

Curriculum Management in Islamic Boarding Schools: Integrating Islamic Values and Global Needs

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ABSTRACT

The management of the curriculum in pesantren plays a crucial role in aligning Islamic values with the demands of globalization. As an Islamic educational institution, pesantren need to adapt their curriculum to remain relevant to the times, while preserving the traditions that have been passed down. This study aims to examine how pesantren design, manage, and develop curricula that integrate religious education with 21st-century skills. The approach used in this research is qualitative, through literature studies and observations of several pesantren that have successfully implemented an integrative curriculum model. The results of the study show that the integration of Islamic values and global needs can be realized through various strategies, such as strengthening the curriculum based on classical Islamic texts (kitab kuning) by adding science and technology subjects, developing soft skills and hard skills based on sharia, and establishing partnerships with formal educational institutions and industries. With innovative and adaptive curriculum management, pesantren can produce graduates who not only possess a strong understanding of religion but are also able to compete on a global level.
Keywords: Curriculum Management, Islamic Boarding School, Islamic Values, Globalization.

ABSTRACT

Curriculum management in Islamic boarding schools has a very important role in aligning Islamic values with the demands of the globalization era. As an Islamic educational institution, pesantren need to adjust their curriculum to remain relevant to the times, without eliminating the traditions that have been inherited. This research aims to examine how Islamic boarding schools design, manage, and develop curricula that integrate religious education with 21st century skills. The approach used in this study is a qualitative method, through literature studies and observations of several Islamic boarding schools that have successfully implemented an integrative curriculum model. The results of the study show that the integration between Islamic values and global needs can be realized through various strategies, such as strengthening the curriculum based on the yellow book by adding science and technology materials, developing sharia-based soft skills and hard skills, and establishing cooperation with formal educational institutions and industry. With innovative and adaptive curriculum management, pesantren can produce graduates who not only have a strong understanding of religion, but are also able to compete at the global level.

Keywords: Curriculum Management, Islamic Boarding School, Islamic Values, Globalization.

1. INTRODUCTION

Pesantren is one of the oldest Islamic educational institutions in Indonesia that plays an important role in building character, deepening knowledge, and honing the skills of students (Azyumardi Azra, 2015). As an educational institution based on religious values, pesantren emphasizes the teaching of various Islamic disciplines, such as tafsir, hadith, jurisprudence, Sufism, and Arabic (Zamakhsyari Dhofier, 2011). Along with the progress of the times and increasing global demands, Islamic boarding schools need to adapt to the needs of modern society without losing their Islamic identity. Therefore, curriculum management in Islamic boarding schools is very important in harmonizing Islamic values with appropriate global competencies (Hasanuddin, 2021).

In the world of education, curriculum management refers to a series of processes that include planning, implementation, assessment, and curriculum development to ensure its suitability with the desired educational goals (Nana Syaodih Sukmadinata, 2009). In Islamic boarding schools, the curriculum should not only contain religious teachings, but also include 21st century skills such as digital literacy, critical thinking, and global communication (Abdul Mujib, 2020). Combining Islamic values with science and technology is a challenge as well as an opportunity for Islamic boarding schools to form a generation that not only has spiritual piety, but is also able to compete at the global level (M. Atho' Mudzhar, 2018).

The integration of Islamic values with global demands in the pesantren curriculum has an important role, in line with the vision of Islamic education that brings grace to all nature (Quraish Shihab, 2019). Education based on Islamic values should not only emphasize the normative aspect, but also must equip students with the skills needed to be able to face the changes and challenges of the modern world (Ahmad Tafsir, 2013). Thus, the management of a curriculum that is flexible, responsive, and in harmony with the demands of the times is the main key in maintaining the relevance of Islamic boarding schools in the era of globalization (Mohamad Ali, 2021).

As an educational institution based on Islamic values, pesantren initially focused more on the study of the yellow book and traditional learning methods in the form of halaqah (Abdurrahman Mas'ud, 2018). However, social dynamics and global challenges require Islamic boarding schools to adjust their curriculum to remain relevant while maintaining their Islamic values (H.A.R. Tilaar, 2019). Therefore, curriculum management must be able to combine Islamic values with global demands, so that Islamic boarding school graduates have a deep understanding of Islam and skills that are in line with the development of the modern era (M.

Arifin, 2020). Therefore, curriculum management must be able to combine Islamic values with global demands, so that Islamic boarding school graduates have a deep understanding of Islam and skills that are in harmony with the development of the modern era (Quraish Shihab, 2018). In Islam, knowledge and education are considered as tools to realize prosperity for all mankind (Yusuf Al-Qaradawi, 2017). Therefore, pesantren must adopt learning strategies that are in line with the demands of the times, such as integrating technology in the learning process, improving digital literacy skills, and strengthening sharia-based entrepreneurial skills. With this step, pesantren can continue to develop as a flexible and competitive educational institution in the era of globalization. (Ahmad Fauzi 2020).

2. RESEARCH METHODS

This research applies the literature study method or library research to analyze curriculum management in Islamic boarding schools, with an emphasis on the integration of Islamic values and global demands. The literature study approach is carried out by examining various relevant reference sources, such as books, scientific journals, research reports, and policy documents related to curriculum management in Islamic educational institutions. (Zed, Mestika 2004). This study utilizes secondary data obtained from various related references. Data collection is carried out from primary sources, such as classical books that are the foundation of pesantren education, as well as secondary sources that include scientific articles, previous research results, and relevant educational regulations. The literature selection was carried out selectively to ensure its relevance to the research topic. (Sugiyono 2018). The data collection technique in this literature study is carried out by the documentation method, namely identifying, reading, recording, and analyzing the content of various relevant references. The data is categorized based on the main themes, such as the concept of curriculum management in Islamic boarding schools, the integration of Islamic values, and adaptation to global demands. (Miles, 2014). Data were analyzed using a descriptive-qualitative approach with the aim of identifying thematic patterns in the literature studied. The information collected from various sources is then compiled, compared, and analyzed inductively to obtain a comprehensive understanding of the management of the pesantren curriculum that is based on Islamic values and in line with global demands.

3. RESULTS AND DISCUSSION

In this section, the researcher will describe the method of literature study or library research to analyze curriculum management in Islamic boarding schools, with an emphasis on

the integration of Islamic values and global demands with the big title Curriculum Management in Islamic Boarding Schools: Integrating Islamic Values and Global Needs. The researcher took several discussion centers, such as the strategy of pesantren in managing the curriculum to remain based on Islamic values, how pesantren integrate global needs in their curriculum, and the challenges faced in the implementation of a curriculum that combines Islamic values and global needs. In this effort, it is ensured that the strategy of managing the curriculum can continue to be value-based on Islam, as well as Islamic boarding schools can integrate global integrity in their curriculum, and can overcome challenges in the implementation of a curriculum that incorporates Islamic values.

a. Curriculum Management Strategy

Curriculum management in pesantren includes the planning, implementation, and evaluation stages of educational programs to be in line with the vision and mission of pesantren programs. In general, traditional Islamic boarding schools still maintain a learning system based on the yellow book, while modern Islamic boarding schools are beginning to implement a more systematic educational model by integrating national and international curricula. (Yusuf Hasyim 2020). This change requires a management system that is able to accommodate two educational orientations at once, namely maintaining Islamic traditions and answering the needs of the world of work and technology. (Yusuf Hasyim, 2020).

Strategies in managing the curriculum are a collection of structured approaches to design, implement, assess, and update the curriculum to be in harmony with the needs of students, scientific developments, and the demands of the world of work. Optimal curriculum management involves various parties, including the government, schools, educators, parents, and the community, to ensure relevant and quality education.

1) Curriculum Planning

Curriculum design is the first step in curriculum management which involves setting educational goals, selecting teaching materials, and determining the right learning strategy. In this process, curriculum developers need to pay attention to philosophical, psychological, sociological, and pedagogical aspects so that the resulting curriculum can optimally meet the needs of students. (Oliva 2009).

2) Curriculum Implementation

Curriculum implementation is the process of applying curriculum design into classroom learning activities. The success of its implementation is greatly influenced by the readiness of

educators, the availability of educational facilities and infrastructure, and support from schools and the government. In addition, the learning methods applied must be flexible in order to adapt to the needs and learning styles of each student. (Tomlinson 2014).

3) Curriculum Evaluation and Development

Assessment of the curriculum is carried out to measure the extent to which the curriculum has succeeded in achieving the predetermined educational goals. This evaluation process can be carried out in various ways, such as analyzing the achievement of student learning outcomes, observing the course of the learning process, and collecting input from teachers and students. Based on the results of the evaluation, curriculum development needs to be carried out regularly so that it remains in line with the times.

4) Technology-Based Curriculum Management

In the digital era, curriculum management continues to develop by adopting information and communication technology. Digitizing the curriculum allows learning to be more dynamic, interactive, and adaptable to changes. The use of Learning Management System (LMS), digital learning media, and data analysis in the world of education are key elements in modern curriculum management strategies. (Siemens 2011).

b. Integration of Global Needs in the Islamic Boarding School Curriculum

Pesantren not only teach Islamic values in the academic realm, but also instill morals and shape the character of students. Islamic-based moral education is the center of the learning system in Islamic boarding schools, with an approach that focuses more on examples and real practices in daily life. Therefore, the management of the curriculum in Islamic boarding schools must ensure that every subject and teaching method remains based on Islamic teachings, both in terms of science and morals. (Moh. Ali, 2017).

As the oldest Islamic educational institution in Indonesia, pesantren has an important role in shaping a generation with noble character and at the same time ready to face the challenges of the times. With the development of globalization, Islamic boarding schools need to adjust their curriculum to accommodate global needs, so that students have skills that are in accordance with the modern era. One way that can be applied is to adapt a global competency-based curriculum without abandoning the Islamic values that have become the main foundation. (Zainuddin, 2023). The curriculum in Islamic boarding schools generally focuses on Islamic religious education, including tafsir, hadith, fiqh, and Sufism. However, as global demands increase, adjustments are needed that include 21st-century science and skills, such as

digital literacy, entrepreneurship, and foreign language mastery. By strengthening the teaching of international languages such as English and Arabic, students will be better prepared to face an increasingly connected world. (Rahman 2022).

Global needs can be accommodated through technology-based education. The use of technology in the learning process, such as e-learning, educational applications, and access to digital literature, contributes to improving the quality of student learning. In addition, cooperation with international educational institutions and exchange programs for students can expand their horizons about the development of the world of Islam and science globally. (Hasan 2022). In addition to focusing on academics, entrepreneurship education also needs to be strengthened in the pesantren curriculum. By equipping students with sharia-based business skills, they can become more independent and play a role in the people's economy. Various programs such as business management training, digital marketing, and halal-based creative economy can be applied in Islamic boarding schools to produce graduates who are competitive in the global market. (Lestari 2022).

Integrating global needs in the curriculum of Islamic boarding schools does not mean overriding Islamic scientific traditions that have been inherited for a long time. Instead, this step aims to ensure that pesantren remains relevant in modern civilization without losing its spiritual roots. In this way, pesantren can continue to play a role as an educational institution that gives birth to a generation of Muslims who not only have spiritual piety, but are also competitive in global competence. (Malik 2021).

Multicultural education should be integrated into the pesantren curriculum so that students have a broader understanding of the diversity in the world. By getting to know various cultures and social systems in various countries, they will be better prepared to face challenges in the era of globalization. Student exchange programs with Islamic educational institutions abroad as well as international seminars can be a means for students to expand their horizons. (Hamdan 2023).

Overall, incorporating global needs into the curriculum of pesantren is a crucial step to ensure that pesantren remain relevant in the modern era. By maintaining solid Islamic values, pesantren can adapt to the changing times and give birth to a generation of Muslims who are not only religiously obedient, but also competitive at the global level.

c. Challenges in the Implementation of a Curriculum that Combines Islamic Values and Global Needs

Islamic boarding schools face the challenges of globalization that require them to be more responsive to the progress of science, technology, and the world economy. Currently, many Islamic boarding schools have begun to incorporate science, technology, and foreign language lessons into their curriculum to equip students with skills that suit the needs of the modern era. Therefore, curriculum management must be more flexible so that students not only delve into religious knowledge, but also be able to compete in the professional world. (Abdul Munir 2019).

Integrating Islamic values in the educational curriculum in the era of globalization is a challenge that is not simple. One of the main difficulties is to strike a balance between normative Islamic teachings and evolving global skills and competencies. A curriculum that emphasizes Islamic aspects excessively risks overriding 21st-century skills, such as digital literacy, critical thinking, and intercultural communication. (Yusuf, 2017) On the other hand, if there is too much emphasis on global competence, there is a concern that Islamic values will be marginalized in the learning process. (Rahman 2019).

To meet these challenges, a comprehensive curriculum approach is needed by incorporating Islamic principles in global skills teaching. (Zarkasyi 2020). For example, in the teaching of science and technology, educators can convey scientific concepts by highlighting the role and contribution of Muslim scientists such as Al-Farabi and Ibn Sina. In addition, a project-based approach that incorporates Islamic values in solving real-world problems can be an effective solution. (Hasan, 2021). Another challenge is the readiness of educators in implementing this integrative curriculum. (Hamid 2018). Many teachers have a deep understanding of Islam, but are not very familiar with global competency-oriented learning methods. (Sulaiman 2022). On the other hand, there are also teachers who have a broad understanding of global trends but lack a deep understanding of Islamic values. (Anwar, 2020).

One solution that can be applied is to hold intensive training for educators, so that they have skills in teaching with a more integrative approach. In addition, the development of learning modules that combine Islamic values with global standards is also a strategic step. Not only that, cooperation between Islamic schools and international educational institutions can support knowledge exchange and the best methods to implement a balanced curriculum. (Khalid 2018).

The next obstacle is the rejection of some people who are still doubtful about the integration of Islamic values with global skills. (Mahmud 2017). There are concerns that

introducing global skills, such as critical thinking and innovation, may not align with traditional values. (Azmi, 2020). In addition, globalization, which is often associated with Western culture, also raises concerns about the change in Islamic identity of the younger generation. (Farid 2021).

To overcome this problem, more intensive socialization efforts are needed to the community and stakeholders. Schools and governments can organize seminars, workshops, and educational campaigns to show that Islamic values are in line with global developments and can even be a solid foundation in building a more ethical and dignified modern civilization. With the right strategy, the implementation of a curriculum that integrates Islamic values and global demands can run effectively and provide benefits for future generations. ((Hakim 2023).

To balance Islamic values with global demands, various strategies can be applied in the management of the pesantren curriculum. One way is to develop a competency-based curriculum that integrates spiritual, intellectual, and life skills aspects simultaneously. In addition, Islamic boarding schools can also collaborate with universities or international institutions to provide students with wider access to educational resources.

4. CONCLUSION

Curriculum management in Islamic boarding schools has a crucial role in balancing Islamic values with the demands of the modern world. Through a systematic and dynamic approach, pesantren can design a curriculum that not only focuses on religious education, but also equips students with global skills and insights. The integration of Islamic values in the curriculum is the main foundation in shaping the character of students who have noble character, have a deep understanding of religion, and are able to apply Islamic teachings in daily life. On the other hand, global developments require Islamic boarding schools to adopt educational innovations, such as the use of technology, increasing digital literacy, as well as mastery of foreign languages and entrepreneurial skills. In practice, curriculum management in pesantren must be carried out systematically, with careful planning, flexible implementation, and continuous evaluation. Synergy between scholars, educators, and policy makers is needed so that the curriculum implemented remains relevant to the development of the times without abandoning the essence of pesantren education. Through a comprehensive and adaptive approach, pesantren can function as an educational institution that not only maintains Islamic

values, but is also able to produce a generation of students who are ready to face global challenges while still adhering to Islamic principles.

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