

STRATEGY DEVELOPMENT MODEL MANAGEMENT AS AN IMPLICATION OF AGENT OF CHANGE IN PESANTREN-BASED SCHOOLS

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Abstract: The management of strategy development models in the context of pesantren-based schools plays a significant role in creating meaningful changes across various aspects of education. This study aims to identify and analyze a strategy development model that can be implemented at SMP Az-Zainiyah Nahdatul Wathan as part of efforts to foster change and innovation in education, particularly in addressing the rapidly growing challenges of globalization while considering local wisdom and religious values embedded in pesantren education. This study used a qualitative research methodology with a management approach, which focused on the curriculum integration development model implemented at SMP Az-Zainiyah Nahdatul Wathan. The effective strategy development model involved several stages, starting from the analysis of the internal and external situations of the pesantren, identification of strengths and weaknesses, opportunities, and threats faced, to the formulation of appropriate strategies to achieve educational objectives. This process included the development of a relevant curriculum, the improvement of human resource quality, and the utilization of technology to support the teaching and learning process. Through this study, it was found that the successful development of an effective management-based strategy could strengthen the role of pesantren as an educational institution by producing graduates with high academic achievement as well as strong moral integrity. By implementing this model, SMP Az-Zainiyah Nahdatul Wathan is prepared to face challenges and changes in the global education landscape.

Keywords: integration, curriculum, model, development, strategy

INTRODUCTIN

Institutional strategy management needs to be optimally organized so that pesantren-based educational institutions can adapt to the progressive developments of the times. Through proper management, pesantren-based schools are capable of maintaining their existence and remaining in demand by the public in the era of information globalization. This study focused on the strategic development management model of curriculum integration and examined the curriculum management model of pesantren-based schools in integrating Islamic and scientific values at the single locus of SMP Az-Zainiyah Nahdatul Wathan Batam, including the challenges and opportunities in maintaining the institutional existence of Islamic education.

The implementation of the strategy was done through several programs, including the adaptation of the pesantren by introducing and providing basic computer training, as well as the evaluation of the strategy through monthly evaluations aimed at identifying the effectiveness of the programs that had been designed and implemented. The challenges and opportunities in maintaining the institutional existence of Islamic education at SMP Az-Zainiyah Nahdatul Wathan include the readiness of pesantren management to address various obstacles, such as the challenges of global social change and the limitations of human resources and infrastructure. Despite these conditions, the management of the pesantren-based school remains prepared to seize opportunities through the development of educational policies and the strengthening of social networks.

Pesantren-based schools are a concept aimed at integrating two fundamental instruments, namely the integration of the *pesantren* (islamic boarding school in Indonesia) curriculum within the context of the national curriculum. This integration reflects the unification of the

traditional *pesantren* curriculum with the national curriculum, with the main objective being the unification of religious education taught in *pesantren* and general education based on the national curriculum. Through this approach, students (*santri*) are equipped with comprehensive knowledge and skills [1]. This situation represents a linear and traditional paradigm of Islamic education, which prioritizes the deep transmission of religious knowledge while showing a relative deficiency in addressing the evolution of contemporary sciences in relation to societal demands [2]. Nevertheless, education that is largely anchored in the principles of modern science may inadvertently overlook essential moral and ethical values that govern everyday existence, particularly within a religious framework [3]. The phenomenon of globalization in the dissemination of information, coupled with significant technological advancements, has made the challenges faced by education increasingly complex [4], thus requiring the integration of modern scientific paradigms with Islamic values to ensure the emergence of a generation endowed not only with academic competence but also with a strong moral compass [5]. It is anticipated that, conceptually, such an integrative approach would serve as a viable solution, based on the understanding that education must comprehensively encompass the intellectual, emotional, and spiritual dimensions of the students (*santri*).

The integration of curriculum in *pesantren*-based schools is primarily oriented toward instilling religious and ethical values through the national curriculum, which encompasses various general subjects, with the anticipation of producing graduates who demonstrate holistic intelligence and are equipped to face the complexities of contemporary existence [6]. Despite these circumstances, the integration also presents

a viable solution to address these issues through the synergistic collaboration of empirical methodologies and Islamic principles [7]. This approach is designed to enhance the educational experience, increase the relevance of instructional materials, and promote cohesive character development that aligns religious teachings with the demands of modernity. It is considered important to investigate the interaction between contemporary knowledge and Islamic principles that can be effectively implemented to construct a more comprehensive and relevant educational framework that evolves along with societal advancement [8].

Pesantren is an integrated system that adopts the terminology of *pesantren*-based schools and, in its curriculum system, continually aligns itself with the national education system, although not in all aspects [9]. This condition arises because the national education system provides guidance for implementing education related to individuals, groups, community organizations, and society at a macro level. All educational instruments that serve as guidance from the state through the Government are manifested in the national education system.

The National Curriculum is a framework and reference established by the government as the foundation for managing education at all levels and in all formal educational institutions [10]. Its objective is to achieve linearity and quality in national education, supported by the manifestation of learning goals, instructional materials, teaching methods, evaluation systems, and achievement standards that must be fulfilled. This curriculum reflects the vision, mission, and educational values expected by the government and society, including the reinforcement of national values, cultural identity, and the provision of essential competencies for students, including *santri*, to face the future [11]. Thus, *pesantren*-based schools seek synergy between the *pesantren* and the modern world with a focus on the national curriculum. This condition is expected to provide added value in the implementation of educational values and the character of *santri* in daily life through various activities and cultures, including those of the *pesantren* [12].

SMP Az-Zainiyah Nahdatul Wathan is one of the *pesantren*-based schools that has adopted curriculum integration and the modern national system by integrating *pesantren* culture and implementing the integration of the *pesantren*-based school curriculum in several activities aligned with the objectives of the national curriculum.

SMP Az-Zainiyah Nahdatul Wathan was established in 2007 as a *pesantren*-based school. The development focus of SMP Az-Zainiyah Nahdatul Wathan is to adapt to globalization and technology so that, although the *pesantren* atmosphere is maintained, the culture of a modern *pesantren* is also present. This condition requires proper curriculum management by SMP Az-Zainiyah Nahdatul Wathan to ensure optimal implementation. This study focuses on and is expected to provide added value in the form of a significant contribution to Islamic scholarship and education through the development and implementation of a curriculum management approach that systematically and comprehensively integrates modern scientific knowledge and Islamic values. Therefore, the research findings are expected to influence educational policy and provide

recommendations for the development of a more integrated curriculum. The definitive target of this study is to describe the strategy development management model with a focus on curriculum integration and to examine the curriculum management model of *pesantren*-based schools in integrating Islamic values and science at the single locus of SMP Az-Zainiyah Nahdatul Wathan Batam. The curriculum integration that has been developed includes the National Curriculum, the *Diniyah* Curriculum, and the Tahfidz Curriculum. The implementation of the National Curriculum follows government policies, while the *Diniyah* Curriculum serves as a supporting element and contributes to the value of the Islamic Religious Education (PAI) subject, which is derived from the average scores of *Diniyah* subjects.

Pesantren must remain open to the development of modern times and technology, while still preserving traditional values that have been established over time and are an integral part of its *Salaf* identity. This principle applies not only to the existence of traditions that are maintained but also emphasizes the importance of revolutionary actions with impactful implications based on Islamic concepts and educational essence. *Pesantren* are faced with the challenge of collaboratively integrating traditional values through innovation, without losing their distinct identity as Islamic educational institutions [13], [14].

Strategic management in the context of this research focuses on the overall perspective of planned and measurable stages to achieve long-term targets, including the efforts of *pesantren* to respond to external challenges and to optimize their internal potential. Strategic management plays a significant role in maintaining the continuity and existence of *pesantren* amid modernization and information globalization, as *pesantren* are confronted with challenges, particularly the emergence of modern *pesantren* supported by formal educational facilities. These modern *pesantren* are more favored by the parents of students, as they are able to provide more integrated education that meets the demands of the workforce and the challenges of the times. Based on the background explanation above, the objective of this study is to create a *pesantren*-based school that is capable of adapting and innovating while preserving its identity and traditions. One of the adaptation stages involves focusing on the model of strategic development management and curriculum integration, as well as positioning SMP Az-Zainiyah Nahdatul Wathan Batam as an Agent of Change.

RESEARCH METHOD

The research method implemented in this study was a management development model integrated with a qualitative approach, supported by data collection techniques including interviews, field observations, and documentation obtained from the single research locus at SMP Az-Zainiyah Nahdatul Wathan Batam. Qualitative research with a management approach is a research method aimed at understanding phenomena within the context of the managerial world through the collection of non-numerical data. This approach enabled the

researcher to explore in depth the behaviors, strategies, organizational dynamics, and decision-making processes within an organization [15]. To ensure the validity of the data, triangulation techniques and reference materials were implemented as supporting tools. Data analysis was done in stages, consisting of several steps: data reduction, data presentation, and conclusion drawing. The functional implementation of collaborative model development and qualitative techniques served to explore and analyze curriculum management in Islamic education, with a focus on efforts to integrate modern scientific knowledge and Islamic values. This approach was supported by direct field data as the primary source [16].

The initial stage of this study began with identifying and collecting relevant field data through interviews and observation techniques. This process was reinforced by utilizing various sources such as academic databases, the library collection of the research site, SMP Az-Zainiyah Nahdatul Wathan Batam, as well as other digital references, including textbooks, scientific journals, academic articles, research reports, and related policy documents.

This study was conducted in February 2025. The data analysis implemented the analytical technique proposed by Matthew B. Miles and Michael Huberman from the University of Geneva, Switzerland. The qualitative data analysis process consists of three main stages, namely data reduction, data presentation, and conclusion drawing or verification [18]. The focus of the data analysis was aligned with the strategic development management model, specifically on curriculum integration, at the single research locus of SMP Az-Zainiyah Nahdatul Wathan Batam. In this study, a qualitative approach was applied by transforming numerical data into verbal narratives. Data were obtained through semi-structured interviews and then processed through stages of recording, documentation, and transcription. Nevertheless, the analysis process remained based on words interpreted verbally [19].

RESULTS AND DISCUSSION

The strategic development management model focused on curriculum integration and the positioning of SMP Az-Zainiyah Nahdatul Wathan Batam as an Agent of Change, which is currently being implemented as an effort to maintain the existence of the *pesantren*, is considered highly effective in preserving its role as a traditional Islamic educational institution. This effectiveness is reflected in the

consistent, planned, and structured implementation of the strategy.

This study provides a comprehensive analysis of the strategic development management model focused on curriculum integration and discusses the curriculum management model of modern *pesantren* in integrating Islamic values and science, including the identification of various challenges and opportunities that arise in the process.

Strategic management is categorized into three main stages, namely formulation, implementation, and evaluation, and these three stages form a systematic and comprehensive framework for designing, implementing, and assessing the effectiveness of organizational strategies to achieve predetermined goals. In the contextual and factual findings at SMP Az-Zainiyah Nahdatul Wathan, these three stages were comprehensively integrated to ensure that the *pesantren*'s existence remains relevant and adaptive to the developments of the times without abandoning the traditional values that characterize its identity. At the formulation stage, the *pesantren* conducted a SWOT analysis focusing on the strengths of SMP Az-Zainiyah Nahdatul Wathan Batam, which are manifested in its *pesantren*-based foundation and the separation of male and female students in both learning and recreational environments. The strengths of SMP Az-Zainiyah Nahdatul Wathan Batam as an agent of change are also reflected in its flagship program, which integrates the National Curriculum, *Diniyah*, Tahfidz, and language, with added value provided to each student through three student learning outcome reports at the end of each semester. Nevertheless, SMP Az-Zainiyah Nahdatul Wathan Batam also strives to achieve competition awards in alignment with the *Manhajjah*, or the regulations established by the *pesantren*, as an effort to address the limited student achievement levels. The weaknesses of SMP Az-Zainiyah Nahdatul Wathan Batam are expected to be compensated through the institutional role model figure of Buya Yahya as a religious leader. The overall potential possessed by SMP Az-Zainiyah Nahdatul Wathan Batam has led the academic community to position itself as a fairness-based competitor among several newly established *pesantren* in Batam that implement an Information and Technology-based foundation.

Table 1. SWOT Analysis Data of SMP Az-Zainiyah Nahdatul Wathan

Strengths	Weaknesses	Opportunities	Threats
One of the private <i>pesantren</i> -based schools that separates male and female students in both learning and recreational environments.	Limited eligibility to participate in competitions due to <i>Manhajjah</i> (<i>Pesantren</i> Rules), resulting in low student achievement.	The presence of Buya Yahya as a religious figure and caretaker of the institution.	The increasing number of new <i>pesantren</i> -based schools in Batam with flagship programs, particularly in the use of IT.
One of the private <i>pesantren</i> -based schools that integrates three curricula: the National Curriculum, <i>Diniyah</i> , and Tahfidz, in which students receive three academic reports	Limited dormitory facilities for male students, resulting in a School Capacity Plan (RDT) of only 50 male students.	Good relations with alumni, students' parents (<i>walisantri</i>), and Buya's community in promoting and	The legal documentation of the <i>pesantren</i> 's transformation has not been recorded by the Ministry of Religious

Strengths	Weaknesses	Opportunities	Threats
each semester.		maintaining the quality of the school and <i>pesantren</i> .	Affairs due to land issues, as the school building is located within a protected forest area.
Well-equipped facilities support school and <i>pesantren</i> activities. In addition, the <i>pesantren</i> -based school environment is strategically located on a peaceful and comfortable hillside.	Limited student reading materials in the library due to <i>Manhajiah</i> (<i>Pesantren</i> Rules) have led to low student interest in visiting the library.	Several students come from neighboring countries such as Singapore and Malaysia.	Numerous cases in Indonesia involving violence and bullying in <i>pesantren</i> -based schools have made parents less confident and more anxious about enrolling their children in such schools.
Some graduates continue their education through the achievement pathway in the form of Tahfidz memorization.		The majority of students' parents are workers, resulting in relatively high interest in <i>pesantren</i> -based schools.	The strengthening of students' English and Arabic language skills through daily activities.
The school has young teachers with high enthusiasm and creativity		There is a generational tradition in which parents enroll their younger children or recommend that relatives or neighbors register their children at the same <i>pesantren</i> -based school.	

The teaching method applied adopts a holistic approach by integrating cognitive, affective, and psychomotor aspects. Students (*santri*) are not only guided to understand lesson concepts but also to internalize Islamic values in every learning process. The learning process is designed contextually, adjusted to the daily realities of the *santri*'s life, thereby creating a connection between scientific knowledge, Islamic teachings, and their application in real-life situations.

The integration of science and Islamic values in Islamic education has a broad impact, including changes in curriculum strategies, teaching approaches used by teachers, and evaluation methods for students (*santri*). This condition is reflected in the implementation of supporting activities and training based on modern and scientific principles within the *pesantren* environment as part of strengthening the scientific aspect.

Limited resources represent a major challenge in the strategic development management model focused on curriculum integration and in discussing the curriculum management model of modern *pesantren* in integrating Islamic values and science. Although SMP Az-Zainiyah Nahdatul Wathan has competent teaching staff, it faces significant constraints related to the limited dormitory facilities for male students, resulting in a School Capacity Plan that accommodates only 50 male students. The emotional relationship between students' parents (*walisantri*) and Buya Yahya, as the role model figure of SMP Az-Zainiyah Nahdatul Wathan Batam, serves as a strong form

of self-branding for the *pesantren*. Due to the limited *pesantren* land area, this condition requires the school's management to seek effective solutions to maintain comfort and dormitory capacity for the students.

This study focused on the strategic development management model with an emphasis on curriculum integration and examined the curriculum management model of modern *pesantren* in integrating Islamic values and science at the single research focus of SMP Az-Zainiyah Nahdatul Wathan Batam. It is therefore concluded that:

The SWOT analysis conducted on SMP Az-Zainiyah Nahdatul Wathan Batam aimed to identify internal strengths that could be optimized, weaknesses that needed to be addressed, external opportunities that could be utilized, and various threats that should be anticipated and managed. The results of this analysis served as the basis for formulating the *pesantren*'s vision and mission, which were subsequently disseminated widely to create collective awareness among students (*santri*), school administrators, and the community. Despite existing challenges, the *pesantren* also actively conducts regular meetings to evaluate and update its strategies to remain relevant and aligned with the needs of the modern era.

The implementation stage represents a concrete effort to realize the vision of SMP Az-Zainiyah Nahdatul Wathan Batam, namely "To Develop Students Who Excel, Possess Qur'anic Morality, and Demonstrate

Environmental Awareness." The linearity of this vision is manifested in the mission of SMP Az-Zainiyah Nahdatul Wathan Batam, which focuses on delivering quality education by integrating the National Curriculum, the *Diniyah* Curriculum, and the Tahfidz Al-Qur'an program, as well as developing students who are competitive, excellent, and capable of memorizing the Qur'an. One of the strategic steps implemented is the adjustment of the curriculum by incorporating relevant modern skill-based materials. For example, SMP Az-Zainiyah Nahdatul Wathan Batam provides basic training in computer skills, communication science, and graphic design to equip students (*santri*) with relevant competencies required by modern society. Nevertheless, SMP Az-Zainiyah Nahdatul Wathan Batam continues to maintain balance by preserving the traditional values that constitute its core identity. Other strategic programs are also implemented in an integrated manner to ensure that every aspect of education aligns with the objectives of the *pesantren*.

The evaluation stage is conducted periodically through evaluation meetings held at the end of each month, during which *pesantren* administrators assess the effectiveness of implemented programs, identify encountered obstacles, and formulate necessary innovations to improve the sustainability of the programs. This evaluation serves as an integral part of the strategic management cycle, as it provides opportunities for the *pesantren* to refine and continuously improve each stage.

The third implementation stage in the strategic development management model focuses on curriculum integration and discusses the curriculum management model of modern *pesantren* in integrating Islamic values and science, thereby maintaining its existence as an Islamic educational institution capable of adapting to changing times. The *pesantren* not only endures but also remains relevant to the needs of modern society. This strategy reflects a harmony between efforts to adapt to change and the preservation of *pesantren* values as the *pesantren*'s principal heritage.

This success simultaneously serves as a role model demonstrating that traditional educational institutions can remain competitive in the modern era, provided they are supported by well-planned and directed strategic management. This focuses on the strategic development management model centered on curriculum integration and examines the curriculum management model of modern *pesantren* in integrating Islamic values and science at the single locus of SMP Az-Zainiyah Nahdatul Wathan Batam.

The curriculum management of *pesantren* in integrating Islamic values and science requires several stages and developments. SMP Az-Zainiyah Nahdatul Wathan Batam has implemented four sequential curriculum management models, beginning with the planning phase, which reflects the implementation based on the *pesantren*'s vision and mission. This is considered aligned with the establishment of the curriculum, which is seen as a manifestation of the *pesantren*'s vision and mission. Through this vision and mission, the *pesantren* determines the curriculum, which includes both traditional and modern *pesantren* curricula, indicating that the *pesantren* combines these two fundamental aspects. The collaboration of both is

expected to facilitate the integration of Islamic values and science.

Based on the findings at the research site, SMP Az-Zainiyah Nahdatul Wathan implements a combined curriculum of traditional and modern approaches grounded in religious values and daily life, making it one of the examples of modern *pesantren*. The education system in this *pesantren* refers to the curriculum standards of the Ministry of Religious Affairs of the Republic of Indonesia and the Ministry of National Education, although these standards are not officially or fully adopted. The curriculum implemented is not limited to classroom learning activities but encompasses all student (*santri*) activities over a 24-hour period, applying formal, informal, and non-formal education curricula that function as substitutes, supplements, and/or complements to formal education to support the achievement of curriculum objectives and the quality of *pesantren* graduates.

There are two educational programs at SMP Az-Zainiyah Nahdatul Wathan, namely the regular program, which is a special class for junior high school graduates. *Santri* who have completed junior high school continue to the upper secondary level through practical activities and learning aligned with the national curriculum or in accordance with the guidance of the Ministry of Education and Culture. Nevertheless, the learning activities conducted also include *pesantren*-specific subjects related to Islamic classical texts (*kitab*), Arabic language, and others. Therefore, subjects in the National Curriculum are still taught according to the allocated teaching hours.

All students (*santri*) are required to participate in a special program in the form of *Madrasah Diniyah* (*madin*) classes, which are designed according to their level of understanding of classical Islamic texts (*kitab*). This *madin* learning model is mandatory for all students residing within the *pesantren* environment. The curriculum applied follows a linear *pesantren* pattern as directed by the Ministry of Religious Affairs. Through this program, graduates are expected to possess expertise in both religious knowledge and everyday life, enabling the integration of Islamic values and science to produce individuals who are ready to collaborate within society.

The results of this study are relevant to previous research, which discussed the integration of formal school curricula into *pesantren* curricula at *Madrasah Aliyah* of the Modern *Pesantren* Daarul 'Ulum Lido in Bogor, with a focus on the incorporation of *madrasah* materials into *pesantren*-based learning [20]. It is also relevant to research conducted at Pondok *Pesantren* Al-Ishlah Jenggawah Jember, which examined the integration of *pesantren* and *madrasah* curriculum in combining religious education with other subjects more effectively [21].

As an institution that serves as an agent of change in integrating school and *pesantren* curricula, SMP Az-Zainiyah Nahdatul Wathan places teachers not only as deliverers of subject matter but also as moral role models who reflect Islamic values in their behavior and attitudes. Therefore, it is necessary to enhance the quality of teacher competencies, both in terms of subject matter

mastery and understanding of religious teachings. Teachers are required to participate in comprehensive training that includes teaching methodologies based on the integration of

scientific knowledge and Islamic values, including an understanding of Islamic epistemology and its application in the learning process.

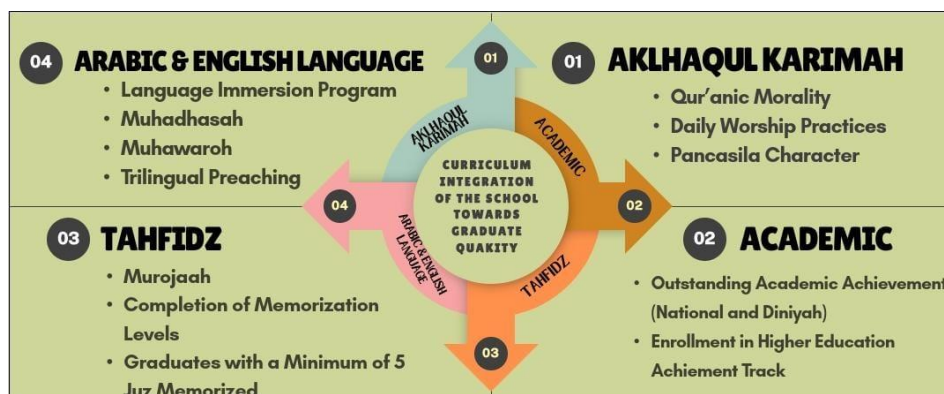


Figure 1. Curriculum Integration Data in Relation to Graduate Quality
Based on the author's data processing

The teaching method applied adopts a holistic approach by integrating cognitive, affective, and psychomotor aspects. Students (*santri*) are not only guided to understand lesson concepts but also to internalize Islamic values in every learning process. The learning process is designed contextually, adjusted to the daily realities of *santri* life, thereby creating a connection between scientific knowledge, Islamic teachings, and their application in real-life situations.

The integration of science and Islamic values in Islamic education has a broad impact, encompassing changes in curriculum strategies, teaching approaches, and evaluation methods for students (*santri*) [22]. This condition is reflected in the implementation of supporting activities and scientific, modern-based training within the environment of SMP Az-Zainiyah Nahdatul Wathan as part of efforts to strengthen the scientific aspect. However, challenges remain as obstacles to the effectiveness of curriculum strategy integration implementation.

Limited resources are the main challenge in the strategic development management model focused on curriculum integration and in discussing the curriculum management model of modern *pesantren* in integrating Islamic values and science, including at SMP Az-Zainiyah Nahdatul Wathan. This is evident from the presence of competent teaching staff who nevertheless face significant obstacles related to limited facilities that support the learning process. Furthermore, the emotional relationship between the students' parents (*walisantri*) and Buya Yahya, as the role model figure of SMP Az-Zainiyah Nahdatul Wathan Batam, serves as a strong form of self-branding for the *pesantren*. This condition poses a challenge in developing strategies to improve the overall quality of the *pesantren*.

Therefore, with this study focusing on the strategic development management model centered on curriculum integration and examining the curriculum management model of modern *pesantren* in integrating Islamic values and science at the single locus of SMP Az-Zainiyah Nahdatul Wathan Batam, it can be concluded that the implementation of an effective strategic management supports the sustainability of the *pesantren*. This is achieved through an

educational approach that combines traditional values with skills needed to respond to social, technological, and economic developments, as well as through the use of information technology and social media for dakwah, thereby maintaining the relevance of *pesantren* in the digital era.

CONCLUSION

Based on the description and data analysis, it is concluded that several aspects related to the curriculum management of modern *pesantren* in integrating Islamic values and science at SMP Az-Zainiyah Nahdatul Wathan Batam include, among others, that the curriculum integration management at SMP Az-Zainiyah Nahdatul Wathan Batam begins with the institution's vision, mission, and objectives. The research findings indicate that the management strategy used to maintain the existence of SMP Az-Zainiyah Nahdatul Wathan in the modern era consists of three stages, namely, through strategy formulation by disseminating the *pesantren*'s vision, mission, and objectives, and organizing early-year meetings to design the *pesantren* program.

It is expected that students (*santri*) who complete their education at SMP Az-Zainiyah Nahdatul Wathan will demonstrate proficiency and the capacity to apply skills effectively in both professional and personal domains. Recommendations for future investigations include conducting a comparative curriculum analysis across contemporary *pesantren*-based schools, followed by an exploration of the impact of such curricula on the outcomes of boarding school alumni using a quantitative research methodology, with the aim of further examining empirical evidence that supports the effectiveness of good curriculum management practices in *pesantren*-based schools.

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