Arabic Language Curriculum Development Management at Multilingual Islamic Boarding School: A Case Study of PPM 4 Language Al-Muhibbin

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ABSTRACT

In the era of globalization, multilingual mastery is a crucial factor in dealing with the dynamics of the world and increasing competitiveness in various sectors, including in Islamic boarding schools. Multilingual boarding schools are Islamic educational institutions that develop the ability to use several languages. The purpose of this study was to examine the development of the Arabic language curriculum at a multilingual boarding school, namely Modern 4-Language Boarding School *Al-Muhibbin*. This research uses a descriptive qualitative method with a case study approach. Data collection techniques were interviews, observations, and documentation studies. This study found that curriculum development management takes place through three stages: planning, implementation, and evaluation. In the planning stage, the four-language curriculum is systemized into one with rotational cycle management every six months. However, in various activities the use of Arabic is more dominant. Curriculum implementation is supported by the use of structured teaching materials, the use of technology, the application of *bi'ah lughawiyyah*, and extracurricular programs. Meanwhile, the evaluation stage is conducted formatively and summatively to assess the effectiveness of learning and provide feedback for continuous improvement. The evaluation results show that there is an improvement in students' skills especially speaking and reading skills.

Keywords: Arabic Curriculum; Multilingual Education; Islamic Boarding School; Language Learning Strategies.

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1. INTRODUCTION

In the era of rapid globalisation, mastering more than one language is no longer just an additional skill, but an essential factor in dealing with the dynamics of the world and increasing competitiveness in various sectors. In a study by Primadasa et al. (2023) noted that around 43% of the world's population is accustomed to using two languages in daily life, while another 17% are classified as multilingual because they master more than two. One initiative that highlights the importance of multilingualism in the context of global citizenship is the Many Languages One World (MLOW) programme, which holds essay competitions for students from various universities to write in their second language, which is also one of the official languages of the

United Nations (Stein-Smith, 2021a). This phenomenon shows that multilingualism has a strategic role in various fields, including international organisations, multinational companies, and educational institutions, to support the achievement of their goals (Stein-Smith, 2021b). In addition to serving as a communication tool, the ability to master multiple languages also contributes to the development of critical thinking and complex problem-solving skills, while broadening the horizons of the world's cultural diversity (Stein-Smith, 2016). Thus, multilingualism is not only an individual advantage, but also a strategic asset in building global cooperation and realising a more inclusive and harmonious society.

Indonesia is one of the multilingual countries that is rich in linguistic diversity. Language diversity in Indonesia is manifested by the existence of more than 652 regional languages that are still spoken by people in various regions, in addition to Bahasa Indonesia which functions as the national language (Saputra & Ramadan, 2022). This diversity makes Indonesian people naturally have the potential to thrive in a multilingual environment, where individuals are able to master more than one language in their daily lives. In line with this, the Indonesian government has recognised the importance of foreign language acquisition and incorporated it into the formal education curriculum, with several languages taught in educational institutions including English, Arabic, French, German, Japanese, Korean and Mandarin (Kirkpatrick & Liddicoat, 2017). Although various foreign languages are taught in educational institutions, Islamic education policy specifically places Arabic and English as the two main languages (Nasir et al., 2024). This is closely related to the role of Arabic as the primary source language of Islamic teachings and English as a global communication language that supports access to a wider range of Islamic and academic literature.

Islamic boarding schools, as Islamic educational institutions, play an important role in the implementation of multilingualism in Indonesia. In addition to functioning as a centre for deepening religious knowledge, Islamic boarding school is also an environment that shapes language skills, especially Arabic and other foreign languages. The ability to speak Arabic has become a typical identity of Islamic boarding school, although the learning approach varies. Traditional Islamic boarding school's focus more on passive understanding of Arabic through the study of the yellow Islamic classic books (*kitab kuning*), while modern Islamic boarding school's seek to develop language skills actively by opening up to the study of contemporary books (Sanah et al., 2022). The emergence of modern Islamic boarding school's is a response to the limitations of learning methods in traditional Islamic boarding school's which are considered less effective in producing students who are able to express themselves in Arabic, because they emphasise grammar and Arabic texts (Wekke, 2018). In fact, optimal language learning requires students to be able to use Arabic in real communication (Baroroh & Tolinggi, 2020). Habibi (2019) stated that Arabic language education that grows and develops in the Islamic boarding school environment always contrasts the two poles above, between tradition on the one hand and modernity on the other. This dichotomy is no longer relevant to be contested because it allows the integration of an Arabic curriculum that is not fully classical and not fully modern. Therefore, Islamic boarding schools need to take part in developing a multilingual based curriculum.

Multilingualism in the Islamic boarding school environment is reflected in the Pondok Pesantren Modern Al-Muhibbin (PPMA) which has integrated the salaf and modern curriculum in one multilingual system. Pondok Pesantren Modern Al-Muhibbin (PPMA) is one example of an institution that has integrated the traditional and modern learning systems in one multilingual curriculum. As an institution that maintains the classical scientific tradition through the *bandongan* and *sorogan* methods in the study of the yellowclassical books, PPMA also designed a

multilingual based learning policy with the application of four foreign languages (Arabic, English, Japanese, and Mandarin) in daily communication. This model not only reflects the Islamic boarding school's adaptation to global dynamics, but also confirms that multilingualism is not just a complement in religious education, but rather a strategy to equip students with relevant skills in the academic, social, and professional world professional (Mufidah et al., 2019). Based on an interview with the head of PPMA, this multilingual curriculum is systematically designed to be integrated in one system. Although students are given the opportunity to develop skills in four languages, Arabic remains the most dominant, given its significance in Islamic studies. Key Islamic sources, such as the Qur'an, hadith, and the works of scholars in the fields of *tafsir, fiqh*, and *aqidah*, are generally written in Arabic, so mastery of this language is a priority (Gajah et al., 2023). Thus, the development of the Arabic curriculum in multilingual Islamic boarding school is an interesting study in the context of the sustainability of the implementation of multilingualism in the Islamic education environment.

There are various relevant studies to be used as a basis for research on Arabic curriculum development in multilingual boarding schools. Kirss et al. (2021) in their study on school effectiveness in multilingual education revealed that student success is more influenced by school-level factors than country, region, or individual factors. This study emphasises the importance of leadership in supporting the success of multilingual education. Meanwhile, Tang & Calafato's (2021) study explored the use of multilingualism by Arabic language teachers in United Arab Emirates schools. The results showed an unexpected negative correlation between teachers' level of multilingualism and their reported teaching practices, particularly in developing students' self-regulation and language awareness. Furthermore, Nasir et al. (2024) focused on the planning process and language policy in Islamic boarding schools that are not bound by the national curriculum, but rather design language policies independently. From these previous studies, research has highlighted multilingual education in schools in general, the effectiveness of teachers in using multilingualism and language policies at the micro level, but has not examined in depth how the management of Arabic language curriculum development in multilingual Islamic boarding school. Researchers found a gap in research that specifically discusses the management of Arabic curriculum development in multilingual boarding schools, especially those that apply four languages. Therefore, researchers have an opening to fill this gap by examining Arabic curriculum management in multilingual boarding schools, especially through a case study at PPMA.

Based on the above background, this research aims to examine Arabic curriculum development in multilingual boarding schools with a case study at Al-Muhibbin modern four-language Islamic boarding school, focusing on curriculum planning, implementation, and evaluation. In the context of Islamic boarding school that integrate traditional and modern approaches, this research not only reveals how Arabic language learning can be developed without setting aside the classical scientific tradition, but also provides an innovative model in curriculum design that is more adaptive to the dynamics of global education. By emphasising the strategy of strengthening Arabic language skills in a multilingual environment, this research contributes to the formulation of a curriculum approach that is able to improve student competence in Islamic studies while equipping them with international competitiveness.

2.   METHODS

This research uses a qualitative method with a case study approach, which aims to explore in depth the situation and meaning of a particular organization or institution (Rukminingsih et al., 2020). In this research, the researcher acts as the main instrument in data collection and analysis. Therefore, in the early stages, it is important to identify personal values, assumptions, and biases that may affect the research process (Tahir et al., 2023). The researcher took on the role of a passive participant observer, directly engaging with the research setting to gain a comprehensive understanding of Arabic curriculum development at PPMA.

The data collection techniques in this study were carefully designed to obtain accurate and relevant information. The main techniques used include interviews, observation, and documentation studies (Ulfatin, 2022). In the interviews, the selected informants include the Head of PPMA, the Vice Head of Curriculum, and the Arabic Language Teacher. The selection of these informants is based on their direct involvement in the process of planning, implementing and evaluating the Arabic curriculum at PPMA. The head of PPMA provides insight into the institution's overall education policy, while the deputy head of curriculum provides details on curriculum planning and implementation. Arabic teachers contributed practical perspectives on instructional strategies and student engagement.

Data analysis in this study followed the Miles and Huberman model, which consists of four main stages: (1) data collection, (2) data reduction, (3) data presentation, and (4) conclusion drawing. Data that had been collected from interviews, observations, and documentation were reduced through selection, simplification, and categorization based on the research themes. The data that has been reduced is then presented in descriptive and tabular formats to provide a clearer picture of the planning, implementation, and evaluation of the Arabic curriculum at PPMA. In the final stage, conclusions are drawn based on the analyzed data, with a verification process that ensures that the research findings remain consistent and valid (Sarosa, 2021).

To increase the validity of the findings, this study uses triangulation through various methods, sources, and perspectives. Methodological triangulation involves cross-verification of data from interviews, observations, and document analyses. Source triangulation ensures the accuracy of information by comparing answers from different informants, such as school administrators and teachers. In addition, theoretical triangulation was applied by interpreting the findings through various linguistic and educational frameworks, to ensure a thorough analysis (Nyoto et al., 2025).

3.   RESULT AND DISCUSSION

The curriculum is all potential activities and experiences (content/material) that have been scientifically compiled, both taking place in the classroom, within educational institutions, and outside educational institutions, with the full responsibility of educational institutions in order to achieve educational goals. Oemar Hamalik in Septiani et al. (2024) emphasises that curriculum development is the process of planning learning opportunities that aim to direct students towards the expected changes and evaluate their development. In line with this, Muhajir (2022) asserts that curriculum development is a necessity for educational institutions to remain relevant to scientific advances, technological developments, social demands, and global dynamics. Thus, educational institutions must continue to develop an adaptive curriculum to be able to face global challenges and ensure the relevance of education to the needs of the times.

PPMA as an Islamic educational institution implements the principle of curriculum development by integrating traditional and modern education. The curriculum implemented not only focuses on classical Islamic studies, but also adopts a multilingual program that includes

Arabic, English, Mandarin, and Japanese. This curriculum integration is not just an academic strategy, but is also explicitly stated in PPMA's vision and mission. Al-Muhibbin's vision is to produce a superior and competitive Muslim generation with good character. This vision is implemented through a holistic educational approach that includes intellectual, emotional, spiritual, and practical life skills. By combining traditional and modern education, PPMA prepares students to face global challenges while maintaining their Islamic identity. The study of Arabic curriculum development at PPMA focuses on three main stages: planning, implementation, and evaluation. Each stage ensures that the curriculum meets the needs of the students and is aligned with the educational objectives (Septiani et al., 2024).

3.1 Planning

Curriculum planning is a systematic process that includes the design, implementation, and evaluation of learning program in order to achieve optimal educational goals (Adilah & Suryana, 2021). The head of the PPMA asserts that the four-language program not only aims to improve students' communication skills, but also broaden their cultural horizons and open up future career opportunities. To realize this vision, PPMA designed a structured multilingual program with a cycle-based approach, where each language is taught in turn over a six-month period. Of the four languages taught, Arabic is given top priority due to its fundamental role in understanding classical Islamic texts. Therefore, the planning of learning materials and objectives in the Arabic curriculum is organized systematically by classifying them according to the level of education. The curriculum includes grammar learning as well as the development of four Arabic language skills, namely listening, reading, speaking and writing.

The Arabic curriculum at PPMA is also designed by considering various aspects to improve the effectiveness of learning. The deputy head of Curriculum emphasises the importance of innovative teaching strategies, such as memorization techniques, discussions, debates and presentations, to improve vocabulary retention and actively hone students' fluency. In addition, the utilization of technology-based learning media, such as interactive videos and digital applications, is integrated in the learning process to create a more engaging and interactive learning experience. PPMA also designs extracurricular programs, such as *muhadharah* (speech training) and language competitions, as an effort to strengthen Arabic language skills outside the classroom. The existence of a *bi'ah lughawiyyah* (Arabic-speaking environment) becomes a crucial supporting factor, enabling students to communicate in Arabic in their daily lives thus accelerating language internalization. To ensure the effectiveness of this program, regular evaluation plans of the curriculum implementation are conducted periodically. The results of this evaluation become the basis for adjusting teaching methods to better suit the needs and characteristics of students, so that the learning objectives of Arabic at PPMA can be achieved optimally.

3.2 Implementation

Curriculum implementation is the process of translating the strategies that have been designed into classroom learning practices (Tejaningsih et al., 2022). In this context, implementation is divided into two main aspects, namely: (1) program implementation, which focuses on the preparation of learning materials, and (2) classroom implementation, which involves direct interaction between teachers and students. In Arabic language learning at PPMA, the implementation of the curriculum is carried out in stages, adjusting to the students' level of education to match their competency development. Details of the materials and teaching materials used in each level can be seen in Table 1 below.

Table 1. Learning Materials and Textbook

Education Level	Learning Materials	Textbook	Additional Materials
Stanawiyah (Junior High School)	Basic Nahwu	*Nahwu al-Wadhih, Imrithi*	*Akhlaq al-Banin, Al-arba'in al-Nawawi, Khulashoh Nur al-Yaqin, Fasholatan dan Fath al-Qorib*
	Shorof (morfologi)	*Amsthilah Al-Tashrifiyyah*	
	Reinforcement of four language skills	*Al-Mumtazah fii al-Arabiyah*	
Aliyah (Senior High School)	Advanced Nahwu	*Alfiyah Ibnu Malik*	*Bulugh al-Maram, Tafsir al-Jalalain, Ulum al-Qur'an and Ulum al-Hadis, Mantiq, Tauhid and Fath al-Mu'in*
	Balaghah	*Al-Balaghah al-Wadhihah*	
	Reinforcement of four language skills	*Al-Mumtazah fii al-Arabiyah*	

The implementation of Arabic language learning at PPMA combines traditional boarding school methods with modern innovations. The *bandongan* method involves the teacher reading and explaining classical texts, while students listen and take notes. Meanwhile, the *sorogan* method provides an opportunity for santri to read and interpret texts independently under the guidance of the teacher, who then evaluates their understanding through questions related to aspects of *nahwu, sharaf*, as well as the content of the text. Not only that, PPMA also applies the deliberation method, which is a discussion forum on the yellow books that have been studied previously. In this discussion, students are encouraged to find solutions to various problems that require alternative answers, thus honing their critical thinking skills and multidimensional understanding of the text (Hanani, 2017). Although classical book learning still maintains traditional methods, the communication process in learning is carried out using one of the foreign languages adjusted to the curriculum cycle. In practice, students still read classical texts in Arabic, while the explanation is delivered in one of the foreign languages aligned with the language curriculum.

The use of learning media is also an important factor in improving learning effectiveness. Based on the results of interviews with teachers, the media used varies greatly, ranging from traditional media to modern media. Traditional media that is still used is the blackboard, while modern media includes technology such as projectors to display interactive learning videos as well as various learning platforms. One effective strategy is showing *hiwar* videos from native speakers, which helps students understand and imitate the language naturally. This media integration aims to overcome student's obstacles in developing active and expressive language skills.

Language immersion at PPMA is strengthened through the implementation of various strategic programs designed to improve the language proficiency of the students. One of the main programs is *bi'ah lughawiyyah*, where students are required to communicate in a designated language for six months. This approach is in line with Krashen's theory of language acquisition, which differentiates language environments into formal and informal. The formal environment is formed through structured learning in the classroom, while the informal environment develops naturally in daily interactions, forming sustainable communication habits (Amalia et al., 2023). Consistency in language use is maintained through the *ta'ziran* system, which serves as a form of reinforcing discipline in language practice. Outside the classroom, extracurricular programs also support the development of communication skills, such as *muhadharah*, which trains public

speaking skills, debates, and host training in various languages. In addition, international exposure programs in Bali and Lombok provide opportunities for students to interact directly with native speakers, enriching their experience of language use in real-world contexts. By combining traditional methods and modern innovations, PPMA ensures that students acquire holistic and applicable language competence.

3.3 Evaluation

Evaluation of the Arabic curriculum at PPMA includes formative and summative assessments. Formative evaluation is carried out after a unit of study has been completed by the students, by monitoring the students' progress through periodic tests and tests. This approach allows teachers to identify students' learning difficulties early and provide the necessary interventions. Meanwhile, summative evaluation is held after a certain period of time. Summative evaluation is carried out with the application of the *munaqasyah* (comprehensive oral examinations) system to measure students understanding of the material taught as a whole (Bako et al., 2018). PPMA also incorporates feedback from students into curriculum adjustments. Continuous monitoring and adaptation ensure that the multilingual program remains effective and meets the educational objectives. By combining structured assessment with responsive improvement, PPMA maintains a dynamic and high-quality Arabic learning experience.

4. CONCLUSION AND SUGGESTIONS

The development of the Arabic curriculum at Al-Muhibbin Four-Language Islamic Boarding School demonstrates a synergy between traditional and modern approaches in a structured multilingual learning system. This Islamic boarding school maintains the study of yellow texts as a foundational pillar while integrating innovative strategies to enhance students' active communication skills in four languages. The four-language curriculum is implemented in a rotating system every six months, with Arabic given greater emphasis due to its role in Islamic studies. The curriculum is executed systematically through three key stages: planning, implementation, and evaluation. In the planning stage, time allocation is carefully structured to balance learning in all four languages while ensuring Arabic remains a priority. The implementation phase is reinforced by structured textbooks, digital learning tools, the application of *bi'ah lughawiyyah*, and a variety of language-based extracurricular activities that enhance students' Arabic proficiency. The evaluation phase plays a crucial role in assessing the effectiveness of the curriculum and refining the teaching strategies. Formative evaluation is conducted periodically through tests, oral assessments, and daily language monitoring, allowing teachers to identify learning gaps early. Meanwhile, summative evaluation, conducted through *munaqasyah* and written tests, measures students' overall proficiency and curriculum outcomes.

The evaluation results indicate that students demonstrate significant improvement in their Arabic language skills, particularly in speaking and comprehension, as they progress through the structured curriculum. This suggests that the integrated multilingual model at PPMA effectively enhances both linguistic proficiency and Islamic studies comprehension. This study recommends further research on the long-term impact of multilingual-based Arabic learning on students' cognitive and communicative development. Future studies should focus on measuring the retention of language skills after graduation, the effectiveness of different instructional methods, and the role of technological integration in optimizing language acquisition in *pesantren* settings.

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