

INNOVATION IN THE DEVELOPMENT OF PAI CURRICULUM BASED ON INTEGRATED CURRICULUM AT DAAR EL QOLAM ISLAMIC BOARDING SCHOOL

**CHANDRA NURULIANA,¹ AHMAD FAUZI,² RUMBANG SIROJUDIN,³
HELNANELIS⁴**

^{1, 2, 3, 4} Universitas Islam Negeri Sultan Hasanuddin Banten, Indonesia
Email: nurulianachandra@gmail.com, fauziahmad621@gmail.com, rumbangs@uinbanten.ac.id,
helnanelis@uinbanten.ac.id

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Abstract. Islamic boarding school is the oldest Islamic educational institution in Indonesia, possessing a distinct intellectual tradition, local culture, and unique educational system. Despite undergoing various changes due to modernization, the pesantren maintains its Islamic identity through an independent educational model, rooted in tradition, yet adaptive to the demands of the times. The evolution of the educational system has given rise to two types of pesantren: Salaf pesantren that focus on the study of classical texts, and Khalaf (modern) pesantren that integrate religious and general sciences using classical teaching methods and foreign language instruction. This transformation requires pesantren to continuously conduct curriculum development that is relevant, effective, and capable of addressing global challenges, including resource limitations, national regulatory demands, and the needs of modern society. Pondok Pesantren Daar El Qolam, as one modern pesantren, implements an integrated curriculum that combines the national curriculum, the Gontor curriculum, and the institution's specific curriculum. However, its implementation faces challenges such as mastery of Arabic and English, and the heterogeneity of new students' academic backgrounds. Therefore, curriculum development in pesantren requires a comprehensive approach that involves all stakeholders to achieve the goals of Islamic education, namely forming individuals who are faithful, knowledgeable, virtuous, and capable of adapting to changing times."

Keywords: Development, Curriculum, Islamic Boarding School

INTRODUCTION

Islamic boarding schools are the oldest and only Islamic educational institutions with a long history and unique intellectual traditions. Based on this assumption, Islamic boarding schools are seen as institutions that preserve traditions and have distinctive characteristics that set them apart from other educational institutions. Islamic boarding schools have a highly autonomous position (which can be interpreted as primitive in the context of Islamic boarding schools are the oldest and only Islamic educational institutions with a long history and unique intellectual traditions.. Based on this assumption, Islamic boarding schools are viewed as institutions that preserve tradition and have distinctive characteristics that set them apart from other educational institutions. Islamic boarding schools enjoy a high degree of autonomy. (can be interpreted as primitive in context Islamic boarding schools are the oldest and only Islamic educational institutions with a long history and unique intellectual traditions. Based on this assumption, Islamic boarding schools are seen as institutions that preserve traditions and have distinctive characteristics that set them apart from other educational institutions. Islamic boarding schools have a highly autonomous position (which can be interpreted as primitive in the context of its original meaning, which is fundamental/independent), enabling it to create its own unique rules of life,

different from the culture of society in general. This uniqueness is reinforced by the existence of local wisdom that is preserved in every aspect of pesantren life (Lubis, 2022). Although Islamic boarding schools have adopted new systems, they still maintain their unique patterns rooted in society. Despite facing significant changes and shifts in function since the era of modernism and nationalism, this resilience proves that Islamic boarding schools are irreplaceable educational institutions of the past and have remained relevant to the present day. (Takdir, 2018).

Over time, Islamic boarding schools have undergone a transformation. In general, Islamic boarding schools are divided into two main types: salaf boarding schools and khalaf (or modern) boarding schools. The teaching system in salaf boarding schools largely relies on the sorogan method. (students meet with teachers to read and study), which generally maintains the study of classical texts (yellow books) without integrating general science education. (Humaidi, 2013).

Modern Islamic boarding schools implement an integrative system by combining Islamic education and general knowledge based on Sharia law and adapted to current needs, as well as adopting classical teaching methods as commonly used in other formal educational institutions. Traditional Islamic boarding schools in Indonesia are often viewed as different from national education because they are considered less responsive to the demands of society and changes of the times.

A view that has two sides: on the one hand, despite facing dilemmas, Islamic boarding schools, as the context of Indonesia's original religious education, have in fact been and continue to undergo renewal or reform in order to improve the quality of their education. Therefore, pesantren as educational and teaching institutions, with Kyai as their central figures, must be able to manage their own quality and the quality of the institution as a whole (Ijudin, 2021). Management capabilities This quality greatly determines the extent to which institutions can optimise their full potential, ranging from teaching staff, students, learning processes, facilities, finances, to relations with the wider community. On this occasion, Islamic boarding schools are required to change their educational paradigm and achieve a quality that meets the needs of modern society..

Islamic boarding schools realise the ideals of Islam by developing the personalities of students in a comprehensive and harmonious manner based on faith, shaping a spirit of trust in Allah. Although the curriculum is a vital and integral element, it alone is not sufficient to overcome backwardness; therefore, curriculum development involves adjustments to the curriculum that influence the way educators work. (Salmon et al., 2024).

Daar El Qolam Islamic Boarding School, as one of the modern Islamic boarding schools, has developed a curriculum by implementing the national curriculum, the Gontor curriculum, and also the Daar El Qolam-specific curriculum. This implementation brings specific challenges, especially since Daar El Qolam is an Islamic boarding school for Gontor alumni.

The biggest challenge is the use of religious and general subjects, most of which are taught in Arabic, as well as the use of foreign languages in everyday communication. This poses a significant obstacle for new students who do not have a madrasah background (elementary school graduates). and

poses a challenge for educators in delivering the material. Therefore, the curriculum team and educators who teach the curriculum used at Daar El Qolam must be able to develop the curriculum using appropriate methods and approaches so that the learning process and desired objectives can be achieved.

RESEARCH METHODOLOGY

Qualitative research is an approach in social science that focuses on the collection and analysis of non-numerical data (Aminah, 2019). Its purpose is to interpret the meaning of experiences observed in detail and to understand social life through in-depth studies of specific populations or locations. This research on the development of Islamic Education Curriculum in Modern Islamic Boarding Schools uses descriptive qualitative field surveys, which are based on post-positivism philosophy and examine objects naturally with researchers as key instruments. Data is collected through triangulation, analysed inductively, and the final results focus more on discovering deeper meanings than on generalisation efforts. (Kuantitatif, 2016). As for the location Research on the Daar El Qolam Islamic Boarding School in Gintung Jayanti, Tangerang, Banten, and research using interview data, observation and documentation analysis, as well as descriptive analysis techniques, was used to examine and analyse the data that had been collected.

RESULTS AND DISCUSSION

The Process of Developing the Islamic Education Curriculum at Daar el Qolam Islamic Boarding School

The curriculum serves as a guide for teachers in determining the material to be taught, the appropriate teaching strategies, and evaluation techniques to assess student progress in achieving learning objectives. In other words, the curriculum serves as the foundation for the teaching and learning process in schools, which aims to achieve the desired educational goals. An effective curriculum must be able to consider the unique needs of each student and comply with established educational standards. With a well-structured curriculum, it is hoped that the learning process can take place effectively, efficiently, and in a time-saving manner.

Daar El Qolam Islamic Boarding School is an Islamic boarding school that has been active in the world of education since 20 January 1968, founded by Drs. K.H. Ahmad Rifa'I Arief. The curriculum implemented by Daar El Qolam Islamic Boarding School includes integrated religious and general education. Where the students receive Seven hours of lessons per day, each lasting 45 minutes, interspersed with 25-minute breaks, with lessons starting at 7:00 a.m. and ending at 3:15 p.m. Outside of formal hours, students continue to receive co-curricular and extracurricular lessons, the aim of which is to create future leaders who have noble character, intellectual intelligence, physical health and are ready to become leaders. In the following discussion, we will touch upon SWOT, which is a strategic planning method that uses Strengths, Weaknesses, Opportunities, and Threats in its evaluation process (Saragih et al., 2024). In this case, SWOT is used for curriculum development, which is a fundamental step in

understanding the process of curriculum formulation and planning.

In addition, teachers play a crucial role in implementation. They are responsible for applying the formulated curriculum to daily teaching and learning activities. The role of teachers is vital in ensuring that the planned curriculum runs effectively and achieves the established educational objectives. Regarding the parties involved in the formulation and development of the curriculum, the author also highlights that the guardians and leaders of the Daar El Qolam Islamic boarding school have a very large influence on curriculum development. Without the support of the guardians and leaders of the Islamic boarding school, the planned curriculum risks not being implemented. can run according to the targets or goals set. Before starting the curriculum development process, Pondok Pesantren Modern Daar El Qolam first conducted a SWOT analysis. This analysis is an important stage that includes identificati and evaluation of strengths, weaknesses, opportunities, and threats related to the curriculum to be developed (Mahrudin, 2012).

Tabel 1. Swot Analysis Of Daar El Qolam Islamic Boarding School

SWOT	DESCRIPTION
Strengths	<ol style="list-style-type: none"> 1. Integrated Curriculum (Islamic Boarding School + National + International). Combining religious, modern, and school curricula so that students excel in religious and general knowledge. 2. Bilingual System (Arabic and English). The use of Arabic and English in daily activities makes students competent in global communication. 3. Discipline & Character Building A 24-hour boarding system, leadership activities, student organisations, and strict discipline control. 4. Long-standing Reputation & Extensive Alumni Network With 58 years of experience, alumni are spread across various fields: education, da'wah, politics, and business. 5. Complete Educational Facilities Mosque, modern classrooms, library, language rooms, sports field, and complete extracurricular facilities. 6. Religious and Conducive Environment Pesantren culture emphasising manners, morals, and regular worship..
Weaknesses	<ol style="list-style-type: none"> 1. Large Number of Students (Challenges in Controlling) The large number of students makes individual supervision sometimes less than optimal. 2. Difficult Initial Adaptation for New Students The strict disciplinary system, busy schedule, and use of foreign languages can be a burden at first. 3. Limited Interaction with the Outside World The boarding model is so intense that students have little direct exposure to society. 4. Not All Teachers Have Equal Proficiency in Foreign Languages The bilingual standard requires high-quality teachers, and not all of them are equally proficient. 5. Limited Technological Innovation Pesantren tend to prioritise traditional values and discipline, so technological adaptation can be slower than in purely modern schools.
Opportunity	<ol style="list-style-type: none"> 1. The Need for Modern Islamic Education is Increasing

	<p>People are looking for schools that combine religion and general knowledge, in line with the excellence of Daar El Qolam.</p> <ol style="list-style-type: none"> 2. Global Cooperation in Language & Education With Arabic and English as its base languages, Daar El Qolam has the potential to open international classes, offer overseas scholarships, and engage in global collaboration. 3. Strengthening the Digital Curriculum The 5.0 era opens up opportunities for the digitisation of learning, e-learning, and the development of modern learning media. 4. Development of Islamic Boarding School Business Units Significant economic potential for entrepreneurial students and boarding schools: cooperatives, food businesses, boutiques, printing presses, etc. 5. Integration of Research Curriculum Many universities are opening pathways for boarding school achievements, opportunities to expand the research curriculum for students.
Threats	<ol style="list-style-type: none"> 1. Increasingly Fierce Competition Among Modern Islamic Boarding Schools. Many new Islamic boarding schools are imitating the educational model of Gontor–Daar El Qolam, thereby increasing competition. 2. The Challenges of Technological Advancement & Social Media Gadgets and the internet can interfere with focus and discipline if not managed properly. 3. Increasingly High Parental Expectations Modern parents expect academic achievement and global skills, not just discipline and religion. 4. Increasing Operational Costs of Islamic Boarding Schools Increases in the costs of facilities, teachers, and activities can burden Islamic boarding schools and students. 5. Changes in the National Curriculum Islamic boarding schools must continuously adjust their school curricula (junior high school/senior high school/MTS/MA), which requires significant effort and adaptation.

From the SWOT analysis of Daar El Qolam Islamic Boarding School, it can be concluded that this modern boarding school demonstrates significant strengths through its integrated curriculum (religious, general, international) and the implementation of a bilingual system (Arabic-English), supported by strong 24-hour boarding discipline, comprehensive facilities, and a long-standing reputation. However, Daar El Qolam faces weaknesses in the form of supervision challenges due to the large number of students, difficulties in adaptation for new students, limited social interaction outside the pesantren, and slow adaptation to technology and uneven foreign language proficiency among teachers. With the opportunity presented by the increasing demand for Islamic education Thanks to the advantages of language and modern global cooperation potential, Islamic boarding schools can focus on strengthening digital curricula and developing business units, although they must be aware of the threats of fierce competition, technological challenges (social media), increasingly high parental demands, rising operational costs, and changes in the national curriculum. Pengembangan kurikulum merupakan proses Comprehensive and detailed planning, which essentially involves three interrelated and continuous stages: designing, implementing, and evaluating the results (Aprilia, 2020). Thus, curriculum development is a continuous cycle between these three core components.

Curriculum development always refers to planning, implementation, and evaluation (Aggisni et al., 2024). These three basic frameworks are essential in their efforts to achieve educational targets. The next stage of curriculum planning is setting objectives or outcomes tailored to the level or grade of the students. These outcomes are formulated based on the specific competencies that students are expected to master by the end of the academic year, serving as the main guide for teaching and learning activities. Daar El Qolam has a grand vision, namely to create a generation of Muslims who excel spiritually, intellectually and morally. Therefore, Darqo has made many concrete efforts, not only in terms of academic education but also in terms of character building, leadership and social contribution.

The second stage of curriculum development is the implementation strategy, which is the process of applying the designed curriculum to the actual educational environment. At Daar El Qolam Islamic Boarding School, the implementation of this curriculum is realised through the establishment of a clear subject structure, including a detailed allocation of time for each subject. The success of the implementation depends heavily on two key factors: efficient time management and the appointment of the right teachers, where each teacher is assigned according to their area of expertise to ensure optimal implementation of the curriculum.

After going through the planning and implementation stages, periodic evaluations are absolutely necessary to monitor and ensure that the curriculum development process has achieved its objectives. At Daar EL Qolam Modern Islamic Boarding School, evaluations are conducted every month by all members of the boarding school community, led directly by the leaders and caregivers of the boarding school. Next, there is an evaluation of each subject conducted by the guardianship and teaching channels. In the teaching channel, through monitoring and assessment of the effectiveness of the curriculum implemented, direct observation and learning supervision are carried out, led by the teaching director and curriculum team in collaboration with the teachers. Senior staff who are proficient in their respective subject areas. The results of these monthly evaluations then form the basis for future programme improvements and developments, ensuring that the curriculum remains relevant and effective.

The training or workshops often held by Islamic boarding schools for educators are not part of the evaluation itself, but rather follow-up measures designed based on the findings of the evaluation, for example to improve shortcomings in the annual programme that has been implemented. Therefore, after the evaluation analysis is complete, Follow-up programmes such as upgrading, training or workshops should be organised to improve teachers' competence, introduce new teaching methods and ensure that all staff have a common understanding. These follow-up measures are part of ongoing efforts to improve the curriculum and guarantee the quality of education for students.

Therefore, training programmes, competency upgrading, and workshops are essential steps in curriculum development. These programmes serve as constructive follow-up to evaluation findings, as well as being key instruments for ensuring continuous improvement in the quality of education at Islamic boarding schools.

1. Kurikulum Nasional

The Daar El Qolam Islamic Boarding School implements the National Curriculum in accordance with the educational standards set by the Indonesian government. This curriculum covers essential general subjects such as Mathematics, Indonesian Language, Natural Sciences, and Social Sciences.(Setyawati, 2023). The adoption of the National Curriculum has two objectives: firstly, to ensure that santri receive the same quality of education as other public schools, enabling them to sit national examinations; and secondly, to meet the academic requirements needed to progress to higher education. sciences, physics, chemistry, mathematics, social sciences, sociology, accounting, management, and even language sciences such as nahwu, shorof and grammar.

In addition to academic aspects, there is also character building and mastery of Arabic and English. All of this emphasises a 24-hour educational approach, where the learning process does not only take place in the classroom, but also through boarding school activities, leadership training, organisation, discipline, and moral habits.

2. Kurikulum Khas Daar El Qolam

The Daar El Qolam curriculum is a specially developed programme that integrates local values and traditions with modern education. This curriculum adopts the structure of the Gontor Curriculum., which means that the amount of classical Islamic texts studied is less than at other traditional Islamic boarding schools. The classical texts taught at the initial stage include Safinah, Alfiah, and Jurumiyah. Not only that, but the main emphasis is on character development, leadership, and strengthening foreign languages (English and Arabic).

a. *CLI (Central Language Improvement*

CLI is a forum established by Islamic boarding schools to improve and strengthen foreign language skills in both Arabic and English. CLI has a daily programme consisting of muhadastah sessions. or ilqoul mufrodat, both of these activities are steps taken to provide daily guidance. In addition, this is reinforced by its implementation, which requires students to use Arabic and English in their daily conversations.

b. Character development

At Daar El Qolam Islamic Boarding School, character development is the main focus of a fully integrated education that does not separate one curriculum from another, integrating the national curriculum, Gontor curriculum, and the unique Daar El Qolam curriculum, which is implemented throughout the day. Before dawn, at exactly 3:45 a.m., the children are awakened to perform tahajud prayers in congregation, followed by congregational dawn prayers, muhadastah, school, until nightfall. Character education here is based on The principle of "Panca Jiwa" (Five Souls) is Simplicity, Sincerity, Independence, Discipline, and Patience, and specifically applies a child-friendly disciplinary system that avoids punishment (fanishment), but instead uses a motivational approach so that students are motivated to achieve their goals.

Interestingly, in this Islamic boarding school, not only is one teaching method applied, but more

than five methods are used based on the students' needs in different subjects, including:

a. The Bandongan Method

The Bandongan method is a process of learning the yellow book in which the Kiyai (Teacher) plays an active role in reading, translating (using the local language), and explaining the text sentence by sentence. Meanwhile, "(Armai, 2002)

b. Discussion Method

This method is often used as a way or step to identify problems, followed by a discussion or question and answer session conducted by students and facilitated by their teacher. Discussion can be defined as a communication process involving more than one party interacting verbally and directly., (Ardiana et al., 2021)..

c. Memorisation Method

This memorisation technique applies the principle of intensive repetition. The teacher leads by reading aloud repeatedly, then the students imitate and continue the repetition regularly at various times and places. Traditionally, this method is known as At-Tikrar or Al-Muraja'ah (Syarifuddin, 2004).

d. Question and Answer Method

This method is a teaching technique that involves verbal interaction in the form of questions from the teacher and responses from students about the substance of the material being studied or acquired.(Arief, 2002).

e. Inquiry Method

The inquiry method is a learning approach that guides students to investigate a problem through Tutadris Method. This method is commonly known as micro teaching, where students are given material.

Supporting Factors for Curriculum Development at Daar El Qolam Islamic Boarding School

Understanding the supporting and inhibiting factors is crucial in developing the curriculum at Daar El Qolam Modern Islamic Boarding School. Identifying these factors will greatly influence the progress of the boarding school, particularly in optimising the educational system so that it can develop and remain relevant. di era modern saat ini(Rangkuti, 2019). Supporting factors are defined as elements that facilitate and accelerate the curriculum development process. These factors provide significant positive encouragement, helping institutions to achieve their established educational goals.

This positive impact can only be achieved when supported by general supporting factors, including

1. Teachers with Competence

Competent and dedicated teachers are key assets. Their competencies include academic expertise, teaching skills, and in-depth mastery of the subject matter.

2. Adequate Facilities

Adequate educational facilities and infrastructure are crucial in supporting teaching and learning

activities. This includes comfortable classrooms and the availability of modern technology such as smart TVs in every classroom and science laboratories for subjects such as physics, biology and chemistry.

3. Relationships and Collaboration

Good relationships with various parties, including other educational institutions, communities, and related organisations, provide great benefits. Santri Learning Motivation

High motivation to learn is the key to successful education for santri. Motivated santri will be more enthusiastic about attending classes, actively participating in discussions, and striving to achieve good results. This motivation is driven by engaging teaching methods, teacher support, and a supportive learning environment, making it a key factor in curriculum development.

Supporting factors in curriculum development at Daar El Qolam Modern Islamic Boarding School, such as competent teachers (especially graduates from the Middle East and Sudan), adequate facilities (technology-equipped classrooms for teaching programmes tailored to conditions, as well as providing a variety of programme options suited to students' talents and interests).(Sanjaya, 2011) and this sound management aims to produce graduates who not only have in-depth religious knowledge, but also relevant skills that are needed in accordance with the demands of the modern era (Utari et al., 2025).

Factors Hindering Curriculum Development at Daar El Qolam Islamic Boarding School

Inhibiting factors are elements that disrupt or slow down the curriculum development process. The presence of these factors can cause significant obstacles in educational institutions' efforts to achieve their established goals, such as Factors that hinder curriculum development at the Daar El Qolam Modern Islamic Boarding School include the dominant use of Arabic in textbooks, which poses a major challenge for many students, especially those who do not have a strong background in Arabic.

The Impact of Curriculum Development at Daar El Qolam Islamic Boarding School

The success of curriculum development will have a significant impact on educational institutions, especially for students at Daar El Qolam Modern Islamic Boarding School. The existence of this curriculum enables the development of religious aspects, one of which is realised by institutionalising religious subjects as an official part of teaching and learning activities in schools. Overall, this step aims to develop Islamic religious education with a clear and focused curriculum structure.(Muktapa, 2022).

Firstly, the impact on educational institutions includes relationships that are not only national but also international. Graduates from Daar El Qolam institutions can be accepted into leading universities..

The second impact is on educators. Educators at Islamic boarding schools are individuals responsible for teaching religious and general knowledge to students and play an important role in the development of a knowledgeable and cultured society (Komariah, 2016). In addition, they must be individuals with noble character, broad knowledge, and a willingness to serve religion and society.(Fahham, 2020).

CONCLUSION

The development of the Islamic Education (PAI) curriculum at Daar El Qolam (Darqo) Islamic Boarding School is a continuous and comprehensive process that aims to shape well-rounded individuals (with noble character, intelligence, and leadership skills) who are relevant to modern demands.

This process is realised through a three-stage cycle involving many parties melalui Planning (annual programme), Implementation (integrated curriculum and innovative methods), and Periodic Evaluation (supervision and teacher upgrading). Darqo's main curriculum is an Integrated Curriculum that combines National components, Gontor (24-hour education, discipline, and bilingualism), and Pesantren-specific components (focusing on CLI, Panca Jiwa character, and leadership). The SWOT analysis confirms that Darqo's main strengths lie in its integrated curriculum, bilingual system, and 24-hour discipline. However, the pesantren faces weaknesses in the form of supervision challenges due to the large number of students and language adaptation difficulties for new students. The main supporting factors are competent teachers and adequate facilities. Overall, the development of this curriculum has had a significant positive impact on starting from institutions Gaining international recognition and relations (including Al-Azhar, which allows graduates to be accepted without tests), improvements in education, santri and public trust.

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