Arabic Language Lecturers' Awareness of the Future Educational Framework 2030

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Abstract. This study aims to find out how the Future Education Framework 2030 (FEF) was designed by the OECD, to find out how aware Arabic language lecturers are of the Future Education Framework 2030 (FEF) project in implementing Arabic language learning. This study uses qualitative method. Data collection was carried out through documentation studies, interviews, and observations. This study was conducted on Arabic language lecturers at UIN Malang. The results of the study show that there are 7 indicators set by the OECD in the implementation of the Future Education Framework 2030, including 1) Core foundations, 2) Transformative competencies, 2) Student Agency, 4) Knowledge for 2030, 5) Skills for 2030, 6) Attitude and Values for 2030, 7) Anticipation-Action-Reflection competency development role. There are 7 skills possessed by lecturers in implementing the Future Education Framework 2030 project. 1) Technology skills, the lectures have the technology skills by teaching via zoom, e-learning, and making the interactive presentation in Arabic Teaching 2) Collaboration skills, the lectures do the collaborative research with students, and guide the collaboration event project 3) Communication skills, the lectures have a good communication skills that they can resolve conflicts and mediate problems with students 4) Time management skills, the lectures manage time of Arabic learning by making RPS and have a discipline time for learning 5) Research skills, the lectures actively having a research collaborate with students or lectures to improve the education 6) Teaching skills, the lecturers had modern pedagogical skills that had been applied to students and 7) Adaptation skills, lecturers are able to see into the future regarding the relevance of the material taught to the world of work when students have completed their education. Arabic language lecturers show that Arabic language lecturers have an awareness of the implementation of the Future Education Framework 2030 project.
Keywords: Future Educational Framework 2030; Arabic Language Lectures; Awareness

A. INTRODUCTION

Education in the past century has faced increasingly complex challenges, particularly related to technological advancements, globalization, and significant social changes. To address this issue, the Organization for Economic Co-operation and Development (OECD) has proposed the Future Educational Framework 2030 (FEF 2030) as a guide to address the needs of students in the future. This work schedule is designed to support the educational system in preparing students with relevant and necessary skills for a constantly changing world (OECD, 2019b).

A few crucial components that will indicate a shift toward more inclusive teaching and learning methods will be included in the future education framework (Soedarto Harjono, 2018). First and foremost, education will be more in line with technology, such as artificial intelligence (AI) that makes curriculum development and teaching methods more in line with student needs and learning styles. Furthermore, in future education, collaboration will be extremely important. The students will learn in an environment that fosters teamwork, communication, and problem-solving skills in collaboration. This is an example of a real world where teamwork and individual work are highly valued. In the third place, the structure of education in the past will have a greater influence on the

development of knowledge and skills since education will become more integrated with the workplace. The curriculum will be designed to address the skills that are needed for various job roles and school teachers (Dwiyani et al., 2023). The 2030 global education agenda set forward by the Organization for Economic Cooperation and Development (OECD) will reduce education worldwide (Muslim et al., 2021). This method is based on the use of advanced technology, such as virtual reality, data analysis, and botany, which makes education more creative, interactive, and adaptable. Curriculum related to the 21st century, such as social skills development, creativity, and solving complex problems, are becoming increasingly important. In the other side, competency-based evaluation is used to lower mastery level performance (Nafi'uddin, 2022). In addition, by 2030, education will focus on increasing awareness and accessibility (Taufiqurrahman, 2022), hence reducing barriers to high-quality education. In such a situation, the dosen's departure from providing information becomes helpful in assisting the student in learning critically and independently (Sari et al., 2021). The new dosage form is very helpful for continuing professional development and training. With this new educational framework, it is anticipated that education in 2030 will provide students with the skills they need to confront global challenges and actively participate in creating a future that is bright and long-lasting.

In order for education to be flexible and prepare future generations to face the challenges of the past, the Future Education Framework (FEF) must be implemented from now on. First and foremost, education must prepare students to learn throughout the curriculum and quickly adjust to changing work environments (Fadhli, 2021). Furthermore, education must provide knowledge related to digital economy and technology (Firmansyah, 2019)(Erwinsyah, 2016). Third, students need to practice critical thinking, creativity, and patience (Zubaidah, 2020)

Education and learning are evolving in accordance with the global context and expectations (Mardatillah, 2020). This puts pressure on academic lives, especially those of the lectures as the educator to continuously innovate and develop skills and abilities in line with world needs and trends. Dosen has a crucial responsibility to educate the younger generation so they can grow up and behave well (Lin et al., 2023)). As the primary educator in the learning process, the teacher is expected to possess unwavering perseverance, not only in the area of understanding the course material but also in implementing innovative teaching methods that might inspire students. The ability of teachers to integrate technology into the classroom and their capacity to develop a flexible and intuitive learning environment make them indispensable in helping students overcome challenges in the future (Shulman, 1987); (Mishra & Koehler, 2006).

B.   METHOD

This study uses a qualitative method. This study was conducted on Arabic Language lecturers at UIN Malang. Data collection was carried out through documentation studies, interviews, and observations. Documentation studies were conducted on research files, RPS (Semester learning plan), and assignments given by Arabic Language lecturers to students. Interviews were conducted with Arabic Language lecturers virtually via voice notes via WhatsApp, and observations were made by observing the process of implementing Arabic Language learning by Arabic Language lecturers.

C.   RESULT & DISCUSSION
Formulation of the Future Educational Framework 2030 by the OECD

The very rapid changes in society require us to follow its development steadily and find solutions to changes that we cannot immediately resolve at that time, such as one of them is the rapid social change with the technology that surrounds society. This social challenge grows along with the global population, urbanization and increasing social and cultural diversity (Nadhifah & Maf'udah, 2023).

With the current technological advances, of course, it must also be balanced with the progress of education and broader educational welfare in accessing knowledge. While in the 21st century, welfare not only includes income, wealth and work but also related to the quality of life involving social systems, education systems, security systems and a healthy environment and the concept of inclusive growth is very dependent on equal access to some of the things above.

Based on the OECD Learning Compass 2030, it has several main competency frameworks in maintaining a strong theoretical foundation and is easy to apply which is depicted in the "learning compass" with an in-depth study of competencies, knowledge, skills, attitudes and values. And from the five learning compasses, there are seven learning competencies summarized as follows (OECD, 2019a):

A. Student agency/co-agency

The belief that students have the ability and desire to have a positive influence on their own lives and the world around them is the basis of the student initiative in 2030. This means that they have the ability to set goals, reflect, and act responsibly to make changes. In this position, they become subjects, which means they act without being followed up, shape something that is not formed, and make decisions, and then are responsible for accepting or implementing decisions made by others. This organizational concept will have an impact on many things, including how young people engage in education and what they learn during the educational process as they move into the world of work. Education driven by student agency does not only involve instruction and evaluation.

B. Core foundation

According to the OECD Learning Compass 2030, the core foundation is a basic condition consisting of basic skills, knowledge, attitudes, and values that are prerequisites for learning throughout the study program. Developing transformative competencies and student agency is the goal of the core foundation. A strong foundation is needed for every student to reach their potential, become responsible contributors, and become healthy members of society. In addition to basic literacy and numeracy, digital literacy and data literacy are increasingly considered important for students' future progress. In addition, there are social, emotional, and health foundations.

C. Transformative competence

To face the challenges of this century, students must be empowered and believe that they can help create a sustainable and prosperous world for everyone, including others and the planet. Three transformational skills are needed by students to contribute and thrive in the world: creating new value, reconciling tensions and dilemmas, and taking responsibility.

E. Knowledge for 2030

The OECD Learning Compass 2030 includes theoretical and practical knowledge. In 2030, education will recognize four categories of knowledge: disciplinary, interdisciplinary, epistemic, and procedural.

F. Skill for 2030

The ability and capability to carry out processes and use knowledge responsibly to achieve a goal is known as skills. According to the OECD Learning Compass 2030, there are three categories of abilities: cognitive and metacognitive, social and emotional, and practical and physical. Critical thinking, problem solving, learning skills to learn, self-control, collaboration, adaptability, perseverance, and resilience are some of the mappings discussed in the curriculum design.

G. Attitude And values for 2030

"Attitude and values" is a term that refers to the principles and beliefs that influence a person's decisions, judgments, behaviors, and actions for the well-being of individuals, society, and the environment. For example, to foster trust in institutions and communities, greater efforts are needed to develop the country's basic values to create a more equitable, sustainable, and inclusive economy and society. In addition, social perspectives and expectations that are often unspoken reflect the desire and ability of young people to connect education with long-term employment outcomes.

H. Anticipation-Action-Re flection competency development cycle

The Anticipation-Action-Reflection (AAR) Competency Development Cycle is an iterative learning process in which students intentionally and responsibly improve their thinking and actions. In the anticipation stage, students know how current actions may impact the future. In the action stage, students have the desire and ability to do something for well-being. In the reflection stage, students improve their thinking, which results in better actions for the well-being of individuals, society, and the environment.

Arabic language lecturers' awareness of the Future Education Framework 2030 (FEF) project in implementing Arabic language learning.

Arabic lecturers' awareness of the Future Educational Framework 2030 at universities may vary depending on several factors, such as their involvement in global education discussions, their access to the latest educational resources, and their institutional support for professional development. There are many skills that the lectures must have, they are include 1) Technology skills, 2) Collaboration skills, 3) Communication skills, 4) Time management skills, 5) Research skills, 6) Teaching skills, and 7) Adaptation skills.

In the questionnaire that we have given regarding lecturers' knowledge of the future educational framework, the results showed that 54.5% of lecturers were aware of this project, 27.3% were very aware of the future educational framework project, and 9.1% of Arabic language lecturers answered that they were unsure, and 9.1% of lecturers did not know about the future educational framework. In the question regarding how much Arabic language lecturers know about the important components of the 2030 future educational framework, the results showed that 45.5% of Arabic language lecturers were unsure, 27.3% knew, 18.2% were very knowledgeable, and 9.1% did not know about the important components of the 2030 future educational framework.

Technology skills

Technology is the main urgency in the development of the era, at this time the existence of technology is like a primary human need in activities. Technology is always on the side of humans in any aspect starting from small things such as lights in the house to robots that have begun to be widely applied. In addition, technology has been widely applied in the aspect of education, one of which is at the university level. E-learning is one real example of the implementation of technology in universities where this platform provides easy access for lecturers and students in lecture activities. Lecturers can see the teaching schedule that is listed in E-learning. In addition, lecturers can give assignments through the platform.

In the Arabic Language Education study program, there is a Learning Media course. Media is one of the important components in learning that teachers must prepare before starting learning. In this course, Arabic language lecturers provide various examples of media that can be used in learning that are in accordance with the needs and developments of the times. Therefore, several Arabic language lecturers also master technology in order to teach students about learning media that adapt to current technology. In the Future Education Framework (FEF) 2030, the implementation of the use of this technology aims to increase efficiency, accessibility, and interactivity in learning. In addition, the use of this technology aims to prepare students for the use of technology that will be very necessary in the future digital era. Lecturers who are skilled and reliable in using technology can create a learning experience that is more effective and relevant to the demands of the times and the competitiveness in it.

From the results of the questionnaire distributed to Arabic language lecturers, it can be seen that 81,8% of them have used technology to support Arabic language learning, especially in supporting the Future Education Framework (FEF) 2030. However, only 18,2% of lecturers have not using the technological skills that can support learning activities later. It can be seen that the majority of lecturers have used technology in learning, but their level of proficiency in using technology is not the same as the level of its use. From the results of interviews that have been conducted with Arabic language lecturers, it is known that the level of lecturers' proficiency in technology also differs depending on their generation. Millennial generation lecturers have higher technological skills than lecturers from the generation before the millennials. This is because the millennial generation is quick to catch on when learning something new, while the previous generation was not as fast as the millennial generation. So they need more extra time and effort than the millennial generation.

Collaboration Skills

Collaboration skills are one of the skills needed by lecturers in implementing the Future Education Framework 2030. Collaboration skills possessed by Arabic lecturers can support students' practical skills. Collaboration skills of Arabic lecturers can be implemented by conducting recognition research to provide field experience to students.

In research activities, communication and collaboration skills are very important for data collection, cooperation, and collaboration between researchers. Research conducted by Arabic lecturers has been widely conducted. The research was carried out independently or in collaboration with colleagues, fellow lecturers at different universities, or in collaboration with students. In the recognition research activities funded by the faculty in 2022 and 2023, there were a total of 9 research teams with Arabic language backgrounds and who were guided and mentored by Arabic lecturers.

In community service activities which are also the responsibility and obligation of lecturers, communication and collaboration skills are again very important in their implementation. Arabic lecturers play a large role in community service activities. Among them are becoming field assistant lecturers in AM and KKM activities. Being a field lecturer in AM and KKM activities certainly requires good communication skills to be a mediator between students and work partners. In the implementation of AM and KKM in 2024, Arabic lecturers have contributed well and carried out their obligations thoroughly. Arabic lecturers' awareness of the Future Education Framework 2030 related to communication and collaboration skills is also shown in their communication skills for developing professional networks. Developing a professional network is certainly very necessary, considering that the development and teaching of Arabic does not only occur in one region, but also throughout the world. Developing a professional network for lecturers is also related to promotion or position in a university or organization.

From the results of the questionnaire that the researcher has given regarding the critical thinking of Arabic language lecturers used to support the Future Educational Framework 2030, the results showed that 63.6% of Arabic language lecturers agreed, 27.3% strongly agreed, and 9.1% of lecturers were hesitant about the application of their critical thinking in learning activities to support the future educational framework 2030 project. From the results of the questionnaire that has been distributed regarding collaboration skills to support the future educational framework 2030, the results showed that 45.5% of lecturers stated that they strongly agreed regarding their ownership of collaboration skills, 45.5% stated that they agreed, and 9.1% stated that they were unsure.

Communication Skills

In the implementation of the Future Education Framework 2030, communication skills are skills that educators need to have in realizing the goals of FEF 2030. The communication skills possessed by lecturers include communication between lecturers and students, lecturers and colleagues, as well as direct and digital communication skills. The following is data obtained by researchers regarding the awareness of Arabic language lecturers towards the Future Education Framework 2030 in their communication skills.

In collecting data through interviews that have been conducted with several Arabic language lecturers, there are results stating that lecturers have the skills to communicate well with students and fellow lecturers. However, some lecturers still consider that this skill cannot be mastered by most Arabic lecturers because of differences in vision and mission between lecturers as seniors and juniors so that communication activities are often hampered and do not run smoothly.

Communication skills can also be seen from how lecturers can resolve conflicts and mediate problems with students. Communication skills in this case are certainly very much needed, considering that disputes and problems are not something that can be avoided, but are something that requires resolution and decision-making in the middle so as not to harm either party.

These communication skills have been demonstrated by Arabic language lecturers in resolving conflicts and mediating problems with students. For example, when the HMPS management asked for permission to hold a familiarity activity for new students in the forest. Initially, the lecturers did not agree considering how vulnerable new students were and considering several bad possibilities that they wanted to avoid. On the other hand, the management had prepared the activity carefully. Therefore, the study program leaders took the policy of signing an agreement aimed at maintaining the safety of new students. This decision became a middle ground for this problem without harming either party.

The communication skills possessed by educators are certainly always related to teaching skills. How educators, especially Arabic language lecturers, can deliver material that can facilitate

student understanding. In this case, Arabic language lecturers often use PPT in delivering material as visual material. In using this media, it certainly makes it easier for students to understand the material. Lecturers also often make charts that make it easier for students to understand the framework of the material quickly and easily.

The role of Arabic language lecturers towards the students they teach and guide can be seen from how they provide guidance on fasttrack programs, thesis guidance, and professional guidance regarding work and advanced levels that can be taken by their guided students. The ability of Arabic language lecturers to communicate so that they can establish good relationships between students is one of the benchmarks for Arabic language lecturers' awareness of the communication skills they must have in welcoming the Future Education Framework 2030.

In a questionnaire as additional data supporting the research, the researcher found that most Arabic language lecturers agreed that they had communication skills to support the Future Education Framework 2030, and some stated that they strongly agreed with the statement regarding the ownership of communication skills in supporting the Future Education Framework 2030. From the results of the questionnaire that was distributed regarding communication skills to support the 2030 future educational framework, the results showed that 72.7% of Arabic language lecturers agreed regarding their ownership of communication skills and 27.3% strongly agreed.

Time Management Skills

Time is something that cannot be stopped, rewinded, or accelerated. Therefore, time management skills are crucial for every individual. The time management skills possessed by lecturers according to the Future Education Framework 2030 indicators include the ability of Arabic language lecturers to organize, prioritize, and utilize time efficiently in various aspects of work.

Time management skills include how an individual can plan and schedule activities. Planning and scheduling are important for Arabic language lecturers regarding their activities. Semester planning and learning sessions are important to plan so that every learning activity is carried out systematically, regularly, and efficiently. Time management skills also include how lecturers pay attention to and estimate the time in learning activities and what materials are relevant to be applied after students complete their studies. In the interview activities conducted with Arabic language lecturers, the researcher found that the lecturers had skills in time management. Time management skills include the lecturer's punctuality in teaching, planning learning, optimizing technological tools to assist in planning learning activities. Lecturer A said that the Arabic language lecturer's skills in time management u is closely related to the use of technology that helps the effectiveness and efficiency of activities and responsibilities held by Arabic Language lecturers.

In the implementation of planning and scheduling of lectures and activities related to students, Arabic Language lecturers often provide RPP or learning implementation plans, as well as lecture schedules at the beginning of meetings in one semester. The initial meeting is also called a lecture contract where lecturers and students agree on the implementation of lectures including the division of materials per meeting, lecture days, and the duration of each meeting. These things are important so that learning can be carried out properly.

Time management is not only about planning and scheduling activities, but also about how an individual can set priorities. The ability to set priorities is needed when there are many activities or responsibilities that must be done. Priority setting is intended so that each job or responsibility can be completed properly and on time. Priority setting can be done by sequencing the most urgent activities with the fastest deadline, to activities or responsibilities that can be done at any time with the longest deadline.

Arabic Language lecturers set priorities well in carrying out their teaching responsibilities, student guidance research and community service. If there are responsibilities or events that are very urgent and sudden, Arabic Language lecturers can change the lecture hours to another day or do it online. In conducting research, Arabic language lecturers often look for free time outside of teaching hours to conduct research and carry out these obligations. Student consultations in guardianship activities are also often carried out in free time or break time so as not to interfere with other activities that need to be done immediately.

Delegation is a form of time management strategy. Delegation can increase productivity and time efficiency. Things that need to be considered in delegation are identifying activities, choosing the right person according to position and ability, giving rights and authority to delegates, monitoring activities as a form of responsibility, and providing evaluation and feedback on delegated activities and not forgetting to give appreciation to delegates.

In Arabic language learning at UIN Malang, lecturers are seen to be able to manage learning time. Arabic Language Lecturers arrive on time with the schedule. If the lecturer is absent, the lecturers can change the lecture time or hold it online. Time management in the classroom includes how lecturers divide time for opening and reviewing the material, followed by explaining the material, questions and answers, and giving opinions and evaluations. Arabic Language Lecturers do not carry out learning activities outside the specified time, nor do they add learning time in the classroom arbitrarily. In carrying out the mandate as a lecturer, especially an Arabic lecturer, of course there are many things that are responsibilities and must be done, one of which is research activities. Research activities are not activities that can be done in a short period of time, but research activities can take quite a long time in the process. Therefore, Arabic lecturers must be able to divide their time in each responsibility so that all activities are carried out properly.

From the results of the questionnaire that has been distributed regarding time management skills to support the future educational framework 2030, the results showed that 63.6% of Arabic language lecturers agreed regarding their ownership of time management skills, 18.2% strongly agreed, and 18.2% doubted the time management skills they had. Time management always requires evaluation so that the implementation of an activity can continue to run better.

Arabic language lecturers often reflect on the use of time in learning activities. Lecturers will rearrange the lecture schedule if the lecture schedule is deemed inefficient. Arabic language lecturers also often adjust the schedule as a time management strategy. For example, lecturers will change lectures to online lectures if face-to-face lectures are not possible because there are several obstacles in their implementation in the classroom. In the questionnaire as additional data supporting the research, the researcher found that most Arabic language lecturers agreed that they had time management skills to support the Future Education Framework 2030, a small number stated that they strongly agreed, and several others expressed doubts about the statement regarding the ownership of time management skills in supporting the Future Education Framework 2030. The skills of Arabic language lecturers in time management are skills needed in the implementation of the Future Education Framework 2030. With the data obtained from the interview activities and observations carried out, it can be explained that Arabic language lecturers have skills in time management that are in accordance with the skills needed in the implementation of the Future Education Framework 2030 which aims to educate students according to future needs.

Research Skills

Research in higher education contributes to the development of knowledge across a range of disciplines. By conducting in-depth research, academics and students can broaden our understanding of the world and find answers to unanswered questions. This helps to strengthen the existing knowledge base and build new theories that can bring about changes in our thinking and outlook. Through research, higher education encourages students to develop critical and analytical thinking skills that are essential in solving complex problems. Students are encouraged to analyze data, evaluate information, and make decisions based on strong evidence. This helps them become individuals who are able to think critically and objectively.

Therefore, lecturers are also required to have research skills so that they can provide guidance to students and are able to find solutions to problems obtained from research. Lecturer research is the main source in updating course materials and developing more effective teaching methods. The latest research results can be integrated into the curriculum, so that students gain up-to-date and relevant knowledge with the times. Lecturers who actively research also tend to be more skilled in explaining abstract and complex concepts, because they have a deep understanding of their field of study. This can improve the quality of learning in the classroom and help students to better understand the material being taught.

The reputation of a university is not only determined by the quality of its teaching, but also by the quality of its lecturers' research. Universities with lecturers who actively conduct high-quality research generally have a better reputation and are in demand by prospective students. Lecturer research can also increase the competitiveness of universities in the international arena. Universities that have many lecturers who actively research and produce high-quality scientific publications will find it easier to collaborate with other universities abroad and obtain research funding from various sources.

Lecturer research produces new findings that can contribute to the advancement of science and technology. These findings can open up opportunities for the development of innovative solutions to various problems in society, such as in the fields of health, environment, and information technology. Lecturers' contributions to advancing science are also recognized internationally. Scientific publications from Indonesian lecturers have been widely published in leading international journals, and the results of their research are applied by other researchers in various countries. Arabic Language Lecturers after conducting interviews, observations, and documentation studies found that the lecturers had modern pedagogical skills that had been applied to students. These skills can be seen from the tasks given by the lecturers to students based on projects and problem solving. The tasks in question are such as making scientific article journals based on problems found when students carry out teaching assistance activities or internships at a place.

Making journals based on problems encountered during the implementation of AM and KKN and both activities are lecturers' efforts so that students are able to deepen and implement their knowledge well. In the implementation of AM and KKN, students are required to be able to integrate the basic knowledge that has been obtained to be applied. Disciplinary and interdisciplinary knowledge is then used to carry out a learning process such as making RPP, teaching modules, and learning media. The learning process that has been carried out since the beginning is a form of mastery of procedural knowledge so that students can understand the process and techniques in implementing Arabic language learning. From the questionnaire questions that researchers have distributed to Arabic language lecturers regarding research skills as a support for the 2030 future educational framework, the results showed that 63.6% agreed, 27.3% of Arabic language lecturers strongly agreed, and 9.1% were doubtful about the research skills they have to support the 2030 future educational framework project.

Teaching Skills

Arabic Language Lecturers after conducting interviews, observations, and documentation studies found that the lecturers had modern pedagogical skills that had been applied to students. These skills can be seen from the tasks given by the lecturers to students based on projects and problem solving. The tasks in question are such as making scientific article journals based on problems found when students carry out teaching assistance activities or internships at a place. Making journals based on problems encountered during the implementation of AM and KKN and both activities are lecturers' efforts so that students are able to deepen and implement their knowledge well. In the implementation of AM and KKN, students are required to be able to integrate the basic knowledge that has been obtained to be applied. Disciplinary and interdisciplinary knowledge is then used to carry out a learning process such as making RPP, teaching modules, and learning media. The learning process that has been carried out since the beginning is a form of mastery of procedural knowledge so that students can understand the process and techniques in implementing Arabic language learning.

In modern pedagogical skills, there are also inclusive teaching methods. Inclusive teaching methods are applied by lecturers who pay attention to the needs and backgrounds of students. This teaching method can certainly be more acceptable because students feel understood and their needs are met according to the background of the student's circumstances. In its implementation in the world of lectures, lecturers can free students to choose assignments or materials that suit their wishes. Arabic Language Lecturers have skills in implementing inclusive teaching methods. Students have been free to choose assignments that must be done according to the wishes and skills possessed by the students. These assignments such as assignment choices in the form of summaries or charts, can also be assignment choices in the form of video projects or writing scientific journals. Arabic

Language lecturers free students of the Arabic Language education study program to choose assignments according to their wishes and abilities as long as the assignments are related to the material and provisions that have been set.

From the results of the questionnaire that has been distributed to Arabic language lecturers regarding teaching skills to support the future educational framework 2030, the results showed that 54.5% of Arabic language lecturers agreed, 36.4% agreed and 9.1% were doubtful about the teaching skills possessed by Arabic language lecturers to support the future educational framework 2030.

Adaptation Skills

The implementation of Arabic language lecturers' adaptation skills in the context of the Future Education Framework can be seen through a number of critical aspects that reflect readiness in facing the dynamics of modern education. In the digital era, the ability of lecturers to utilize technology effectively is fundamental, especially in the use of Learning Management Systems (LMS) and interactive learning applications. This technology not only allows for increased flexibility and accessibility in the learning process, but also encourages more dynamic and responsive learning to students' needs. In addition, the integration of a project-based learning approach is essential, where lecturers act as facilitators who support students in developing critical, creative, and collaborative thinking skills. This approach not only enriches the learning experience but is also relevant to the real world, so that students can apply their knowledge and skills in practical contexts.

The development of 21st century skills, such as critical thinking, collaboration, creativity, and communication, is the main focus that lecturers must strive for. This is achieved through the design of learning activities that emphasize the active involvement of students, both individually and in groups, so that they can hone these skills contextually. In addition, personalized and differentiated learning approaches need to be applied consistently to adjust teaching materials and methods to the needs and abilities of individual students. The use of accurate data and analysis in this process is important to ensure that each student receives learning that is in accordance with their level of competence. In an interview conducted by an Arabic lecturer, lecturer A said that one form of adaptation is how lecturers can adjust learning materials to the progress of the times, as well as how lecturers are able to see into the future regarding the relevance of the material taught to the world of work when students have completed their education. Finally, the development of intercultural competence is an aspect that cannot be ignored in language teaching. Arabic lecturers must be able to integrate in-depth material on intercultural culture and ethics into the curriculum, as well as encourage direct interaction between students and native speakers through various digital platforms or cultural exchange programs. Mastery of intercultural competence is important to equip students with broad insights and readiness to participate in an increasingly connected global society.

Thus, good adaptation skills from Arabic lecturers not only contribute to improving the quality of teaching, but also support the transformation of education towards the Future Education Framework. This framework emphasizes the importance of technology integration, personalization of learning, and development of 21st century skills as a foundation for forming a generation that is ready to face future challenges. In the questionnaire that was given by the researcher to Arabic language lecturers, the results showed that 81.8% stated that they agreed with the ownership of adaptation skills and 18.2% of Arabic language lecturers stated that they strongly agreed.

D. CONCLUSION

Future Education Framework 2030 is a project carried out by the OECD after going through several stages to adjust what skills are needed by students in the future. The indicators that have been set by the OECD for students and college students include 1) Core foundations, 2) Transformative competencies, 2) Student Agency, 4) Knowledge for 2030, 5) Skills for 2030, 6) Attitude and Values for 2030, 7) Anticipation-Action-Reflection competency development role. The skills needed by lecturers to be able to carry out the Future Educational Framework 2030 project are 1) Technology skills, 2) Collaboration skills, 3) Communication skills, 4) Time management skills, 5) Research skills, 6) Teaching skills, and 7) Adaptation skills. Arabic Language Lecturers show that Arabic Language Lecturers have awareness of the implementation of the Future Education Framework 2030 project. From the research and discussion conducted, it can be seen that Arabic

Language Lecturers have awareness of the implementation of the Future Education Framework 2030 project in the future.

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