

Curriculum Management in Madrasah Aliyah Islamic Boarding Schools to Enhance Character Education

Mardiana¹, Rusydi Ananda², Muhammad Rifa'i³

^{1,2,3}Universitas Islam Negeri Sumatera Utara, Indonesia

Article Info

Article history:

Received 2025-06-24

Revised 2025-07-28

Accepted 2025-07-29

Keywords:

Character Education

Curriculum Management

Islamic Boarding School

Madrasah Aliyah

Multi-site Study

ABSTRACT

This study investigates the practices of curriculum management in Madrasah Aliyah (Islamic Senior High School) within two Islamic boarding schools in Batu Bara Regency, namely, Jabal Hindi and Al-Mukhlisin. These institutions were selected due to their strong commitment to integrating academic excellence with character education. Using a qualitative approach with a multi-site study design, the research explores in depth the curriculum planning, implementation, and evaluation processes within the unique cultural and religious setting of Islamic boarding schools. Special attention is given to how character values rooted in Islamic teachings are integrated into both formal classroom instruction and non-formal learning activities. The study examines the organizational and instructional strategies adopted by each school and the roles of key stakeholders, including principals, teachers, kyai (spiritual leaders), administrators, and students. It identifies various supporting factors that contribute to effectively implementing a character-based curriculum, such as visionary leadership, a conducive learning environment, teacher professionalism, and a strong institutional culture. At the same time, it highlights several inhibiting factors, including limited infrastructure, diverse student backgrounds, and challenges related to digital media exposure that may conflict with Islamic values. In addition, this research uncovers several innovative practices the schools use to strengthen character education, including project-based learning, thematic integration across subjects, spiritual mentoring, and digital tools such as e-portfolios to monitor student progress.

This is an open-access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Mardiana

Universitas Islam Negeri Sumatera Utara

Email: mardiana300495@uinsu.ac.id

1. INTRODUCTION

In Indonesian education, Islamic boarding schools, known as *pesantren*, occupy a unique and deeply rooted position [1], [2]. These institutions are not only centers for religious learning but also spaces where moral development and character formation are

integral to daily life. The role of *pesantren* has evolved significantly over the years, especially with the establishment of formal education units such as *Madrasah Aliyah* (Islamic senior high schools) within their structure. These madrasahs have become arenas where Islamic values, academic knowledge, and character education intersect, reflecting the holistic vision of education promoted in Islamic tradition [3], [4], [5].

In an era increasingly defined by technological advancement, social complexity, and moral ambiguity, the need for a curriculum beyond cognitive intelligence is more pressing than ever. The Indonesian government, through various policies, has called for the integration of character education into formal learning environments [6], [7], [8]. However, for *pesantren*, this is not a novel agenda. Culturing *akhlakul karimah* (noble character) has always been central to the *pesantren* identity. What remains underexplored, however, is how this vision is operationalized through curriculum management in *Madrasah Aliyah*—how plans are made, who makes them, how they are implemented, evaluated, and adapted within the dynamic environment of an Islamic boarding school [9], [10], [11].

To delve deeper into this phenomenon, this study adopts a qualitative approach with a multi-site design, focusing on two well-established Islamic boarding schools in Batu Bara Regency, North Sumatra: *Pondok Pesantren Jabal Hindi* and *Pondok Pesantren Al-Mukhlisin*. These schools were not chosen at random. Both institutions have achieved an ‘A’ accreditation status for their *Madrasah Aliyah* programs, demonstrating academic credibility. More importantly, they have become known for their deep commitment to fostering character education alongside academic excellence. Each has developed a distinctive approach to managing a character-based curriculum, supported by strong institutional leadership, cohesive teaching teams, and an embedded culture of spirituality. Their track records of achievements in both academic and non-academic fields further underscore their capacity as models of integrated Islamic education [12], [13], [14].

The complexity of curriculum management in these settings lies not only in formal structures and documents but in the daily interactions, shared values, and communal practices that sustain the curriculum. At the heart of this process are the stakeholders: principals who serve as institutional visionaries, vice principals for curriculum who coordinate academic programming, subject teachers who act as direct implementers, students who are the ultimate beneficiaries, and the *kyai* or caretakers who serve as spiritual guides. Understanding how these individuals interact, make decisions, and respond to challenges is critical to capturing the full picture of curriculum management in Islamic boarding schools [15], [16].

The study employs several data collection methods to capture these layers of meaning. Participatory observation lets the researcher witness firsthand how the curriculum is implemented inside and outside the classroom, in formal lessons and informal religious gatherings. In-depth interviews with various stakeholders provide nuanced insights into their experiences, motivations, and perceptions. Document analysis offers a window into the planned curriculum—lesson plans, evaluation forms, extracurricular activity records—while focus group discussions allow for shared narratives and divergent viewpoints. The data analysis process follows the model developed by Miles, Huberman, and Saldana [17], which includes three essential phases: data

condensation, data display, and conclusion drawing. This iterative process allows the researcher to continuously refine emerging themes, compare across sites, and build a grounded understanding of how curriculum is managed to serve cognitive goals and character development.

This study seeks to answer the fundamental question: *How is curriculum managed in Madrasah Aliyah pesantren to support character education?* By exploring this question in depth, the research aims to contribute valuable insights to the broader discourse on Islamic education in Indonesia and to offer practical implications for educational leaders, policymakers, and *pesantren* communities committed to nurturing generations of morally upright and academically competent students.

2. METHOD

This research employs a qualitative approach using a multi-site study design to gain a deeper understanding of curriculum management within the complex social and cultural context of Islamic boarding schools (*pesantren*). A qualitative approach was deemed appropriate because it enables the researcher to explore and interpret the meanings individuals or groups assign to social and humanitarian experiences, particularly those embedded in educational practices and religious traditions [17]–[19].

The study was conducted at two Islamic boarding schools in Batu Bara Regency, North Sumatra: Pondok Pesantren Jabal Hindi and Pondok Pesantren Al-Mukhlishin. These institutions were selected based on four key considerations. First, both host active *Madrasah Aliyah* (Islamic Senior High Schools) that have achieved an ‘A’ accreditation, indicating high educational standards. Second, both schools demonstrate a consistent and explicit commitment to character education. Third, they each implement a distinctive approach to managing a character-based curriculum. Fourth, both institutions have a proven track record of achievement in academic and non-academic fields, including extracurricular activities and community engagement.

The research subjects comprised multiple stakeholders involved in the curriculum management process within each institution. These included the madrasah principal, who functions as the institutional leader; the vice principal for curriculum, who directly oversees curriculum planning and implementation; subject teachers, who serve as curriculum implementers; students of *Madrasah Aliyah*, who are the direct beneficiaries of the curriculum; the caretaker or *kyai*, who serves as the spiritual and moral authority within the boarding school; and administrative staff, who are responsible for the operational management of the educational programs.

Multiple data collection methods were used to ensure the validity and depth of the findings.

- Participatory observation allowed the researcher to observe the real-time implementation of the curriculum across formal (classroom) and informal (dormitory, religious activities) settings.
 - In-depth interviews were conducted with all key informants to elicit detailed narratives and insights regarding their roles, experiences, and perspectives on curriculum management.
-

- Document analysis examined lesson plans, curriculum guides, student evaluation reports, and activity documentation.
- Focus group discussions (FGDs) were also held with selected teachers and students to enable the emergence of collective views, negotiations, and shared understandings related to character education and curriculum practices.

To uphold ethical standards, all participants were informed about the purpose and scope of the study and were asked to provide informed consent before their involvement. The researcher ensured that participation was voluntary, and participants retained the right to withdraw at any research stage. Anonymity and confidentiality were strictly maintained, with pseudonyms used in all documentation and reporting to protect the identities of individuals and institutions involved.

The data analysis process followed the qualitative data analysis model proposed by Miles, Huberman, and Saldana [20], [21], which includes three interconnected steps:

1. Data condensation involves selecting, simplifying, and organizing raw data into meaningful units.
2. Data display, where information is arranged in visual or textual formats to facilitate analysis and pattern recognition;
3. Conclusion drawing and verification entail interpreting the meaning of data, identifying themes, and verifying findings through iterative reflection.

The study used triangulation to ensure credibility and trustworthiness by comparing data across different sources (interviews, observations, documents, and FGDs). Additionally, member checking was used, where selected participants reviewed and validated the researcher's interpretations to ensure accuracy and authenticity. Thematic data were coded manually and systematically, and coding reliability was enhanced by revisiting the data iteratively and aligning emerging themes with the conceptual framework.

In sum, this methodological approach ensures that the findings not only reflect the participants' lived experiences but also capture the complex and nuanced ways in which curriculum is managed in *Madrasah Aliyah* within *pesantren* settings, particularly in relation to the mission of fostering character education.

3. RESULTS AND DISCUSSION

3.1. Research Location Profile

a. Jabal Hindi Islamic Boarding School

Jabal Hindi Islamic Boarding School was founded in 1985 by KH. Abdullah bin Muhammad Hasan clearly sees becoming a leading Islamic educational institution, producing generations with noble morals, knowledge, and character. The boarding school is strategically located in a conducive environment for educational activities. Its location, far from the hustle and bustle of the city, provides a calm and peaceful atmosphere, highly conducive to the learning process and the character development of its students.

Jabal Hindi Islamic Senior High School has accreditation from the National Accreditation Board for Schools/Madrasahs (BAN-S/M) and has 450 students taught by 35 qualified and experienced teachers. The teaching staff consists of 60% teachers with Islamic boarding school backgrounds and 40% with university backgrounds, creating a harmonious blend of traditional Islamic boarding school wisdom and modern approaches to learning [18].

The Jabal Hindi Islamic Boarding School's facilities are comprehensive and adequate to support learning. These include 18 comfortable classrooms equipped with interactive whiteboards, a library with over 15,000 books covering religious and general literature, a computer laboratory with 30 internet-connected computers, and a science laboratory equipped with standard laboratory equipment. This mosque can accommodate 800 worshippers as a center for spiritual activities, dormitories for male and female students with a capacity of 500 people, and various other supporting facilities such as a canteen, cooperative, and health unit.

The Islamic boarding school's beautiful environment, far from the hustle and bustle of the city, provides a conducive atmosphere for learning and worship. The boarding school also has two hectares of agricultural land used for agricultural and entrepreneurship programs for students, developing the character of hard work and independence.

b. Al-Mukhlishin Islamic Boarding School

Al-Mukhlishin Islamic Boarding School was founded in 1992 by KH. With the vision of becoming a center of Islamic education, Muhammad Yusuf Al-Makki can integrate religious and general knowledge to shape a generation with character and competitiveness. This Islamic boarding school is strongly committed to producing graduates who are not only intellectually intelligent but also possess noble morals and adequate skills to face the challenges of the modern era.

Madrasah Aliyah Al-Mukhlishin has also been accredited and has 380 students, guided by 28 competent and dedicated teachers. The curriculum combines the national curriculum with the unique Islamic boarding school curriculum, ensuring students receive a comprehensive and balanced education, combining religious and general knowledge.

Al-Mukhlishin Islamic Boarding School excels in its Quran memorization program, with 70% of students successfully memorizing at least 10 chapters of the Quran during their studies. Eight experienced Quran memorization teachers support the program and utilize innovative learning methods. Facilities include 15 air-conditioned classrooms, a digital library with access to e-books and online journals, a language laboratory with modern audio-visual systems, a recording studio for journalism lessons, and a mosque that serves as a center for students' spiritual and intellectual activities.

This Islamic boarding school also has a flagship program in collaboration with various higher education institutions for bridging course programs, enabling students to continue their higher education with scholarships and acceleration programs.

3.2. Curriculum Management Planning

a. Planning at Jabal Hindi Islamic Boarding School

Curriculum management planning at the Jabal Hindi Islamic Boarding School is carried out through a systematic and comprehensive approach involving all relevant stakeholders. The planning process begins with forming a curriculum development team consisting of the madrasah principal as chair, the vice principal for curriculum as coordinator, experienced senior teachers, and representatives from the pesantren's leadership with spiritual and academic authority.

The curriculum development team is responsible for formulating the curriculum's vision, mission, and objectives, adhering to national standards, and integrating the Islamic character values that characterize Islamic boarding schools. This development process is conducted through intensive workshops over three months, involving 40 hours of meetings, and regular coordination meetings that involve in-depth discussions about student needs, societal demands, and current developments.

The developed curriculum adopts the 2013 Curriculum as a basic framework, but is enriched with local content tailored to the characteristics and needs of Islamic boarding schools. The integration of character values is carried out systematically by identifying 18 priority character values, namely: religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curiosity, national spirit, love of the homeland, respect for achievement, friendly/communicative, love of peace, love of reading, care for the environment, care for society, and responsibility [22].

Each character value is broken down into specific, measurable indicators, then integrated into each subject through the syllabus and lesson plan (RPP). This integration process involves an in-depth analysis of the core competencies of each subject to identify the most relevant and developmental character values.

Planning also involves developing a comprehensive character assessment system, including integrated spiritual and social attitudes into all learning activities. This assessment system measures not only cognitive achievement but also student character development through a variety of valid and reliable assessment instruments.

b. Planning at Al-Mukhlishin Islamic Boarding School

Planning at Al-Mukhlishin Islamic Boarding School uses a broader, participatory approach, involving the curriculum development team and all components of the boarding school, including senior students, alumni, and local community leaders. The planning process begins with an in-depth analysis of student and community needs, an analysis of expected graduate competencies, and a comprehensive evaluation of the previously implemented curriculum [19].

The integration-interconnection approach is the underlying philosophy behind curriculum development at the Al-Mukhlishin Islamic Boarding School. This approach does not simply mechanistically combine the national curriculum with the Islamic boarding school curriculum, but instead seeks to create an organic and mutually reinforcing relationship between various disciplines and Islamic values. Each subject is

designed to integrate character values through various innovative and engaging learning strategies.

The curriculum planning process involves six main stages: needs analysis, goal formulation, curriculum design, materials development, evaluation system development, and implementation preparation. Each stage involves intensive discussion and consultation with various parties to ensure that the developed curriculum aligns with Islamic boarding schools' needs and characteristics [23], [24].

An innovation in curriculum planning at Al-Mukhlishin Islamic Boarding School is the development of a project-based curriculum that integrates theoretical learning with hands-on practice. Students are involved in projects combining various subjects, focusing on character development and life skills, each semester. These projects are designed to foster leadership, cooperation, creativity, and social responsibility.

3.3 Implementation of Curriculum Management

a. Implementation at Jabal Hindi Islamic Boarding School

Implementing curriculum management at the Jabal Hindi Islamic Boarding School is carried out through several key strategies that support and complement each other. The first strategy is integrating the formal and Islamic boarding school curriculum, which combines the formal curriculum established by the government with the unique and distinctive Islamic curriculum. The Islamic boarding school curriculum includes studying yellow books (turats), a Quran memorization program, and intensive and ongoing moral development.

This integration is not done piecemeal, but through a thematic approach that connects learning materials with Islamic character values in a natural and meaningful way. For example, in mathematics learning, mathematical concepts are linked to honesty in calculations, accuracy in solving problems, and responsibility in completing assignments. In history learning, historical events are linked to the values of justice, tolerance, and the spirit of struggle [25].

The second strategy is character-based learning, implemented by designing each subject to integrate character values through various innovative and engaging learning methods. Cooperative learning methods are applied to develop the characteristics of cooperation, tolerance, and respect for differences. Problem-based learning is used to develop critical, creative, and responsible character. Project-based learning is applied to develop independent, creative, and innovative character.

Teachers use a contextual teaching and learning approach to connect learning materials to students' everyday lives, making learning more meaningful and relevant. This approach enables students to understand the practical application of character values in real life, not just as abstract theoretical concepts.

The third strategy is habituation and role modeling, fundamental to implementing a character-based curriculum. The habituation program includes activities designed to instill character values through hands-on practice. These activities include the five daily congregational prayers, which foster discipline and togetherness, morning Quran recitation, which fosters a love of the holy book, seven-minute lectures after prayers,

which develop communication skills and self-confidence, and various social activities that foster concern for others.

The curriculum's implementation is also supported by a robust mentoring system, where each student is assigned a mentor responsible for guiding their character development. This system allows for more personalized and intensive monitoring of each student's progress, allowing character issues to be identified and addressed as early as possible [20].

b. Implementation at Al-Mukhlisin Islamic Boarding School

Implementation at the Al-Mukhlisin Islamic Boarding School emphasizes a holistic approach that involves all aspects of the students' lives, 24/7. The integrated curriculum combines formal classroom and non-formal learning in Islamic boarding school settings. This system allows students to experience continuous character development without a dichotomy between study and rest time.

Active learning methods are consistently applied using a variety of approaches that position students as active participants in the learning process. These approaches include group discussions that develop argumentation skills and respect for others' opinions, presentations that boost confidence and communication skills, simulations that provide practical experience in various situations, and hands-on practice that develops application skills [21].

A student-centered learning approach is consistently implemented to increase student active engagement in the learning process. Teachers act as facilitators, guiding and directing students in exploring knowledge and developing their character. This approach encourages students to become active, critical, and independent learners [22].

An innovation in curriculum implementation at Al-Mukhlisin Islamic Boarding School uses technology in character education. Each student has an e-portfolio that records their character development across various aspects. This e-portfolio can be accessed by teachers, parents, and the students themselves, allowing for continuous monitoring and transparency in character development.

Internships and work experience programs are integral to the curriculum, where students are placed in various institutions and organizations to apply character values in real-world work contexts. These programs develop technical skills and professional character traits such as integrity, responsibility, and work ethic.

3.4 Curriculum Management Evaluation

a. Evaluation at Jabal Hindi Islamic Boarding School

Curriculum management evaluation at the Jabal Hindi Islamic Boarding School is conducted comprehensively and continuously, utilizing various valid and reliable evaluation instruments and approaches. The evaluation focuses on cognitive, affective, and psychomotor aspects, indicators of successful character education [23].

Evaluation encompasses three main aspects: planning evaluation, process evaluation, and learning outcomes evaluation. Planning evaluation is conducted to assess the quality of the lesson plan, its compliance with national standards, and the integration of

character values. This evaluation involves analyzing curriculum documents, syllabi, and lesson plans using a specially developed rubric.

Process evaluations are conducted to monitor curriculum implementation in daily learning activities. These evaluations utilize systematic observation instruments to observe teacher-student interactions, use learning methods, and implement character values in the learning process. Process evaluations are conducted monthly, involving academic supervisors and supervisors from the Ministry of Religious Affairs [24].

Outcome evaluation assesses the achievement of learning objectives and student character development. This evaluation uses various instruments, such as written tests for cognitive aspects, behavioral observations for affective aspects, and practical tests for psychomotor aspects. Evaluation results are numerical and qualitative descriptions of student character development [25].

The evaluation instruments used are highly diverse and tailored to the evaluation objectives. Observations are conducted to observe student behavior in various formal and informal situations. Observation sheets are developed based on established character indicators, with a transparent and objective assessment scale.

Interviews explored students' understanding of character values and how they apply them daily. These interviews were structured and semi-structured to obtain in-depth information about the students' internalization of character values.

Evaluation results demonstrate a significant positive impact from implementing character-based curriculum management. Improved discipline is evident in students' punctuality in participating in various activities and adherence to Islamic boarding school regulations. Data shows that the student tardiness rate has decreased from 15% to 3% in the past year.

Improved honesty is evident in students' attitudes toward assignments and exams and their interactions with peers and teachers. Surveys show that 95% of students admit to never cheating on exams, and plagiarism rates in assignments have decreased dramatically [26].

b. Evaluation at Al-Mukhlishin Islamic Boarding School

Evaluation at Al-Mukhlishin Islamic Boarding School uses a more comprehensive approach, combining formative and summative evaluation. Formative evaluation is conducted periodically and continuously to monitor the progress of curriculum implementation and provide immediate feedback for improvement. This evaluation is conducted weekly through learning reflections and monthly through comprehensive assessments.

Summative evaluations are conducted at the end of a specific period to assess the achievement of overall curriculum objectives. These evaluations include assessments of student academic achievement, character development, and the effectiveness of overall curriculum implementation [27].

Using various valid and reliable instruments, character evaluation is conducted through an integrated assessment system. These include observation sheets to observe student behavior in various settings, reflection journals to record student progress, self-

assessments to develop students' reflective skills, and peer assessments to develop evaluation and empathy skills [28].

An innovation in character evaluation at the Al-Mukhlishin Islamic Boarding School uses a 360-degree assessment system involving various stakeholders in assessing student character. This system involves teachers, peers, juniors, seniors, and even the community surrounding the boarding school in assessing student character. This approach provides a more holistic and objective picture of student character development.

The evaluation results show significant success in improving the quality of student character education. This improvement is evident in various indicators: a 20% increase in academic achievement in the last two years, an increase in non-academic achievements with 25 awards in various regional and national competitions, changes in behavior for the better in daily life with a decrease in the level of violations of discipline by 80%, and an increase in stakeholder satisfaction with the quality of education with a satisfaction level reaching 92%.

Evaluations also show that 85% of Islamic boarding school graduates are accepted into leading state and private universities, with 60% receiving scholarships. This demonstrates that implementing a character-based curriculum does not hinder academic achievement, but instead supports and strengthens student achievement in various fields [29].

3.5 Supporting and Inhibiting Factors

a. Supporting Factors

Various synergistic factors supported the successful implementation of character-based curriculum management in both Islamic boarding schools. The primary factor was the boarding school administrators' and madrasah principals' strong leadership commitment. This commitment was reflected in their full support for the curriculum development program, adequate resource allocation, and active involvement in the implementation process [30].

A conducive Islamic boarding school culture is a crucial supporting factor. The Islamic boarding school environment, steeped in Islamic values, provides a supportive atmosphere for implementing character education. The 24-hour school life allows for a continuous and comprehensive character-building process [31]. High-quality teachers are a key factor in the successful implementation of the curriculum. Teachers at both Islamic boarding schools possess strong pedagogical and professional competencies, as well as a strong commitment to character education. Regular teacher professional development programs are also a crucial supporting factor. Strong stakeholder support, including parents, the surrounding community, and the local government, provides significant moral and material support. Strong collaboration between the Islamic boarding school and various external parties strengthens the implementation of the character-based curriculum.

b. Inhibiting Factors

Although implementing character-based curricula has shown significant success, several challenges remain. Limited resources, particularly funding and facilities, are a major obstacle to developing innovative programs. While existing facilities are adequate, developing more comprehensive programs requires substantial investment [32].

Diverse student backgrounds present a challenge in implementing a uniform curriculum. Students from families with varying economic and educational backgrounds require different approaches to character development. This requires more complex differentiation strategies and requires special attention from teachers.

The influence of technology, which is not always positive, presents a challenge in itself. Advances in information and communication technology positively impact learning but also pose risks to student character development. Uncontrolled internet and social media access negatively impact student character [33].

The dynamic changes in the national curriculum also challenge implementing a character-based curriculum. Islamic boarding schools must continually adapt curricula to changing government policies without sacrificing the character values that have become their hallmark.

4. CONCLUSION

Based on research conducted at the Jabal Hindi Islamic Boarding School and the Al-Mukhlisin Islamic Boarding School, it can be concluded that managing the character-based learning curriculum at the Madrasah Aliyah level within Islamic boarding schools possesses unique and effective characteristics. Curriculum planning is carried out systematically by involving all stakeholders and integrating the national curriculum with the distinctive values upheld by the pesantren. The implementation follows a holistic approach that merges formal and non-formal learning activities, supported by various innovative teaching strategies tailored to academic goals and character development.

Evaluation of the curriculum is conducted comprehensively and continuously. It includes assessments of academic achievement and character formation, with findings indicating significant improvements in students' moral behavior, discipline, and social responsibility. The success of this curriculum management is influenced by several key factors, such as strong leadership commitment, a conducive and value-oriented school culture, competent and dedicated teachers, and active support from all stakeholders, including parents and the surrounding community.

Nonetheless, several challenges persist, including limitations in facilities and funding, the diversity of student backgrounds, and the growing influence of digital media and technology, which can conflict with traditional Islamic values. Despite these obstacles, this research contributes meaningfully to the theory and practice of character-based curriculum management and can serve as a valuable reference for other Islamic educational institutions seeking to integrate character values with optimal academic outcomes. Future research may explore comparative models across other pesantren, or examine student perspectives on character learning outcomes over time.

REFERENCES

- [1] G. Rahis Pasaribu and M. Salmiah, "LingPoet: Journal of Linguistics and Literary Research Linguistic Landscape in Kualanamu International Airport," pp. 1–6, 2024.
- [2] A. Kartini, "The Effect of The Quizizz Game on Increasing Motivation And Social Studies Learning Outcomes," vol. 5, no. 3, pp. 246–262, 2023, doi: 10.37680/scaffolding.v5i3.3442.
- [3] A. G. Pravitasari and N. Nugraheni, "Transformasi Pendidikan Menuju Konservasi Berkelanjutan: Membangun Kesadaran Lingkungan dan Kepedulian Generasi Mendatang," *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial*, vol. 1, no. 9, pp. 6–11, 2024.
- [4] H. Hasriani and R. Mahmud, "Strengthening Scouting Character Values through a Moral Integrated Approach for Elementary School Students," vol. 26, no. 3, pp. 1–24, 2025, doi: 10.21070/ijins.v26i3.1463.
- [5] D. Noviani, "Pendidikan Islam Transformatif," vol. 1, no. 4, 2023.
- [6] D. Ni'matussyahara, S. Sugiyanto, and S. Sarwono, "Interactive Digital Media Based on Our-Space Website in Geography Learning: ICT, Media Skills, and Learning Styles," *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, vol. 9, no. 4, p. 1230, 2023, doi: 10.33394/jk.v9i4.9198.
- [7] A. Mudlofir and A. Mudlofir, "Pendidikan Karakter: Konsep dan Aktualisasinya dalam Sistem Pendidikan Islam," *Nadwa: Jurnal Pendidikan Islam*, vol. 7, no. 2, pp. 230–363, 2013.
- [8] P. R. Pintrich, "Chapter 14 - The Role of Goal Orientation in Self-Regulated Learning," in *Handbook of Self-Regulation*, San Diego, California: Academic Press, 2000, pp. 451–502. doi: 10.1016/B978-012109890-2/50043-3.
- [9] O. Solihin and B. Siregar, "Pola Komunikasi Kesehatan di Pondok Pesantren Pasca Era Adaptasi Baru Health Communication Patterns in Post-New Adaptation Islamic Boarding Schools," vol. 06, no. 01, pp. 44–54, 2023.
- [10] N. K. Sari, "Implementation of Leadership Attitude Character Values Through Scout Extracurricular Activities At Sdn Kandangan," pp. 1–11, 2024.
- [11] G. Rahis Pasaribu and U. Sidabutar, "Teacher 's Strategy in Online Learning in English Courses at SMP Al-Afkari," *Journal of Literature and Education*, vol. 1, pp. 51–56, 2023.
- [12] W. Kurniasari, M. Murtono, and D. Setiawan, "Meningkatkan Minat Belajar Siswa Menggunakan Model Blended Learning Berbasis Pada Google Classroom," *Jurnal Educatio FKIP UNMA*, vol. 7, no. 1, pp. 141–148, 2021, doi: 10.31949/educatio.v7i1.891.
- [13] I. R. Julianto and A. S. Umami, "Peranan Guru dalam Pengimplementasian Profil Pelajar Pancasila dan Implikasinya pada Pembelajaran Bahasa Indonesia," *Prosiding Samasta: Seminar Nasional Bahasa dan Sastra Indonesia*, pp. 208–2016, 2023.
- [14] C. Meika, P. Setyawati, L. Setia, P. Studi, and F. Pendidikan, "Emosi Siswa Kelas Xii Sma Bunda Hati Kudus Jakarta," vol. 22, no. 2, pp. 71–88, 2024, doi: 10.25170/psikoedukasi.v22i2.6388.
- [15] Afdaliah, "Character Education Through Extracurricular Activities of Scout ('Pramuka'). An Indonesian Experiences," *Studia Humanitatis*, vol. 213, no. 594, 2019.
- [16] R. N. Hamidah and N. S. Rosidah, "Konsep Kesehatan Mental Remaja dalam Perspektif Islam," *Prophetic Guidance and Counseling Journal*, vol. 2, no. 1, pp. 26–33, 2021, doi: 10.32832/progcj.v2i1.5122.
- [17] M. B. Miles, A. M. Huberman, and J. Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. Washington DC: SAGE Publications, Inc., 2014.
- [18] I. Nafi'a, M. Masrukhin, and S. Gumiandari, "Penyimpangan Etika Berbahasa dalam Interaksi Siswa Berstatus Santri dengan Guru antara di Sekolah dan Pesantren," *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab*, vol. 11, no. 1, 2022, doi: 10.24235/ibtikar.v11i1.10745.
- [19] W. F. Defi, "Manajemen Karakter Peserta Didik Pesantren di Era Pandemi (Studi Kasus Smp Pesantren Modern Terpadu Prof. Dr. Hamka II Padang)," *Southeast Asian Journal of Islamic Education Management*, vol. 1, no. 2, 2020, doi: 10.21154/sajiem.v1i2.15.
- [20] S. Zuhri, T. Handriana, and I. Usman, "Desain Manajemen Mutu Terpadu pada Pendidikan Pondok Pesantren," *Jurnal Sains Sosio ...*, vol. 5, no. 2, 2021.
- [21] A. Fiandi, E. Warmanto, and Iswanti, "Manajemen Kurikulum Pembelajaran Islam di Pesantren Menghadapi Era 4.0," *Jurnal Pendidikan Tambusai*, vol. 7, no. 1, 2023.
- [22] N. Nurhamsah, S. Syuhadak, and N. I. Ifawati, "Manajemen Kurikulum Pendidikan Diniyah Formal Pembelajaran Nahwu dalam Meningkatkan Keterampilan Membaca di Pondok Pesantren Salafiyah Parappe Sulawesi Barat," *Sha'at al Arabiyyah*, vol. 9, no. 2, 2021, doi: 10.24252/saa.v9i2.25656.

- [23] U. Khasanah, "Manajemen Pembelajaran Nahwu Shorof di Pondok Pesantren Apik Kesugihan," *Cakrawala: Jurnal Manajemen Pendidikan Islam dan studi sosial*, vol. 5, no. 1, 2021, doi: 10.33507/cakrawala.v5i1.291.
- [24] I. Ibrahim, A. Amini, and A. Akrim, "Upaya Mencapai Keunggulan Lulusan Melalui Penerapan Manajemen Kurikulum Terpadu di Pesantren Modern Nurul Hakim Tembung-Deli Serdang," *Journal on Education*, vol. 5, no. 4, 2023.
- [25] Habiburrahman and Marno, "Implementasi Manajemen Kurikulum dan Pembelajaran Berbasis Pesantren di Smk Darussalam," *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi dan Pemikiran Hukum Islam*, vol. 14, no. 2, 2023, doi: 10.30739/darussalam.v14i2.1966.
- [26] N. Sumarni, Nurwadjah, and A. Suhartini, "Manajemen Kurikulum Tahfiz di Pondok Pesantren Ad Da'wah Lebak Banten," *Jurnal Pendidikan Islam Al-Affan*, vol. 1, no. 2, 2021.
- [27] R. Linur, "Problematika Pembelajaran Bahasa Arab di Pondok Pesantren Darul Mursyidi Sialogo," *AL-WARAQAH Jurnal Pendidikan Bahasa Arab*, vol. 3, no. 1, 2022, doi: 10.30863/awrq.v3i1.2946.
- [28] I. Ibrahim, A. Amini, and A. Akrim, "Upaya Mencapai Keunggulan Lulusan Melalui Penerapan Manajemen Kurikulum Terpadu di Pesantren Modern Nurul Hakim Tembung-Deli Serdang," *Journal on Education*, vol. 5, no. 4, 2023.
- [29] F. Firdaus and H. Hermawan, "Manajemen Kurikulum Berbasis Pesantren di Smp Muhammadiyah Jono Bayan Purworejo," *TAMADDUN*, vol. 22, no. 2, 2021, doi: 10.30587/tamaddun.v22i2.3610.
- [30] I. Ibrahim, A. Amini, and A. Akrim, "Upaya Mencapai Keunggulan Lulusan Melalui Penerapan Manajemen Kurikulum Terpadu di Pesantren Modern Nurul Hakim Tembung-Deli Serdang," *Journal on Education*, vol. 5, no. 4, 2023.
- [31] M. Sulha Dewi Hana and U. M. Sjech Djamil Djambek Bukittinggi, "Manajemen Kurikulum Pembelajaran Pondok Pesantren Dalam Menghadapi Tantangan Era Globalisasi (Studi Terhadap Manajemen Kurikulum Pembelajaran Pondok Pesantren Baitur Rahman Kecamatan Batang Onang Kabupaten Padang Lawas Utara)," *Innovative: Journal Of Social Science Research*, vol. 3, no. 2, 2023.
- [32] Sholehuddin, A. Tambunan, and U. Karimah, "Implementasi Integrasi Kurikulum Pada Proses Santri (Studi Kasus di Pesantren Tahfizh Daarul Qur'an Takhassus Banyuwangi)," *Prosiding Seminar Nasional Penelitian LPPM UMJ*, vol. 2, 2022.
- [33] M. A. M. Prasetyo and B. Bashori, "Modernitas Pesantren Ditinjau Dari Aspek Kurikulum (Studi Kurikulum Berbasis Minat Bakat)," *Jurnal Administrasi dan Manajemen Pendidikan*, vol. 4, no. 2, 2021, doi: 10.17977/um027v4i22021p95.
-

