Inovasi Kurikulum

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Implementation of curriculum integration at Pondok Pesantren PPMI Assalaam Surakarta

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ABSTRACT

The integration of the pesantren curriculum with the education curriculum is still less than optimal due to several factors, but not all boarding schools fail in curriculum integration. This study aims to describe the implementation of an integrated curriculum model at Pondok PPMI Assalaam which includes three main aspects, namely curriculum planning, implementation, and evaluation. This research uses a qualitative approach with interviews, observations, and documentation studies as data collection techniques. The data analysis technique uses the Miles and Huberman interactive model, namely through the process of data collection, data reduction, data display, and conclusion or verification. The results showed that the implementation of an integrated curriculum was able to optimize the learning process by accommodating the needs of students comprehensively. Integrated curriculum planning includes the formulation of vision and mission, organizational structure, determination of school programs, selection and organization of materials, organization of learning activities, and selection of learning tools, resources and facilities. A holistic approach to education is applied to create a learning environment conducive to the overall development of students in terms of academic, spiritual and character aspects. Regular evaluations contribute to improving the effectiveness of the curriculum.

ABSTRAK

Integrasi kurikulum pesantren dengan kurikulum pendidikan masih kurang optimal yang disebabkan oleh beberapa faktor, namun tidak semua boarding school gagal dalam integrasi kurikulum tersebut. Penelitian ini bertujuan untuk mendeskripsikan penerapan model kurikulum yang terintegrasi di Pondok PPMI Assalaam yang mencakup tiga aspek utama yaitu perencanaan, pelaksanaan, dan evaluasi kurikulum. Penelitian ini menggunakan pendekatan kualitatif dengan wawancara, observasi, dan studi dokumentasi sebagai teknik pengumpulan data. Teknik analisis data menggunakan model interaktif Miles dan Huberman yaitu melalui proses data collection, data reduction, data display, dan conclusion atau verification. Hasil penelitian menunjukkan bahwa penerapan kurikulum terintegrasi mampu mengoptimalkan proses pembelajaran dengan mengakomodasi kebutuhan peserta didik secara komprehensif. Perencanaan kurikulum terintegrasi mencakup perumusan visi dan misi, struktur organisasi, penentuan program sekolah, pemilihan dan pengorganisasian materi, pengorganisasian kegiatan pembelajaran, serta pemilihan alat, sumber, dan sarana pembelajaran. Pendekatan holistik dalam pendidikan diterapkan guna menciptakan lingkungan belajar yang kondusif bagi perkembangan peserta didik secara menyeluruh, baik dari aspek akademik, spiritual, maupun karakter. Evaluasi dilakukan secara berkala berkontribusi dalam meningkatkan efektivitas kurikulum.

Kata Kunci: evaluasi kurikulum; kurikulum terintegrasi; pendidikan holistik; perencanaan kurikulum

INTRODUCTION

The condition of education in Indonesia is concerning, many criticisms from experts have emerged highlighting this. Education in Indonesia at home and school is still dominated by over-protection and verbal behavior, so motor skills, social, creativity, emotional development, and resilience experience difficulties in life or adversity quotient (AQ). It can be said that students have not had the opportunity to develop optimally through educational media. The many educational problems found in Indonesia do not make the Assalam Surakarta Islamic Boarding School a boarding school that does not give up on teaching academic and Islamic values. Assalam Islamic Boarding School has a reasonably significant role in maintaining Islamic traditions that continue to be developed today. This Islamic boarding school is expanding rapidly with a curriculum and good educational management systems. The boarding school education model has more complex consequences because it involves two institutions and two systems. Cooperation between the two institutions and systems allows the government not to change the established Islamic boarding school education system arbitrarily. The Islamic boarding school certainly has students who have learned in their own way, so the education's status and sustainability need to be considered (Nugraheni & Firmansyah, 2021).

The consequences of the education model affect the aspects of the boarding school curriculum. The development and preparation of the boarding school curriculum must be able to integrate the school curriculum (Ministry of Religion) with the dormitory curriculum (Islamic boarding school) well. Then, the curriculum is designed along with supporting documents in a focused and serious manner, primarily focusing on effectiveness and efficiency to improve students' quality (Maduningtias, 2022). However, there are still many boarding school education models, including the initial model of Islamic boarding schools, that are not optimal in integrating the school curriculum (Ministry of Religion) and the curriculum of the Ministry of Education. Many practices in Islamic boarding schools show that the two curricula are still running separately and are not integrated. Islamic boarding schools only organize or add formal education (schools), but do not integrate the school curriculum (Ministry of Religion) as a whole in the Islamic boarding school curriculum in each component of its curriculum. The lack of optimal integration of the school curriculum (Ministry of Religion) with the Islamic boarding school curriculum is caused by many factors, including human resources, knowledge of curriculum integration, changing policies, inadequate standards, and double curriculum.

Generally, *kiai* and Ustad, as expert resources in the field of religion, dominate educational practices in Islamic boarding schools, compared to human resources, which are experts in educational management. In managing the curriculum, human resources experts in educational management are needed to compile and evaluate the curriculum (Zainuri *et al.*, 2023). Furthermore, Islamic boarding schools generally do not understand the meaning of comprehensive curriculum integration, Islamic boarding schools only provide formal education (schools) in Islamic boarding schools as a complement (Munif *et al.*, 2021). This is exacerbated by the frequent changes of education ministers, which influence the national curriculum and cause difficulties in integrating the curriculum. Boarding school curriculum managers must be alert and clever in integrating the pesantren curriculum with the national curriculum, which constantly changes with each change of education minister. Implementing the boarding school curriculum does not yet have an apparent reference or standard from the government. The national education system only covers implementing formal education in the classroom, not more comprehensively than the boarding school education process. Integrating the school curriculum (Ministry of Religion) and the permanent curriculum becomes biased; only the institution's name is integrated. In addition, boarding schools have a double curriculum, namely the dormitory curriculum (pesantren) and the Ministry of Religion school curriculum (Riyanti & Usumah, 2023).

The Islamic boarding school curriculum is generally still managed traditionally, which causes the integration process of the school curriculum (Ministry of Religion) into the pesantren curriculum to be less than optimal so that both curricula run independently. This results in educational goals (boarding school) being less focused and producing unclear educational output. Ideally, the school curriculum (Ministry of Religion) and the pesantren curriculum can be integrated into one boarding school curriculum with clear goals and outputs. The results of previous studies stated that the integration of the pesantren curriculum and the national curriculum needs to be carried out to improve the quality of education and faith and prepare pesantren graduates for the modern world (Kusumawati, 2024). Other research reviews the integrated curriculum planning of Islamic boarding schools, including determining objectives, content, strategies, and learning evaluation (Ahmad *et al.*, 2023). This study aims to describe the implementation of an integrated curriculum model at Pondok PPMI Assalaam which includes three main aspects, namely curriculum planning, implementation, and evaluation. This study is expected to be a source for other boarding schools in implementing an integrated curriculum.

LITERATURE REVIEW

Islamic Boarding School

Islamic boarding school a natural educational institution that studies religious knowledge to shape personality, strengthen morals, and achieve learning goals (Resya & Diantoro, 2021). Islamic boarding school education does not only teach theory and practice; moral and religious values are highly prioritized in its implementation (Mujahidin, 2021). Islamic Boarding School is one education that prioritizes Islamic values with compulsory Arabic language subject material. Islamic boarding schools demand and even direct students to master Arabic fluently and eloquently. This contrasts with students' inability to master and speak Arabic fluently (Jailani, 2022). In supporting Arabic language learning, many public schools and Islamic boarding schools implement various Arabic language development systems (Azizah, 2022).

Islamic boarding schools generally require their students to stay in dormitories provided by the school. Therefore, Islamic boarding schools can be said to be boarding schools. Boarding schools are educational institutions where most or all students live at the school while studying there. Boarding schools in Indonesia have various forms and characteristics. There are two forms of boarding schools, namely general boarding schools and religious boarding schools. General boarding schools are public schools with additional dormitory facilities. Meanwhile, religious boarding schools in Indonesia are dominated by Islamic boarding schools or what is popularly called pesantren, although the government officially recognizes six religions (Manaf, 2022).

Integrated Curriculum

The curriculum is one of the important components in the education system, preparing and developing students to achieve educational goals, namely preparing them to live in society. The meaning of being able to live in society has a broad meaning, not only related to the ability of students to internalize values or live according to community norms. However, education must contain experiences so students can develop their abilities according to their talents and interests (Zainuri *et al.*, 2023). Therefore, an integrated curriculum aims to form knowledgeable and experienced students. An integrated curriculum means integration, coordination, harmony, and overall wholeness, which is generally applied to boarding schools (Abdi, 2023). An integrated curriculum eliminates subject boundaries and presents lessons in the form of units or themes so that there is an essential transformation of knowledge because the form is not only theory but also practice. That distinguishes it from formal schools, where the curriculum tends to be only memorization rather than application (Budiyono, 2021).

Curriculum integration is an effort to develop a curriculum by combining the curriculum and incorporating educational values into learning and each subject matter. An integrated curriculum views that a subject matter must be integrated. Subject matter must be up-to-date, adapting to the conditions and circumstances of society and students as whole individuals so that the study of the material taught is adjusted to students' interests, talents, and potential (Masduqi, 2021). Based on the previous description, it can be said that curriculum integration will open up opportunities for students to understand complex issues in the environment with a holistic view. Curriculum integration allows students to learn to identify, assess, and correctly use information around them. Integrated curriculum development provides opportunities for students to learn in groups and individually, empowering the community as a source of learning, enabling personal learning, and involving students in developing learning programs (Aspiyah, 2024). Curriculum integration aims to bridge learning while following applicable rules and maintaining Islamic boarding schools' noble and lofty traditions that must not be abolished (Saputra, 2022).

Factors that support the implementation of integrated learning come from school readiness, teacher readiness in delivering material, community support, and the organization of the learning process in schools, which are grouped based on student abilities (Saputra, 2022). Curriculum and learning are two things that cannot be separated. The existence and meaning of the curriculum will be realized if there is a learning process; conversely, learning will take place well when there is a curriculum as a guideline. The concept, values, and model of a curriculum will be the color of learning because learning is the operationalization of the curriculum. Therefore, curriculum planning needs to be done carefully so that learning outcomes can meet the expected goals. Planning is divided into two stages: planning at the central level and planning by schools. Planning at the central level regulates the goals and basics of thinking related to national education goals. Stakeholders carry out integrated curriculum planning, and the tasks and functions are stated in the organizational structure. Curriculum evaluation is carried out at the end of the implementation to determine the effectiveness of the ongoing curriculum (Piliano *et al.*, 2023).

METHODS

The research design uses qualitative analysis because the data is in the field's phrases, sentences, and paragraphs. The location or place of this research is at Pondok Pesantren Modern Islam Assalaam Pabelan, which is located in Kartasura, Jalan Garuda Mas, Pabelan, sukoharjo-Surakarta, Mendungan, Pabelan, Kec. Kartasura, Kabupaten Sukoharjo, Central Java 57102. The research subjects were Arabic language teachers involved in the teaching and learning process using Arabic, which implemented two different curriculums in MTs PPMI Assalaam Pabelan Kartasura Sukoharjo. Especially Arabic Language Teachers. The initial informants in this study consisted of Arabic Language teachers, academic staff, guardians of students, and school committees. The technique used in determining informants is a snowball, where in this technique, the researcher only determines the number of initial informants to be used, and informants can continue to increase according to data needs. They will stop when the researcher assumes the required data has been sufficient.

The data analysis technique uses the Miles and Huberman interactive model, namely through the process of data collection, data reduction, data display, and conclusion or verification. Data collection techniques in this study are interviews, observations, and documentation studies. In-depth interviews, this method dominates most of the data collection techniques used. Observations are made by directly observing the learning process. Furthermore, documentation studies determine the vision, mission, and the school's organizational structure. Data was reduced by sorting out data related to the research objectives. Then, the data is presented in several aspects of applying the curriculum model. Conclusions were drawn by paying attention to the accuracy of the data so that the research results showed accurate data. Triangulation of techniques and sources was carried out to test the accuracy of the data collected.

RESULTS AND DISCUSSION

The curriculum can be interpreted as a planning document that contains the objectives to be achieved (Azzahra *et al.*, 2022). In addition, it is a document used as a guide in the learning process, so the curriculum has two important dimensions: the curriculum as a document and the curriculum as an implementation in learning. This is in accordance with what the Head of Assalaam Pabelan conveyed.

> *"Kurikulum dan pembelajaran itu kan dua hal yang tidak bisa dipisahkan ya. Kurikulum bisa bermakna ketika ada proses pembelajaran dan pembelajaran akan baik jika menjadikan kurikulum sebagai pembelajaran. Jadi implementasi kurikulum ya bentuk dari operasionalisasi kurikulum itu sendiri" (W.KS.06/16-01-2024).*

The Deputy Head of Curriculum of Assalaam Pabelan also conveyed the same opinion, stating that curriculum implementation has two dimensions: the curriculum as a guide and the curriculum as an implementation in learning. The following is the statement of the Deputy Head of Curriculum of Assalam regarding curriculum implementation.

> *"Kurikulum merupakan rencana dari pendidikan atau pengajaran. Yang didalamnya mengandung pedoman guna proses pembelajaran. Jadi implementasi kurikulum ya bagian dari proses pembelajaran itu sendiri yang menjadikan kurikulum sebagai pedomannya" (W.WK.4/12-01-2024).*

The curriculum as a guide has a broad meaning, which is not only used as a guide in learning in the classroom. However, it is also used as a guide in learning activities outside the classroom (Agnevia *et al.*, 2025). This is in accordance with what the Assalaam Pabelan Class Teacher conveyed.

> *"Kalau menurut saya implementasi kurikulum yaitu proses belajar mengajar yang dilakukan oleh guru dan proses belajar yang dilakukan peserta didik di dalam maupun di luar kelas" (W.GK.8/15-01-2023).*

Based on observations on January 12, 2024, observing the learning process activities at PPMI Assalaam is the actualization of implementing the integrated curriculum at PPMI Assalaam. Furthermore, on January 15, 2024, I observed the documents used to implement the curriculum at PPMI Assalaam. PPMI Assalaam curriculum framework documents are guidelines and references in learning activities. Based on the results of interviews, observations, and documentation, curriculum implementation is a teaching and learning process carried out by teachers and a learning process carried out by students inside and outside the classroom by making curriculum documents as guidelines.

There are many kinds of curriculum organizations, including the integrated curriculum. An integrated curriculum is a model of organizing a curriculum that eliminates subject boundaries and presents learning materials as units, themes, or a whole. (Budiyono, 2021). This is in accordance with what one of the Assalaam Pabelan Classroom Teachers said.

> *"Maksud dari kurikulum terintegrasi di sini ialah sistem pengorganisasian materi yang meniadakan batas mata pelajaran. Jadi kita menggunakannya tema-tema besar. Nah tema-tema besarnya nanti diambil dari perpaduan antara kurikulum Diknas dengan kurikulum PPMI Assalaam" (W.GK.12/15-01-2023).*

As the Deputy Head of Curriculum and Deputy Head of Assalaam Pabelan said, an integrated curriculum combines two kinds of curriculum into one and is adjusted to the school's vision and mission (Abdi, 2023).

> *"Sekolah ini kan beda ya Mba dengan sekolah formal pada umumnya. Untuk keterintegrasiannya, kita menggunakan kurikulum Diknas K13 dengan kurikulum sekolah alam itu sendiri yang disesuaikan dengan visi sekolah dengan mengusung 4 pilar yakni pilar ketakwaan, pilar keilmuan, pilar kepemimpinan dan juga pilar kewirausahaan." (W.WK.8/12-01-2024)*

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"Kurikulum yang digunakan di sini ada 2 macam, yakni kurikulum dari Diknas dan juga kurikulum sekolah alam itu sendiri. nah dua kurikulum ini diintegrasikan menjadi satu dalam proses pembelajarannya." (W.KS.8/16-01-2023).

Based on observations on Friday, January 12, 2024, by observing the stages in the learning process activities. Arabic language learning is carried out by collaborating or integrating the MTs curriculum. Based on the results of interviews, observations, and documentation studies, it can be concluded that the concept of an integrated curriculum at PPMI Assalaam is by combining two curriculum concepts, namely the Ministry of Religion curriculum and the PPMI Assalaam curriculum, in organizing the material into units or themes instead of subjects and also close to the surrounding environment.

PPMI Assalaam, one of the alternative schools in Surakarta, offers a noble idea and ideal where PPMI Assalaam acts as a child-friendly school. Be friendly because each child has all the potential and talents. The curriculum at PPMI Assalaam uses an integrated curriculum. **Figure 1** shows that the integrated curriculum implementation in Assalaam Pabelan consists of planning, implementation, and evaluation (Nuraini *et al.*, 2023).
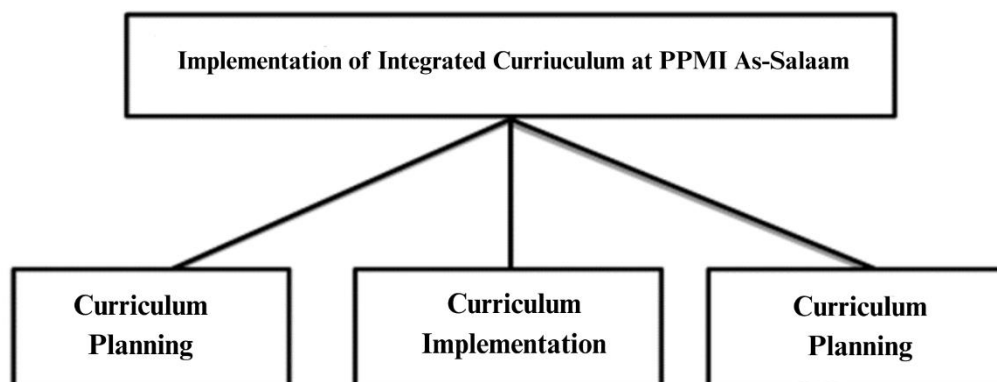

Figure 1. Implementation Stage of Integrated Curriculum
Source: Author's Documentation, 2025

Curriculum Planning

Curriculum planning at the school level includes activities such as formulating the school's vision, mission, and goals, formulating the school's organizational structure and human resources, planning the determination of school programs, selecting and organizing materials, planning the organization of learning activities, and selecting learning resources, tools, and facilities (Azalia *et al.*, 2023). Curriculum planning is described in **Figure 2**.
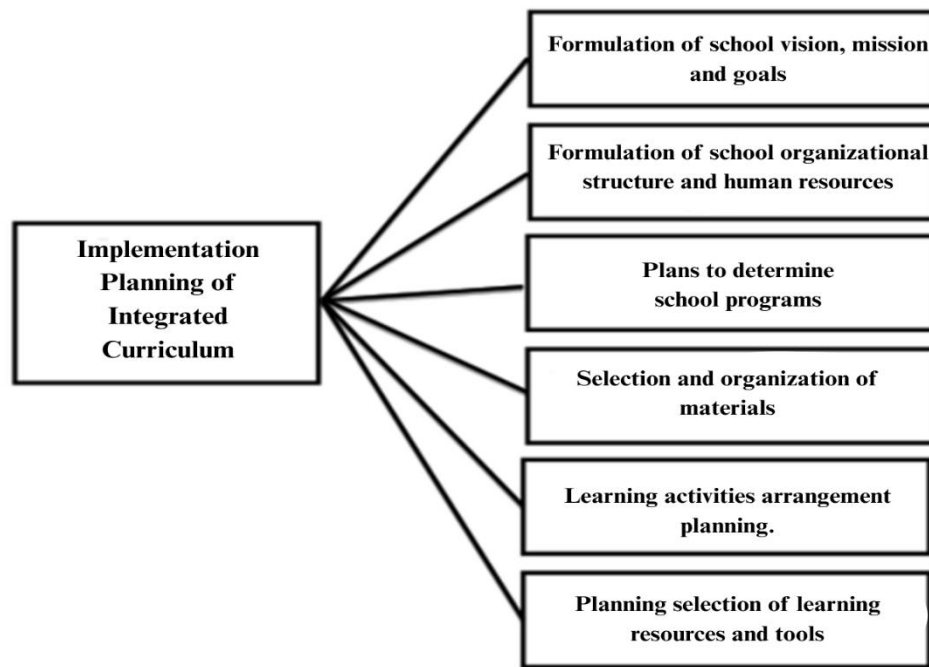
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Figure 2. Integrated Curriculum Implementation Planning
Source: Author's Documentation, 2025

This curriculum planning also includes curriculum development, which needs to be designed from various aspects such as basic curriculum principles, learning objectives, learning materials, learning activities, and learning evaluation (Lutfauziah et al., 2023).

Formulation of School Vision, Mission, and Goals

To achieve the national goals of education, PPMI Assalaam has a school vision and mission that wants to make PPMI Assalaam a source of all life. This is in accordance with what was conveyed by the Head of Assalaam Pabelan and the Deputy Head of Assalaam Pabelan Curriculum that the school's goal of making the vision and mission is none other than to create generations who are morally good, who are knowledgeable but civilized, who love the environment and others. Based on the documentation study on January 15, 2024, related to the school's vision, mission, and objectives, there are three important points in the vision with four pillars of educational objectives carried out, namely the pillar of piety, the pillar of knowledge, the pillar of leadership, and the pillar of wisdom. Based on the results of interviews, observations, and documentation studies, it can be concluded that the formulation of PPMI Assalaam's vision and mission is that PPMI Assalaam wants to be the source of all sources of life (oasis). The hope is to create generations of pious, knowledgeable, and wise leaders so that they can be a blessing to the universe with the talents and potential of each student.

Formulation of School Organizational Structure and Human Resources

The organizational structure and resources of PPMI Assalaam Pabelan consist of directors, managers, and other supporting staff, as conveyed by the principal and deputy head of curriculum, to create a sound managerial system.

> *"Untuk struktur organisasi di sini tentu ada direktur, manajer, asisten manajer, bagian program, fasilitator kelas, shadow teacher. Untuk perekrutan kita memilih orang-orang yang punya ideologi yang sama, dalam artian ia yang memang cinta kepada anak, yang semangat, yang berjiwa muda, cinta lingkungan dan bisa menjadikan teladan untuk anak-anak. Saya saja jurusan teknik kimia tapi*

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jadi pengembang kurikulum di sini. jadi ya saya benar-benar belajar dari nol" (W.WK.14/12-01-2024).

Of course, in an organization, there is a flow of recruitment and placement or division of labor that must be adjusted to work capabilities to create effective and efficient work implementation. This is in line with what the Head of Assalaam Pabelan conveyed.

> *"Kalau untuk perekrutannya sendiri kita didampingi oleh HRD. Perekrutan kami ada beberapa tahap, tahap rekrutmen, tahap seleksi, lalu ada tahap magang, nah baru kemudian menjadi karyawan. Dari tahapan itu kita berikan ilmu, kita berikan pelatihan, juga kita pantau perkembangannya. Jadi buat teman-temen yang mungkin belum sesuai dengan klasifikasi sekolah alam itu belum bisa diterima. Nah kalau kriteria memang dia yang harus cinta anak, yang suka bereksperimen itu yang paling penting. Karena itu kan guru sekolah alam, yang suka tantangan, yang suka sama alam, yang peduli cinta dan kasih. Jadi bukan hanya masalah dia dari jurusan mana, dan skill organisasi. Karena guru guru sekolah alam, diharapkan mampu memberikan kreativitas cara. Mampu dari memberikan pembelajaran Diknas dengan sekolah alam. Kalaupun belum ada pengalaman, biasanya kita lihat dari pengalaman organisasi di kampusnya, dia dulu aktivis apa, sehingga biasanya kalau aktivis aktivis organisasi dia sudah terbiasa untuk belajar berpikir untuk mengonsep sesuatu sehingga dia mampu mengimplementasikan dalam pendidikan" (W.KS.20/16-01-2024).*

Based on the documentation study on Monday, January 15, 2024, observing the school's organizational structure and human resources at PPMI Assalaam. In addition, the observation results show that there are still employees who have double jobs, namely media managers, but also become class facilitators. Based on the results of interviews, observations, and documentation studies, it can be concluded that the highest leadership of PPMI Assalaam's organizational structure is the executive director, who oversees the management team. The management team oversees managers, staff, facilitators, and current affairs. However, approximately 100 human resources are already in PPMI Assalaam. However, some people have double duties.

Plans to Determine School Programs

Related parties, such as class teachers, principals, and the foundation, meet to determine school program planning. This is in line with what the Head of Assalaam Pabelan said.

> *"Kalau untuk program kita ada yang namanya rapat guru dan cor level. Biasanya itu nanti masing-masing guru rapat dengan kelasnya masing-masing, dalam setahun kita berikan form, mau outing ke mana, mau program apa, mau home visit apa, nanti dirapatkan dengan masing-masing kelas, nanti dari masing-masing kelas, baru dirapatkan dengan kita, nanti di situ ada asas pertimbangan untuk program yang dipertimbangkan untuk masing-masing kelas, disesuaikan dengan kebutuhan dan juga jaringan-jaringan yang ada." (W.KS.46/16-01-2024).*

In addition, the programs designed involve the school, parents, and the surrounding community, as stated by the Deputy Head of Assalaam Pabelan Curriculum.

> *"Kalau terkait program-program sekolah, ya saya kerja sama dengan kepala sekolah, nanti setelah itu dirapatkan dengan yayasan juga mba. Nah uniknya kita juga ada program yang melibatkan orang tua, seperti project sains, meeting parent, dan juga home visit. Tujuannya ialah untuk mempererat silaturahmi, saling mengenal antar keluarga satu sama lain" (W.WK.20/22-01-2024)*

Based on observations on January 12, 2024, observing learning programs and school programs involve parents and the community. Based on the results of interviews, observations, and documentation studies, it can be concluded that the planning of determining PPMI Assalaam programs is made for one school year and adjusts to the needs of the community or the development needs of the students. For example, on Earth Day, students can share plant seeds with the surrounding community.

Selection and Organization of Materials

In specific contexts, subject matter is the core of the learning process. However, at PPMI Assalaam Pabelan, achieving goals or competencies becomes the school's orientation. Therefore, the teacher's duties and responsibilities are not a source of learning. Thus, the subject matter can be taken from various sources. This aligns with what the Deputy Head of Curriculum and one of the Assalaam Pabelan Classroom Teachers said.

> *"Kita tuh biasanya ada sosialisasinya, tentang apa saja yang harus dipersiapkan untuk tahun pelajaran baru, termasuk sosialisasi pembuatan DAP, Recent Plant, gitu. Di situ sudah ada materi apa yang disampaikan, dan biasanya kita menggunakan banyak sumber. Tidak bergantung pada buku teks." (W.WK.22/12-01-2024).*

> *"Masing-masing guru itukan menyiapkan DAP harian (Development Appropriate Program) kayak semacam RPP lah. Nah disitu sudah include dari materi yang mau disampaikan seperti apa, sistem pembelajarannya seperti apa, metode ataupun media yang digunakan mau seperti apa, temanya apa, dan tema-temanya pun biasanya kita memilih tema-tema yang berdekatan dengan keseharian anak" (W.GK.20/15-01-2024).*

Based on observations on January 12, 2024, by observing the process of learning activities to find out the sorting of themes of learning materials close to the environment. Based on the results of interviews, observations, and documentation studies, it can be concluded that the selection of material organization is based on themes that are close to the environment. The organization of the material is not only theme material, but there are materials from fields such as greenlab, English, tahsin, and art.

Planning the organization of learning activities

Teaching is the process of conveying information or knowledge from teachers to students. Delivering material is often referred to as the process of transferring knowledge. Here, transferring means not just transferring knowledge but also instilling knowledge, skills, and attitudes in students (Zamroni *et al.*, 2023). This aligns with what the Deputy Head of Curriculum Assalaam Pabelan conveyed.

> *"Kegiatan pembelajaran pun sudah termasuk dalam DAP itu tadi. Cuma kan karena di sini lebih mengutamakan menanamkan nilai-nilai karakter, yang religius, yang nasionalis yang mandiri dan berintegritas, maka dalam kegiatan pembelajaran pun harus memuat karakter itu. Misalnya sebelum pembelajaran mereka sholat dhuha dulu, lanjut nanti ada yang kultum, nanti mereka mengecek juga temannya yang ngga berangkat hari itu dan sebagainya" (W.WK.26/12-01-2024).*

Teaching is the process of organizing the environment so students learn. Someone is said to learn if there is a positive behavior change. Therefore, before learning, the teacher conditions the students so that they are ready for the learning process that has been designed (Ritonga *et al.*, 2022). This aligns with what one of the Assalaam Pabelan Classroom Teachers conveyed.

> *"Sebelum belajar mereka wudhu, sholat dhuha, duduk melingkar, ada anak yang memandu opening untuk menanyakan kabar, berdoa, opening dari guru untuk ngecek sholat, cek bangun subuh, cek tugas kultum, menyampaikan info lomba. Kemudian guru menyampaikan pembelajaran hari itu, mengkondisikan anak anak untuk dibagi menjadi beberapa kelompok, sholat dzuhur berjamaah, snack time, makan siang, kemudian mereka masuk lagi ke kelas melanjutkan pembelajaran, guru mereview pembelajaran hari itu, hikmah apa yang bisa diambil, terus mereka pulang" (W.GK.24/15-01-2024).*

Well-organized learning activities were observed on Friday, January 12, 2024. Based on the results of interviews, observations, and documentation studies, the planning for organizing learning activities is outlined in the DAP (Development Appropriate Program), which is used as a teacher guide in the learning process.

Planning the Selection of Learning Resources, Tools, and Means

PPMI Assalaam Pabelan uses various learning resources, both natural and technological. This aligns with what one of the Assalaam Pabelan Classroom Teachers conveyed.

> *"Sumber yang digunakan banyak ya, dari alam, buku, internet. Terus kita juga ada amphitheater tuh di bagian belakang, di situ biasanya kita gunakan juga untuk pertunjukan bakat anak-anak" (W.GK.26/15-01-2024).*

The teacher plays a role in determining the standard of learning resources to be used. Learners are not considered learning objects that can be arranged and limited by the teacher's will. However, students are placed as subjects who learn according to their talents, interests, and abilities (Tarigan & Zulkarnein, 2023). Therefore, everything that is used or learned and learned is not solely determined by the teacher's wishes but considers every difference in students. This is in line with what the Head of Assalaam Pabelan conveyed.

> *"Itu dari gurunya, dari standar yang sudah ada, dan dibantu oleh shadownya. Misal untuk materi ini kira-kira A sudah bisa belum ya Bu, terus harus senantiasa untuk saling berkoordinasi." (W.KS.28/16-01-2024)*

Based on observations made on Friday, January 12, 2024, researchers observed that the sources, tools, and means of learning activities at PPMI Assalaam are very diverse. Based on the results of interviews, observations, and documentation studies, it can be concluded that the selection of learning resources, tools, and facilities at PPMI Assalaam is very diverse. Teachers can utilize the environment and nature as a means of learning.

Pelaksanaan Kurikulum

Learning in the classroom and life outside the classroom is part of the curriculum of MTs PPMI Assalaam Surakarta in making Arabic live and develop in the pesantren. The main objective of learning Arabic to improve language skills includes listening (*al-istim*), speaking (*al-kalm*), reading (*al-qir 'ah*), and writing (*al-kit bah*). Listening and reading skills are categorized into receptive skills (*al-mahrt al-Isti' biyyah* / *al-istiqb liyyah* / receptive skills), and speaking and writing skills are categorized into productive skills (*al-mahrt al-ibtik riyyah* / *al-int jiyyah* / productive skills). Each language skill is interrelated and supports each other; for example, listening skills will help someone to speak, and the ability to speak well will support reading and writing skills and vice versa. Other Arabic learning objectives include having the ability to speak Arabic actively and being able to study and examine Islamic sources, namely Al-Quran, As-sunnah, and the books of previous scholars in various fields. After learning Arabic, students are expected to have a positive attitude in assessing the importance of having the ability to learn Arabic.

Curriculum Evaluation

Curriculum evaluation is a systematic process to assess the effectiveness of a curriculum in achieving predetermined educational goals. The school conducts curriculum evaluations to improve the aspects of the curriculum implemented at MTs PPMI Assalaam Surakarta. Curriculum evaluation includes analyzing various aspects of the curriculum, including learning objectives, learning content, evaluation methods and strategies, and the impact on student learning outcomes, carried out periodically (Herman et al., 2024).

Learning objectives are evaluated to determine the suitability of the learning process with national education standards. Learning content should include relevant material and be in line with scientific developments. Teaching strategies must use effective learning methods to make it easier for students to receive learning materials. The assessment system is used during learning activities to determine students' learning outcomes. Data-based evaluation and improvement of educators' competence are

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strategic steps to ensure the sustainability of this curriculum model. Technology utilization and collaboration with other institutions must be improved to enrich the insight and effectiveness of learning.

Discussion

A curriculum in educational practice is needed to guide learning activities so that learning outputs can achieve educational goals and prepare students to live in society (Agnevia *et al.*, 2025). Implementing the curriculum in formal schools differs from in Islamic boarding schools. The formal school curriculum generally adapts the Department of Education curriculum only, while the boarding school curriculum adopts two curricula: the boarding school curriculum (Islamic boarding school) and the school curriculum (Department of Religion). The same is true for PPMI Assalaam, which combines two curriculum concepts: the Department of Religion curriculum and the PPMI Assalaam curriculum. Combining the two curricula can be called an integrated curriculum to bridge theory and practice in community life. Implementing the integrated curriculum includes planning, implementation, and evaluation (Saputra, 2022).

Integrated curriculum planning at PPMI Assalaam includes the formulation of vision and mission, organizational structure, determination of school programs, selection and organization of materials, organization of learning activities, and selection of tools, sources, and learning facilities. The formulation of the vision and mission of PPMI Assalaam consists of four pillars, namely the pillars of piety, knowledge, leadership, and wisdom. The vision and mission align with the goals of national education to develop the abilities and shape the character of the successors of a civilized nation. Vision is a measurable and realistic final target in accordance with the potential of the school. Meanwhile, the mission is related to achieving the vision (Patmawati *et al.*, 2023). School stakeholders in the organizational structure form the vision and mission, where the formulation results must support educational goals. Each school certainly has an organizational structure to determine the duties and functions of each educational staff (Putri *et al.*, 2022).

The organizational structure of PPMI Assalaam consists of directors, managers, and other supporting staff with different tasks and divisions to carry out work effectively. Although the division of tasks has been carried out, staff members are still given double tasks. As part of the educational staff, teachers are tasked with determining school programs through discussions with the principal and the foundation. Program planning is allocating time to achieve the expected goals, namely the competency standards and basic competencies that have been set. Program planning is needed so students can achieve the basic competencies in the content standards. School programs with an integrated curriculum do not only involve the school; in their implementation, the family and community are also involved. Student development is also important in compiling school programs (Wulogening & Timan, 2020).

This affects the selection and organization of materials chosen by the school. In organizing the material, there is no term subject but a unit or theme. The selection of themes is also chosen as learning themes close to the surrounding environment so that students can easily apply them in community life. Therefore, the learning process is not only carried out by delivering materials; character formation is carried out afterward so that students have good morals (Dewi & Dewi, 2024). Learning activities are supported by various facilities, tools, and sources, such as learning facilities that are not only classrooms, nature can also be used as a learning medium. The many facilities, tools, and learning sources are expected to improve the quality of education. Technological advances allow students to learn from anywhere and anytime (Ritonga *et al.*, 2022).

Implementing the integrated curriculum at MTs PPMI Assalaam Surakarta is often carried out inside and outside the classroom so that students do not get bored with the classroom atmosphere. Arabic language learning dominates the implementation of the curriculum with the hope that students can master and speak Arabic actively both in the school environment and in the community. In achieving these learning objectives, an assessment is carried out to measure the increase in students' abilities (Nugraha *et al.*,

2023). Although it is challenging to know the changes in a person, assessment can be done by comparing the condition of students before and after learning. Implementing an integrated curriculum needs to be evaluated to determine its effectiveness. Integrated curriculum evaluation includes assessing learning content, evaluation methods and strategies, and the impact of student learning outcomes. Curriculum evaluation is carried out periodically so that the curriculum's sustainability is known. If the curriculum implementation is not running effectively, then a strategy needs to be formed to support the implementation of the curriculum effectively.

CONCLUSION

Based on the results and discussion above, it can be concluded that implementing an integrated curriculum model at Pondok PPMI Assalaam includes three main aspects: curriculum planning, implementation, and evaluation. Integrated curriculum planning includes the formulation of a vision and mission in accordance with national education goals, an organizational structure with different tasks that support work effectiveness, determining school programs that involve various parties, selecting and organizing materials that are close to the environment, organizing learning activities with a holistic approach, and selecting various learning tools, sources and facilities. The holistic approach allows for forming a conducive learning environment, supporting the development of students as a whole, both from academic, spiritual, and character aspects. Systematic and sustainable curriculum integration supports PPMI Assalaam in creating a balanced education model oriented towards forming competent individuals with good morals. The implementation of the integrated curriculum is carried out periodically to determine its effectiveness. PPMI Assalaam needs to increase efforts in compiling a more systematic curriculum by involving technology to produce a curriculum that is increasingly relevant to the needs of the times. Further research is expected to develop an integrated curriculum model by implementing technology.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article and confirms that the data and content of the article are free from plagiarism.

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