

## IMPLEMENTATION OF ARABIC LANGUAGE LEARNING MODELS IN THE KMI GONTOR CURRICULUM AT PONDOK MODERN DARUSSALAM GONTOR CAMPUS 11 ITTIHADUL UMMAH POSO

Rahmat Tulloh<sup>1a\*</sup>, Muhammad Nur Asmawi<sup>2b</sup>, Atna Akhiryani<sup>3c</sup>

<sup>123</sup>Universitas Islam Negeri Datokarama, Palu, Indonesia

<sup>a</sup>E-mail: [rahmatposo21@gmail.com](mailto:rahmatposo21@gmail.com)

<sup>b</sup>E-mail: [abaayyad74@gmail.com](mailto:abaayyad74@gmail.com)

<sup>c</sup>E-mail: [atnaakhiryani@uindatokarama.ac.id](mailto:atnaakhiryani@uindatokarama.ac.id)

(\*) Corresponding Author

[rahmatposo21@gmail.com](mailto:rahmatposo21@gmail.com)

### ARTICLE HISTORY

Received : 20-05-2026

Revised : 07-06-2026

Accepted : 30-06-2026

### KEYWORDS

*Arabic Language Learning  
Models;*

*KMI Gontor Curriculum;*

*Language Environment*

*(Bi'ah Lughawiyah);*

### ABSTRACT

This study aims to describe the implementation of Arabic language learning models within the Kulliyatul Mu'allimin Al-Islamiyyah (KMI) Gontor curriculum and to measure its effectiveness in improving students' Arabic competence at Pondok Modern Darussalam Gontor Campus 11 Ittihadul Ummah Poso. A descriptive qualitative approach was employed through in-depth interviews and direct observation. The findings reveal four key points: (1) the KMI curriculum implementation aligns with Central KMI Gontor standards through consistent coordination; (2) teachers are required to prepare verified lesson plans (i'dad) prior to instruction; (3) a strong synergy exists between the KMI and the Language Advisory Council (LAC) in building a comprehensive language environment (bi'ah lughawiyah), encompassing the Ilko Mufradat, Muhadatsah, Barnamij Lughah, and Jasus programs; and (4) the learning model effectively enhances students' Arabic competence across vocabulary mastery, grammatical comprehension, and active communication skills. These findings indicate that effectiveness is driven by an academically-based classification system, a total immersion approach, and structured language programs. This model holds significant potential as a replicable framework for Arabic language instruction in other pesantren settings seeking an integrative language environment.

*This is an open access article under the CC-BY-SA license.*



### INTRODUCTION

Pondok Modern Darussalam Gontor Campus 11 Ittihadul Ummah Poso implements the Kulliyatul Mu'allimin Al-Islamiyyah (KMI) curriculum across all aspects of its educational process, including Arabic language learning. The campus maintains consistent alignment with the standards of Central KMI Gontor through direct and regular

coordination mechanisms between the branch and the central institution. This alignment ensures that curriculum quality is uniformly upheld, even across considerable physical distances between campuses.

A key feature of this implementation is the mandatory preparation of structured lesson plans known as *i'dad* by every teacher prior to any teaching and learning activity. Each *i'dad* must be verified and approved by a senior teacher holding at minimum an undergraduate degree, and non-compliance results in disciplinary action from the KMI staff or Director. This quality control mechanism reflects a high level of academic governance that ensures instructional planning remains consistently purposeful and target-oriented.

Building upon this structured instructional foundation, the campus has also established a robust Arabic language environment (*bi'ah lughawiyah*) through the strong synergy between the KMI and the Language Advisory Council (LAC). The LAC manages Arabic language discipline outside the classroom through structured programs including *Ilko Mufradat*, *Muhadatsah*, *Barnamij Lughah*, and the *Jasus* monitoring system, while the KMI ensures Arabic is used as the primary medium of instruction inside the classroom. Students consistently report significant improvements in vocabulary mastery, grammatical comprehension, and active communication skills, indicating that the system has reached a notably successful and highly optimized level of effectiveness.

Yet such outcomes are far from theoretically predictable. The scholarly literature suggests that achieving comprehensive and effective Arabic language learning outcomes in institutional settings is inherently complex. Trianto (2009) emphasizes that learning models must be carefully selected based on subject matter and learning objectives, making implementation a demanding endeavor. Rosdiani (2012) further argues that effective instructional frameworks require highly deliberate and context-sensitive design. From a curricular standpoint, Sukmadinata (2000) notes that curriculum implementation demands substantial institutional capacity across multiple layers of planning and execution. In *pesantren*-based contexts specifically, Hanani (2022) observes that Arabic learning outcomes are heavily shaped by each institution's character and resource conditions, while Hafiz & Lukluk (2024) document that KMI curriculum application frequently encounters barriers including inconsistent teacher preparation and difficulty maintaining alignment with central institutional standards. These perspectives collectively suggest that a fully optimized implementation at a remote branch campus should theoretically face considerable obstacles.

The contrast between these theoretical expectations and actual field observations at Gontor Campus 11 Poso reveals a significant intellectual gap. While theory indicates that *pesantren*-based Arabic learning is typically burdened by structural inconsistencies and curricular alignment challenges, the reality at Gontor Campus 11 Poso demonstrates a system functioning at a high level of coherence and effectiveness. This divergence raises a critical research question: what specific features of the Arabic language learning model implemented within the KMI Gontor curriculum at Gontor Campus 11 Poso enable such a high level of effectiveness, and how does this implementation operate at both structural and practical levels? Understanding how this success is sustained despite theoretical barriers constitutes the core research problem of this study.

In response to this gap, recent scholarship has examined various dimensions of Arabic language learning in *pesantren* and Islamic educational settings from multiple angles. Studies have addressed specific learning model applications, KMI curriculum structures, and the relationship between language environments and student proficiency (Qadhafi & Usman, 2025; Akhryani, 2023; Hafiz & Lukluk, 2024; Muhajir & Budi, 2018; Hanani, 2022). Foundational pedagogical and curricular frameworks have also been established by scholars whose work underpins the analysis of learning models and curriculum implementation (Sukmadinata, 2000; Trianto, 2009; Rosdiani, 2012; Raharjo, 2012).

Despite this breadth of scholarship, however, no prior study has simultaneously examined the structural implementation of Arabic learning models and their effectiveness within the KMI Gontor curriculum at a branch campus level, nor has any study investigated the dual-institutional synergy between KMI and an independent language advisory body in the specific context of Poso, Central Sulawesi. The present study fills this gap by offering an empirically grounded account that is entirely absent from existing literature (Nurbayan, 2008; Munawir, n.d.; Umar, 1982; Ali, 1988; Masduki, 1997).

This study therefore offers a distinctive contribution by presenting the first empirical investigation that simultaneously examines the structural implementation of Arabic language learning models and their measurable effectiveness within the KMI Gontor curriculum at a branch campus level. The study captures the integrative synergy between KMI and LAC as co-institutional drivers of a total Arabic immersion environment, a dimension unexamined in prior research. This novelty directly supports SDG 4 (Quality Education) by providing evidence-based insights into how structured, immersive, and institutionally coordinated language learning systems can deliver measurable improvements in student competence.

The urgency of this study is further underscored by the growing need for documented, replicable models of effective Arabic language education in pesantren-based institutions, particularly in regions where educational equity remains a pressing concern. Gontor Campus 11 Poso operates in a post-conflict region of Central Sulawesi where quality Islamic education carries significant social development implications. By documenting an effective model in this underrepresented regional context, the study contributes directly to the SDG 4 agenda of inclusive, equitable, and quality education for all.

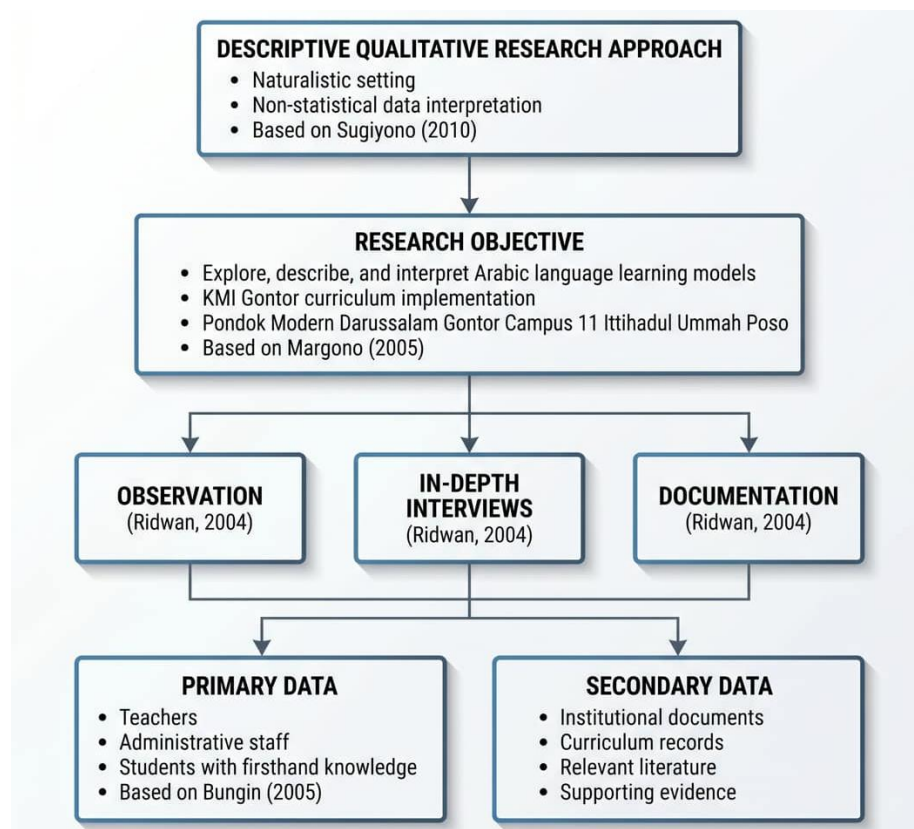
Accordingly, this study is guided by two central research questions. The first examines how the Arabic language learning model within the KMI Gontor curriculum is implemented at Pondok Modern Darussalam Gontor Campus 11 Ittihadul Ummah Poso, with attention to instructional planning mechanisms, institutional coordination, and the KMI–LAC synergy in sustaining a comprehensive Arabic language environment. The second question examines the extent to which this implementation is effective in improving students' Arabic language competence across vocabulary mastery, grammatical comprehension, and active communicative ability, as well as the factors that underpin and sustain this effectiveness.

## RESEARCH METHODS

This study adopts a descriptive qualitative approach characterized by its naturalistic setting and non-statistical data interpretation (Sugiyono, 2010). This approach was selected because the study aims to explore, describe, and interpret the implementation of Arabic language learning models within the KMI Gontor curriculum at Pondok Modern Darussalam Gontor Campus 11 Ittihadul Ummah Poso as it naturally unfolds in the field (Margono, 2005). The qualitative descriptive design is considered the most appropriate framework for capturing the complexity of institutional practices and pedagogical dynamics that cannot be adequately represented through quantitative measures.

Data in this study were collected through three primary techniques: observation, in-depth interviews, and documentation (Ridwan, 2004). Primary data were obtained directly from key informants at Gontor Campus 11 Poso, including teachers, administrative staff, and students who possess firsthand knowledge of the subject under investigation (Bungin, 2005). Secondary data were gathered from relevant documents, institutional records, and literature pertaining to Arabic language learning models and KMI curriculum implementation, serving as supporting evidence for the analysis and interpretation of primary findings.

Data analysis was conducted through an iterative process of data reduction, data display, and conclusion drawing, ensuring that findings are grounded in the empirical evidence collected in the field. The credibility of the data was strengthened through triangulation, whereby information obtained from interviews, observations, and documentation was cross-checked to ensure consistency and validity across multiple data sources. This analytical process ensures that the conclusions drawn in this study accurately and comprehensively represent the phenomenon under investigation.



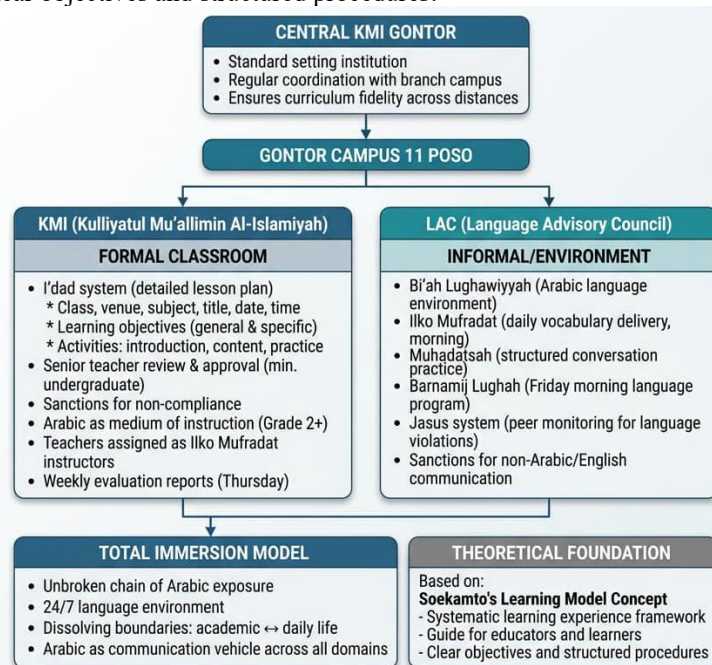
*Figure 1. Research Methodology Framework*

## RESULT AND DISCUSSION

### Implementation of the Arabic Language Learning Model within the KMI Gontor Curriculum at Pondok Modern Darussalam Gontor Campus 11 Ittihadul Ummah Poso

The implementation of the Arabic language learning model at Gontor Campus 11 Poso operates through a structured and systematically governed framework that reflects the integrative character of the KMI Gontor curriculum. At the foundational level, every teacher is required to prepare an *i'dad*, a detailed lesson plan that specifies the class, teaching venue, subject matter, lesson title, date, time allocation, general and specific learning objectives, introductory activities, content presentation, and practice exercises, prior to any teaching and learning session. This *i'dad* must be reviewed and approved by a senior teacher holding at minimum an undergraduate degree before it may be used in the classroom. Teachers who conduct classes without a verified *i'dad* are subject to formal sanctions ranging from written warnings to direct intervention by the KMI Director. This mechanism reflects the principle that effective learning does not occur by chance but must be deliberately planned and systematically executed. As one senior KMI teacher affirmed during the interview, *"Every teacher here must submit their i'dad before entering the classroom there are no exceptions. This is how we ensure that every lesson has a clear direction and purpose."* In theoretical terms, this practice aligns with the conceptual understanding of learning models as proposed by Soekamto, who defines a learning model as a conceptual framework that systematically organizes learning experiences toward specific instructional objectives and serves as a guide for both educators and learners in planning teaching and learning

activities. The i'dad system operationalizes this framework at the classroom level, ensuring that every instructional session is anchored to clear objectives and structured procedures.



**Figure 2.** Implementation of the Arabic Language Learning Model within the KMI Gontor Curriculum

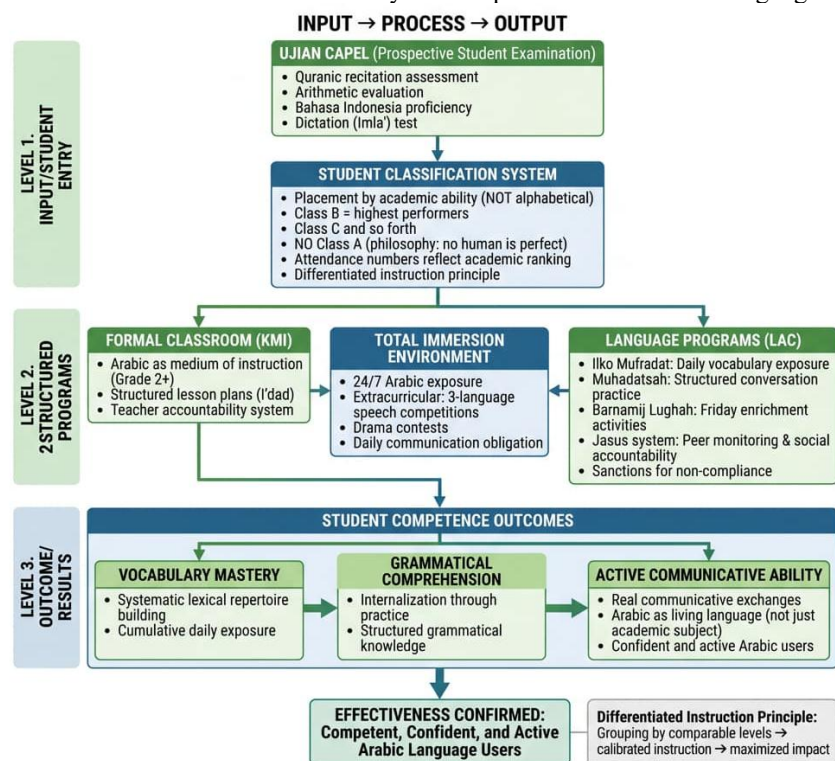
At the institutional level, the implementation of the KMI curriculum at Gontor Campus 11 Poso is maintained in consistent alignment with the standards of Central KMI Gontor through a mechanism of direct and regular coordination. The Head of the KMI Staff confirmed that the branch campus continuously coordinates with the central institution to ensure that all aspects of curriculum implementation, from content coverage to instructional methods, conform to the established KMI standards. This centralized yet adaptive governance structure ensures that the educational quality experienced by students at Gontor Campus 11 Poso is equivalent to that of the central campus, despite the significant distance between the two institutions. This finding supports the view that curriculum is not merely a document but a living system that requires active governance, coordination, and institutional commitment to sustain its integrity across different implementation contexts. The consistency of this coordination demonstrates that institutional fidelity to a central curriculum framework is achievable when clear accountability mechanisms and communication channels are in place.

A particularly distinctive feature of the Arabic language learning implementation at Gontor Campus 11 Poso is the structured synergy between the KMI and the Language Advisory Council (LAC). The LAC functions as an autonomous body responsible for managing and sustaining the Arabic language environment (*bi'ah lughawiyyah*) outside the formal classroom setting. Its programs include *Ilko Mufradat*, which involves the daily delivery of new vocabulary every morning; *Muhadatsah*, which provides structured conversational practice; *Barnamij Lughah*, a language program conducted every Friday morning; and the *Jasus* system, a peer-monitoring mechanism in which designated students are assigned to observe and report violations of the mandatory language rule among their peers. Sanctions are applied to students who are found communicating in languages other than Arabic or English. Meanwhile, the KMI ensures that Arabic is used as the primary medium of instruction inside the classroom from grade two onward, with teachers required to maximize the use of Arabic consistent with the language of the instructional textbooks. KMI teachers are also assigned as *Ilko Mufradat* instructors each morning, and those who fail to fulfill this duty are reported

to the KMI Director for evaluation every Thursday. This dual-institutional arrangement creates an unbroken chain of Arabic language exposure that extends from the formal classroom to the daily social life of students, effectively dissolving the boundary between academic learning and lived linguistic practice. This total immersion model is theoretically grounded in the understanding that language acquisition is most effective when the target language functions not merely as a subject of study but as the primary vehicle of communication across all domains of daily life.

### Effectiveness of the Arabic Language Learning Model in Improving Students' Arabic Language Competence at Pondok Modern Darussalam Gontor Campus 11 Ittihadul Ummah Poso

The effectiveness of the Arabic language learning model at Gontor Campus 11 Poso is most visibly reflected in the consistent and significant improvements in students' Arabic language competence across multiple dimensions, including vocabulary mastery, grammatical comprehension, and active communicative ability. This effectiveness, however, is not incidental; it is the product of a carefully designed system of student classification, structured language programming, and sustained immersion that collectively create optimal conditions for language development.



**Figure 3.** Effectiveness of the Arabic Language Learning Model in Improving Students' Arabic Language Competence

The foundation of this effectiveness begins at the point of student entry through a rigorous selection and classification system administered via the ujian capel (prospective student examination). This entrance examination evaluates candidates across several areas including Quranic recitation, arithmetic, Bahasa Indonesia, and dictation (imla'). Based on the results, students are placed in classes according to their academic ability rather than administrative criteria such as alphabetical order or registration sequence. The highest-performing students are placed in Class B, followed by Class C and so forth, with a deliberate absence of Class A, a philosophical statement embedded

in the institutional culture of Gontor reflecting the principle that no human being is perfect and that all students must continue to strive for growth. Even the ordering of student attendance numbers within each class reflects academic performance, creating a transparent and motivating structure of academic accountability. This classification system reflects the principle of differentiated instruction, wherein grouping students according to comparable academic levels allows teachers to design instruction that is precisely calibrated to the actual competence and developmental needs of their learners, thereby maximizing the efficiency and impact of every instructional session.

The structured language programs managed by the LAC play an equally critical role in driving students' Arabic language development beyond the classroom. The Ilko Mufradat program ensures that students are systematically exposed to new vocabulary on a daily basis, building their lexical repertoire in a cumulative and consistent manner. The Muhadatsah program provides regular opportunities for structured conversational practice, training students to deploy their vocabulary and grammatical knowledge in real communicative exchanges. The Barnamij Lughah program on Friday mornings introduces broader language enrichment activities that reinforce and extend classroom learning. The Jasus monitoring system, while disciplinary in nature, functions as a powerful social mechanism that sustains the normativity of Arabic language use among the student community, creating collective accountability for language practice. Together, these programs constitute a multi-layered language development ecosystem that addresses vocabulary acquisition, grammatical internalization, and communicative fluency simultaneously and continuously. Students themselves attest to the tangible impact of this system. As one student noted in an interview, *"At first it was difficult to speak Arabic all the time, but because everyone around us is using it in class, in the dormitory, everywhere it becomes natural after a while. Now I do not even think about it; Arabic just comes out."* This testimony illustrates how the immersive environment transforms Arabic from a formal academic requirement into an internalized communicative habit. Students also reported that extracurricular language activities such as three-language speech competitions and drama contests have further normalized Arabic as a living language of expression rather than merely an academic subject. This normalization is precisely what distinguishes the Gontor model from conventional Arabic language instruction, where learning typically remains confined to the classroom and rarely achieves the depth of internalization necessary for active communicative competence. The evidence gathered in this study therefore confirms that the Arabic language learning model implemented at Gontor Campus 11 Poso is not only structurally sound but genuinely effective in producing students who are competent, confident, and active users of the Arabic language.

## CONCLUSION

The implementation of the Arabic language learning model within the KMI Gontor curriculum at Pondok Modern Darussalam Gontor Campus 11 Ittihadul Ummah Poso operates through a structured, systematic, and institutionally governed framework that consistently aligns with the standards of Central KMI Gontor. This implementation is sustained by the mandatory i'dad preparation system, direct coordination with the central institution, and the functional synergy between the KMI and the Language Advisory Council (LAC) in building a comprehensive Arabic language environment (bi'ah lughawiyyah) through programs such as Ilko Mufradat, Muhadatsah, Barnamij Lughah, and the Jasus monitoring system. These interlocking mechanisms collectively demonstrate that effective Arabic language learning in a pesantren setting requires not only sound instructional planning at the classroom level, but also a robust institutional architecture that sustains language immersion across all dimensions of student life.

The Arabic language learning model implemented at Gontor Campus 11 Poso has proven effectively capable of improving students' Arabic language competence across vocabulary mastery, grammatical comprehension, and active communicative ability, supported by an academically-based student classification system and diverse structured language programs. These findings carry significant implications for the broader agenda of SDG 4, Quality Education, as they provide concrete, replicable evidence that inclusive, equitable, and high-quality language education can be achieved and sustained even in geographically peripheral and post-conflict regional contexts. By demonstrating that a well-governed, immersion-based Arabic language learning system can produce measurable and meaningful

educational outcomes, this study contributes to the global commitment to ensuring quality education that empowers learners, strengthens communities, and promotes lifelong learning for all.

From a practical standpoint, the findings of this study carry meaningful implications for policymakers, curriculum developers, and institutional leaders in Islamic education. The KMI–LAC synergy model documented in this study offers a transferable framework that other pesantren institutions may adopt and adapt to strengthen their own Arabic language programs. In particular, the dual-institutional arrangement wherein a formal curriculum body and an independent language advisory council operate in coordinated complementarity represents an organizational innovation that addresses one of the most persistent challenges in language education: the gap between classroom instruction and authentic communicative practice. Institutions seeking to replicate this model should prioritize the establishment of clear accountability structures, consistent cross-institutional coordination mechanisms, and a culture of language use that extends beyond the classroom into the full breadth of student life.

Future research is encouraged to build upon the present findings in several productive directions. First, longitudinal studies tracking the Arabic language development of Gontor graduates beyond their years of study would provide valuable evidence of the long-term impact of immersion-based learning on communicative competence and academic achievement. Second, comparative studies examining the KMI–LAC model across multiple Gontor branch campuses or other KMI-based institutions would help determine the extent to which the effectiveness documented at Campus 11 Poso is generalizable or context-specific. Third, quantitative or mixed-methods investigations measuring the precise contribution of individual program components such as Ilko Mufradat, Muhadatsah, or the Jasus system to specific competence outcomes would further refine our understanding of which mechanisms are most impactful. Such research directions would not only deepen the theoretical understanding of immersive Arabic language education but also generate evidence-based guidance for the continuous improvement of language learning systems in pesantren and broader Islamic educational institutions.

## REFERENCES

- Akhiryani, A. (2023). Implementasi Model Pembelajaran Contextual Teaching and Learning dalam Pembelajaran Bahasa Arab di Madrasah Tsanawiyah Negeri. *Albariq: Jurnal Pendidikan Bahasa Arab*, 4(2), 43–59.
- Ali, A.-S. (1988). *Kitab al-ta'rifat*. Cet.
- Bungin, B. (2005). *Metologi Riset Penelitian Sosial: Format 2 Kuantitaif dan Kualitatatif*. Surabaya, Airlangga Unifersity Press.
- Hafiz, M. K. J., & Lukluk, R. (2024). Hambatan Penerapan Kurikulum Kulliyatu al- Mu'allimin al- Islâmiyyah Pada Pembelajaran Bahasa Arab Di Pondok Pesantren Raudhotus Salâm Yogyakarta. *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 5(1), 59–75. <https://doi.org/10.52593/klm.05.1.05>
- Hanani, N. (2022). Model Pembelajaran Bahasa Arab Di Pondok Pesantren Salaf Kediri Dan Kontribusinya Terhadap Kemampuan Membaca Teks Berbahasa Arab Bagi Santri. *Realita : Jurnal Penelitian Dan Kebudayaan Islam*, 13(1), 81–96. <https://doi.org/10.30762/realita.v13i1.54>
- Ihsan, H., & Ihsan, F. (2007). Filsafat pendidikan islam. *Bandung: Pustaka Setia*, 2001.
- Margono, S. (2005). *Metodologi penelitian pendidikan*.
- Masduki, U. (1997). Problematika Pengajaran Bahasa Arab di Madrasah Aliyah. *Ikhlas Beramal*, (7), 53–55.
- Muhajir, M., & Budi, A. M. S. (2018). Kurikulum Kulliyatul Mu'allimin Al-Islamiyah (KMI) Gontor Dan Disiplin Pondok Penuh berkembang Karakter Santri. *QATHRUNĀ*, 5(1), 1–24.
- Munawir, A. W. (n.d.). *Abdul Wahab Rosyidi, Media Pembelajaran Bahasa Arab*, (Malang: UIN press, 2009) Ahmad fuad Efendi, *metodologi pengajaran bahasa arab*, (Malang: misykat, 2005).
- No, U. R. I. (2006). tahun 2003 tentang Sisdiknas, Bab II pasal 3. *Bandung: Fermana*, 98.
- Nurbayan, Y. (2008). Metodologi Pembelajaran Bahasa Arab. *Bandung: Zein Al Bayan*.
- Qadhafi, M., & Usman, S. (2025). Implementasi Model Pembelajaran dalam Pembelajaran Bahasa Arab di MA Sejahtera Pare Kediri. *MUHIBBUL ARABIYAH: Jurnal Pendidikan Bahasa Arab*, 5(1), 60–69.
- Raharjo, R. (2012). Pengembangan & inovasi kurikulum. *Yogyakarta: Baituna Publishing*.

- Ridwan, K. (2004). *Statistika Untuk Lembaga dan Instansi Pemerintah/Swasta*. Bandung: Alfabeta.
- Rosdiani, D. (2012). Model pembelajaran langsung dalam pendidikan jasmani dan kesehatan. *Bandung: Alfabeta*.
- Sugiyono, D. (2010). *Memahami penelitian kualitatif*.
- Sukmadinata, N. S. (2000). Pengembangan Kurikulum Teori dan Praktek, cet. ke-3. *Bandung: PT. " Remaja Rosdakarya*.
- Trianto, M. P. (2009). Mendesain model pembelajaran inovatif-progresif. *Jakarta: Kencana*.
- Umar, A. M. (1982). *Ilm Al-Dilālah*. Kuwait: *Maktabah Dār al-Arabiyyah li al-Nasyr wa al-Tauzi*.