




## Research Article

# Curriculum and Arabic Language Learning Management at MQW JIC Islamic Boarding School Surakarta

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## Curriculum and Arabic Language Learning Management at MQW JIC Islamic Boarding School Surakarta

**Abstract.** Curriculum and Arabic language learning management play a crucial role in improving the quality of education in Islamic boarding schools. Curriculum management encompasses the interrelated stages of planning, implementation, and evaluation to ensure that educational objectives are effectively achieved. This study aims to analyze the curriculum and Arabic language learning management at Madrasatul Qur'an Al-Mutawassithoh (MQW), JIC Islamic Boarding School Surakarta,

focusing on the stages of planning, implementation, and evaluation. This research employed a descriptive qualitative approach, with data collected through interviews, observations, and documentation. The findings indicate that teachers have made efforts to prepare lesson plans, select various teaching methods and strategies, and utilize Arabic textbooks, although these activities are not yet formally documented. Evaluation is conducted through daily assignments, speaking practice, oral and written examinations, as well as Mid-Semester (PTS) and Final-Semester (PAS) assessments. In addition, remedial classes are provided for students with lower proficiency, offered to parents as a supplementary learning program. The study concludes that curriculum management for Arabic language learning at MQW JIC Surakarta has been implemented through systematic stages of planning, implementation, and evaluation; however, further improvement is needed in formal planning and documentation of instructional tools to enhance effectiveness.

**Keywords:** Curriculum Management, Arabic Language Learning, Islamic Boarding School, Learning Evaluation

## INTRODUCTION

Education plays a crucial role in shaping the future of a nation. The quality of future generations depends heavily on the current education system, particularly through formal education provided in schools and other educational institutions. The curriculum is a set of plans and arrangements that outline objectives, content, and learning materials, as well as the methods used to guide the implementation of learning activities and achieve specific educational goals (Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System). In other words, the curriculum not only serves as a guide for the teaching and learning process but also reflects the quality and effectiveness of an educational institution (Changiz et al., 2019:1).

Every learning process that occurs in the classroom is always based on a pre-designed curriculum. Teachers, as learning managers, play a crucial role in implementing the curriculum to ensure its effective implementation. Similarly, Print (in Rachman et al., 2021:5683) defines the curriculum as all learning opportunities planned by educational institutions and the experiences students gain during the learning process. The curriculum is also viewed as a series of content plans, representing learning stages designed for students under the direction of educational institutions. The content can include static or dynamic processes and competencies to be achieved (Suparman, 2020:2). Similarly, (Rusdiana & Ratnawulan, 2022:2) asserts that the curriculum is a learning plan to achieve predetermined objectives.

This statement emphasizes that the curriculum not only contains learning materials but also encompasses the stages and processes students must go through to achieve certain competencies. The curriculum is systematically designed by educational institutions as a guideline for implementing learning so that educational objectives can be optimally achieved. Furthermore, the curriculum must be dynamic to adapt to changing times and student needs, without neglecting the established primary educational objectives.

In its implementation, curriculum management serves as a cooperative, comprehensive, systemic, and systematic management system to ensure the

achievement of educational objectives (Nasbi, 2017:319). Through sound curriculum management, all educational components including students, teachers, teaching materials, and facilities and infrastructure can be optimally coordinated to create a focused learning process. Curriculum management also encompasses evaluation, so that any weaknesses can be identified and corrected according to student needs and current developments.

The challenges of curriculum management are increasingly complex in the context of Islamic education, particularly in Islamic boarding schools (*pesantren*). One of the main areas of study in Islamic boarding schools is Arabic language education. Arabic is not only studied as a means of communication but also as the primary language for understanding Islamic sources, such as the Quran and Hadith. Therefore, the Arabic language curriculum in Islamic boarding schools must be systematically designed to meet student needs, both in terms of language and understanding Islamic literature.

Learning itself is an effort to influence students to engage in the learning process, which consists of various interrelated components: objectives, materials, methods, and evaluation (Rusman, 2017:2). In the context of Arabic language learning, the goal is not limited to mastering the language as a means of communication, but also to developing a deep understanding of the primary sources of Islamic teachings. Therefore, Arabic language learning encompasses phonological (*ashwat*), morphological (*mufradat*), syntactic (*nahwiyy*), and mastery of four core skills (*maharah lughawiyah*): *istima'*, *qira'ah*, *kalam*, and *kitabah* (Mustaufiy, 2022:137).

The Jajar Islamic Center (JIC) Boarding School in Surakarta is an Islamic educational institution committed to developing Arabic language learning. Through *Madrasatul Qur'an Al-Mutawassithoh (MQW)*, JIC implements integrated curriculum management with a variety of learning methods, ranging from classical text-based learning to a communicative approach that emphasizes speaking and writing skills. The curriculum at MQW JIC Surakarta strives to combine national education standards with the unique needs of Islamic boarding schools, so that students not only master Arabic academically but also use it in their daily lives and gain a deep understanding of Islamic literature.

Research on curriculum management and Arabic language learning in Islamic boarding schools has focused more on traditional patterns and curriculum integration within formal educational institutions. Meanwhile, studies that highlight modern Islamic boarding schools with educational models are still minimal.

## LITERATURE REVIEW

### The Concept of Curriculum Management and Learning

Based on its origin, the term management comes from the Latin "*manus*", meaning hand, and "*agere*", meaning to do. These two words then formed the term "manager," meaning to handle or manage by hand. In English, this term evolved into the verb "to manage" and the noun "management." A person who carries out management activities is called a manager. In Indonesian, the term "management" is translated as "management" or "administration" (Utomo, 2018:1). According to Hasibuan (Sukirman & Martaningsih, 2022:50), management is the science and art of

organizing the process of utilizing human resources and other resources effectively and efficiently to achieve specific goals. Thus, management can be understood not only as a linguistic or etymological concept, but also as a discipline that plays a strategic role in directing, organizing, and optimizing various resources so that the goals of an organization or educational institution can be optimally achieved.

Zaini (Zaini, 2020:15) explains that the term "curriculum" comes from the Greek word "*currere*", meaning "to run". Initially, this term was used in the field of sports, then adopted into the world of education. This shift in context also brought about a change in meaning, so that the curriculum is understood as a vital part of the educational process. In the world of education, experts offer various definitions of curriculum. Although they differ, most of these views emphasize that the curriculum is always related to the planning of student learning activities. Thus, the curriculum is not only interpreted as a list of subjects, but also as a systematic plan of teaching and learning activities to achieve specific educational goals (Zaini, 2020:15). By understanding the meaning and development of the curriculum, the next step is to discuss how the curriculum is organized, directed, and implemented through systematic curriculum management.

Curriculum management is a cooperative, comprehensive, systemic, and systematic curriculum management system aimed at achieving curriculum objectives (Hidayati et al., 2021:3). The implementation of curriculum management must continuously evolve in accordance with the context of *Manajemen Berbasis Sekolah (MBS)* and the *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Hamalik states that curriculum management is related to the management of learning experiences that require specific strategies to produce learning productivity for students (Zaini, 2020:42). Thus, curriculum management not only focuses on administrative aspects but also emphasizes creating meaningful learning experiences for students.

According to Sukirman and Martaningsih (Sukirman & Martaningsih, 2022:67-68), the functions of curriculum management can be described as follows: (1) increasing the efficiency of curriculum resource utilization through planned and effective management; (2) expanding equity and opportunities for students to achieve optimal learning outcomes not only through intracurricular activities but also through extracurricular and co-curricular activities; (3) increasing the relevance and effectiveness of learning to suit the needs of students and the surrounding environment; (4) encouraging effective teacher performance and student activities in achieving learning objectives; (5) maintaining the efficiency and effectiveness of the teaching and learning process by monitoring the alignment between curriculum design and its implementation; and (6) increasing community participation in curriculum development, particularly in the provision of teaching materials and learning resources that are appropriate to the characteristics and needs of regional development. Thus, the function of curriculum management encompasses administrative, pedagogical, and social dimensions, which are intertwined in supporting the achievement of educational goals.

Curriculum and learning management, as one of the substances or standards of educational management, demonstrates the need for a strong connection between each component (Triwiyanto, 2022:6). The scope of curriculum management

encompasses curriculum planning, organization, implementation, and evaluation (Hidayati et al., 2021:3). The stages or processes of curriculum management encompass planning, implementation, and evaluation to ensure that curriculum goals are truly achieved (Syafaruddin & Amiruddin, 2017:41). Therefore, systematic and integrated curriculum management is key to ensuring the achievement of educational goals and improving the quality of learning in educational institutions.

### Arabic Language Learning

Learning Arabic plays a crucial role in religious, academic, and professional contexts. A solid understanding of Arabic allows Muslims to access Islamic teachings more deeply and authentically, both in understanding the Quran, Hadith, and other Islamic literature (Ahmadi, 2024:13). Therefore, in various Islamic educational institutions, such as Madrasahs and Islamic Boarding Schools (*Pesantren*), Arabic is taught as a core subject. Its existence is not only seen as a foreign language, but also as a key to understanding and developing Islamic sciences, which are rich in classical and contemporary treasures.

In Indonesia, Arabic holds a more strategic position than other foreign languages due to its close connection to the religious and intellectual aspects of Muslim life (Khumaini, 2022:4). In addition to serving as the language of the holy book, Arabic also serves as a tool for academic communication for students, university students, and scholars studying Islam. In facing global challenges, Arabic language learning is required to be applicable and meaningful so that students can utilize it in various contexts, including religious, educational, and professional contexts (Amrulloh, 2021:2). Therefore, the learning approach must be able to develop comprehensive language skills so that students not only understand theory but also can actively use Arabic in everyday life.

For non-native speakers, learning Arabic presents a variety of complex challenges. Difficulties often arise in mastering productive skills such as writing and speaking, as well as receptive skills in academic contexts (Khasawneh & Khasawneh, 2022:245). These obstacles are influenced not only by the complexity of Arabic language structure but also by the lack of an environment that supports active language practice outside the classroom. Other challenges include instructors' use of local dialects, limited training in teaching Arabic as a second language (Alhamami & Almosa, 2023:509), and the differences between standard language and spoken language, which can confuse students.

Furthermore, problems also arise in mastering basic vocabulary and verb modification, which are often exacerbated by limited study hours and supporting facilities (Zurqoni et al., 2020:715). These factors hinder the development of comprehensive language competencies, particularly listening and speaking skills, and slow down the process of language internalization in the long term.

### Islamic Boarding School Curriculum

In its basic sense, a *pesantren* is understood as a "place of learning for students." Meanwhile, the term *pondok* refers to a simple house or residence, typically made of bamboo in the past. The term *pondok* is also thought to originate from the Arabic

word *funduk*, meaning hotel or dormitory (Zaini, 2020:64). According to Mastuhu, a *pesantren* is a traditional Islamic educational institution for studying, understanding, deepening, internalizing, and practicing Islamic teachings, emphasizing the importance of religious morality as a guideline for daily behavior (Septuri, 2021:3). Thus, a *pesantren* is understood not only as a place for students to live or a center for religious learning, but also as an Islamic educational institution that functions to instill moral and spiritual values in daily life. This function distinguishes *pesantren* from other educational institutions because it integrates cognitive, affective, and psychomotor aspects within the framework of developing knowledgeable, moral, and community-serving Muslims.

In the context of curriculum development, this requires well-planned curriculum management. According to Septuri (Septuri, 2021:205), management in curriculum planning means management skills, namely the ability to plan and organize the curriculum professionally. Therefore, Islamic boarding school curriculum planning must consider who is responsible for its development, and how the curriculum can be designed to align with the vision, mission, and educational needs of the Islamic boarding school.

Responding to the growth and development of Islamic boarding schools in Indonesia, Masykuri Abdillah (in Septuri, 2021:54) suggests several models of Islamic boarding school administration. First, Islamic boarding schools that provide formal education implementing the national curriculum, whether they only have religious schools (MI, MTs, MA, and Islamic colleges) or those that also manage public schools (elementary, junior high, senior high, and public colleges). Second, Islamic boarding schools that provide religious education in the form of madrasahs and teach general sciences, although not entirely using the national curriculum. Third, Islamic boarding schools that only teach religious sciences in the form of *madrasah diniyah*. Fourth, Islamic boarding schools that function solely as places of religious study, with simpler institutions and curriculum systems. Thus, the diversity of implementation models reflects the variety of Islamic boarding school curricula, ranging from traditional to modern forms, from simple to those integrated with the formal education system.

### **Previous Research**

There has been extensive research on Arabic language curriculum management in Islamic educational institutions, particularly Islamic boarding schools (*pesantren*) and madrasahs (*madrasah*). Fadhilah and Nasiruddin (Fadhilah & Nasiruddin, 2023:47) examined Arabic language learning management at the Manba'ul 'Ulum Islamic Boarding School, focusing on planning, implementation, and evaluation. The results showed that the Islamic boarding school used two curricula, a formal and a non-formal one, which were systematically managed to achieve Arabic language learning objectives.

Another study conducted by Kurniawan (Kurniawan, 2021:89) at MTsN 11 Cirebon Regency found that Arabic language learning planning was based on a curriculum developed by a curriculum development team and teachers. Learning implementation included introductory, core, and closing activities, while evaluation was conducted in layers by teachers, the principal, and the curriculum team. This

study also highlighted supporting factors such as educator qualifications, as well as obstacles such as limited teachers, students, media, and methods.

Meanwhile, Mubin et al. (Mubin et al., 2025:129) examined Arabic language curriculum development at the Al-Muhibbin Multilingual Islamic Boarding School. This study found that curriculum management is carried out through three main stages: planning, implementation, and evaluation. During the implementation stage, Arabic is used more dominantly than other languages, supported by the implementation of *bi'ah lughawiyyah* (literary principles), the use of technology, and extracurricular programs. Evaluation was conducted both formatively and summarily, indicating an improvement in student skills, particularly in speaking and reading.

These three studies conclude that Arabic curriculum management in Islamic boarding schools (*pesantren*) and Islamic educational institutions has been extensively studied from the perspectives of planning, implementation, and evaluation. However, research focusing on the integration of the *pesantren curriculum* with the formal or national curriculum is still relatively limited, requiring further investigation.

## RESEARCH METHODS

This research employed a qualitative method with a case study approach. This approach was chosen because the research aimed to deeply understand the practices of integrated curriculum management and Arabic language learning at the MQW JIC Surakarta in a real-life context. The theoretical perspective used refers to the theory of curriculum management and integration-based language education, so the research results are expected to provide a comprehensive picture of the implementation of a curriculum that integrates the *pesantren system* with formal schooling.

The research was conducted at the MQW Jajar Islamic Center Surakarta from August to October 2024. The research subjects were selected using a purposive sampling technique, selecting those deemed most knowledgeable about the issues under study. Informants in this study included the *pesantren leadership*, MQW administrators, particularly the vice principal for curriculum, Arabic language teachers, and 120 students directly involved in the learning process.

Data collection was conducted using three main techniques. First, in-depth interviews with the *pesantren leadership*, curriculum administrators, teachers, and students to explore their perspectives and experiences regarding Arabic language curriculum management. Second, participant observation was conducted by participating in classroom learning processes, observing interactions between teachers and students, and activities within the Islamic boarding school environment. Third, documentation studies included reviewing the syllabus, curriculum, teaching materials, activity schedules, and academic records to strengthen field findings.

The data analysis technique used was data triangulation at the source. This was carried out in three systematic steps: data collection, data reduction, and conclusion drawing. The collected data were analyzed by organizing the information into descriptive narratives and thematic categories. Conclusions were drawn through data

interpretation, comparison with theory, and verification to ensure consistency of the findings.

Data validity was maintained through source and technique triangulation. Source triangulation was conducted by comparing information from leaders, administrators, teachers, and students, while technique triangulation was achieved by combining the results of interviews, observations, and documentation. In addition, member checks were conducted with informants to ensure that the interpretations align with their experiences.

Through this method, the research is expected to provide a comprehensive overview of how the Arabic language integration curriculum management at MQW *Pondok Pesantren* Jajar Islamic Center Surakarta is designed, implemented, and evaluated, while also identifying supporting and inhibiting factors that influence learning effectiveness.

## RESULTS AND DISCUSSION

### Overview of the Curriculum at Madrastul Qur'an Al Mutawwassithoh (MQW)

Madrastul Qur'an Al Mutawwassithoh (MQW) at the Jajar Islamic Center Surakarta Islamic Boarding School is a Salafiyah Islamic Boarding School educational program at the *Wustho* level (equivalent to junior high school/Islamic junior high school). MQW, a male boarding school, is located in Tawengan, Sambu District, Boyolali Regency, Central Java. This Islamic boarding school is known as an educational institution that emphasizes Arabic language learning as an integral part of its educational system.

The implemented curriculum has target outcomes that cover various important aspects of student education. In the field of Quranic recitation, students are targeted to memorize and improve their recitation (*tahsin*) of 6 to 15 chapters (*juz*) within three years, according to their individual abilities. In the *diniyyah* (Islamic religious education) aspect, students will study various disciplines such as *Aqidah* (belief), *Hadith* (hadith), *Tafsir* (interpretation of the Islamic law), *Fiqh* (jurisprudence), *Tarikh* (traditional Islamic law), and *Akhlaq* (morals of the early generations). In the Arabic language field, MQW strives to implement *maharatul arba'ah* (the principles of writing, reading, listening, and speaking), which are appropriate for the students' educational level. In addition, general subjects such as mathematics, science, social studies, Indonesian language, and Indonesian etiquette are taught based on standards established by the Indonesian Ministry of Religious Affairs. Education at MQW also emphasizes student independence, fostering awareness in worship, social interactions, good deeds, and organizational skills within the Islamic boarding school (*pesantren*).

Based on these findings, it is known that the curriculum implemented at MQW JIC Surakarta is an integrated curriculum, combining the typical Islamic boarding school curriculum (the Qur'an, *diniyyah* (Islamic religious knowledge)), and Arabic language with the national curriculum (general subjects). This integration model demonstrates that MQW strives to prepare students who possess not only in-depth religious scholarly competence but also a mastery of general knowledge relevant to the needs of the times.

According to Masykuri Abdillah (in Septuri, 2021:54), MQW Jajar Islamic Center Surakarta falls into the category of Islamic boarding schools that provide religious education in the form of a madrasah, while also teaching general sciences, integrating parts of the national curriculum. Thus, MQW's position lies somewhere between traditional Islamic boarding schools that focus solely on religious studies and modern Islamic boarding schools that fully utilize the national curriculum. This reflects the Islamic boarding school's adaptation to current developments while maintaining its distinctive scholarly and traditional characteristics.

### Curriculum Management and Arabic Language Learning at MQW

Facts on the ground show that the curriculum management and Arabic language learning at MQW Islamic Boarding School Jajar Islamic Center Surakarta are implemented using a competency-based approach that prioritizes a balance between religious and general knowledge. The curriculum is designed to ensure students not only master the linguistic aspects of Arabic but also apply them to everyday Islamic studies. In practice, Arabic language learning at MQW Jajar Islamic Center Surakarta employs an integrative method, where the skills of *istima'*, *qira'ah*, *kalam*, and *kitabah* are taught in an integrated manner with Islamic content such as *tafsir*, *hadith*, and *fiqh*. Furthermore, an experiential learning approach is applied to improve speaking skills through activities such as *halaqah* and Arabic conversation exercises. Learning is evaluated periodically through oral and written exams. With structured curriculum management, MQW Islamic Boarding School Jajar Islamic Center Surakarta is able to create a conducive learning environment for effective and applicable Arabic language acquisition.

The curriculum at *Madrasatul Qur'an Al Mutawassithoh (MQW)* at Jajar Islamic Center Boarding School in Surakarta consists of 60% religious studies, the Qur'an, and Arabic, and 40% general sciences such as mathematics, science, social studies, Indonesian, and Indonesian etiquette, in accordance with the standards of the Indonesian Ministry of Religious Affairs. In this regard, Arabic language curriculum management plays a crucial role in ensuring that Arabic language learning is not only taught as a subject but also as an integral part of the educational process, connecting religious understanding with communication skills in the language.

Based on an interview with the Vice Principal of Curriculum, MQW implements a national curriculum integrated with a typical Islamic boarding school curriculum. The implementation of an integrated curriculum is a combination of several curricula, including the Ministry of Education and Culture curriculum, the Ministry of Religious Affairs curriculum, and the Islamic boarding school curriculum. Generally, the learning materials are managed within a single curriculum management system (Maduningtias, 2022:329). The national curriculum serves as the basis for learning to meet government-set educational standards, while specific Islamic boarding school content is developed to strengthen the teaching of the Quran and Islamic religious sciences. This integration enables students to receive a balanced education between general and Islamic studies, so they acquire not only academic competency but also a deep understanding of religion. This approach also provides flexibility in adapting teaching materials to align with the vision and mission of the Islamic boarding school,

which emphasize character building, strengthening Islamic values, and fostering critical thinking skills. By integrating the national curriculum with Islamic boarding school values, it is hoped that students will develop holistically, intellectually, spiritually, and socially, preparing them to face life's challenges with a strong scientific foundation and high moral standards.

The implemented curriculum serves as a means of training students to develop a deep understanding of Islamic teachings and to practice them in their daily lives. This curriculum is designed to shape the character of students with noble morals, high discipline, and strong independence through various educational programs and intensive religious activities, such as Quran memorization, religious study, and so on. The curriculum at MQW focuses not only on cognitive aspects but also on developing the attitudes and skills necessary to become individuals who are beneficial to themselves, their families, and society. The ultimate goal of implementing this Islamic boarding school curriculum is to produce a young generation who are not only intellectually intelligent but also possess strong faith and are able to practice Islamic teachings comprehensively.

The stages or processes of curriculum management include planning, implementation, and evaluation to ensure that curriculum objectives are truly achieved (Syafaruddin & Amiruddin, 2017:41). Each stage plays a crucial role in maintaining educational quality. This aligns with field findings, where interviews indicate that MQW Islamic Boarding School Jajar Islamic Center Surakarta also implements curriculum management stages through planning, implementation, and evaluation in managing Arabic language learning. The following is a description of the curriculum management and Arabic language learning activities implemented at the MQW Jajar Islamic Center Surakarta Islamic Boarding School.

#### a. Planning

James (1986)(in Lazuardi, 2017:102) defines curriculum planning as a process involving various participants at multiple levels who make decisions about learning objectives, how to achieve them, teaching and learning situations, and reviewing the effectiveness and meaningfulness of these methods. This definition is reflected in the curriculum planning practices at the MQW Islamic Boarding School JIC Surakarta, which begins with an annual meeting before the new academic year. Curriculum planning activities at the Jajar Islamic Center Surakarta Islamic Boarding School begin with an annual meeting, usually held before the new academic year. This annual meeting is attended by all administrators and teachers from all levels of education under the foundation's auspices. The main points of the planning stage are:

- creating annual and semester programs tailored to the needs of the Islamic boarding school, based on the national education calendar;
- discussing and determining learning needs and available resources;
- the need for extracurricular activities and religious activities involving the school community;
- conducting a needs analysis related to learning, determining the *Kriteria Ketuntasan Minimal (KKM)*, appropriate teaching materials, and textbooks.

Learning planning is largely also included in curriculum planning. Its development includes determining time allocation, annual programs, semester programs, syllabi, and the development of Learning Implementation Plans (RPP). Furthermore, learning planning includes selecting learning methods and strategies appropriate to student characteristics, utilizing learning resources, and evaluating techniques to measure competency achievement. This demonstrates that curriculum planning at the MQW Jajar Islamic Center Surakarta is not merely an administrative formality but also a strategy to ensure alignment between educational objectives, student needs, and available resources.

Arabic language learning planning at the MQW Jajar Islamic Center Surakarta focuses not only on theoretical aspects but also on practical skills such as reading, writing, listening, and speaking. The learning is divided into Arabic, *Nahwu*, *Shorof*, and *Kitabah*. This demonstrates that the curriculum planning theory, as proposed by James (1986) (in Lazuardi, 2017), is truly implemented in the field, as the MQW of JIC Surakarta Islamic Boarding School emphasizes a balance between objectives, needs, and learning strategies appropriate to student characteristics. Arabic language learning plans are prepared by the vice principal of the curriculum department and Arabic language teachers at the beginning of the year and subsequently implemented throughout the learning process.

Although curriculum planning at the MQW Jajar Islamic Center Surakarta has gone through stages such as annual meetings, annual program development, semester programs, and textbook selection, in practice, weaknesses remain in the development of learning materials. Teachers have not systematically developed *Rencana Pelaksanaan Pembelajaran (RPP)* or other materials structured according to national curriculum standards. Learning plans are generally guided only by general guidelines and each teacher's teaching experience, and therefore have not been fully documented formally. This situation indicates that although planning is underway, strengthening the technical aspects of developing learning materials is necessary to more optimally achieve curriculum objectives, both cognitive and practical skills of students. In addition, there is a need for a forum or group of teachers who specifically discuss the preparation of learning tools, so that each subject, including Arabic, can have a more systematic, directed plan, and be in line with the educational goals of Islamic boarding schools.

#### b. Implementation

Curriculum implementation is divided into two levels: school-level and classroom-level implementation. At the school level, the principal plays a key role, and at the classroom level, the teachers (Nasbi, 2017:326). In the context of curriculum implementation at MQW, the principal plays a key role in ensuring that curriculum implementation runs smoothly and aligns with the Islamic boarding school's vision. The principal actively observes teacher performance in class, provides guidance, and supports the improvement of learning methods. Furthermore, the principal manages educational resources, ensures a conducive learning environment, and establishes effective communication with parents and the community to support the success of the curriculum at MQW. Classroom teachers also play a crucial role in curriculum implementation, as they are the direct implementers of every learning activity in the

classroom. Teachers are responsible for implementing curriculum materials in accordance with established objectives and adapting them to the conditions and needs of the students in the classroom.

These learning implementation activities encompass two aspects: classroom and student management, and teacher management (Amrulloh, 2021:9-10). Learning activities take the form of reciprocal interactions between educators and students (Sulaeman et al., 2023:519). In Arabic language learning, teachers are not only responsible for teaching and educating, but also for managing the classroom situation to create a comfortable and enjoyable environment for students. A conducive classroom atmosphere is crucial for enhancing learning effectiveness, facilitating material comprehension, and facilitating student participation. This is key to ensuring successful student learning outcomes in Arabic language learning at the MQW Jajar Islamic Center Surakarta.

Teachers at the MQW Jajar Islamic Center Surakarta strive to prepare learning materials before class begins, including designing learning activities, selecting appropriate methods and strategies, using relevant teaching materials, and supporting learning media. However, this implementation has not been optimal because the learning materials used are not formally documented. Teachers rely more on agreed-upon general guidelines without developing a *Rencana Pelaksanaan Pembelajaran (RPP)* or other systematic written tools. As a result, learning planning and implementation tend to be practical and situational, although they still align with predetermined learning outcomes. Each teaching material is ultimately adapted to the needs and conditions of the class, so the methods and strategies used also vary.

Based on observations, the majority of teachers adopted direct learning strategies and methods, combined with hands-on practice such as conversation and translation. This approach allows students to actively engage in the learning process, enhances their understanding of the material, and provides opportunities for them to test their Arabic communication skills, both verbally and in writing.

### c. Evaluation

Evaluation of curriculum implementation is carried out to identify curriculum implementation problems and to help the school principal resolve these problems (Yulieana et al., 2020:321). Learning evaluation encompasses two important aspects: evaluation of learning outcomes and evaluation of the learning process.

Evaluation of learning outcomes aims to measure the extent to which students have achieved the established learning objectives. By analyzing student learning outcomes, teachers can understand their level of understanding of the subject matter and identify areas for improvement. Student evaluations conducted by Arabic language teachers at MQW Jajar Islamic Center Surakarta include daily assignments, conversation practice, oral exams, written exams, as well as *Penilaian Tengah Semester (PTS)* and *Penilaian Akhir Semester (PAS)*. *PTS* and *PAS* are important instruments for assessing students' learning achievements over a specific period of time and serve as benchmarks for learning success throughout the semester.

Evaluation of the learning process is a systematic step to obtain information on the effectiveness of the teaching methods and strategies implemented in helping students optimally achieve learning objectives. Through this evaluation, teachers can

evaluate the success of the learning process, identify potential weaknesses, and adjust teaching methods to improve student learning outcomes.

Evaluations of Arabic language learning at the MQW Jajar Islamic Center Surakarta Islamic Boarding School are conducted periodically to measure the effectiveness of teaching methods and the development of students' abilities. These evaluations cover aspects of Arabic reading, writing, listening, and speaking skills. One form of evaluation is a written and oral exam that tests students' understanding of grammar (*nahwu and sharaf*) and communication skills. The evaluation results indicate that although students have a fairly good understanding of reading and writing, their speaking and listening skills still need improvement.

Furthermore, for students whose learning outcomes are less than satisfactory or whose Arabic language skills are below standard, the school offers additional classes. These programs focus on strengthening basic skills. The offer of additional classes is communicated to parents after their child's learning outcomes are announced, allowing parents to choose whether to enroll in additional programs to improve their Arabic language skills.

### **Challenges in Learning Arabic**

Arabic language learning at the MQW Jajar Islamic Center Surakarta not only focuses on language skills but also aims to deepen religious understanding. Students are taught to speak, read, write, and understand the meaning of texts from the Quran and Hadith. With this approach, Arabic language learning is not merely technical but also reinforces Islamic values in the students' lives.

In practice, learning is conducted through various methods, such as listening to lectures or readings in Arabic to practice listening skills, understanding basic texts for reading skills, engaging in dialogue to improve speaking skills, and writing simple sentences and paragraphs according to Arabic rules. However, implementing this learning process faces several challenges.

One major obstacle is the differences in student abilities. Some students have a strong foundation in Arabic, while others struggle to understand the language's structure. Furthermore, the limited environment that supports the full use of Arabic also poses a barrier, as students are still accustomed to using their mother tongue in daily communication.

Another challenge is the lack of interactive and engaging learning media. Conventional teaching methods are often considered ineffective, especially for students who require a more innovative approach. Furthermore, limited learning time means that evaluation of learning outcomes is often a mere formality, with no significant follow-up on unsatisfactory results.

From the teaching staff's perspective, although some teachers are proficient in Arabic, most lack formal educational background in the field. This impacts the limitations of the learning methods and strategies implemented. Outside of formal class hours, Arabic language development activities, which should support learning, have not shown optimal results. Furthermore, some students demonstrate a lack of motivation to memorize vocabulary, resulting in slow development of their language skills.

To address these challenges, innovations in learning methods are needed, such as the use of technology and digital media to make learning more interactive and enjoyable. Furthermore, improving the quality of teaching staff through training and strengthening the Arabic-language environment in Islamic boarding schools (*pesantren*) are crucial steps to help students become more accustomed to using Arabic in their daily lives. With a more effective approach, it is hoped that students will not only be proficient in communication but also develop a deep understanding of Islamic scriptures and be able to access knowledge from original sources.

## CONCLUSION

This research focuses on curriculum management and Arabic language learning at *Madrastul Qur'an Al-Mutawassithoh (MQW)* at Jajar Islamic Center Surakarta. The results indicate that curriculum management is implemented through three stages: planning, implementation, and evaluation.

In the planning stage, the curriculum is developed through annual meetings, semester programs, and the determination of teaching materials. However, learning tools such as lesson plans (*RPP*) have not been systematically documented, necessitating a teacher working forum to strengthen planning.

In the implementation stage, teachers adapt learning methods and strategies to the material and student characteristics, predominantly using direct methods combined with conversation and translation practice. Documentation of implementation is still limited, necessitating strengthening management.

In the evaluation stage, *MQW* uses various assessments (daily assignments, practical work, oral/written exams, *PTS*, *PAS*) to measure the learning process and outcomes. Results indicate good reading and writing skills, while speaking and listening skills need improvement, so additional classes are provided for students with low scores.

Overall, the Arabic language curriculum management at *MQW* integrates the *pesantren* and national curriculum. The research findings emphasize the importance of documentation of planning and implementation, development of teacher skills through collaboration, and communicative learning strategies to develop students' Arabic language skills in a balanced manner.

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