

CURRICULUM MANAGEMENT OF JUNIOR HIGH SCHOOL BASED ON BOARDING SCHOOL AT SYUHRATUL ISLAM GELUMBANG JUNIOR HIGH SCHOOL

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Abstract: *This study examines the implementation of the management of the Islamic boarding school-based junior high school curriculum at Syuhratul Islam Gelumbang Junior High School with a descriptive qualitative approach. The focus of the study is on four management functions: planning, organizing, implementing, and evaluating an integrated curriculum that integrates the national curriculum (K13) with the Islamic boarding school curriculum. The results of the study indicate that curriculum planning is carried out collaboratively involving all stakeholders based on the vision of producing a globally competitive Quranic generation. The organization of the curriculum applies the principle of maintaining a good traditional system while adopting relevant innovations. The implementation of the curriculum is implemented through a variety of learning methods that are adjusted to the characteristics of the subjects. Evaluation is carried out in stages and continuously covering aspects of attitude, knowledge, and skills. The integrated curriculum model with three main pillars of Adab, Al-Qur'an, and Diniyah has proven to be successful in improving the quality and quantity of graduates, making a significant contribution to the development of a modern Islamic boarding school education model.*

Keywords: *curriculum management, integrated education, Islamic boarding schools, Islamic boarding school-based junior high schools.*

INTRODUCTION

Islamic boarding schools are Islamic educational institutions that have a significant role in shaping the character of the Indonesian nation.¹ As a subculture that develops in society, Islamic boarding schools have become the basis of Islamic education that cannot be ignored in

¹ Fakhrurrazi and Mirsal Ilham, "Peranan Pesantren Dalam Membangun Karakter Bangsa," *Az Zarmuji: Journal Of Islamic Education* 1, no. 1 (2023): 31–32.

the nation's social and cultural life. The presence of Islamic boarding schools carries the mission of Islamic da'wah with the aim of producing a cadre of ulama who are religious experts (*mutafaqih fiddin*), have knowledge intelligence (*mutakallimin*), and are able to live independently (*mutaqawwimin*).² In the era of globalization marked by rapid technological and information advances, Islamic boarding schools face the challenge of adapting without losing their distinctive identity. One important aspect of this adaptation is the development of integrated curriculum management that combines general education curriculum with Islamic boarding school curriculum. Integrated curriculum management is seen as a necessity so that Islamic boarding schools can survive in the midst of global competition while also becoming a foundation for future development.³

Implementation of integrated curriculum management in Islamic boarding schools requires systematic planning, organizing, implementation, and evaluation.⁴ Referring to management theory, management functions include: planning, organizing, actuating, and controlling. These four functions are the analytical framework in understanding how integrated curriculum management is implemented in Islamic boarding school-based educational institutions.⁵ Syuhratul Islam Gelumbang Islamic Boarding School, founded in 2012 by Gunnaidi Abdullah, is an example of an Islamic boarding school that has implemented an integrated curriculum at the junior high school level. This Islamic boarding school is managed by the Syuhratul Islam Tahfidz Foundation and operates with the paradigm of "Islam Rahmatan lil 'Alamin" and the philosophy of "above and for all groups." This paradigm is the foundation for a friendly, communicative, effective, and efficient 24-hour education process in a dormitory system.

The integrated curriculum implemented at SMP Syuhratul Islam Gelumbang is an integration between the national curriculum and the Islamic boarding school curriculum (Wustha level diniyah curriculum). This approach aims to meet the demands of national

² Muhammad Resky and Yayat Suharyat, "Peran Pendidikan Pondok Pesantren Dalam Mendidik Kader Ulama Dan Membina Akhlak Umat Islam Di Perumahan Graha," *Attadib: Journal of Elementary Education* 6, no. 1 (2022): 364–81.

³ Ibrahim Ibrahim, Amini Amini, and Akrim Akrim, "Upaya Mencapai Keunggulan Lulusan Melalui Penerapan Manajemen Kurikulum Terpadu Di Pesantren Modern Nurul Hakim Tembung-Deli Serdang," *Journal on Education* 5, no. 4 (2023): 17406–17.

⁴ Rahmasari Sari and Deni Darmawati, "Pengaruh Cash Holding Dan Financial Leverage Terhadap Perataan Laba (Income Smoothing) Dengan Good Corporate Governance Sebagai Variabel Moderating," *Jurnal Aplikasi Akuntansi* 6, no. 1 (2021): 100–121, <https://doi.org/10.29303/jaa.v6i1.113>.

⁵ Abdul Hakim and N. Hani Herlina, "Manajemen Kurikulum Terpadu Di Pondok Pesantren Modern Daarul Huda Banjar," *Jurnal Penelitian Pendidikan Islam* 6, no. 1 (2018): 111, <https://doi.org/10.36667/jppi.v6i1.157>.

education as stated in Law No. 20 of 2003 concerning the National Education System while maintaining the characteristics of Islamic boarding school education which emphasizes the formation of morals and mastery of Islamic sciences.⁶ Several previous studies have examined curriculum management in Islamic boarding schools. Previous studies have found that the development of Islamic boarding school curriculum maintains its distinctive character even though it is influenced by modern education.⁷ Other studies examine integrated curriculum management based on multiple intelligences in Islamic boarding schools and identify the importance of synchronization between general education and Islamic boarding school education in creating a holistic education. However, there is still a research gap in terms of implementing integrated curriculum management functions at the junior high school level in Islamic boarding schools, especially in the context of relatively new modern Islamic boarding schools.

This study aims to analyze the management of the curriculum of Islamic boarding schools based on SMP Syuhrotul Islam Gelumbang with a focus on four management functions, namely: (1) curriculum planning; (2) curriculum organization; (3) curriculum actuation; and (4) curriculum evaluation. The results of this study are expected to provide theoretical contributions in the development of an integrated curriculum management model in Islamic boarding school-based educational institutions and practically become a reference for managers of similar educational institutions in improving the quality of their curriculum management. An integrated curriculum means integration, coordination, harmony, and completeness of the whole. An integrated curriculum eliminates the boundaries between various subjects and presents them in a complete whole. With the completeness of this learning material, it is hoped that students will have an integrated personality, namely humans who are in harmony with their environment. In the context of Islamic boarding schools, an integrated curriculum is a combination of the national education curriculum with the Islamic boarding school curriculum which is designed to produce graduates who have a balance between general knowledge and religious knowledge.

Integrated curriculum management in Islamic boarding school-based junior high schools has unique characteristics because it must combine two different education systems into one harmonious whole. This requires an effective management strategy in planning,

⁶ Kasan As and Hidayatus Sholihah, "Pendidikan Islam Alternatif Sebuah Pendekatan Kultural," *Al Fikri* 1, no. 2 (2018): 70–83, <http://jurnal.unissula.ac.id/index.php/fikri/article/download/3210/2343>.

⁷ Universitas Islam et al., "Tradisi Klasik Dalam Pendidikan Pesantren: Tinjauan Atas Resistensi Terhadap Tantangan Kontemporer Di Pesantren Tajussalam Langkat" 5, no. 5 (2024): 1946–61.

organizing, implementing, and evaluating so that educational goals can be achieved optimally. This study will reveal how the integrated curriculum management process is implemented in Syuhratul Islam Gelumbang Junior High School as part of an effort to develop an education model that integrates Islamic boarding school values with the national education curriculum.

METHOD

This study uses a qualitative descriptive analytical approach to examine the phenomenon of Islamic boarding school-based junior high school curriculum management at Syuhratul Islam Gelumbang Junior High School. The qualitative approach was chosen because it allows data collection in a natural setting with the aim of interpreting the phenomena that occur holistically and comprehensively. Through a descriptive analytical approach, researchers immediately conduct data analysis by enriching information, looking for relationships, comparing, and finding patterns based on the original data. The results of the analysis are presented in the form of a narrative description that answers the questions of why and how this Islamic boarding school-based curriculum management phenomenon occurs and is implemented. The research was conducted at the Syuhratul Islam Gelumbang Islamic Boarding School located at Jalan Pipa Pertamina, RT.04 RW.02, Gelumbang Village, Gelumbang District, Muara Enim Regency, South Sumatra 31171. Data collection was carried out from April 2024 until completion, with a systematic schedule to facilitate the research process and ensure comprehensive data collection. In this study, informants were divided into two categories. First, key informants, namely the Principal of Syuhratul Islam Gelumbang Middle School who was chosen because he had comprehensive information about curriculum management and had direct responsibility in managing it. Second, supporting informants consisting of the Vice Principal for Curriculum and related personnel who could provide additional information to complement the analysis. The selection of informants was carried out purposively based on their ability to provide information relevant to the focus of the research. Data collection in this study used three main techniques. First, observation focused on three components: the physical space of the school, the behavior of educational actors, and ongoing learning activities. Second, in-depth interviews were conducted to explore data and information about the management of the Islamic boarding school-based junior high school curriculum, including aspects of planning, implementation, organization, and evaluation. Third, documentation that includes analysis of related documents such as curriculum documents, lesson plans, evaluation results, and other administrative documents to strengthen the data from

observations and interviews. To ensure the validity of the data, this study uses data triangulation techniques that include three aspects. Source triangulation is done by collecting data from various independent sources to understand the information comprehensively. Method triangulation involves the use of more than one data collection method to check and re-check information. Time triangulation is done by collecting data at different times to obtain a more complete perspective. This triangulation approach allows researchers to validate findings and deepen interpretations of the pesantren-based curriculum management studied. Data analysis in this study uses the Miles and Huberman flow model which consists of three stages. First, data reduction which involves the process of selecting, focusing, and simplifying data obtained from the field. This process continues throughout the research until the final report is compiled. Second, data presentation in the form of brief descriptions equipped with pictures, charts, and tables to strengthen descriptive data. Third, drawing conclusions is done by comparing the suitability of respondents' statements with the meaning contained in the research problem conceptually, so as to produce valid and meaningful findings regarding the management of the Islamic boarding school-based junior high school curriculum at SMP Syuhratul Islam Gelumbang.

DISCUSSION

Islamic Boarding School-Based Junior High School Curriculum Planning

Curriculum planning is carried out through the active involvement of all stakeholders, namely the leadership of the Islamic boarding school, the curriculum development team, the teachers' council, and the school committee.⁸ The curriculum development process begins with the formulation of a vision and mission, followed by strategic planning including the development of general and diniyyah curricula, adjustments to ICT developments, strengthening competency-based assessment systems, and innovation of learning media. The development targets are directed at enriching the contextual learning model, cooperative learning, and the application of technology-based PAKEM.⁹ The curriculum structure is an

⁸ Darul Qutni, "Efektivitas Integrasi Kurikulum Dalam Pembentukan Karakter Peserta Didik (Studi Di SMP Daarul Qur'an Internasional Tangerang Internasional Pesantren Tahfizh Daarul Qur'an)," *TAHDZIBI: Jurnal Manajemen Pendidikan Islam* 3, no. 2 (2018): 101–16, <https://doi.org/10.24853/tahdzibi.3.2.103-116>.

⁹ Sekolah Romli, "Model Pembelajaran Kontekstual (Contextual Teaching Learning) Pada Pelajaran PAI Sebagai Salah Satu Inovasi," *Jurnal Kependidikan Dan Sosial Keagamaan* 08, no. 02 (2022): 2614–0217, <https://doi.org/10.32923/edugama.v8i2.2590>.

integration between the National Curriculum (K13) and the Islamic Boarding School Curriculum, compiled based on an analysis of internal needs, student conditions, and referring to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 103 of 2014.

Curriculum Implementation

The implementation of the curriculum at SMP Syuhratul Islam Gelumbang includes curriculum socialization activities to all school components, preparation of lesson schedules, appointment of subject teachers, development of teaching materials, and implementation of character-based learning.¹⁰ Evaluation of implementation is carried out in stages through weekly meetings, daily monitoring, and systematic annual evaluations. Al-Quran learning is carried out through the talaqqi and talqin methods; diniyyah lessons use the mulazamah and sorogan approaches; while general lessons apply ICT-based project learning models, interactive lectures, and project-based assignments. Flexible learning strategies, teachers are given the freedom to improvise according to the needs of each class, supporting the strengthening of students' academic and moral competencies simultaneously.

Curriculum Evaluation and Graduate Quality Development

Curriculum evaluation is carried out through the collection of student achievement data covering aspects of attitude, knowledge, and skills on an ongoing basis, referring to the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 53 of 2015.¹¹ Daily evaluation is conducted through monitoring the learning process, weekly evaluation through asatidzah meetings, semesterly through final semester exams, and annually through plenary evaluation meetings and curriculum reviews. Evaluation aims to identify curriculum achievements, determine improvements to learning strategies, and formulate sustainable curriculum development. The quality of graduates is improved through the preparation of comprehensive curriculum documents, the formation of evaluation teams,

¹⁰ Silvi Oktavia Anjar Wati Shelly Andari, "Perencanaan Proyek Penguatan Profil Pelajar Pancasila (P5) Dalam Implementasi Kurikulum Merdeka Di Sma Pertiwi 1 Padang" 19, no. 5 (2016): 1–14.

¹¹ Fitriah, "Implementasi Penilaian Autentik Di Madrasah Ibtidaiyah Hulu Sungai Selatan," *Ulil Albab: Jurnal Ilmiah Multidisiplin* 2, no. 6 (2023): 2–11.

monitoring curriculum implementation, and innovation of superior programs based on strengthening tahfidz, adab, and life skills.

Curriculum Organization

The organization of the curriculum is carried out with a participatory approach, involving the Principal, the Director of the Boarding School, the Deputy Head of Curriculum, the Deputy Head of Dormitories, the Deputy Head of Language, Diniyyah Teachers, and General Teachers.¹² The organization process includes the formation of a curriculum development team, formulation of a curriculum draft, plenary approval, and socialization of implementation. The theoretical basis used is the principle of "al-muhafadzatu 'ala al-qadim al-shalih wa al-akhdzu bil-jadid al-ashlah", which is to maintain a proven system while taking new, more relevant innovations. The curriculum is arranged in detail with a division of specific tasks for each team member, periodic monitoring, and correction and improvement mechanisms that are adaptive to the dynamics of education.

Academic Curriculum, Featured Programs, and Extracurricular Activities

The curriculum structure of SMP Syuhratul Islam Gelumbang is designed based on three main pillars: Adab, Al-Qur'an, and Diniyyah. Diniyyah materials include classical books such as Tuhfatul Athfal, At-Tibyan, Ta'lim Muta'allim, Ushul Tsalatsah, Safinatun Najah, and Arbain An-Nawawi, combined with strengthening general competencies in Mathematics, Science, Indonesian, and English based on K13. The target of memorizing 30 juz in 3 years is integrated into the entire learning system. Mandatory extracurricular activities such as archery, horse riding, swimming, martial arts, as well as elective extracurricular activities such as culinary arts, calligraphy, futsal, badminton, basketball, support the development of students' skills, character, and interests.

Teacher Qualification Standards and Selection of New Students

Syuhratul Islam Gelumbang Middle School teacher qualification standards are strictly defined: Muhaffizh must memorize 30 Juz mutqin and bersanad, Diniyyah Teachers have a

¹² Maria Kezia Gag hunting and Jessica Elfani Bermuli, "Strategi Partisipatif Untuk Meningkatkan Keterlibatan Siswa Pada Pembelajaran Biologi," *Biodik* 9, no. 3 (2023): 86–101, <https://doi.org/10.22437/biodik.v9i3.15746>.

background in sharia or Arabic education, General Teachers have a bachelor's degree in their field of study, and Musyrif has experience in Islamic boarding schools.¹³ In addition to academic competence, Islamic personality attitudes and parenting skills are the main requirements. The selection of new students is carried out through a series of academic tests (Mathematics, Arabic, PAI), reading and memorization tests of the Qur'an, as well as interviews with students and parents, to ensure the input of quality students who are ready to participate in Islamic boarding school-based learning.

CONCLUSION

The management of the Islamic boarding school-based junior high school curriculum at Syuhratul Islam Gelumbang Junior High School is a real implementation of the integration of the national curriculum (K13) with the Islamic boarding school curriculum (Wustha level diniyah) which is managed systematically through four management functions. In terms of planning, the school involves all stakeholders starting from the leadership of the boarding school, the curriculum development team, the teacher council, to the school committee to formulate a vision and mission and carry out strategic planning that focuses on the development of contextual learning models and the implementation of technology-based PAKEM. The organization of the curriculum is carried out with a participatory approach involving various parties, based on the principle of "al-muhafadzatu 'ala al-qadim al-shalih wa al-akhdzu bil-jadid al-ashlah," maintaining a good system while adopting relevant innovations. In the implementation stage, the curriculum is implemented through various learning methods that are adjusted to the characteristics of the subjects of the talaqqi and talqin methods for the Qur'an, the mulazamah and sorogan approaches for diniyah lessons, and project-based learning for general subjects. Curriculum evaluation is carried out in stages and continuously from daily to yearly, covering aspects of attitude, knowledge, and skills according to the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 53 of 2015. The integrated curriculum model at SMP Syuhratul Islam Gelumbang which is built on three main pillars (Adab, Al-Qur'an, and Diniyah) has proven successful in creating graduates who not only memorize the Qur'an and have a deep understanding of religion, but are also academically competitive, as reflected in the significant increase in the number of students from 20 to 293

¹³ Riskal Fitri and Syarifuddin Ondeng, "Pesantren Di Indonesia: Lembaga Pembentukan Karakter," *Al Urwatul Wutsqa: Kajian Pendidikan Islam* 2, no. 1 (2022): 42–54, <https://journal.unismuh.ac.id/index.php/alurwatul>.

students in a period of 8 years. This success is supported by strict educator qualifications, ranging from muhafizh who memorize 30 juz to general teachers with a S1 background according to their field of study, as well as a comprehensive student selection system. Thus, curriculum management at SMP Syuhratul Islam Gelumbang can be a reference model for the development of similar educational institutions that seek to integrate Islamic boarding school values into the formal education system.

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