# Innovative Arabic Curriculum Management Based on Learning and Content Management System (LCMS): A Descriptive Study in Boarding Schools

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| Article History | ABSTRACT |
|---|---|
| | **Background:** Arabic education in boarding schools still faces a gap between the existing curriculum and technology utilization. Many schools have not optimized the Learning Content Management System (LCMS), which hinders the effectiveness of language learning and produces insufficient outcomes to guide students toward excellence.<br>**Purpose:** his study aims to describe (1) Management of Arabic Curriculum, (2) Digital Technology Curriculum Based on LCMS, (3) Implementation of Arabic Language Learning Based on LCMS, (4) Evaluation of Arabic Language Learning Based on LCMS, and (5) Output of Arabic Curriculum Management Based on LCMS in Boarding Schools.<br>**Method:** This research uses a qualitative approach with a descriptive study design to understand the application of LCMS in managing the Arabic curriculum at SMA Al-Hikmah in East Java. Data was collected through interviews, observations, and documentation. The data was analyzed using Miles and Huberman's analytical model, which includes data reduction, presentation, and conclusion. Triangulation was performed to ensure data validity.<br>**Results and Discussion:** The results indicate that curriculum management at SMA Al-Hikmah comprises an Innovative Curriculum and Digital Technology, integrating LCMS for material access. Learning is conducted through e-learning and applications, with evaluations based on data analytics encompassing various assessments. The output includes improved Arabic language competence and skills in IT, research, and the Quran.<br>**Conclusions and Implications:** This study emphasizes that an LCMS-based curriculum can enhance Arabic language competence and character development in students. The implications provide new insights for developing curriculum management in boarding schools, helping students become more character-driven, high-achieving, and competitive on a global scale. |
| *Keywords*: | |

**ABSTRAK**

**Latar belakang:** Pendidikan bahasa Arab di sekolah berasrama masih menghadapi kesenjangan antara kurikulum yang ada dengan pemanfaatan teknologi. Banyak sekolah belum mengoptimalkan LCMS, sehingga menghambat efektivitas pembelajaran Bahasa serta kurang menghasilkan output yang membimbing Siswa kepada taraf unggul.

**Tujuan:** Penelitian ini bertujuan mendeskripsikan (1) Manajemen Kurikulum Bahasa Arab, (2) Kurikulum Teknologi Digital Berbasis LCMS (3) Pelaksanaan Pembelajaran Bahasa Arab Berbasis LCMS, (4) Evaluasi Pembelajaran Bahasa Arab berbasis LCMS, dan (5) Output Manajemen Kurikulum Bahasa Arab Berbasis LCMS di Sekolah Berasrama.

**Metode:** Penelitian ini menggunakan pendekatan kualitatif dengan rancangan studi deskriptif untuk memahami penerapan Learning Content Management System (LCMS) dalam manajemen kurikulum bahasa Arab di sekolah berasrama SMA Al-Hikmah Jawa Timur. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, Data dianalisis menggunakan model analisis Miles dan Huberman, berupa reduksi, penyajian data dan kesimpulan. Selanjutnya triangulasi dilakukan untuk menjamin keabsahan data.

**Hasil dan Pembahasan:** Hasil penelitian menunjukkan bahwa manajemen kurikulum di SMA Al-Hikmah terdiri dari Kurikulum Inovatif dan Teknologi Digital, yang mengintegrasikan LCMS untuk akses materi. Pembelajaran dilaksanakan melalui e-learning dan aplikasi. Evaluasi berbasis data analitik mencakup penilaian beragam. Outputnya adalah peningkatan kompetensi bahasa Arab dan keterampilan IT, riset dan al-Quran.

**Kesimpulan dan Implikasi:** Penelitian ini menegaskan bahwa kurikulum berbasis LCMS dapat meningkatkan kompetensi bahasa Arab serta pengembangan karakter siswa. Implikasi dari penelitian ini memberikan wawasan baru untuk pengembangan manajemen kurikulum di sekolah berasrama, yang mampu membimbing siswa lebih berkarakter, berprestasi dan kompetitif di tingkat global.

**Kata Kunci** | *Manajemen; Kurikulum Inovatif; Kurikulum Bahasa Arab; Learning Content Management System (LCMS); Sekolah Berasrama*

## INTRODUCTION

The development of information and communication technology has brought significant changes in the world of education. The use of technology in the learning process, curriculum management, and school administration is an unavoidable need. One of the technologies that is widely adopted by educational institutions is the Learning and Content Management System (LCMS). LCMS enables integrated management of digital learning content, as well as facilitating online interaction between teachers and students. The application of LCMS in curriculum management is expected to increase the flexibility, efficiency, and quality of the learning process.[1]

Although many schools have adopted LCMS technology, comprehensive studies on its application in Arabic curriculum management in boarding schools in East Java are limited. Boarding schools have unique characteristics in curriculum management and the learning process, with the interaction between boarding and classroom life. How LCMS is utilised in this context and its impact on the effectiveness of Arabic curriculum management has not been explored.[2]

Some of the problems often faced in Arabic curriculum management in boarding schools include (1) Difficulty coordinating learning activities in the classroom and outside the classroom, (2) Limited access to information and communication between teachers, students, and parents, (3) Difficulty monitoring and evaluating student learning progress comprehensively, (4) Difficulty integrating teaching materials, activities, and assessments in one well-managed system. These

problems can have an impact on the quality of curriculum management and Arabic language learning outcomes.[3]

Various previous studies have examined the utilisation of LCMS in educational contexts, but most of them focus on general subjects or higher education. Studies on the application of LCMS in Arabic curriculum management in boarding schools are still limited.[4] Boarding schools have unique characteristics and require a different approach to curriculum management from regular schools. Therefore, this research seeks to fill the existing research gap.[5]

This research will provide a new perspective on the utilisation of LCMS for Arabic curriculum management in boarding schools. The focus on the previously unexplored boarding school context will contribute to the development of technology-based curriculum management theory and practice. In addition, an in-depth study of LCMS implementation strategies, challenges, and their impact on the effectiveness of Arabic curriculum management in boarding schools will also be an innovative finding.[6]

This research is expected to make theoretical and practical contributions to the development of technology-based Arabic curriculum management, especially in boarding schools. Theoretically, the results of this research can enrich the scientific treasures in the field of curriculum management and educational technology. Meanwhile, practically, the research findings can be a reference for educational practitioners, especially boarding schools, in optimising the utilisation of LCMS to improve the effectiveness of Arabic curriculum management.

The main objective of this study is to describe and analyse in depth the application of the Learning and Content Management System (LCMS) in Arabic curriculum management in boarding schools in East Java. The focus of the study includes: 1) Arabic Language Curriculum Management, 2) LCMS-based Digital Technology Curriculum 3) Implementation of LCMS-based Arabic Language Learning, 4) LCMS-based Arabic Learning Evaluation, and 5) Output of LCMS-based Arabic Curriculum Management in Boarding Schools. The results of the study are expected to provide new insights and practical recommendations for the development of technology-based Arabic curriculum management in boarding schools.

## LITERATURE REVIEW

Curriculum management is a crucial aspect in the implementation of education, including in Arabic language subjects. Along with the development of technology, the paradigm of curriculum management has shifted from conventional to technology-based. One of the most widely adopted technologies is the Learning and Content Management System (LCMS), which enables centralised and integrated management of learning content. In the context of boarding schools, LCMS-based Arabic curriculum management has unique characteristics that need to be studied more deeply. The following is a review of the literature relevant to this research topic:

### 1. Arabic Language Curriculum Management

Arabic curriculum management refers to the process of planning, organising, implementing, and evaluating the Arabic curriculum in educational institutions.[7] Aspects of Arabic curriculum management include needs analysis, syllabus development, designing teaching materials, scheduling, resources, and assessment systems. The effectiveness of Arabic curriculum management is highly dependent on the institution's ability to integrate these components systematically.[8]

### 2. Teknologi dalam Manajemen Kurikulum

The development of information and communication technology has encouraged a paradigm shift in curriculum management, from conventional to technology-based.[9], [10][11] ] Technology can be used to simplify and optimise various aspects of curriculum management, such as planning,

material delivery, communication, and assessment.[12] One technology that is widely adopted is the Learning and Content Management System (LCMS).

### 3. Learning and Content Management System (LCMS)

LCMS is an integrated platform that enables centralised management of digital learning content. [13] LCMS provides features for the development, storage, and distribution of teaching materials, as well as facilitating interaction between teachers and students online. [14] Various studies have shown that the use of LCMS can improve the efficiency, flexibility, and quality of the learning process.

### 4. LCMS-Based Arabic Curriculum Management in Boarding Schools

Boarding schools have unique characteristics in curriculum management and the learning process, with the interaction between dormitory and classroom life[15] Arabic curriculum management in boarding schools needs to balance in-class and out-of-class activities and integrate various learning resources.[16] The utilisation of LCMS in this context can help coordinate and monitor the learning process more effectively. [17]

Various previous studies have examined the utilisation of LCMS in educational contexts, but most have focused on general subjects or higher education.[18]  Studies on the application of LCMS in Arabic curriculum management in boarding schools are still limited. This research seeks to fill that gap by focusing on the unique context of boarding schools.

## METHOD

This research uses a qualitative approach with a descriptive study design. The qualitative approach was chosen because this research aims to understand and describe the phenomenon of the application of the Learning and Content Management System (LCMS) in Arabic curriculum management in boarding schools in depth. A descriptive study was chosen to provide a comprehensive and systematic description of the phenomenon studied.

Data sources were obtained from primary and secondary data. Primary data was obtained through in-depth interviews with three key informants. Interviews were conducted to explore information related to planning, implementation, and evaluation of the application of LCMS in Arabic curriculum management at school. Meanwhile, secondary data was obtained from documentation such as curriculum, syllabus, teaching materials, and reports related to the implementation of LCMS. The research location was at Al-Hikmah Boarding School, East Java. The choice of location is expected to provide a comprehensive picture of the phenomenon being studied.

Data collection was conducted through three main techniques, namely in-depth interviews, observation, and documentation studies. In-depth interviews were conducted to obtain in-depth information from related parties. Observations were made to observe the Arabic learning process utilising the LCMS, as well as curriculum management activities. Meanwhile, a documentation study was conducted to collect and analyse documents related to the curriculum,  teaching materials, and LCMS implementation report.

Data analysis used Miles and Huberman's interactive analysis model, which consists of data reduction, data presentation, and conclusion drawing.[19] In the reduction stage, the data obtained is reduced by selecting, focusing, simplifying, and abstracting relevant data. Furthermore, the data that has been reduced is presented in the form of narrative text, images, graphs, or charts. In the final stage, the researcher concludes and verifies them through rechecking and consultation.[20]

To ensure the validity of the data, this study used triangulation techniques by comparing data from interviews, observations, and documentation studies.[21] In addition, a member check was

conducted by confirming the findings with the data source. Thus, it is expected that the data can be accounted for and reflect the actual situation in the field.
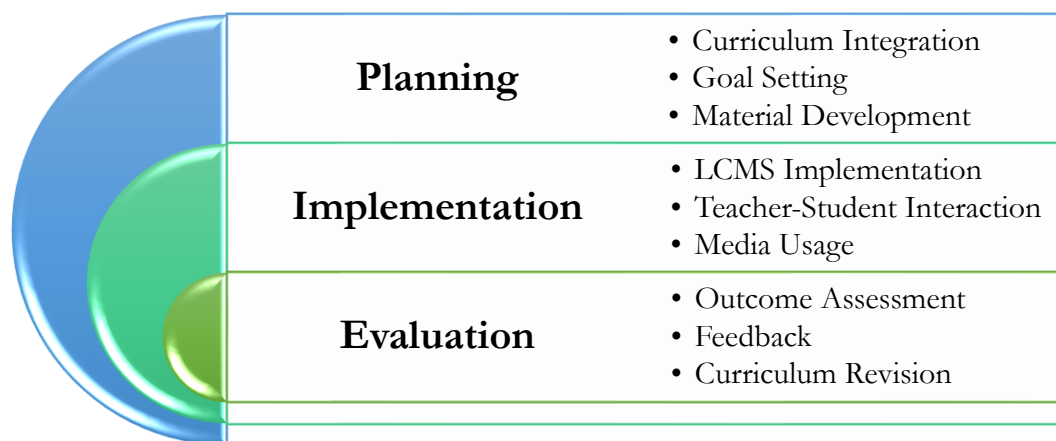
## RESULT AND DISCUSSION

### 1. Curriculum Management

Based on the results of interviews, observations, and documentation studies, important data related to Arabic curriculum management at Al-Hikmah Boarding School High School were obtained, namely:

a. The curriculum implemented at SMA Al-Hikmah Boarding School consists of 3 main components: National Curriculum (Independent Curriculum), Al-Hikmah Special Curriculum, and Innovative Curriculum.

b. The Innovative Curriculum consists of 2 programmes, namely the Driving School Programme and the Self-Directed Learning (SDL) Programme. The SDL programme gives students the freedom and responsibility to initiate the learning process independently.

In Arabic curriculum management, the school integrates the use of a Learning and Content Management System (LCMS) to facilitate learning planning, implementation and evaluation. The LCMS is used to manage learning content, optimise teacher-student interaction, and monitor students' learning progress online. Arabic curriculum management at Al-Hikmah Boarding School can be illustrated in the following chart:



| Planning | • Curriculum Integration<br>• Goal Setting<br>• Material Development |
|---|---|
| Implementation | • LCMS Implementation<br>• Teacher-Student Interaction<br>• Media Usage |
| Evaluation | • Outcome Assessment<br>• Feedback<br>• Curriculum Revision |

**Graphic 1.** Arabic Language Curriculum Management

Based on the chart above, it can be explained that Arabic curriculum management at Al-Hikmah Boarding School includes three main components, namely planning, implementation, and evaluation. In the planning stage, the school integrates three curricula, namely the National Curriculum (Merdeka Curriculum), the Al-Hikmah Special Curriculum, and the Innovative Curriculum. The Innovative Curriculum consists of the Driving School Programme and the Self-Directed Learning (SDL) Programme.[22], [23] Self-Directed Learning is learning to have skills in independent learning. A proactive individual has high initiative, and many ideas, and is passionate about learning is an individual who has high Self-Directed Learning ability.[24]

At the implementation stage, schools utilise the Learning and Content Management System (LCMS) to manage learning content, optimise teacher-student interaction, and monitor students' learning progress online. Meanwhile, at the evaluation stage, the school conducts an Arabic learning assessment using the features available in the LCMS.

Based on the data analysis, it can be concluded that Arabic curriculum management at Al-Hikmah Boarding School is conducted comprehensively, by integrating various curricula and utilising learning technology in the form of a Learning and Content Management System (LCMS). The application of LCMS in Arabic curriculum management aims to optimise learning planning, implementation and evaluation, to support the achievement of curriculum objectives effectively.

## 2. LCMS-based Digital Technology Curriculum

The Learning and Content Management System (LCMS)--based Digital Technology Curriculum is a step forward in creating a modern and effective learning experience. At Al-Hikmah Boarding School East Java, the integration of LCMS allows students to access various educational resources online, thus supporting more purposeful and interactive learning. Data on this curriculum was collected through observation and interviews with teachers and students. The following are the key elements of this curriculum:
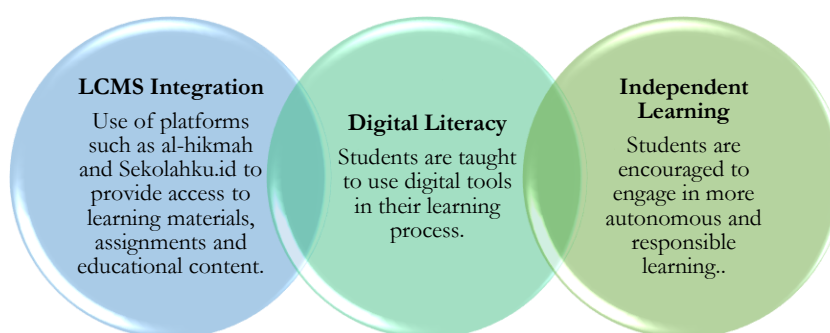


**Grafik 2.** LCMS-based Digital Technology Curriculum

To illustrate the curriculum components and activities involved, the following table is presented.

**Table 1.** LCMS-based Digital Technology Curriculum

| No | Component | Description |
|---|---|---|
| 1 | Resource Access | Online course materials, assignments, and educational content |
| 2 | Use of LCMS | Tools for managing and delivering content |
| 3 | Independent Learning | Opportunities for students to learn independently |
| 4 | Digital Literacy | Skills to use technology in learning |

**Table 2.** LCMS Usage Data

| Year 2023-2024 | Teachers | Staff | Students | Year 2023-2024 | Teachers | Staff | Students |
|---|---|---|---|---|---|---|---|
| Male | 14 | 3 | 121 | Male | 14 | 2 | 88 |
| Female | 2 | 0 | 6 | Female | 3 | 0 | 10 |
| **Total** | **16** | **3** | **127** | **Total** | **17** | **2** | **98** |

In its learning planning, SMA Al-Hikmah Boarding School, East Java emphasises several principles including Learning By Doing, [24][25] using a scientific approach, collaborative, and optimising mastery learning, all of which are implemented in a self-paced form (according to the learning speed of each student). [26] In general, 4 types of classes can be used by students in optimising their learning process at Al-Hikmah Boarding School East Java.

### a. Self-Directed Learning Class for High School Level

The Self Directed Learning class for senior high school gives students the freedom to organise their learning process.[27] In this class, students learn to set goals, select materials, and manage study time according to their rhythm. This approach encourages students to become more independent and take responsibility for their learning, thus increasing motivation and engagement in the learning process.

### b. Classroom Self-Organised Learning Environment

In an organised Learning Environment class, students are encouraged to collaborate in discussing big challenging questions.[28], [29] This method encourages them to think critically and creatively and learn from each other. [30] By discussing in groups, students can explore different perspectives and find solutions together, which strengthens their social skills and analytical thinking ability.[31]

### c. Consultation Class

Consultation class is a place where students can ask questions and get additional explanations from the teacher.[32] This class is designed to support students who need more help in understanding the subject matter. In a more personalised setting, students can feel more comfortable discussing and digging deeper into difficult topics, helping them to achieve a better understanding.

### d. Tutorial Classes

Tutorial classes provide intensive assistance to students by teachers. [33] In these classes, students receive special attention and more focused guidance, enabling them to overcome learning difficulties effectively. With this approach, students can deepen their understanding of the subject matter, as well as get learning strategies that suit their individual needs. Tutorial classes serve as a bridge to improve students' academic abilities.

## 3. Implementation of LCMS-Based Arabic Learning

Learning Content Management System (LCMS) plays an important role in the development of educational technology, including in Arabic language learning at Al-Hikmah Boarding School East Java. In this digital era, schools do not only rely on face-to-face methods but also utilise online learning as an effective complement. The LCMS at Al-Hikmah High School is designed to accommodate the entire Arabic learning needs, ensuring that the curriculum objectives can be achieved more efficiently.

With the LCMS, the Arabic learning process becomes more structured and accessible to students. Teachers can easily deliver learning materials through this platform, while students have the freedom to access teaching materials anytime and anywhere. The system facilitates various activities such as online attendance, assignment submission, and examination, all of which support the smoothness of the teaching and learning process.

The completeness of the content in the LCMS greatly affects the quality of learning. At Al-Hikmah High School, various additional materials such as learning videos, practice questions, and interactive resources are provided to enhance students' understanding of Arabic. Thus, the LCMS serves not only as a management tool but also as a resource that enriches students' learning experience.

Through the utilisation of the LCMS, SMA Al-Hikmah Boarding School can create a more interesting and adaptive learning environment, which ultimately supports the optimal development of students' Arabic language competence, as presented in the following Picture.
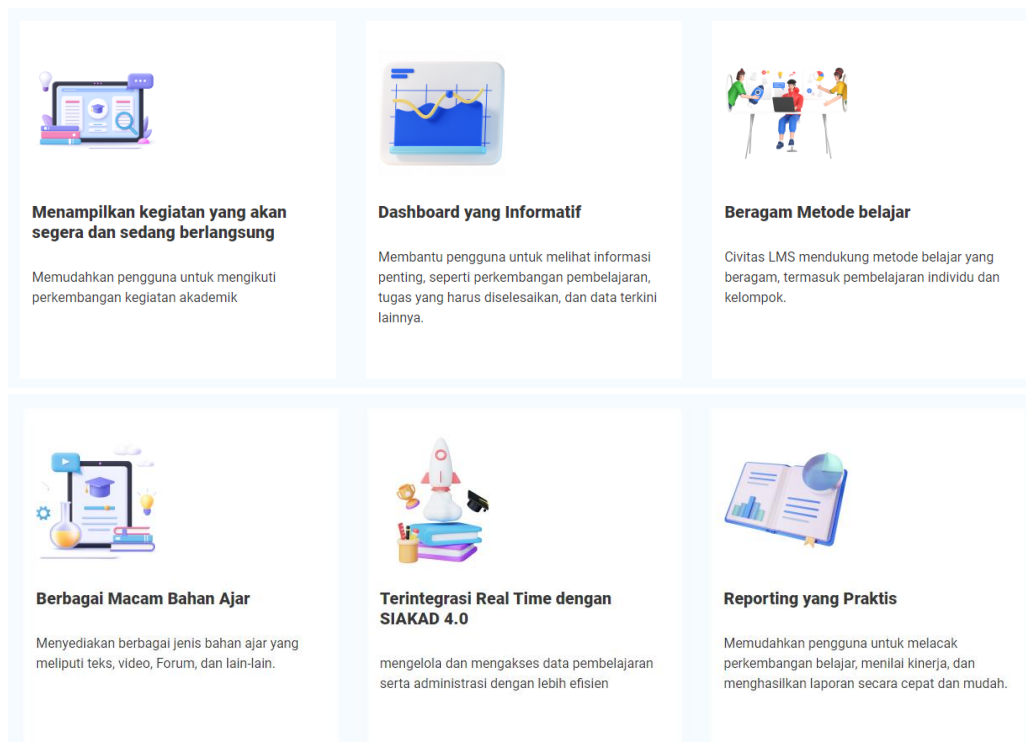


**Picture 1:** Advantages of Learning Content Management System (LCMS)

### a. E-Learning

Arabic language learning at Al-Hikmah Boarding School is supported by an integrated E-Learning platform with the link 'alhikmah.elearning.schoolku.id'. This platform allows students to access modules and learning materials that have been uploaded by teachers, as well as complete assignments online. Exams on this platform serve as an effective means of assessment, covering both skills tests and final exams. In addition, the assessment report feature provides information regarding students' performance in assignments and exams, assisting teachers in identifying students who have not completed their assignments. Item analysis capabilities are also provided, allowing teachers to obtain more detailed information on student performance on exam questions, to make necessary improvements in the teaching process.
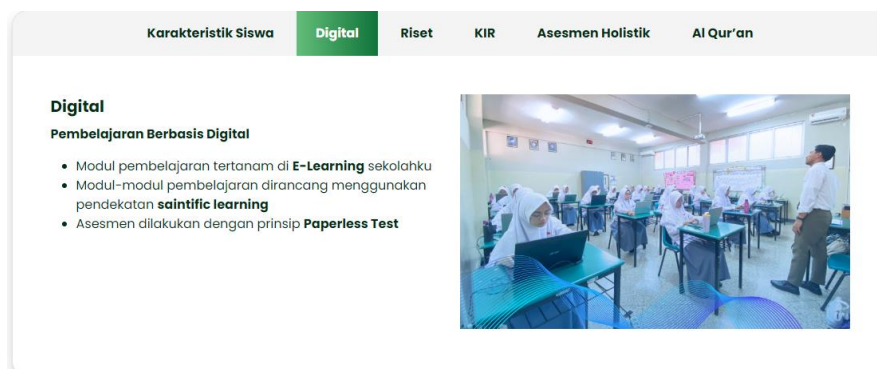


**Picture 2.** Digital E-Learning Atmosphere

### b. Zoom Teleconferencing Application

As part of online learning, SMA Al-Hikmah Boarding School utilizes the Zoom teleconferencing application. This application is not only the main tool for conducting virtual classes but also supports more interactive interactions between teachers and students. By using Zoom, students can participate in live discussions, ask questions, and receive real-time guidance from teachers. This increases student engagement in the learning process and provides a more dynamic and flexible learning experience.

### c. Sekolahku Application

SMA Al-Hikmah Boarding School has also developed an application called "Sekolahku" that can be downloaded through the AppStore or PlayStore. This application is designed to make it easier for parents to monitor the educational development of their children in real time. In the application, parents can print virtual report cards, pay school fees, and borrow books. In addition, this application provides features to plan student activities and agendas, as well as a means of communication between the school and parents through a liaison book. With this application, parents can be more actively involved in their children's education and receive updates on school announcements, creating better collaboration between the school and the family.

By utilizing technology in various aspects, SMA Al-Hikmah Boarding School is committed to supporting the implementation of an adaptive curriculum and the development of students' talents, through activities such as Youth Scientific Paper, Olympiad, TOEFL/IELTS certification improvement, as well as creative projects like filmmaking, video editing, and photography.

## 3. Arabic Language Learning Evaluation based on LCMS

The learning evaluation at SMA Al-Hikmah Boarding School in East Java is an important process to determine the extent to which the curriculum objectives have been achieved. This process not only measures the students' abilities but also evaluates the effectiveness of teaching methods and learning experiences applied. By utilizing the Learning and Content Management System (LCMS), the evaluation becomes more systematic and integrated, allowing the obtained information to be accessed and analyzed more easily.

### a. Daily Assessments or Performance Tests
Daily assessments or performance tests cover cognitive, psychomotor, and emotional aspects. LCMS allows the assessment results to be uploaded directly, so students and teachers can access them easily. Cognitive assessment measures material comprehension, while psychomotor and emotional assessments evaluate students' practical skills and attitudes. This approach provides comprehensive feedback, supporting the holistic development of student competencies.

### b. End-of-Semester Evaluation
The end-of-semester evaluation aims to assess student learning outcomes after one learning period. With LCMS, data collection and analysis become more efficient. Students can access the exam materials online, and the evaluation results are immediately processed to provide accurate reports on their achievements. This ensures fair and transparent assessment.

### c. Final School Examination Evaluation
The final school examination evaluation is a crucial stage in assessing students' overall achievements. LCMS supports the implementation of online exams, facilitating supervision and data collection. This process helps teachers gain a clear picture of students' abilities in facing national exams and their readiness to continue their education to the next level.

### d. Learning Outcome Evaluation Using Computers and Smartphones

Learning outcome evaluation using computers and smartphones reflects the adaptation of technology in education. LCMS supports the use of digital applications to collect student learning outcomes. With this approach, students can conduct self-evaluations and receive real-time feedback, allowing them to improve areas that need more attention. Teachers can also analyze the data more deeply to make appropriate decisions in teaching.



**Gambar 3.** Asesmen Holistik SMA AL-Hikmah Jawab Timur

Based on the document above, the overall evaluation at SMA Al-Hikmah does not only focus on the final results, but also on the processes that support the holistic development of students, utilizing technology to increase the effectiveness and efficiency in achieving educational goals in a holistic manner that emphasizes knowledge, skills, and attitudes. As a result, the exams are designed in the form of differentiated assessment services. The output of the Arabic language curriculum management based on LCMS (Learning Content Management System) at SMA Al Hikmah Boarding School shows the following:

## 4. Output of Arabic Language Curriculum Management Based on LCMS at Boarding Schools

SMA Al-Hikmah Boarding School in East Java is committed to realizing quality generations. Students are equipped to become comprehensive Muslims, possessing commendable character, towards Allah, the Messenger, parents, teachers, fellow humans, and the environment. In addition, all existing programs are designed to equip students to become leaders and truly develop as Muslims according to their *fitrah* (innate nature).

The output of Arabic language curriculum management based on LCMS at the boarding school includes a) Character-Based Student Learning, b) Research-Based Learning, c) Youth Scientific Paper Program, and d) Al-Quran Teacher Certification.

### a. Character-Based Student Learning

The character-based learning at SMA Al-Hikmah Boarding School integrates a differentiated instruction approach, which includes differentiation of content, process, and product. By designing learning experiences tailored to the characteristics and potentials of the students, this school ensures that each individual can develop according to their nature. In the context of Arabic language curriculum management based on the Learning Content Management System (LCMS), learning can be done anytime and anywhere, supported by integrated e-learning. This allows students to access materials that suit their needs, participate in relevant activities, and produce products that demonstrate their deep understanding, creating an inclusive and adaptive learning environment.

**Picture 4.** Student Character-Based Learning

### b. Research-Based Learning

Research-based learning at SMA Al-Hikmah Boarding School adopts a scientific approach that supports the development of 21st-century skills, including literacy and the 4Cs (Creative, Critical Thinking, Collaboration, Communication), as well as HOTS (Higher Order Thinking Skills). In the context of Arabic language curriculum management based on the Learning Content Management System (LCMS), students are encouraged to actively engage in research and exploration, which not only deepens their understanding of the Arabic language, but also strengthens the values of the Pancasila Student Profile, such as having faith, being independent, and thinking critically. By utilizing the LCMS, students can access relevant resources and materials, collaborate on projects, and develop creative thinking skills, thus creating a holistic and responsive learning environment that caters to the characteristics of each student.



**Picture 5.** Research-Based Learning

### c. Youth Scientific Writing Program

The Youth Scientific Writing Program at SMA Al-Hikmah Boarding School is an initiative that supports student-centric learning by encouraging collaboration in research and academic writing. In this program, students work in teams of 2-3 to explore one of seven themes, such as

Environmental Health, Robotics and IT, and Entrepreneurship. By utilizing the Learning Content Management System (LCMS), students can access various resources, communicate effectively, and organize data effectively. At the end of the program, AKSIO Al-Hikmah Science and Social Expo) is held to showcase the best scientific works, providing an opportunity for students to demonstrate their creativity and critical thinking skills, as well as strengthen the values of collaboration and innovation in the context of Arabic language learning and other disciplines.
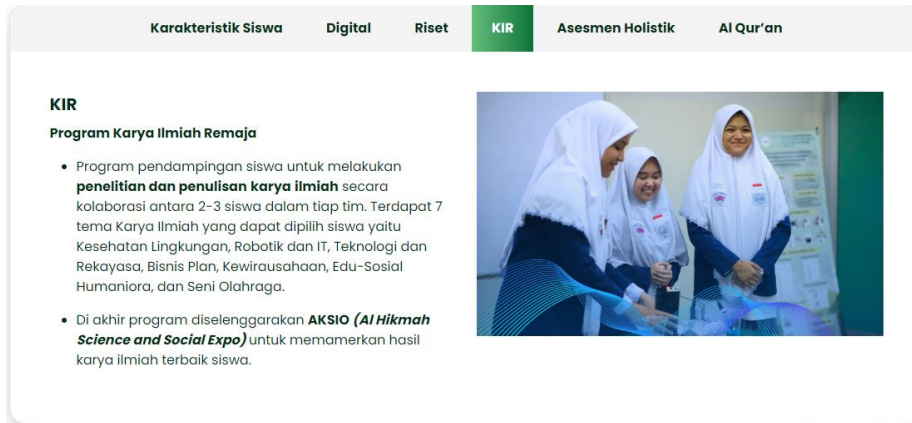


**Picture 6.** KIR  Programme

### d.  Quran Teacher Certification

The Quran Teacher Certification program at SMA Al-Hikmah in East Java plays a crucial role in the Arabic language curriculum management based on the Learning Content Management System (LCMS), where students are trained to become teachers after undergoing a rigorous tashih (verification) process. With the support of the Ummi Foundation, this program provides access to rich and interactive training materials, enabling students to develop the necessary pedagogical skills. Through teaching practice in elementary schools or Quranic Education Centers, students not only apply the knowledge they have gained but also receive constructive feedback to improve their competence. Thus, this certification not only enhances the quality of Quran teaching but also strengthens the role of students in the community as agents of change who promote positive religious and social values.
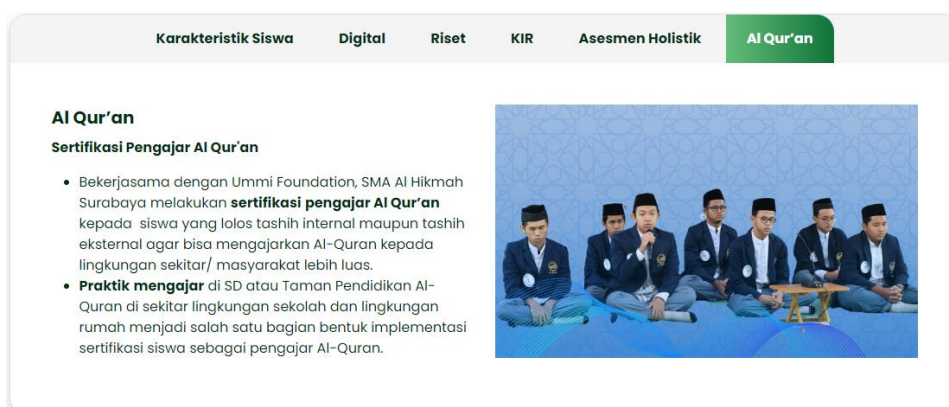


**Picture 5.** Quran Teacher Certification

The implementation of the LCMS-based Arabic language curriculum management at SMA Al-Hikmah has had a positive impact on the learning process. Students can access diverse and interactive materials, enhancing their engagement and understanding of the Arabic language. Additionally, teachers can monitor student progress in real time, allowing for more effective

adjustments in teaching strategies. This program also supports the development of 21st-century skills, such as collaboration and critical thinking, which are highly relevant in the context of modern learning.

To maximize the benefits of LCMS, it is recommended that SMA Al-Hikmah continues to improve teacher training in the use of this technology. The development of more diverse and varied content is also necessary to meet the diverse learning needs of students. In addition, conducting regular feedback sessions with students regarding their learning experiences can provide valuable insights for curriculum improvement. Finally, establishing partnerships with other institutions to share best practices and resources can enrich the learning experience at the school.

## CONCLUSION AND IMPLICATIONS

The Arabic language curriculum management at SMA Al-Hikmah as a boarding school takes a systematic and integrated approach. The management of materials, teaching methods, and assessment is done holistically. With the collaboration between teachers and students, the curriculum is designed to meet the needs and characteristics of the students, thus increasing the effectiveness of learning.

The Learning Content Management System (LCMS)-based curriculum provides a platform that enables easy access to digital learning resources. This not only enriches the learning experience of students but also allows teachers to manage and distribute materials more efficiently. The integration of this technology supports a more adaptive and responsive learning process to the changing times.

The implementation of Arabic language learning using LCMS at SMA Al-Hikmah allows students to learn more interactively and collaboratively. Students can access materials anytime and anywhere, facilitating independent and collaborative learning. The use of e-learning also encourages students to actively participate in the learning process, increasing motivation and learning outcomes.

Learning evaluation is carried out continuously through integrated mechanisms in the LCMS. With the evaluation tools available in the system, teachers can monitor student progress in real time, provide constructive feedback, and make adjustments in teaching. This ensures that the evaluation focuses not only on the final results but also on the learning process itself.

The outputs of the LCMS-based Arabic language curriculum management at SMA Al-Hikmah include improved Arabic language competence of students, the development of 21st-century skills, and the strengthening of religious and social values. Programs such as the Quran Teacher Certification and Youth Scientific Works demonstrate how LCMS can be used to produce graduates who are not only competent in Arabic but also positively contribute to the community.

The findings of this research provide new insights into the development of technology-based Arabic language curriculum management in boarding schools, as well as practical recommendations for improving the effectiveness and relevance of learning in the 21st-century digital era.

The implications of this research indicate that the LCMS-based Arabic language curriculum management at SMA Al-Hikmah needs to be implemented more flexibly. Schools must continue to invest in technology and update the LCMS system to make learning more accessible. Learning must also consider various student learning styles by providing interactive materials in line with the Merdeka Belajar curriculum changes. In addition, the evaluation system needs to be developed to use LCMS data to improve the quality of learning. Finally, the positive results of this curriculum should be expanded by establishing collaborations with other institutions, so that graduates are not only proficient in Arabic but also have good social skills, creating a better learning environment and being ready to compete in the future.

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