and tolerance (Bath et al., 2004).

Gow and McDonald (2000) supported the broadening of these concepts and suggested that it is important that graduates should also possess cross-cultural awareness and understanding, and entrepreneurial skills. Cross-cultural understanding plays a critical role in the ability to function in a multicultural society and managing multinational companies in which staff and company resources are embedded in diverse cultural values. There is no doubt that cross-cultural competence is a critical prerequisite for managing global operations and negotiating joint ventures with foreign stakeholders (Gow and McDonald, 2000).

Due to increasing technological advancement, the demands of the workforce have changed dramatically in a short period of time. Employers have begun to realise the need for versatile workers (Zainal et al., 2012) and may intentionally seek workers who are flexible in addition to having specific qualifications. Knight and Yorke (2004) have identified that the main attributes that employers seek in graduates include interpersonal skills, IT skills, relevant work experience, particular degrees, proficiency in a foreign language and a degree studied away from home. These attributes can generally be considered as literacies, namely, communication literacy, technological literacy, ethico-moral literacy, workplace literacy and cultural literacy. It is desirable for higher education graduates to master these literacies in order to contribute to professional organisations and engage fully in professional life. It is particularly notable that computer and information literacy education is no longer an optional extra. These skills have become critical because graduates are entering a rapidly changing, technology-based world (Saylor et al., 1981).

According to Zainal et al. (2012), in Southeast Asian countries, including Indonesia, curricula in higher education need to incorporate generic skills and capabilities including "thinking skills, problem solving and decision-making, interpersonal and communication skills; skills in information technology, multimedia and information management skills; leadership skills, and entrepreneurship skills" (p. 559). Zainal et al. claimed that the failure of graduates in Indonesia to secure employment is because their education has not fostered the development of the generic skills desired by employers.

In response to the demand for generic skills, as outlined above, it is imperative that Indonesian higher education incorporates into their curricular the additional skills students

must master to enable them to engage in diverse community lives and fiercely competitive employment markets to obtain work. On the one hand, students need to focus on the disciplinary knowledge and skills of their core field of study to gain academic qualifications. On the other hand, students also need to master general practical skills, which are regarded as added value, to enable them to succeed as they begin their journey into the world of work. Consequently, graduates who fulfil these criteria will be advantaged in seeking and gaining employment (Rahman *et al.*, 2011; Rodzalan and Saat, 2012).

3. Context of the study

This qualitative research was conducted at the English Education Department of Ar-Raniry State Islamic University (UIN Ar-Raniry), Banda Aceh – Indonesia. There are two state higher education institutions in Banda Aceh (the capital of Aceh province); Syiah Kuala University and UIN Ar-Raniry. Syiah Kuala University which is a general state university under the management of the Ministry of Research, Technology, and Higher Education focuses its studies on general education. Meanwhile, UIN Ar-Raniry which is under the management of the Ministry of Religious Affairs focusses its studies both on general education and Islamic education. This research is not generalisable to other institutions, nor does it identify the components of generic skills that should be incorporated into Islamic or non-Islamic higher education institutions curricula throughout Aceh or Indonesia. The goal of this study was to seek the opinions of students studying at the English Education Department of UIN Ar-Raniry and other related stakeholders as part of Islamic community living in Aceh as a region implementing Sharia law.

4. Methods

Ten interviews and two focus group discussions (FGDs) were conducted with a total of 38 respondents which included graduate users, government policy-makers, academic communities and students. The research participants were selected purposively. Students who were involved in this research had taken subjects or topics offered by the English Education Department. To provide balanced information from male and female respondents, gender equity was considered in the process of selecting the research participants.

The interviews took approximately 30 to 60 min. In interviews, the stakeholder groups were asked to describe their opinions about the skills that need to be acquired by graduates of the English Education Department with an emphasis on generic skill issues relevant to the Islamic higher education context and the English Education Department. Based on the participants' preferences, the interviews, which were conducted in Indonesian, were audio recorded.

The interview and focus group discussion data were partially transcribed where relevant data that corresponded to the research questions were identified and irrelevant information was disregarded. During the transcription process, the identification and abstraction of appropriate information, comments and suggestions were carried out carefully and systematically (see Monette *et al.*, 2005). The data were coded after transcription based on common emerging themes from both the interviews and focus groups. The researchers also used the coded data to produce a conceptual framework, which included classifying the data into specific group categories (Monette *et al.*, 2005; Richards, 2005).

The data were analysed using open coding (Corbin and Strauss, 2008). The researchers initially identified the common emerging themes from the interview and focus group discussion results. All central themes and information were broken down and simplified into groups of categories. The researchers classified sub-categories within each category to synthesise the interview and focus group results.

5. Findings and discussion

The research is not intended to determine what content of an English curriculum ought to be developed by other higher educational institutions throughout Indonesia; rather, the intention is to generate a detailed portrait of one curriculum from the perspective of the department's students and graduates, government policy-makers, and the academic community from UIN Ar-Raniry. By involving those groups of stakeholders, we expect to obtain some credible insights in answering the question: what are generic skills need to be incorporated into the English Education Department curriculum? The findings are summarised in five major themes: information and communication technology (ICT) skills, leadership skills, religious competence, entrepreneurial skills and communication skills.

5.1 ICT skills

In general, graduate participants predicted the increased demands that future employment opportunities would make, asserting that in the future, higher education graduates in this province will be challenged to expand their career opportunities not only at a local level, but also at the regional level. While most Acehnese scholars still face significant barriers to regional and global employment, especially in terms of English language skills and technological competence, they suggested that a new curriculum was needed which would comprehensively integrate the development of technological capabilities. This change, they argued, would pave the way for Acehnese scholars to gain employment anywhere in the world: "In the future, our alumni must be able to compete both nationally and globally. To this end, Islamic education must be developed by integrating the development of current science and technological advancement" (G.2:4).

Furthermore, the graduate participants claimed that in the advanced world, ICT is no longer new. Technology is now a global means of knowledge and information sharing. Graduates, acknowledging this reality, recommended the development of, and support for, ICT literacy in the new curriculum. This would broaden students' skills and employment opportunities: "There is no doubt that students have to master adequate knowledge and skills to get a job, additional skills such as IT and the internet literacy are among the critical added knowledge that employers are seeking nowadays" (G.5:6).

In the context of Islamic teaching, one graduate (G.2:6) suggested that English language and ICT mastery were integral to knowledge growth and communicative capability. They strongly urged students to master English and ICT: "Apart from good English skills, ICT is also important. Understanding ICT is also part of Islamic teachings. So students should know not only international languages but also technology in order not to be left behind" (G.2:6).

Similarly, they claimed that the intention of the English Education Department and UIN Ar-Raniry to utilise technology, including computer skills, to enhance students' competence in technological mastery must be supported. They stated that information technology plays a significant role in enriching students' thinking, especially in interacting with the world beyond their immediate context to enable students and graduates to research and learn about current educational and technological development, as the following comment illustrates:

> If students do not master IT and Internet skills, they will not be able to find out information regarding the current technological and educational development worldwide. This may eventually contribute to the students' inability to develop their mind and thoughts. Therefore, every intention and program that aims at developing ICT/IT and science must be supported. (G.5:6)

Like previous graduates' contribution to this study, Graduate 4 (G.4:16) reinforced students' needs for technological proficiency. He claimed that empowering Acehnese students to become engaged in the future generation cannot be separated from technological and

scientific development at UIN Ar-Raniry. In terms of ICT mastery, graduate users urged the department to teach students to use Microsoft Office programs and to use the internet and other communication media. Technology and science are recognised as the two principal aspects that need to be considered in the process of empowering students in the Aceh region. This graduate shared his comments, stating: "We need to seriously work to empower our students to become the clever generation who professionally master modern technology and science, but their behaviour and mindset remain in the framework of Islamic *Sharia* and identity" (G.4:16). In the current educational context in Aceh, competence in ICT is regarded as a priority need that has to be strengthened in the Islamic higher education curricula.

The appeal to acquire a broad knowledge base, which today includes ICT competence, within Islamic teaching can be traced back to the holy Qur'an in surah Ar-Rahman 55:33 stating that "O company of jinn and mankind, if you are able to pass beyond the regions of the heavens and the earth, then pass. You will not pass except by authority (from Allah)". This surah implies that there is a potential for human beings to explore mysterious objects including unknown planets, located far away from earth. Yet, in order to be able to explore such mysterious realms, human beings need to acquire knowledge and master technology. Islam strongly urges its *ummah* (followers) to master science and technology in order to study the world advancement.

5.2 Leadership skills

Both government policy-makers and the academic community who participated in this study identified that Acehnese communities have very high expectations of UIN Ar-Raniry graduates. Communities expect the graduates to be able to adopt a leadership role grounded in the Islamic values they have learned. Graduates should also be role models for the surrounding community. Having the ability to lead prayers five times each day and to deliver Friday prayer sessions are some of the values and capabilities the graduates of UIN Ar-Raniry are expected to acquire:

> Acehnese communities expect that all UIN Ar-Raniry graduates, including the English Education Department alumni, are able to be a role model for others; they must be able to be good leaders and *Imam* (People who lead prayers) and credible *khatib* (Islamic preachers). (G.6:19)

As the department is responsible for developing students' skills in English education, this stakeholder group also strongly urged that the department strengthen the capacity of the curriculum to develop both students' pedagogical as well as leadership and administrative skills. They reasoned that the skills are critical, as the department graduates would largely be employed as teachers, or even school principals. In their roles as teachers, graduates should be able to be discerning in selecting appropriate teaching and learning materials so that the curriculum met the needs of both students and society. They also need to be able to manage their classes, ensuring that teaching and learning was conducive to achieving the intended teaching and learning objectives. According to this group, in some remote areas teachers have dual functions as "a teacher and as a school principal". In terms of acting as a school principal, they believed that the teacher needs to be able to manage administrative functions as well as to manage the school to achieve its targets in accordance with both provincial and national education objectives.

The Acehnese community perceives that the graduates of UIN Ar-Raniry should be able to lead not only in religious sectors, but also in general areas, including in political, socioeconomic, government and non-government organisations. One of the Aceh government policy-makers asserts that when the graduates of this department become engaged in the above mentioned fields, they will put forward religious values as part of their consideration in running the organisation and making political decisions. They will avoid inappropriate organisational practices and will not engage in unlawful actions that are

against their beliefs. This expectation can be seen from the following interview extract "[…] logically, when someone is faithful and has strong religious convictions, they will not do any unlawful actions" (Le.1:20). This excerpt implies that the graduates of this department, through their strong leadership skills, will be role models for other people in formal and non-formal organisations. The government policy-makers also hope that the graduates of the department could be able to influence the young generation in Aceh to strongly embrace and implement the values of Islamic teachings in their daily life.

5.3 Religious competence

The interviews and discussions with the lecturers identified that department graduates need to possess sufficient knowledge in regard to community empowerment, especially in terms of mastering Islamic teachings. This commonly held view is illustrated in the following comment: "The English Education Department graduates must be a role model among the Acehnese community. They must be able to deliver quality *khutbah* and must be able to be the leaders for communities" (Le.6:11).

The academic communities argued that once the credit hours for studying English-related subjects were fulfilled, specific religious studies should be added. They suggested the need to consider more Islamic studies focussing on developing ethical moral reasoning. The lecturers suggested that studies in *akhlak* and Islamic studies are important content that should be added to the curriculum. "If we are already good at accommodating English subjects in our core curriculum, what we need to do now is to add more religious-related subjects such as *Akhlak Tasawuf* and Islamic studies methodology" (Le.6:13).

In Aceh, as a region implementing a sharia law (Islamic law), the Acehnese community in general expects the graduates of this Islamic higher education institution to be able to take part in community religious development programs. The Acehnese want the graduates of the English Education Department to be on the frontline in educating the whole community to be better citizens; citizens who are law abiding and respect others, are tolerant, humble and empathetic.

The academic community also contends that, in the current world development context, the graduates of this department should be Islamic religious ambassadors to show the world community that the Islamic scholars of Aceh in particular, and Indonesia, in general, portray Islamic values as peaceful in order to diffuse any potential religious friction. It is conceivable that religious ambassador attributes could be expressed by the English Education Department as graduate attributes. These capabilities can be expressed when they have an opportunity to work or study outside of Aceh in communities that do not embrace the Islamic faith. Academics argued that students and graduates should understand how to maintain their Islamic identity by upholding their religious conviction without avoiding or ignoring non-Muslim beliefs. As a result, graduates with these capabilities and awareness could contribute to building a harmonious and peaceful environment that enables human beings, regardless of their religious conviction, to live side by side peacefully. Academics expressed a conviction that concepts of peaceful and inclusive religious values could be formulated and integrated into the department curriculum.

5.4 Entrepreneurship skills

During the interviews and FGDs, participants in the study also raised the issue of accommodating entrepreneurship skills in addition to English language skills into the curriculum. The participants perceived that, despite the educational focus of the programme of study, some students were not really interested in working in the school education sector. They suggested, therefore, that in recognition of the diverse career intentions of the students enrolled, other skill sets should be introduced into the curriculum to support these students' wider employment prospects. Students should be assisted in developing their particular interests. For example, the incorporation of life

skills into the Department's curriculum may be a solution in anticipating more diverse employment aspirations held by many of their students:

> Students who do not want to be teachers should be directed to study more subjects of their interest. They have to be equipped with other skills and they should be assisted to attain a specific training from BLK (Work Training Center). This will more likely assist them in attending to job opportunities. (T.11.4:14)

Students asserted that in their current educational advancement towards employment, English Education Department graduates need to learn more than just the knowledge and skills related to one discipline. They argued that while English language skill is a worthwhile competency they can "sell" when seeking employment, the possession of other critical skills are "a must". "Being 'smart' in English is not enough to get a job, we need to have other competencies such as skills to create and run our own micro business" (S.3:5). It must be noted that these capabilities are also applicable to careers in education, but are often not explicitly taught in the curriculum but more "absorbed" while studying.

5.5 Communication skills

Communication skills were also among the common themes that emerged during the interviews and FGDs. According to students, graduates of this institution need to master broader skills, including how to communicate well with diverse stakeholders if they are to survive in the competitive employment arena of the future. It is worthwhile noting, that when asked for further details about what they meant by "diverse community", students referred to skills that would enable them to work in particular sectors, involving multicultural organisations which have staff members from different nations and religious affiliations.

In the discussion with the students regarding the graduate attributes they would like to possess upon completion of their course of study, some identified that advanced communication skills would be beneficial. Students asserted that having those skills might increase their opportunity to find jobs at organisations matching their educational qualifications: "We do need to have skills in interacting with others in different environments. This may help us find better opportunities to work in various organisations that fit our educational background and experiences" (S.7:24).

Students not only sought these skills in order to find employment at a suitable level, they acknowledged communication skills as additional social capabilities to master after graduating from the English Education Department. They asserted that those skills contributed to developing their competence and confidence in building potential relationships with others: "Besides having good English skills, I hope to have good interpersonal and communication skills, including ways to make friends and foster strong links with others" (S.7:27).

6. Conclusion

The result of this study indicates that there are a number of generic skills that all the stakeholders of the English Education programme agreed on as needing to be incorporated in curriculum. Primarily, this was in order to improve graduates' employability. ICT skills, leadership competencies, religious knowledge, entrepreneurship competencies and communication skills have been described as the skills that may improve opportunities for graduates of the English Education Department in competing in the labour market. Therefore, integrating those skills into the English Education Department curriculum has been identified as needing for more deliberate and explicit attention to incorporate these capabilities within the English Education Curriculum.

The research findings suggest some critical implications. First, accommodating IT skills, as well as other general skills, including communication, problem solving and entrepreneurship skills, would enhance students' employability opportunities, especially for

those who seek wider career choices that go beyond teaching in schools. Second, as an Islamic higher education institution, the English Education Department, under the management of UIN Ar-Raniry, has a significant role in teaching and strengthening the teaching of Islamic values within its curriculum. This focus would contribute to shaping students' character in being good Islamic citizens. Third, accommodating a wider range of expectations in a new curriculum may, therefore, open and broaden new opportunities for the graduates of this Islamic university to take part in different areas of employment and contribute in meaningful ways to the development of their communities and the wider society.

Islamic terms

Ummah	Islamic followers
Sharia law	Islamic law
Akhlak	Ethical moral
Akhlak Tasawuf	A topic/subject offered by UIN Ar-Raniry to all students studying at this university regardless of their major. This topic is aimed at nurturing students to have a noble character/moral
Surah	Quranic verse
Khutbah	Islamic preaching which is normally delivered on Friday prayer

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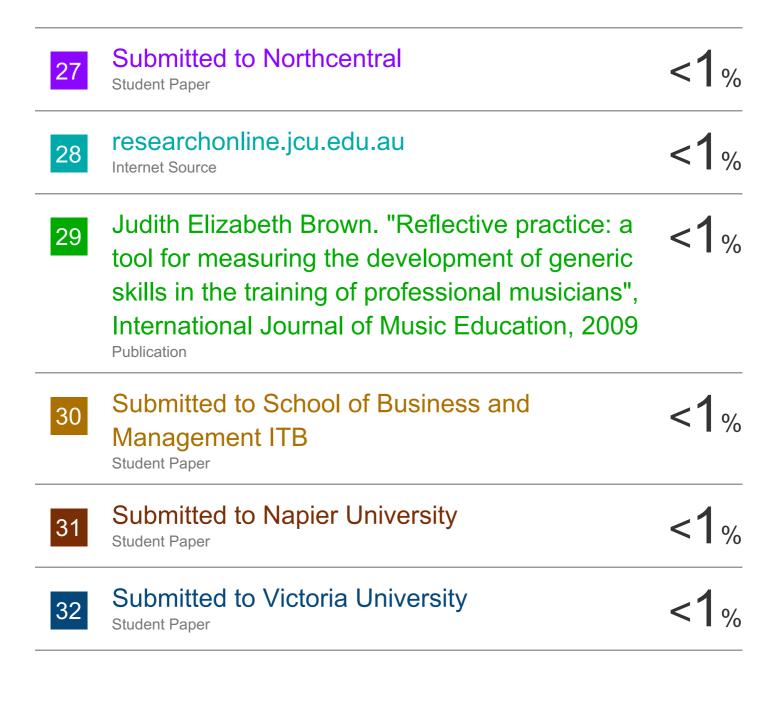Student Paper
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