ISLAMIC EDUCATION INNOVATION: Integration of Pesantren and Schools Curriculum

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Keywords:	ABSTRACTS
Islamic Education, Pesantren Curriculum, School Curriculum	**Background:** The integration of Islamic education curricula in Pesantren and formal schools presents significant challenges, particularly when trying to reconcile distinct educational structures. **Purpose:** This study investigates the integration process at Baitul Aziz Pesantren in Bandung, exploring the patterns of curriculum integration and identifying obstacles encountered during its implementation. **Method:** Using a qualitative approach and case study methodology, data was gathered through interviews, observations, and document analysis, with the Miles and Huberman model applied for data analysis. **Result:** The findings reveal that the integration process occurs in three stages: (1) Planning, which includes aligning curriculum objectives, reconciling content differences, and customizing learning materials; (2) Implementation, which integrates school and Pesantren academic calendars and curricular content; and (3) Supervision, characterized by regular meetings and evaluations of both educators and activities. **Conclusion:** This research contributes to understanding how Islamic education curricula in Pesantren and formal schools can be successfully integrated, offering insights into the development of effective curriculum management strategies for educational institutions in Indonesia.

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A. INTRODUCTION

Education is the process of changing one's attitude and behaviour to mature human beings through training and instruction. According to the applicable law, education is a conscious and organized effort to create a learning and learning atmosphere so that students actively develop their own abilities to still have religious spiritual strength, self-control, personality, intelligence, and noble, and necessary morals. Skills for yourself, society and nation with Islamic education (Schunk, 2015; Winfred F.Hill, 2012) National education works in the context of education for the life of the nation in the development of skills and the formation of a dignified personality and civilization of the nation. The complexity of educational goals also requires complex implementation. The purpose of education in Indonesia can be divided into two aspects, namely the worldly aspect and the afterlife aspect. If these two aspects are carried out separately, then the overall curricular objectives will not be carried out as they should (bin Baba, 2018; BRUNER et al., 1977; Sisman-Ugur & Kurubacak, 2019).

Pesantren has been standing tall to provide religious knowledge and skills for Santri focusing on studying religious knowledge that is relevant to the values of Islamic and factual foundations (Mukti et al., 2022; Tabroni et al., 2023). Starting from the Dutch colonial era, the old order, the new order, and the reform, pesantren have always coloured and contributed to Indonesian education (Ading Kusdiana, 2014; Mas'ud et al., 2002). Strategically, pesantren can educate good people in faith, knowledge, and charity through their existence and struggle. This has been proven in the history of Indonesia, which has produced politicians, scientists, and scholars who work in various fields according to their disciplines, both local, regional, national, and even international.

Pesantren which are famous for its educational programs have unique characteristics (Imam Tabroni & Wahyudin, 2022). Starting from a simple and ascetic lifestyle to specific educational traditions. The tradition of this pesantren has always been maintained and maintained very carefully so that it remains pure until now. The Pesantren system has also changed over time. Some use the traditional system, change to semi-modern, and then return to the modern system (Apriyanto & Hidayati, 2022; Syarif, 2018; Tabroni et al., 2023).

Pesantren is the oldest educational institution in Indonesia, with the mosque as the centre and the kiai as the central figure it adheres to. It is a cultural heritage. One aspect that affects the success of education is the curriculum. The curriculum is a component that plays a strategic role in the education system. Curriculum is a system of learning programs used in schools to achieve institutional goals. Therefore, the curriculum plays an important role in the formation of high-quality schools. This is an effort to prepare Indonesians to develop a resilient democratic life in the era of globalization and information technology. So far, several national education programs have been updated consistently (Zuhri, 2016).

The curriculum is a very important part of education (Herman, 2009; Truax et al., 2021). Curriculum management at the school or unit level must be coordinated and integrated by the management of the institution, as this is one of the factors that affect the success of the curriculum. As a form to overcome this problem, school educational institutions must find innovative and creative solutions. There are alternatives to the development of integrated schools that integrate pesantren and pesantren that emphasize academics, religion, ethics, responsibility, and independence. Therefore, the curriculum must include all components of the objectives simultaneously, without

separating the objectives or enabling their implementation (Chamisijatin & Permana, 2020; Gunawan, 2012; Karim, 2016).

The integrative curriculum is a combination of first grade with other classes so that it becomes a whole unit. The goal is that the education work runs effectively and meets expectations. The curriculum must be inclusive because it combines lessons from different subjects. The focus of integration is problems that require solving material or other problems. An integrative curriculum is when the curriculum is combined with other curricula so that it becomes a whole unit. The goal is for educational activities to run well and by expectations. The integrated curriculum seeks to combine lesson materials from different types of lessons. This is done by focusing on a specific subject, for example, a subject with a specific problem that requires a solution from the material or various other topics (Heryadi et al., 2023; Kusumawati & Nurfuadi, 2024; Laili Mas Ulliyah Hasan et al., 2024).

One of the Islamic educational institutions that implements the integrated curriculum pattern is the Baitul Aziz Pesantren and the school. This pesantren is under the auspices of the Foundation. Pesantren and schools are one governance in one foundation that has the complexity of combining between institutions under them. Although at this time it is still able to survive until now. Referring to some of these indicators, the author is interested in studying further with the integration of the Pesantren and Formal School Curriculum. The results of the study have been able to provide sufficient information so that it can make a constructive contribution to the integration of the Islamic education curriculum in Pesantren and schools.

The implementation of this research is aimed at obtaining data and producing conclusions on the integration of the Pesantren and School curriculum at SMK Baitul Aziz Bandung. The research on the Integration of Formal Schools and Pesantren Curriculum was carried out at the Baitul Aziz Pesantren Bandung. This pesantren is one that integrates the curriculum of Pesantren and Schools Qualitative approaches and case study methods are used as tools to conduct this research (Creswell, 2014; Creswell & Guetterman, 2020). The integration of the Pesantren curriculum with the School is very complicated. Requires in-depth and final data. Therefore, this research method is very suitable to use.

The data collection process is carried out through checking data derived from observations, interviews, and documentation. Furthermore, the results of the interview were then checked by the researcher with the results of the observations made by the researcher during the research period to find out how the integration of the curriculum of Pesantren and Formal Schools at SMK Baitul Aziz Bandung and the extent of success and implications for the school. The next step focuses on the data obtained to be done thematically, descriptively, and well-categorized. Any data that has the same, different and specific views from several sources is analyzed and decided. The data is analyzed until a conclusion is produced, then discussed with the number of naras to obtain an understanding of the existing data (Miles & Huberman, 1994). This method was used by the author to explore data relevant to the research topic, namely about the Integrated Management of the Pesantren and SMK Baitul Aziz Bandung curriculum.

B. METHOD

This study employs a qualitative research design, specifically a case study approach, to explore the integration of Islamic education curricula at Baitul Aziz Pesantren in Bandung. The case study method is chosen due to its ability to provide a detailed and contextualized understanding of complex phenomena within real-life settings (Yin, 2018). The research focuses on the interplay between the Pesantren's Islamic education system and the formal school curriculum, aiming to identify key factors influencing the integration process. A case study approach allows for in-depth exploration of both the planning and implementation stages of curriculum integration, providing valuable insights into how these two educational systems can work together effectively.

Data were collected through a combination of semi-structured interviews, participant observations, and document analysis. Interviews were conducted with key stakeholders, including school administrators, teachers, and educational staff, to capture their perspectives on the integration process and the challenges faced. The interviews were designed to elicit detailed responses regarding the alignment of educational goals, curriculum development, and the practical application of integrated teaching methods. Additionally, direct observations of the teaching and learning activities within both the Pesantren and the formal school settings provided firsthand insight into the implementation of the integrated curriculum. Finally, documents such as curriculum guides, planning materials, and assessment reports were analyzed to complement the qualitative data and provide a comprehensive view of the integration process.

Data analysis followed the Miles and Huberman (1994) model, which involves three main stages: data reduction, data display, and conclusion drawing/verification. During the data reduction phase, irrelevant or extraneous information was discarded, ensuring that only the most pertinent data related to the research objectives were included. The data display phase involved organizing the data into themes and categories, allowing for a clearer understanding of the patterns that emerged. Finally, conclusion drawing and verification involved interpreting the findings and comparing them with existing literature to assess the validity of the proposed integration model. This approach allowed for a systematic exploration of the integration process, providing both a holistic and detailed understanding of the challenges and successes encountered.

C. RESULT AND DISCUSSION

The data collected by researchers to support the study is referred to as a special data description. The following school conditions are related to the merger of the Pesantren curriculum with the formal school curriculum management of the integration of the Pesantren curriculum and Baitul Aziz Vocational School through planning, organizing, implementing, and supervising the curriculum in the two institutions. To achieve the school's goals, management uses management techniques and principles (Bush, 2020; H., 2011). School management relies on theory, experience, and the senses. School management cannot be considered a pure science because it is a combination of art and science (Apriyanto & Hidayati, 2022; Stone et al., 2023). Unlike other natural sciences, physics, or exact sciences, school management can be considered an uncertain or pseudo-science (Sims, 2023).

In the planning step, the school has set a vision and mission to expand the teaching of Islam religion. Through the help of the curriculum team of pesantren and schools, the principal prepares an activity plan for the implementation of the curriculum In organizing the integration of the curriculum of pesantren and formal schools in Islamic education, the division of teaching related books is by their respective class levels. In the process of implementing the curriculum of the integration of pesantren and formal schools in Islamic religious education, it can be seen that some learning related to Islamic religious education is carried out by integrating the curriculum of pesantren and formal schools (Ahmad et al., 2023; Mansyuri et al., 2021).

Regarding supervision in the curriculum of the integration of pesantren and formal schools in learning at SMK Baitul Aziz Bandung, it is known that schools have internal supervisors in the school, namely the principal and external supervisors who supervise the development of curriculum integration in accordance with the division of their respective duties. Baitul Aziz Pesantren is an educational institution that concentrates on the Qur'an memorization program and Islamic abominations, there is also a Baitul Aziz Bandung Vocational School. SMK Baitul Aziz Bandung also has a fairly high potential in the field of Qur'an Memorization, this is supported by the ability of its coaches and trainers who have been trained in their fields.

Almost every year, SMK Baitul Aziz Bandung has always won a championship in the field of Qur'an Memorization, both at the level and at the district level. Students are expected to have useful *life skills* and be able to apply them in society and the world of Education. So that the hope of the community to produce a generation that can adapt to the development of the times will be realized, namely critical, creative, devotional to God Almighty and noble and globally diverse. All student activities are centralized in the central boarding school, and all these limitations, do not discourage the management from continuing to strive to provide the best for the students, both in terms of material and material.

Curriculum planning is a process in which participants at many levels make decisions about learning objectives, how to achieve those goals through teaching-learning situations, and the study of the effectiveness and significance of the method. The results of this curriculum planning management process, the results of research include two scopes; the first is the formulation of curriculum objectives and the second is the organization of curriculum content because these two things are considered very important in the managerial process of curriculum planning. Some of the results of this

study, it is then discussed with related theoretical studies (Bush, 2020; Duhan et al., 2017; Winkler, 2010).

Curriculum Objectives, From the research that has been carried out, at SMK Baitul Aziz Bandung it was found that the results of the research are first, the elaboration of the goals of the school curriculum, second is the elaboration of the goals of the pesantren curriculum and the third integration of the two goals of the school and pesantren curriculum. The purpose of the school curriculum was developed from the vision and mission of the pesantren Like the pesantren, SMK Baitul Aziz Bandung has its curriculum. All SMK students are pesantren students, the existence of a madrasah in the pesantren is a characteristic of SMK Baitul Aziz Bandung which is also its advantage and attraction. The results of the study show that the goals of the school curriculum are developed from the curriculum goals of pesantrens. The content of the school curriculum is developed by referring to the objectives of the pesantren curriculum. Then the goals of the school curriculum itself are formulated by developing them from the goals of the pesantren curriculum. So, the goals of the pesantren curriculum and the existence of its institutions were formed to succeed in achieving the goals of the pesantren curriculum (Lucia Maduningtias, 2022; Umairah Sari Syarifah Hidayani, 2023).

An integrative curriculum means combining the school curriculum and the pesantren curriculum. This form of integrative curriculum allows the management of the school curriculum with the pesantren curriculum without combining or merging the subject matter of formal education institutions that integrate their education system with pesantren, having two forms of integration, namely institutional integration and curriculum integration (Farisi, 2024). Institutionally, the school institution is within the pesantren environment. This requires a combination of management, and institutional regulations, where the school must comply with all regulations given by the pesantren. Likewise, the curriculum that is developed must support the pesantren curriculum (Amaliyah et al., 2024).

This third research shows that the curriculum goals of schools and pesantren are integrated. The goal is to provide students with knowledge of Islamic *tsaqofah*, provide them with knowledge of science and technology, and help them develop their potential to become independent and professional students education in the school is taught regularly in the classroom from 07.00 AM to 12.00 WIB. Religious education in Pesantren is taught regularly in the classroom and the afternoon. The development of *ubudiyah* and the formation of good relationships between students and fellow students and students with their teachers are part of the development of integrated religious skills (Heryadi et al., 2023; Kusumawati & Nurfuadi, 2024).

The purpose of the curriculum of schools and Pesantren that are integrated into the same mission shows that the goals of Islamic education include all things: mastery of religious knowledge (regular materials and religious majors), mastery of general knowledge (language, nature, and social), and internalization of Islamic spiritual values. This form of integration is included in the second model, namely the education system and pesantren traditions are integrated into the higher education implementation system (formal education pen.) to produce graduates who are intellectuals and scholars who are intellectuals. The pesantren established the school to create a strong religious atmosphere in the school and the students, besides that the existence of the pesantren also functions to deepen the mastery of other non-religious

materials and religious materials themselves so that they can be absorbed better (Ahmad et al., 2023; Farisi, 2024).

The similarity of the curriculum goals of schools and pesantren in its mission gives an idea that SMK Baitul Aziz Bandung integrates pesantren institutionally and in its educational curriculum. Both committed to general science and religious science with different emphases, this integration is aimed at producing graduates who are intellectuals and scholars, as well as intellectuals scholars. Integrated the curriculum of schools and pesantren to benefit students to obtain three diplomas. They are the National Diploma, the Diploma, and the Tahfizh Diploma. The following will be presented with findings and discussions of curriculum integration in terms of planning, implementation, evaluation, constraints, and graduate competency standards (Bush, 2020; Ledeen, 2007; The John Adair, n.d.).

The learning plan of SMK Baitul Aziz Bandung consists of a Syllabus and a Learning Implementation Plan that is prepared according to the provisions, which are easy to understand. The steps of learning activities describe the overall activities that will be carried out in the learning activities. In learning activities, the growth and strengthening of the Pancasila Student Profile is also integrated, Assessment is the process of measuring achievement during the learning process. This assessment includes aspects of attitudes, knowledge and skills. The learning context that took place showed that SMK Baitul Aziz Bandung was able to set a standard learning strategy to be applied by teachers in each subject. The standard learning strategies are set based on principles to provide a meaningful learning experience by involving understanding all parts of the concepts learned and related to each other. This strategy is expected to make learning active, and constructive, and involve students in the learning process (Tabroni & Karlina, 2022).

The pesantren curriculum is indeed designed to support the school curriculum, but it is created differently from the way parts of the educational curriculum are designed, both in schools and in pesantren. In other words, the content of the pesantren curriculum is part of the effort to achieve the goals of the school curriculum and automatically supports the vision and mission of the school-pesantren The academic team designs the curriculum and the principles are the basis of the consultant. Pesantren use religious curriculum materials, while vocational schools supervised by the Ministry of Education and Culture use general knowledge materials (Lucia Maduningtias, 2022; Mansyuri et al., 2021).

The next discussion is the organization of the curriculum. Curriculum organization is a pattern or design of curriculum materials whose purpose is to make it easier for students to learn the subject matter and make it easier for students to carry out learning activities so that learning goals can be achieved effectively. One of the goals in the development of the new curriculum is so that it can be developed in accordance with the current development and needs of society. In curriculum development, where curriculum development is needed to improve or perfect a curriculum that will be developed by the central government, local governments, or schools, a curriculum development template is needed (Burhanuddin, 2022). The results of the research on Baitul Aziz Bandung School and Vocational School have three findings in several aspects, namely the first organization of the content of the school curriculum, the second organization of the content of the pesantren curriculum and the third integration in the organization of the school and pesantren curriculum.

The implementation of the integrative curriculum of schools and Pesantrenat the Baitul Aziz Pesantren is the implementation of curriculum planning that has been carried out previously. The objectives, content/content and organization of the curriculum that have been compiled are then carried out in the form of learning by teachers. From the curriculum planning document, it is then developed into the implementation program of the school curriculum and pesantren. From the program, it is carried out in the form of learning in the field of study and other activities.

The discussion of the implementation of this curriculum is limited to the actions taken by the principal and his staff and the head of the pesantren with the assistance of other administrators who show supervision activities for the implementation of the curriculum in the pesantren and school. SMK Baitul Aziz Bandung, the principal of the school, performs its function as a learning supervisor and identifies the problems experienced by teachers in their learning activities. SMK Baitul Aziz is ready to create a strong young generation in the fields of religious science, general science, noble character, cultured and able to face the challenges of the times that continue to develop rapidly. This is realized because of the vision and mission.

Supporting factors are all factors that encourage, support, facilitate, support, help, accelerate and so on for something to happen. What is meant by inhibiting factors is all types of factors that inhibit (make it slow) or even hinder and prevent the occurrence of something. These factors include: (1) Pesantren caregiver policies, (2) Pesantren-based curriculum, (3) Schools are located in pesantren environments, (4) The role of educators and students (Farisi, 2024; Heryadi et al., 2023; Kusumawati & Nurfuadi, 2024).

D. CONCLUSION

This study investigates the integration of Islamic education curricula at Baitul Aziz Pesantren and its affiliated formal school, highlighting the complexities and challenges encountered during the process. The research reveals that successful integration involves a multi-stage approach, encompassing curriculum planning, implementation, and supervision. At the planning stage, alignment of the educational objectives between the Pesantren and formal school curricula is crucial. In the implementation phase, synchronization of academic calendars and teaching materials across both institutions plays a pivotal role in ensuring coherence. Furthermore, continuous supervision, through regular meetings and evaluations, is essential for maintaining the effectiveness of the integrated curriculum.

The findings underscore the importance of collaboration between Pesantren administrators and school leadership in managing the integration process. By aligning the goals of both educational systems, the integration model at Baitul Aziz Pesantren fosters a more holistic educational experience, blending religious and general education. However, challenges related to curriculum content, teaching methodologies, and resource allocation remain. These obstacles must be addressed to enhance the overall effectiveness of the integration process.

This study contributes to the growing body of literature on curriculum integration, particularly within the context of Islamic education in Indonesia. It provides valuable insights for educational policymakers and practitioners seeking to implement integrated curricula in Pesantren and formal schools. Future research could further

explore the long-term outcomes of integrated curricula on student performance, as well as the role of human resources and infrastructure in supporting such integration. Moreover, investigating similar integration models in other regions could help refine and expand the applicability of these findings in diverse educational settings.

E. SUGGESTIONS AND ACKNOWLEDGMENTS

The above findings provide opportunities for improvement for the integration of the Islamic Education Curriculum in Pesantren an Baitul Aziz Vocational Schools. There are still inadequate facilities and infrastructure. This shortcoming leads to a weak acceleration of curriculum integration. Adequate human resources in pesantren managers participate in adding to the complexity of this integration. There are still differences of opinion regarding teaching materials, methods, and evaluations in each pesantren and vocational school curriculum. In addition, there is still unstable financing for the implementation of the integration of the curriculum of these two institutions. Each is still unclear about the allocation of funds needed each year. This recommendation provides an overview of the management of the integration of the curriculum of the two institutions that still need periodic improvement and the involvement of competent parties in their respective fields. For the next researcher, this theme is very interesting if further research is carried out for the development of curriculum integration in the aspects of financing and human resources.

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