

Curriculum Development for Indonesian Language Education Study Programs that Respond to the Merdeka Belajar Curriculum Learning Policy

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ABSTRACT

The Merdeka Belajar Kampus Merdeka (MBKM) policy requires universities to redesign curricula to strengthen graduate adaptability and alignment with labor market demands. The Indonesian Language Education Study Program must respond by developing a curriculum that accommodates students' right to study outside the program while maintaining core pedagogical and linguistic competencies. This study aims to develop an MBKM-responsive curriculum design and formulate course-conversion mechanisms aligned with Graduate Learning Outcomes (CPL). This research employed a Research and Development (R&D) method using a systematic development model. Data were collected through document analysis, Focus Group Discussions (FGD) involving lecturers, students, alumni, and graduate users, and expert validation. The findings indicate that: (1) the graduate profile was reconstructed into more flexible roles such as educators, researchers, and language entrepreneurs; (2) the revised curriculum structure accommodates 20–40 credits of off-campus learning activities, including educational internships, teaching assistance, and humanitarian projects; and (3) clear course-equivalence guidelines ensure the achievement of CPL in knowledge and specific-skills domains. In conclusion, the developed curriculum is valid and feasible, supporting flexible learning pathways while enhancing the relevance and competitiveness of Indonesian Language Education graduates in the era of disruption.

Keywords:

Curriculum
Development;
Indonesian Language
Education; MBKM;
Merdeka Belajar;
Graduate Learning
Outcomes.

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INTRODUCTION

Higher education around the world, including in Indonesia, is currently facing an unprecedented wave of change. The era of the Industrial Revolution 4.0, which is shifting toward Society 5.0, has created a new landscape in which the boundaries between disciplines are increasingly blurred and the need for adaptive human resources is becoming more urgent. Universities can no longer operate as isolated “ivory towers” detached from social realities and industrial needs. Instead, educational institutions are required to become dynamic, inclusive ecosystems that are responsive to the changing times (Ghosh 2024; Ortega et al. 2025).

Responding to these global challenges, the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia launched a monumental policy known as Merdeka Belajar Kampus Merdeka (MBKM) (Tobondo 2024). This policy, governed by Permendikbud Number 3 of 2020 concerning National Standards for Higher Education, marks a paradigm shift in Indonesian higher education from a rigid, content-based approach to a flexible, student-centered approach. The basic philosophy of MBKM is to give students

the freedom to determine their own learning paths, in line with the concept of liberating education pioneered by Ki Hajar Dewantara (Albar et al. 2024; Hidayat 2024; Khanafi et al. 2025; Mahmudah 2026; Witts 2025).

Some fundamental problems that often arise include: (1) difficulties in determining course equivalencies, as there are frequently discrepancies between the competencies acquired by students during internships or exchanges and the compulsory courses in their home study programs; (2) the absence of a standard and transparent grade-conversion mechanism, which can disadvantage students in their academic transcripts; (3) limited partner institutions relevant to the field of language and literature education; and (4) lecturers' readiness to shift teaching methods from teacher-centered to student-centered and project-based learning, which are characteristic of MBKM.

The development of this curriculum must also be viewed from a philosophical perspective. Within the framework of Merdeka Belajar, language teaching should no longer be prescriptive and rigid, but should instead free students' minds to think critically and creatively. The curriculum must be designed to foster a love for the national language as well as openness to foreign and regional languages, as mandated by Law No. 24 of 2009. The responsiveness of the curriculum to the MBKM policy is a form of compliance with the principle of legality, but beyond that, it is the moral responsibility of educational institutions to provide the best possible service to students (Dewirahmadanirwati et al. 2024; Jufriadi et al. 2025; Lumbanraja et al. 2025; Rambe et al. 2024; Saa 2025).

In addition, sociological aspects cannot be ignored. Indonesian society is transforming into an information society (Ahdan et al. 2024; Alauddin et al. 2025; Mesra et al. 2025; Tapsell 2017; Vilchez et al. 2023). Patterns of language and literature consumption have shifted from print media to digital media. A responsive Indonesian Language Education curriculum must be able to capture this phenomenon. Courses such as "Journalism" may need to be revised to "Digital Journalism and Content Creation," and "Listening" courses need to be integrated with digital information literacy. Without adjustments to materials and content, the curriculum risks becoming a historical artifact that is irrelevant to Generation Z, which now dominates university classrooms.

Aligning Graduate Learning Outcomes (CPL) is key in this development. In a responsive MBKM curriculum, CPL is not only derived from the Indonesian National Qualifications Framework (KKNI) and SN-Dikti, but must also incorporate input from professional associations, graduate users, and alumni. The curriculum development process must be participatory and collaborative. The Indonesian Language Education Program needs to redefine its graduate profile.

Several previous studies have examined the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) policy in the context of higher education curriculum development. Suryaman (2020) emphasized that the orientation of Merdeka Belajar curriculum development must shift from an administrative approach to a more adaptive and outcome-based paradigm. That study stresses the importance of outcome-based curriculum reconstruction, but remains conceptual and does not offer a detailed operational design for credit conversion at the study program level.

Anwar (2021) examined the role of the MBKM curriculum in preparing Indonesia's "golden generation," with an emphasis on strengthening 21st-century competencies. The

results show that learning flexibility increases students' job readiness, but the study is macro in nature and has not specifically discussed mechanisms for reconstructing graduate profiles and aligning CPL in language education study programs.

The novelty of this research lies in developing the curriculum design of the Indonesian Language Education Study Program in a way that is not only conceptual, but also produces comprehensive curriculum products validated through a Research and Development (R&D) approach based on the ADDIE model. Unlike previous research, which generally emphasized normative analysis of the MBKM policy or partial updates to materials and learning outcomes, this study presents a comprehensive curriculum reconstruction—from redefining graduate profiles and reformulating Graduate Learning Outcomes (CPL), to designing an adaptive semester structure and preparing an operational, accountable credit-conversion mechanism.

Another distinctive feature of this study is the integration of the 5-1-2 distribution model, designed to ensure the strengthening of core linguistic and pedagogical competencies before students undertake learning activities outside the study program, so that MBKM flexibility still maintains academic integrity. In addition, this study offers equivalency guidelines using both structured and free-form approaches equipped with assessment rubrics, thereby addressing administrative and academic obstacles that have hindered MBKM implementation. Thus, this research contributes not only to the theoretical realm of outcome-based curriculum development but also to the practical realm, in the form of an implementable model ready to be applied and replicated in language education study programs in Indonesia.

Based on the background, challenges, and gaps described above, this study offers concrete solutions in the form of a curriculum development design for the Indonesian Language Education Study Program that is responsive to the MBKM policy. This study aims not merely to make administrative adjustments, but to conduct in-depth curriculum engineering. The main focus of this research includes: (1) how the Indonesian Language Education Study Program reconstructs graduate profiles and CPL that are adaptive to the era of disruption and MBKM policies; (2) what the ideal course structure is to balance core linguistic competencies with the right to study outside the study program; (3) what constitutes a fair and accountable mechanism for equivalence and credit conversion; and (4) what the validity and feasibility of the developed curriculum are according to experts and stakeholders.

METHOD

This research uses a Research and Development (R&D) approach. According to Borg and Gall (1983), development research is a research method used to develop or validate products used in education and learning. In the context of this research, the "product" referred to is not hardware or physical learning media, but rather an academic policy document in the form of an Indonesian Language Education Study Program Curriculum that is responsive to the Merdeka Belajar Kampus Merdeka (MBKM) policy.

The development design in this study adapts the ADDIE model (*Analysis, Design, Development, Implementation, Evaluation*) combined with the R&D steps from Borg & Gall, which are simplified into four main stages for efficiency and relevance to academic

policy development, namely: (1) Preliminary Study and *Needs Assessment*; (2) Curriculum Draft Design and Development; (3) Expert Validation and Revision; and (4) Limited Testing through *Focus Group Discussion* (FGD). This approach was chosen because the ADDIE model provides a logical framework and a continuous (iterative) cycle, which is crucial in ensuring that the resulting curriculum is truly *constructive* alignment between Graduate Learning Outcomes (GLOs), learning activities, and assessment methods.

RESULTS AND DISCUSSION

This development research has produced a product in the form of a Curriculum Document for the Indonesian Language Education Study Program that is responsive to the Merdeka Belajar Kampus Merdeka (MBKM) policy's " " (curriculum development based on learning outcomes). The research results are presented based on the development stages that have been undergone, starting from needs analysis, curriculum structure design, learning tool development, to expert validation and limited testing results.

1. Needs Analysis and Evaluation of the Existing Curriculum

The initial stage of the research focused on mapping *the gaps* between the old curriculum (2017 Curriculum/KKNI) and the requirements of the MBKM policy and current labor market needs. Based on a *tracer study* involving 120 alumni and 15 graduate users, as well as an analysis of internal documents, several crucial data points were found that formed the basis for the curriculum revision.

First, in terms of competency relevance, 78% of alumni stated that the language and literature material (pure linguistics and classical literature) was very strong, but they felt inadequate in their mastery of digital technology and practical skills outside of school. The old curriculum was considered too heavy on theory (reaching 60% of the total credits) and did not provide enough room for exploration.

Second, analysis of the existing curriculum structure showed a lack of flexibility in accommodating students' right to study outside their study program. The old curriculum structure required students to take all 146 credits within their study program. There are no "empty" credit slots or sufficient elective courses that can be converted to MBKM activities such as internships or teaching campuses. As a result, students who want to participate in MBKM programs are often constrained by academic administrative issues, such as delayed graduation because their credits cannot be recognized.

Third, there are courses that are identified as overlapping and obsolete. For example, the course "Basic Computers" is considered no longer relevant because such competencies have become basic skills for the digital native generation. Conversely, new competencies such as "Data Literacy," "AI-Based Language Learning," and "Language Entrepreneurship" have not been accommodated.

These findings conclude that the Indonesian Language Education Study Program curriculum requires a total reconstruction, not just minor revisions. This reconstruction must change the paradigm from content-based (what is taught) to *outcome-based* (what graduates can do), by providing flexibility in the credit scheme.

2. Reconstruction of Graduate Profile and New CPL Formulation

Responding to the results of the needs analysis, this study produced a redefinition of the Graduate Profile. Previously, the graduate profile was only focused on "Prospective

Indonesian Language Teachers," but the new curriculum expands the spectrum of profiles into four more adaptive main profiles:

- a. Indonesian Language and Literature Educator: Graduates who are able to design, implement, and evaluate innovative and technology-based Indonesian language learning. Junior Researcher: Graduates who are able to solve language education problems through scientific research. Language Entrepreneur (*Edupreneur*): Graduates who are able to create business opportunities in the field of language (tutoring, educational content providers, translation). Language Practitioner (Journalist/Editor): Graduates who have journalistic and manuscript editing skills in the era of new media.
- b. This change in profile has direct implications for the formulation of Graduate Learning Outcomes (CPL). The CPL developed still refers to SN-Dikti and KKNI Level 6, but with the addition of 21st century competency indicators. In the Special Skills aspect, the following point has been added: "Able to utilize information and communication technology and data literacy to support Indonesian language learning and the development of creative literary works."

3. Responsive MBKM Curriculum Structure

The main outcome of this research is the formation of a new curriculum structure with a total credit load of 144 SKS designed to be completed in 8 semesters. This structure is designed using the 5-1-2 model or other flexible variations of the " " model, which provides students with the following options: 5 semesters (approximately 84-100 credits) of core learning within the Indonesian Language Education Study Program to strengthen pedagogical and linguistic competencies.

1 semester (20 credits) of opportunity to take courses in other programs within the same university (e.g., taking Graphic Design courses in the Visual Communication Design program or Public Speaking courses in the Communication program).

2 semesters (40 credits) of opportunities to conduct learning outside the university through 8 forms of MBKM activities. The main innovation in this structure is the mapping of courses. Basic skill courses (MKDK) and core skill courses (MKKI) such as Phonology, Morphology, Syntax, Semantics, Learning Planning, and Learning Evaluation are condensed in semesters 1 to 5. This is done to ensure that before students leave campus in semesters 6 and 7, they already have a solid foundation of knowledge (*body of knowledge*).

Courses in semesters 6 and 7 are designed as elective courses or "*convertible*" courses. This research produced a list of new courses specifically prepared to facilitate MBKM conversion, including:

- a. Digital Journalism (3 credits)
- b. Creative Writing and Screenwriting (3 credits)
- c. Management of BIPA Institutions (2 credits)
- d. Integrated Education Practice (4 credits)
- e. Literacy-Based Humanitarian Projects (3 credits)

With these convertible courses, students participating in the "Certified Internship" program at media companies, for example, do not need to worry about losing credits. Their activities at the internship site can be recognized and converted into courses in Digital Journalism, Creative Writing, or Language Entrepreneurship, depending on the tasks they perform in the field.

4. Development of Conversion and Assessment Mechanisms (Equivalency)

One of the biggest challenges of MBKM is grade conversion. This research offers a solution in the form of a Course Equivalency Guide that uses two approaches: *Structured Form and Free Form*.

Structured Approach (*Structured Form*): Used for activities with a clear curriculum, such as Student Exchange. Courses taken at partner universities are matched *apple-to-apple* with courses in the original study program.

Free Form Approach: Used for non-curricular activities such as Internships, Humanitarian Projects, or Entrepreneurship.

Teaching activities in the classroom are converted into Field Experience Practice (PPL) or Teaching Assistance (4 credits). Activities related to developing teaching materials are converted into Teaching Material Development (3 credits). Activities related to adapting technology in schools are converted into IT-Based Learning Media (3 credits). Final reports and self-reflections are converted into Community Service Learning (KKN) (4 credits). The remaining credits are converted into Personality Development or *Soft Skills* courses.

This guideline document is accompanied by clear assessment rubrics for field supervisors and partner mentors, ensuring that evaluations are objective and transparent.

5. Expert Validation Results

The draft curriculum that has been compiled is then validated by three experts: Curriculum Development Experts, Indonesian Language Material Experts, and Education Practitioners.

Curriculum Expert: Gave an average score of 4.6 (Very Valid). The validator highlighted the excellence of the logical curriculum structure in placing prerequisite courses. However, there was a note of revision regarding the need to clarify the credit weight for student independent activities in the RPS.

Language Material Expert: Gave an average score of 4.4 (Very Valid). The validator appreciated the retention of the micro-linguistics course " " (Phonology to Discourse) as the identity of the study program. Input was given on updating the reference list, with a recommendation to use journals indexed in the last 5 years.

Practitioners (School Principals/Users): Average score of 4.8 (Highly Valid). Practitioners assessed that the profile of new graduates is highly relevant to the needs of schools requiring teachers who are adaptable to technology.

Overall, the average validation score reached 4.60, categorized as "Highly Suitable" for implementation with minor revisions as noted.

6. Limited Trial Results (*Focus Group Discussion*)

To test the feasibility of the curriculum, a Focus Group Discussion (FGD) was conducted involving all study program lecturers (20 people) and student representatives (10 people). The FGD results showed a significant positive response. Lecturers welcomed the flexibility of this curriculum because it reduces the burden of repetitive classical teaching and shifts to a more dynamic project guidance model. However, the FGD also revealed several potential technical obstacles, namely:

Academic Information System (SIKAD) readiness: Lecturers were concerned that the grade input system did not accommodate courses with different names from partner

universities. The agreed solution was to create a "Container Course" or special code in SIAKAD for grade conversion.

Administrative Burden: Lecturers feel that the administrative burden of grade conversion is quite heavy. As a follow-up, a "MBKM Study Program Task Force" was established to specifically handle the verification of student files.

From the students' perspective, the curriculum document readability test showed that 90% of students understood the MBKM course selection process. They felt motivated by the "Non-Thesis Final Project" option (e.g., creating a language learning application prototype or writing a novel) accommodated in the new curriculum as an alternative to completing their studies.

7. Discussion: Implications and Significance

The development of this curriculum has broad implications for the academic ecosystem of the Indonesian Language Education Study Program. Theoretically, this curriculum proves that the integration of *essentialism* (mastery of basic language material) and *progressivism* (real-world experience-based learning) can be done without negating each other. The resulting curriculum structure successfully bridges the dichotomy between "learning theory" and "learning practice."

The flexibility offered by this curriculum gives students the autonomy to construct their own knowledge (*constructivism*). When students take internships in the media industry, they are not abandoning their language skills, but rather validating the syntactic and semantic theories they have learned in class in the context of real journalistic language use. This is in line with *David Kolb's* concept of *Experiential Learning*, where knowledge is created through the transformation of experience.

In addition, this curriculum also responds to the challenge of literacy degradation in Indonesia. With the existence of humanitarian project and teaching assistance courses, Indonesian Language Education students are encouraged to go directly into the community to become literacy agents. The curriculum no longer limits students' movements in the ivory tower of the campus, but encourages the "downstreaming" of language science to the community.

Another advantage of this curriculum is the integrated quality assurance mechanism. Even though students study outside the campus, quality control remains in the hands of the study program through strict monitoring and evaluation mechanisms and standardized assessment rubrics. This addresses the concerns of many parties that MBKM will lower the academic quality of graduates. On the contrary, preliminary data from limited trials show that students involved in independent projects have richer portfolios than students who only attend regular lectures.

Overall, this developed curriculum is ready to become a strategic instrument for the Indonesian Language Education Study Program to produce graduates who are not only ready to work but also ready to create work, and who possess resilience in facing the rapid changes of the times.

Discussion

The development of the Indonesian Language Education Study Program curriculum that is responsive to the Merdeka Belajar Kampus Merdeka (MBKM) policy is not merely

an administrative effort to comply with Permendikbud Number 3 of 2020. More than that, the results of this development represent a fundamental paradigm shift in language education in Indonesia: a shift from a structural-textual approach to a functional-contextual approach. The old curriculum, which was purely based on the Indonesian National Qualifications Framework (KKNI), tended to position students as objects who had to master a rigid body of knowledge in language, such as phonology, morphology, and syntax, theoretically in the classroom. While this foundation remains important, such an approach often overlooked the pragmatic dimensions of language in real-world contexts.

The responsive MBKM curriculum produced in this study offers an antithesis to this rigidity. By facilitating 20–40 credits of off-campus activities, this curriculum adopts John Dewey's philosophy of social reconstructionism and educational pragmatism, in which language learning is no longer viewed as merely mastering grammatical rules but as a tool for solving social problems. When students participate in Humanitarian Project or Village Development programs, which are converted into Applied Sociolinguistics or Language Entrepreneurship courses, they learn language within its natural ecosystem. They observe how language functions as an instrument of negotiation, a tool of persuasion in community empowerment, and a medium of information literacy. This constitutes the tangible realization of the concept of Merdeka Belajar (“Freedom to Learn”): liberating language studies from the ivory tower of academia and grounding them in lived practice.

These findings align with arguments advanced by 21st-century education experts who assert that future competence is determined not by the number of definitions students memorize but by how adaptively they apply knowledge in unpredictable situations (VUCA: Volatility, Uncertainty, Complexity, Ambiguity). The new curriculum successfully bridges this gap by providing an agile structure. This flexibility is reflected in expert validation results, which appreciate the presence of “umbrella” or “container” courses that allow the conversion of non-academic activities into valid academic credits—an innovation that was difficult to achieve under the conventional curriculum regime.

One of the most significant theoretical and practical contributions of this research is the redefinition of the graduate profile of the Indonesian Language Education Study Program. For decades, the program has been stigmatized as a “teacher factory.” In reality, the job market demonstrates that the absorption capacity for civil servant teachers is increasingly limited, while the language-based creative industry continues to expand. The resulting curriculum boldly broadens the graduate profile to encompass multiple fields of expertise: Educator, Researcher, Entrepreneur (Edupreneur), and Creative Content Practitioner.

This step has deep sociological and economic implications. In the gig economy era, humanities graduates—including language majors—are often perceived as having lower economic value compared to STEM graduates. However, this curriculum challenges that assumption by integrating digital literacy and entrepreneurship into its core structure. New courses such as Digital Journalism, Screenwriting, and BIPA (Bahasa Indonesia bagi Penutur Asing) Management provide essential “survival skills” for graduates. The findings confirm that being an Indonesian language teacher in the digital age requires competencies distinct from those of previous generations. Teachers are now expected to become learning content creators. Through the MBKM Teaching Assistance scheme, students learn not only

classroom pedagogy but also how to manage Learning Management Systems (LMS), produce interactive instructional videos, and analyze student performance data. Thus, this curriculum does not compromise the identity of education but rather strengthens it with relevant complementary competencies, demonstrating that the MBKM policy—when properly translated into curricular design—can enhance graduate employability without sacrificing academic ideals.

A significant challenge in developing an MBKM curriculum for non-vocational programs such as Indonesian Language Education lies in concerns about de-skilling. Critics argue that excessive internships may weaken students' mastery of literary theory or historical linguistics. This study addresses these concerns by offering a 5-1-2 semester block model (five semesters within the study program, one semester across programs, and two semesters outside the campus). Condensing core expertise courses (*Mata Kuliah Keilmuan Inti*, MKKI) into semesters one to five ensures scientific integrity. Students acquire strong theoretical foundations before engaging in MBKM activities during semesters six and seven.

The study further reveals that MBKM enriches linguistic understanding through experiential learning. In a conversion simulation conducted during a focus group discussion (FGD), students interning at media startups successfully converted their activities into courses in Critical Discourse Editing and Analysis. They encountered dynamic real-world texts rather than artificial textbook materials. Consequently, linguistic hard skills were applied authentically, while soft skills—teamwork, time management, and professional communication—developed concurrently. This harmonization responds to the criticism that MBKM produces mere “craftsmen,” demonstrating instead that it nurtures intellectuals equipped with practical competence.

The implementation of the responsive MBKM curriculum also implies a transformation in the lecturer's role. Previously positioned as the sole source of knowledge, lecturers must now become facilitators and mentors. When students undertake off-campus activities, lecturers guide reflective processes rather than deliver conventional lectures. FGD results revealed initial resistance and uncertainty regarding assessment. The curriculum addresses this issue by incorporating Portfolio Assessment Guidelines. Evaluation is no longer based primarily on written examinations (midterm or final exams), but on outputs and outcomes, such as social impact reports, video documentation, and partner feedback from programs like Young Warriors (Humanitarian Project).

Nevertheless, practical challenges persist. One major obstacle concerns the availability of relevant partners. Unlike engineering or economics students, language students often face limited internship options beyond schools or mass media. The curriculum mitigates this issue by expanding the concept of linearity. Students may intern in public relations divisions, serve as content writers in e-commerce companies, or participate in literacy initiatives within international NGOs, provided they demonstrate the application of language competencies.

Administrative readiness also remains critical. MBKM requires integration between the Higher Education Database (PDDikti) and internal campus systems. Without adequate academic support and digital grade conversion mechanisms, curricular flexibility may lead to administrative complications. Institutional commitment is therefore essential.

In a broader context, this curriculum development carries strategic significance for the global positioning of the Indonesian language. Through international exchange programs such as the International Student Mobility Awards (IISMA), students can study abroad without delaying graduation, opening opportunities to become cultural and linguistic ambassadors. Credit recognition mechanisms under competencies such as “Global Insight” and “Intercultural Communication” support this vision. The strengthened BIPA component further responds to growing global interest in learning Indonesian, expanding professional opportunities domestically and internationally.

Although the research has undergone expert validation and limited simulations, full implementation across one graduate cycle has not yet occurred, leaving long-term impact unmeasured. Future longitudinal studies are needed to compare MBKM and regular pathways and to develop refined instruments for assessing abstract competencies such as leadership and empathy.

Overall, the development of an MBKM-responsive Indonesian Language Education curriculum represents a historical necessity. It bridges educational idealism with industrial pragmatism and aspires to produce a new generation of educators and language practitioners who are resilient, innovative, and contextually relevant..

CONCLUSION

Based on the results of the research and development process conducted, this study concludes that the Indonesian Language Education Study Program has successfully produced a curriculum document responsive to the Merdeka Belajar Kampus Merdeka (MBKM) policy through a systematic R&D approach integrating the ADDIE development model. The reconstructed curriculum transforms the previously rigid, content-based structure into a flexible outcome-based design through a 5-1-2 semester distribution model, ensuring that students strengthen their core linguistic and pedagogical competencies in the early semesters before engaging in cross-program and off-campus learning activities. The reformulation of Capaian Pembelajaran Lulusan (CPL) has expanded the graduate profile beyond prospective educators into multidimensional roles, including educator, junior researcher, edupreneur, and language practitioner, while integrating digital literacy, 21st-century skills, and adaptive professional competencies. The establishment of structured and free-form credit conversion mechanisms, supported by clear equivalency guidelines and standardized assessment rubrics, provides an accountable solution to administrative and academic challenges in MBKM implementation. Expert validation and limited trials demonstrate that the developed curriculum is highly valid, relevant to stakeholder needs, and feasible for implementation with minor refinements. Therefore, it is recommended that higher education institutions strengthen institutional support systems—including academic information system readiness, partnership expansion, and lecturer capacity building—to ensure sustainable implementation of the curriculum. Future longitudinal studies should be conducted to evaluate its long-term impact on graduate employability, professional resilience, and contributions to the advancement of Indonesian language education in the era of disruption.

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