

## Curriculum Development for Arabic Language Enhancement Through *Muntada Lughah* in Modern *Pesantren*

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### Abstract

This study aims to analyze curriculum development for Arabic language enhancement through *Muntada Lughah* at *Pondok Modern*. The research employed a qualitative case study approach involving language supervisors, Arabic teachers, curriculum coordinators, student committees, and fifth-grade students of *Kulliyatu-l-Mu'allimat al-Islamiyyah* (KMI). Data were collected through observation, semi-structured interviews, and documentation, then analyzed using the interactive model of Miles, Huberman, and Saldaña. The findings reveal that *Muntada Lughah* functions as a curriculum enrichment program integrating communicative language learning, immersive language environments, and leadership-oriented educational practices. The program was implemented through seminars, public speaking training, discussion forums, listening practices, grammar reinforcement, and language correction sessions that encouraged active Arabic communication among students. The study further demonstrates that the program contributed not only to improving Arabic proficiency but also to strengthening students' self-confidence, discipline, teamwork, and leadership character through hidden curriculum practices embedded within *pesantren* culture. In addition, the findings indicate that curriculum development in modern *pesantren* requires authentic interaction, institutional language environments, and participatory learning experiences beyond conventional classroom instruction. This study contributes theoretically to Arabic curriculum development discourse and practically offers an alternative model for communicative and leadership-based language learning in Islamic boarding schools.

**Keywords:** Curriculum Development, Arabic Language Learning, *Muntada Lughah*, Modern *Pesantren*, Communicative Competence

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## INTRODUCTION

Curriculum development in Islamic boarding schools (*pesantren*) has become an increasingly important discourse in contemporary Islamic education, particularly in response to globalization, communicative competence demands, and the transformation of foreign language learning in the twenty-first century. Modern *pesantren* are no longer limited to traditional religious institutions emphasizing classical Islamic texts, but have evolved into educational institutions integrating religious values, leadership formation, and international language competencies (Halimah et al., 2024; Islamiah & Maulidiah, 2024). Within this transformation, Arabic language education occupies a strategic position as both a medium for accessing Islamic scholarship and a tool for global communication among Muslim communities (Muhajir, 2021). Consequently, curriculum innovation in Arabic learning has become a fundamental necessity for modern Islamic educational institutions

seeking to balance religious identity with global educational competitiveness.

Recent studies demonstrate that Arabic curriculum development in *pesantren* has shifted toward integrative and communicative approaches combining formal classroom instruction with the creation of *bi'ah lughawiyyah* or language environments. This transformation seeks to bridge traditional Islamic educational values with modern pedagogical innovation and students' communicative needs (Hanifa & Ali, 2025). Furthermore, the effectiveness of Arabic language learning is strongly influenced by the presence of structured linguistic environments, intensive interaction, and continuous language practice beyond formal classroom activities (Hamid et al., 2024). These findings indicate that curriculum development in *pesantren* should not only focus on instructional reform within classrooms but also incorporate extracurricular and immersion-based language programs capable of facilitating authentic language acquisition and communicative competence development.

In the context of modern Islamic boarding schools, extracurricular language programs increasingly function as strategic instruments for strengthening students' linguistic proficiency, intellectual capacity, and leadership character. Such programs provide students with opportunities to practice language communicatively through interactive, collaborative, and contextual activities that support holistic educational objectives. Through structured language activities, students are encouraged not only to master linguistic knowledge but also to develop confidence, critical thinking, and public communication skills required in broader academic and social environments. Therefore, extracurricular language forums can be viewed as an essential component of curriculum development aimed at integrating language learning with character and leadership education.

One of the curriculum enrichment programs designed to support these objectives is *Muntada Lughah*, a language forum intended for fifth-grade students of *Kulliyatu-l-Mu'allimat al-Islamiyyah (KMI)*. The program is designed to strengthen students' Arabic and English competencies through seminars, language correction sessions, public speaking practices, listening activities, grammar reinforcement, reading exercises, and writing activities. More importantly, the program aims to develop intellectual, communicative, and leadership-oriented female students capable of participating in international academic and social contexts. In this regard, *Muntada Lughah* represents a form of curriculum implementation integrating language learning, character education, and leadership development simultaneously.

Several previous studies have examined Arabic curriculum development in *pesantren*, language environments, and communicative approaches in Arabic learning. However, limited studies specifically investigate how extracurricular language forums function as instruments of curriculum development for enhancing Arabic competence and leadership formation in modern Islamic boarding schools. Existing research predominantly focuses on formal curriculum structures, classroom learning processes, or general language environments without comprehensively exploring the pedagogical role of intensive language forums such as *Muntada Lughah* (Qassim et al., 2024). Consequently, a significant research gap remains regarding how *pesantren*-based curriculum innovation integrates structured language activities into broader educational objectives encompassing communicative competence, character formation, and leadership development.

Based on this gap, the present study aims to analyze the development and implementation of Arabic language curriculum enhancement through *Muntada Lughah*. The study focuses on the forms of language activities, curriculum objectives, pedagogical strategies, and the contribution of the program toward improving students' communicative competence and leadership character. The findings are expected to contribute theoretically to the discourse of curriculum development in Islamic education and practically to the design of language-based curriculum innovation in modern *pesantren* at Pondok Modern Darussalam Gontor Putri Campus 1.

## RESEARCH METHOD

This study employed a qualitative approach using a case study design to investigate the implementation of curriculum development for Arabic language enhancement through *Muntada Lughah* in the context of a modern *pesantren*. A qualitative approach was considered appropriate because the study aimed to explore educational phenomena within their natural settings and to understand participants' experiences, meanings, and social interactions comprehensively (Creswell & Poth, 2024). The case study design was specifically selected since the research focused on a particular institutional program implemented as a distinctive model of language curriculum enrichment in Islamic boarding school education.

The research was conducted at Pondok Modern Darussalam Gontor (PMDG) Putri Campus 1, Indonesia. The participants consisted of language supervisors, curriculum coordinators, Arabic language instructors, student committee members, and fifth-grade students of *Kulliyatu-l-Mu'allimat al-Islamiyyah (KMI)* involved in the *Muntada Lughah* program. Participants were selected through purposive sampling to ensure that the selected informants possessed direct experience, active involvement, and relevant knowledge concerning the implementation of the program (Campbell et al., 2020). This sampling technique enabled the researcher to obtain rich, contextual, and experience-based data related to curriculum practices, language development activities, and students' communicative experiences.

Data collection was conducted through observation, semi-structured interviews, and documentation. Observation focused on the implementation of *Muntada Lughah* activities, including language seminars, public speaking practices, grammar reinforcement sessions, listening activities, and language correction forums. Through direct observation, the researcher examined the interaction patterns, language practices, and educational atmosphere developed within the program. Semi-structured interviews were conducted with all participant categories to explore their perceptions, experiences, evaluations, and expectations regarding the effectiveness of the program in supporting Arabic language development and leadership formation. In addition, documentation was utilized to complement observational and interview data, including curriculum guidelines, activity schedules, institutional reports, students' language regulations, meeting records, and other relevant archival materials (Merriam & Tisdell, 2021).

**Table 1. Research Participants and Their Roles**

Participants	Roles in the Research	Number of Participants
Language Supervisors	Supervising language programs and monitoring students' language use during <i>Muntada Lughah</i> activities	2
Arabic Language Teachers	Providing instructional materials, language guidance, and academic evaluation	3
Curriculum Coordinators	Managing curriculum implementation and integrating language programs into institutional curriculum practices	1
Student Committee Members	Organizing and coordinating the implementation of <i>Muntada Lughah</i> activities	5
Fifth-Grade KMI Students	Participating in language seminars, discussions, speaking practices, and other program activities	20
<b>Total</b>		<b>31</b>

\*Source: Research Data (2024)

The collected data were analyzed using the interactive analysis model proposed by Miles, Huberman, and Saldaña (2020), which consists of data condensation, data display, and conclusion drawing. In the data condensation stage, the researcher organized, selected, simplified, and reduced raw data obtained from interviews, observations, and documentation. Subsequently, the

data were systematically categorized and displayed into thematic patterns related to curriculum development, language enhancement strategies, communicative competence, and leadership formation. In the final stage, conclusions were continuously drawn and verified throughout the research process to identify the educational contributions of *Muntada Lughah* toward Arabic language curriculum development in modern *pesantren*.

To ensure the trustworthiness of the findings, this study applied credibility, transferability, dependability, and confirmability procedures based on qualitative inquiry standards (Lincoln & Guba, 2021). Credibility was established through prolonged engagement in the research setting, triangulation of data sources and techniques, and member checking with participants to confirm the accuracy of interpretations. Transferability was achieved by providing detailed contextual descriptions of the institutional setting, participants, and program implementation processes, allowing readers to assess the applicability of the findings in similar educational contexts. Furthermore, dependability and confirmability were maintained through systematic documentation of the research procedures, data analysis processes, field notes, and peer discussions during interpretation to minimize researcher bias and enhance analytical consistency.

## FINDINGS AND DISCUSSION

### *Muntada Lughah* as a Curriculum Enrichment Program in Modern *Pesantren*

The findings revealed that *Muntada Lughah* functions as a curriculum enrichment program designed to strengthen Arabic language competence among fifth-grade students of *Kulliyatu-l-Mu'allimat al-Islamiyyah (KMI)*. The program was not positioned merely as an extracurricular activity, but as an integrated language development forum supporting the institutional curriculum of modern *pesantren*. Through seminars, language correction sessions, public speaking training, listening practices, discussion forums, and grammar reinforcement, students were continuously exposed to intensive Arabic interaction within both formal and informal educational settings. As a result, Arabic was practiced not only as an academic subject but also as a medium of communication, intellectual discussion, and social interaction within the institutional environment.

The implementation of *Muntada Lughah* demonstrates that curriculum development in modern *pesantren* increasingly adopts communicative and participatory learning approaches (see Table 2). The integration of classroom instruction and language immersion activities created authentic learning experiences that encouraged students to use Arabic actively and contextually. Students were trained to communicate, present ideas, ask questions, and participate in academic discussions using Arabic in real communicative situations. This condition contributed significantly to the development of speaking fluency, linguistic confidence, and spontaneous language production among students.

Table 2. Forms of *Muntada Lughah* Activities

Activities	Objectives	Language Skills Developed
Language Seminar	Strengthening linguistic insight	Listening
Public Speaking Training	Building communicative confidence	Speaking
Language Correction Session	Correcting common mistakes	<i>Nahwu</i>
Discussion Forum	Encouraging interaction	Speaking & Listening
Writing Practice	Improving written expression	Writing

In addition, the findings indicate that *Muntada Lughah* emphasizes contextual and collaborative learning strategies. Rather than focusing exclusively on grammatical memorization, the program encouraged students to practice Arabic through public speaking activities, debates, discussion forums, peer interaction, and language correction sessions. Collaborative learning was

reflected through group discussions, peer feedback, and collective speaking exercises, enabling students to construct linguistic understanding through interaction and participation. Consequently, language learning became a socially meaningful process that strengthened students' motivation, engagement, and communicative competence simultaneously.

The implementation of *Muntada Lughah* also reflects the integration between curriculum objectives and institutional culture within modern *pesantren*. The program functioned not only to improve students' linguistic competence but also to support broader educational objectives related to intellectual development, discipline, communication ethics, and leadership formation. Through repeated language practices and active organizational participation, students developed confidence in expressing opinions publicly and participating in intellectual discourse. Thus, *Muntada Lughah* represents a curriculum practice integrating language enhancement, character education, and leadership-oriented learning within a holistic educational framework.

### **Curriculum Strategies for Arabic Language Enhancement**

The study identified several curriculum strategies implemented through *Muntada Lughah* to enhance students' Arabic proficiency. First, the program employed intensive language exposure through continuous Arabic interaction during activities. Students were encouraged to communicate consistently in Arabic during seminars, discussions, presentations, and organizational activities. This intensive exposure created a structured linguistic environment that strengthened students' communicative habits and language adaptation.

Second, the curriculum strategy emphasized communicative and experiential learning. Students were not only taught grammatical concepts theoretically but were also required to apply linguistic structures in authentic communication practices. Language correction forums enabled students to identify and improve common linguistic errors directly within communicative contexts, while public speaking and discussion activities trained students to organize ideas systematically using Arabic. This approach enabled students to connect language structures with practical communication needs in academic and social contexts.

Third, the findings reveal the importance of peer collaboration and institutional supervision in supporting language acquisition. Students learned collectively through peer interaction, collaborative speaking exercises, mentoring systems, and organizational participation. The active involvement of teachers, language supervisors, and student committees contributed significantly to maintaining students' motivation and participation throughout the program. Such collaborative educational practices created a supportive language atmosphere that encouraged continuous practice and reduced communication anxiety among students.

Furthermore, the study demonstrates that curriculum development in *pesantren* extends beyond academic achievement and includes leadership-oriented educational objectives. Students participating in *Muntada Lughah* were trained to become communicative individuals capable of delivering ideas publicly, organizing activities, and engaging in intellectual discussion. The program therefore functioned simultaneously as a linguistic training platform and a medium for developing responsibility, discipline, confidence, and organizational skills.

### **The Contribution of *Muntada Lughah* toward Leadership and Character Formation**

Another significant finding indicates that *Muntada Lughah* contributed not only to Arabic language enhancement but also to leadership and character formation among students. Participation in language activities encouraged the development of responsibility, discipline, self-confidence, teamwork, and intellectual engagement. Students involved in organizing seminars,

leading discussions, and participating in language forums demonstrated greater confidence in public speaking and decision-making processes.

The findings further reveal that leadership values were transmitted implicitly through institutional interaction, educational routines, and collaborative activities. Students learned communication ethics, cooperation, discipline, and leadership attitudes through active participation in organizational and linguistic activities. In this regard, *Muntada Lughah* functioned as an educational environment that integrated communicative learning with character formation processes. Consequently, language learning became closely associated with the cultivation of social competence and leadership capacity within the *pesantren* environment.

The integration between language learning and leadership formation also reflects the educational orientation of modern *pesantren* in preparing students to become intellectually capable and socially communicative Muslim leaders. Arabic mastery was not viewed solely as a religious or academic requirement, but also as an instrument for intellectual participation and broader social communication. Therefore, *Muntada Lughah* may be interpreted as a curriculum innovation contributing to holistic student development through the integration of communicative competence, institutional values, and leadership education.

### Challenges in Implementing Language-Oriented Curriculum Programs

Despite its positive contributions, the implementation of *Muntada Lughah* encountered several challenges. One of the primary challenges involved differences in students' Arabic proficiency levels, which affected communication confidence and participation during activities. Some students demonstrated fluency and active engagement, whereas others experienced communication anxiety and limitations in vocabulary mastery. These differences required adaptive teaching strategies and continuous guidance from language supervisors and teachers.

Another challenge concerned time management and students' academic workload. Since *Muntada Lughah* was implemented alongside regular academic activities, maintaining students' consistency, motivation, and enthusiasm required strong institutional supervision and educational support. Intensive educational schedules occasionally influenced students' participation and energy during language activities. Nevertheless, the institution attempted to overcome these challenges through peer mentoring systems, language correction programs, motivational supervision, and intensive guidance from teachers and student committees.

These findings indicate that successful curriculum implementation in modern *pesantren* requires collaborative institutional support, sustainable educational management, and adaptive pedagogical strategies. The success of language-oriented curriculum programs depends not only on curriculum design but also on the existence of a supportive institutional culture, intensive supervision, and continuous language habituation capable of sustaining students' communicative engagement.

**Table 3. Curriculum Contributions of *Muntada Lughah***

Curriculum Aspect	Findings	Educational Impact
Communicative Learning	Active Arabic interaction	Speaking fluency
Language Environment	Daily language habituation	Linguistic adaptation
Hidden Curriculum	Leadership and discipline	Character formation
Collaborative Learning	Peer interaction	Social competence

Table 3 demonstrate that *Muntada Lughah* represents a curriculum innovation model integrating Arabic language enhancement, communicative competence, leadership formation, and institutional educational values within modern *pesantren*. The program reflects how modern Islamic

boarding schools develop participatory and immersive curriculum practices extending beyond conventional classroom learning. Through structured language activities, students acquired not only linguistic competence but also social, intellectual, and leadership capacities necessary for broader academic and social engagement.

From the perspective of curriculum development theory, the findings confirm that contemporary language education increasingly shifts from content-oriented instruction toward competency-based and experiential learning approaches emphasizing authentic interaction and communicative participation. The implementation of seminars, public speaking practices, discussion forums, and language correction activities demonstrates that effective language learning requires meaningful communication contexts and continuous exposure to the target language. In this regard, *Muntada Lughah* functioned as an institutional mechanism through which students acquired linguistic competence through repeated communicative engagement within their social environment.

The findings also strengthen the argument that the success of Arabic curriculum development in *pesantren* is closely related to the existence of *bi'ah lughawiyyah* or language environments that encourage continuous interaction and language habituation. Intensive Arabic usage during activities contributed to students' speaking fluency, confidence, and communicative adaptation. At the same time, the program demonstrated that curriculum development in Islamic education should integrate leadership values, character formation, collaboration, and communication competence within broader institutional educational objectives.

## Discussion

The program demonstrates that Arabic language acquisition becomes more effective when students are continuously involved in authentic interaction, collaborative discussion, and public communication activities rather than relying solely on classroom-based grammatical instruction. Through seminars, public speaking sessions, language correction forums, and discussion activities, students developed not only linguistic competence but also communicative confidence and intellectual engagement. Curriculum development in Islamic educational institutions increasingly emphasizes competency-based learning, where language functions as a practical medium for academic interaction and social participation (Alkandari, 2023; Kholis & Mustofa, 2024). The implementation of *Muntada Lughah* therefore reflects the transformation of Arabic curriculum orientation from content-centered instruction toward participatory and communicative learning approaches.

Modern curriculum theory explains that language learning becomes more effective when students are involved in authentic communicative situations rather than relying solely on theoretical instruction (Richards, 2022). Similarly, communicative language curriculum development highlights the importance of meaningful interaction, collaborative learning, and continuous target-language exposure in improving students' participation and confidence (Nation & Macalister, 2020). The findings also support previous research arguing that *bi'ah lughawiyyah* significantly contributes to speaking fluency, language adaptation, and students' communicative competence within *pesantren* education (Hamid et al., 2024). Furthermore, curriculum innovation in modern Islamic boarding schools increasingly integrates formal instruction, institutional culture, leadership formation, and daily language habituation as part of holistic educational development (Muhajir, 2021).

In addition, the findings align with previous discussions regarding the role of hidden curriculum and leadership-oriented education in modern *pesantren*. Hidden curriculum refers to implicit educational values transmitted through institutional culture, routines, and social interaction rather than formal instructional content (Alsubaie, 2020). Through active participation in *Muntada*

*Lughah*, students learned responsibility, discipline, communication ethics, and leadership practices simultaneously. These findings also support the argument that contemporary Islamic educational institutions increasingly integrate global competence, communication skills, and leadership capacity into curriculum practices in response to globalization and international educational demands (Qassim et al., 2024; Sopian et al., 2025). Moreover, sustainability challenges related to language immersion programs, including students' fatigue, discipline, and institutional management, remain important considerations in implementing curriculum innovation within boarding school environments (Marpaung & Lubis, 2023; Yusuf & Arfiansyah, 2021).

Furthermore, the study reveals that the existence of *bi'ah lughawiyah* or language environments plays a significant role in strengthening students' Arabic proficiency and communicative adaptation. Intensive Arabic interaction within structured institutional activities encouraged students to practice the target language consistently in both formal and informal contexts (Hantoro et al., 2024). Such language habituation contributed to the improvement of speaking fluency, vocabulary mastery, confidence, and spontaneous communication skills. In addition, collaborative learning practices through peer interaction, mentoring systems, and organizational participation created supportive educational conditions that enhanced students' motivation and active involvement. These findings indicate that successful curriculum implementation in modern *pesantren* depends not only on formal instructional systems but also on institutional culture, continuous language exposure, and participatory educational environments capable of sustaining authentic communication practices among students.

Another important discussion emerging from this study concerns the integration of language learning with leadership and character formation. The findings demonstrate that *Muntada Lughah* contributed significantly to the development of responsibility, discipline, teamwork, public communication skills, and leadership confidence among students. This condition illustrates the implementation of hidden curriculum within *pesantren* education, where educational values are transmitted implicitly through institutional interaction, organizational routines, and social participation. Students learned leadership ethics, communication manners, and intellectual responsibility through direct engagement in language activities and organizational tasks. Arabic learning in modern *pesantren* no longer functions solely as linguistic training but also as a medium for developing socially communicative and intellectually capable Muslim leaders. This finding reinforces the argument that curriculum innovation in Islamic boarding schools should integrate communicative competence, leadership education, and institutional values simultaneously to support holistic student development in contemporary educational contexts.

## CONCLUSION

*Muntada Lughah* functions as an innovative curriculum enrichment model that integrates Arabic language enhancement, communicative competence, leadership formation, and institutional educational values within modern *pesantren*. The program demonstrates that Arabic language learning becomes more effective when supported by immersive language environments, authentic communication practices, collaborative interaction, and participatory educational activities beyond conventional classroom instruction. Through seminars, public speaking training, discussion forums, language correction sessions, and organizational involvement, students developed not only linguistic proficiency but also self-confidence, discipline, responsibility, and leadership capacity. The findings further reveal that the success of curriculum development in modern *pesantren* depends on the integration between formal instructional objectives, *bi'ah lughawiyah*, institutional culture, and sustainable educational supervision. Therefore, *Muntada Lughah* may be interpreted as a holistic curriculum innovation contributing theoretically to the discourse of Arabic curriculum

development in Islamic education and practically to the development of communicative, leadership-oriented, and character-based language learning programs in contemporary Islamic boarding schools.

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