



Strategic Management of International Curriculum in Arabic Language Education at Al-Ma'tuq Islamic Boarding School

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Abstract

This study is motivated by the importance of developing an international curriculum for Arabic language learning, particularly in Islamic boarding schools, which generally only use the National Curriculum. Al-Ma'tuq Sukabumi Islamic Boarding School is an example of a boarding school that has implemented an international curriculum for Arabic language lessons, in collaboration with the Islamic University of Madinah. This is a relatively new phenomenon that has been rarely studied academically, as international curricula are often associated with English or the Cambridge curriculum. This study aims to analyze the management of the international curriculum in Arabic language learning at the Madrasah Aliyah level at the Al-Ma'tuq Sukabumi Islamic boarding school. The focus of the study includes the planning, implementation, and evaluation processes of the curriculum. This study uses a descriptive qualitative approach with data collection methods through interviews, observation, documentation, and questionnaires. The research informants consist of the head of the curriculum department, the head of the research and development department, Arabic language teachers, and Madrasah Aliyah students. The results of the study indicate that: (1) Curriculum planning is carried out systematically through collaboration with the Islamic University of Madinah, the development of a syllabus based on Middle Eastern standards, and external oversight. (2) Curriculum implementation emphasizes an integrative approach between theory and practice, supported by an active Arabic-language environment and the use of official textbooks from international partner institutions. (3) Evaluation is conducted in stages with regular supervision by supervisors from the Islamic University of Madinah.

Keywords:

Arabic Language: International Curriculum, Curriculum Management, Islamic Boarding Schools, Global Islamic Education.

INTRODUCTION

Curriculum management is a regulatory activity that encompasses planning, organizing, implementing, supervising, and evaluating educational programs to ensure they run smoothly and align with established objectives. (Qomaruddin, 2022) Curriculum management is a regulatory activity that involves planning, organizing, implementing, and evaluating educational programs to ensure they run smoothly and align with established objectives. (Qutni & Nawawi, 2022)

An international curriculum is a learning system designed to meet global education standards, enabling its implementation in various countries with diverse



cultures and languages.(Nurbayan dkk., 2021) The primary objective of this curriculum is to equip students with internationally applicable knowledge and skills, thereby preparing them to succeed in the global market.(Cambridge, 2010)

Therefore, each educational institution needs to develop a curriculum tailored to its specific needs in order to guide its students to become civilized, skilled, competent, and helpful individuals for their country, nation, and religion.(Njui, 2017) Generally, Islamic boarding schools only have one curriculum, namely the madrasah curriculum or the Ministry of Religious Affairs curriculum. (Maduningtias dkk., 2022). Based on this, this study aims to determine the role of curriculum management in Islamic boarding schools in enhancing students' competence in Arabic language learning, as well as the factors that influence the effectiveness of Arabic language learning curriculum management in these schools.(Muslim & Harisca, 2021)

The Al-Ma'tuq Islamic Boarding School educational institution has had a partnership with the Islamic University of Madinah in Saudi Arabia since 2017, enabling it to obtain international accreditation, particularly in Arabic language learning, as it directly adopts the international curriculum used in most universities in the Middle East, as well as the learning methods and the presence of supervisors who directly monitor the location, conduct gradual checks, and provide supervision.(Palah, 2018)

With this international accreditation, Al-Ma'tuq Islamic Boarding School in Sukabumi has been recognized as having a global curriculum in Arabic language education. One of the advantages of using an international curriculum is that the diplomas issued by Al-Ma'tuq Islamic Boarding School are already recognized in the Middle East and do not require translation. To date, over 30 graduates of Al-Ma'tuq Islamic Boarding School have continued their studies at the undergraduate (Bachelor's) and postgraduate (Master's) levels at several renowned universities in the Middle East. Some of these universities include the University of Islam in Madinah, known for its exceptional graduated; Umm Al-Qura University in Mecca, a reference point for students in the fields of Islamic studies and Islamic law, Al-Azhar University in Egypt, renowned as a center for Islamic and Arabic language education for centuries, Qassim University in Buraydah, and King Abdul Aziz University in Jeddah, which is also globally recognized.(Upang & Alim, 2021)

This achievement demonstrates that Al-Ma'tuq Islamic Boarding School is not only capable of producing outstanding graduates in Islamic studies but also capable of competing at the international level, with many of its alumni accepted into leading educational institutions in the region.This study is expected to provide theoretical benefits, adding to the body of knowledge in Arabic language studies, particularly in the field of international curriculum management in Arabic language learning, and to serve as a relevant scientific reference for future research.(Azmi dkk., 2025)

This research broadens the researcher's understanding of curriculum management in Arabic-language pesantrenmuadalah, provides direct experience with the research subject to obtain real-world information, and sharpens research skills in designing, analyzing, and interpreting data for further research.(Rosyadi & Alim, 2022) In Habibi's research and this study, several significant similarities and differences are noted. Both earlier investigations analyzed the Arabic language curriculum in Islamic boarding schools employing a qualitative method, utilizing data gathered through interviews, observations, and documentation. The previous study examined the overall Madrasah Aliyah Teacher Training Program, whereas this



research is centered on the Madrasah Aliyah level at Al-Ma'tuq Islamic Boarding School in Sukabumi. Additionally, Habibi's study was conducted at a traditional pesantren that incorporated a modern approach, whereas this research focuses on a modern pesantren that features a curriculum development initiative in Arabic language instruction.(Choirunnisa & Habibi, 2023)

Muhammad Abduh's (2024) research, "Challenges in the Dynamics of International Standard School Regulation," examined the difficulties encountered by International Standard Schools (SBI) in Indonesia in reaching global education benchmarks while preserving local cultural traditions. Abduh's study and this research both concentrate on the regulation and execution of international standard programs within educational institutions. Nevertheless, Abduh employed a library research technique, whereas this study adopts a qualitative field approach that involves interviews, observations, and documentation.

Prior studies at Al-Ma'tuq Islamic Boarding School have not thoroughly addressed the management of international curricula in Arabic language instruction. This study makes a novel contribution by focusing on the planning, execution, assessment, and advancement of the global curriculum, thereby enhancing existing research and offering a new perspective on the administration of Arabic language curricula in contemporary Islamic boarding schools.

RESEARCH METHODOLOGY

This research method employs a descriptive qualitative approach, utilizing interviews, observation, documentation, and questionnaires to collect data from the head of the curriculum department, the head of the research and development department, Arabic language teachers, and Madrasah Aliyah students.(Sugiyono, 2013)

This study aims to analyze international curriculum management in Arabic language learning at the Madrasah Aliyah level at the Al-Ma'tuq Islamic Boarding School in Sukabumi. The primary focus of the study is to determine how the planning, implementation, and evaluation of the international curriculum are carried out at the Madrasah Aliyah level at the Al-Ma'tuq Islamic Boarding School in Sukabumi.

This study uses a descriptive qualitative approach and employs interviews, observation, documentation, and questionnaires with the head of the curriculum department, the head of the research and development department, Arabic language teachers, and Madrasah Aliyah students to collect data.

In quantitative research, the subject of this study is international curriculum management in Arabic language learning at Al-Ma'tuq Islamic Boarding School, specifically at the Madrasah Aliyah level. This subject covers the process of managing and implementing the language curriculum at that level, including aspects of teaching, material management, and evaluation carried out at the boarding school.

In this study, the research subjects are the head of the research and development department, 30 senior high school students, supervisors, and the head of the curriculum department, with a focus on international curriculum management in Arabic language learning at Al-Ma'tuq Islamic Boarding School in Sukabumi.



Research data and sources

In this study, qualitative data were obtained from the international curriculum for Arabic language learning, covering the stages of planning, implementation, to evaluation, Arabic language development programs and their results, as well as various problems encountered during the learning process at the Madrasah Aliyah level at the Al-Ma'tuq Islamic Boarding School. (Rahman, 2018)

In this study, both the researcher and the data sources had differences in educational background, experience, interests, views, values, and perceptions. Therefore, the data collection, analysis, and report writing processes were influenced by the values held by each party. (Sugiyono, 2013)

RESULT AND DISCUSSION

1) International Curriculum Planning in Arabic Language Learning at the Madrasah Aliyah Level at Al-Ma'tuq Islamic Boarding School

Based on the analysis conducted by researchers at Madrasah Aliyah Pesantren Al-Ma'tuq, this international curriculum was planned in 2015. When Madrasah Aliyah was first established in 1997, it still used its own curriculum with limited teachers. However, with the development of the times, in 2015 Madrasah Aliyah Al-Ma'tuq began to plan to implement an international curriculum. its plan.

In this study, the researcher used a combination of open-ended and closed-ended questionnaires, with senior high school students at the Al-Ma'tuq Islamic Boarding School as the subjects of the questionnaire.

The questionnaire was administered to teachers to assess the extent to which the program could be utilized optimally, and to students to evaluate their understanding of the material presented in the learning activities.

In the triangulation technique applied by the researcher, the sources of information included Arabic language teachers at the Madrasah Aliyah level who were interviewed, observed during the learning process, and documented. In addition, students at the Madrasah Aliyah level were also involved by filling out questionnaires, becoming objects of observation, and having their learning process documented.

the use of an international curriculum in Arabic language learning at this Islamic boarding school. The book *Al Arabiyyah baina yadaik* is a textbook used to teach Arabic to students at the Al-Ma'tuq Islamic boarding school.

Ustadz Munaji, as the curriculum coordinator, explained that with the use of the book *Al Arabiyyah Baina Yadaik*, students are expected to master four skills: listening, speaking, reading, and writing. There is also a special focus on listening skills with the book *Durus Fi Ta'lim Lughatil Al Arabiyyah Aswat Al Arabiyyah*. It is hoped that with this special book, students will also be able to understand the four skills in Arabic.

The following table presents information about the use of textbooks and learning materials delivered at the beginning of the semester, as well as the time allocation set for the Madrasah Aliyah level at Al-Ma'tuq Islamic Boarding School.

2) International curriculum planning in Arabic language learning at the Madrasah Aliyah level at Al-Matuq Islamic boarding school

The implementation of the international curriculum in Arabic language subjects at the Madrasah Aliyah level at Al-Ma'tuq Islamic Boarding School follows the previous plan



made for Madrasah Aliyah Al-Ma'tuq and the strategy to adopt new technologies and systems. This has also undergone an assessment in terms of the situation as defined by the system where the curriculum is embedded, including the characteristics of the students such as their intellectual, emotional, and physical development. During the implementation of this plan, the competencies and learning objectives defined at the outset, including the effectiveness of the learning experience, as well as the scope, disposition, and attitude toward language and culture, have undergone significant evaluation and reshaped the learning process and materials.

Teachers implement learning policies appropriate for students according to the provided plan. Teaching is not only based on the process of providing information but also uses creative teaching methods. Students are given 50 minutes of instruction per subject. In the Arabic language curriculum at the Al-Ma'tuq Islamic Boarding School in Sukabumi, the subject of Tadrīb is taught twice a week. Arabic language learning covers aspects of qawā'id such as Balāghah and Nahwu to deepen understanding of the structure and beauty of the language. The subject Balāghah is only given to students majoring in Diniyah because of its relevance to Islamic studies. Each learning session lasts 35 minutes per lesson, with a minimum of two lessons per meeting.

Ustadz Fitri, a teacher at Aliyah class 3, explained that the use of the ABY book greatly facilitates students and Arabic language teachers because the skills are already contained in this one book. However, based on the students' evaluations, there are still obstacles in Arabic writing skills, such as the placement of connected letters and the writing of hamzahqata and wasal.

That is why, from the beginning, the Al-Ma'tuq Islamic Boarding School Aliyah has not completely abandoned the traditional approach. This school maintains the teaching of classical texts such as Nahwu, Sharaf, Balaghah, and Imla as core components of the curriculum. Because these are foundational sciences, every student needs and requires these lessons to support one another,

These texts provide a solid scientific foundation for students to understand the structure of the Arabic language comprehensively and accurately. For this purpose, the teaching approach used in this madrasah is a combination of modern and traditional teaching techniques. On the one hand, students are taught practical language skills using contemporary texts such as ABY. On the other hand, they are equipped with analytical skills through the study of classical texts, which is a hallmark of pesantren education.

Arabic language teachers at the Al-Ma'tuq Islamic boarding school carefully design learning materials to limit the amount of material covered in each session. Although the strategies are incorporated into the learning process, teachers tailor their teaching methods to the students' needs based on the provided plan. Teaching is not only based on the process of delivering information but also employs creative teaching methods. Students receive 50 minutes of instruction per subject. These issues arise due to the absence of teachers, as pre-established plans and allocated schedules often influence students, and some teachers are unable to utilize Arabic language teaching materials effectively.

3) Evaluation of international curriculum management in Arabic language learning at Al-Ma'tuq Islamic boarding school in Sukabumi

Curriculum evaluation at Madrasah Aliyah Pesantren Al-Ma'tuq Sukabumi includes



internal assessment by the Madrasah Aliyah Al-Ma'tuq team and external evaluation by supervisors from the Islamic University of Madinah. The assessment of teachers sets a minimum passing grade (KKM) of 75 for both oral and written tests as a measure to ensure that students not only master the basic learning material. Students whose scores do not meet the KKM receive remedial assistance to improve their grades, but also to apply their knowledge effectively. This demonstrates the commitment of Madrasah Aliyah Pesantren Al-Ma'tuq to maintaining high evaluation standards for Arabic language courses, emphasizing substantial achievement and more profound mastery of Arabic language skills.

Sheikh Yusuf Ahmad Jakfar, supervisor from the Islamic University of Madinah, appreciated the dual curriculum approach implemented by Madrasah Aliyah Pesantren Al-Ma'tuq, particularly the integration of classical and modern methodologies. This approach is considered effective in providing a comprehensive understanding of the Arabic language, both from the perspective of classical scholarship and the needs of contemporary communication. In addition to enriching the learning experience, this approach also provides flexibility in the use of Arabic in various contexts.

In terms of facilities, most teachers have been supported with teaching materials, digital media, and language laboratories. However, challenges persist in the effective utilization of modern teaching tools, particularly among teachers accustomed to traditional methods who have not received sufficient technical training.

To address this, the evaluation team recommends intensive and ongoing training covering multimedia proficiency, technology-based classroom management, and the use of language laboratories. It is also suggested that technical guide modules be developed and made easily accessible electronically. Regular monitoring and performance evaluations before and after training are necessary to ensure that teachers can transform in line with the pesantren's direction and vision in implementing curriculum-based learning.

CONCLUSION

This study provides an in-depth explanation of international curriculum management in Arabic language learning at the Madrasah Aliyah level within the Al-Ma'tuq Islamic boarding school environment. International curriculum management in the context of Arabic language teaching consists of three main stages: planning, implementation, and evaluation. These three stages are interrelated and serve as the basis for ensuring the effectiveness of the learning process in accordance with the international benchmarks used by the institution.

The evaluation of the international curriculum at Al-Ma'tuq Islamic Boarding School is conducted systematically and continuously in accordance with comprehensive international standards. This evaluation process involves various measurable assessment instruments and in-depth analysis methods. It is supervised by internal and external institutions to ensure that the quality of education remains optimal, aligning with scientific developments and the evolving needs of students. Additionally, the evaluation emphasizes the motivation and interests of the students as key factors in the effectiveness of Arabic language learning at the senior high school level.



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