

Arabic Language Curriculum Management in *Mu'ādalāh* Islamic Boarding School: A Case Study

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ABSTRACT

Despite growing scholarly interest in Islamic education, Arabic curriculum management in *mu'ādalāh* boarding schools, particularly century-old institutions with classical scholarly traditions remains underexplored. No comprehensive study has examined how Salafi-style *mu'ādalāh* boarding schools integrate formal curricula with institutionalized language development programs. This study fills this gap by analyzing Arabic curriculum management at Perguruan Islam Mathali'ul Falah (PIM), one of Indonesia's oldest *mu'ādalāh* boarding schools, across planning, implementation, evaluation, and development dimensions. Using qualitative case study methodology, data from institutional leaders, teachers, and 240 students were collected through interviews, observations, questionnaires, and documents, then triangulated across sources and techniques to ensure validity. Miles, Huberman, and Saldaña's (2014) interactive model guided data analysis. Findings reveal a dual-track curriculum model: formal instruction employing *naẓariyyah al-waḥdah* system with traditional methods, complemented by LPBA's Daurah Arabiyyah extracurricular program, achieving 65–69% student certification. This study contributes the first integrative analytical framework for Arabic curriculum management in Salafi-style *mu'ādalāh* contexts, offering a replicable dual-track model for institutions balancing classical pedagogy with contemporary Arabic competency demands.

Keywords: Arabic Language Curriculum; Curriculum Management; *Daurah Arabiyyah*; CIPP Evaluation Model.



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1. INTRODUCTION

The curriculum serves as an instrumental input in the education system. The curriculum evolves in line with educational theory and practice (Pacala, 2023). The success of the curriculum is determined by evaluation that aligns with its planning and implementation (Utami, 2020; Vreuls et al., 2025). Curriculum management encompasses continuous planning, implementation, and evaluation within a complex and inclusive educational process (Li et al., 2020; Ocah & Karakuyu, 2021). This urgency also applies to the Arabic language curriculum in Indonesia. The Arabic language curriculum in Indonesia needs to be adapted to evolving societal and technological needs to produce adaptable graduates (Abdallah et al., 2024). Therefore, continuous and adaptive curriculum management becomes essential to ensure that the Arabic language curriculum remains relevant, effective, and capable of systematically guiding the development of comprehensive language competencies and instructional practices.

In this context, the Arabic language curriculum must function as a comprehensive and structured system that integrates objectives, competencies, materials, methods, and institutional practices to effectively guide teaching and learning processes. The Arabic language curriculum serves as a teaching and learning activity plan, a framework for organizing materials, an effective learning method, and implementation guidelines (Wirtati et al., 2025; Himmah & Amrulloh, 2018). Arabic language competencies, both linguistic and non-linguistic, must be included in the Arabic language curriculum (Adawiyah et al., 2025; Shobirin & Hilmi, 2021). Furthermore, the curriculum must also encompass four Arabic language skills: listening, speaking, reading, and writing, encompassing strategies, materials, teaching materials, methods, and approaches (Rifa'i et al., 2025; Muflihah et al., 2024). Educational institutions have diverse teaching methods and programs, which are regulated in their respective curricula.

Pesantren represent a contextualized implementation of the Arabic language curriculum that integrates linguistic competencies with the objective of accessing Islamic knowledge. Their institutionalized commitment to intensive Arabic instruction contributes to language proficiency, preservation, and the reinforcement of religious moderation and socio-cultural cohesion. *Pesantren* places great importance on Arabic as a tool for understanding Islamic teachings and knowledge (Kartini et al., 2026). This is evident in their curriculum, which includes extensive Arabic language instruction (Kosim et al., 2023). *Pesantren* have significantly contributed to the development and preservation of the Arabic language in Indonesia through dedicated educational practices, innovative teaching (Isbah, 2020; Taufiqurrochman, 2025), and a strong focus on cultural and intellectual preservation. Their efforts not only enhance students' language proficiency but also support broader societal goals of religious moderation and cultural cohesion.

Among the variants of *pesantren* in Indonesia, *pesantren mu'adalah* is a unique subset of *pesantren*, occupying a strategic position within the Islamic educational landscape (Surip, 2022; Manshuruddin et al., 2025). *Pesantren mu'adalah* have been recognized as equivalent (*mu'adalah*) to formal education by the Ministry of Religious Affairs of the Republic of Indonesia based on Ministerial Regulation Number 31 of 2020 concerning *Pesantren* Education, which follow the national curriculum set by the government (Nurtawab & Wahyudi, 2022). The *pesantren mu'adalah* designs and manages its own curriculum while maintaining the distinctive traditions of *pesantren* (Hasim & Mutmainnah, 2023; Saparudin et al., 2024). This situation presents a unique challenge in Arabic language curriculum management, as institutions must balance the identity of classical Islamic scholarship with the demands of Arabic language competency relevant to current developments.

Previous researchers have conducted various studies on the Arabic language curriculum in Islamic educational institutions. Himmah & Amrulloh (2018b) examined the Development of the Arabic language curriculum at the *Mu'adalah* Al-Kausar Islamic Boarding School in Genteng, Banyuwangi, and found that the school's curriculum planning emphasized achieving fluency in speaking and reading through direct methods using classical texts. Habibi (2019) examined the integration of traditional and modern Islamic boarding school Arabic language curricula at the Islamic Senior High School with Religious Programs (MAPK) of MAN 1 Surakarta and found that integrating the three curricula optimized students' comprehensive Arabic language mastery. This study emphasized the importance of synergy between formal and non-formal curricula in Islamic boarding school-based institutions. Similarly, Ninoersy et al. (2020) found that Arabic language-learning planning based on the 2013 Curriculum still left a gap between curriculum documents and classroom practice, indicating that curriculum implementation did not always align with the established design.

Meanwhile, in the scope of strategic management, research by [Bahy et al. \(2024\)](#) at the Attanwir Islamic Boarding School in Bojonegoro shows that the management of a semi-modern Islamic boarding school curriculum that adopts religious values has a positive impact on students' Arabic language skills, both theoretically and practically. Meanwhile, research at the Al-Ma'tuq Islamic Boarding School in Sukabumi proves that the management of an international Arabic curriculum that includes planning, implementation, and evaluation requires careful contextual adaptation to be relevant to student characteristics and Islamic boarding school traditions ([Filando et al., 2025](#)). Besides that [Sudir et al. \(2025\)](#) employs a descriptive quantitative approach to examine stakeholders' perceptions of Total Quality Management (TQM) implementation in Islamic boarding schools. However, it also identifies persistent challenges in learning methodologies, teaching resources, and curriculum development, underscoring the need for continuous quality enhancement in Islamic education. These findings are methodologically relevant in evaluating Arabic curriculum management in various institutional contexts.

Despite these contributions, three critical research gaps remain. First, comprehensive studies integrating planning, implementation, evaluation, and development programs within a *mu'adalah* institution are extremely limited. Second, no academic study has specifically addressed Arabic curriculum management in *mu'adalah* boarding schools with their own language development institutes (LPBA) as a supporting program for the formal curriculum. Third, Perguruan Islam Mathali'ul Falah (PIM) is one of Indonesia's oldest *mu'adalah* boarding schools with over a century of history and a strong scholarly tradition has never been academically examined comprehensively in terms of curriculum management. This study offers a novel contribution by providing the first in-depth empirical case study of Arabic curriculum management in a century-old *pesantren mu'adalah*, revealing how formal curriculum structures and LPBA-based language development programs are holistically integrated to sustain scholarly traditions while responding to contemporary educational demands.

Based on the research gap above, this article aims to analyze the management of the Arabic language curriculum at Islamic Senior High School level at the Perguruan Islam Mathali'ul Falah (PIM) Kajen Pati with a focus on four dimensions: (1) Arabic language curriculum planning; (2) Arabic language curriculum implementation; (3) Arabic language curriculum evaluation; and (4) the process and results of the Arabic language Development program organized by the Foreign Language Development Institute (LPBA). This research uses a qualitative approach with a case study design, making PIM the main unit of analysis and using data collection techniques such as in-depth interviews, observation, and documentation.

Theoretically, this research is expected to expand the scope of Arabic-language curriculum management studies in *mu'adalah* Islamic boarding schools, while also offering a more integrative analytical framework for understanding the dynamics of curriculum planning, implementation, and evaluation in *Salafi*-style Islamic boarding schools. The findings of this study can serve as a reference for policymakers, *Mu'adalah* Islamic boarding school managers, and Arabic language educators in designing and optimizing curricula that are responsive to student needs and contemporary educational challenges. Thus, this article contributes to efforts to improve the quality of Arabic-language education in Indonesia, particularly in *pesantren* that maintain the tradition of classical Islamic scholarship amid the current wave of educational modernization.

2. METHODS

2.1 Research Design

This research employed a qualitative case study design. The qualitative approach was chosen to gain an in-depth, contextual, and holistic understanding of Arabic language curriculum management in Islamic boarding schools. The case study design was used to comprehensively and in-depth explore a single case namely, Perguruan Islam Mathali'ul Falah (PIM) Kajen Pati, a mu'adalah educational unit with unique characteristics in Arabic-language curriculum management. This design enabled a detailed examination of the phenomenon within its real-life context, particularly relevant given PIM's distinctive dual-track curriculum model, which combines formal instruction with institutionalised language development programs.

2.2 Participants, Data, and Data Sources

Participants and data sources were selected using a purposive sampling technique based on relevance to the research objectives and depth of knowledge regarding Arabic curriculum management at PIM. This non-probability sampling approach was appropriate for qualitative case study research, where the goal is information richness rather than statistical representativeness. Selection criteria for informants included: (1) direct involvement in Arabic curriculum planning, implementation, or evaluation; (2) minimum one year of experience in their respective roles; and (3) willingness to participate in in-depth interviews.

Data sources were grouped into three categories. First, human sources comprised key informants selected purposively: the Director, Assistant Director for Education and Curriculum (Assistant Director I), Head of the Foreign Language Development Institute (LPBA), Arabic language teachers at the Islamic Senior High School level, and 240 Islamic Senior High School students (distributed across six classes: two classes each for grades 1, 2, and 3). Second, event sources included observable activities such as the Arabic curriculum management process, teaching and learning activities, and Arabic language development programs organised by LPBA at the Islamic Senior High School level. Third, document sources consisted of the 2023/2024 Arabic language curriculum, grade recapitulation for Arabic subjects and language development programs, and Arabic learning materials for grades 1–3 of Islamic Senior High School.

2.3 Data Collection Techniques

Data collection was conducted using four techniques, each serving specific purposes and targeting different data sources. First, in-depth interviews were conducted using semi-structured interview guides with open-ended questions to obtain comprehensive information from key informants. Interviews with the Director, Assistant Director I, and Head of LPBA focused on institutional policies and strategic curriculum management decisions. Interviews with Arabic teachers explored pedagogical practices, challenges, and adaptive strategies in curriculum implementation. Student interviews examined learning experiences, perceptions of instructional effectiveness, and outcomes of the *Daurah Arabiyyah* program. All interviews were audio-recorded with participants' consent and subsequently transcribed for analysis.

Second, participant observation was conducted on the planning, implementation, and evaluation processes of the Arabic language curriculum and LPBA activities. Observations followed a structured protocol that focused on teaching methods, classroom management, student engagement, the use of learning media, and time management. Field notes were systematically recorded, including descriptive observations and reflective commentary to capture both observable behaviours and interpretive insights.

Third, questionnaires combining closed and open-ended questions were distributed to 240 Islamic Senior High School students to validate and triangulate data obtained through interviews and observations. The questionnaire addressed students' perceptions of the effectiveness of the Arabic curriculum, learning difficulties, and satisfaction with both formal instruction and the Daurah Arabiyyah program. Response rate was 95.4% (229 students), ensuring adequate representation across all grade levels.

Fourth, document review was conducted on all institutional archives relevant to the research focus, including curriculum documents, lesson plans, assessment records, LPBA program reports, and student achievement data. Documents were analysed to understand curriculum structure, learning objectives, assessment criteria, and program outcomes.

2.4 Data Analysis and Validity

Data analysis employed the interactive model proposed by Miles, Huberman and Saldaña (2014), consisting of four overlapping stages. First, data collection involved gathering all relevant field data through the techniques described above. Second, data reduction entailed summarising, focusing, and organising data according to the four analysis dimensions: planning, implementation, evaluation, and development. Codes were applied to interview transcripts, observation notes, and documents to identify recurring themes and patterns. Third, data presentation organised reduced data into structured descriptive narratives, tables, and diagrams to facilitate pattern recognition and conclusion drawing. Finally, conclusion drawing and verification involved comparing field data with theoretical frameworks, identifying consistent patterns across data sources, and verifying interpretations through member checking with key informants.

Data validity was ensured through two triangulation techniques. Source triangulation involved comparing data from different informant categories (institutional leaders, teachers, and students) to identify convergent and divergent perspectives. Technique triangulation verified data consistency from the same sources using multiple collection methods (interviews, observations, questionnaires, and documentation). When inconsistencies emerged, researchers returned to the field to clarify them through follow-up interviews or additional observations. This rigorous triangulation process enhanced the credibility and trustworthiness of findings.

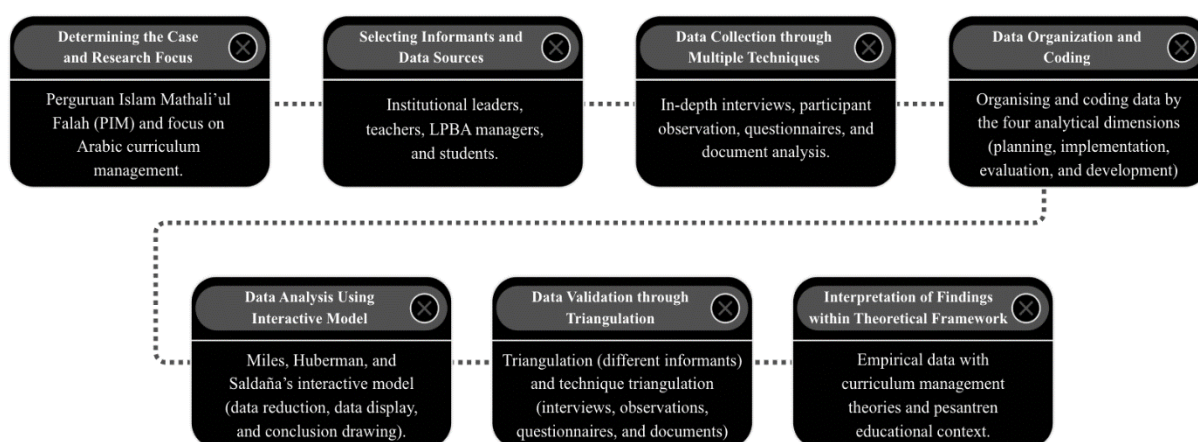


Figure 1. Flowchart of Method

Figure 1 presents the sequential stages of the research procedure used in this study.

3. RESULT AND DISCUSSION

3.1 Arabic Language Curriculum Planning

Curriculum planning constitutes the foundational stage in curriculum management. Tyler (1949) emphasised that an effective curriculum begins with four fundamental questions: objectives to be achieved, relevant learning experiences, organisation of experiences, and evaluation methods. At PIM, these dimensions manifest through a distinctive planning structure that reflects the institution's pesantren identity. PIM's Arabic curriculum planning operates through both formal and informal mechanisms. Formal planning, led by the Assistant Director for Education and Curriculum, addresses teacher allocation, lesson schedules, time distribution, and teaching materials. Informal planning occurs through collegial meetings among Arabic teachers to discuss pedagogical challenges and formulate solutions. This dual-track planning process aligns with Habibi's (2019) findings that successful Arabic curricula in pesantren depend on synergy between institutional authority and teachers' pedagogical wisdom.

A distinctive characteristic of PIM's planning is its adoption of the *naẓariyyah al-waḥdah* (unified system), treating Arabic as an integrated whole comprising one subject, one teaching material, one evaluation, and one grade. This contrasts with the fragmented approach in state madrasah that separate Arabic into multiple related subjects. This integrated philosophy reflects pesantren tradition, which prioritises knowledge coherence over compartmentalised competencies (Wekke, 2015; Sopian et al., 2025). The Arabic subject at PIM's Islamic Senior High School level is called *Muḥāwarah* and focuses on the development of speaking skills. This reflects curriculum orientation toward communicative competence, aligning with communicative language teaching approaches that emphasise active language use in meaningful contexts (Richards & Rodgers, 2010). Time allocation is limited to 2 lesson periods per week across all Madrasah Aliyah levels (Table 1), presenting significant planning challenges.

Table 1. Allocation of Arabic Language Course Class Hours at the Senior High School

No	Subject	1 st Grade	2 nd Grade	3 rd Grade	Remarks
1	Muḥāwarah	2 periods (JP)	2 periods (JP)	2 periods (JP)	40 minutes per period (banin); 35 minutes per period (banat)

*Note: *Banat* (female students), *Banin* (male students)

The constrained time allocation (2 periods/week) poses structural barriers to curriculum planning, as confirmed by the Assistant Director for Education and Curriculum. This finding aligns with Zubair (2026) identification of limited time allocation as a persistent obstacle in Arabic learning planning across Islamic educational institutions. To address this limitation, PIM designed the Daurah Arabiyyah program through LPBA a strategic compensatory mechanism that extends Arabic learning beyond formal classroom hours.

Teaching materials at PIM derive from the *masyāyikh* (scholarly predecessors) tradition, reflecting respect for scientific authority (*sanad al-'ilm*). While core materials remain stable, partial revisions incorporate contemporary dialogue content to meet communicative competency demands. This adaptive approach exemplifies the pesantren principle of *al-muḥāfaẓah 'alā al-qadīm al-ṣāliḥ wa al-akhḍhu bi al-jadīd al-aṣlah* (maintaining sound traditions while adopting beneficial innovations), demonstrating that PIM balances tradition with responsiveness to evolving educational needs.

3.2 Arabic Language Curriculum Implementation

Curriculum implementation transforms planning into concrete learning experiences. [Ornstein & Hunkins \(2018\)](#) identify three critical success factors: teacher competence and flexibility, appropriate learning strategies, and conducive student conditions. These variables directly shape PIM's implementation of its Arabic curriculum. Arabic instruction at PIM emphasises the development of reading skills through two primary methods: *bandongan* and demonstration. In *bandongan*, teachers read and translate Arabic texts while students listen and take notes a method tested over centuries in pesantren pedagogy. The demonstration method provides direct modelling of reading and sentence construction. [Suresman et al. \(2025\)](#) confirmed, through bibliometric analysis, that the *sorogan* and *bandongan* methods, though conventional, remain effective for building deep textual understanding, particularly for classical Arabic texts.

Teachers implement learning through systematic stages are preliminary, core, and closing activities without mandatory formal lesson plans (RPP). This policy reflects institutional trust in teacher professionalism and enables flexible adaptation to classroom conditions. This autonomy aligns with curriculum management principles that recognise teaching as an art requiring situational adaptation ([Ornstein & Hunkins, 2018](#)). However, this flexibility must be balanced with accountability mechanisms to ensure consistent quality across classes, as shown in Table 2.

Table 2. Profile of the Implementation of the Arabic Language Curriculum at the Senior High School

Implementation Aspect	Condition at PIM	Implications
Teaching Method	<i>Bandongan</i> , demonstration, <i>sorogan</i> , <i>talaqqi-mushafahah</i>	Deep textual mastery; intensive teacher–student interaction
Time Allocation	2 periods × 40 minutes (male students); 35 minutes (female students)	Limited time becomes a challenge for achieving material/coverage targets
Teaching Materials	Arabic textbook/handout (5 chapters per year, 3 terms per year)	Structured and progressive; aligned with the pesantren scholarly tradition
Learning Media	Not varied; traditional in nature	Media innovation is needed to increase learning motivation
Daily Assessment	Student participation, Q&A, homework	Authentic and continuous assessment
Minimum Mastery Criteria (KKM)	Grade 1: 5.0 Grade 2: 4.0 Grade 3: 6.5	Standards differ by teacher; policy harmonization is needed

Table 2 summarises key implementation aspects and their implications for learning quality. Observations revealed that approximately 60% of students were actively engaged in learning, while 20% experienced difficulties with vocabulary mastery and 10% showed concentration problems. This heterogeneity reflects varied educational backgrounds, a common challenge in pesantrens that accept students from both Islamic and general schools ([Ninoersy et al., 2020](#)). Teachers employed ice-breaking strategies, including short stories and language games, to restore student concentration, demonstrating high pedagogical adaptability.

The minimal use of ICT-based media emerges as a critical area requiring attention. [Muradi et al. \(2020\)](#) emphasised that revitalising Arabic learning in Indonesia requires integrating technology as a complement, not a replacement for traditional pesantren pedagogy. [Zikriah & Mauludiyah \(2024\)](#) confirmed that global Arabic learning research increasingly focuses on

technology and motivation, indicating that ICT use is no longer optional but essential. PIM must gradually address ICT infrastructure limitations without compromising its traditional identity.

3.3 Arabic Language Curriculum Evaluation

Curriculum evaluation systematically assesses the relevance, effectiveness, and efficiency of implemented curricula (Stufflebeam & Coryn, 2014). This study employed the CIPP (Context, Input, Process, Product) model to comprehensively evaluate all curriculum dimensions. CIPP evaluation has proven effective in pesantren contexts for uncovering dimensions missed by conventional assessments, as shown in Table 3.

Table 3. Evaluation Results of the PIM Arabic Curriculum Based on the CIPP Model

Dimension	Evaluation Focus	Findings at PIM	Recommendations
Context	Alignment of curriculum goals with learners' needs	The kitab kuning-based curriculum is relevant to pesantren objectives; the focus on maharah kalam fits community needs	Align with 21st-century competencies without compromising scholarly identity
Input	Quality of human resources, media, and teaching materials	Teachers are competent; materials are well-structured; ICT media is very limited; instructional time is insufficient	Improve ICT infrastructure; harmonize KKM across teachers
Process	Punctuality, methods, and classroom management	Traditional methods are effective for textual understanding; teacher lateness reduces time efficiency	Enforce stricter time management; vary methods to increase motivation
Product	Achievement of maharah qira'ah and kalam competencies	Students achieve maharah qira'ah; average scores are above KKM; ability to read kitab kuning improves	Use international standards (CEFR) to measure competence with clearer benchmarks

Context evaluation confirmed that PIM's Arabic curriculum objectives equipping students to read Islamic texts and communicate in Arabic are clearly and relevantly formulated. This aligns with Habibi's (2019) finding that pesantren integrating Islamic scholarly traditions with communicative orientation produce graduates with comprehensive Arabic skills. However, the curriculum's predominant focus on *mahārah al-qirā'ah* (reading skills) requires better balance with *mahārah al-istimā'* (listening) and *mahārah al-kalām* (speaking), as holistic language competency demands equilibrium across all four skills.

Input evaluation revealed both strengths and constraints. PIM possesses pedagogically competent, experienced teachers. However, limited ICT media and restricted class time pose structural barriers. Bahy et al. (2024) found that pesantrens actively innovating in learning media showed greater improvements in students' Arabic skills than stagnant institutions. This finding underscores the need for PIM to invest incrementally in learning media infrastructure. Process evaluation highlighted teacher delays in starting lessons as a factor that reduced the already limited effective time. Suboptimal time management results in incomplete material delivery and accumulating delays. Additionally, inconsistent Minimum Competency Criteria (KKM) across grade levels: 5.0 for grade 1, 4.0 for grade 2, and 6.5 for grade 3 requires harmonisation to ensure consistent quality standards.

Product evaluation yielded positive outcomes. Students across all Madrasah Aliyah levels achieved scores above KKM and demonstrated proficiency in reading kitab kuning. Moreover, they actively participate in religious forums such as *Bahtsul Masā'il* and independently study classical Islamic texts achievements exceeding average competency in comparable state Islamic schools. This confirms that well-managed traditional pesantren curricula remain highly effective in producing functional Arabic language competency. However, integrating internationally recognised assessment standards such as the Common European Framework of Reference for Languages (CEFR) would enable clearer competency benchmarking and comparative analysis.

Although the formal subject is designated as *Muḥāwarah* (speaking skills) and initially intended to strengthen speaking competence, classroom implementation demonstrates an adaptive pedagogical shift toward reading-oriented competence, particularly to support students' ability to access classical Islamic texts. This shift reflects the pesantren's contextual response to learners' academic needs and institutional objectives.

3.4 Arabic Language Curriculum Development through LPBA

Curriculum development at PIM is a dynamic, responsive process that adapts to evolving student needs, societal demands, and scientific advancements (Ornstein & Hunkins, 2018). The Foreign Language Development Institute (LPBA) manages Arabic curriculum development through the *Daurah Arabiyyah* program, which supplements limited formal hours with intensive extracurricular activities. LPBA's institutional presence distinguishes PIM from other *mu'ādalāh* boarding schools, highlighting its innovative approach to Arabic education. *Daurah Arabiyyah* is designed around six curriculum development principles identified by Himmah & Amrulloh (2018): (1) goal-orientation, (2) relevance, (3) effectiveness, (4) efficiency, (5) continuity, and (6) synchronisation. These principles confirm that PIM's extracurricular program constitutes an integrated extension of the curriculum rather than an optional supplement.

LPBA operationalises development through ten structured annual programs: language organisation mentoring, experimental learning research, teacher training, instructional material development, *Daurah Arabiyyah* implementation, examination administration, student selection, and certificate (*syahādah*) awarding. This comprehensive, collaborative approach among teachers, students, and institutional partners forms an innovative governance model distinctive among *mu'ādalāh* boarding schools. Active student engagement through *Qismun Nasyāth* (QNS) and Sacred organisations embodies student-centred learning principles, enhancing motivation and outcomes, as shown in Table 4.

Table 4. Recapitulation of Final Grades for the Arabiyyah Senior High School Level of PIM
Academic Year 2023/2024

No.	Class	Total Students	Rōsib	Jayyid	Jayyid Jiddan	Mumtaz
1	3 rd Grade High School	319	99 (31.0%)	136 (42.6%)	60 (18.8%)	16 (5.0%)
2	2 nd Grade High School	325	72 (22.2%)	153 (47.1%)	76 (23.4%)	20 (6.2%)
3	1 st Grade High School	344	100 (29.1%)	162 (47.1%)	60 (17.4%)	19 (5.5%)

*Note: *Rōsib* (100–140), *Jayyid* (141–160), *Jayyid Jiddan* (161–180), *Mumtaz* (181–200). Certificate is awarded to students with a grade $\geq$ *Jayyid* and an attendance of $\geq$ 50%.

The score distribution reveals consistent patterns across grades, with 65–69% of students in each grade achieving the *Jayyid* category or higher, qualifying for certificates. Grade 2 Senior High School demonstrated optimal performance, with 76.7% of students in the *Jayyid*, *Jayyid Jiddan*, and *Mumtaz* categories. Conversely, 29–31% of students across grades remained in the *Rōsib* category, indicating the need for more intensive, differentiated learning interventions. Notably, initial planning emphasised speaking skills, but implementation focused on reading skills. This shift reflects responsive curriculum implementation, with adjustments made after evaluating student needs rather than rigid adherence to planning documents. This flexibility aligns with [Ornstein & Hunkins's \(2018\)](#) argument that successful curricula adapt to students' real needs rather than following static plans.

Implementation challenges include: (1) limited student vocabulary; (2) physical fatigue from only 2-hour breaks between formal school and *Daurah Arabiyyah*; and (3) low active participation among some students. These issues stem from fatigue, varied initial abilities, and limited method variation. [Sopian et al. \(2025\)](#) emphasise that intrinsic motivation in pesantren Arabic learning is shaped by environment, material relevance, and diverse experiences. LPBA's addition of audio, visual, and game-based methods represents a well-supported response to these challenges. Overall, LPBA's institutionalisation, as exemplified by the *Daurah Arabiyyah* program, represents an innovative model of Arabic curriculum development within the mu'adalah boarding school ecosystem. This model balances adherence to Islamic scholarly traditions with responsiveness to contemporary needs a balance that [Suresman et al. \(2025\)](#) data demonstrating that the majority of students certified confirm this LPBA-based development model's effectiveness as both a compensatory strategy for limited formal hours and a vehicle for enhancing overall Arabic language competency.

4. CONCLUSION

This study demonstrates that Arabic language curriculum management at Perguruan Islam Mathali'ul Falah (PIM) operates through a distinctive dual-track model that integrates formal instruction under the *naẓariyyah al-waḥdah* system with the institutionalised extracurricular program of *Daurah Arabiyyah* managed by LPBA. Across all four management dimensions: planning, implementation, evaluation, and development, PIM consistently balances the preservation of classical pesantren pedagogical traditions with adaptive responses to contemporary demands for Arabic competency. This integration is not merely structural but reflects a deliberate institutional philosophy of *al-muḥāfaẓah 'alā al-qadīm al-ṣāliḥ wa al-akhdhu bi al-jadīd al-aṣlah*, which sustains scholarly identity while remaining responsive to evolving educational needs. The result is a curriculum ecosystem in which LPBA functions not as a peripheral supplement but as a strategic compensatory mechanism that substantively extends and reinforces formal learning outcomes, as evidenced by 65–69% of students across grade levels achieving certified Arabic proficiency.

These findings offer a replicable and theoretically grounded framework for Arabic curriculum management in mu'adalah boarding schools, particularly those navigating the tension between classical pedagogy and modern competency standards. Nonetheless, persistent challenges, including limited ICT integration, restricted instructional time, and inconsistent minimum competency criteria, call for targeted institutional reforms. Future research should examine the scalability of PIM's dual-track model across other mu'adalah institutions and explore integrating internationally recognised benchmarks, such as the CEFR, to enable broader comparative assessment of Arabic language outcomes in Indonesian Islamic boarding schools.

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