

Management of the Integration of the National Curriculum and Islamic Boarding Schools in Improving the Quality of Graduates from Islamic Boarding Schools

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Abstract

The integration of the national curriculum and the Islamic boarding school (pesantren) curriculum is often limited to combining religious and general subjects, while its management process remains underexplored. This study examines curriculum integration management in improving graduate quality at Daarul Muttaqin and Al Mansyuriyah Islamic Boarding Schools. A qualitative multi case study was conducted using in-depth interviews, participant observation, and document analysis involving school leaders, teachers, ustadz, education staff, and curriculum documents. Data were analyzed through condensation, display, conclusion drawing, and cross-site analysis. The findings indicate that curriculum integration is implemented through four management functions: planning, organizing, implementation, and evaluation. These functions generate four interconnected dimensions of integration: academic integration, character integration, student potential development, and educational governance. Academic integration aligns religious, general, and vocational learning; character integration is strengthened through pesantren values; student development emphasizes leadership, life skills, entrepreneurship, and community engagement; while governance integration is supported by collaborative curriculum planning, continuous monitoring, parental involvement, and quality assurance. The study proposes a Conceptual Model of Curriculum Integration Based on Educational Management, demonstrating that sustainable graduate quality depends on a holistic management system integrating academic, character, developmental, and governance dimensions.

Keywords

Curriculum Integration; Educational Management; Islamic Boarding School; Graduate Quality; Holistic Education

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1. INTRODUCTION

Islamic boarding schools are Islamic educational institutions that play a strategic role in producing graduates who not only excel in their knowledge of Islam, but also possess academic competence, strong character and the ability to adapt to the changing times (Wardani et al., 2026; Zanah, 2025). As we enter the era of the Fourth Industrial Revolution and Society 5.0, the quality of graduates has become one of



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the key indicators of the success of the education system (Ahmad Tajuddin et al., 2022). Graduates of Islamic boarding schools are expected to strike a balance between intellectual competence, 21st-century skills and religious character, so that they are able to compete in the worlds of education, work and community life (Mahmudi & Khaudli, 2025). These circumstances require Islamic boarding schools to continue to innovate in the management of education without abandoning the core values of the boarding school system.

One of the measures taken is to integrate the national curriculum with the pesantren curriculum. The national curriculum serves to develop academic competences in line with the National Education Standards, whilst the pesantren curriculum focuses on character building, mastery of Islamic studies, and instilling religious values (Muhkhamad Taufiq, 2026). It is hoped that the integration of the two curricula will result in a more comprehensive learning system, enabling graduates to possess both academic excellence and Islamic character (Dace, 2025). However, the implementation of curriculum integration is not merely a matter of developing learning materials; it also requires effective management through targeted planning, organisation, implementation and evaluation.

Research of Isaac (2025), revealed that curriculum integration can improve the quality of learning and strengthen the balance between academic competence and the character development of pupils. In line with this statement, Merchant (2024), explained that the successful implementation of the curriculum is influenced by leadership, teachers' competence, organisational culture, and the provision of facilities and infrastructure. Akhmad Sirojuddin then (Sirojuddin & Ghoni, 2025) reveals that effective curriculum management contributes to improving the quality of education through a more integrated learning process. On the other hand, research on Islamic boarding schools indicates that the main challenges in curriculum implementation include limitations in human resources, funding and the alignment of the curriculum structure (Dace, 2025), as well as an evaluation system that is not yet optimal (Mi'raj, 2024).

Nevertheless, most previous studies have still examined curriculum integration from the perspective of teaching and learning implementation or curriculum development in isolation. Research analysing the integration of the national curriculum and the pesantren curriculum through a management functions approach covering planning, organising, implementation, evaluation, the identification of obstacles, and solutions in relation to improving the quality of graduates—remains relatively limited. Furthermore, the relationship between human resources, infrastructure and funding, and the effectiveness of curriculum integration has not yet been discussed in any great detail.

In light of these circumstances, this study offers a novel approach in the form of an analysis of the integration of the national curriculum and the pesantren curriculum from a management functions perspective George R. Terry (2014) which encompasses planning, organising, actuating and controlling, and relates these to Edward Sallis's concept of educational quality (2002). This study not only identifies the implementation process of curriculum integration, but also analyses innovative aspects such as educational integration, character integration, and the development of pupils' potential in improving the quality of Islamic boarding school graduates. This study therefore provides a more comprehensive overview of the management of curriculum integration as a strategy for improving the quality of education in Islamic boarding schools.

Consequently, this study aims to analyse and develop a conceptual model for the integrated management of the national curriculum and the pesantren curriculum in order to improve the quality of graduates from Islamic boarding schools, through an examination of the aspects of planning, organisation, implementation and evaluation undertaken to optimise the delivery of education.

Literature Review

Educational management is the process of systematically managing all educational resources in order to achieve educational objectives effectively and efficiently. From the perspective of George R.

Terry (2014), Management comprises four main functions, namely planning, organising, directing and controlling (POAC). These four functions form an integrated whole, each interlinked in determining the success of an organisation, including educational institutions. In Islamic boarding schools, the application of management functions is necessary to integrate the various components of education so that the learning process can proceed in a focused manner and produce high-quality graduates (Haryadi et al., 2026).

Curriculum integration is an effort to harmonise various learning systems so that pupils gain a holistic learning experience (Kneen et al., 2020). In the context of Islamic boarding schools, integration is achieved by combining the national curriculum which is geared towards meeting educational competence standards with the boarding school curriculum, which emphasises character building, mastery of Islamic studies, and the reinforcement of religious values (Khimmatiev et al., 2025). This integration is not merely a matter of combining subjects, but also of aligning objectives, content, teaching strategies and assessment systems, thereby creating a balance between academic competence and the development of pupils' character (Maduningtias, 2022; Sirojuddin & Ghoni, 2025).

The success of curriculum integration is greatly influenced by the effectiveness of the management of educational institutions (Haryadi et al., 2026). Careful planning is required when designing the curriculum structure and allocating resources. Organisation plays a key role in the division of tasks and coordination amongst educators, whilst implementation and evaluation serve as indicators of the success of the curriculum's implementation (Sari et al., 2022). Consequently, curriculum integration is not merely an academic issue, but also forms part of educational management practice, requiring adequate support in terms of human resources, facilities and infrastructure, and funding.

The quality of graduates is a key indicator of the success of the education system. According to Sallis (2002), The quality of education is built through a process of continuous improvement, involving all parts of the organisation. From a quality management perspective, graduates are assessed not only on the basis of their academic achievements, but also on their ability to develop competencies, character and skills, as well as their readiness to adapt to changes in their environment. In Islamic boarding schools, the calibre of graduates reflects a balance between mastery of knowledge, Islamic values, good character, and the ability to adapt to developments in society (Akbar et al., 2022).

Based on this review, this study considers that the success of improving graduate quality is influenced by the effectiveness of the management of the integration of the national curriculum and the pesantren curriculum. The management functions of planning, organising, implementing and evaluating form the basis for analysing how curriculum integration is carried out. Furthermore, human resources, infrastructure and funding are regarded as factors that influence the successful implementation of curriculum integration, in producing outstanding graduates of good character who are competitive in line with the demands of 21st-century education.

2. METHODS

This study employs a qualitative approach using a multi-site case study design to gain an in-depth understanding of the management of the integration of the national curriculum and the pesantren curriculum in improving the quality of graduates at the Al Mansyuriyah Islamic Boarding School and the Daarul Muttaqin Islamic Boarding School in Tangerang Regency, Banten Province. A multi-site approach was chosen as it enables researchers to compare curriculum integration practices at two institutions with similar characteristics, thereby yielding a more comprehensive conceptual synthesis (Bass et al., 2018; Ludgate, 2019).

The research data was drawn from primary and secondary sources. Informants were selected using purposive sampling on the basis of their direct involvement in curriculum management, including boarding school leaders, deputy heads for curriculum, teachers, ustadz and educational support staff.

Meanwhile, secondary data was obtained from policy documents, curriculum structures, teaching materials, evaluation reports and various other relevant supporting documents.

Data collection was carried out through participatory observation, in-depth interviews and a review of documents. Observation was used to examine the implementation of curriculum integration in educational activities at Islamic boarding schools; interviews were conducted to explore the informants' experiences and perspectives regarding the planning, organisation, implementation and evaluation of curriculum integration; whilst documentation was utilised to confirm and corroborate the field findings (Yin, 2018). Data validity is ensured through source triangulation, methodological triangulation and member checking to ensure the credibility, consistency and accuracy of the research findings (Sugioyono, 2013).

Data analysis was carried out interactively, following the model proposed by Miles, Huberman and Saldaña (2014) through the stages of data condensation, data display, and drawing and verifying conclusions. The analysis was carried out from the data collection stage until the research was completed. Subsequently, a cross-site analysis was conducted to identify recurring patterns at both Islamic boarding schools. These patterns were then synthesised into four key dimensions of curriculum integration, namely academic integration, character integration, integration of santri potential development, and integration of educational governance.

3. FINDINGS AND DISCUSSIONS

Findings

Curriculum Integration Planning

The research findings indicate that the planning process for integrating the national curriculum and the pesantren curriculum begins with the development of an educational programme involving pesantren leaders, curriculum managers and teaching staff. Planning is carried out with due regard to the institution's vision, mission and objectives, so as to accommodate the requirements of the national curriculum and the distinctive features of pesantren education.

As stated by the Head of the Al Mansyuriyah Islamic Boarding School:

"We carry out our curriculum integration planning at the start of each academic year through meetings with the curriculum development team and the teaching staff; we endeavour to align the national curriculum with the pesantren curriculum so that the objectives of general education and Islamic character-building can be pursued in a balanced manner." (A1.Des.CL.).

This statement was reinforced by the Head of the Daarul Mutaqien Islamic Boarding School, who said that all teachers were involved in the development of teaching materials.

"We carry out our curriculum integration planning through consultations involving the school leadership, the deputy head for curriculum, and all teachers. We believe that successful curriculum integration cannot be achieved by the curriculum team alone, but requires the contribution of all teaching staff. (A2.Des.CL.)."

Both statements reflect a participatory approach to curriculum development, namely one that involves all internal stakeholders, particularly teachers. This approach is in line with the principles of curriculum management, which emphasise collaboration, coordination and shared ownership of curriculum implementation, so that the process of integrating the national curriculum and the pesantren curriculum can proceed effectively. To provide a systematic overview and facilitate understanding of the research findings regarding curriculum integration planning, the results are summarised in the following table;

Table 1. Planning for the Integration of the National Curriculum and the Pesantren Curriculum to Improve Graduate Quality

Planning Indicators	Aspects of Integration Planning	Implementation at Islamic Boarding Schools	Graduate Quality Focus
Formulation of Objectives	Aligning the objectives of the national curriculum and the pesantren curriculum	The aim of education is to nurture students who are devout, of noble character, well-versed in classical Islamic texts, and possess academic knowledge and skills, and readiness for community life. Students are placed in classes following an initial assessment to ensure that their learning is tailored to their abilities.	Graduates possess a balance of spiritual, academic and social competencies, as well as practical skills.
	Curriculum planning	The curriculum combines the study of classical Islamic texts (Nahwu, Sharaf, Fiqh, Hadith, Tafsir, Tawhid, etc.) with general knowledge, languages, organisation, leadership, entrepreneurship and character development.	Graduates have a sound grasp of religious studies whilst also possessing skills relevant to the needs of society.
Designing a Learning Strategy	Planning teaching methods	Integrating traditional pesantren methods (bandongan, sorogan, halaqah, mudzakarah, memorisation) with traditional classroom teaching, discussions, practical work and experience-based learning.	The development of critical thinking skills, in-depth academic knowledge and independent learning.
Designing an Assessment Strategy	Planning an evaluation system	Assessment is carried out comprehensively, taking into account class participation, assignments, mid-term exams, end-of-term exams, mastery of religious texts, religious practice, discipline and moral guidance, all of which are monitored on an ongoing basis.	Graduates not only excel in cognitive aspects, but also possess religious competence, strong character and measurable skills.

(compiled from interview transcripts)

Organisation of Curriculum Integration

The organisation of curriculum integration is carried out through the allocation of tasks in accordance with each individual's area of expertise and responsibilities. The head of the pesantren is responsible for educational policy, whilst the deputy in charge of the curriculum coordinates the drawing up of the timetable, the allocation of teaching loads, and the implementation of academic activities.

The research findings indicate that the organisational structure is functioning in accordance with its respective roles, but coordination between units is not yet fully effective. As stated by the deputy head of the Daarul Mutaqien Islamic boarding school responsible for the curriculum:

"When organising the integration of the curriculum, we divide the tasks in accordance with the structure already established at the pesantren. The management provides guidance on general policy and the educational targets to be achieved, whilst we in the curriculum department are responsible for translating these policies into learning programmes. (B1.Des.CL).

The statement above echoes the remarks made by one of the deputy heads of the Al Masyuriyah

Islamic boarding school, who said that;

"The boarding school management plays a greater role in setting policy and making strategic decisions, whilst the curriculum department manages the technical aspects of teaching and learning. We coordinate the drawing up of the academic calendar, teachers' timetables, the allocation of form tutor duties, and the synchronisation of school and boarding school activities. (B2.Des.CL)."

With reference to the two statements above, it is understood that the organisation of curriculum integration is carried out through a clear division of responsibilities in accordance with the organisational structure. The head of the Islamic boarding school is responsible for setting the policy direction for the delivery of education, whilst the deputy in charge of the curriculum is responsible for coordinating technical aspects, such as drawing up the timetable, allocating teaching loads, and ensuring that academic activities are synchronised with boarding school activities. From the teachers' perspective, this division of tasks has provided clarity regarding the coordination process in the delivery of lessons. To provide a systematic overview and facilitate understanding of the organisational aspects of curriculum integration, these are summarised in the following table;

Table 2. Organising the Integration of the National Curriculum and the Pesantren Curriculum to Improve Graduate Quality

Organisational Dimensions	Aspects of Organisational Integration	of Implementation at Islamic Boarding Schools	Graduate Quality Focus
Institutional Organisation	Integration of organisational structures to support the implementation of the national curriculum and the pesantren curriculum	The organisational structure is designed in an integrated manner, comprising the school organisation, the teachers' organisation, the students' organisation, the learning programme organisation, and the facilities and infrastructure organisation. Each unit has functions that support one another in the delivery of education based on curriculum integration.	An effective, coordinated institutional governance framework has been established, focused on improving the quality of educational services and the calibre of graduates.
Human Resource Organisation	The integration of the roles of teachers, religious instructors and educational support staff in the implementation of the curriculum	Teachers and religious instructors carry out their duties professionally through a clear division of responsibilities, which includes educating, teaching, guiding, directing, training, assessing and evaluating learning in accordance with their respective areas of expertise.	Graduates gain a high-quality learning experience through the guidance of professional, collaborative and ongoing support from educators.
Organisation of Learning Resources	Integration of the management of facilities and infrastructure to support the learning process	Facilities and infrastructure are managed to support academic learning, religious education, and activities aimed at developing the character and skills of the students, thereby ensuring that the learning process takes place effectively.	The provision of a conducive learning environment that supports the optimal development of students' academic and religious competencies, as well as their practical skills.
Curriculum	Integration of the	The curriculum structure is designed	Graduates possess a

Organisational Dimensions	Aspects of Organisational Integration	Implementation at Islamic Boarding Schools	Graduate Quality Focus
Organisation	national curriculum framework with the pesantren curriculum	in an integrated manner, combining general subjects with religious studies, thereby ensuring continuity between the acquisition of knowledge, Islamic values and the character development of the students.	balanced set of competencies encompassing mastery of academic knowledge, a deep understanding of Islam, strong character, and the readiness to contribute to society.

(compiled from interview transcripts)

Implementation of Curriculum Integration

Curriculum integration is implemented through learning activities that combine the national curriculum with subject matter specific to Islamic boarding schools. Learning activities take place both in the classroom and through boarding school activities that support the development of pupils' character. Teachers have endeavoured to integrate academic competencies with Islamic values into the learning process. As stated by a teacher from the Daarul Mutaqin Islamic boarding school:

"We do not merely focus on delivering the material in accordance with the national curriculum, but strive to link it to the Islamic values that characterise Islamic boarding schools. For example, when teaching general subjects, we always provide examples or discussions linked to verses from the Qur'an, hadiths, or the values of akhlakul karimah so that pupils understand that knowledge and Islamic teachings form a single, unified whole." (C1.Des.CL.Ob).

In line with the statement above, a teacher at the Al Mansyuriyah Islamic boarding school stated that;

"During the learning process, teachers not only explain academic concepts, but also encourage pupils to see how these relate to Islamic teachings, so that they understand the benefits of this knowledge for their lives." (C2.Des.CL.Ob).

Both statements indicate that the implementation of curriculum integration is not only realised through the delivery of learning materials in the classroom, but is also reinforced through various boarding school activities that shape the character of the pupils. Teachers act as facilitators who link academic competence with Islamic values, ensuring that the learning process is holistic and in line with the educational objectives of the pesantren, which aim to develop students' knowledge, spirituality, moral character and skills. The following table provides a more systematic overview of the implementation of curriculum integration, making it easier to understand;

Table 3. The Implementation of the Integration of the National Curriculum and the Pesantren Curriculum in Improving Graduate Quality

Implementation Dimensions	Aspects of Curriculum Integration	Implementation at Islamic Boarding Schools	Graduate Quality Focus
Implementation of Integrated Learning	Academic Integration (religious studies, general studies and practical skills)	The curriculum integrates the study of classical Islamic texts with formal education, discussions on fiqh, the study of hadith, astronomy, and the development of skills such as agriculture, co-operatives,	Graduates possess a thorough understanding of religious studies, broad academic competence, and skills relevant to the needs of society.

Implementation Dimensions	Aspects of Curriculum Integration	Implementation at Islamic Boarding Schools	Graduate Quality Focus
		fisheries, carpentry, and training programmes organised by both the government and the pesantren. The curriculum is continually developed without compromising the pesantren's identity.	
Implementation of Character Building and Pesantren Culture	The Integration of Islamic Values and Character	The values of faith, piety, moral character, discipline, independence and responsibility are fostered through the regular practice of congregational prayer, tahajjud, fasting on Mondays and Thursdays, reading the Qur'an, living a simple life, hygiene activities, sport, the culture of greeting others, the exemplary conduct of kyais and ustadz, and the guidance provided by the 24-hour boarding school environment.	Graduates possess religious values, good character, discipline, independence, a sense of care for others, and the ability to serve as role models in the community.
Implementation of the Programme to Develop Students' Potential	The Integration of Life Skills and Leadership	Students are involved in the pesantren's organisations, deliberative meetings, the management of the co-operative and canteen, the pesantren health post, pesantren development activities, skills training, community service, and even teaching younger students as part of the leadership development programme.	Graduates possess leadership, communication, entrepreneurial, collaborative, creative and social responsibility skills.
Implementation of Curriculum Monitoring and Development	Integration of Education Governance	The curriculum is revitalised through annual consultations involving the council of kyai, ustadz and the student council. The learning process applies the principles of mastery learning, grouping students according to ability, 24-hour monitoring of academic and character development, and reporting on students' progress to parents via digital media.	The quality of graduates is ensured through an adaptive curriculum, a continuous learning system, and academic and character supervision geared towards continuous improvement.

(compiled from interview transcripts)

Curriculum Integration Evaluation

The integration of the curriculum is evaluated on a regular basis through academic supervision, evaluation meetings, monitoring of the learning process, and assessment of pupils' learning outcomes. The implementation of the education programme is also evaluated to inform the planning of the programme for the following year. The evaluation has provided information on the programme's achievements, implementation challenges and areas for improvement in the implementation of the curriculum. As stated by the head of the Al Mansyuriyah Islamic boarding school:

"The evaluation is carried out through classroom observation, joint meetings with teachers and school management, and by monitoring the progress of the students' learning outcomes and character development. Through these activities, we are able to identify which programmes are already running smoothly and which still require improvement." (A1b.Des.CL.Ob)

The statement above is in line with the response from the head of the Daarul Mutaqin Islamic boarding school, who stated that;

"In addition to academic supervision in the classroom, we also hold regular evaluation meetings with teachers to discuss the delivery of lessons, the achievement of curriculum targets, any challenges encountered, and possible solutions. We also monitor teaching materials, teacher attendance, adherence to the timetable, and pupils' learning outcomes in order to gain a comprehensive picture of the curriculum's implementation" (A2b.Des.CL.Ob)

As stated by the two heads of the Islamic boarding schools mentioned above, evaluation is carried out systematically and on an ongoing basis through academic supervision, evaluation meetings, monitoring of the learning process, and analysis of pupils' learning outcomes. The evaluation results not only illustrate the extent to which the programme's objectives have been achieved, but also provide information on various obstacles and development needs, which are subsequently used as feedback to improve the implementation of curriculum integration. To provide a more systematic overview and facilitate understanding of the aspects of curriculum integration evaluation, these are summarised in the following table;

Table 4. Evaluation of the Integration of the National Curriculum and the Pesantren Curriculum in Improving Graduate Quality

Dimensions of Evaluation	Theme: Integration of Evaluation	Implementation at Islamic Boarding Schools	Graduate Quality Focus
Assessment of Academic Competence	Integration of the assessment of religious and general learning outcomes	Learning outcomes are assessed regularly through daily, weekly, monthly and termly assessments. At the Daarul Mutaqin Islamic Boarding School, the principle of mastery learning is applied, meaning that students are not permitted to move on to the next text until they are fully able to read, explain and analyse the text they are currently studying.	Graduates have a comprehensive grasp of the subject matter, both in religious and academic fields, in accordance with the established competency standards.
Character and Personality Assessment	The integration of academic assessment and character development	Assessments are carried out on an ongoing basis to evaluate various aspects of the students' character, including moral conduct, diligence in worship, language proficiency, discipline, cooperation, relationships with the kyai, ustadz, the student council and the local community, as	Graduates are not only academically outstanding, but also possess religious values, discipline, a sense of responsibility and good social skills.

Dimensions of Evaluation	Theme: Integration of Evaluation	Implementation at Islamic Boarding Schools	Graduate Quality Focus
		well as the performance of daily tasks within the pesantren.	
Assessment of Learning Outcomes	Integration of assessment with learning objectives and content	Assessment tools are designed in line with the learning objectives and the subject matter taught. Assessment is carried out objectively by the ustadz, in consultation with the education department, so that the results reflect the students' academic and non-academic progress.	Graduates' competencies can be measured reliably, ensuring that the learning process is aligned with the objectives of the national curriculum and the pesantren curriculum.
Ongoing Evaluation and Follow-up	Integration of monitoring, reporting and partnerships with parents	The results of academic and personal assessments are documented in an educational report book, which is provided to parents at the start of each holiday period as a form of accountability and to facilitate joint follow-up on the students' development between the boarding school and their families.	A sustainable quality assurance system has been established through collaboration between Islamic boarding schools and parents in monitoring the development of graduates' competencies and character.

(compiled from interview transcripts)

Discussion

The research findings indicate that the integration of the national curriculum and the pesantren curriculum at Pondok Pesantren Daarul Muttaqin and Pondok Pesantren Al Mansyuriyah is not merely a combination of general and religious subjects, but constitutes an integrated curriculum management system. This integration takes place comprehensively through the functions of educational management, which include planning, organising, implementation and evaluation. From these four functions, four main themes of integration have been identified, namely academic integration, character integration, integration of students' potential development, and integration of educational governance. These four themes are interlinked in shaping the calibre of graduates who possess a balance of academic, religious and social competencies, as well as 21st-century skills.

Academic Integration as the Foundation of Curriculum Integration

The research findings indicate that academic integration forms the cornerstone of curriculum delivery at the Daarul Muttaqin and Al Mansyuriyah Islamic boarding schools. This integration is not merely a combination of general and religious subjects, but is systematically implemented through the planning, organisation, delivery and evaluation of learning that are all mutually integrated.

At the planning stage, the educational objectives are designed to develop academic and religious competencies, as well as practical skills, in a balanced manner through the development of a curriculum that combines classical Islamic texts, general subjects, languages and life skills. This planning reflects the principle put forward by Tyler (1949) that curriculum development must begin with the formulation of objectives, which serve as the basis for determining learning experiences and assessment (Brodsky & Newman, 2011; Jong, 2022).

At the organisational stage, academic integration is achieved through the management of the curriculum structure, the allocation of tasks to teachers and ustadz according to their competencies, and the provision of learning resources that support the integration of formal education and pesantren

education. This finding is consistent with Taba's (1962) view, which emphasises that the organisation of content and learning experiences must be structured systematically so that learning objectives can be achieved effectively (Jong, 2022; Lehrer, 2018)

Furthermore, during the implementation phase, academic integration is evident through a learning approach that combines the study of classical Islamic texts, formal education, scholarly discussions, and the development of students' skills through a variety of learning activities and practical exercises. This situation reinforces Oliva's concept (1992) in Woolnough (2015) that the curriculum comprises the totality of learning experiences designed to develop pupils' abilities holistically, both inside and outside the classroom.

Meanwhile, during the assessment phase, evaluation is carried out on an ongoing basis through daily, weekly, monthly and termly assessments, combined with the principles of mastery learning and the assessment of both academic and character-related aspects. This assessment system shows that the attainment of competencies is measured not only by mastery of the subject matter, but also by the development of the students' attitudes and personalities. This reinforces Tyler's view that evaluation is an integral part of curriculum development, serving as the basis for ensuring that educational objectives are achieved (Collister, 2024).

Based on these findings, this study demonstrates that academic integration is not merely a matter of combining the national curriculum and the pesantren curriculum, but rather of establishing coherence between objectives, organisation, learning processes and assessment within a single curriculum management system. Academic integration is therefore the foundation for producing graduates who possess a balance of academic and religious competencies, as well as practical skills, in line with the needs of society.

Character Integration through Pesantren Culture

The research findings indicate that the integration of character education into the national curriculum and the pesantren curriculum is achieved through the pesantren culture, which is systematically designed from the planning and organisation stages through to implementation and evaluation. Character development is not only aimed at achieving the attitudinal competencies set out in the national curriculum, but also at the internalisation of Islamic values such as faith, piety, good character, discipline, responsibility, independence and social awareness, which are the hallmarks of pesantren education.

At the planning stage, character education has become an integral part of the curriculum's objectives through the alignment of academic competences with the development of the students' moral character and personality. Furthermore, during the organisational phase, all members of the pesantren community from the kyai and ustadz to the boarding house management and the students' organisations are given a role in creating an educational environment that fosters the internalisation of character values. During the implementation phase, these values are internalised through the pesantren's culture, such as congregational prayer, tahajjud, voluntary fasting, reading the Qur'an, consultation, the exemplary conduct of the kyai and ustadz, and life in the boarding school 24 hours a day. Meanwhile, during the evaluation stage, the students' character is assessed on an ongoing basis through observation of their moral conduct, discipline, diligence in worship, sense of responsibility, ability to work with others, and social interactions; these findings are then reported to parents as part of the joint guidance process.

This finding is consistent with Thomas Lickona's concept of character education, which emphasises that character development cannot be achieved solely through the acquisition of moral knowledge (moral knowing), but must be manifested in moral feelings (moral feeling) and actual behaviour (moral action) (Asror & Asrohah, 2026; Nucci, 2024). From the perspective of Islamic education, these findings also reinforce Al-Ghazali's view that the aim of education is to shape individuals who are both

knowledgeable and of noble character (*tahdzib al-akhlaq*) (Asyikin et al., 2024). Consequently, the pesantren culture serves as an effective means of integrating Islamic values into daily life, ensuring that the process of character education takes place naturally, sustainably and is seamlessly integrated into the students' activities (Laisaan et al., 2026).

Based on these findings, this study demonstrates that character integration does not stop at the formulation of curriculum objectives, but is realised through the pesantren culture as a hidden curriculum that links all aspects of educational management. As such, the pesantren culture serves as a key instrument in producing graduates who are not only academically outstanding, but also possess religious character, discipline, independence and a sense of responsibility—qualities that will serve them well in their lives within society.

Integration of Santri Potential Development

The research findings indicate that the integration of the national curriculum and the pesantren curriculum is not solely focused on the acquisition of knowledge and character building, but is also aimed at developing the students' potential through a range of activities focusing on leadership, organisation, life skills, entrepreneurship and community service. The development of these potentials is designed as an integral part of the curriculum, thereby serving as a means for students to develop the personal, social and vocational skills required for life in society.

At the planning stage, the development of students' potential has been addressed through the design of programmes focusing on skills, leadership, organisation and entrepreneurship as part of the boarding school's educational objectives (Fadla & Moh., 2025). Furthermore, during the organisational phase, the pesantren establishes various platforms for personal development, such as student organisations, boarding house management committees, cooperatives, and activity groups that provide students with opportunities to learn leadership and teamwork skills (Suherman & Cipta, 2024). During the implementation phase, students are actively involved in organisational activities, skills training, cooperative management, entrepreneurship practice, teaching younger students, and community service activities (Abrori et al., 2026). Meanwhile, during the evaluation stage, the success of developing the students' potential is measured not only by their academic achievements, but also by their sense of responsibility, leadership skills, teamwork, independence and contributions to all activities at the Islamic boarding school (Mi'raj, 2024).

This finding is in line with the concept of life skills education put forward by UNESCO, which states that education must develop personal, social, academic and vocational skills so that learners are able to cope with life's various challenges (Unesco, 2022). Furthermore, these findings also support the concept of holistic education, which views learners as individuals who develop holistically through a balance of intellectual, emotional, spiritual and social aspects, as well as practical skills (Gosić, 2025). In the context of Islamic boarding schools, the development of students' potential does not take place in isolation from the learning process, but forms part of their daily lives through organisational, leadership, entrepreneurial and community service activities that are integrated into the culture of the boarding school (Janingsih et al., 2025).

Based on these findings, this study demonstrates that the integration of santri potential development is an important part of the integration of the national curriculum and the pesantren curriculum. Through a variety of authentic learning experiences, Islamic boarding schools not only produce graduates who are well-versed in academic knowledge and possess religious character, but who also have leadership skills, life skills, an entrepreneurial spirit and a sense of social responsibility—all of which equip them to navigate the dynamics of community life.

Integration of Education Governance

c The research findings indicate that the integration of the national curriculum and the pesantren curriculum is supported by well-planned and sustainable educational governance. This governance is

implemented through consultations on curriculum development, monitoring of teaching and learning, the application of mastery learning, reporting on students' progress to parents, and ongoing evaluation as part of the educational quality assurance system. Consequently, curriculum integration is not only focused on the learning process, but also on the management mechanisms that ensure the achievement of educational objectives.

At the planning stage, curriculum development is carried out through consultations involving kyai, ustadz and pesantren administrators to align the national curriculum with the educational needs of the pesantren. Furthermore, during the organisational phase, learning is monitored through coordination between teachers, religious instructors, boarding house staff and the boarding school management in overseeing the academic and character development of the students. During the implementation phase, the principle of mastery learning is applied, whereby students are required to have fully mastered the material or text before moving on to the next topic, so that each learning outcome fully meets the competency standards. During the evaluation stage, the students' academic and personal development is documented in educational reports which are sent to parents as a form of accountability and partnership in the students' development. This entire process forms a continuous quality assurance mechanism.

These findings are consistent with management theory George R. Terry (2014) which explains that the success of an organisation is determined by the integration of the functions of planning, organising, implementing and monitoring in achieving the organisation's objectives. Furthermore, the implementation of monitoring, ongoing evaluation and curriculum improvement also reflects the principles of Total Quality Management (TQM), which emphasise continuous improvement, the involvement of all parts of the organisation, and a focus on stakeholder satisfaction (Sallis, 2002). In the context of Islamic boarding schools, the involvement of kyais, ustadz, santri and parents demonstrates that quality assurance is not merely the responsibility of the institution, but is a collaborative process that supports the improvement of graduates' quality.

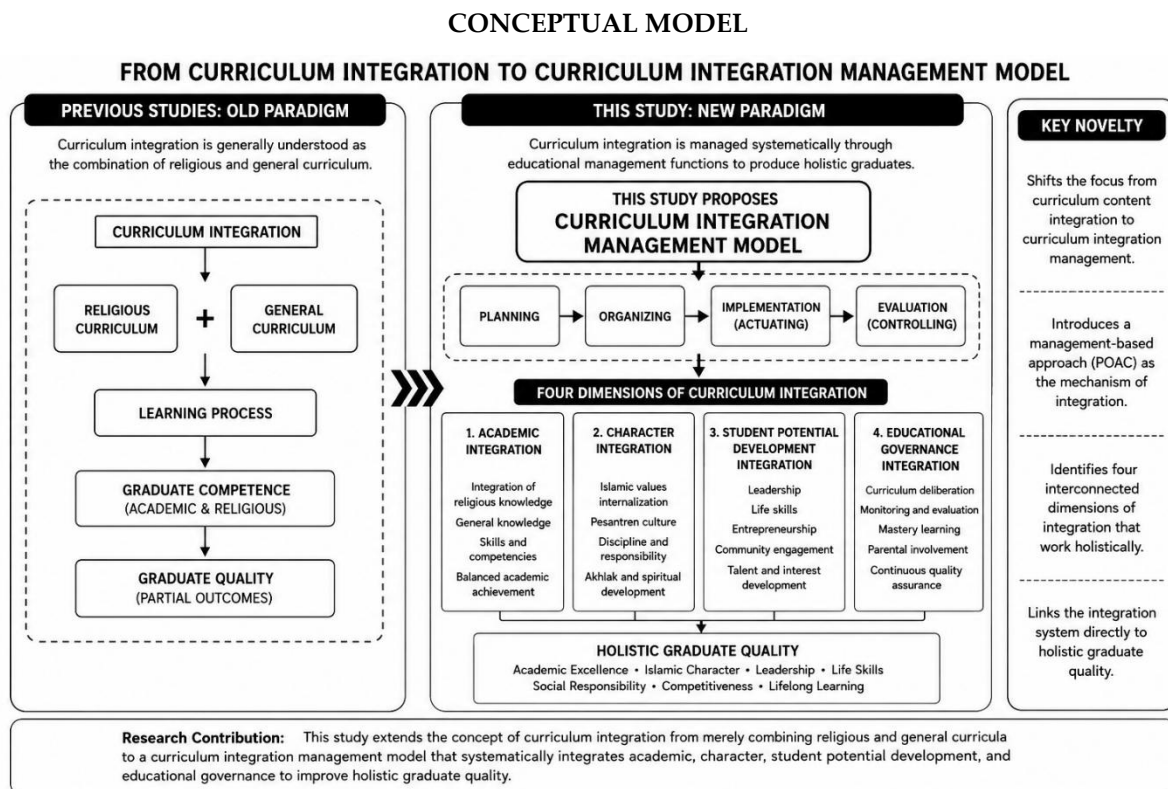
Based on these findings, this study demonstrates that the integration of educational governance is a key factor in ensuring the sustainability of the integration between the national curriculum and the pesantren curriculum. A collaborative, adaptive and quality-oriented governance framework enables the planning, implementation and evaluation processes to operate synergistically, thereby producing graduates who are not only academically and religiously outstanding, but also capable of meeting the demands of a changing society.

A Conceptual Model of Curriculum Integration Based on Educational Management

Curriculum integration is achieved through educational management mechanisms that systematically integrate the functions of planning, organising, implementation and evaluation, so that all components of the curriculum are interconnected in achieving educational objectives. Consequently, the success of curriculum integration is determined not only by the content of the integrated curricula, but also by the effectiveness of managing the curriculum as a coherent system.

An analysis of the overall research findings indicates that these management mechanisms consistently give rise to four main dimensions of curriculum integration, namely academic integration, character integration, integration of santri potential development, and integration of educational governance. Academic integration is achieved through the integration of religious studies, general studies and practical skills; character development is fostered through the internalisation of Islamic values and pesantren culture; The integration of potential development is achieved through organisation, leadership, life skills, entrepreneurship and community service; whilst the integration of governance is built through curriculum consultation, monitoring, mastery learning, reporting to parents and continuous quality assurance. These four dimensions interact with one another and form an educational system that produces graduates with academic competence, religious competence, Islamic character, leadership skills, life skills and a sense of social responsibility.

These findings offer a new perspective: that curriculum integration in Islamic boarding schools should not be understood merely as the integration of curriculum content, but rather as the integration of curriculum management systems. This perspective broadens the concept of curriculum integration by positioning the management function as a mechanism that links the various dimensions of learner development within a single, integrated education system. Therefore, this study proposes a Conceptual Model for the Integration of the National Curriculum and the Pesantren Curriculum Based on Educational Management as a conceptual contribution that explains the relationship between curriculum management functions, the dimensions of integration, and the holistic improvement of graduate quality. The conceptual model is shown in Figure 1.



(The infographic was created by the author using artificial intelligence)

Figure 1. Conceptual Model of the Integration of the National Curriculum with the Pesantren Curriculum Based on Educational Management

This conceptual model demonstrates that the integration of the national curriculum and the pesantren curriculum takes place through curriculum management mechanisms (planning, organising, implementing and evaluating), which systematically give rise to four dimensions of integration: academic, character, the development of students' potential, and educational governance, serving as the foundation for fostering the holistic quality of graduates.

4. CONCLUSION

The research findings indicate that the integration of the national curriculum and the pesantren curriculum at Pondok Pesantren Daarul Muttaqin and Pondok Pesantren Al Mansyuriyah is not merely achieved through the combination of general and religious subjects, but has been developed as a model for integrated curriculum management that is implemented systematically through the functions of planning, organising, implementation and evaluation. These four management functions form an interconnected mechanism for aligning objectives, curriculum structure, the learning process and the

assessment system, thereby supporting the continuous improvement of graduate quality.

This study identifies four key dimensions that form the core of curriculum integration, namely academic integration, character integration, integration of santri potential development, and integration of educational governance. Academic integration is achieved through the integration of religious studies, general knowledge and practical skills; character development is fostered through the internalisation of Islamic values and pesantren culture; the development of students' potential is realised through organisational skills, leadership, life skills and entrepreneurship, and community service; whilst the integration of governance is achieved through curriculum consultation, monitoring, mastery learning, reporting to parents, and ongoing quality assurance. These four dimensions complement one another in producing graduates who possess academic competence, religious competence, Islamic character, leadership skills, life skills and social awareness.

The findings of this study broaden our understanding of curriculum integration in Islamic boarding schools, which has hitherto been understood primarily as the combination of the national curriculum and the religious curriculum. This study shows that the success of curriculum integration is determined by curriculum management mechanisms capable of integrating academic aspects, character development, the development of students' potential, and educational governance into a single, cohesive system. Based on these findings, this study proposes a Conceptual Model for the Integration of the National Curriculum and the Pesantren Curriculum Based on Educational Management as a conceptual contribution that enriches the study of curriculum management in pesantren-based educational institutions.

In practical terms, this conceptual model can serve as a guide for designing, implementing and evaluating curriculum integration in Islamic boarding schools and other faith-based educational institutions. Meanwhile, from a theoretical perspective, this study confirms that curriculum integration should not be understood merely as the integration of curriculum content, but also as the integration of the education management system, linking management functions with the holistic development of graduates' competences. Consequently, the resulting model has the potential to serve as a reference for policy development and further research into curriculum integration management, with a view to improving the quality of graduates.

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