



## Adaptation of Imla' Learning Based on the KMI Curriculum at Darul Faizin Islamic Boarding School Caringin Bogor

Nadia Syekar Kamila, Fachrur Razi Amir, Agus Mulyana

Program Studi Pendidikan Bahasa Arab, Fakultas Agama Islam dan Pendidikan Guru  
Universitas Djuanda, Indonesia

Volume 7 Nomor 1

Januari 2026: 38-49

DOI: 10.30997/tjpb.v7i1.22368

### Article History

*Submission: 05-12-2025*

*Revised: 13-01-2026*

*Accepted: 23-01-2026*

*Published: 28-01-2026*

### Keywords:

Learning, Dictation (Imla'), Planning, Implementation, Evaluation, Islamic Boarding School.

### Kata Kunci:

*Pembelajaran, Imla', Perencanaan, Pelaksanaan, Evaluasi, Pesantren.*

### Correspondence::

Nadia Syekar Kamila

0815-1388-5099

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

**Abstract:** The purpose of this study is to evaluate imla' learning at SMP Darul Faizin Caringin Bogor, based on the Kulliyatul Mu'allimin Al-Islamiyah (KMI) curriculum, specifically considering students with diverse levels of Arabic language proficiency. To conduct this research, a descriptive qualitative approach was used; classroom observation, interviews with teachers and students, and analysis of learning documents were all part of this approach. The research findings indicate that imla' learning is based on the pesantren's internal curriculum, with the book *Qawā'id al-Imlā'* as the primary source. To accommodate students' varying abilities, the imla' al-masmū' method as the core method is combined with variations of manqūl, mandzūr, and ikhtibārī. In accordance with KMA No. 374 of 2022, the evaluation is conducted continuously by assessing cognitive, affective, and psychomotor aspects. This research focuses on developing a customizable imla learning method within the KMI pesantren curriculum that can meet the diverse needs of students by using simple yet effective teaching methods.

*Adaptasi Pembelajaran Imla' Berbasis Kurikulum KMI di SMP Pesantren Darul Faizin Caringin Bogor*

**Abstrak:** Tujuan dari penelitian ini adalah untuk mengevaluasi pembelajaran imla' di SMP Darul Faizin Caringin Bogor, yang didasarkan pada Kurikulum Kulliyatul Mu'allimin Al-Islamiyah (KMI), khususnya dengan mempertimbangkan siswa dengan tingkat kemampuan bahasa Arab yang beragam. Untuk melakukan penelitian ini, pendekatan



---

*kualitatif deskriptif digunakan; observasi di kelas, wawancara dengan guru dan siswa, dan analisis dokumen pembelajaran adalah semua bagian dari pendekatan ini. Hasil penelitian menunjukkan bahwa pembelajaran imla' didasarkan pada kurikulum internal pesantren, dengan buku Qawā'id al-Imlā' sebagai sumber utama. Untuk menyesuaikan kemampuan siswa yang berbeda, metode imla' al-masmū' sebagai metode inti dikombinasikan dengan variasi manqūl, mandzūr, dan ikhtibārī. Sesuai dengan KMA No. 374 Tahun 2022, evaluasi dilakukan secara berkelanjutan dengan menilai aspek kognitif, afektif, dan psikomotorik. Penelitian ini berfokus pada pengembangan metode pembelajaran imla yang dapat disesuaikan dalam kurikulum KMI pesantren yang mampu memenuhi kebutuhan yang berbeda dari siswa dengan menggunakan metode pembelajaran yang sederhana namun efektif.*

---

## INTRODUCTION

Arabic language learning in Madrasah Tsanawiyah aims to equip students with the four essential language skills—istima' (listening), kalam (speaking), qira'ah (reading), and kitabah (writing)—so that they are able to understand Islamic teachings directly from their original sources and use Arabic as a means of communication (KMA RI, 2022, p. 23).

Imla' is not merely a spelling exercise, but an active learning method that enhances students' concentration in listening, recalling, and writing (Aisyah, 2023; Anam et al., 2021). Moreover, the ability to write in Arabic cannot be separated from an understanding of letter forms, spelling rules, and correct

word structures (Harun, n.d.). Therefore, imla' proficiency serves as an essential foundation for mastering the Arabic language comprehensively and meaningfully.

At Pondok Pesantren Darul Faizin Caringin Bogor, Imla' instruction is implemented as a separate subject within the curriculum of Kulliyatul Mu'allimin Al-Islamiyah (KMI), adapted from Pondok Modern Gontor. The instruction uses two primary textbooks—Materi Pelajaran Imla' Dasar and Qawā'id al-Imlā' by Imam Zarkasyi—which cover materials such as the writing of Arabic letters (huruf hijaiyah), articulation points (makhraj), hamzah, tā' marbūṭah, as well as an introduction to the basics of nahwu and

şarf. The teacher implements various types of imla' methods, including imlā' al-masmū', al-manqūl, al-mandzūr, and ikhtibārī, adjusted to students' cognitive development (Ibrahim, 1978).

However, its implementation is not without challenges, such as disparities in students' abilities to read the Qur'an and recognize Arabic letters, which are largely influenced by their differing educational backgrounds (Firmansyah, interview, 13 February 2025). Therefore, an adaptive approach is required to make the learning process more inclusive and effective.

Previous studies have highlighted the effectiveness of imla' methods, such as the research conducted by Fajar Seftin (2021), which indicated an effectiveness level of 87.33% in the teaching of Qur'an and Hadith. However, the study did not examine imla' within the context of Arabic language learning at the Tsanawiyah level. Husnan and Sri Laela (2024) also reported the successful implementation of imla' instruction at the TMI level of Pondok Pesantren Darussalam Kersamanah in improving students' ability to write Arabic letters (huruf

hijaiyah) and linguistic structures, yet the study did not address the challenges faced by students with diverse educational backgrounds.

Furthermore, the study by Rizka (2021) at MTs Wathaniyah Islamiyah employed the imla' manqūl method and highlighted students' limitations, particularly their difficulties in keeping up with the material due to differences in basic abilities. Regina and Kizanatul (2024) also emphasized the importance of lesson planning and the use of instructional media in the imla' process. Meanwhile, Sulaiman et al. (2024) identified the need for differentiated instructional strategies for students whose learning backgrounds are not homogeneous.

Previous research has extensively studied imla learning. However, most of this research has focused on specific methods or improving student learning outcomes in madrasas or pesantren with relatively similar initial abilities. This research has not comprehensively studied how imla' learning is designed and adapted within the curriculum of Kulliyatul Mu'allimin Al-Islamiyah (KMI) for the pesantren junior high

school level. Additionally, there has been no research that integrates the planning, implementation, and evaluation of Arabic language learning within the overall framework of the pesantren curriculum. Therefore, this study aims to fill this gap by providing a comprehensive description of Arabic language learning methods at Darul Faizin Junior High School in Caringin, Bogor, which is based on the KMI curriculum. Additionally, this study also demonstrates the flexible approaches used by teachers to address differences in student abilities.

Thus, this study aims to explain imla learning at Darul Faizin Caringin Bogor Junior High School, which uses the KMI curriculum. This study will discuss aspects related to planning, implementation, and evaluation of learning in the context of students with diverse basic abilities.

## METHOD

This study employs a descriptive qualitative approach with a field research design. This approach aims to provide a detailed depiction of the imla' learning process at SMP Darul Faizin Caringin Bogor. It is chosen because it allows the researcher to obtain natural and in-depth data without manipulation, thereby enabling a deeper understanding of the meaning behind each learning activity that takes place (Nugrahani, 2014; Priadana, 2021).

In addition, this study also employs a phenomenological approach, which focuses on understanding the subjective experiences of the learning participants, such as teachers and students. Through observation and interviews, the researcher seeks to capture the direct perspectives of the research subjects.

Table 1 Source person

Source Person	Abbreviation	Date	Information
Zahid Ali Hamdi, S.Pd	ZAH	April 30, 2025	Headmaster of SMP Darul Faizin
Firmansyah Jaelani, S.Pd	FJ	April 15, 2025	Teacher of Imla'
Jaskia Nurjannah	JN	April 15, 2025	7 <sup>th</sup> grade Student

This approach is relevant for exploring the meanings underlying students' behaviors and responses

toward the imla' learning process (Bogdan & Taylor in Nugrahani, 2014).

The study was conducted at SMP Darul Faizin, which operates under Pondok Pesantren Darul Faizin Caringin, Bogor Regency. Data collection was carried out from February to April 2025 through direct classroom observation, interviews with teachers and students, and documentation of ongoing learning activities. The location and timeframe were selected to obtain a comprehensive depiction of the implementation of imla' within the context of pesantren-based learning under the KMI curriculum.

## RESULT & DISCUSSION

After undergoing a series of data collection processes through observation, interviews, and documentation, the researcher obtained various pieces of information related to the teaching of the imla' subject at SMP Darul Faizin Caringin Bogor. The collected data illustrate how the imla' learning process is planned, implemented, and evaluated by the school—particularly by the subject teacher—as well as how students respond to the learning activities. These findings are organized systematically to address the research questions, which encompass three main focuses: lesson

planning, the implementation of teaching and learning activities, and the evaluation of learning outcomes. The findings are presented based on qualitative data analyzed descriptively to provide a comprehensive depiction of imla' teaching practices within the KMI curriculum context at the pesantren.

## Result

### The Planning of Imla' Learning

The planning of imla' learning at SMP Darul Faizin Caringin Bogor is systematically structured based on the *Kulliyatul Mu'allimin Al-Islamiyah* (KMI) curriculum, which is adapted from the educational system of Pondok Modern Darussalam Gontor. This curriculum positions imla' as one of the core standalone subjects, separate from other Arabic language subjects such as *nahwu*, *ṣarf*, and *insya'*. In designing the lesson plans, the teacher refers to two main textbooks, namely *Materi Pelajaran Imla' Dasar* and *Qawā'id al-Imlā'* by Imam Zarkasyi. The materials in these books cover the fundamentals of writing Arabic letters (*huruf hijaiyah*), the placement of hamzah, the use of *tā' marbūṭah*, articulation points (*makhraj*), as well as an introduction to

basic nahwu and ṣarf rules to strengthen students' understanding in producing correct written Arabic.

This planning is outlined in the Lesson Plan (RPP), which includes learning objectives, achievement indicators, teaching materials, instructional methods, learning media, and evaluation instruments. The primary goal of this planning is to enable students to write Arabic letters and words correctly in accordance with imla' rules. The teacher also considers the students' varying basic abilities when designing more flexible and contextual learning strategies. The planning is structured gradually based on the level of material difficulty, beginning with single letters, moving to simple words, and eventually to complete sentences that align with the students' cognitive development.

In addition to referring to Qawā'id al-Imlā', the planning of imla'

instruction at SMP Darul Faizin is also developed by taking into account national madrasah education regulations. One of the key guidelines used is the Decree of the Minister of Religious Affairs of the Republic of Indonesia Number 374 of 2022, which outlines the Learning Outcomes (CP) for Islamic Religious Education and Arabic subjects at each educational level. This document serves as the foundation for determining the direction, objectives, and competencies that students must achieve according to their developmental stages. These learning outcomes not only function as references in formulating instructional objectives but also in selecting materials, approaches, and assessment methods. The details of the learning outcomes relevant to writing skills in Arabic language instruction, particularly imla', can be seen in the following table:

*Table 2 Roadmap of access*

Element	Learning Outcomes	Element	Learning Outcomes
Listening-Speaking	Students are able to interact actively with the material they receive through selective listening. Students are able to communicate with one another around the world through	Listening-Speaking	Students are able to interact actively with the material they receive through selective listening. Students are able to communicate with one another around the

	the use of basic texts in interactive conversations.		world through the use of basic texts in interactive conversations.
Reading-Viewing	Reading and viewing interactively enable students to understand and reflect on several paragraphs in written or visual texts.	Reading-Viewing	Reading and viewing interactively enable students to understand and reflect on several paragraphs in written or visual texts.
Writing - Presenting	Demonstrating responsive writing skills by composing coherent essays consisting of two or three paragraphs within a predetermined discourse framework, as well as connecting and organizing individual sentences into paragraphs.	Writing - Presenting	Demonstrating responsive writing skills by composing coherent essays consisting of two or three paragraphs within a predetermined discourse framework, as well as connecting and organizing individual sentences into paragraphs.

Based on these learning outcomes, the teacher then develops a more structured instructional plan through the main components contained in the Lesson Plan (RPP). These components include learning objectives, teaching materials, methods, media, and evaluation techniques used throughout

the imla' learning process. The development of these components also refers to the principles of Arabic language instruction as outlined in KMA No. 374 of 2022. The details of the instructional components used in this context can be seen in the following table.

*Tabel 3 Components of Arabic Language Learning*

Components of Arabic Language Learning			
Language Skills	Language Elements	Themes/Topics	Communicative Expressions
Listening, Speaking, Reading, Viewing, Writing, Presenting	Sound system, vocabulary, sentence patterns/grammar	Themes or learning topics that include aspects of local culture, religion, and international contexts.	Expressions used to perform speech acts in the target language.

### The Impelementation of Imla' Learning

The implementation of imla' learning at SMP Darul Faizin is carried out twice a week, with each session

lasting 45 minutes. The learning activities begin with a collective prayer and a review of the previous material through the muthola'ah method. The

teacher then introduces new material using *imla' al-masmū'*, or listening dictation, as the primary method. In practice, the teacher reads Arabic words or sentences slowly and clearly, and the students write down what they hear without looking at any written text. Afterward, the written work is checked together in class and corrected directly by the teacher or by other students under the teacher's guidance.

In addition to the *masmū'* method, the teacher also applies other variations such as *imla' al-manqūl* (copying), *al-mandzūr* (looking at the text and writing it after the text is removed), and *imla' ikhtibārī* (evaluative dictation), which is used to assess students' abilities comprehensively. These methods are used alternately depending on the topic and learning objectives. During the lesson, the media used remain relatively simple, such as the whiteboard, markers, students' notebooks, and the main textbooks. Nevertheless, the learning process runs effectively due to the active interaction between the teacher and students, as well as the students' discipline in following each stage of the instruction. The classroom atmosphere remains

conducive and focused, as the teacher also emphasizes the importance of proper conduct (*adab*) and concentration in writing.

### **The Evaluation of *Imla'* Learning**

The evaluation of *imla'* learning is carried out continuously by combining formative and summative assessments. Formative evaluation is conducted through daily exercises and writing tasks during the learning process. The teacher provides words or sentences to be dictated and rewritten by the students, after which their work is checked and immediate feedback is given. Meanwhile, summative evaluation is administered through mid-semester and end-of-semester examinations, which aim to measure students' overall achievement in writing Arabic letters and words correctly.

In the evaluation process, the teacher assesses not only the students' cognitive aspects (their understanding of writing rules), but also affective aspects (attitude, discipline, and attentiveness during learning), as well as psychomotor aspects (accuracy in writing letters and words according to *imla'* rules). The assessment is aligned with the competency standards of the

KMI curriculum and refers to Ministry of Religious Affairs regulations such as KMA No. 374 of 2022.

The evaluation results show that the majority of students experienced an improvement in their Arabic writing skills, particularly in the accuracy of letter formation and their mastery of basic imla' rules. However, several challenges were also identified, such as students who still struggled to distinguish similar letter forms or who had not yet understood the positional variations of letters within words. These difficulties generally stem from differing educational backgrounds, as well as students' limited ability to read the Qur'an, which forms the foundation for recognizing Arabic letters. The teacher addresses these issues by enriching the material and providing additional guidance outside regular class hours for students who face such obstacles.

### **Discussion**

The research findings indicate that imla' instruction at SMP Darul Faizin Caringin Bogor has been carried out systematically and in a well-structured manner, beginning from planning to implementation and evaluation. This

process demonstrates alignment with Arabic language learning theories, which emphasize writing skills as one of the essential components that must be developed in an integrated manner alongside other language skills (Ma'unah, 2022).

In terms of planning, the teacher has developed the instructional design by referring to the KMI curriculum implemented at Pondok Pesantren Darul Faizin. This curriculum positions imla' as a specialized subject that holds particular importance in shaping students' writing abilities in a precise and structured manner. The planning of materials and instructional strategies based on *Qawā'id al-Imlā'* by Imam Zarkasyi and the *Imla' Dasar* textbook demonstrates a strong commitment to presenting sequenced material appropriate to the students' proficiency levels. This aligns with Harun's (n.d.) view that imla' instruction must be designed according to writing rules and students' developmental stages in order to ensure effective and well-directed learning.

In terms of implementation, the use of the *imlā' al-masmū'* (dictation-by-ear)

method as the primary approach aligns with common *imlā'* teaching practices in many Islamic boarding schools. This method has been proven to train students' concentration, accuracy, and their listening and writing skills simultaneously (Anam et al., 2021). In addition, variations of methods such as *manqūl*, *mandzūr*, and *ikhtibārī* enrich the instructional approaches used by the teacher and allow adaptation to students' needs. This supports the findings of Husnan and Sri Laela (2024), who state that the diversity of *imlā'* methods can significantly enhance student participation and learning outcomes.

However, the implementation of the learning process still faces challenges, particularly regarding students' uneven background abilities. Some students who are not yet fluent in reading the Qur'an or who do not understand the basic shapes of Arabic letters experience difficulties in following *imlā'* lessons. This condition is also found in the study by Rizka (2021), which shows that students' initial abilities greatly influence their success in learning *imlā'*. Therefore, adjusting instructional strategies and

providing additional guidance from the teacher become essential steps to address this gap.

In the aspect of evaluation, the assessment system that includes the cognitive, affective, and psychomotor domains reflects a comprehensive evaluation aligned with modern instructional approaches. The assessment is not only focused on the final results but also on the students' processes in understanding and practicing *imlā'*. The evaluation outcomes, which show improvement in students' writing skills, serve as indicators of the effectiveness of the methods applied. However, teachers also need to pay attention to the validity and reliability of the assessment, as well as conduct continuous formative evaluations so that students' progress can be monitored more accurately (Regina & Kizanutul, 2024).

Overall, the findings of this study align with several previous studies. For instance, Fajar Seftein's (2021) research demonstrated the effectiveness of the *imlā'* method in teaching Qur'an-Hadith, showing a high level of success. Although the context differs, the principles of dictation and self-

correction were also proven effective at SMP Darul Faizin. In addition, the findings of this research reinforce the results of Sulaiman et al. (2024), who highlight the need for adaptive instructional strategies for students with diverse background abilities.

### CONCLUSION

Based on the research findings, it can be concluded that the teaching of the *imlā'* subject at SMP Darul Faizin Caringin Bogor has been carried out systematically and in accordance with the *Kulliyatul Mu'allimin Al-Islamiyah* (KMI) curriculum. Lesson planning is well-prepared through the development of lesson plans (RPP) that refer to *Qawā'id al-Imlā'* and *Imla' Dasar*, and are adjusted to the students' proficiency levels.

The learning process is carried out using *imlā' al-masmū'* as the main method, supported by other methods such as *manqūl*, *mandzūr*, and *ikhtibārī*. The teacher is able to create a conducive learning environment despite limited facilities. However, there are challenges related to the varying levels of students' basic abilities, especially in reading Arabic letters, which affect their pace

and comprehension of the *imlā'* material.

The learning evaluation is carried out periodically through formative and summative assessments that cover cognitive, affective, and psychomotor aspects. The evaluation results show an improvement in students' ability to write Arabic, although some students are still found to experience difficulties. Therefore, additional guidance and differentiated strategies are needed to accommodate the diverse learning needs of the students.

### ANKNOWLEDGMENTS

The researcher expresses appreciation and gratitude to all parties who have contributed to the implementation of this study. Special thanks are extended to close family members who have consistently offered prayers and moral support, to friends from the 2021 cohort, and to fellow peers from the 2021 Arabic Language Education Study Program for their encouragement, togetherness, and meaningful motivation throughout the entire research process.

### REFERENCES

Anam, M. C., Pd, M. I., Yusuf, M., Fil, M. I., Nuryani, S., & Nuriya, S. (2021). Implementasi Metode *Imla'* dalam

- Meningkatkan Keterampilan Menulis Bahasa Arab Kelas X MAN 3 Magetan. 9(1), 123-131.
- Farah, R. N., & Hikmah, K. (2024). Imla' learning at the Integrated Bilingual Junior High School Junwangi Krian [Pembelajaran Imla' Di SMP Bilingual Terpadu Junwangi Krian]. *Jurnal Bahasa Daerah Indonesia*, 1(2), 1-10.
- Hafidz, A., Rohman, A., & Pramudiani, P. (2023). Development of an Imlā' Textbook to Improve the Arabic Writing Skills of MTs Students. *Journal of Arabic Language Education and Linguistics.*, 5(1), 1-14.
- Harun, A. a.-S. (1994). *Qawa'id al-Imla'*. Kairo: Maktabat al- Anglo al-Misriyah
- Hidayah, R. P. (2021) Implementation of Imlā' Learning for Seventh-Grade Students at Madrasah Tsanawiyah Islamiyah (WI). 1.
- Ibrahim, A. (1978). الإملاء والترقيم في الكتابة العربية (Al-Imla' wa al-Tarqim fi al-Kitabah al-'Arabiyyah). Kairo: Dar al-Ma'arif.
- Ministry of Religious Affairs of the Republic of Indonesia. (2022). Decree of the Minister of Religious Affairs Number 347 of 2022 on Guidelines for the Implementation of the Independent Curriculum in Madrasahs. Directorate General of Islamic Education.
- Ministry of Religious Affairs of the Republic of Indonesia. (2024). Decree of the Director General of Islamic Education Number 3302 of 2024 on Learning Outcomes for Islamic Religious Education and Arabic Language in the Independent Curriculum for Madrasahs. Jakarta: Directorate General of Islamic Education.
- Nugrahani, F. (2014). *Qualitative Research Methods in Language Education Research*. Surakarta: Deepublish.
- Nurjannah. (2024). Implementation of the Imlā' Method in Improving Writing Skills in Arabic Language Learning for Seventh-Grade Students of Madrasah Tsanawiyah Al-Mustaqim Parepare.
- Priadana, M. S. (2021). *Quantitative Research Methods*. Pascal Books.
- Rathomi, A. (2019). Manẓūr Imlā' in Arabic Language Learning for Elementary School Students. *Primearly Journal*, II(1), 1-7.
- Rathomi, A. 2020. Mahārah al-Kitābah in Arabic Language Learning. *Tarbiya Islamica: Journal of Teacher Training and Islamic Education*, Vol. 1, No. 1, pp. 1-8. Sambas: Sultan Muhammad Syafiuddin Islamic Institute.
- Sulaiman, H., Laela, S., & Zahra, A. (2024). The Effectiveness of Imlā' Learning in Grade 2 TMI (Tarbiyatul Mu'allimīn al-Islāmiyyah) at Darussalam Islamic Boarding School, Kersamanah Garut.
- Yogale, F. S. (2021). The Use of the Imlā' Method in Learning Qur'an and Hadith at Jabal Nur Islamic Boarding School, Kandis.