



Obstacles to implementing the Kulliyatul Mu'allimin Al-Islamiyah curriculum in Arabic at the Al Furqon Islamic Boarding School

Muhammad Fadhil Husein¹, Hanan Riswar², Muhajir³, Ade Satris Fauzi Nasution^{4*}

^{1,2,3} Sunan Kalijaga State Islamic University, Indonesia

⁴ Islamic University of Madinah, Saudi Arabia

*Corresponding author: 23204022002@student.uin-suka.ac.id

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Abstract

This study aims to evaluate the implementation of the Kulliyatul Mu'allimin Al-Islamiyah (KMI) Curriculum in Arabic language learning at Pondok Modern Al-Furqon, and to identify the challenges and solutions faced in the process. The research method used is qualitative with a case study approach, involving interviews with the KMI director, teachers, and students, as well as direct observation of the learning process and analysis of documents related to the curriculum. The results of the study indicate that the implementation of the KMI curriculum at Pondok Modern Al-Furqon has only reached 70% with Arabic language learning taking place for 24 hours through formal and non-formal approaches. This study identified various obstacles in the implementation of the KMI curriculum at Pondok Modern Al-Furqon, including the use of two curricula, namely the KMI curriculum and the national curriculum, the tight schedule of activities, and the limited understanding of teachers regarding the curriculum due to differences in educational backgrounds. To overcome these obstacles, Pondok Modern Al-Furqon conducted weekly and monthly evaluations, and provided training to teachers on the implementation of the KMI curriculum. This study concludes that despite challenges in implementing the curriculum, the efforts made by the pesantren show a commitment to improving the quality of Arabic language learning and the development of the character of the students. These findings are expected to contribute to the development of the curriculum in other pesantren and improve the effectiveness of Arabic language learning in Indonesia.

Keywords: Implementation curriculum, KMI curriculum, arabic language learning

INTRODUCTION

The curriculum plays an important role in the success of the education system (Salim Salabi, 2022; Susiawati & Fanirin, 2020; Waloyo dkk., 2024). Without the right and appropriate curriculum, achieving educational goals and objectives becomes difficult. The Indonesian curriculum has changed and improved over time to adapt to the times, This is done to maximize its benefits (Arifin, 2013). The curriculum has an important role in the learning process (Niswa dkk., 2024; Pak dkk., 2020). Curriculum development and supporting regulations for Islamic boarding schools can be done in various ways, such as creating an environment that is isolated from the general public. This allows students and educators to live in a uniform environment, helps maintain discipline, facilitates the smooth implementation of the KMI curriculum, and creates a positive learning atmosphere in Islamic boarding schools (Habibi, 2019; Setyawan & Fathoni, 2017).

Currently, many Islamic boarding schools are undergoing various changes. One of them is the integration of the Islamic boarding school system with state schools or madrasas, as well as the addition of a curriculum that includes general knowledge and life skills (Nurcholis dkk., 2020). This change has attracted public attention so that many people choose to enroll their children in Islamic boarding schools (Depag, 2003). Islamic boarding schools have undergone a transformation as part of educational reform which is considered an important contributor in providing superior resources (Fajriyah dkk., 2018). Its development resulted in an education system called *Kulliyatu al-Mu'allimin Al-Islamiyah* (KMI) (Andi & Khotimah, 2024). This system was first implemented in Indonesia by the Pondok Modern Darussalam Gontor, and currently many Islamic boarding schools in Indonesia have adopted and developed it.

Al-Furqon Modern Islamic Boarding School Lampung, which implements KMI in its education system. KMI is implemented and integrated with the curriculum of the Ministry of Religion (Rusdiansyah, 2024). However, KMI cannot be adopted blindly because there are limitations, such as the education policies in force in Indonesia. In addition, material adjustments are made according to environmental conditions in Indonesia. The KMI-based education pattern in this Islamic boarding school has been recognized as equivalent to high school, both domestically and abroad. This recognition shows that the Islamic boarding school education pattern can compete with state schools (Syarifah, 2016). The survey results show that many teachers do not fully understand the concept of the KMI curriculum (Kusuma, 2024), and some only know the term independent learning from various sources without really understanding the concept.

As a result, the KMI concept was not successfully implemented. In fact, the KMI concept is actually an effort to change the Islamic boarding school education system again (Habibi, 2019), with the aim of reorganizing the education system to face the development and progress of the nation so that it can adapt to changes in the times (Rahman dkk., 2023). Although the KMI Curriculum in Gontor has been fully implemented (100%), in several Gontor alumni Islamic boarding school educational institutions, including Pondok Modern Al-Furqon, only around 70% of the KMI curriculum has been implemented, including in the learning process. For example, in Arabic language learning, the KMI Curriculum concept has been implemented by 70%, as expressed by Ustadzah Sinta as the head of the MTs PSA PM Al-Furqon curriculum. Arabic language teaching is considered one of the important subjects, and

effective Arabic language learning design involves the use of appropriate materials, methods, strategies, media, and approaches (Febriyani, 2024).

Based on the literature review of previous studies, no one has studied the problem of implementing the KMI curriculum in Arabic language learning, especially at the secondary level, especially in Arabic language learning. For example, in a study conducted by Chusnul Chotimah et al. which describes the implementation of the Kulliyatul-Mu'allimin Al-Islamiyah Curriculum in the Al-Barokah Nganjuk Modern Pondok (Chotimah dkk., 2021). The results of the study showed that the Kulliyatul-Mu'allimin Al-Islamiyah curriculum was implemented at the Al-Barokah Modern Pondok by implementing one hundred percent religious and general learning. There are similarities between these two studies, namely both examining the implementation of the Kulliyatul-Mu'allimin Al-Islamiyah Curriculum. However, the study by Chusnul Chotimah et al. did not focus on the subject and form of implementation of the Kulliyatul-Mu'allimin Al-Islamiyah Curriculum as a whole, while this study focuses on one subject, namely Arabic, with various ways to implement it.

Then the study entitled "Implementation of the Kulliyatul Mu'allimin Al-Islamiyyah Curriculum in Improving the Quality of Islamic Boarding School Education" written by Tahir et al. The study has the same focus on discussing the object of the KMI curriculum, but the study is more focused on the KMI curriculum as an improvement in the quality of Islamic boarding schools (Tahir dkk., 2024). This study focuses on the problems of implementing the KMI curriculum in Arabic language learning in educational institutions.

Furthermore, in a study written by Anisah et al entitled "Implementation of the KMI Curriculum (Kuliyatul Mu'alimin Al Islamiyyah) for the Formation of Character of Students at the Mta Mojogedang Islamic Boarding School, Karanganyar Regency". This study focuses on how the KMI curriculum plays a role in character formation (Anisah dkk., 2023). While in this study there is no connection with the discussion of the KMI curriculum as another concept apart from the discussion related to the obstacles in implementing the KMI curriculum. Research entitled "Implementation of an independent curriculum in high school: The perspective of English teachers" written by Edy Waluyo et al., This study focuses on the concept of an independent curriculum from the perspective of English teachers, where the results of the study are related to positive, negative, neutral and unclear responses related to the views of English teachers on the independent curriculum (Waloyo dkk., 2024), While this study focuses on the KMI curriculum and Arabic.

Previous studies have explored the implementation of the KMI curriculum from different perspectives. For example, Chotimah et al. (2012) examined its implementation at Pondok Modern Al-Barokah, focusing on the integration of religious and general education. Similarly, Tahir et al. (2024) investigated how the KMI curriculum contributes to improving the overall quality of pesantren education. Anisah et al. (2023) analyzed the role of the KMI curriculum in shaping students' character at MTA Pesantren Mojogedang, while Waloyo et al. (2024) focused on teachers' perspectives in implementing the independent curriculum in high schools. However, no previous studies have specifically addressed the obstacles in implementing the KMI curriculum in Arabic language learning at the secondary education level. This gap highlights the need for a deeper understanding of the challenges faced by

pesantren in adapting the KMI curriculum to improve Arabic language education, which is central to the purpose of pesantren as religious educational institutions.

This study contributes by focusing on the challenges in implementing the KMI curriculum in Arabic language learning at Pondok Modern Al-Furqon. Unlike previous studies, which mainly focused on general curriculum implementation, quality improvement, or character building, this study explores the specific challenges of teaching Arabic within the KMI framework. By identifying key barriers and proposing potential solutions, this study aims to bridge the gap between curriculum design and its practical implementation in the unique context of pesantren education. Furthermore, this study highlights the differences between the theoretical foundation of the KMI curriculum and its practical implementation in the field, especially in Arabic language learning. These findings are expected to provide actionable recommendations for policy makers, educators, and curriculum developers to improve the effectiveness of the KMI curriculum.

RESEARCH METHOD

This study uses a qualitative descriptive method, with the type of field research is a research method where researchers go directly to a particular location or environment to collect data from primary and secondary data sources (Maulana, 2010). Primary data is data obtained directly from research subjects using measuring instruments or data collection tools directly on the subject as a source of information sought, and in this study the head of the PMA boarding school, the Director of KMI, teachers, and the deputy head of the curriculum are the main or primary data sources. Secondary data is data obtained from other parties, this data is usually in the form of documentation data or report data that is already available (Arikunto, 2013). And in this study, secondary data are documents, journals, and books that are relevant to the topic of research discussion. This data is obtained through observation, interviews, surveys, or direct interaction with individuals, or groups being studied. This research was conducted at the Al-Furqon Modern Boarding School, Lampung.

The analysis was carried out using the Miles and Huberman analysis procedure which includes data collection, reduction, display, and verification (Sugiyono, 2018). Source triangulation and technical triangulation are two techniques used by researchers to ensure data accuracy. Data on a particular topic that has been collected from one source is compared with data from other sources, and data collected through interview techniques is matched again with observation and documentation (Sugiyono, 2016). Furthermore, the data is processed in three stages of qualitative analysis: data presentation, data reduction, and inference as the final conclusion. Data reduction involves the process of selecting and grouping data based on a particular topic, and data presentation involves grouping data related to internal and external problems. Identifying important points and discussing them in easy-to-understand language is part of the conclusion.

FINDINGS & DISCUSSION

The Kulliyatul Mu'allimin Al-Islamiyah (KMI) curriculum is a curriculum model that was first implemented by the Darussallam Gontor Islamic boarding school. This curriculum is usually adopted in modern Islamic boarding schools spread across Indonesia which are implemented in totality by the kiyai and the board of teachers at the institution that has begun (Ghofur, 2020).

The KMI curriculum includes General Studies and Religious Studies, showing the relationship between the two and their importance in Islam. Since everything was created by Allah, the purpose of studying religious and general sciences is to equip students with basic knowledge so that they can become people who are obedient and faithful to Allah SWT and are able to carry out their duties as caliphs with full awareness (Syarifah, 2016).

In the discussion of the curriculum at PM. Al-Furqon, there is a development team responsible for the implementation of the KMI curriculum. The development team is responsible for: (1) forming and strengthening the curriculum development team; (2) determining the needs for the development of the KMI curriculum; (3) conducting an evaluation of the implementation of the curriculum; (4) collecting and optimizing educational resources; (5) providing facilities to teachers to develop learning activity programs; and (6) helping teachers choose source books (Febriyani, 2024). He continued, various components are involved in the curriculum development process, such as: (a) decision makers on curriculum determination; (b) curriculum experts; (c) specialists in certain fields; (d) psychologists; and (e) teachers.

The management of PM Al-Furqon stated that "The KMI curriculum is almost the same as the current curriculum, namely KUMER. If it is the same as KUMER, it is the same, because both give freedom to institutions for implementation, etc." This shows that the KMI curriculum that applies at the Al-Furqon Islamic Boarding School still adopts the Indonesian national curriculum, namely the Merdeka Curriculum and this is also what gives rise to challenges or obstacles.

Specific obstacles in the implementation of the Kulliyatul-Mu'allimin Al-Islamiyah Curriculum at the Al-Furqon Modern Islamic Boarding School in Arabic language learning are that the curriculum objectives have not been achieved, which results in the implementation of the KMI curriculum in shaping student character being less than optimal. In the following description, the researcher will explain and analyze the problems faced by the Al-Furqon Modern Boarding School in implementing the KMI curriculum. The results of the interview showed that there were several problems and obstacles that hindered the implementation of the KMI curriculum in Arabic Language Learning at the Al-Furqon Modern Boarding School. Some of these problems are as follows:

The Use of Two Curricula in Arabic Language Learning at Al-Furqon Modern Islamic Boarding School

The first obstacle is the implementation of two curricula at PM Al-Furqon, this was conveyed by Ust. Anang Rusdiansyah as the director of KMI that:

"The two curricula used are an obstacle in implementing the KMI curriculum, because in terms of administration, reports must be provided regarding the applicable curriculum to the department and the KMI curriculum to the leadership/teaching council."

Based on the statement above, the implementation of these two curricula causes the KMI teachers and staff to face difficulties in implementing the curriculum because on the one hand they are guided by the KMI curriculum and on the other hand they are guided by the applicable curriculum in administrative reports, accreditation and several learning systems such as assessments in the form of madrasah exams and many others.

Al-Furqon Modern Islamic Boarding School implements the KMI curriculum which is also accompanied by the national curriculum. As stated during the interview, using these two curriculums basically makes it quite difficult for the KMI teachers and staff when implementing the curriculum in the learning process. This is because both teachers and staff must adhere to the KMI curriculum but also cannot be separated from the national curriculum that applies in the administrative reporting system. In line with this, Faisal Abdullah also said that the implementation of the integrated PAI curriculum at the Manbaushshafa Islamic Boarding School also faces challenges due to the dual guidance of the KMI curriculum and the applicable school curriculum. Teachers and staff struggle as much as possible to align their teaching methods and administrative reports with these different curricula, especially in assessments such as madrasah exams. This situation creates confusion and difficulty in delivering educational content effectively, because they have to navigate between two different educational frameworks (Abdullah, 2023).

This obstacle is very pronounced especially in Arabic learning, where the limitations in vocabulary mastery by students make it difficult for teachers to implement learning using Arabic. Jenur and Lukluk added that the limitations in Arabic learning are also due to most of the books used in the learning process using a curriculum program that has not been fully achieved due to the tight schedule of activities, limited facilities and infrastructure and the difficulty of teachers in adjusting between one material and another (Jenur & Lukluk, 2024). The impact of these obstacles makes the implementation of the KMI curriculum less than optimal, according to Ustadzah Shinta Febriani the success of the implementation of the KMI curriculum has only reached 75% to 80% this is because it still clashes with the applicable independence curriculum.

Tight Time and Material Arrangement

According to the director of KMI, the KMI curriculum lasts for a full day or 24 hours. "KMI education, as I said before, is carried out for 24 hours, a full day where every activity is continuous from waking up to going back to sleep with a formal and non-formal system. KMI activities are divided into two, namely RKS (Student Activity Plan) and RPP (Learning Implementation Plan)". This statement shows the compaction of both material and time in the learning process taking place at the Al-Furqon Islamic Boarding School and this problem is inseparable from the implementation of a dual curriculum.

The results of the interview stated that the implementation of KMI education at PM Al-Furqon takes place for 24 hours involving both formal and non-formal education. However, this program is divided into several parts that are adjusted to the needs of students and include activities in the curriculum (intracurricular), activities outside the curriculum (extracurricular), and activities with the curriculum (co-curricular). This program also provides support and guidance during education. The same thing also applies at the Modern Islamic Boarding School in Bandung where the KMI curriculum for teaching Arabic is carried out for twenty-four hours using the core and integrated curriculum. This program includes intracurricular, extracurricular, and co-curricular, as well as guidance and counseling. The Learning Implementation Plan (RPP) in the education unit and is called the Student Activity Plan (RKS), which is made specifically for Islamic boarding schools, is used to run the curriculum and teaching and learning activities (Priyatna, 2017; Reksoatmodjo, 2010).

The results of the interview with the director of KMI showed that one thing that distinguishes us from other KMI-based Islamic boarding schools is that the KMI curriculum applied in teaching Arabic is through a syllabus made by the Islamic boarding school. This syllabus is adjusted to the needs of students, environmental conditions, and materials, because the KMI curriculum at Pondok Modern Al-Furqon is not 100% purely applied (Rusdiansyah, 2024).

Pondok Modern Al-Furqon is a pioneer of Islamic boarding schools in West Tulang Bawang Regency in implementing this KMI curriculum program. In implementing the Kulliyatul-Mu'allimin Al-Islamiyah Curriculum in Arabic language learning at Pondok Modern Al-Furqon, the approach used is almost similar to that applied by KMI Pondok Modern Darussalam Gontor, namely by using the direct method (*thariqoh mubaasyaroh*) as carried out by KH Imam Zarkasyi, according to him, it is necessary to make changes to the language teaching system so that students not only know the theory but are also able to speak well (Andi & Khotimah, 2024; Chotimah dkk., 2021).

Language teaching through direct methods, namely the Berlitz method which teaches students orally rather than in writing, therefore teaching also needs to be applied in classroom learning so that students can master the language quickly (nurhijjah & hariyanto, 2024). The Kulliyatul-Mu'allimin Al-Islamiyah curriculum at the Al-Furqon Modern Islamic Boarding School consists of 10 academic fields (Febriyani, 2024) which include:

Table 1. Arabic language subjects in the curriculum of the KMI Al-Furqon Modern Islamic Boarding School

No	Arabic language based subjects (KMI Arabic language curriculum)
1	Science of shorof
2	Arabic Language Science
3	English Language Science
4	The science of al-muthola'ah
5	Knowledge of Nahwu
6	Khat (Arabic calligraphy art)
7	Insyah
8	Well done
9	Dictation and pronunciation
10	Mahfudzot Science

This arrangement of subjects is what distinguishes it from the curriculum in other educational institutions, where in general Arabic language learning subjects are combined in Arabic language subjects only, but in the KMI curriculum Arabic language learning is separated from each interest unit, shorof science, and nahwu science as a combination of skills in qowaid, Insyiah science, khat science and *ilmusila* science as a combination of *kitabah* skills, *muhtola'ah* science and *mahfudzot* science as a combination of *al-kalam* and *istima'* skills (Febriyani, 2024; Supardi, 2018).

The curriculum of Kulliyatul-Mu'allimin Al-Islamiyah at Al-Furqon Modern Pondok runs 24 hours a day and all activities are supervised by the Kyai/Leader of the Islamic boarding school with the support of student care. Director of KMI, and the board of Teachers or Ustadz and ustadzah (Kusuma, 2024).

In the Kulliyatul-Mu'allimin Al-Islamiyah learning system at the Al-Furqon Modern Islamic Boarding School, two languages are used, namely Arabic and English, which are divided into three learning sessions with different durations, namely:

- a. The formal learning program runs from 7:00 a.m. to 12:30 p.m.
- b. Informal learning is carried out from 13.00 until the next day.
- c. Informal learning refers to the lifestyle adopted by students or learners in terms of social norms, behavior, morals, and interactions with peers and others.

In addition to learning Arabic in Islamic boarding school classes, PMA also develops Arabic language learning outside the classroom to improve the quality of students in learning Arabic, one of which is by holding extracurricular activities.

From the results of observations conducted by researchers regarding extracurricular activities, the following data were found: activities participated in by students of the Al-Furqon Modern Islamic Boarding School are carried out routinely every afternoon after teaching and learning activities (KBM) and on Fridays for approximately one hour. These activities take place in front of the dormitory and in the boarding school building. Management of Arabic language activities always involves administrators who supervise and interact directly with individuals and groups, and act as pentashih at the end of the activity. Students must participate in activities such as muhadhoroh (three-language speech), and calligraphy/khat.

The results of an interview with one of the supervisors of the students about extracurricular activities, showed that students were given sanctions in every activity if they violated the rules, performed poorly in front, or did not participate in the activity. Memorizing several letters from the Qur'an, and memorizing several mufrodat are examples of sanctions given. Students who receive sanctions must memorize the mufrodat during the activity. Sanctions are given by sitting while memorizing after the task is completed and given to the supervisor.

Different Educational Backgrounds of Teachers

Lastly, there are differences in educational backgrounds of teachers who teach at Al-Furqon Islamic Boarding School. "Teachers who are not from Islamic boarding schools, especially modern Islamic boarding schools, will have difficulty understanding the flow of the existing KMI system and teachers who do not understand the KMI curriculum are an obstacle", where teachers who implement the KMI curriculum are not from Islamic boarding schools, thus causing obstacles in implementing the KMI curriculum, especially in Arabic language subjects.

The interview results revealed that in Al-Furqon Islamic Boarding School, the majority of educators do not have an educational background from Islamic boarding schools. Moreover, most teachers are not graduates of modern Islamic boarding schools, which are one of the main references in organizing education in the institution. This condition poses a challenge for teachers in understanding the KMI (Kulliyatul Mu'allimin Al-Islamiyah) curriculum, which has unique and specific characteristics according to the Islamic boarding school system.

The presence of educators with less relevant educational backgrounds can affect the effectiveness of the learning process. This is because a deep understanding of the curriculum, education system, and institutional culture are important prerequisites for a teacher's success in teaching. Teachers are not only tasked with delivering material, but also function as the main source of knowledge for students. Thus, if the relevance between the teacher's educational background, the subjects taught, and the context of the educational institution is not maintained, the impact will be seen in the quality of learning received by students. This emphasizes that having teachers with appropriate qualifications is not only important to ensure the smooth delivery of material, but also to maintain the overall quality of education in the classroom and institution (Jenur & Lukluk, 2024; Mugambi dkk., 2015).

The obstacles faced by the modern Islamic boarding school Al-Furqon do not become obstacles for implementers such as Islamic boarding school administrators or teachers in implementing this KMI curriculum. According to the statement of Ustad Anang Rusdiansyah as the director of KMI, they continue to strive for things that can be used as solutions in facing obstacles when implementing the KMI Curriculum in Arabic language learning, these solutions include:

1. Providing Training for Teachers.

To overcome the obstacles related to teachers who do not have an educational background from Islamic boarding schools or who do not yet understand the KMI curriculum, training is provided related to boarding schools and materials to deepen the KMI curriculum. In addition, at the Al-Furqon Modern Boarding School, every year a teaching practice exam is held for final year students to prepare and screen prospective new teachers. In this teaching practice exam, final year students receive training and guidance from supervising teachers to prepare for quality teaching. They also receive guidance in the use and application of bilingualism, namely Arabic and English, especially when teaching students in grades 2 to 4 in KMI educational units. Systematic and ongoing training significantly improves the skills and knowledge of educators in Islamic boarding schools, including those teaching under the KMI curriculum. Such training ensures that teachers remain updated on effective teaching methodologies and educational technologies, which are essential to adapt to the diverse needs of students. Investing in staff training and development has been identified as a key strategy to improve the overall quality of education in these institutions, which ultimately benefits both educators and students (Abdullah, 2023)..

2. Conducting Evaluation with the Board of Directors of the Foundation and the Head of Teaching of PM Al-Furqon

In an effort to overcome obstacles in implementing the KMI curriculum in Arabic language learning, the director of KMI and the board of teachers of PM Al-Furqon conducted an evaluation. Weekly evaluations were conducted together with the board of foster care for students and joint evaluations with the board of directors of the foundation and the head of teaching at PM Al-Furqon which were carried out in two stages, weekly and monthly evaluations. Weekly evaluations were conducted every Saturday, and monthly evaluations were conducted every first week at the beginning of the month (Rusdiansyah, 2024). In an effort to unify the vision and mission of the KMI curriculum, the foundation

board accepts teachers at the KMI level with the criteria of requirements coming from graduates of Islamic boarding schools, especially graduates of modern boarding schools as part of the evaluation. In this evaluation, all activities are evaluated, including Islamic boarding school rules, teaching methods, and achievement of teacher material targets. Al-Furqon modern boarding school also routinely provides training to teachers on the implementation of the Kulliyatul mu'allimin wal muallimat Islamiyah curriculum and the applicable government curriculum to all elements of teachers as well as KMI curriculum workshops and training on the implementation of the current independent curriculum.

CONCLUSION

The implementation of the Kulliyatul-Mu'allimin Al-Islamiyah Curriculum at PM Al-Furqon has similarities with the KMI at the Darussalam Gontor Modern Islamic Boarding School but has not been implemented in its entirety. The implementation of the KMI curriculum at the Al-Furqon modern Islamic boarding school has only reached 70%. The Arabic language learning process lasts for 24 hours and is supervised by the Kyai/Head of the Islamic boarding school, Student Care, KMI Director, and Ustadz and Ustadzah. The Al-Furqon Modern Islamic Boarding School faces several obstacles in implementing the KMI curriculum in Arabic language learning, such as the use of two curricula that make it difficult for KMI teachers and staff, a busy activity schedule, and limited understanding of teachers in understanding the KMI curriculum that arises from the different educational backgrounds of teachers, some of whom do not come from Islamic boarding schools, causing difficulties in implementing the Arabic language curriculum.

The KMI Director and the board of teachers made efforts to overcome obstacles in implementing the KMI curriculum in Arabic language learning. They conducted weekly evaluations with the santri care board, then evaluations with the foundation's leadership board and the head of teaching at PM Al-Furqon in two stages, weekly and monthly evaluations. Weekly evaluations were conducted every Saturday, and monthly evaluations were conducted every first week at the beginning of the month. Then in an effort to unite the vision and mission of the KMI curriculum, the foundation board accepted teachers at the KMI level with the criteria of requirements coming from graduates of Islamic boarding schools, especially graduates of modern boarding schools as part of the evaluation. And in this evaluation, all activities were evaluated, including the boarding school's rules, teaching methods, and the achievement of teacher material targets. The Al-Furqon modern boarding school also routinely provides training to teachers on the implementation of the Kulliyatul Mu'allimin Wal Muallimat Islamiyah curriculum and the government curriculum that applies to all teacher elements such as the KMI curriculum workshop and the implementation training for the Merdeka Curriculum which is currently in effect.

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