

IMPLEMENTATION OF MADRASAH AND ISLAMIC BOARDING SCHOOL INTEGRATION CURRICULUM MANAGEMENT IN IMPROVING THE QUALITY OF ACHIEVEMENTS AT MTS PESANTREN AL-AMIN MOJOKERTO

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Abstract

Education has a strategic role in shaping the character and competence of students. In Indonesia, madrasahs and pesantren are Islamic educational institutions that have different approaches to learning. The curriculum integration at MTs Pesantren Al-Amin Mojokerto combines the salafiyah pesantren curriculum, modern pesantren curriculum, and the Ministry of Religious Affairs curriculum to meet national education standards. The research aims to analyze the implementation and management of the integrated curriculum in enhancing students' learning quality and academic achievements. A qualitative descriptive method was employed, utilizing data collection through observation, interviews, and documentation. The results show that the integrated curriculum is comprehensively designed, merging kitab-based learning such as Kitab Kuning, Arba'in, and Aqidatul Anwam with the national curriculum aligned with the Ministry of Religious Affairs standards. The 24-hour learning process in the boarding school enables students to deeply understand the material and internalize Islamic values. The study concludes that the integrated curriculum at MTs Pesantren Al-Amin is effective in improving academic outcomes and shaping students' character. This research contributes to developing innovative curriculum models for pesantren-based educational institutions.

Keywords: Curriculum Management, Curriculum Integration, Learning Quality, Madrasah and Pesantren.

مستخلص البحث

للتعليم دور استراتيجي في تشكيل شخصية الطلاب وكفاءتهم. في إندونيسيا، المدارس الدينية والمعهد هي مؤسسات تعليمية إسلامية لها مناهج تعليمية مختلفة. ويجمع تكامل المناهج الدراسية في المدرسة المتوسطة الإسلامية بمعهد الأمين موجوكرتا بين منهج المعهد السلفي ومنهج المعهد الحديث ومنهج وزارة الشؤون الدينية لتلبية معايير التعليم الوطني. هدف البحث إلى تحليل تطبيق المنهج المتكامل وإدارته في تعزيز جودة تعلم الطلاب وتحصيلهم الأكاديمي. تم استخدام المنهج الوصفي النوعي، باستخدام جمع البيانات من خلال الملاحظة والمقابلة والتوثيق. أظهرت النتائج أن المنهج الدراسي المتكامل مصمم بشكل شامل، حيث يدمج المنهج الدراسي القائم على الكتاب المدرسي مثل كتاب الكون والأربعين وعقيدة العوام مع المنهج الوطني المتوافق مع معايير وزارة الشؤون الدينية. تمكن عملية التعلم على مدار ٢٤ ساعة في المدرسة الداخلية الطلاب من فهم المواد الدراسية بعمق واستيعاب القيم الإسلامية. وتخلص الدراسة إلى أن المنهج المتكامل في المدرسة

المتوسطة الإسلامية بمعهد الأمين فعال في تحسين النتائج الأكاديمية وتشكيل شخصية الطلاب. وسهم هذا
البحث في تطوير نماذج مناهج مبتكرة للمؤسسات التعليمية القائمة على المعهد.
الكلمات المفتاحية: إدارة المناهج وتكامل المناهج وجودة التعلم والمدرسة والمعهد.

INTRODUCTION

Education serves as the primary foundation for shaping the character and competencies of future generations. In the context of Islamic education in Indonesia, *madrasahs* and *pesantrens* play a strategic role in producing knowledgeable individuals with strong Islamic values. *Madrasah*, as formal educational institutions, adopt the national curriculum, whereas *pesantrens* maintain a traditional approach based on Islamic teachings.

The curriculum is a fundamental instrument in education, guiding learning objectives and methodologies.¹ While *madrasahs* implement the national curriculum, *pesantrens* utilize a learning system based on classical Islamic texts, such as *Kitab Kuning*, *Ahlus Sunnah wal Jama'ah*, *Aqidatul Anwam*, and *Aqoid*. Integrating these two systems aims to ensure that students not only excel academically but also develop strong Islamic character.² This integration—through the implementation of an integrated curriculum—is an essential step in enhancing the quality of holistic education that accommodates both intellectual development and moral formation.

MTs Pesantren Al-Amin Mojokerto, as one of the leading Islamic educational institutions in East Java, holds a significant responsibility in shaping a generation with noble character and broad knowledge. The institution adopts this approach by combining the Ministry of Religious Affairs' curriculum with both the *Salafiyah* and modern *pesantren* systems. However, the implementation of the integrated curriculum at MTs Pesantren Al-Amin Mojokerto faces several challenges, such as limited human resources, diverse student backgrounds, and the alignment of the national curriculum with *pesantren* traditions. Nonetheless, through systematic curriculum management and collaboration among educators, these obstacles can be overcome. This model has the potential to be applied in other Islamic educational institutions to improve overall educational quality.

In the face of globalization, Islamic education in Indonesia must continue to innovate.³ An integrative approach allows *madrasahs* and *pesantrens* to produce graduates who excel in both scientific knowledge and Islamic character.⁴ Therefore, this study explores the implementation of

¹ Undang-Undang Sisdiknas Nomor 20 Tahun 2003 Tentang Pendidikan, n.d.

² Muhaimin, *Manajemen Pendidikan Islam (Aplikasi di Sekolah, Madrasah, dan Perguruan Tinggi)* (Jakarta: Rajawali Pers 2018).

³ Kuntowijoyo. *Islam sebagai Ilmu*. Tahun 2006. Yogyakarta: Tiara Wacana.

⁴ Al-Attas, S. M. N. "The Concept of Education in Islam", *A Framework for A Philosophy of Kuala Lumpur ISTAC*. 1990. ABIM.

integrated curriculum management at MTs Pesantren Al-Amin Mojokerto and its impact on students' learning outcomes. The findings of this research are expected to serve as a reference for developing a more effective curriculum in the future.

METHOD

This study employs a qualitative approach with a descriptive-analytical research design. The qualitative approach is chosen as it allows for an in-depth exploration of the implementation of the integrated curriculum at MTs Pesantren Al-Amin Mojokerto, as well as an understanding of the social and cultural contexts surrounding it. This research focuses on analyzing the planning, implementation, and evaluation processes of the integrated curriculum and its impact on students' learning outcomes. Thus, this study aims to provide a comprehensive and holistic description of the examined phenomenon.

The data collection techniques used include in-depth interviews, participatory observations, and document analysis. Interviews are conducted with the head of the madrasah, the deputy head of the curriculum, teachers, and students or santri to gather information on the strategies for implementing the integrated curriculum, the challenges faced, and its impact on the quality of education. Participatory observation is carried out in both the *madrasah* and *pesantren* environments, particularly during formal learning sessions and religious activities, to observe interactions and the dynamics of curriculum implementation. Document analysis involves reviewing curriculum structures, lesson plans (RPP), and madrasah policies related to curriculum management. Primary data sources are obtained from key informants, including the head of the *madrasah*, the deputy head of the curriculum, teachers, and students or *santri*, while secondary data sources come from official *madrasah* documents and supporting literature.

The types of data collected consist of qualitative data, such as interview transcripts, observation notes, and written documents. Data are analyzed using thematic analysis techniques, including data reduction, data presentation, and conclusion drawing. This study focuses on identifying effective patterns of integrated curriculum implementation and explaining field practices carried out by the madrasah, such as the synergy between the national curriculum and the pesantren curriculum, the habituation of Islamic values in daily life, and teaching strategies based on classical Islamic texts (*kitab kuning*) and general knowledge. Through this analysis, the study is expected to provide practical recommendations to enhance the effectiveness of integrated curriculum implementation and improve students' learning outcomes at MTs Pesantren Al-Amin Mojokerto.

RESULTS AND DISCUSSION

This study aims to analyze the implementation of integrated curriculum management in madrasahs and pesantrens to improve the quality of achievements at MTs Pesantren Al-Amin Mojokerto. The findings indicate that the implementation of the integrated curriculum is carried out through several main aspects: planning, implementation, and evaluation.

Table 1. Aspect, Findings and Percentage

Aspect	Findings	Percentage
Integration of national and pesantren curriculum	Learning materials combine general subjects with Islamic studies, such as integrating scientific concepts with Quranic verses	88%
Implementation of dual learning methods	Teachers use a combination of formal class instruction and <i>pesantren</i> -style <i>halaqah</i> (study circles)	82%
Daily religious practices	Students consistently engage in congregational prayers, Qur'anic recitation, and Islamic character-building activities	87%
Individualized mentoring	Teachers provide personal guidance to students to balance academic and religious learning	85%
Collaboration with <i>pesantren</i> and parents	Regular coordination between the madrasah, <i>pesantren</i> administrators, and parents to monitor students' academic and spiritual growth	88%
Challenges in Implementation	Lack of teaching human resources who master the two curriculum systems.	60% (constraints)

The implementation of integrated curriculum management at MTs Pesantren Al-Amin Mojokerto has proven effective in combining national education standards with Islamic studies. The findings indicate that the integration of general and Islamic subjects (88%) enables students to develop a well-rounded knowledge base, while the implementation of dual learning methods (82%) creates a balanced approach between formal education and traditional *pesantren* learning. Additionally, daily religious practices (87%) and individualized mentoring by teachers (85%) help students excel not only academically but also in strengthening their spiritual and moral values. Collaboration between the *madrasah*, *pesantren*, and parents (88%) further supports students' academic and religious development, fostering a holistic learning environment. However, one of the major challenges in implementing this curriculum is the lack of teachers proficient in both

curricula (60%). This limitation can hinder the effectiveness of curriculum integration and impact students' overall learning outcomes.

Overall, this integrated approach has significantly contributed to enhancing students' academic and spiritual achievements. To sustain and further improve this system, continuous efforts should be made to enhance teacher competency, refine learning strategies, and strengthen collaboration among all stakeholders to address the shortage of qualified educators.

Integrated Curriculum Planning

The development of the integrated curriculum at MTs Pesantren Al-Amin Mojokerto considers the alignment between the madrasah curriculum from the Ministry of Religious Affairs and the *pesantren* curriculum based on classical Islamic texts (*kitab kuning*). The curriculum is formulated by a team consisting of the head of the madrasah, teachers, and *pesantren* caretakers to ensure the integration of academic aspects and Islamic values. The learning schedule is adjusted to prevent excessive learning burdens on students while ensuring optimal education in both systems.

Implementation of the Integrated Curriculum

The learning process employs thematic and contextual approaches to link academic subjects with Islamic values. The applied teaching models include lectures, discussions, case studies, and *kitab kuning* studies combined with formal subjects such as Mathematics and Science. Periodic evaluations are conducted through *madrasah* and *pesantren* examinations, alongside a mentoring system to enhance students' comprehension and skills.

Evaluation and Impact of the Integrated Curriculum

Evaluation is carried out through academic and non-academic assessments, such as increased student grade averages and enhanced Islamic competency. The impact of the integrated curriculum implementation includes improved academic performance, a better understanding of Islamic values, and the strengthening of students' character and independence.

Discussion

The findings indicate that implementing integrated curriculum management at MTs Pesantren Al-Amin Mojokerto positively impacts student achievement. Further discussion on these findings is as follows:

Effectiveness of Integrated Curriculum Management

The implemented integrated curriculum successfully aligns academic and Islamic aspects, ensuring students excel in science and social studies while possessing strong religious understanding. The curriculum's adjustment with an integrative teaching approach provides

flexibility in managing students' learning time, allowing them to develop both academic and religious competencies in a balanced manner.

Challenges in Implementing the Integrated Curriculum

One of the main challenges is the readiness of educators to adapt to integrative teaching methods. Continuous training and competency development for teachers are needed to ensure effective curriculum implementation. The integrated curriculum also requires close coordination between the *madrasah* and *pesantren* to avoid overlapping subject delivery.

Implications for Islamic Education Development

The integrated curriculum model applied at MTs Pesantren Al-Amin Mojokerto can serve as an example for other madrasahs in developing a holistic learning system. This approach can enhance the competitiveness of *pesantren*-based *madrasah* in producing graduates with both high academic competence and strong Islamic character.

Analysis

From the discussion above, a deeper analysis of the impact of integrated curriculum management can be drawn: Curriculum Effectiveness and Student Competency The integration of religious and general education fosters a comprehensive learning experience, ensuring students not only achieve academic excellence but also develop strong moral values. Students educated under this system exhibit better critical thinking skills, as they learn to connect religious teachings with contemporary knowledge. Teacher Readiness and Professional Development The success of the integrated curriculum highly depends on teacher readiness. Training programs focusing on interdisciplinary teaching methods should be emphasized to ensure smooth curriculum implementation. Teachers need ongoing support to adapt to this dual learning approach, requiring collaboration between education authorities and *pesantren* administrators. Long-Term Impact on Student Development The graduates of this integrated system are expected to be well-prepared for both higher education and real-world challenges, equipped with strong analytical and ethical skills. The holistic approach contributes to shaping individuals who can contribute positively to society, bridging modern knowledge with Islamic teachings.

The curriculum integration at MTs Pesantren Al-Amin Mojokerto, which combines the curriculum of *salafiyah pesantren*, modern *pesantren*, and the curriculum of the Ministry of Religious Affairs, reflects a strategic effort to integrate religious and general education without the dichotomy of knowledge. This approach is in line with the concept of integrated curriculum management that

aims to achieve the goals of Islamic education holistically.⁵ By combining yellow book-based learning, such as *Arba'in* and *Aqidatul Awwam*, with the national curriculum, students not only gain a deep understanding of religious knowledge, but also master general material according to national education standards.

The 24-hour learning system in the dormitory plays a significant role in internalizing Islamic values and building learners' character. This approach allows students to learn individually and in groups, empowers the community as a learning resource, and meets individualized learning needs.⁶ In addition, the integration of the *pesantren* curriculum in the national curriculum can improve the quality of education, strengthen Islamic identity, and prepare students for the modern world.⁷ Thus, students not only excel in academics, but also have strong morals and ethics in accordance with Islamic teachings.

The success of curriculum integration at MTs Pesantren Al-Amin can be a model for other Islamic educational institutions in adopting similar strategies to improve the quality of learning. This research contributes to the development of innovative curriculum models for *pesantren*-based educational institutions, which integrate general and religious knowledge in a balanced and proportional manner. Thus, it is expected to create academic human beings who have integrative competence in mastering both religious and general knowledge.⁸

The integration of the *pesantren* curriculum into the national curriculum has been proven to improve the quality of education and strengthen students' Islamic identity. Research by Kusumawati and Nurfuadi (2024) shows that the implementation of this integration in modern *pesantren* not only improves the quality of religious and moral education, but also prepares students to face the challenges of the modern world.⁹ By combining the *pesantren* curriculum that emphasizes Islamic values with the national curriculum, students gain a comprehensive and balanced understanding of religious and general sciences.

The boarding school-based learning system also plays a significant role in student character building. According to research published in the PESHUM journal (2025), students who study in

⁵ Wahyudi Widodo. *Manajemen Kurikulum Integrasi di Madrasah Tsanawiyah Negeri 2 Kota Malang*. (Leadership: Jurnal Mahasiswa Manajemen Pendidikan Islam. 2021)

⁶ Darul Qutni. *Efektivitas Integrasi Kurikulum Dalam Pembentukan Karakter Peserta Didik: Studi di SMP Daarul Qur'an Internasional Tangerang Internasional Pesantren Tahfidz Daarul Qur'an*. (Jurnal Tahdzibi: Manajemen Pendidikan Islam. 2018). Vol. 3 No. 2. DOI: <https://doi.org/10.24853/tahdzibi.3.2.103>. Pp. 103-116.

⁷ Ira Kusumawati. Nurfuadi. *Integrasi Kurikulum Pesantren dalam Kurikulum Nasional Pada Pondok Pesantren Modern*. (SPP: Jurnal Pendidikan dan Pengajaran. 2024). Vol 2. No.01. DOI: <https://doi.org/10.58812/spp.v2i01>.

⁸ Udi Fakhruddin. Didin Saepudin. *Integrasi dalam Sistem Pembelajaran di Pesantren*. (Ta'dibuna: Jurnal Pendidikan Islam. 2018). Vol. 7, No. 01. DOI: <https://doi.org/10.32832/tadibuna.v7i1.1355>.

⁹ Ira Kusumawati. Nurfuadi. *Integrasi Kurikulum Pesantren dalam Kurikulum Nasional Pada Pondok Pesantren Modern*.

a boarding system have controlled activities and are trained in the spirit of togetherness, social, and character development.¹⁰ The dormitory environment allows intensive interaction between teachers and students, facilitates control over student activities, and provides better learning stimulation. This is in line with the finding that boarding school management has a significant effect on student character, with a contribution of 59.1% in the good category.¹¹

The importance of integrating the *pesantren* and national curriculum is also recognized in an effort to improve the competence of graduates. Research published in the journal *Reforma* (2023) states that this curriculum integration succeeds in making graduates more competent than schools that only use the national curriculum.¹² By combining the strengths of both curricula, students not only gain broad academic knowledge but also strong moral and spiritual values, so that they are ready to face global challenges while adhering to Islamic identity.

Preliminary Conclusion

Overall, the implementation of integrated curriculum management at MTs Pesantren Al-Amin Mojokerto has significantly improved student achievement. Despite existing challenges, this model remains an effective solution in harmonizing formal education with *pesantren* values. Therefore, further development through continuous evaluation and strengthening the role of educators in managing this integrative learning system is necessary. The success of this model could also serve as a reference for other institutions aiming to integrate religious and formal education effectively.

CONCLUSION

The conclusion of this study confirms that curriculum integration at MTs Pesantren Al-Amin Mojokerto is able to improve the quality of learning and students' academic achievement. The combination of the *salafiyah pesantren* curriculum, modern *pesantren*, and the Ministry of Religious Affairs curriculum is designed comprehensively to meet national education standards. This approach allows students to gain a deep understanding of religious knowledge through classical books, while mastering general material in accordance with national standards.

¹⁰ Hayriana. et.all. *Implementasi Pendidikan Karakter melalui Sistem Asrama di SMA Frater Makassar*. (PESHUM: Jurnal Pendidikan, Sosial, dan Humaniora. 2024). Vol. 4, No.1.

¹¹ Melisa Meli. *Pengaruh Manajemen Sekolah Berasrama dan Peran Pembina Asrama Terhadap Pembinaan Karakter Siswa Sekolah Berasrama pada SMAN di Sumbar*. (Edusaintek: Jurnal Pendidikan, Sains dan Teknologi. 2023). Vol. 10, No. 3. DOI: <https://doi.org/10.47668/edusaintek.v10i3.806>.

¹² Muhammad Akhsanul Muhtadin. *Integrasi Kurikulum Pendidikan Nasional dan Kurikulum Pesantren*. (Reforma: Jurnal Pendidikan dan Pembelajaran. 2022). 11 (2). 74-86. <https://doi.org/10.30736/rf.v11i2.708>.

In addition, the 24-hour dormitory-based learning system contributes significantly to the internalization of Islamic values and character building of learners. This approach not only improves academic understanding but also builds discipline, independence, and religious attitudes in daily life. The learning methods applied in this pesantren ensure that learners not only excel in academics, but also have strong morals and ethics in accordance with Islamic teachings.

This research provides valuable insights for the development of innovative curriculum models for pesantren-based educational institutions. The success of curriculum integration at MTs Pesantren Al-Amin can be an example for other Islamic education institutions in adopting similar strategies to improve the quality of learning. Thus, this research can be a reference in designing an education system that is balanced between religious and general knowledge, in order to produce a competent generation with Islamic character.

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In conclusion, the author hopes that KH. Abdul Chalim University will continue to be a pioneer in organizing high-quality academic activities that have a wide impact on society. May this conference serve as a starting point for creating innovations and solutions to increasingly complex global challenges.

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