

Collaborative Strategies for Developing an Arabic Language Curriculum Incorporating Bugis Local Wisdom

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ABSTRACT. Although many studies have examined inter-university collaboration in developing Arabic language curricula, research incorporating Bugis local wisdom in Islamic universities remains limited. Therefore, this study aims to identify collaboration strategies between universities in creating an Arabic language curriculum based on Bugis local wisdom in Arabic language courses and to design a theoretical framework that integrates Bugis local wisdom values. This research employs a qualitative approach, with participants consisting of Arabic language lecturers from collaborating universities, namely IAIN Bone and STAI Al-Gazali Bone. Data will be collected through literature reviews, observations, interviews, and document analysis. The research findings indicate that the implementation of inter-university collaboration in developing an Arabic language curriculum based on Bugis local wisdom involves five key stages: (1) identifying common goals, (2) forming a working team, (3) curriculum development, (4) learning material development, and (5) testing and evaluation. Meanwhile, the model for collaborative Arabic language curriculum development in higher education, integrated with Bugis local wisdom values, can be designed by considering the following principles: (1) identifying relevant Bugis local wisdom values, (2) consulting and collaborating with local stakeholders, and (3) preparing an integrated learning plan. This study has implications for improving the quality of Arabic language education, developing interdisciplinary competencies, and enhancing teaching materials and educational resources based on local wisdom.

Keywords: *Bugis Local Wisdom, Arabic Language Curriculum Development, Collaboration Strategy.*

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INTRODUCTION

In the context of an increasingly multicultural society, it is important for universities to develop a curriculum that is able to pay attention to local wisdom (Musthova & Khalim, 2024); (Prihatmojo et al., 2024); (Diab et al., 2022). The curriculum of Arabic courses often focuses on linguistic aspects without considering cultural and religious aspects. Therefore, it is necessary to develop a curriculum that combines linguistic, cultural, and religious aspects in Arabic language courses (Richardson, 2004) (Wekke, 2015) One of the courses that plays an important role in creating a moderate understanding in religion is the Arabic course. Bugis, as a rich local culture, has wisdom values that can be integrated in learning Arabic to encourage moderation in religion (Uzum et al., 2021) (Walther et al., 2015) (Calafato, 2020)

The curriculum based on local wisdom both on campus and on campus has been widely researched by various researchers, these studies can be classified into several trends. The first *trend* of the 2013 PAUD Curriculum development model is developed based on Local Wisdom by incorporating elements of local wisdom, such as: *Men; Wos; Okbul & Unom*; Folklore such as *Nik Yepki Nik Talaki, Tena Mangoptepki, Bauk Wal* and *Mapolki Miki*; Traditional Games such as *Wommong, Taungek, Dakbit, Atuk, Okbit; Bolibong*; and *Diibong* and universal life values such as honesty, good manners, mutual respect, mutual cooperation, justice and so on (Mimin, 2021) (Wahba et al., 2014) The second *tendency* is to instill Islamic educational values in local wisdom through Islamic educational values in local wisdom that have been instilled through religious culture methods in the form of faith values, worship values, moral values by integrating Islamic religious habits in the independent learning education curriculum (Afif, 2022) (Wesselhoeft, 2017) The third trend of video learning media based on local wisdom shows that there is an increase compared to the teacher's ability before participating in the workshop. After participating in the workshop, teachers felt happy because teachers gained new experiences and were committed to developing video learning media based on local wisdom (Mahlianurrahman & Aprilia, 2022) (Bayeck & Choi, 2018) (Lemoine-Bresson & Tremion, 2021) From several research trends, it appears that research on the development of Arabic curriculum based on local wisdom in Islamic universities tends to be neglected. The local wisdom that the author refers to is the value of the 3S slogan (*Sipakatau, Sipakalebhi, and Sipakainge*).

The purpose of this article is to complement the shortcomings of existing research related to collaboration strategies carried out between universities in the Arabic language curriculum based on Bugis local wisdom in the Arabic language course, as well as to develop a theoretical framework model that is integrated with Bugis local wisdom values. From some of the above trends, two research questions arise in this study, namely: First, what is the form of collaboration between universities in the development of Arabic language curriculum based on Bugis local wisdom? Second, how is the model for developing the Arabic curriculum in higher education that is integrated with the values of Bugis local wisdom?

The researcher conducted research by selecting the case of Islamic Religious Universities in IAIN Bone and STAI Al-Gazali Bone, Indonesia, a region in Indonesia that has a variety of ethnicities, religions, races, including religious groups/sects. The researcher focuses on the experiences of lecturers on campus about higher education cultural practices and learning in the form of studies with the theme of local wisdom in each of the lecture systems in the two campuses. This paper has conceptual implications by providing an understanding of collaboration strategies between universities in the development of Arabic language curriculum based on Bugis local wisdom in the Arabic language course.

The collaboration strategy between universities is an approach that involves cooperation and interaction between higher education institutions to achieve common goals (Tetreova & Vlckova, 2020) (Mok, 2023) (Kienast, 2023) The scope of the university collaboration strategy involves various aspects, including: *Joint Research*, i.e. universities can collaborate on research projects to combine their resources and expertise. This can include collaboration in the development of technology, science, or interdisciplinary research (Linse et al., 2024) (Jospin, 1994) (Zhong & Zong, 2024) *Joint Curriculum Development*, namely universities can collaborate in developing a joint curriculum or academic programs that can provide better benefits for students. Study on Education Based on Local Wisdom is very important to maintain the local wisdom of the Bugis people, as shown by the Bugis people and the Indonesian government. Various cultural development programs help preservation. This includes teaching the younger generation about the knowledge of the Bugis tribe. Incorporating local wisdom into the education system is one approach to improving the education system (Abdullah et al., 2022) (Ilham & Rahman, 2024) For the Bugis tribe, the 3S system, which consists of Sipakalebhi, Sipakatau, and Sipakainge, is a very urgent traditional heritage. By emphasizing the urgency of honesty, mutual respect, and

maintaining harmony in social relations (Musi et al., 2022) (Trisnowali et al., 2022) The Arabic curriculum in higher education must be carefully designed to cover these aspects and provide maximum benefits for students, both in terms of academics and personal skill development (Wahba et al., 2014) (Ngouo, 2022) (Aziz et al., 2022; Muassomah et al., 2022) The development of the Arabic language curriculum in higher education has several impacts and importance in the context of education, including: *First*, Preservation of Islamic Culture and Identity, *Second*, Access to Scientific Resources. *Third*, Communication Between Ummah and Nation. *Fourth*, Professional Skills and Career Opportunities. *Fifth*, the Development of Science and Technology Progress (Al-Batineh & Bilali, 2017) (ElHawari, 2020) (Yemini & Bar-Netz, 2015).

METHOD

The research method to be used is qualitative research. Data will be collected through literature studies, observations, interviews, and document analysis. The data will be analyzed using a thematic approach to gain a deep understanding of the integration of Bugis local wisdom in Arabic language teaching. The research design that will be used is participatory action research. The research will be carried out in several cycles involving collaboration between Arabic lecturers from different universities in curriculum development.

This research was carried out for **6 months**, from May to October 2024. The series of activities includes the planning stage (month 1), data collection (months 2-4), data analysis (month 5), and preparation of research reports (month 6). The location of the research was carried out in several universities that have Arabic Language Education study programs or related ones, especially in the South Sulawesi region which is the center of Bugis culture. Some of the main locations include IAIN Bone, Indonesia and STAI Al-Gazali Bone, Indonesia. In addition, the research also involves the local Bugis community to explore cultural wisdom directly from the community, such as in the Bone, Soppeng, and Wajo areas. This research is designed in a practical way to make a direct contribution to increasing the relevance of learning Arabic while strengthening local identity in the era of globalization.

The participants in this study are Arabic lecturers from several universities who are willing to collaborate, namely IAIN Bone and STAI Al-Gazali Bone. Data will be collected through literature studies, observations, interviews, and document analysis (Sheydayi & Dadashpoor, 2023) (Kain et al., 2024) (Saldray & Doğanay, 2024) Literature studies were conducted to gain an understanding of religious moderation, Bugis local wisdom, and Arabic language teaching. The observation was carried out to see firsthand the values of Bugis local wisdom that can be integrated in Arabic language teaching. Interviews were conducted with Arabic lecturers to get their views and experiences in teaching the course. Document analysis was carried out to collect data on the existing curriculum and the potential of Bugis local wisdom that has not been explored in the Arabic language course (Spreitzenbarth et al., 2024) (Ritter et al., 2023) The data collected will be analyzed using a thematic approach. The data will be categorized and analyzed to identify patterns and themes that emerge in the integration of Bugis local wisdom in Arabic language teaching.

RESULT AND DISCUSSION

Result

The Form of Implementation of Collaboration between Universities in the Development of Arabic Language Curriculum Based on Bugis Local Wisdom in Islamic Universities

The application of collaboration between universities in the development of an Arabic language curriculum based on Bugis local wisdom in Arabic courses can be done through several steps as follows:

Identify a common goal

The universities involved need to agree on a common goal in developing the Arabic language curriculum. For example, the goal is to integrate the values of Bugis local wisdom in the context of learning Arabic. As the results of the interview conducted by the researcher are as follows:

"Mas" as one of the Arabic lecturers at IAIN Bone revealed that: *"We bring together stakeholders from each university involved. openly discuss the goals and expectations of each party related to the development of the curriculum"*

Then "Wawan", one of the Arabic lecturers at STAI Al-Gazali explained: *"We clearly define the main focus of curriculum development. For example, whether the goal is to integrate the values of Bugis local wisdom, strengthen the aspect of religious moderation, or a combination of both."*

"Has" continued to add a form of identification of common goals between the two universities: *"We identify short-term goals that we want to achieve in a short time, for example the development of learning materials or training for lecturers"*.

Based on the results of the interview above, it can be understood that the step of identifying common goals in the development of a collaborative-based curriculum is the main step in the implementation of this research development.

Formation of the Work Team

Form a cross-university working team consisting of Arabic language experts, to ensure a holistic approach. The following are the results of the researcher's interview with informants related to the formation of a work team in collaboration with curriculum development in higher education According to "Ulva", one of the Arabic lecturers at IAIN Bone explained that: *"We choose someone who will be responsible as a coordinator or team leader. This leader should have project management skills and experience in fields relevant to the development of this Arabic language curriculum based on Bugis local wisdom"*.

Furthermore, "Iwan", one of the Arabic lecturers at STAI Al-Gazali Bone, explained that: *"There is a determination of the roles and responsibilities of each team member. For example, who will be responsible for developing learning materials"*. It is different with "Has" which states that: *"There is the use of expertise and experience from each team member to ensure that all aspects of the curriculum, both Arabic and Bugis local wisdom, are integrated comprehensively and balanced"*.

Based on the results of the interview mentioned above, it can be understood that the formation of a work team in collaboration in the development of an Arabic language curriculum based on local wisdom in universities includes what is applied in the two universities.

Curriculum Preparation

Jointly develop a curriculum that includes an Arabic curriculum approach based on Bugis local wisdom. The following are the results of the researcher's interview in this study:

As "Iwan" explained that: *"We discussed the Arabic language courses that will be included in the curriculum, as well as how the values of Bugis local wisdom can be integrated into the syllabus of each course"*. Likewise, "Mas" added that: *"Form a special working team to develop learning materials that combine Arabic with Bugis local wisdom values. This team can consist of lecturers who have expertise in Arabic, experts in Bugis local wisdom, and experts in religious or cultural studies"*.

Based on the results of the interview mentioned above, it can be understood that the preparation of the curriculum in collaboration with the development of Arabic curriculum based on local wisdom in universities is one of the things applied by the two universities. The following is a form of documentation for the preparation of an Arabic learning curriculum based on Bugis local wisdom at IAIN Bone and STAI Al-Gazali Bone:

Table 1. Arabic learning curriculum based on Bugis local wisdom

Curriculum Components	Contents of the Curriculum Based on Bugis Local Wisdom	Implementation Strategy
Vission	Realizing graduates who excel in mastering Arabic and have character based on the values of Bugis local wisdom	integration of Bugis values in every aspect of learning.
Mission	<ol style="list-style-type: none"> 1. Integrating Bugis values in learning Arabic. 2. Instilling local moral, ethical, and cultural values according to Islamic teachings. 	Developing learning materials, methods, and evaluations under Bugis values.
Curriculum Objectives	<ul style="list-style-type: none"> -Equipping students with Arabic language skills that meet global needs. - Forming student character that reflects the values of <i>sipakatau</i>, <i>sipakalebbi</i>, and <i>sipakainge</i>. 	Preparation of learning outcomes that refer to aspects of language skills, attitudes, and local culture.
Core Courses	<p>Introduction To Arabic: Basics Of Arabic With Introduction To <i>Sipakatau</i> Values.</p> <p>Arabic Language Skills: Focus on listening, speaking, reading, and writing by incorporating vocabulary related to Bugis values.</p>	<ul style="list-style-type: none"> - The use of reading texts, dialogues, and exercises based on Bugis values. - Discussion on the similarity of Islamic and Bugis values.
Elective Courses	<ol style="list-style-type: none"> 1. Seminar on Local Wisdom and Arabic Language. 2. Bugis Cultural Practices in the Context of Arabic. 3. A Study of Bugis Islamic Figures. 	<ul style="list-style-type: none"> - Seminars, workshops, or projects based on cultural and language collaboration. - Communication practices in the field.
Learning Outcomes	<ol style="list-style-type: none"> 1. Students are able to use Arabic properly and correctly in academic and social contexts. 2. Students understand the values of <i>sipakatau</i>, <i>sipakalebbi</i>, and <i>sipakainge</i> and apply them in their daily lives. 	Language skills assessments are combined with attitude and character evaluations that reflect Bugis values.
Teaching Strategies	<p>Thematic Approach: Integrating Bugis values into the learning theme.</p> <p>Role-Play: Simulation of social interaction based on Bugis and Arabic values.</p>	<p>The use of active learning methods such as discussions, role plays, and collaborative projects.</p> <p>-Provision of digital or local materials based on Bugis culture.</p>

The Learning Materials

Learning materials that involve collaboration between universities in the context of developing an Arabic language curriculum based on Bugis local wisdom in the Arabic language course can be done through the following interview results: According to "Wawan", that: "*There is a discussion and determination of relevant content to be included in the learning material. This includes texts in Arabic that can be chosen to describe the values of Bugis local wisdom, such as folklore, proverbs, or philosophical values*".

It is different with "Mas" said that: "We ensure that the learning materials not only teach Arabic conventionally, but also integrate the values of Bugis local wisdom as a whole".

Based on the results of the interview mentioned above, it can be understood that the development of learning materials in collaboration with the development of Arabic curriculum based on local wisdom in universities is included in the implementation of the two universities. The following is a form of documentation of Arabic learning materials based on Bugis local wisdom:

Table 2. Arabic learning materials based on Bugis local wisdom

COMPONENT	MATERIAL DEVELOPMENT	IMPLEMENTATION IN LEARNING
Learning Objectives	Mastering Arabic language skills while understanding and applying the values of Bugis local wisdom.	Integrating values such as <i>sipakatau</i> , <i>sipakalebbi</i> , and <i>sipakainge</i> in learning Arabic.
Theme of the material	- Manners Of Social Interaction (<i>Sipakatau</i>) - Respect For Teachers And Parents (<i>Sipakalebbi</i>) - Reminding each other in kindness (<i>sipakainge</i>).	Preparing dialogue themes, narrative texts, and discussions that reflect these values in the context of Bugis culture.
Vocabulary	- Words that are relevant to the value of sipakatau such as: tasāmuh (tolerance), musāwah (equality). - Related words sipakalebbi: birr al-wālidayn (filial piety to parents), al-ihtrām (reverence). - Words for sipakainge: nasīhah (advice), tadhkīr (warning).	- Use in practice composing sentences, creating dialogues, or analyzing texts. - Practice greeting teachers, parents, or community leaders in a formal or informal context. - Group discussions or situation simulations remind each other in kindness.
Reading Text	- An exemplary story of Bugis about hard work (reso) and honesty (lempu) in Arabic. - Dialogue text about the life of the Bugis community that emphasizes social norms (assitinajang).	- Read texts, answer questions, and discuss moral messages in stories - Analyze the content of dialogues and the application of values in student life.
Dialogue	Interaction dialogue between individuals that reflects <i>sipakatau</i> and <i>sipakalebbi</i> .	Simulated dialogue talking to teachers, peers, or older people using arabic
Writing Practice	Writing a short essay in arabic about bugis values, such as the importance of <i>getteng</i> (constancy)	Practice writing a short description or story about a personal experience that reflects local bugis values.
Teaching Methods	- Group discussion on the implementation of <i>sipakainge</i> values in	- group presentations, open

	daily life. - role-play for formal and informal dialogue practices that demonstrate <i>sipakalebbi</i> .	discussions, or role-plays. - simulation of real-life situations, such as conversations between students and lecturers or between friends.
Valuation	-Assessment of language skills: pronunciation, grammar, vocabulary. - Attitude assessment: observation of how students apply the values of <i>sipakatau</i> , <i>sipakalebbi</i> , <i>sipakaing</i>	-Situation-based oral and written tests that reflect the local wisdom of Bugis. - The use of attitude rubrics in learning activities, discussions, and interactions in the classroom

Testing and Evaluation

Conducting tests on the curriculum that has been developed to ensure its effectiveness and achievement in achieving the goals of Bugis local wisdom. The following are the results of the researcher's interview: According to "Iwan" explained that:

"In testing and evaluation, we define the evaluation objectives clearly and specifically. For example, whether the evaluation aims to measure the achievement of learning objectives, student responses to the material taught, or the effectiveness of the integration of Bugis local wisdom values in learning Arabic".

Furthermore, "Has" revealed that: "*By implementing evaluation instruments during the learning process, we ensure that evaluations are carried out periodically and in a structured manner to monitor the progress of the curriculum and get feedback that can be used for improvement*".

Based on the results of the interview mentioned above, it can be understood that testing and evaluation in collaboration in the development of Arabic language curriculum based on local wisdom in universities is included in the application of the two universities.

Model for Collaborative Development of Arabic Language Curriculum in Higher Education Integrated with Bugis Local Wisdom Values

The collaborative development model of the Arabic language curriculum in higher education that is integrated with the values of Bugis local wisdom can be designed by paying attention to the following principles: Identify Relevant Bugis Local Wisdom Values. The first step is to identify the values of Bugis local wisdom that have relevance and can be integrated in the context of teaching Arabic. "Ulva" explained: "*The value of Sipakatau underlines the importance of cooperation and solidarity in achieving common goals. In the context of Arabic education, this value can be applied in collaborative activities between students to strengthen speaking, listening, and writing skills in the language*".

"Iwan" added that: "*The value of sipakainge in Bugis culture refers to mutual respect, respect, and mutual understanding between individuals*".

The following is an identification of the values of Bugis local wisdom that are relevant to the Arabic language education curriculum at IAIN Bone and STAI Al-Gazali Bone:

Table 3. Bugis local wisdom that are relevant to the Arabic language education curriculum

The Value of Bugis Local Wisdom	Description	Relevance in Arabic Education Curriculum
<i>Sipakatau</i>	Respecting fellow human beings as equal beings and	Can be integrated in learning Arabic dialogues about social

	needing each other	interaction, respect, and tolerance for differences.
<i>Sipakalebbi</i>	Respect and honor others, especially those who are older or have authority.	Relevant in teaching manners of speaking in Arabic, such as the use of polite greetings to lecturers, teachers, or parents.
<i>Sipakainge</i>	Remind each other of the good and stay away from the bad.	It can be integrated in text materials or dialogues that emphasize the importance of amar ma'ruf nahi munkar (inviting kindness)
<i>Reso</i>	The spirit of hard work, never giving up, and seriousness.	Encourage students to study Arabic diligently, especially in the face of difficulties in language mastery
<i>Aja' mappacekke siri'</i>	Maintain self-esteem and dignity.	It can be related to material about the importance of maintaining self-respect in speaking and behaving according to Islamic values.

Consultation and Collaboration with Local Stakeholders

Involve Bugis community leaders, cultural experts, and local experts in the curriculum development process. The following are the results of the researcher's interview with one of the Arabic lecturers:

"Mas" explained that: "*Consultation and collaboration with local stakeholders in the development of a curriculum based on local wisdom is essential to ensure that the education provided is relevant to the cultural, social, and needs of the local community.*"

"Ulva" added: "*By involving the education office or the body responsible for education at the regional level and involving traditional leaders, cultural experts, and community leaders who understand local wisdom is a form of step taken in the development of a curriculum based on local wisdom.*"

Based on the available data, it can be understood that by actively involving local stakeholders in curriculum development, the educational process will be more connected to the reality of community life, strengthen students' identities, and prepare them to face future challenges without leaving their cultural roots.

Preparation of Integrated Learning Plans

Designing a lesson plan that integrates the values of Bugis local wisdom meaningfully in learning Arabic. The following are the results of the researcher's interview with one of the Arabic lecturers:

"Has" explains that: "*Understanding and applying Bugis cultural values through learning Arabic, so that students can relate language lessons to their own cultural environment.*"

"Ulva" added: "*By choosing Arabic vocabulary that can be juxtaposed with concepts in Bugis culture. For example, terms related to customs, social values, or the structure of the Bugis community can be used as vocabulary learning material in Arabic.*"

Based on the available data, it can be understood that by increasing students' learning motivation because the material taught is relevant to their cultural environment. Enrich students' understanding of their local identity while developing foreign language skills (Arabic). Building a bridge between local wisdom and the global world through Arabic as a language of religion and international communication. The following are the results of observations related to the

integration of sipakatau, sipakalebbi, and sipakainge values in Arabic language learning materials in universities:



Figure 1 and 2: The Values of the Folscope of the Bugis Slogan of *Sipakatau*, *Sipakalebbi* and *Sipakainge*

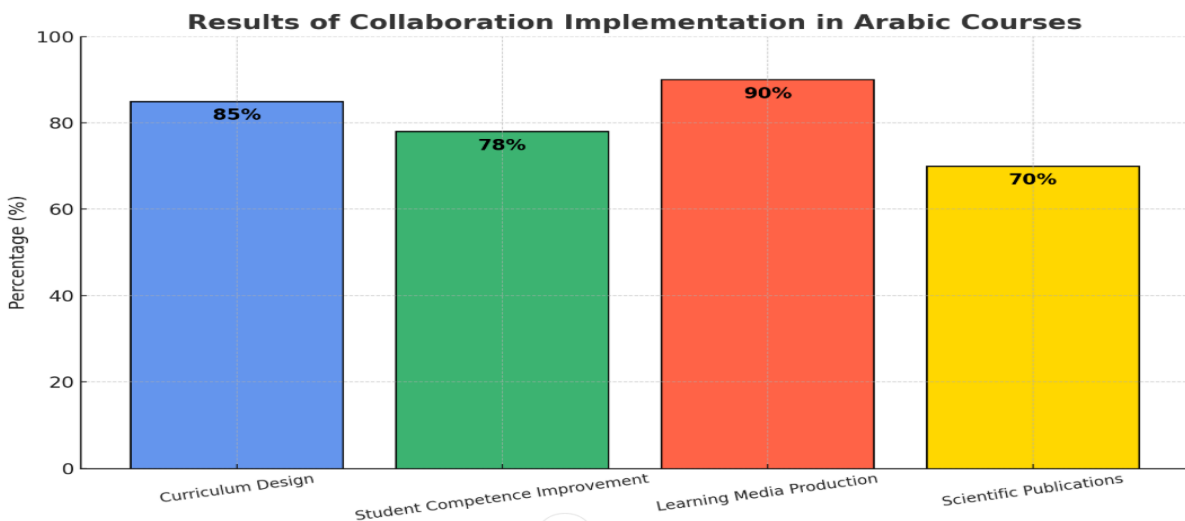


Figure 3: Chart visualizing the results of the collaboration implementation in Arabic courses based on local wisdom

Here is the bar chart visualizing the results of the collaboration implementation in Arabic courses based on local wisdom: (1) Curriculum Design: 85% successful with the agreement of an integrated curriculum based on local wisdom. (2) Improvement of Student Competence: 78% of students feel more confident using Arabic in the context of Bugis culture. (3) Learning Media Production: 90% of local-based materials have been created and used in the classroom. (4) Scientific Publications: 70% of the collaboration results are published in academic journals.

Discussion

The application of collaboration between universities in the development of Arabic language curriculum based on Bugis local wisdom in Arabic language courses can be done through the following steps. The following is the application of collaboration between universities in the development of Arabic language curriculum based on Bugis local wisdom in Arabic language courses: 1. *Identify common goals*, 2. *Forming of working needles*, 3. *Curriculum preparation*, 4. *Development of learning materials*, and 5. *Testing and evaluation*. The implementation of collaboration between universities in the development of Arabic language curriculum based on Bugis local wisdom in Islamic universities is a strategic step to produce a curriculum that is not only academically relevant, but also contextual to the cultural and social identity of the community. This collaboration allows universities to share resources, expertise, and experience to create innovative and meaningful curricula for students.

This research offers novelty as a first step in integrating local Bugis cultural values, such as *sipakatau* (mutual respect), *sipakalebbi* (mutual respect), and *sipakainge* (reminding each other) as well as the literary tradition of *La Galigo*, into Arabic language learning. Previously, the focus of learning Arabic was more referring to Middle Eastern culture without accommodating local wisdom. According to Banks (2007), multicultural education aims to improve students' understanding of cultural diversity, develop critical thinking skills, and create awareness of the importance of local values. In the context of foreign languages, the integration of local wisdom allows students to associate language learning with local culture to strengthen their identity in the midst of globalization (Uzunboylu & Altay, 2021); (Mili & Towers, 2024); (López-Rocha, 2021).

The Model for the Collaborative Development of the Arabic Language Curriculum in Higher Education Integrated with Bugis Local Wisdom Values can be designed by paying attention to the following principles: 1. *identification of relevant Bugis Local Wisdom values*, 2. *Consultation and collaboration with local stakeholders*, and 3. *preparation of integrated learning plans*. by increasing students' motivation to learn because the material taught is relevant to their cultural environment. Enrich students' understanding of their local identity while developing foreign language skills (Arabic). Building a bridge between local wisdom and the global world through Arabic as a language of religion and international communication.

Maslow emphasized that individual-centered education must pay attention to the human need to understand and appreciate himself in the context of local culture. Integrating local wisdom in the foreign language curriculum allows students to feel connected to their cultural identity and values, thus creating more meaningful learning In addition (Della Lucia et al., 2021); (Della Lucia et al., 2021); (Chalim et al., 2024; Tran et al., 2023). Henri Tajfel, 1979 explained that social identity is formed through affiliation with certain cultural groups. The integration of local wisdom helps students maintain and strengthen their cultural identity while learning about foreign cultures. This is important to prevent an identity crisis due to global cultural domination (Li, 2022); (Adam et al., 2021); (Rushton & Reiss, 2021).

Furthermore, the inclusion of Bugis local wisdom in the Arabic language curriculum aligns with the principles of constructivist learning, where students actively construct knowledge based on their cultural and social experiences. Vygotsky's sociocultural theory highlights the importance of cultural context in shaping cognitive development. By incorporating Bugis local wisdom, students engage in meaningful learning experiences that connect their linguistic skills with their sociocultural background (Haq et al., 2022; Lahmar, 2020; Syamsuar et al., 2023). This approach not only enhances linguistic competence but also fosters critical thinking and intercultural awareness. Additionally, Dewey's experiential learning theory supports this integration, emphasizing that education should be rooted in real-life experiences, making learning more relevant and impactful for students (Basri & Abdullah, 2024; Zamroni & Supriyanto, 2024).

In a broader context, the integration of Bugis local wisdom into Arabic language learning also contributes to the sustainability of indigenous knowledge systems. As globalization and modernization continue to influence cultural landscapes, preserving and promoting local wisdom

through education becomes crucial. This initiative ensures that students not only acquire foreign language proficiency but also develop a deep appreciation for their cultural heritage. Thus, this collaborative curriculum model serves as an innovative framework that bridges traditional knowledge with contemporary educational needs, creating a balanced and culturally inclusive approach to Arabic language learning in Islamic higher education (Asse et al., 2023; Mahfud et al., 2021).

CONCLUSION

The application of collaboration between universities in the Arabic language curriculum has been taken by several universities in improving the Arabic learning process with the aim of being able to provide student understanding. However, this study provides a new nuance where the concept of reading texts in Arabic textbooks in general describes Middle Eastern culture both from infrastructure, clothing, and the surrounding environment. Apparently, the results of this research present more nuances of the local wisdom of Bugis, one of the tribes in Indonesia. This research found that the Arabic curriculum design at the two universities has identified the values of Bugis Sipakatau, Sipakalebbi, and Sipakainge local wisdom which have a great influence on local culture. By providing Arabic reading texts with the integration of local wisdom values, many positive character values are able to provide mutual advice and mutual respect between others. This is a new thing that has not been a concern for other researchers.

One of the findings put forward by Abdullah is that incorporating local wisdom into the education system is one of the approaches to improve the education system. In line with Ilham's research, Ilham explained that for the Bugis tribe, the 3S system, which consists of Sipakalebbi, Sipakatau, and Sipakainge, is a very urgent traditional heritage. By emphasizing the urgency of honesty, mutual respect, and maintaining harmony in social relationships. Based on previous research, the results of this research emphasize that the design of the Arabic curriculum that is integrated with the value of local wisdom has a very positive impact, especially on the character of students in interacting with others. This paper has conceptual implications by providing an understanding of collaboration strategies between universities in the development of Arabic language curriculum based on Bugis local wisdom in Arabic language courses.

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We recognize that this research still has shortcomings, so we sincerely hope for constructive suggestions and criticism from readers for future improvement. Hopefully this research can provide broad benefits, especially in the development of an Arabic language curriculum that is more contextual and relevant to local wisdom values, as well as an inspiration for collaboration across other universities.

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