

ABSTRAK

TYAZ ELZA ZULVANNISA. 2026. *Dinamika Perkembangan Kurikulum Kulliyatul Mu'allimin Al-Islamiyah (KMI)I di Pondok Pesantren Riyadlul Ulum Wadda'wah Tasikmalaya Tahun 1985-2014.* Pendidikan Sejarah. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Siliwangi

Penelitian ini bertujuan untuk mendeskripsikan dinamika perkembangan Kurikulum Kulliyatul Mu'allimin Al-Islamiyah KMI di Pondok Pesantren Riyadlul Ulum Wadda'wah Tasikmalaya pada rentang tahun 1985-2014. Masalah paling utama yang melatarbelakangi penelitian ini ialah adanya keresahan peneliti yang muncul ketika melihat eksistensi Kurikulum KMI di Pondok Pesantren Riyadlul Ulum Wadda'wah Tasikmalaya yang hingga sekarang masih bertahan dan berkembang, berbeda dengan banyak pesantren salafiyah yang sulit beradaptasi. Fenomena ini menimbulkan pertanyaan mengenai bagaimana proses perkembangan dan dampak Kurikulum KMI yang berlangsung pada rentang 1985-2014. Penelitian ini menggunakan metode penelitian sejarah yang meliputi lima tahapan, yaitu pemilihan topik, heuristik, kritik sumber, interpretasi dan historiografi. Hasil penelitian menunjukkan bahwa kurikulum KMI mengalami perkembangan secara bertahap dengan melewati tiga fase yaitu pertama fase perintisan pada tahun 1985-2000 ditandai dengan internalisasi disiplin bahasa oleh alumni Gontor Kedua, fase pelembagaan tahun 2001-2008 ditandai dengan pendirian SMP Terpadu dan SMA Terpadu dalam enam tahun sekolah atau kelas Qudama dan ketiga fase dibentuknya Direktorat KMI pada tahun 2008-2014 sebagai otoritas akademik yang formal. Perkembangan tersebut menimbulkan berbagai dampak. Dampak positifnya berupa keberhasilan integrasi modernisasi dengan tradisi Salafiyah yang dibuktikan melalui program pengabdian alumni pertama sehingga meningkatkan kepercayaan masyarakat. Namun, prosesnya juga menghadapi tantangan signifikan berupa resistensi ideologis terhadap bahasa asing, beban akademik yang ganda, hingga konflik fisik pada peristiwa 1996. Penelitian ini menyimpulkan bahwa perkembangan Kurikulum KMI merupakan model adaptasi modernisasi yang berhasil di lingkungan pesantren salafiyah.

Kata Kunci : Perkembangan Kurikulum, Eksistensi, Dampak, KMI, Pondok Pesantren Riyadlul Ulum Wadda'wah Tasikmalaya.

ABSTRACT

TYAZ ELZA ZULVANNISA. 2026. **The Dynamics of Curriculum Development at Kuliyatul Mu'allimin Al-Islamiyah (KMI) in Riyadlul Ulum Wadda'wah Islamic Boarding School, Tasikmalaya, from 1985-2014.** History Education. Faculty of Teacher Training and Education. Siliwangi University.

This study aims to describe the dynamics of the development of the Kuliyatul Mu'allimin Al-Islamiyah KMI curriculum at Riyadlul Ulum Wadda'wah Islamic Boarding School, Tasikmalaya, during the period of 1985–2014. The primary issue underlying this research is the researcher's concern regarding the continued existence and development of the KMI curriculum at Riyadlul Ulum Wadda'wah Islamic Boarding School, which has remained sustainable and adaptive, unlike many traditional salafiyah Islamic boarding schools that have experienced difficulties in adapting to educational changes. This phenomenon raises questions about the process of the curriculum's development and its impact during the period from 1985 to 2014. This research employs the historical research method, which consists of five stages: topic selection, heuristics, source criticism, interpretation, and historiography. The findings indicate that the KMI curriculum developed gradually through three phases. The first was the pioneering phase 1985–2000, marked by the internalization of language discipline introduced by Gontor alumni. The second was the institutionalization phase 2001–2008, characterized by the establishment of Integrated Junior High School SMP Terpadu and Integrated Senior High School SMA Terpadu implementing the six-year KMI educational system, including the Qudama class. The third was the establishment of the KMI Directorate 2008–2014 as a formal academic authority. The development of the curriculum generated various impacts. Its positive impacts included the successful integration of educational modernization with the salafiyah tradition, demonstrated through the first alumni community service program, which enhanced public trust in the institution. Nevertheless, the process also encountered significant challenges, including ideological resistance to the use of foreign languages, the burden of a dual academic curriculum, and physical conflict during the 1996 incident. This study concludes that the development of the KMI curriculum represents a successful model of modernization and institutional adaptation within a salafiyah Islamic boarding school.

Keywords: Curriculum Development, Institutional Existence, Impact, KMI, Riyadlul Ulum Wadda'wah Islamic Boarding School, Tasikmalaya.