

Arabic curriculum development strategy at ma nurul islam tengaran in response to the demands of further studies in the middle east

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ABSTRACT

This study aims to describe and analyze the development of the Arabic language curriculum at Madrasah Aliyah Nurul Islam Tengaran in response to the demands of further studies in Middle Eastern universities. This study was conducted using a qualitative descriptive approach. Data collection techniques are carried out through interviews, observations and documentation. Data analysis using phenomenological analysis involves drawing conclusions based on data obtained from the field and the objectives of the research. The results of the study show that: (1) The development of the Arabic language curriculum is carried out comprehensively, covering academic and non-academic fields, the creation of a conducive environment, and the improvement of facilities and infrastructure, (2) Arabic language proficiency, which includes the aspects of kitabah (writing), muhadathah (speaking), qira'ah (reading), and istima' (listening), is integrated within a holistic management system combining both the school (madrasah) and Islamic boarding school (pesantren) approaches, (3) The stages of the development strategy include: (a) SWOT analysis of the institution as a scientific vision, (b) needs analysis (Tracer Study), (c) determination of graduate profiles, and (d) formulation of learning outcomes. This comprehensive strategy, integrating cognitive and psychomotor abilities as reflected in the research findings, could serve as an alternative method to strengthen students' Arabic language proficiency in various educational institutions.

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Introduction

The Arabic language, especially in the Middle East, has developed rapidly. Arabic is not only a religious language but also an international language that has a major contribution to the development of science and technology (Tamsil, 2019). Arabic has even been official as a language of diplomacy in forums between countries since it was confirmed as an international language in the UN General Assembly on December 18, 1973 (Ahmadi, 2024). Undeniably, as a consequence of its interaction with other languages around the world, Arabic has absorbed new terms in various scientific and technological fields. In addition, the tendency to change the pluricentric standard language pattern (*fusha*) to a communicative-functional language (*'amiyah*) has also colored the development of Arabic to this day. Such language development has an impact on changes in the Arabic language curriculum which is quite dynamic in Indonesia in particular.

The demands in the future, especially for Madrasah Aliyah whose students want to continue their studies to Middle Eastern universities, will certainly become more complex. Students are not only equipped with the ability to speak books which tend to be passive, but must also be proficient in speaking and even begin to be introduced to academic languages and conversations in the fields of general knowledge and technology. The development of the Arabic curriculum must be done by changing the conventional approach that focuses on grammar, translation and memorization to a contemporary approach with more emphasis on communication aspects, the use of technology and active participation of learners (Mahbubi, 2024).

Islamic educational institutions as institutions that graduated students with competencies in Islamic knowledge and Arabic must formulate their curriculum models according to the needs of the future. This is in accordance with the curriculum content of the Ministry of Religion as stated in the Decree of the Minister of Religion (*Decree of the Minister of Religion of the Republic of Indonesia Number 183 of 2019 concerning the Islamic Religious Education Curriculum and Arabic in Madrasahs, n.d.*). It is stated that the pattern of development of the era which diversely demands the development of an Arabic language curriculum. The purpose of this development is so that students are able to respond by concentrating on learning Arabic, not only on the *fusha* pattern, but also on its communicative-functional '*amiyah*' language so that they can play a maximum role in the global world. Learning Arabic is the same as learning other foreign languages, in the sense that learning a language aims to train skills both in listening, speaking, reading and writing competencies (Siddikoh et al., 2024). Such competency demands eventually have an impact on the curriculum on students, especially those who will continue their studies to the Middle East.

The Arabic language developed in Madrasah Aliyah and various traditional Islamic boarding schools is currently considered insufficient to answer these challenges. In general, the Arabic language developed in madrasahs and traditional Islamic schools is more of a standard language for studying the classical books of Islamic religious references which are mostly in Arabic. Thus, students may be fluent in reading classical books, but not necessarily able to read and understand contemporary books well, let alone articles, scientific journals, magazines, newspapers and various documents in various scientific and technological fields. While learning Arabic in Madrasah Aliyah itself, if it only refers to the curriculum of the Ministry of Religious Affairs, it is certain that it is still far from the competency standards needed in the next level of education in college. The fact is that many students from Indonesia experience difficulties in taking lectures in various majors, especially in the aspect of Arabic as the language of instruction, so that it has a direct impact on the level of understanding of the substance of the lecture material. Some of them have to stay in class, and some even have to return to their homeland because they are unable to keep up with the language.

Based on the background of the study above, this study was conducted to analyze the Arabic curriculum development strategy at MA Nurul Islam Tenggara in order to address the challenges of Middle Eastern studies in the context of the rapid development of Arabic language. The primary issues that are of concern in the context of Arabic language learning pertain to the capacity of the Arabic language curriculum development process to produce graduates who possess the necessary competencies at the lecture level, particularly within the Middle Eastern context, and the stages involved in the Arabic language curriculum development strategy employed in Madrasah Aliyah.

Method

This research is a field-research using a descriptive qualitative approach. Data were obtained by going directly to the research location and conducting interviews, documentation studies and direct observations of Arabic language curriculum development strategies in the field. Data analysis was carried out by constructing various information obtained and presenting it in a qualitative descriptive form.

Result and Discussion

1. The Concept of Arabic curriculum development strategy at MA Nurul Islam Tenganan

Based on field observations, it was found that the Arabic language curriculum development strategy at MA Nurul Islam Tenganan includes 3 forms of policy, namely:

- a. Management integration between madrasah and boarding school.

Comprehensively in accordance with the existence of madrasahs that are integrated with Islamic boarding school management, the strategy for strengthening Arabic at MA Nurul Islam Tenganan is described as follows:

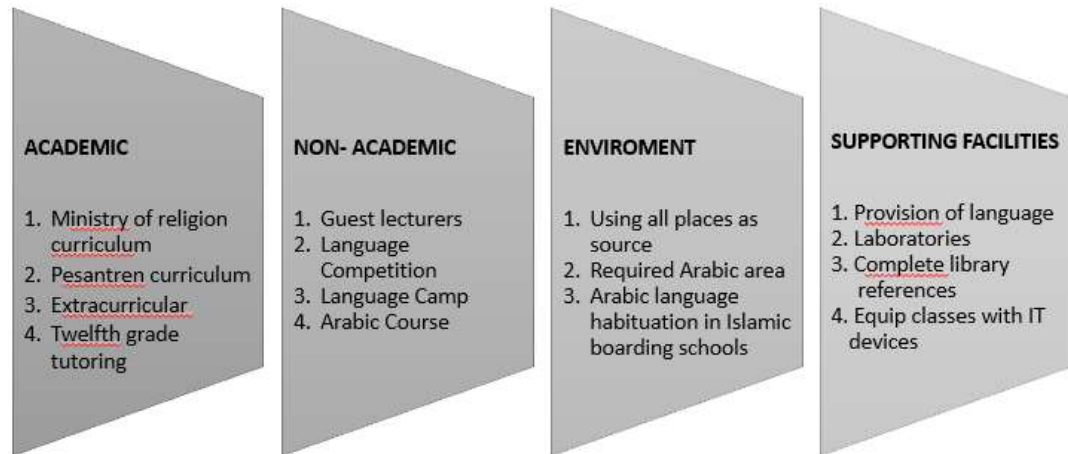


Figure 1: Strategy for Strengthening Arabic Language Competence

The chart above illustrates that the strategy carried out in developing the Arabic language curriculum is very integral and comprehensive, including academic, non-academic aspects, environmental conditioning, and supporting infrastructure. The academic aspect is reinforced by the integration of the Ministry of Religious Affairs curriculum and Islamic School content. This integration is further strengthened by extracurricular programs and specialized tutoring in preparation for the Middle Eastern college entrance exams during twelfth grade. Non-academic aspects are carried out by presenting guest lecturers directly from Middle Eastern countries periodically. In addition, various foreign language competitions, language camps and Arabic courses are also carried out in collaboration with alumni of the Pare English village. An important aspect in delivering the success of active Arabic speaking is by *creating bi'ah lughawiyah* by maximizing the environment such as; providing Arabic writings in various places, providing special Arabic speaking areas, and requiring Arabic in the *pesantren* environment. Supporting facilities are also sought, such as; providing language laboratories, increasing Arabic references in the library and technological facilities to access and optimize the teaching and learning process both in class and outside the classroom. All forms of activities are designed within the scope of time both in school hours and in boarding hours.

- b. Optimizing the ability to master language which includes 4 language skills (*maharat*)

The aspects of language competence referred to include; listening (*istima'*), writing (*kitabah*), reading (*qir'ah*), and speaking (*kalam*). The activities are as in the following diagram:

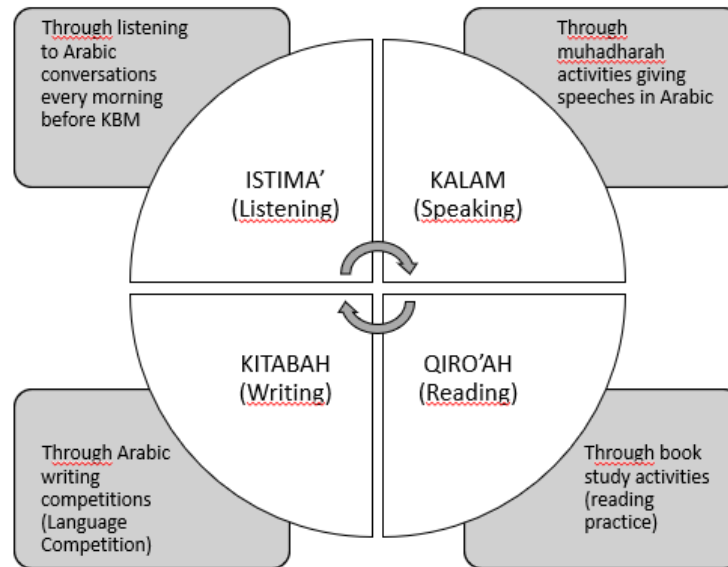


Figure 2: Four Arabic Language Competencies

As delineated in the Regulation of the Minister of Education and Culture Number 37 of 2018 concerning core and basic competencies in the curriculum, the four language competencies are reading, writing, speaking, and listening. The following four language competencies are relevant to all languages, including those competencies that students must possess in order to speak Arabic. At the implementation level, these four competencies are also combined in a single management unit between madrasahs and Islamic boarding schools.

- c. Use of contemporary textbooks by optimizing social media and technology in the learning process.

A list of the books referred to and used by students includes *Arabiyah Baina Yadaik*, *Nahwu untuk Pemula*, *Amtsilah tasyrifiyah*, *Ilmu Imla'*, and boarding school study books. The books used in pesantren serve two primary purposes: to enhance insight and moral formation, and to augment and refine vocabulary mastery. The books include; *Ta'lim wa Muta'alim*, *Hadith Arbain*, *an Nawawi*, *Mukhtashor fil Fiqh*, *Tarbiyatul Banin/Banat*, and *Ayyuhal Walad*. The combination of contemporary books with Islamic boarding school books is expected to improve students' language competence. In the learning process, various methods and facilities are used by utilizing technological developments. The combination of methods and utilization of technological developments makes learning more effective and enjoyable. As expressed by Febriani et al., (2024), that Arabic learning strategies for foreign learners can be through; digital media, social media, films, telephones, reading materials. In addition to optimizing media, in its implementation the success of Arabic learning is also determined by the use of eclectic strategies, namely combining various methods that are considered effective.

2. Analysis of Arabic curriculum development strategy at MA Nurul Islam Tenganan

a. Curriculum Development Strategy

According to Oxford Learner's Pocket Dictionaries, the word "strategy" is a plan of action designed to achieve a long-term or overall aim. Strategy is also defined as a planned and established pattern for carrying out activities or actions (Majid, 2016). The scope of this strategy encompasses the objectives of the activity, the actors involved, the content, the processes, and the infrastructure (Komaruddin et al., 2022). The objective of formulating a strategy is to achieve goals in an effective and efficient

manner (Johar & Hanum, 2016). Within the domain of learning activities, strategy is delineated as a plan encompassing a sequence of actions designed to achieve specific academic objectives. (Nurhayani et al., 2024). In consideration of the aforementioned expressions, it can be posited that strategy constitutes a pattern of activities planned for the long term. This pattern encompasses the objectives of the activity, the actors involved, the content, the processes, and the infrastructure that are deliberately carried out as an effort to achieve certain goals. In the context of development, strategy is defined as a method employed to achieve development goals.

The term development refers to an improvement or addition to something that already exists towards a change that is expected to be better than before. Sudjana (2000) defines development as a process to gradually expand or improve a condition, both in scale, quality, and complexity, from the previous to the more recent or from the simpler to the more complex stages. According to Qomar (2021), the development paradigm emphasizes more on the quantitative aspect, where it seeks to use opportunities into something that fosters new benefits. The thing that is developed can be in the form of adding or creating something completely new. In the context of curriculum development, it is interpreted as an innovation step from something that is considered less or no longer relevant.

The curriculum itself, etymologically comes from Greek, namely *curir* which means runner and *curere* which means racing place. While the term curriculum in ancient Roman times contained the meaning of a distance that must be traveled by a runner from the starting line to the finish line (Hidayat, 2017). Then the curriculum was used in the world of education which means a number of subjects. In the classical view, the curriculum is seen as a subject plan in a school or madrasah. In a narrow sense, the curriculum is defined as a list of lessons along with their details that students need to learn to achieve a certain level according to the goals that have been set (Sudarman, 2019). Beauchamp, (1975) defines the curriculum as a written educational or teaching plan that contains a plan for student education while studying at school. The scope of the curriculum includes determining policies, personnel, development procedures, implementation, evaluation, and improvement of the curriculum so that it remains dynamic. The definition of this curriculum continues to develop according to the level of needs and demands of changing times. As in the perspective of national education policy, as stated in Law Number 20 of 2003 concerning the National Education System, it states that the curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as methods used as guidelines for organizing learning activities to achieve certain educational goals.

Based on the above concepts, there are two dimensions of curriculum, the first is the plan and arrangement of objectives, content, and learning materials, while the second is the method used for learning activities. Based on the previous explanation, the definition of curriculum referred to in this study is a number of subjects that are arranged in such a way by considering the objectives, content and materials or learning materials as a guideline for teachers and students in the learning process. Thus, the Arabic language curriculum development strategy referred to is all efforts in the form of activity patterns that are designed in such a way as to accommodate changes, either adding or reducing from what already exists in the Arabic language learning system in order to improve language competence.

The legal basis for curriculum development has been expressly stated in Law Number 20 of 2003 concerning the National Education System. Article 36 paragraph 1 states that curriculum development is carried out with reference to national education standards to realize national education goals. Then paragraph 2 states that the curriculum at all levels and types of education is developed with the principle of diversification in accordance with educational units, regional potential, and students. Article 38 paragraph (2) states that The curriculum of elementary and secondary education is developed in accordance with its relevance by each group or educational

unit and school or madrasa committee under the coordination and supervision of the education office or the office of the Ministry of Religion of the Regency or City for elementary education and the Province for secondary education (*UU20-2003Sisdiknas.pdf, n.d.*).

In order to implement this legislation, Government Regulation (PP) No. 19 of 2005 concerning National Education Standards has been issued, which includes eight education standards. Article 17 (paragraph 2) of the PP states that "Schools and school committees, or madrasahs and madrasah committees, develop the curriculum at the education unit level and its syllabus based on the basic curriculum framework and graduate competency standards, under the supervision of the district or city office responsible for education. Basically, curriculum development is more freely handed over to the relevant educational institution. The curriculum development model consists of five main steps, namely determining the arena (area coverage), determining personnel (parties involved), determining the organization and procedures for curriculum development, implementation, and evaluation (Beauchamp, 1975). The implementation of the Arabic language curriculum at the implementation level is more flexible. Teachers in teaching need to know the interests, talents, needs and abilities of their students. In fact, students are given the opportunity to learn according to their talents, interests and learning methods. The freedom to choose and develop the interests and abilities of each student makes the learning atmosphere more enjoyable because students do not feel burdened by things they are not interested in, because each student has their own talents and intelligence in their respective fields (Azzahra & Muhajir, 2023).

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The activities carried out at the stage of curriculum development at the education unit level include: (1) Developing the potential of graduated students, and formulating educational objectives at various types of educational institutions, (2) Based on the above competencies and objectives, the fields of study that will be given to realize these objectives are further developed, (3) Developing and identifying educational personnel in accordance with the required qualifications, and (4) Identifying the learning facilities needed to provide ease of learning (Mulyasa, 2017). In the context of learning, there are several stages that can be done in order to improve students' language competence, namely: (1) planning, namely setting achievement targets and how to carry out these learning activities, (2) organizing, managing the resources owned, (3) implementation (action), learning activities are carried out in accordance with previously planned procedures, (4) control, supervision of all learning activities, and (5) evaluation, in the

form of measuring the achievement of learning activities (Setiawan et al., 2021). These stages provide an understanding that the scope of curriculum development covers a broad aspect, including aspects of materials, human resources, facilities and infrastructure as well as overall madrasah management. Based on that, it is enough to be a strong legal formal basis for madrasahs to develop the curriculum, including the Arabic curriculum. Madrasahs have the flexibility to; set graduation standards as the value of excellence they choose, including excellence in language, add types of Arabic language subjects, and develop supporting facilities.

The content of the general Arabic curriculum in madrasahs, overall, in all departments, is only taught between two and four hours of lessons per week. Of course, this is a very lacking portion of hours in the context of fulfilling language competencies in order to be able to compete at the advanced study level. Therefore, in order to meet the needs of the advanced study period, it is necessary to develop the content of the Arabic curriculum. This development can be done by adding branches of science related to it, such as; *nahwu, shorof, balaghah, imla', muhadatsah, kitabah, qiro'ah* and other branches. Innovations in the development of the Arabic curriculum, especially in Islamic boarding schools, use the integrated curriculum formulation, namely by combining the Ministry of Religion curriculum with the Islamic boarding school *kulliyatul mu'alimin* curriculum (Ramadani, 2020). So that language competence is not solely oriented towards cognitive aspects, students do not always have to be given intensive training, but students are given ample opportunities to practice language theory in real situations in the communication process (Khasanah, 2018).

In addition, it is also necessary to develop all the potentials of the madrasah, including facilitating representative learning facilities and various supporting activities. Collaboration with parties outside the madrasah is also very necessary, such as collaborating with Arabic language learning institutions, Arab villages, and distribution institutions that provide guidance and tryouts for Middle Eastern college selection. Bringing in native speakers is also a program to motivate students. The role of native speakers directly from the Middle East in learning Arabic has many benefits for students. They can be teachers, mentors, sources of information, learning motivators, facilitators, and providers of insight into Arab countries (Taflilah & Nordin, 2024).

The development of the educational curriculum developed by Sutrisno & Latifah, (2019), although the concept is intended for curriculum development in higher education, it is essentially very relevant to be used as a basis for developing a curriculum at the elementary and secondary levels. The steps are: (1) SWOT analysis of the institution as a scientific vision, (2) needs analysis (Tracer study), (3) Determination of graduate profiles, and (4) formulation of learning outcomes. These steps are fundamental stages to be considered by each educational institution in developing its curriculum. Curriculum development with this step emphasizes the competencies that must be met for educational output to be able to adequately capture opportunities and needs in the field after graduation. Referring to the legal basis and steps in curriculum development, the most important stage is how to implement it in the realm of its development. The fundamental problem related to Arabic language learning is to what extent it produces graduates who have the competencies needed in their further studies.

Based on the need's analysis, several things that can be done in curriculum development are:

- 1) The use of contemporary textbooks, such as; *Arabiyah li nasyi'in, Arabiyah baina yadaik, and Durusul lughah.*

These three Arabic language textbooks are contemporary books that have been widely used in various Arabic language educational institutions and madrasahs. *Al Arabiyah lin Nasyi'in* and *Al Arabiyah Baina Yadaik* are teaching material books that have summarized the main language competencies, namely: *qira'ah, kitabah,*

muhadatsah, istima' and sastra. Meanwhile, Durusul Lughah is a teaching book that teaches nahwu shorof in stages with direct practice in the form of hiwar and tadribat. The qawaid lughawi is not explicitly stated in the book. In addition, madrasahs can also strengthen qawaid with nahwu and shorof books, which are very numerous, such as the use of nahwu wadhih and amtsilah tasyrifayah teaching books.

- 2) Practice and habituation (8W & H method)
In strengthening the theory obtained in learning, students are accustomed to always making questions and answers in Arabic both in writing and orally when meeting other people with the 8W & H method, namely asking with question words; what, who, when, whom, whose, where, why, which and how.
- 3) Creation of a language environment
Creating a language environment is done, especially starting from teachers, mentors who continue to provide motivation by asking questions or dialog with Arabic when meeting wherever and whenever. In addition, there is also a mandatory Arabic language area, and certain times or days are required to speak Arabic.
- 4) Facilitating supporting facilities
Supporting facilities are very necessary in learning and strengthening Arabic language mastery. The facilities are in the form of language laboratories, libraries, wall magazines, language corners, audio and so on that help students learn Arabic.
- 5) Organizing Supporting Activities
Supporting activities are directed at practicing and training language skills, both in the aspects of speaking, reading, writing and the ability to understand Arabic speech, such as; muhadhoroh, Arabic sermon writing competition, inviting native speakers and other language activities in events that appreciate students' language skills.
- 6) Competence test
In order to determine the level of competency achievement, both written and oral exams are held. In addition, it is also necessary to hold a tryout to work on the selection questions for entrance exams to universities, especially universities that use Arabic as their language of instruction.
- b. Development of Arabic Language Curriculum at MA Nurul Islam
Referring to the curriculum development concept above, there are several activities carried out at MA Nurul Islam Tenganan, namely:
 - 1) Developing graduate competencies, and formulating educational goals.
At this stage, what the madrasah does is formulate the vision and mission of the madrasah that leads to the achievement of the ideals of the madrasah. The vision of MA Nurul Islam Tenganan is to realize a generation that is intelligent, has good morals, and has a global perspective. Part of the vision related to the development of the Arabic language curriculum is the aspect of having a global perspective, where this vision means that students are required to master two international languages, including Arabic. This is intended so that students master the tools to study parent reference sources based on international languages (Arabic). More than that, it is expected to be able to take advantage of the development of science in the current era of globalization. On the other hand, having a global perspective is also directed so that students have the ability in the field of technological capabilities (IT) as a supporting facility and at the same time a tool in developing science and technology.
 - 2) Developing fields of study from the standards of the Ministry of Religion.
At this level, MA Nurul Islam Tenganan has modified the subjects, especially Arabic. Several subjects have been added as supporters and strengtheners of the competencies expected from students. The additional subjects are; Arabiyah Baina

Yadaik, Nahwu, Shorf, Imla' and additional hours in the form of tutoring towards the Middle East.

3) Developing Educators

The thing that MA Nurul Islam does at this level is to facilitate teachers, especially Arabic teachers, to continue their studies to the postgraduate level by providing further study scholarships. There are 3 teachers who are given further study scholarships. In addition, it also facilitates scholarships to 6 of its alumni by providing official bonds to study at Al Azhar University in Egypt with the hope that after graduating from the lecture, they will return to the madrasah as Arabic language teaching staff.

4) Facilitating supporting infrastructure.

MA Nurul Islam Tenganan also provides Arabic language learning facilities in the form of language laboratories, libraries equipped with Arabic language learning resource books, and Arabic morning/evening broadcasts.

5) Stages of Curriculum Development

The stages of curriculum development at Madrasah Aliyah Nurul Islam Tenganan are as follows;

a) SWOT analysis of the institution as a scientific vision

In the context of developing the Arabic language curriculum, Madrasah Aliyah Nurul Islam Tenganan conducts a SWOT analysis at the beginning of each year as an evaluation effort as well as looking at strengths, opportunities, threats and challenges for the future.

i. Strength

Based on data in the alumni distribution document of MA Nurul Islam Tenganan, it is recorded that since the first batch in 2015, an average of 97% of its alumni have continued their studies either domestically or abroad. The large number of graduates who continue their studies abroad is supported by sufficient educational resources in their fields. Data on graduation for the 2019/2020 academic year recorded that alumni who continued their studies abroad, such as Egypt, Sudan, Turkey, Yemen, Pakistan, Malaysia reached 32 students. Until the 2023/2024 academic year, it even increased; some went to Jordanian, Japan, England and New Zealand. Then, from the personnel data, 16 educators who have Masters qualifications (5 people), Bachelors (9 people), are taking Doctorate (1 person) and are still in the process of taking Masters (5 people). Of the 16 educators, 4 of them are Bachelors and Masters graduates from the Middle East, so that they become a sufficient source of strength to produce students who have the competence to compete in universities both domestically and abroad. Another source of strength is that all students are required to reside at the Islamic boarding school, so that student learning is monitored 24 hours a day.

ii. Opportunity

The opportunity of MA Nurul Islam Tenganan, especially related to the development of the Arabic language curriculum is that MA Nurul Islam Tenganan focuses on religious majors. Therefore, it is very relevant for madrasahs to require their teachers to use original sources in the field of religion by using original Arabic books, so that it greatly helps students strengthen their ability in speaking Arabic.

iii. Weaknessess

Starting in 2021, in particular, the opportunity to study at Al Azhar University in Egypt has begun to be tightened. Prospective students who register are required administratively to have a graduate certificate from an educational institution that has been recognized for its qualifications or has permission to carry out mua'adalah. However, there are still very few institutions, madrasahs and Islamic boarding schools that are authorized to

carry out mua'adalah. Including MA Nurul Islam Tenganan does not yet have a mua'adalah certification.

iv. Threat

The emerging threats are a challenge for madrasahs in preparing more seriously to improve the quality of graduates. The challenges found include the input of madrasah students, most of whom are obtained from general educational institutions that do not have a religious background. On average, 60%-70% come from public/private junior high schools which do not have a basic Arabic language. The next challenge is the lack of musyrif and musyrifah personnel who oversee the creation of language bi'ah in Islamic boarding schools.

b) Needs analysis (Tracer study)

At this stage, the madrasah at the beginning of the year always conducts a needs analysis, what competencies are most needed for MA Nurul Islam Tenganan alumni students in college. The steps taken include conducting alumni sharing both formally and informally. Alumni are asked to provide testimonials as well as provide input, especially on the curriculum aspect and the development of supporting facilities to the madrasah for improvement in the future.

c) Determination of graduate profiles

Formally, the graduate profile is reflected in the graduation standards set by the Ministry of Religion. However, in its development, adjustments are made as well as efforts to provide superior programs and adjust the needs of alumni in lectures. At this stage, the madrasah made breakthroughs by providing additional hours in the afternoon in the form of special tutoring to prepare students for the Middle East. This program is implemented for 2 hours of lessons each week. In addition to strengthening qawaid, it also provides practice questions for the Middle Eastern university entrance exam.

d) Formulation of learning outcomes.

The learning outcomes in question include four aspects, namely: (1) attitudes and values, (2) abilities, (3) knowledge, and (4) responsibilities/rights. Especially in the aspect of abilities and knowledge related to Arabic language mastery, MA Nurul Islam Tenganan carries out standardization of the required competencies by cooperating with Overseas Education Committee (Komisi Pendidikan Luar Negeri) in conducting tryouts and coaching.

Conclusion

The strategy for developing the Arabic language curriculum at MA Nurul Islam Tenganan is carried out comprehensively, covering the fields of; academic, non-academic, environmental creation and improvement of facilities and infrastructure. In its implementation, the implementation of the development program is carried out by unifying the management between the madrasah and the Islamic boarding school.

The Arabic language skills developed include all aspects of language competence, namely the aspects of kitabah, muhadatsah, qira'ah and istima'. These four abilities are developed in a balanced manner so that they are expected to produce competent graduates. The development strategy includes (a) SWOT analysis of the institution as a scientific vision, (b) needs analysis (Tracer study), (c) Determination of graduate profiles, and (d) formulation of learning outcomes.

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