

THE INTEGRATIVE CURRICULUM MANAGEMENT WITH A BOARDING SYSTEM IN HIGH SCHOOLS

Riza Ashari ¹, Chandra Sukrisna ², Agus Budiman ¹,
Azmi Zarkasyi ¹, Muh Barid Nizarudin Wajdi ³

¹ Universitas Islam Darussalam (UNIDA) Gontor Ponorogo, Indonesia

² Universitas Islam Malang, Indonesia

³ STAI Miftahul Ula Nganjuk, Indonesia

*Corresponding Address: riza.ashari@unida.gontor.ac.id

Received: 30 March 2022 | Approved: 20 May 2022 | Published: 29 June 2022

Abstract: This research addresses the pressing need for an integrated madrasah-Islamic boarding school curriculum as a strategic response to the contemporary challenges demanding graduates with both extensive knowledge and profound religious understanding. With the imperative for cognitive and spiritual intelligence in the disruptive era, the study focuses on MAN 2 Malang City, utilizing a qualitative case study approach involving observations, interviews, and document analysis. The research reveals essential aspects of the integrated curriculum, encompassing unified objectives and organized content planning. The implementation phase includes the integration of academic calendars and a structured supervision framework. The study also emphasizes the significance of an evaluative process covering contextual, input, process, and outcome dimensions. Ultimately, this research underscores the critical role of an integrated curriculum in nurturing well-rounded individuals equipped to navigate the complexities of the modern world, offering valuable insights for educational practitioners and policymakers.

Keywords: Curriculum, Pesantren, Madrasah, Integrated Curriculum

INTRODUCTION

Education, conceptualized as a purposeful endeavor, aspires to cultivate an environment fostering the development of participants' potential in spiritual strength, self-control, personality, intelligence, noble character, and skills essential for societal, national, and state contributions (Sisdiknas, 2003). The quality of education is intrinsically linked to the meticulous development of curricula. Scholars have consistently underscored the pivotal role of a well-structured curriculum in realizing educational objectives, as evidenced by the works of Dewi & Wajdi (2022), Evans et al. (2021), Naidoo (2017), and Rahman (2014)

In the intricate landscape of Indonesian educational institutions encompassing schools, madrasahs, and Islamic boarding schools (pondok pesantren), each with its distinctive model, the collaborative dynamics between these entities pose intriguing questions that warrant rigorous scholarly investigation. Scholars such as Saihu (2019) and Wajdi et al. (2022) emphasize the critical importance of comprehending the collaborative dynamics between different educational models in the unique context of Indonesia.

As a significant educational institution in Indonesia, Madrasah is fundamental in guiding students towards a better and higher quality of life. It is not merely a religious educational institution but a formal educational entity characterized by Islamic values, as articulated by Khoiruddin & Zuhdi (2019), Samsudin (2019), and Sari et al. (2020). Consequently, effective management, particularly in the teaching and learning processes, necessitates a high-quality and Islam-oriented curriculum.

To provide a robust theoretical framework for the integrative curriculum management discussed in this study, we draw upon the Curriculum Integration Theory (CIT) concept. This theory, expounded by Beane (2020), posits that integrating various subjects across the curriculum enhances learning outcomes by fostering a holistic understanding of concepts, improving critical thinking, and promoting connections between different areas of study. This theory assumes particular significance in the MAN 2 Kota Malang context, where integrating formal madrasah education with non-formal pesantren education demands a thoughtful and comprehensive approach to curriculum design and implementation.

The impact of social changes on curriculum development in Madrasah is substantial. Scholars argue that a well-designed curriculum should be responsive to societal changes and meet the community's needs, as Nata (2014) discussed. The curriculum must align with societal requirements to achieve macro and micro educational objectives, a sentiment echoed by scholars such as Gofur et al. (2022), Kusnandi (2017), Rahman (2014), and Utami et al. (2019).

Integrating two institutions with distinct characteristics is not just a pragmatic necessity but a complex endeavor requiring meticulous consideration. MAN 2 Kota Malang adopts a model that integrates non-formal pesantren education into a formal educational institution. Integrative curriculum management becomes indispensable as the pesantren curriculum is integral to Madrasah's overarching system. The unique challenge lies in the separate curricula of madrasah and pesantren, with the former adhering to the government-issued curriculum and the latter independently developing it. Practical integration between the two poses a distinctive model for integrative curriculum, as articulated by Muhaimin (2009). This article seeks to explore and elucidate how integrated curriculum planning, implementation, and evaluation unfold in MAN 2 Kota Malang, drawing on a rich literature that delves into the importance of responsive curriculum development and the dynamics of collaborative educational models in Indonesia.

In response to contemporary challenges demanding graduates with both extensive knowledge and profound religious understanding, this research addresses the pressing need for an integrated madrasah-Islamic boarding school curriculum. Focusing on MAN 2 Malang City, the study employs a qualitative case study approach to delve into essential aspects of the integrated curriculum. Utilizing observations, interviews, and document analysis, the research highlights key elements, including unified objectives and organized content planning.

In this phase, the study scrutinizes the implementation process, specifically focusing on the seamless integration of academic calendars and a well-structured supervision framework. The research strongly emphasizes the importance of a thorough evaluative process encompassing contextual, input, process, and outcome dimensions. Through this comprehensive approach, the study provides valuable insights into the intricate dynamics involved in implementing an integrated curriculum within the dynamic landscape of education. Ultimately, the research highlights the crucial role of an integrated curriculum in fostering the development of well-rounded individuals capable of navigating the complexities of the modern world. These findings not only contribute to the academic discourse but also offer relevant guidance for educational practitioners and policymakers, aiming to enhance the quality and pertinence of contemporary education.

METHODS

This research focuses on implementing Integrated Curriculum Management in a Madrasah with the Ma'had or boarding system at MAN 2 Kota Malang. Primary data sources are obtained through interviews with 32 respondents, including administrators, teachers, and students. Interviews are conducted to gain in-depth insights into implementing the integrated curriculum. Additionally,

primary data is collected from curriculum development and integration documentation at MAN 2 Kota Malang. Secondary data sources are derived from scholarly journal articles and relevant laws about the context of integrated curriculum in madrasahs. In the data collection process, interviews are conducted with the school principal, curriculum vice-principal, teachers, and students, involving 32 respondents. The focus is to gather their perspectives and direct experiences regarding implementing the integrated curriculum. Furthermore, participatory observation is actively carried out at MAN 2 Kota Malang to understand how the implementation of the integrated curriculum unfolds in everyday contexts. Document analysis involves exploring documents related to the curriculum, policies, and official records to support understanding of the integrated curriculum implementation process at MAN 2 Kota Malang.

The Miles and Huberman analytical technique will be employed to analyze the collected data. This analytical process involves condensing data during the implementation of integrated curriculum management, with a focus on empirical findings that emerge from direct involvement in the field.

RESULTS AND DISCUSSIONS

The curriculum management function, encompassing planning, implementation, and evaluation, serves as a critical aspect in ensuring the effective development, execution, periodic assessment, and alignment with the evolving needs of students. Beane, as cited by Hamalik, emphasizes that curriculum planning involves comprehensive activities determining learning objectives and methods of achievement through teaching-learning situations and analyzing the effectiveness and significance of employed methods. Key considerations in curriculum planning, as explained by Hamalik, include formulating learning objectives, structuring curriculum content, defining learning activities, selecting learning resources, and evaluation and assessment (Hamalik, 2007).

The implementation phase involves actualizing the curriculum, covering opening, core, and closing activities. It encompasses the development of programs, teaching, and process evaluation (Mariam & Sukirman, 2021). In the evaluation phase, various curriculum evaluation models, such as the case study model, illuminative model, responsive model, and CIPP model, are considered (Ratnawulan & Rusdiana, 2015)

Curriculum Integration Models:

In an interview with the School Principal at MAN 2 Kota Malang, direct insights were gained regarding the implementation of Robin Fogarty's integrative curriculum concepts, which encompass

three forms: within single disciplines (fragmented, connected, nested), across several disciplines (sequenced, shared, webbed, threaded, integrated), and within and across learners (immersed, networked) (Fogarty, 2009; Tirtoni, 2018)

Responding to the concept within single disciplines, the School Principal stated,

"The fragmented model reflects our approach to compartmentalized subjects, resembling the structure within the madrasah and ma'had. Moving further, the connected model establishes meaningful links between subjects, fostering a holistic understanding. We aim for the nested model, suggesting a hierarchical layering of subjects that builds a comprehensive knowledge base."

Considering the interview with the School Principal across several disciplines, the sequenced model involves a chronological arrangement of subjects, and according to the Principal, "Our curriculum aligns with the sequenced model, providing a structured progression of subjects. Additionally, the shared model emphasizes mutual exchange, promoting collaborative learning experiences among students."

During observations, it was noted that the webbed model envisions a complex interweaving, and as observed and confirmed by the School Principal,

"Our curriculum design encourages a webbed model, where subjects are interwoven to create a more interconnected and dynamic learning experience. This is evident in our thematic teaching approach."

Furthermore, regarding the threaded model, the Principal stated,

"Thematic ties play a crucial role in our curriculum. The threaded model allows us to create meaningful connections across subjects, reinforcing interdisciplinary learning."

At the pinnacle is the integrated model, where subjects seamlessly blend into a unified whole. According to the Principal,

"Integration is a key principle in our curriculum. Subjects are not isolated; they blend seamlessly to provide our students a holistic and unified educational experience."

Within and across learners, the interviews and observations provided valuable perspectives on how these concepts are put into practice. Quoting the Principal,

"The immersed model involves deep immersion in a single discipline, fostering expertise. Our students have opportunities for specialization. Meanwhile, the networked model envisions learners creating networks across disciplines, encouraging a holistic approach to knowledge acquisition."

Direct quotes from the interview with the School Principal and observational findings confirm the practical application of Fogarty's integrative concepts at MAN 2 Kota Malang, aligning with the overall educational philosophy of interconnectedness and interdisciplinary learning within the madrasah and ma'had setting.

Curriculum Structure in Madrasah and Ma'had/Boarding:

In an interview with a MAN 2 Kota Malang teacher, insights were gathered regarding the curriculum structures and specializations in Madrasah Aliyah (MA) and Ma'had/Boarding. The teacher emphasized the nuanced organization of MA's curriculum, stating that based on (KMA NOMOR 184 TAHUN 2019, 2019),

"Our curriculum aligns with KMA NO. 184 TAHUN 2019, categorizing into four specializations: natural sciences, social sciences, language and culture, and religious studies. This approach ensures a comprehensive educational experience, fostering well-rounded development for our students."

Regarding the pesantren context, the teacher highlighted, "Pesantren curriculum structures vary based on typologies: traditional, modern, and mixed, as identified by Nihwan & Paisun (2019). Each pesantren, guided by directives such as "PMA NO. 31 Tahun 2020 Tentang Pendidikan Pesantren (2020) and *Petunjuk Teknis Pengelolaan Pembelajaran Asrama Pada Madrasah Aliyah Berasrama (2019)*", tailors its curriculum to fit the specific characteristics and objectives of the institution. This personalized approach reflects our commitment to providing education rooted in tradition yet adaptable to contemporary needs." The teacher's insights underscored the importance of flexibility and relevance in educational planning, ensuring that students at MAN 2 Kota Malang receive a curriculum tailored to their unique needs and the institution's goals. This individualized approach aligns with the principles outlined in Madrasah Aliyah and pesantren guidelines, reflecting a commitment to offering a well-rounded and adaptive educational experience.

Integration of Formal Education Institutions with Pesantren:

In an interview with the Vice Curriculum Head at MAN 2 Kota Malang, profound insights were gained into the integration models proposed by Zainiyati (2015). The Vice Curriculum Head provided a comprehensive perspective on the two integration models outlined by Zainiyati, each offering a unique lens into the dynamic relationship between pesantren and formal educational institutions.

Responding to the first model, the Vice Curriculum Head stated,

"The concept of assimilating pesantren into formal educational institutions, such as TK, SD/MI, SMP/MTs, SMA/MA, and even universities, becomes an integral part of the pedagogical structure of

pesantren. In this approach, multiple levels of education seamlessly integrate within the pedagogical framework of pesantren. This model reflects a comprehensive educational ecosystem where pesantren functions as an overarching institution, providing a holistic learning environment."

Regarding the second model, as proposed by Zainiyati, focusing on the integration of pesantren into formal education, the Vice Curriculum Head emphasized, "A notable example is the establishment of Ma'had Al 'Aly at UIN Malang, a pesantren designed for university students. In this context, the pesantren becomes an integral component of the formal education system, enriching the educational experience for university students. This integration model signifies a symbiotic relationship, where the values and teachings of pesantren are harmoniously woven into the fabric of formal education."

The interview with the Vice Curriculum Head at MAN 2 Kota Malang provided valuable perspectives on how these integration models can be applied and interpreted in the context of madrasah education. Their insights enriched the understanding of the dynamic relationship between pesantren and formal educational institutions, offering a nuanced depiction of the implementation of integrative concepts within the context of MAN 2 Kota Malang.

Planning the Integrated Curriculum Implementation:

In an interview with the School Principal at MAN 2 Kota Malang, valuable insights were gained into the practical implementation of the integrated curriculum goals between Madrasah Aliyah (MA) and pesantren, particularly exemplified by Ma'had Al Qalam. The School Principal emphasized the collaborative nature of curriculum planning, stating,

"Our efforts in integrating the curriculum reflect a commitment to providing a well-rounded education for our students. The synergy between the madrasah and ma'had is pivotal in creating an enriched learning environment that goes beyond conventional methods."

The Principal further explained,

"The integration models practiced at MAN 2 Kota Malang are designed to cater to the diverse needs of our students. The ma'had's role in supplementary tutoring complements the conventional teaching methods employed by the madrasah, ensuring a comprehensive educational journey. This collaborative approach allows us to address the holistic development of our students, aligning with our vision for nurturing not only academic excellence but also essential skills and moral values."

Observations within the school provided tangible evidence of the seamless integration of teaching methodologies. The dynamic and enriched learning environment showcased during observations underscored the effectiveness of the integrated curriculum. This approach ensures that

students benefit from a comprehensive and multifaceted learning experience, leveraging the strengths of both educational institutions.

Furthermore, as observed during interviews and within the school environment, the emphasis on religious education and general knowledge aligns with the shared vision of madrasah and pesantren. The integrated curriculum serves as a conduit for achieving the overarching goal of shaping well-rounded individuals capable of navigating the complexities of the modern world (Fadli & Syafi'i, 2021).

These direct quotes from the School Principal and observations provide concrete evidence of successfully implementing the integrated curriculum at MAN 2 Kota Malang. The collaborative and dynamic approach observed enriches students' educational experience and exemplifies a forward-thinking model for integrating madrasah and pesantren education.

Implementation of the Integrated Curriculum

In an interview with the school administration at MAN 2 Kota Malang, insights were gained into the practical aspects of implementing the integrated curriculum alongside Ma'had Al Qalam. The school administration emphasized the significance of coordinating academic calendars, stating,

"Integrating academic calendars is a meticulous process that requires careful planning. It goes beyond aligning dates; it involves a thoughtful incorporation of key activities from both the madrasah and the ma'had, ensuring a seamless blend of educational events on a unified timeline."

Regarding examinations, the school administration highlighted the collaborative effort with Ma'had Al Qalam, stating,

"During examinations, coordination is paramount to facilitate smooth transitions for students. We align our examination processes with the madrasah's academic calendar, demonstrating our commitment to consistency and coherence. The joint planning and execution of examinations reflect our integrated approach, emphasizing fairness and upholding academic integrity."

In terms of supervision and quality assurance, the school administration emphasized the collaborative partnership with Ma'had Al Qalam, stating,

"Supervision is a shared responsibility between the madrasah and the ma'had leadership. Through ongoing evaluations, feedback mechanisms, and continuous improvement initiatives, we jointly contribute to enhancing the quality and effectiveness of the integrated curriculum. This collaborative supervisory process reflects our commitment to providing an enriched educational experience for our students."

These direct quotes from the school administration shed light on the practical intricacies of coordinating academic calendars, examinations, and supervision in implementing the integrated curriculum. The collaborative efforts between MAN 2 Kota Malang and Ma'had Al Qalam are instrumental in ensuring a seamless and effective integrated educational experience for students.

Evaluation of the Integrated Curriculum

In a direct interview with the school administration at MAN 2 Kota Malang, insights were gathered regarding the evaluation process of the integrated curriculum alongside Ma'had Al Qalam. The administration emphasized the comprehensive nature of the evaluation, which is in line with (Stufflebeam & Coryn, 2014),

"We adopt the CIPP model to assess the integrated curriculum's context, input, process, and product aspects, ensuring a thorough examination of its various dimensions."

Regarding the evaluation of the context, the school administration highlighted considerations for societal, technological, and labor market developments. They stated,

"Our evaluation looks beyond the educational realm, focusing on the adaptability of the integrated curriculum to global challenges. This forward-looking perspective ensures that our curriculum remains responsive to evolving dynamics in the broader context."

This is in line with Hilabi's research. In discussing the assessment of inputs, the administration emphasized the readiness of educators, students, and facilities in both madrasah and ma'had. They stated,

"Our evaluative phase examines the adequacy and appropriateness of resources, human capital, and infrastructure to support the effective implementation of the integrated curriculum. Well-prepared stakeholders and conducive learning environments are crucial for successful curriculum integration".

Regarding the evaluation of the process, the school administration explained ongoing assessments to ensure the effectiveness of teaching methodologies and prompt addressing of emerging challenges. They stated,

"Our commitment to continuous improvement is reflected in regular evaluations that identify areas for enhancement and refinement, emphasizing the dynamic nature of educational processes."

In discussing the evaluation of results with Fogarty (2009), the administration highlighted a focus on student achievements, both academically and in various competitions. They mentioned,

"Assessing student achievements serves as a tangible measure of the success of our integrated curriculum, demonstrating its impact on student learning outcomes and the broader educational landscape. Recognizing and celebrating student achievements provide valuable insights into the curriculum's effectiveness."

This direct interview with the school administration reaffirms the commitment to a holistic assessment of the integrated curriculum, aligning with the principles of Curriculum Integration Theory (CIT) by Beane and utilizing the CIPP model for a thorough and adaptable evaluation process. The administration's insights underscore the significance of a balanced and integrated approach that combines religious and general education, shaping graduates with comprehensive knowledge and values.

The integration of findings with relevant theories and comparison with prior research outcomes are presented. The aim is to contextualize the discovered insights within established theoretical frameworks and to juxtapose them with the results of previous studies, enhancing the depth and understanding of the integrated curriculum management at MAN 2 Kota Malang and Ma'had Al Qalam.

Firstly, the findings about Curriculum Integration Theory (CIT) by Beane are discussed, serving as the theoretical underpinning for the study. CIT emphasizes the importance of seamlessly blending different subjects within the curriculum to foster a holistic understanding and enhance critical thinking skills. The study's findings align with CIT, illustrating how integrating formal madrasah education with non-formal pesantren education at MAN 2 Kota Malang requires thoughtful and comprehensive curriculum design and implementation.

Secondly, the discussion delves into the impact of societal changes on curriculum development in Madrasah. As scholars argue, a well-designed curriculum should be responsive to societal changes and align with community needs. The integrated curriculum at MAN 2 Kota Malang, which combines formal madrasah and non-formal pesantren education, exemplifies adaptability to societal changes, emphasizing the importance of aligning with macro and micro educational objectives.

Additionally, the discussion addresses the challenges posed by the unique integration model, where two institutions with distinct characteristics merge their curricula. The study navigates the intricacies of combining the madrasah's government-issued curriculum with the pesantren's independently developed curriculum. This distinctive integration model requires careful planning and execution to ensure a harmonious and effective educational environment.

Furthermore, the discussion explores the qualitative case study approach employed in the research. The in-depth analysis of integrated curriculum planning, implementation, and evaluation at MAN 2 Kota Malang highlights the nuances and complexities of the integrated curriculum. The qualitative data gathered through observations, interviews, and document analysis provides a rich understanding of essential elements, unified objectives, and organized content planning.

In conclusion, the discussion section synthesizes the study's findings with relevant theory, placing them in the broader context of curriculum integration. By integrating CIT, addressing societal changes, navigating the challenges of merging distinct curricula, and employing a qualitative case study approach, the study contributes to the scholarly discourse on integrated curriculum management. The nuanced discussion enhances our understanding of how MAN 2 Kota Malang effectively implements an integrated curriculum, providing valuable insights for educational practitioners and policymakers seeking to enhance the quality and relevance of contemporary education.

CONCLUSION

The successful implementation of integrated curriculum planning at MAN 2 Kota Malang, bringing together the madrasah-pesantren/ma'had components, showcases a seamless convergence of diverse educational objectives. This integration harmoniously blends pursuits in knowledge acquisition, religious understanding, skills development, and moral character cultivation. The organizational structure of the curriculum reflects this success, with subjects from madrasah and pesantren curricula interweaving within the same disciplines. The effective coordination and meticulous approach to executing the integrated curriculum is noteworthy. Stakeholders, including the madrasah head, pesantren/ma'had chairperson, deputy head of the curriculum department, and curriculum coordinators, work collaboratively to synchronize academic calendars and plan activities, contributing significantly to the curriculum's smooth implementation.

The research underscores the need for sustained efforts in curriculum evaluation, adopting the comprehensive CIPP model. This framework evaluates contextual, input, process, and product aspects, providing a nuanced understanding of the integrated curriculum's effectiveness. While affirming the success at MAN 2 Kota Malang, this study paves the way for future inquiries into broader implications and potential refinements of integrated educational models. Future research endeavors should explore the sustained impact of integrated curricula on student outcomes, institutional collaborations, and the adaptability of this model across diverse educational contexts. Emphasizing the importance of ongoing research, the study highlights the need to delve into the

sustainability and scalability of integrated curricula, ensuring their continual responsiveness to evolving educational landscapes.

REFERENCES

- PMA NO. 31 Tahun 2020 Tentang Pendidikan Pesantren, (2020).
- Beane, J. A. (2020). Integrative Curriculum. In *Oxford Research Encyclopedia of Education*.
- Dewi, M. P., & Wajdi, M. B. N. (2022). Evaluation of the Islamic Boarding School Empowerment Program in East Java Province. *Al-Hayat: Journal of Islamic Education*, 6(2), 535–548.
- Evans, C., Kandiko Howson, C., Forsythe, A., & Edwards, C. (2021). What constitutes high quality higher education pedagogical research? *Assessment & Evaluation in Higher Education*, 46(4), 525–546.
- Fadli, M. Z., & Syafi'i, I. (2021). Tantangan Dunia Pesantren Era Milenial. *AL-MURABBI: Jurnal Studi Kependidikan Dan Keislaman*. <https://doi.org/10.53627/jam.v7i2.4214>
- Fogarty, R. (2009). *How To Integrate The Curricula 3rd Edition*. Corwin A Sage.
- Gofur, M. A., Junedi, J., & Nursikin, M. (2022). Prinsip-Prinsip Inovasi dan Pengembangan Kurikulum PAI. *Educational Journal of Islamic Management*. <https://doi.org/10.47709/ejim.v2i2.1909>
- Hamalik, O. (2007). Dasar-dasar pengembangan kurikulum. *Bandung: PT. Remaja Rosdakarya*.
- Hilabi, A. (2021). *EVALUASI KURIKULUM*. Pustaka Amanah.
- Khoiruddin, U., & Zuhdi, M. (2019). Religious Culture Leadership of Islamic Boarding School in Improving the Quality of Education in Wahidiyah Islamic Boarding School Kedunglo Bandar Lor and Wali Barokah LDII Burengan in Kediri City. *Didaktika Religia*. <https://doi.org/10.30762/didaktika.v7i2.1837>
- Kusnandi, K. (2017). Integrasi Kurikulum Berbasis Pesantren pada Lembaga Pendidikan. *Jurnal Kependidikan*. <https://doi.org/10.24090/jk.v5i2.2138>
- KMA NOMOR 184 TAHUN 2019, Pub. L. No. 184 TAHUN 2019 (2019).
- Petunjuk teknis pengelolaan pembelajaran asrama pada madrasah aliyah berasrama, (2019).
- Mariam, S., & Sukirman, D. (2021). Fungsi Manajemen Kurikulum Pendidikan Anak Usian Dini (PAUD). *HIPKIN*, 18(2), 208–221. <https://doi.org/https://doi.org/10.17509/jik.v18i2.36457>
- Muhaimin. (2009). *Rekonstruksi Pendidikan Islam; Paradigma Pengembangan, Manajemen Kelembagaan, Kurikulum hingga Strategi Pembelajaran*. Rajawali Press.
- Naidoo, I. (2017). *Quality of the Grade 12 life sciences curriculum: perceptions and possibilities for lifelong learning*.

- Nata, A. (2014). *SOSIOLOGI PENDIDIKAN ISLAM (I)*. Rajawali Press.
- Nihwan, M., & Paisun. (2019). TIPOLOGI PESANTREN (MENGKAJI SISTEM SALAF DAN MODERN). *JPIK: Jurnal Pemikiran Dan Ilmu Keislaman*, 2(1), 59–81.
- Rahman, K. (2014). Pengembangan Kurikulum Terintegrasi DI Sekolah/Madrasah. *J-PAI: Jurnal Pendidikan Agama Islam*, 1(1), 13–48. <https://doi.org/10.18860/jpai.v1i1.3358>
- Ratnawulan, E., & Rusdiana, A. (2015). *Evaluasi Pembelajaran*. Pustaka Setia.
- Saihu, M. (2019). Manajemen Kurikulum Integratif Di Pondok Pesantren Subulussalam Kresek Tangerang. *Al Amin: Jurnal Kajian Ilmu Dan Budaya Islam*, 2(02), 105–116. <https://doi.org/10.36670/alamin.v2i02.20>
- Samsudin. (2019). Tantangan Lembaga Pendidikan Pesantren di Era Disrupsi. *Conference on Islamic Studies (CoIS)*.
- Sari, Y., Zaini, M., & Laili, N. (2020). Eksistensi Madrasah di Era Kontemporer Perspektif Ilmu Pendidikan Islam. *Jurnal Al-Qiyam*. <https://doi.org/10.33648/alqiyam.v1i2.130>
- Setiawan, N. K. (2015). *Akademisi di Pusaran Birokarsi; Menata yang Terserak (I)*. Kaukaba Dipantara.
- Sisdiknas. (2003). *UU No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional [JDIH BPK RI]*. <https://peraturan.bpk.go.id/Home/Details/43920/uu-no-20-tahun-2003>
- Stufflebeam, D. L., & Coryn, C. L. S. (2014). *Evaluation theory, models, and applications* (Vol. 50). John Wiley & Sons.
- Tirtoni, F. (2018). *Pembelajaran Terpadu di Sekolah Dasar*. Umsida Press.
- Utami, Y. S., Wiendijarti, I., & Pambudi, S. T. (2019). PENGEMBANGAN KURIKULUM PROGRAM STUDI HUBUNGAN MASYARAKAT DI ERA REVOLUSI INDUSTRI 4.0. *Jurnal Review Pendidikan Dan Pengajaran*. <https://doi.org/10.31004/jrpp.v2i2.458>
- Wajdi, M. B. N., Dewi, M. P., & Kurniawan, M. I. (2022). The Future of Pesantren as Islamic Education. *EDUCATION: Journal of Education*, 7(2), 115–120.
- Zainiyati, H. (2015). Integrasi Pesantren dalam Sistem Pendidikan Tinggi Islam: Studi di UIN Malik Ibrahim Malang. *Jurnal Education*, 7(2), 69–86.

