

INTEGRATION MANAGEMENT OF INDEPENDENT CURRICULUM AND BOARDING SCHOOL CURRICULUM AT MA NURUL ISLAM BAYUNG LENCIR

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Abstract: *This study examines the integration management of the Merdeka Curriculum and the Pesantren Curriculum at MA Pondok Pesantren Nurul Islam Bayung Lencir. Using a descriptive qualitative approach with a case study design, the study was conducted for six months (August 2024-January 2025) through in-depth interviews, participatory observations, and documentation analysis. The results of the study indicate that the integration of the two curricula has succeeded in creating a holistic education model that combines 21st-century competencies with traditional pesantren values. Integration management is carried out through careful planning, intensive collaboration between educators, ongoing training, and routine evaluations that result in improved learning quality, strengthening the character of students, and developing resources and infrastructure. Despite facing challenges in aligning learning approaches and balancing competencies, MA Nurul Islam has succeeded in developing an adaptive strategy that prepares students with contemporary skills without sacrificing the depth of religious knowledge and noble morals that are the hallmarks of pesantren.*

Keywords: *Independent Curriculum, Islamic Boarding School Curriculum, Integration Management*

INTRODUCTION

The dynamics of education in the era of society 5.0 demand fundamental changes in curriculum design to produce graduates with contemporary literacy that includes data, technical, and human literacy that is oriented towards noble morals.¹ National education policy

¹ Klara Natalia et al., “MEMBANGUN KEMANDIRIAN PENDIDIKAN UNTUK MASA DEPAN BERKUALITAS Keywords: Perkembangan Seseorang . Dalam Perjalanan Menuju Kemandirian , Individu Belajar Menghadapi Jaman Dan Menuju Kampus Yang Bermutu Dan Bereputasi (Hudjimartsu et Al ., 2021). Sehingga” 6 (2023).

is now moving towards creating an independent and flexible learning process to build an innovative learning ecosystem that is adaptive to the needs of students.² The implementation of the Independent Curriculum represents a strategic response to these demands by carrying the concept of the Pancasila Student Profile which has six dimensions of character: faith and devotion to God Almighty and noble character, mutual cooperation, global diversity, critical thinking, creativity, and independence. This curricular transformation presents significant challenges and opportunities for Islamic boarding school-based educational institutions that already have a distinctive curriculum tradition with an emphasis on religious values.³ Pesantren, as an indigenous Indonesian Islamic educational institution, has a curriculum characteristic that is in-depth in religious education and character building through the study of classical books, mastery of Islamic sciences, and the practice of spiritual values in everyday life. The integration between the Merdeka Curriculum which emphasizes flexibility and 21st century competency with the Pesantren Curriculum which focuses on the depth of religious knowledge is a unique phenomenon that requires in-depth study of the management of the alignment of the two.

The uniqueness of this integration lies in the effort to combine the richness of tradition with modern educational innovation, creating an educational model that is able to maintain the identity of the Islamic boarding school while being responsive to global demands⁴. The meeting of these two curriculum paradigms has a point of convergence in holistic character development, strengthening moral values, and contextual learning that is relevant to the complexity of contemporary life.⁵ However, this synthesis faces substantial challenges related to differences in learning approaches, time and resource constraints, and the need to adjust the evaluation system to accommodate the characteristics of both curricula. Madrasah Aliyah Pondok Pesantren Nurul Islam Bayung Lencir represents an interesting case in this context. Based on a preliminary study, this institution has implemented an integrated curriculum structure in which the Pancasila Student Profile Project activities are aligned with the characteristics of the pesantren curriculum such as studying yellow books, memorizing the Quran, and learning morals which remain the core of the curriculum. In addition, general subjects are taught with a more interactive and project-based methodological approach, in contrast to the traditional pesantren method which emphasizes memorization and studying of the book.⁶

This phenomenon of curricular integration raises several crucial problems which are the focus of research.⁷ First, the fundamental differences in the learning approach between the

² Suljatmiko, “Ekosistem Pendidikan Sebagai Upaya Menghadapi Tuntas Belajar Yang Berdampak Pada Promosi Online Usaha Masyarakat Dalam Menghadapi Revolusi Industri 4.0 (Studi Pada SDN Lowokwaru 02 Kota Malang) (Suljatmiko),” *Jurnal Manajemen Pendidikan Dan Pelatihan* 6, no. 3 (2022): 300–311.

³ Abd Mannan and Emna Laisa, “Pesantren Dalam Pendidikan Nasional : Menghadapi Tantangan Dan Memanfaatkan Peluang Pasca UU No . 18 Tahun 2019” 3 (2025).

⁴ Muhammad Arroyan, “JURNAL PENDIDIKAN ISLAM Reformasi Pendidikan : Integrasi Nilai-Nilai Tradisionalisme Dan Modernisme Dalam Pendidikan Islam” 15, no. 2 (2024): 120–30.

⁵ Jurnal Transformative, “Pendidikan Kewarganegaraan Transformatif: Menuju Warga Negara Berpikir Politis” 10, no. 2 (2024): 170–96, <https://doi.org/10.21776/ub.transformative.2024.010.02.2>.

⁶ Siti Kholiyah, “Konsep Pembelajaran Pendidikan Agama Islam Di SMP Salafiyah Pekalongan” 8, no. 4 (2019): 1–37.

⁷ Maya Sari, “Paradigma Filosofis Integrasi Keilmuan Berdasarkan Refleksi Historis Perguruan Tinggi Keislaman,” *Jurnal Filsafat Indonesia* 7, no. 2 (2024): 276–85, <https://doi.org/10.23887/jfi.v7i2.75649>.

project-based and competency-oriented Merdeka Curriculum and the Pesantren Curriculum which emphasizes the study of classical religious texts create a methodological dissonance that demands reconciliation. Second, the limited time to accommodate both curricula in a balanced manner requires optimization of learning time allocation management. Third, limited resources, both in terms of educator competency and supporting infrastructure, are significant obstacles in implementing curriculum integration.⁸ Fourth, it is necessary to adjust the evaluation system that can accommodate the characteristics of traditional Islamic boarding school assessments with authentic and formative assessment approaches that characterize the Independent Curriculum. This study aims to comprehensively analyze the management of the implementation of the integration of the Independent Curriculum and the Islamic Boarding School Curriculum at the Nurul Islam Islamic Boarding School Madrasah Aliyah and assess its effectiveness in achieving holistic educational goals in Islamic boarding schools. Specifically, this study identifies the challenges faced by educators in the process of integrating the two curricula and explores the adaptive strategies developed to overcome these challenges.⁹ Furthermore, this study also investigates the impact of implementing curriculum integration management on the transformation of the learning process in madrasas.

The significance of this study lies in its contribution in providing a theoretical and empirical basis for the development of a curriculum integration model that harmonizes traditional pesantren values with contemporary competency demands. The findings of the study are expected to be a reference for similar educational institutions in designing and implementing effective and contextual curriculum integration strategies. At the practical level, this study offers strategic insights for managers of Islamic educational institutions in overcoming the challenges of implementing the Merdeka Curriculum without sacrificing the uniqueness and strength of the pesantren curriculum tradition. Using a qualitative approach and case study design, this study explores the complexity of curricular integration through participant observation, in-depth interviews with key stakeholders, and analysis of curriculum documents. The main focus of the analysis is on the aspects of planning, organizing, implementing, and evaluating curriculum integration, as well as identifying contextual factors that influence the effectiveness of such integration in creating transformative learning experiences for students..

METHOD

Types and Research Approaches

This study uses a qualitative method with a descriptive approach and case study. The qualitative method was chosen because it is able to produce findings that cannot be achieved through statistical or quantification procedures. This approach allows researchers to dig up in-depth information about the management of the integration of the Merdeka Curriculum and the Pesantren Curriculum at MA Ponpes Nurul Islam Bayung Lencir. The descriptive approach is

⁸ Aditya Apriawan Saputra and Agung Stiawan, "Kajian Review Kurikulum K13 Dan Kurikulum Merdeka Dalam Implikasinya Terhadap Pembelajaran Di Masa Mendatang" 5, no. 1 (2024): 1–17.

⁹ Nika Fellisiana Putri and Pungki Indarto, "Memahami Tantangan Dan Strategi Pengembangan Profesionalisme Guru Dalam Mengajar Pendidikan Jasmani Adaptif," *Jurnal Syntax Admiration* 5, no. 8 (2024): 3120–29, <https://doi.org/10.46799/jsa.v5i8.1431>.

used to explain, describe, and describe research problems systematically, then draw conclusions deductively. Meanwhile, the case study approach allows researchers to conduct in-depth exploration of programs, events, processes, and activities related to curriculum integration that are bound by time and certain activities. The research was conducted at MA Pondok Pesantren Nurul Islam Bayung Lencir, which was chosen because of its status as one of the educational institutions implementing the Independent Curriculum in the 2023-2024 academic year. The selection of this location took into account the suitability with the focus of the research, namely the integration of the Independent Curriculum with the Islamic Boarding School Curriculum. The research lasted for six months, from August 2024 to January 2025, to obtain comprehensive data on the curriculum integration management process. Data collection in this study uses two types of data, namely primary data and secondary data. Primary data is obtained directly from informants through interviews and observations, especially to answer research questions about the curriculum integration management process. Secondary data is in the form of documents, notes, and historical reports arranged in the archives of madrasahs and Islamic boarding schools related to the implementation of curriculum integration. These two types of data complement each other to provide a complete picture of curriculum integration management in the educational institutions studied. The informants in this study are divided into two categories. First, key informants, namely the deputy head of the madrasah for curriculum who is directly responsible for the integration of the Merdeka Curriculum and the Pesantren Curriculum. Second, supporting informants consisting of the head of the madrasah as the highest policy maker, the head of the Islamic boarding school who oversees the implementation of the pesantren curriculum, and teachers involved in the implementation of the integrated curriculum. The selection of these informants is based on their in-depth knowledge and direct involvement in the curriculum integration management process. Data collection in this study used three main techniques. First, in-depth interviews conducted in an unstructured manner to obtain detailed and in-depth information about the curriculum integration management process. Second, role-playing observations conducted by directly observing the implementation activities of the integrated curriculum in the madrasah and pesantren environments. Third, documentation that includes collecting written documents, photos, and recordings that are relevant to the research theme. These three techniques are used in a complementary manner to obtain comprehensive data on curriculum integration management. To ensure the validity of the data, this study uses triangulation techniques that include three types of triangulation. Source triangulation is done by checking data obtained from various sources such as interview results, recordings, and documents to test the consistency of information. Technique triangulation is done by testing the credibility of the data by checking data from the same source using different techniques, for example data from observations is verified by interviews. Time triangulation is done by considering the effect of time on the credibility of the data, such as conducting interviews in the morning when the informant is still fresh to obtain more valid data. Data analysis in this study uses the Miles and Huberman interactive model consisting of four interrelated components. Data reduction is the process of selecting, focusing, and transforming raw data obtained from the field through summarizing, coding, and grouping data. Data presentation is done by compiling a set of information that allows conclusions to be drawn in the form of

matrices, graphs, networks, and charts to facilitate analysis. Data verification is the process of compiling a research report to assess the truth of the theoretical basis with the facts in the field. Drawing conclusions is the final part of the analysis carried out through the compilation of patterns, statements, and configurations that have been verified to produce comprehensive research findings on the integration management of the Merdeka Curriculum and the Pesantren Curriculum.

DISCUSSION

Implementation of the Integration of the Independent Curriculum and the Pesantren Curriculum at MA Nurul Islam

The integration of the Independent Curriculum and the Islamic Boarding School Curriculum at the Nurul Islam Islamic Boarding School is an innovative step to improve the relevance and quality of learning.¹⁰ The study shows that the process of integrating the two curricula has had a positive impact on the quality of learning at the madrasah. Based on an interview with the Deputy Head of Curriculum, Mr. Alamsyah, it was found that students not only gain strong religious knowledge, but also skills and general knowledge that are relevant for their future. This opinion was reinforced by the Head of MA Nurul Islam, Mr. Mifhudin, who stated that this curriculum integration enriches students with 21st-century skills needed to compete in an ever-evolving world, while still maintaining the religious values that characterize the pesantren. The results of field observations conducted in January 2025 confirmed that learning activities that combine religious material and practical skills have succeeded in creating a dynamic and interactive learning atmosphere. The active participation of students in class discussions and the application of project-based learning methods reflect the success of the curriculum integration that emphasizes creativity and collaboration. Good coordination between the Deputy Head of Curriculum and teachers is reflected in the selection of teaching materials that integrate religious values with relevant academic skills, despite challenges in aligning the two curricula.

¹⁰ U I N Maulana, Malik Ibrahim, and Universitas Pendidikan Indonesia, “SYSTEMATIC LITERATURE REVIEW : EFEKTIVITAS IMPLEMENTASI Abstrak Pendahuluan Sistem Pendidikan Di Indonesia Masih Diwarnai Dengan Berbagai Permasalahan , Salah Satunya Terkait Kurikulum . Kurikulum Yang Diterapkan Sering Berubah-Ubah , Kurang Relevan Dengan Kebutuhan Zaman , Dan Membebani Siswa . Menurut Hasil Evaluasi PISA (Program for International Student Assessment) Pada Tahun 2022 , Indonesia Menduduki Peringkat Ke-68 Dari 81 Negara Dalam Hal Kemampuan Membaca , Matematika , Dan Sains . 1 Hal Ini Mencerminkan Bahwa Kurikulum Yang Ada Belum Efektif Dalam Meningkatkan Kompetensi Dasar Siswa . Kurikulum Yang Terlalu Padat Dan Seragam Juga Sering Kali Tidak Relevan Dengan Konteks Lokal Dan Potensi Individu Siswa . Selain Itu , UNESCO Pada Tahun 2020 Mengungkapkan Bahwa Hanya 53 % Sekolah Di Indonesia Yang Memiliki Akses Terhadap Sumber Daya Pembelajaran Yang Memadai , Sehingga Menimbulkan Kesenjangan Antara Sekolah Di Daerah Perkotaan Dan Pedesaan . 2 Kurikulum Merdeka Hadir Sebagai Solusi Bagi Permasalahan Pendidikan Di Indonesia Dengan Memberikan Pendekatan Yang Lebih Fleksibel Dan Kontekstual . Kurikulum Ini Memberikan Kebebasan Kepada Sekolah Dan Guru Untuk Menyesuaikan Bahan Ajar Sesuai Dengan Kebutuhan Dan Potensi Lokal , Sehingga Siswa Dapat Belajar Sesuai Dengan Minat Dan Bakat Mereka . 3 Dengan Fokus Pada Pengembangan Kompetensi Abad Ke-21 , Seperti Kreativitas , Pemikiran Kritis , Dan Kolaborasi , Kurikulum Merdeka Berupaya Mempersiapkan Siswa Untuk Menghadapi Tantangan Global . 4 5 Penelitian Dari Wanti Dan Chastanti Menunjukkan Bahwa Penerapan Kurikulum Merdeka Di Sekolah-Sekolah Percontohan Telah Secara Signifikan Meningkatkan Keterlibatan Dan Hasil Belajar Siswa . 6 Selain Itu , Kurikulum Ini Mendukung Desentralisasi Pendidikan , Memberikan Kewenangan” 1, no. November (2024): 1–15.

Curriculum Integration Management with Learning Objectives

The management of the integration of the Merdeka Curriculum and the Pesantren Curriculum at MA Nurul Islam is carried out through careful planning, collaboration between teachers, ongoing training, routine evaluation, and strengthening of facilities. This management strategy aims to ensure that students not only develop academically, but also have noble morals and are ready to face future challenges.¹¹ The Principal of MA Nurul Islam emphasized that solid collaboration between teachers and continuous training are the main keys to the successful implementation of both curricula, while regular evaluations are tools to ensure the effectiveness of learning in both academic aspects and strengthening character and religious values. Observations made show that the management of curriculum integration at MA Nurul Islam is structured. Careful learning planning has succeeded in combining academic materials and religious values in a balanced way, supported by intense coordination between teachers to ensure that each material is delivered in a relevant and applicable manner. Regular training for teaching staff has been proven to improve mastery of materials and methodologies, while periodic evaluations allow for continuous improvement in the learning process. This comprehensive management approach creates a generation of students who are not only intelligent and competitive, but also have noble character and are ready to face future challenges.

Effectiveness of Curriculum Integration in Achieving Learning Objectives

The effectiveness of the integration of the Independent Curriculum and the Pesantren Curriculum in achieving learning objectives at MA Nurul Islam can be seen from the success of the madrasah in forming students who are knowledgeable, have noble morals, and are ready to face global challenges.¹² According to the Deputy Head of Curriculum, the integration of the two curricula has produced positive results in achieving the main objectives of Islamic boarding school education. The Head of MA Nurul Islam added that the approach that combines the development of academic competence and spiritual character has succeeded in creating a holistic learning atmosphere, which prepares students to face global challenges while still maintaining religious values. The results of observations confirmed that students experienced significant development in both academic and character aspects. Learning that combines the two curricula has succeeded in creating an active and interactive learning atmosphere, where students not only master academic material, but also strengthen religious values in everyday life. Good coordination between the Deputy Head of Curriculum and teachers allows for synergistic implementation of the curriculum, although there are still some areas that need to be improved, such as strengthening project-based learning and increasing the facilitation of character development in more depth.¹³

¹¹ Janingsih Janingsih et al., “Manajemen Pembinaan Santri Dalam Mengembangkan Prestasi Non Akademik Di Pondok Pesantren Al-Murtadlo Ponjong Gunungkidul Dalam Membentuk Karakter Santri Terutama Dalam Menanamkan Nilai-Nilai Agama, Moral, Dan,” no. 1 (2025).

¹² Lutfi Rachman and Universitas Brawijaya Malang, “Transformasi Kurikulum Merdeka Belajar Di Madrasah Berbasis Pesantren” 2, no. 1 (2024): 65–75, <https://doi.org/10.38073/aijis.v2i1.1983>.

¹³ Darul Qutni, “Efektivitas Integrasi Kurikulum Dalam Pembentukan Karakter Peserta Didik (Studi Di SMP Daarul Qur’an Internasional Tangerang Internasional Pesantren Tahfizh Daarul Qur’an),” *TAHDZIBI: Jurnal Manajemen Pendidikan Islam* 3, no. 2 (2018): 101–16, <https://doi.org/10.24853/tahdzibi.3.2.103-116>.

The Challenge of Integrating the Independent Curriculum and the Islamic Boarding School Curriculum

The implementation of the integration of the Independent Curriculum and the Pesantren Curriculum at MA Nurul Islam cannot be separated from the various challenges that need to be faced.¹⁴ The first challenge is the difference in approach between the two curricula, where the Merdeka Curriculum is more flexible and oriented towards developing 21st century skills, while the Pesantren Curriculum focuses more on strengthening religious values and pesantren traditions. To overcome this challenge, MA Nurul Islam tries to align the two with a more practical approach, such as using project-based learning methods that allow students to learn skills while strengthening religious values. The second challenge is the alignment of the development of academic competence and the character of students. MA Nurul Islam tries to integrate both in every learning activity, such as instilling religious values in subjects and extracurricular activities. This requires solid cooperation between teachers and continuous evaluation so that the two aspects can support each other and not run separately. The third challenge is the readiness of human resources and infrastructure. To overcome this challenge, MA Nurul Islam focuses on improving human resources through routine training for teachers so that they can implement both curricula well, as well as continuing to improve infrastructure to create a learning environment that supports effective learning processes and the development of student character.

The Impact of Integration of Independent Curriculum and Islamic Boarding School Curriculum

The integration of the Merdeka Curriculum and the Pesantren Curriculum at MA Nurul Islam has three main impacts. First, improving the quality of learning, where the integration of the two curricula provides flexibility in learning that encourages teachers to be more creative, innovative, and flexible in designing learning activities. Students not only gain broad academic knowledge, but also a deep understanding of religion. Learning becomes more dynamic, with students who are more active in participating and thinking critically, both in the context of academics and religious values. The second impact is the development of the character of students. The combination of the two curricula not only focuses on academic achievement, but also on the formation of the character and spiritual values of students. Students experience significant development in terms of character and social skills, increasingly able to balance worldly and religious life, which will be very useful for them in the future. The third impact is improving the quality of human resources and infrastructure.¹⁵ The integration of the two curricula encourages improvements in the quality of teaching through regular training for teachers and improvements in infrastructure, such as flexible classrooms and the use of modern learning technology, although there are still challenges in terms of infrastructure that does not fully support optimal implementation of the curriculum.

¹⁴ Nurul Inayati, Arina Dewi Masithoh, and Ali Mudlofir, "Pengintegrasian Kurikulum Madrasah Diniyah Pada Sekolah Formal," *POTENSIA: Jurnal Kependidikan Islam* 10, no. 1 (2024): 77, <https://doi.org/10.24014/potensia.v10i1.29911>.

¹⁵ Nurul Awainah et al., "Peran Infrastruktur Dalam Pertumbuhan Dan Peningkatan Hidup Masyarakat," *Jurnal Review Pendidikan Dan Pengajaran*, 7, no. 3 (2024): 6847–54.

The integration of the Merdeka Curriculum and the Pesantren Curriculum at MA Nurul Islam Bayung Lencir has had a positive impact on the quality of learning, character development of students, and improving the quality of human resources and infrastructure. Although there are still challenges that need to be overcome, the approach that combines the two curricula has proven effective in creating holistic education, balanced between the development of academic skills and strengthening religious values. With continuous evaluation and improvement, the integration of this curriculum is expected to be increasingly optimal in achieving holistic learning goals that are relevant to the demands of the times.

CONCLUSION

This study shows that the integration management of the Merdeka Curriculum and the Pesantren Curriculum at MA Nurul Islam Bayung Lencir has succeeded in creating a holistic education model that combines the advantages of a modern approach with traditional pesantren values. Through careful planning, intensive collaboration between educators, and continuous evaluation, the madrasah was able to align the fundamental differences between the two curricula. This integration has a significant impact on three main aspects: improving the quality of more dynamic and interactive learning, strengthening the development of students' characters that balance academic competencies with religious values, and improving the quality of human resources and supporting infrastructure. Despite facing challenges in aligning learning approaches, balancing competency development, and resource readiness, MA Nurul Islam has succeeded in developing an adaptive strategy that allows for effective implementation of both curricula. This integrated management approach has proven to be able to prepare students with 21st century skills without sacrificing the depth of religious knowledge and noble morals that are the hallmarks of pesantren, thus becoming a potential model for similar Islamic educational institutions in facing the demands of the society 5.0 era while maintaining their cultural and spiritual identity.

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