
Integration of Madrasah Curriculum Management with Pesantren Curriculum to Enhance Religious Moderation at Pondok Pesantren Darul Musthofa NW West Lombok

Taupan Jayadi*, Fathul Maujud, Muhammad Thohri

Manajemen Pendidikan Islam, Pascasarjana Universitas Islam Negeri Mataram, Indonesia

*Corresponding Author: najlaameliataupan@gmail.com

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Abstract: This study investigates the integration of madrasah and pesantren curricula to enhance religious moderation at Pondok Pesantren Darul Musthofa NW West Lombok. The research aims to assess how curriculum integration can foster religious moderation among students. Employing a qualitative approach, the study uses interviews with pesantren leaders, observations, and document analysis to gather primary and secondary data. Data analysis includes collection, presentation, reduction, and conclusion drawing, validated through source, method, and time triangulation. The findings indicate that integrated curriculum planning at Darul Musthofa NW encompasses several key processes: First, Needs Analysis, addressing institutional needs (vision, mission, human resources, and learning resources), teacher needs, and student needs; Second, Educational Goals, focusing on developing students with strong faith, scientific knowledge, and moral values, while promoting a respectful and tolerant learning environment; Third, Curriculum Flexibility, adapting to societal knowledge needs within the pesantren context; and Fourth, Teacher Collaboration, involving inter-subject cooperation, routine meetings, joint training, and professional development. The implementation includes: First, madrasah-level curriculum preparation and extracurricular activities; Second, class-level curriculum emphasizing religious moderation in Islamic subjects; and Third, teaching methods such as classical-khalaqah, mudzakah, memorization, and Qiroati. Evaluation methods use the EKOP model for assessing students and teachers, with additional assessments through national exams and pesantren tests. This integration enhances students' religious moderation and provides a comprehensive educational framework.

Keywords: Curriculum, Integration, Madrasah, Pesantren, Religious Moderation

INTRODUCTION

Integration of madrasah curriculum management involves uniting various aspects of curriculum planning, implementation, and evaluation to create an effective and coordinated learning experience. This includes curriculum planning, which involves setting learning objectives, competencies to be achieved, and selecting instructional materials and methods (Nalbantoğlu & Bümen, 2024). During implementation, the curriculum is applied through classroom management and the use of educational resources. Curriculum evaluation assesses the achievement of learning goals and makes necessary improvements (Carlson et al., 2024). Additionally, professional development for teachers and coordination among different sections within the madrasah are crucial components of curriculum management (Campbell et al., 2024).

Integrating madrasah curriculum management with pesantren curriculum aims to combine the usually separate curricula to support a holistic educational goal. This involves synchronizing educational objectives, developing an integrated curriculum, and fostering collaboration between madrasah and pesantren in curriculum planning and implementation (Dempsey, 2023). The process also includes managing and implementing the integrated curriculum effectively and evaluating the impact of the integration on educational outcomes (Tröhler, 2023). This integration seeks to create a harmonious learning environment that supports both academic and spiritual development of students in a balanced manner (Chitiga et al., 2023).

The integration of madrasah curriculum management with pesantren curriculum represents a strategic approach to enhance religious moderation at Pondok Pesantren Darul

Musthofa NW West Lombok. Education in pesantren focuses not only on religious teachings but also on character development and understanding of religious moderation. By integrating madrasah and pesantren curricula, it is hoped that a balance between religious knowledge and general sciences can be achieved, promoting better tolerance and understanding among students. This research is highly relevant given the complex global challenges in maintaining and enhancing religious moderation. Amidst rising extremism and intolerance, education emphasizing religious moderation is crucial. Pondok Pesantren Darul Musthofa NW West Lombok, as an Islamic educational institution, plays a key role in shaping moderate understanding among students. Integrating the curriculum is expected to enhance the effectiveness of education in achieving this goal.

The main issue addressed in this research is how to integrate madrasah and pesantren curriculum management to support religious moderation. Often, madrasah and pesantren curricula operate separately, leading to a lack of synchronization in education. This can hinder the achievement of comprehensive religious moderation goals. This research aims to identify ways to integrate curricula that can enhance religious moderation and address existing discrepancies. Previous studies have shown that curriculum integration in Islamic education can improve learning quality and support better character development. Some research has explored curriculum integration at the madrasah and pesantren levels, but few have focused on its impact on religious moderation. This study seeks to fill this gap by focusing on the specific context of Pondok Pesantren Darul Musthofa NW West Lombok.

The proposed solution in this research includes developing a holistic curriculum integration model, involving comprehensive planning, implementation, and evaluation. While there have been attempts to integrate curricula, gaps remain in effective implementation and ongoing evaluation. This research aims to provide practical solutions and strategies to address these gaps. This research is expected to make a significant contribution to the field of Islamic education by offering an effective curriculum integration model to enhance religious moderation. Additionally, the findings can serve as a reference for other educational institutions in adopting similar approaches to

promote tolerance and understanding among students.

METHOD

Research Design

This study adopts a qualitative research design to explore the integration of madrasah curriculum management with pesantren curriculum and its impact on enhancing religious moderation (Cissé & Rasmussen, 2022). A qualitative approach is used to provide a comprehensive and descriptive understanding of how curriculum integration can foster religious moderation in the context of Pondok Pesantren Darul Musthofa NW West Lombok (Nasri, 2023a).

Data Collection

Primary data will be collected through semi-structured interviews and observations. Interviews will be conducted with key informants, including the head of the pesantren to understand the strategic vision and goals behind curriculum integration, teachers to gain insights into the practical aspects of implementing integrated curricula, and students to gather their perspectives on how the integrated curriculum affects their understanding and practice of religious moderation (Creswell & J. David Creswell, 2022, p. 56). Observations will be made in classrooms and during extracurricular activities to see how the integrated curriculum is applied in practice, including teaching methods, student engagement, and the use of curriculum materials (Barrett & Twycross, 2018). Secondary data will be gathered through a review of relevant documents (Gill et al., 2008). This includes analyzing curriculum guidelines from both madrasah and pesantren to identify points of integration and overlap, examining previous reports, evaluations, and feedback related to curriculum implementation and religious moderation, and reviewing educational policies related to curriculum management and integration (Moser & Korstjens, 2018)

Data Analysis

Data will be collected and organized into categories for analysis. The data presentation will be descriptive, highlighting key themes and patterns related to curriculum integration and its impact on religious moderation (Mihās, 2023).

Data reduction will involve summarizing significant findings from interviews, observations, and document reviews to focus on the most relevant aspects (Schwandt, 2021). Conclusions will be drawn based on the analyzed data, assessing how effectively the integration of madrasah and pesantren curricula enhances religious moderation by evaluating the alignment of curriculum objectives with the goals of promoting religious tolerance and understanding (Davis et al., 2024).

Validity and Reliability

To ensure validity and reliability, triangulation will be used. Source triangulation will involve using multiple data sources (interviews, observations, and documents) to provide a comprehensive understanding and cross-check findings (Nagashima et al., 2024). Method triangulation will involve combining different data collection methods to validate results. Time triangulation will ensure consistency by gathering data over different periods (Jansen et al., 2022).

Ethical Considerations

Ethical considerations include obtaining informed consent from all participants, ensuring their privacy by anonymizing data, and maintaining transparency in reporting the research process and findings (Miller et al., 2023). This approach will help in accurately and honestly presenting the results of the study on how integrating madrasah and pesantren curricula can enhance religious moderation at Pondok Pesantren Darul Musthofa NW West Lombok (Sagitova et al., 2023).

RESULT AND DISCUSSION

Results

The research findings indicate several key aspects of curriculum integration at Pondok Pesantren Darul Musthofa NW.

1. Curriculum Planning

Curriculum Planning at the pesantren involves three primary processes. The first process is the Needs Analysis, which includes evaluating institutional needs, such as understanding the vision and mission of the institution, readiness of human resources, and the adequacy of learning resources. This is followed by analyzing the needs of teachers, focusing on

the support and requirements necessary for effective curriculum delivery, and assessing student needs to tailor the curriculum to their academic and developmental requirements. The second process involves defining the Educational Objectives aimed at developing students who are knowledgeable in science and technology, possess strong faith and religious understanding, and exhibit good moral behavior (Firouzbakht et al., 2024). The curriculum also seeks to create a learning environment that respects differences and promotes tolerance. The third aspect is Curriculum Flexibility, which ensures that societal knowledge needs are addressed while operating within the pesantren environment. This flexibility allows adjustments to meet evolving educational demands. Additionally, Teacher Collaboration is emphasized through cross-subject collaboration, regular meetings, joint training sessions, professional development, and the design of joint evaluations (Cook et al., 2012).

2. Curriculum Implementation

Curriculum Implementation at the pesantren includes several key elements. At the madrasah level, it involves the development of lesson materials and the utilization of activities such as mudzakah (religious study circles) and extracurricular activities to support curriculum goals. At the class level, the curriculum focuses on content determination, including Islamic education based on moderation values, Islamic history emphasizing moderation principles, and Fiqh and Sufism instruction rooted in moderation. Various teaching methods are employed, such as classical teaching (klasikal-khalaqah), mudzakah, memorization techniques, and Qiroati (reading skills).

3. Curriculum Evaluation

The Curriculum Evaluation process includes several components. Evaluation design involves selecting methods that encompass assessments for both students and teachers using the EKOP model (Evaluation of Quality and Learning Outcomes). Teacher evaluations cover core competencies, including pedagogical skills, personality, social abilities, and professional attributes. For student evaluation, assessments include national exams (UN), Islamic national exams (UAMBN), and school-based national exams (USBN) at the madrasah level, as well as oral and written tests for pesantren program evaluations conducted after national exams.

These results provide a comprehensive overview of how Pondok Pesantren Darul Musthofa NW integrates and evaluates its curriculum to promote religious moderation and enhance educational outcomes.

Discussion

The results of this study on curriculum integration at Pondok Pesantren Darul Musthofa NW offer valuable insights into how a combined madrasah and pesantren curriculum can enhance religious moderation. These findings can be understood through various theoretical frameworks and concepts relevant to educational integration and religious moderation.

Curriculum Planning and Needs Analysis

The curriculum planning process involves a detailed needs analysis, encompassing institutional, teacher, and student needs. This aligns with the Systemic Change Theory which posits that effective curriculum integration requires understanding and addressing the needs of all stakeholders involved (Nasri, 2016a). By evaluating the institution's vision, human resources, and learning resources, the pesantren ensures that curriculum planning is comprehensive and responsive to its unique context. This approach supports the Contextualization Theory (Nasri, 2016b), which emphasizes the importance of tailoring educational strategies to fit the specific needs and context of the educational environment (Nasri, 2019a).

Educational Objectives and Curriculum Flexibility

The focus on educational objectives such as developing students' knowledge in science and technology, strong faith (IMTAQ), and moral behavior reflects the principles of Holistic Education. According to Howard Gardner's Multiple Intelligences Theory (Nasri, Wahid, et al., 2024), effective education should address various dimensions of a student's development, including intellectual, emotional, and moral growth. The integration of Islamic education with moderation values and flexible curriculum structures aligns with Curriculum Integration Theory, which advocates for an interconnected approach to teaching that reflects real-world complexities and promotes a more comprehensive learning experience (Beane, 1997).

Teacher Collaboration and Methodology

The emphasis on teacher collaboration through cross-subject cooperation and joint professional development is consistent with Collaborative Learning Theory (Nasri, 2019b). This theory suggests that learning is enhanced when educators work together to share expertise and support each other's professional growth. The use of diverse teaching methods, such as classical teaching, mudzakah, and memorization techniques, supports Constructivist Theory (Nasri, 2023b), which advocates for active, engaged learning where students build knowledge through interactions with their environment and peers (Nasri, 2017).

Curriculum Evaluation

The curriculum evaluation process, including the use of the EKOP model and assessments for both teachers and students, reflects Evaluation Theory (Haryadi et al., 2021). This theory emphasizes the importance of systematic evaluation to determine the effectiveness and impact of educational programs (Nasri, 2024). By including various evaluation methods, such as national exams and oral tests, the pesantren ensures a comprehensive assessment of both educational outcomes and teaching effectiveness (Nasri, Muliadi, et al., 2024). In summary, the findings from Pondok Pesantren Darul Musthofa NW demonstrate how integrating madrasah and pesantren curricula, guided by relevant educational theories, can effectively enhance religious moderation and provide a well-rounded education. These theoretical perspectives offer a robust framework for understanding the impact and effectiveness of curriculum integration in fostering a balanced and inclusive educational environment.

CONCLUSION

The research findings on the integrative curriculum at Pondok Pesantren Darul Musthofa NW illustrate a structured approach to curriculum planning, implementation, and evaluation with a focus on religious moderation. The planning process involves a comprehensive needs analysis that includes institutional, teacher, and student needs. For the institution, this means understanding its vision and mission, assessing human resource readiness, and ensuring the adequacy of learning resources such as materials,

libraries, classrooms, and technology. For teachers, the focus is on their understanding of religious moderation principles, mastery of moderate learning materials, and inclusive classroom management skills. For students, the needs include awareness of cultural diversity, tolerance, and readiness to take responsibility in the community. The educational objectives emphasize forming students who are not only knowledgeable in religion but also possess a balanced understanding of science and technology, faith, and morality, while fostering a learning environment that respects differences and promotes tolerance. The curriculum's flexibility ensures that societal knowledge needs are met within the pesantren environment, enabling students to apply societal norms and values learned in the pesantren to broader community interactions. Teacher collaboration is encouraged to enhance the internalization of moderation values, with joint efforts in lesson planning, professional development, and evaluation. The implementation of the integrative curriculum at both madrasah and class levels involves adapting the curriculum to include subjects and activities that promote understanding and tolerance based on moderation values. At the class level, tasks are allocated, and the curriculum is focused on Islamic education, history, and jurisprudence with moderate values. Teaching methods include classical instruction, mudzakah, memorization, and Qiroati techniques. Evaluation involves setting goals to assess teaching effectiveness and student engagement, using the EKOP model to evaluate quality and learning outcomes. Evaluations are conducted for both teachers and students, including national exams and specific tests based on the curriculum, to ensure the effectiveness of the integrative approach in promoting religious moderation.

Recommendations

1. **Enhance Curriculum Development:** To further strengthen the integrative curriculum at Pondok Pesantren Darul Musthofa NW, it is recommended to continuously update and refine the curriculum to align with contemporary educational needs and advancements in religious moderation. Regular reviews and revisions should incorporate feedback from educators, students, and stakeholders to ensure that the curriculum remains relevant and effective.
2. **Professional Development for Educators:** Ongoing professional development for teachers should be prioritized to deepen their understanding of religious moderation and effective teaching strategies. Training programs should focus on enhancing teachers' abilities to manage diverse classrooms inclusively, integrate moderation values into their teaching, and employ innovative pedagogical methods. Collaboration with other educational institutions and experts can provide valuable insights and resources.
3. **Strengthen Collaboration and Communication:** Foster greater collaboration among educators across different subjects to ensure a cohesive approach to teaching moderation values. Regular meetings, joint training sessions, and collaborative lesson planning can enhance the integration of these values into various subjects and promote a unified educational experience for students.
4. **Expand Student Engagement and Participation:** Increase opportunities for students to engage in activities that promote religious moderation and cultural tolerance. This can include organizing workshops, discussions, and community service projects that encourage active participation and application of moderation principles in real-world contexts.
5. **Improve Evaluation Methods:** Enhance the evaluation methods for both teachers and students to better assess the effectiveness of the integrative curriculum. Implementing a comprehensive evaluation framework that includes both qualitative and quantitative measures can provide a more accurate picture of the curriculum's impact. Feedback mechanisms should be established to continually improve teaching practices and curriculum design based on evaluation results.
6. **Leverage Technology:** Integrate advanced educational technologies to support the delivery and management of the curriculum. Utilizing digital tools and resources can enhance learning experiences, facilitate interactive and engaging content delivery, and provide additional support for both teachers and students in understanding and applying moderation values.

- Promote Community Involvement: Engage with the broader community to support and reinforce the values of religious moderation taught at the pesantren. Community partnerships and outreach programs can help bridge the gap between the pesantren environment and the wider society, ensuring that the principles of moderation are practiced and valued outside the pesantren.

By addressing these recommendations, Pondok Pesantren Darul Musthofa NW can continue to build upon its successful integrative curriculum and further advance its mission of fostering religious moderation among its students.

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