



Combining Tradition and Modernity in the Pesantren-Based Madrasah Curriculum

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Abstract: The background of this research is to understand the curriculum development strategies of pesantren-based madrasahs at MTs Darussalam Ngoro, Jombang. Pesantren play a crucial role in Islamic education in Indonesia, yet integrating pesantren values with the formal curriculum remains challenging. This study aims to identify and analyze the strategies implemented in curriculum development at the madrasah and to evaluate the effectiveness of the curriculum in supporting both learning processes and character development of students. The research employs a descriptive qualitative approach, involving data collection through interviews with the head of the madrasah, the curriculum deputy, and teachers, as well as observations and analysis of madrasah documents such as the academic calendar and curriculum structure. Interviews are conducted in an unstructured format to gain in-depth information, while systematic observations are carried out to understand the dynamics of learning. Documentation is used to gather additional relevant data. The findings indicate that MTs Darussalam Ngoro has successfully integrated pesantren values into the formal curriculum, using strategies such as enhancing the teaching of traditional Islamic texts (kitab kuning), implementing Quran memorization programs (tahfidzul Quran), and developing pesantren-based extracurricular activities. This curriculum effectively supports both learning and character development, positively contributing to Islamic education in Indonesia, and may serve as a model for other pesantren-based madrasahs.

Keywords: Curriculum Development, Pesantren-Based Madrasah.

Abstrak: Latar belakang penelitian ini adalah untuk memahami strategi pengembangan kurikulum madrasah berbasis pesantren di MTs Darussalam Ngoro, Jombang. Pesantren memainkan peran krusial dalam pendidikan Islam di Indonesia, namun integrasi nilai-nilai pesantren dengan kurikulum formal masih menghadapi berbagai tantangan. Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis strategi yang diterapkan dalam pengembangan kurikulum di madrasah tersebut serta mengevaluasi efektivitas kurikulum dalam mendukung proses pembelajaran dan pembentukan karakter siswa. Metode yang digunakan adalah pendekatan kualitatif deskriptif, yang melibatkan pengumpulan data melalui wawancara dengan kepala madrasah, wakil kurikulum, dan guru, serta observasi dan analisis dokumen madrasah seperti kalender pendidikan dan struktur kurikulum. Wawancara dilakukan secara tak terpimpin untuk memperoleh informasi mendalam, sedangkan observasi sistematis dilakukan untuk memahami dinamika pembelajaran.

Dokumentasi digunakan untuk mengumpulkan data tambahan yang relevan. Hasil penelitian menunjukkan bahwa MTs Darussalam Ngoro berhasil mengintegrasikan nilai-nilai pesantren ke dalam kurikulum formal, dengan strategi seperti peningkatan pengajaran kitab kuning, program tahfidzul Quran, dan kegiatan ekstrakurikuler berbasis pesantren. Kurikulum ini efektif dalam mendukung pembelajaran dan pembentukan karakter siswa, dan memberikan kontribusi positif terhadap pendidikan Islam di Indonesia, serta dapat menjadi model bagi madrasah berbasis pesantren lainnya..

Kata kunci: Pengembangan Kurikulum, Madrasah Berbasis Pesantren

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Introduction

Education is a holistic transformation process, both in individuals and communities (Suoth, 2024) . The ideal educational process frees a person from various confinements, intimidation, and exploitation (Reni et al., 2024) . The main pedagogical goal is to form human beings who are free to think, act, and contribute to society (Amalia, 2022) . In the context of education in Indonesia, madrasah as an Islamic educational institution has an important role in producing a generation that is not only superior in science but also has a strong character.

Along with the times, challenges in the world of education are increasingly complex (Arviansyah & Shagena, 2022) . Globalization and technological advances demand an education system that not only emphasizes academic aspects but also the integration of moral and spiritual values. Madrasahs based on pesantren are one of the solutions in facing this challenge because they can develop a curriculum that combines religious and general sciences harmoniously (Astuti et al., 2023) . The strategy of developing a pesantren-based madrasah curriculum is a crucial step in improving the quality of education to suit the needs of the times (Hasan & Mutakim, 2019).

The current phenomenon shows an increasing interest in pesantren-based education and superior madrasah (Mustopa & Iswantir, 2023) . People began to realize that pesantren-based education not only produces graduates who have intellectual intelligence but also have excellence in character and akhlakul karimah. However, according to Irwan Sutiawan, and Lora Hamdarida, many pesantren-based madrasahs still face various challenges in curriculum development, such as limited facilities, lack of integration with the national curriculum, lack of qualified educators, and minimal utilization of technology in learning (Irwan Sutiawan, Lora Hamdarida, t.t.) .

One of the madrasahs that is developing a pesantren-based curriculum is MTs Darussalam Ngoro. This madrasah seeks to create a more integrative education system by combining the national curriculum and the pesantren curriculum so that

students not only get strong religious knowledge but also have competence in the fields of science and technology. However, in its implementation, there are still some obstacles that need to be resolved, such as limitations in providing adequate educational facilities and infrastructure, as well as the need for training for educators to be able to teach with a more innovative approach.

Therefore, this study aims to formulate a strategy for developing a pesantren-based madrasah curriculum at MTs Darussalam Ngoro. Some of the strategies that can be applied include strengthening curriculum integration by developing a balanced curriculum between religious and general sciences and ensuring its alignment with national education standards; improving the quality of teaching staff through training and professional development programs so that teachers can teach with more innovative and technology-based methods; optimizing facilities and infrastructure by providing learning facilities and comfortable classrooms; utilizing technology in learning to improve learning effectiveness and students' digital skills; and a holistic approach to character education that instils moral values, discipline, and independence through learning methods that are following pesantren traditions (Hasan & Azizah, 2020).

With these strategies, this research is expected to make a real contribution to the development of pesantren-based education in madrasahs, especially in MTs Darussalam Ngoro. The results of this study are also expected to be a model for other madrasahs in developing a curriculum that can produce graduates who have balanced intellectual, emotional, and spiritual intelligence. This is in line with the goals of national education to improve the quality of Indonesian human resources to be ready to compete in the era of globalization, without losing a strong moral and spiritual identity.

Methods

This research method uses a qualitative approach with a descriptive design to deeply understand the strategy of developing a pesantren-based madrasah curriculum at MTs Darussalam Ngoro. This approach allows researchers to explore the experiences, perspectives, and dynamics that occur in curriculum implementation in the madrasah environment. According to Umrati & Wijaya, qualitative research aims to explore and understand the meaning that individuals or groups attribute to a social phenomenon (Umrati & Wijaya, 2020). Therefore, this method is very relevant in examining curriculum strategies based on pesantren values. Data were collected through in-depth interviews, participatory observation, and documentation studies, each of which was designed to gain a holistic understanding of the research subject.

Interviews were conducted using an unguided technique, in which the researcher gave freedom to informants, such as the madrasah head, curriculum deputy, and teachers, to express their views naturally without the limitations of rigid questions. However, the interviews were still directed by thematic guidelines to stay focused on aspects of the curriculum development strategy. According to Zakariah et al, unguided interviews allow researchers to obtain more in-depth data because they provide space for informants to speak freely and more reflectively (Zakariah et al., 2020). The interview process involves several stages, namely initial exploration to build trust with informants, deepening specific issues related to the curriculum, and clarifying ambiguous answers or requiring further confirmation.

Participatory observation is conducted by directly observing the implementation of the curriculum in the classroom as well as the interaction between teachers and students in the learning process (Sugiyono, 2017). This observation includes aspects of teaching methods, integration of pesantren values in subject matter, and the effectiveness of curriculum strategies in supporting madrasah education goals. According to Purwanto, participatory observation helps researchers understand a phenomenon from the perspective of people who experience it directly (Purwanto, 2022). The results of observations are then confirmed through interviews with key informants to ensure compatibility between what is observed and the perspectives of the actors involved.

Documentation studies were used as a form of data triangulation by analyzing official madrasah documents, such as academic calendars, syllabi, and curriculum policies. These documents were compared with the results of interviews and observations to identify gaps between planning and implementation in the field. Source triangulation was applied by verifying data from various informants, while method triangulation was done by comparing the results of interviews, observations and documentation to increase the credibility of the findings. Handoko et al. assert that triangulation is the main strategy in qualitative research that aims to increase validity by relying on various data sources, methods, or theories in analyzing a phenomenon (Handoko et al., 2024).

To overcome the potential for subjective bias in data interpretation, this study applied several strategies. First, critical reflection was conducted by documenting the researcher's initial assumptions and writing detailed field notes so that they could be objectively reviewed (Miles et al., 2014). Second, peer debriefing was used, where the research findings were discussed with peers or education experts to gain other perspectives that could balance the interpretation of the data. According to Handoko et al., peer debriefing can help increase objectivity in qualitative research by allowing researchers to test their assumptions and interpretations of the data collected (Handoko et al., 2024). Third, an audit trail is applied by keeping records

of interview transcripts, observation results, and analyzed documents so that the research process can be traced back and verified for accuracy.

Data analysis was conducted in three main stages: data reduction, data presentation, and conclusion drawing. Data reduction is done by filtering and organizing information based on thematic categories that are relevant to the research focus. Data presentation was organized in a descriptive form that facilitated an understanding of the emerging patterns of findings. Finally, conclusion drawing is done through interpretation of the meaning of the data based on theory and research context, taking into account various perspectives that have been verified through triangulation. With this approach, the research is expected to produce a valid and comprehensive understanding of the strategy of developing a pesantren-based madrasah curriculum at MTs Darussalam Ngoro.

Results And Discussion

Results

Development of Pesantren-Based Madrasah Curriculum at MTs Darussalam Ngoro

In the implementation of curriculum development in the classroom, the teacher is the key holder of success. Because how far the level of student understanding, will be determined by how the teacher delivers the material. Based on the results of observations at MTs Darussalam Ngoro, the curriculum used at the institution is K-13 for grades 8,9 and Merdeka Curriculum for grades 7. For general subjects, MTs Darussalam Ngoro uses K-13 as a reference. As for religious subjects, MTs Darussalam Ngoro uses KMA 183/184. However, in its application, there are several adjustments to the curriculum and pesantren culture. This can be seen from the statement of the head of Madrasah "Since 2019 until now, for general subject matter, MTs Darussalam Ngoro refers to the K-13 Revision, while for religious subject matter it refers to KMA 183/184."

Curriculum development at MTs Darussalam Ngoro is carried out by combining the national curriculum with the typical pesantren curriculum to create a balance between general and Islamic education. This is in line with the statement of the head of the Madrasah "This curriculum is designed so that students not only master modern science but also have a deep understanding of religion. One of the characteristics is the addition of yellow book-based subjects, which teach various classical Islamic disciplines such as fiqh, tafsir, and hadith. In addition, the habituation of worship is also an important part of the educational process, so that students are accustomed to practicing religious teachings in their daily lives."

While the explanation from the head of the curriculum in its implementation, several challenges must be faced. One of the main challenges is adjusting the learning schedule so that it does not clash between general and diniyah subjects so that students can follow both types of learning optimally. In addition, efforts are

needed to ensure that all teachers are competent in both areas, both in teaching general subjects and in teaching the yellow Islamic classic books. Therefore, teacher training and capacity building is one of the main focuses in developing this curriculum so that the educational goals of MTs Darussalam Ngoro can be maximally achieved.

The head of the curriculum also explained curriculum development, "We adjust the time allocation between general and diniyah lessons so that students can get a balance between modern science and Islamic education. To support kitab kuning learning, we also provide training to teachers to improve their understanding of classical Islamic texts. In addition, we implement a project-based approach in some subjects, which aims to develop students' critical thinking skills. With this method, students not only understand the theory but are also able to apply their knowledge in various contexts, thus enhancing their analytical and problem-solving power independently."

Evaluation of the Pesantren-Based Curriculum at MTs Darussalam

Evaluation of the pesantren-based curriculum at MTs Darussalam Ngoro is an inseparable part of the curriculum. Because evaluation is the process of measuring the value and effectiveness of each specific part of educational activities. Evaluation is essentially a process of making decisions about the value of an object. Evaluation decisions are not only based on measurement results. Because evaluation decisions can also be based on observations. Both will ultimately produce a value about the program/curriculum being evaluated.

Curriculum evaluation plays an important role in determining educational policy and in making decisions on a curriculum. evaluation results can be used by policymakers and curriculum developers in choosing and setting policies on the curriculum being developed. The results of curriculum evaluation can also be used by teachers, principals and other education implementers to determine and monitor student development, select learning materials, select methods, and facilities and infrastructure to support learning activities, as well as how to assess education. The stages of evaluating the pesantren-based curriculum at MTs Darussalam Ngoro as stated by Mrs Istiqomah are as follows:

"For the stages of curriculum evaluation at MTs Darussalam Ngoro, the first is the evaluation of learning activities, the next is the evaluation of learning materials and activities, then the evaluation of facilities and infrastructure, and finally the evaluation of learning outcomes."

Evaluation of the distribution of teaching assignments is included in the evaluation of learning activities. At the beginning of the school year, the distribution of teacher teaching assignments changed several times. This is due to the large number of classes and the lack of educators at MTs Darussalam Ngoro so that in the distribution of schedules there are several teachers whose teaching hours collide

between one class and another or teachers who get too many lessons in one week, so it is necessary to revise the distribution of teacher teaching assignments.

In, there is also a need for evaluation among subject teachers called the Subject Teacher Conference (MGMP). In these meetings, each teacher will gather with other teachers who teach similar subjects. Furthermore, it will be discussed about the limit of achievement of the material presented and will be conveyed about the obstacles of each teacher in delivering the lesson so that each teacher can exchange suggestions or input about the obstacles experienced to achieve more effective learning activities.

In the implementation of the programs that have been implemented, the madrasah is also constantly monitored and evaluated by the principal, Mrs. Aimmatu Syarifah. For example, the evaluation of the implementation of the expansion program and strengthening of fiqh and Akhlaq material using the yellow book, the Yanbu'a method recitation program and prayer habituation activities are carried out by including material from the yellow book and Yanbu'a as material for the exam so that the level of success of achieving the objectives of expansion and strengthening using the yellow book and Yanbu'a can be known. As stated by Mr. Hikam the coordinator of the preparation of the yellow book at MTs Darussalam Ngoro:

"To expand and strengthen the material with the yellow book at MTs Darussalam Ngoro, we cannot fully say that we have succeeded. Because there are still many obstacles that we face. Especially the allocation of lesson hours that are not yet standardized"

Learning evaluation is a systematic process to determine in making decisions to what extent the achievement of learning objectives by students. In evaluating student learning outcomes at MTs Darussalam Ngoro, student learning outcomes are measured through written tests and oral tests. Evaluation of learning carried out by written tests, carried out in the form of giving daily assignments, Mid-Semester Assessment (PTS), and End of Semester Assessment (PAS).

In addition to carrying out written exams, an oral exam is also held to evaluate boarding school materials or what is called the foundation material exam. In evaluating this foundation material, in addition to functioning to measure the level of development of students on the material that has been taught, it is also a benchmark for teachers to measure the level of success of teachers in delivering foundation material. This evaluation is carried out by the method of depositing students' memorization to the teacher. In addition, the teacher will also conduct questions and answers about fiqh worship material and Yanbu'a pesantren style to students.

The learning evaluation carried out by the teacher is to assess the extent to which the students' level of understanding of the learning material by carrying out the mentioned in the lesson plan. Based on this evaluation, the teacher will assess

how the stages carried out by students in doing a series of tests. Furthermore, from the teacher's observations and assessments, it can be seen the character discipline of students from their enthusiasm and independence in doing assignments, as well as from the timeliness of submitting assignments.

In learning activities, evaluation should be carried out thoroughly and consistently so that student development can be monitored and follow-up carried out to improve the quality of learning:

"Follow-up of learning evaluation at MTs Darussalam Ngoro is carried out by improving the KBM process, both the method, the material, as well as the facilities and infrastructure. this should be done continuously so that the development of the ability of students can continue to be monitored and the quality of learning can continue to be improved"

Evaluation of educational facilities and infrastructure is an activity of collecting information about the operation of the entire process of activities that have been planned and endeavoured deliberately and seriously as well as continuous guidance on all learning devices so that they are always ready to use. Besides involving the principal and WaKa Sarpras in routine evaluations according to the madrasah agenda, the implementation of evaluating educational facilities and infrastructure at MTs Darussalam Ngoro also involves all teachers. This is done to provide an opportunity for all teachers to convey obstacles related to the use of facilities and infrastructure.

A common obstacle felt by most teachers at MTs Darussalam Ngoro is that the number of classroom needs with the number of available and usable classrooms is still not appropriate, so some classes have to use semi-permanent classes. addition, the availability of sports facilities and infrastructure is still inadequate, so that in extracurricular sports activities, it has not been able to accommodate student talent to the fullest.

The results of the implementation of the pesantren-based curriculum at MTs Darussalam Ngoro can be seen in the competence of its students. The competence of students at MTs Darussalam Ngoro, especially in the ability of religious knowledge, is relatively better than schools that do not implement a pesantren-based curriculum system. This is evidenced by the many programs that support the improvement of student's religious insights, including expansion and strengthening of fiqh and Al-Qur'an hadith materials using yellow books, calligraphy learning, TPQ, memorization of foundation materials, as well as practice and guidance of *ubudiyah* for students.

Thus, the evaluation of the pesantren-based curriculum at MTs Darussalam Ngoro is carried out regularly, in carrying out learning evaluations, carried out at the end of each chapter in daily tests and at the end of each semester. The overall curriculum evaluation is carried out at the end of each school year by involving all components in the madrasah.

Discussion

Development of Pesantren-Based Madrasah Curriculum at MTs Darussalam Ngoro

The development of a madrasah as an Islamic educational institution is considered very important and is the main focus for all parties to achieve the expected quality of education, to the objectives of national education and the objectives of Islamic education (Nurhayati et al., 2022). According to Abuddin Nata, cited by Huda, development is related to efforts to improve, enhance, and advance an activity from less advanced conditions to more advanced conditions (Huda, 2016). In the field of education, development can be carried out on all components of education, including the development of human resources (especially teachers), curriculum development and subject matter, development of teaching and learning processes, as well as the development of facilities and infrastructure, and so on (Nurlaeli, 2020).

Strategies for developing pesantren curriculum can be done through several approaches. First, the power strategy uses the position or power of individuals, such as kiai, who have great influence in implementing changes. Second, the persuasive power strategy focuses on conveying arguments and views to influence the community or pesantren residents. Third, the normative re-educative strategy combines traditional norms that have become habits with re-education, to replace the old paradigm of thinking with a more relevant and modern one (Nasir & Maisah, 2022).

The development of the pesantren-based madrasah curriculum at MTs Darussalam Ngoro is well implemented under the objectives of the madrasah. The determination of policies and programs of the madrasah has been adjusted to the vision and mission of the madrasah. In addition, before the establishment of each new policy or program, the principal always consults with all related parties. The curriculum at MTs Darussalam Ngoro is integrative, combining general subjects with religious subjects such as fiqh, tawhid, and Arabic. The holistic approach applied does not only focus on cognitive aspects, but also on developing student character through activities such as group discussions, recitations, and regular lectures. In addition, extracurricular activities such as memorizing the Qur'an and reciting the Qur'an also play an important role in developing students' skills and knowledge.

Regulation of the Minister of National Education Number 22 of 2006 concerning content standards stipulates that the implementation of the curriculum in each educational unit must follow several principles (Fahmi, 2021). First, the curriculum should be based on the potential, development and condition of learners to ensure they master useful competencies. Second, the curriculum should uphold

the five pillars of learning, namely: learning to have faith and devotion to God Almighty, understanding and appreciating, implementing and doing effectively, living together and being useful for others, and building and discovering one's identity through an active, effective, creative, and fun learning process. Third, the implementation of the curriculum must use a multi-strategy and multimedia approach, and utilize adequate learning resources and technology, including the surrounding environment as a learning resource. Fourth, the curriculum should enable learners to get services that include improvement, enrichment, and acceleration according to their potential, stage of development, and conditions, with attention to personal development which includes the dimensions of divinity, individuality, sociality, and morality. Fifth, the curriculum should utilize natural, social, and cultural conditions, as well as regional wealth.

In the context of pesantren-based curriculum development, the head of the Madrasah at MTs Darussalam Ngoro plays a very crucial role. The task of the madrasah head is not only limited to supervising and controlling the implementation of the curriculum but also includes the responsibility of an evaluator who constantly assesses the effectiveness of the implemented curriculum. The madrasah principal must be able to establish effective communication with various parties, including teachers, students, and parents, to introduce and implement innovations or programs that can improve the quality of learning. In addition, Madrasah principals need to ensure that any changes made are aligned with pesantren values and modern educational needs so that they can have a significant positive impact on student's academic and character development. Through a comprehensive and collaborative approach, the madrasah principal acts as a visionary leader who encourages the creation of a dynamic, creative and productive learning environment.

Implementation of the Pesantren-Based Curriculum at MTs Darussalam Ngoro

The implementation of a pesantren-based curriculum at MTs Darussalam Ngoro is implemented by preserving and developing a pesantren culture within the madrasah environment. The choice of this curriculum, of course, is not without reason and careful consideration. Through the implementation of the pesantren-based curriculum, all students and all parties involved in the madrasah are expected to always apply the positive values that are trying to be created through the pesantren culture. Before entering the classroom, the teacher will make some preparations first. Be it in terms of the material presented, learning methods, or learning media that will be used. That way, learning activities will take place well following the planning made by the teacher.

Teguh Triyono explains that lesson plans should include various important elements to ensure that the learning process is effective and structured (Wh et al.,

2023). First, lesson plans should include school, subject, and grade or semester data, which provides context and basic information about the educational environment in which learning will take place. Second, the subject matter to be taught must be explained in detail, so that both teachers and students know what is the focus of learning. Third, the time allocation must be determined for each learning activity so that teaching can be carried out according to the predetermined schedule (Salsabilla et al., 2023). Fourth, lesson plans must include learning objectives, basic competencies, and indicators of competency achievement. Learning objectives show what students are expected to achieve, while basic competencies and indicators of competency achievement provide clear benchmarks for assessing student achievement (Andriani et al., 2021).

Fifth, the learning materials and methods used in the lesson plan must be explained so that the teaching process can be carried out in an appropriate and effective way (Gustiansyah et al., 2020). Sixth, media, tools, and learning resources that will be used during learning need to be listed to ensure that all teaching materials are available and ready to use (Rahim, 2023). Seventh, lesson plans should include detailed steps of learning activities, describing the sequence of activities to be carried out during the lesson. Finally, assessments should be included to evaluate the learning process and outcomes, ensuring that students understand the material taught and achieve the expected competencies (Johar & Hanum, 2021).

However, in the implementation of the curriculum at MTs Darussalam Ngoro, some Madrasah activities are carried out with general environmental standards and are not based on Pesantren. For example, in the delivery of sports material, all students wear long sports pants without using skirts. In daily interactions between teachers and students, teachers in madrasah are called *ustadz/ustadzah*, as is common in pesantren. However, this has not been realized perfectly, some students still call them *sir/mother*.

For the selection of learning methods, teachers are given the freedom to choose learning methods that best suit the conditions of the class and the material being taught, for example, in the material of the meaning of verses or hadith, the teacher will use the lecture method and assignments for students to deposit memorization to the teacher. As for the material on writing *pegon* Arabic in the *Akhlak Kitab/Ta'lim* subject, students first learn how to write *pegon* Arabic.

The religious values applied at MTs Darussalam Ngoro include the implementation of *tahlil*, and *istighosah* together once a week, and congregational prayers are well implemented by the applicable curriculum development. Efforts to maintain the value of nationalism at MTs Darussalam Ngoro are implemented through flag ceremony activities every Monday which are attended by teachers and

students of MTs Darussalam Ngoro, as well as disciplining students to come to the Madrasah before learning activities begin.

As for the cultivation of the value of independence, it is carried out in learning activities or outside learning activities. In learning activities, the teacher will give assignments independently to students to hone students' self-confidence, curiosity, and hard work efforts in completing tasks. In maintaining the value of cooperation, students are trained to be responsible with an organizational structure in the classroom so that all students can start learning to organize in a small scope. Besides that, students are also given a forum to hone the value and character of cooperation through the Madrasah Intra Student Organization (OSIM), as well as the Scout extracurricular organization.

Evaluation of Learning Activities at MTs Darussalam Ngoro

Evaluation of learning activities at MTs Darussalam Ngoro is carried out in the form of tests and non-tests. For evaluation activities in the form of tests, it can be divided into two types, namely written tests and oral tests in a series of daily tests, PTS, and PAS. Through this evaluation, the teacher can measure the level of mastery of student material. As for the non-test evaluation carried out to assess the spiritual and social attitudes of students, both teachers and homeroom teachers will make observations of the daily attitudes and interactions carried out by students towards the people and the environment around them.

The curriculum evaluation process is important to be carried out by evaluators who meet certain requirements or qualifications (Hasan, 2017). Some of these requirements include: having good evaluation skills theoretically and practically, having the accuracy to be able to see the details of the curriculum, being objective and not easily influenced by personal desires that can affect the evaluation results, patience, diligence, and not rash in carrying out tasks. In addition, evaluators must be responsible for each task and the risk of errors that occur (Faradillah et al., 2020).

The parties involved in curriculum evaluation at MTs Darussalam Ngoro are the principal, Waka Curriculum, Waka Sarpras, and all teachers at MTs Darussalam Ngoro. On the madrasah agenda, once a year a Student Guardian Meeting (PWM) will be held. In practice, in this activity, all student guardians are allowed to ask questions, ideas, suggestions, or criticism of the madrasah. From this activity, student guardians are also involved in curriculum evaluation to organize educational activities in a better direction.

In learning activities, some teachers still experience problems related to student material books. Students only have a handbook in the form of LKS (Student Worksheet). Because the material contained in the LKS is very minimal, some teachers find it a little difficult to explain the material to students. So as a solution,

teachers must be creative to find other materials so that the delivery of material to students can be maximized.

Conclusion

Research on the development of a pesantren-based madrasah curriculum at MTs Darussalam Ngoro shows that the implementation of this curriculum is successful in improving students' religious and academic understanding. The integration of the national and permanent curricula implemented in this madrasah is supported by continuous teacher training and close supervision, ensuring that the curriculum is implemented according to plan. Evaluation of learning activities also showed positive results, with strong support from students and parents for the sustainability of the program. To further improve the effectiveness of the pesantren-based curriculum, recommendations include improving teacher training, developing more varied teaching materials, increasing extracurricular activities, and utilizing technology in the learning process.

This research makes a significant contribution to scholarship in the field of madrasah and pesantren education. The results of this study enrich the literature on the integration of the national curriculum and pesantren, offering a model that can be adopted by other madrasahs that want to implement a similar curriculum. This research also adds to the understanding of the effectiveness of the holistic approach in education, as well as the impact of teacher training and periodic evaluation on the success of the curriculum. However, this study also has limitations. One of the main limitations is that the research focus is limited to one location, MTs Darussalam Ngoro, which may not fully represent the conditions in other madrasahs with different contexts. In addition, this study relies on data collected through interviews, observations, and document analysis, which may contain subjective bias from respondents or researchers. Another limitation is the limited time scope of the study, which may not be sufficient to capture long-term changes in curriculum implementation.

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