



Integrative Curriculum Management Strategy In The Formation of Muslim Character: A Case Study at Al-Hikam Student Islamic Boarding School Malang

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Abstract

Islamic education today faces global challenges that require graduates to be intellectually competent, morally upright, and spiritually mature. Al-Hikam Student Islamic Boarding School in Malang addresses this by integrating higher education with the traditional pesantren system to nurture holistic Muslim personalities. However, strategic models for managing such integrative curricula are still limited. This study investigates the strategic management of an integrative curriculum for character formation at Al-Hikam, focusing on how planning, implementation, and evaluation processes combine the strengths of universities and pesantren to develop *insan kamil*—individuals with noble character, intelligence, and religious commitment. Using a qualitative case study approach, data were collected through in-depth interviews, participatory observation, and document analysis. Thematic analysis and triangulation were applied to ensure validity and depth. Findings indicate that the curriculum functions through three main domains: *dirosah* (Islamic learning), *kesantrian* (character and skill development), and *kepengasuhan* (spiritual and moral supervision). These domains integrate religious and general sciences within a non-dichotomous, transdisciplinary framework, enhancing students' discipline in worship, moral conduct, leadership, and independence. The study contributes theoretically to Islamic curriculum management and offers a practical, replicable model for campus-based pesantren, supporting the cultivation of adaptive Muslim character in contemporary contexts.

Keywords: Integrative Curriculum, Muslim Character, Student Islamic

Abstrak

Pendidikan Islam dewasa ini menghadapi tantangan global yang menuntut lulusannya tidak hanya cakap secara intelektual, tetapi juga berakhlak mulia dan matang secara spiritual. Pondok Pesantren Mahasiswa Al-Hikam di Malang merespons tantangan tersebut dengan mengintegrasikan pendidikan tinggi dan sistem pesantren tradisional guna membentuk kepribadian Muslim yang holistik. Namun demikian, model strategis pengelolaan kurikulum integratif semacam ini masih relatif terbatas. Penelitian ini bertujuan untuk mengkaji manajemen strategis kurikulum integratif dalam pembentukan karakter di Pondok Pesantren Mahasiswa Al-Hikam, dengan menitikberatkan pada bagaimana proses perencanaan, pelaksanaan, dan evaluasi mengombinasikan keunggulan perguruan tinggi dan pesantren dalam membentuk *insan kamil*—individu yang berakhlak mulia, cerdas, dan memiliki komitmen keagamaan yang kuat. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan analisis dokumen. Analisis tematik dan triangulasi data diterapkan untuk menjamin validitas dan kedalaman temuan.

Hasil penelitian menunjukkan bahwa kurikulum dijalankan melalui tiga domain utama, yaitu dirosah (pembelajaran keislaman), kesiantrian (pengembangan karakter dan keterampilan), dan kepengasuhan (pembinaan spiritual dan moral). Ketiga domain tersebut mengintegrasikan ilmu agama dan ilmu umum dalam kerangka nondikotomis dan transdisipliner, yang secara signifikan memperkuat kedisiplinan ibadah, akhlak, kepemimpinan, serta kemandirian mahasiswa. Penelitian ini memberikan kontribusi teoretis terhadap pengembangan manajemen kurikulum pendidikan Islam serta menawarkan model praktis yang replikatif bagi pesantren berbasis kampus dalam mendukung pembentukan karakter Muslim yang adaptif di tengah konteks kontemporer.

Kata kunci: *Kurikulum Integratif, Karakter Muslim, Siswa Islam*

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Introduction

Student Islamic boarding schools (pesantren mahasiswa) are among the Islamic educational institutions that play a strategic role in shaping the character and personality of a Muslim. These institutions aim to develop students' intellectual and spiritual capacities while fostering character formation in accordance with Islamic values (Swasono et al. 2024). Al-Hikam Student Islamic Boarding School in Malang serves as an exemplary institution that integrates formal higher education with the Islamic values embedded in traditional pesantren education (Witanti and Sukardi 2025). This model combines the pesantren curriculum with that of the university, producing graduates who excel not only academically but also possess strong character and moral integrity as Muslims. The success of this integration largely depends on the curriculum management strategies implemented (Priyono et al. 2021). Therefore, this study focuses on examining how the integrative curriculum management strategy at Al-Hikam Student Islamic Boarding School in Malang contributes to the formation of Muslim character among its students (Salim et al. 2024). The research is grounded in the understanding that character development is one of the primary objectives of pesantren education. However, with the evolving landscape of the Indonesian education system, pesantren are required to adapt to contemporary demands while maintaining their foundational religious principles (Syaifuddin 2021). Al-Hikam Student Islamic Boarding School in Malang presents a compelling subject of study due to its successful integration of the pesantren curriculum with that of higher education (Tamam and Ni n.d.). Through this approach, it is expected that students will not only receive a high-quality academic education but also develop commendable morals and personalities in accordance with

Islamic teachings (Jayadi et al. 2024). Therefore, it is essential to understand how this integrative curriculum management is implemented and to what extent it influences the character development of the students.

This study aims to uncover various aspects related to the implementation of the integrative curriculum at Al-Hikam Student Islamic Boarding School in Malang. The primary focus is to identify how the processes of planning, implementation, and evaluation of the integrative curriculum are carried out in shaping the Muslim character of university students (Keagamaan, Pesantren, and Pasuruan 2025). In this context, the integrative curriculum encompasses not only academic and religious education but also character education that emphasizes the development of students' morals and personalities (Wahyudi Widodo 2021). In addition, this study will identify various factors that influence both the success and challenges in the implementation of the integrative curriculum, including internal factors within the pesantren and external factors that affect the learning process and character development of students (Rohman et al. 2025). The urgency of this research lies in the need to understand how a curriculum that integrates two core aspects—religious knowledge and general sciences—can be effectively applied within a student Islamic boarding school. This study is also significant as its findings are expected to contribute to the advancement of knowledge, particularly in the field of integrative curriculum management as it relates to education in pesantren (Almufidah and Istikomah 2024). By understanding how the integrative curriculum strategy is implemented at Al-Hikam Student Islamic Boarding School, this study aims to provide valuable insights for other pesantren seeking to adopt a similar model. Moreover, the findings of this research are expected to serve as an evaluative tool for Al-Hikam itself, contributing to the ongoing improvement of the quality of its integrative curriculum management.

The selection of Al-Hikam Student Islamic Boarding School in Malang as the research site is based on its success in managing a curriculum that integrates formal higher education with Islamic values. This pesantren has demonstrated that by combining the pesantren curriculum with the higher education system (Ilyasin 2020), students can develop optimally, not only academically but also in terms of character formation and personal development in alignment with Islamic teachings. The pesantren also employs a unique method of blending these two types of curricula, which serves as a strong reason for its selection as the research object. Through this study, the

author aims to answer two key questions. First, how is the integrative curriculum management strategy applied at Al-Hikam Student Islamic Boarding School in shaping the Muslim character of students? Second, what are the supporting and inhibiting factors in the implementation of the integrative curriculum for Muslim character formation at Al-Hikam Student Islamic Boarding School? The results of this research are expected to contribute to the development of pesantren education curricula, particularly those focused on character formation, as well as to provide guidance for other pesantren in managing and integrating more comprehensive curricula. In addition to contributing to the advancement of knowledge, this study is also expected to serve as an evaluative and reflective tool for Al-Hikam Student Islamic Boarding School. Thus, this research not only holds academic value but also practical significance in helping pesantren improve the quality of education and curriculum management. This will positively impact the formation of students' character, ensuring it is superior and in accordance with Islamic teachings in daily life.

Method

This study employs a qualitative approach with a case study design to deeply examine the integrative curriculum management strategy in shaping Muslim character at Al-Hikam Student Islamic Boarding School in Malang. A qualitative approach was chosen because it provides a comprehensive understanding of complex phenomena, particularly concerning the management of the integrative curriculum, which is not only technical in nature but also involves cultural, social, and moral dimensions. (Gumilang 2016), However, it is also deeply embedded with ideological and cultural values. Through this case study, the researcher aims to explore the strategic practices implemented by the pesantren administrators, while also understanding the subjective experiences of both the educators and students in undergoing the integrated educational process between the pesantren curriculum and the higher education curriculum (Fadli 2021). Data collection was carried out through several primary techniques, including in-depth interviews, participatory observation, and document analysis (Zakiya 2023). Interviews were conducted with the pesantren administrators, educators, and students to obtain direct information regarding the strategy of planning, implementation, and evaluation of the integrative curriculum. Participatory observation was carried out by following the daily activities at the pesantren, allowing the researcher to understand the

context and dynamics firsthand. Additionally, documents such as curriculum guidelines, activity schedules, and program evaluation records were analyzed to strengthen the understanding and complement the data obtained from the interviews and observations (Dace 2025).

Data analysis was conducted descriptively through three main stages (Sugiyono 2021). These stages include data reduction, data presentation, and conclusion drawing. Data reduction was carried out by sorting relevant data from interviews, observations, and documentation. The reduced data was then presented in a thematic narrative form to facilitate the identification of patterns and key themes. Subsequently, conclusion drawing was performed by referring to the entire analyzed data to address the research focus (Berlianti, Abid, and Ruby 2024). To enhance the validity and reliability of the findings, source triangulation was used, which involves comparing information from various informants and different data sources (Khoiriyah et al. 2023). The research process consists of five steps. First, the preparation phase, which includes determining the title, literature review, and developing the theoretical framework. Second, the data collection phase through interviews, observations, and documentation (Yusuf, Ali, and Nur 2024). Third, the data analysis phase, which involves reduction, presentation, and conclusion drawing. Fourth, the data validation phase through source triangulation. Finally, the fifth phase is the report preparation, which includes the findings, analysis, and strategic recommendations for the development of integrative curricula in other pesantren.

Results and Discussion

Produk Concept of Integrative Curriculum Management at Al-Hikam Student Islamic Boarding School, Malang

The integrative curriculum management implemented at Al-Hikam Student Islamic Boarding School is the result of a transdisciplinary integration between Islamic knowledge and general sciences, developed within the framework of student pesantren education. This concept is grounded in the pesantren's vision to shape students into insan kamil (well-rounded individuals) who are balanced in intellectual, spiritual, and social aspects. The approach of organic integration is a hallmark of this curriculum management, where all programs are developed based on a philosophical foundation encapsulated in the pesantren's motto: "Noble in character, healthy in body, vast in

knowledge, and free in thought." The applied curriculum is a blend of the Ministry of Education and Culture (Kemendikbud) curriculum and the distinctive pesantren curriculum. There is no dichotomy between religious knowledge and general sciences. Students from general academic backgrounds at universities are equipped with practical Islamic knowledge, such as fiqh, tafsir, tasawuf, and sharia economics. In an interview with Ust. Zaedun Naim, the Treasurer of the pesantren, it was stated: "From the beginning, Al-Hikam accepted students from general faculties so that they could gain religious knowledge, thus producing graduates with both academic integrity and religiosity."

Table 1. Key Concepts of the Integrative Curriculum of the Student Pesantren

No	Conceptual Focus	Description
1	Integrative Approach	Transdisciplinary, organically combining religious knowledge and general sciences
2	Curriculum Philosophy	Based on the pesantren's motto, without the dichotomy of knowledge fields
3	Management Model	Three main domains: Dirosah (Islamic studies), Kesantrian (personal development), and Kepengasuhan (spiritual and moral guidance)
4	Main Objective	To shape well-rounded individuals who are intelligent, virtuous, and capable of living in a modern global society

In Table 1, the integrative approach in the management of the pesantren curriculum adopts a transdisciplinary concept that organically combines religious knowledge and general sciences. This integration aims to create synergy between two branches of knowledge that may seem independent, resulting in a more holistic understanding that is relevant to the development of the times. In this way, religious knowledge is not only taught separately but also applied in the context of general scientific knowledge. The philosophy of the pesantren curriculum is based on the motto upheld by the institution, which emphasizes the absence of a dichotomy or separation between religious knowledge and general sciences. This curriculum prioritizes the principle of the unity of knowledge, reflecting the idea that all forms of knowledge are interconnected and cannot be separated (Jayadi et al. 2024). In this philosophy, both

religious knowledge and general sciences complement and enrich the students' understanding. In curriculum management, the pesantren applies a model divided into three main domains: Dirosah, which focuses on religious studies; Kesantrian, which teaches character education and ethics for the students; and Kepengasuhan, which aims to educate students in a conducive environment that supports their moral development. The primary goal of this curriculum is to shape insan kamil, individuals who are not only intellectually competent but also possess good character and the ability to adapt and contribute to the modern global society. With this approach, the pesantren hopes to produce graduates who are ready to face the increasingly complex challenges of the world.

This management strategy also stems from the principle that beneficial knowledge is not confined by the labels of "religious" or "general." All knowledge that shapes character and competence is part of a comprehensive Islamic education system. In this integrative approach, the curriculum planning process begins with the exploration of the core values of the pesantren, the development of programs based on the needs of the students, as well as the preparation of schedules and relevant materials. The active role of the mentors and instructors is crucial in determining the success of the implementation of this strategy.

Implementation of Integrated Curriculum Management Strategy

The implementation of the integrated curriculum management strategy at Pesantren Mahasiswa Al-Hikam Malang is carried out through three main domains that are structured and complementary: dirosah, kesantrian, and kepengasuhan. These three aspects play a role in shaping the character of the students from academic, spiritual, social, and leadership perspectives.

Dirosah (Formal Teaching)

The dirosah activities represent the formal learning process conducted in the classroom. The curriculum is designed to equip students with fundamental Islamic knowledge such as tawhid, fiqh, tafsir, hadith, as well as contemporary issues such as Islamic discourse and global issues. The learning process adopts an interactive approach, with the instructor (ustadz) serving as a facilitator (Mukarromah 2016). In an interview with the Vice Head of the Dirosah Division, Ust. Fakhur Razi, he stated: "We encourage our students to think critically, not just memorize. They discuss global issues and relate them to the verses of the Qur'an or hadith. That is the integration of knowledge."

Personality and Skills Development

The kesantrian unit functions to develop students' soft skills, such as leadership, communication abilities, discipline, and independence. Kesantrian activities include the internal student organization (OSPAM), public speaking training, weekly discussions, as well as da'wah and journalism training.

Table 2. Kesantrian Activities and Their Objectives

No	Conceptual Focus	Description
1	Integrative Approach	Transdisciplinary, organically combining religious knowledge and general sciences
2	Curriculum Philosophy	Based on the pesantren's motto, without the dichotomy of knowledge fields
3	Management Model	Three main domains: Dirosah (Islamic studies), Kesantrian (personal development), and Kepengasuhan (spiritual and moral guidance)
4	Main Objective	To shape well-rounded individuals who are intelligent, virtuous, and capable of living in a modern global society

Table 2 presents data regarding the kesantrian activities within one semester, aimed at enhancing the quality of education for the students in terms of religious aspects, social skills, and global awareness. The first activity is Da'wah Training, which aims to improve students' rhetorical abilities and understanding of Islam. This training is held monthly, providing students with the opportunity to deepen their speaking and communication skills in a manner that aligns with Islamic teachings. Next, there is the Yellow Book Discussion, which aims to develop the tradition of Islamic literacy among the students. This discussion is conducted weekly, allowing students to delve deeper into classical Islamic texts that serve as key references in religious studies.

The third activity is Leadership Training (OSPAM), designed to train students in organizational management and leadership skills. This training is held daily and weekly, teaching students how to effectively manage an organization and become leaders who can handle various situations. Finally, there is Film Analysis & Global Issues, which aims to foster critical thinking and broaden the students' global awareness. This activity is held bi-weekly, providing students the opportunity to analyze films and contemporary issues from an Islamic perspective, while understanding how a broader

worldview can be applied to their lives. All of these kesiantrian programs are designed to provide comprehensive experiences and learning for the students, preparing them not only in religious aspects but also in leadership skills and understanding global developments. In an interview with the Chairman of OSPAM, student M. Alwi stated: "Organizational activities at the pesantren teach us how to lead and make decisions, but always within the framework of Islamic values."

Character Building and Spiritual Development

The kepengasuhan unit focuses on the development of the students' spirituality and moral character through habituation and role modeling approaches. Activities include worship guidance, delivering religious sermons (tausiyah), dhikr assemblies, and studying ethical texts.

Table 3. shows the results of observations indicating that the students participate in the following habituation programs:

No	Habitual Program	Implementation Time
1	Congregational Prayer (5 daily prayers)	Every day
2	Reading the Qur'an (1 juz/day)	After Maghrib until Isha'
3	Study of Imam al-Ghazali's Ethics	Thursday night
4	Dhikr and Self-Reflection	Sunday night

Table 3 presents the results of observations regarding the habituation programs followed by students in their daily activities. The first program is Congregational Prayer (5 daily prayers), which is conducted every day. This activity is an important form of worship discipline, where students are expected to perform the five daily prayers in congregation at the mosque, as an effort to strengthen discipline and unity within the pesantren community. The second program is Reading the Qur'an (1 juz/day), which is scheduled every day from Maghrib to Isha'. With the goal of reading one juz per day, this program aims to enhance the understanding and memorization of the Qur'an among students, while habituating them to remain close to the holy book.

The third program is Study of Imam al-Ghazali's Ethics, which is held on Thursday night. This study focuses on discussions about ethics according to Imam al-Ghazali, providing students with insights into the importance of developing noble

character and high moral conduct in line with Islamic teachings. The final program is Dhikr and Self-Reflection, held every Sunday night. This activity aims to encourage students to engage in self-reflection, improve their relationship with Allah, and strengthen their spirit and inner peace through dhikr and contemplation. All these habituation programs are expected to shape the character and personality of the students, strengthen their piety, and prepare them to face the challenges of life in both this world and the hereafter. With this disciplined routine, students are expected to continuously develop spiritually, morally, and intellectually.

In an interview with Ust. Muh. Amin, the Head of Kepengasuhan, he stated: "A formal curriculum alone is not enough. The students' souls must be touched. Therefore, we fill our evening programs with dhikr, self-reflection, and spiritual studies." The implementation of these three aspects is carried out with a tiered evaluation system every month and semester. The evaluation is conducted through meetings of the guiding council, student forums, and direct monitoring by the management.

Implications of the Integrated Curriculum Management Strategy in Shaping Muslim Character

The integrated curriculum strategy implemented at Pesantren Mahasiswa Al-Hikam has a significant impact on shaping the Muslim character of students. This impact can be observed through three main indicators: worship habits, moral strengthening, and leadership enhancement (Arjuni & Fatmawati, 2022).

Worship Habits and Spirituality

Students have shown improvement in their worship discipline. According to interview results and daily documentation, it was found that more than 85% of students consistently participate in the congregational prayer program and Qur'an reading.

Table 4. Summary of Worship Monitoring Book for the Second Semester of 2023

Worship Aspect	Number of Students	Daily Routine	Occasionally	Irregular
Congregational Prayer	112	96 (85.7%)	13 (11.6%)	3 (2.7%)
Qur'an Recitation	112	91 (81.3%)	15 (13.4%)	6 (5.3%)
Study of Ethical	112	104	6 (5.4%)	2 (1.8%)

Texts	(92.8%)
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Table 4 presents the results of the worship monitoring book summary for the second semester of 2023, which records the worship activities of students in three main aspects. In the aspect of Congregational Prayer, 112 students participated, with 96 students (85.7%) performing the prayer daily in congregation. Only 13 students (11.6%) performed it occasionally, while 3 students (2.7%) did not do it regularly. This indicates a relatively high level of compliance with the congregational prayer, which is an important indicator of the students' discipline in worship. In the aspect of Qur'an Recitation, out of 112 students, 91 students (81.3%) read the Qur'an daily, 15 students (13.4%) did so occasionally, and 6 students (5.3%) did not read it regularly. This routine recitation activity reflects the students' efforts to get closer to Allah and enhance their understanding of the Qur'an.

In the aspect of Study of Ethical Texts, 104 students (92.8%) regularly participated in the daily study of ethical texts, while 6 students (5.4%) participated occasionally, and only 2 students (1.8%) did not regularly attend the study. This study program demonstrates the pesantren's seriousness in shaping the students' ethics through systematic learning. Overall, the results of this summary reflect a good level of discipline in carrying out worship activities at the pesantren, with the majority of students performing their worship activities regularly and consistently.

Moral Strengthening

The programs in *kepengasuhan* (character development) and *kesantrian* (student activities) have resulted in noticeable behavioral changes among the students. Interviews with several teachers revealed that the students have become more polite in their speech, able to express their opinions well, and have developed a high level of empathy towards others. "Students who were once quiet have now become active speakers in forums, but still maintain politeness. That's an extraordinary change," said Ust. Sholeh, a Dirosah instructor, in an interview)

Leadership and Independence

Active participation in organizational activities and student programs has provided an opportunity for the growth of leadership qualities. Some students have even succeeded in becoming the head of intra-campus organizations or becoming preaching trainers outside the pesantren. "We are given full responsibility to manage

student activities, but still under the supervision of the mentors. This has shaped our mentality and sense of responsibility," said Fadhlurrahman, a senior student at UIN Malang, in an interview)

Analysis, and Theoretical Discussion

The findings of this study confirm that the integrated curriculum management strategy implemented at Pesantren Mahasiswa Al-Hikam significantly contributes to the holistic development of Muslim character. The three main aspects—concept, implementation, and implications—work synergistically in shaping an educational system that develops the intellectual, spiritual, and social dimensions of the students.

Transdisciplinary Approach and Organic Integration

The transdisciplinary concept applied reflects the principle of knowledge integration within Islamic education. This approach aligns with Beane's (1997) view, which emphasizes the importance of the integration of knowledge and experience in the educational process. Religious and general knowledge are not presented in a dichotomous manner but are integrated in a way that is relevant to the lives of students as both university students and faithful Muslims. This is further supported by Wahidmurni's (2020) theory of Ulu al-Albab, which combines the values of dhikr, reflection, and righteous deeds as the foundation for integrative education. The Al-Hikam strategy is consistent with this concept through the implementation of worship habits, intellectual studies, and active involvement in social activities.

Integrated Curriculum Planning and Implementation

The curriculum management, carried out systematically and organically, enables the curriculum to be more adaptive and responsive to the needs of the students. The curriculum is not rigid but undergoes reviews every semester based on evaluations and the dynamics of the students. This reflects the principle of cyclical planning in curriculum management, as explained by Ornstein & Hunkins (2016). The curriculum planning, tailored to the institution's vision and mission, along with the active involvement of the mentors in evaluations, embodies the application of the participatory management principle in education.

Effectiveness of the Dirosah, Kesantrian, and Kepengasuhan Models

The curriculum structure organized into three main domains demonstrates the effectiveness of a holistic approach in character education. Dirosah develops intellectual insights, kesantrian fosters independence and leadership, while kepengasuhan

strengthens spirituality and morals. These three domains are integrated and provide a synergistic impact in shaping the character of the students. This finding strengthens previous research by Zainiyati (2017) and Moh. Irfan (2019), which emphasized the importance of synergy between formal and non-formal education in the formation of Muslim student personalities.

Muslim Character as the Outcome of Integrative Education

The quantitative and qualitative data in this study indicate that the students have experienced significant improvements in character dimensions, including spiritual (taqwa and worship), academic (critical thinking and knowledge), and social (concern, leadership). This aligns with the indicators of Muslim character according to Hasan Langgulung (1986), which are the integration of values of *hablum minallah* (relationship with God), *hablum minannas* (relationship with others), and *hablum minal 'alam* (relationship with the environment). The character formed in students through the integrative curriculum reflects not only a ritualistically pious Muslim individual but also one who is competent in knowledge, resilient in personality, and adaptable to the challenges of the times. (Nihayatul Qoribah 2021).

Contribution of the Research to the Development of Knowledge

This research provides significant theoretical and practical contributions to the development of Islamic education, particularly in the context of student-based pesantren. Theoretically, this study enriches the body of knowledge in curriculum management by adding transdisciplinary and organic dimensions within the framework of modern pesantren. Practically, the research presents a curriculum integration model that can serve as a reference for other student pesantren across Indonesia. The strategy implemented by Al-Hikam can be replicated with contextual adaptation by campus-based pesantren aiming to shape students into well-rounded individuals—knowledgeable, faithful, and virtuous.

Table 5. Summary of Contribution of Findings in Table Format

Contribution Aspect	Description
Theoretical	Adds a transdisciplinary perspective to the theory of Islamic curriculum management

Practical	Provides an implementable model covering three domains: study, student life, and mentorship
Policy	Offers input for the development of integrated curriculum in campus-based pesantren
Socio-Cultural	Supports the formation of Muslim students with character in society

The findings of this research contribute significantly in four main aspects: theoretical, practical, policy, and socio-cultural. In the theoretical aspect, the research contributes by adding a transdisciplinary perspective to the theory of Islamic curriculum management. This perspective integrates religious and general knowledge in curriculum management, offering a new dimension to the understanding of educational management in pesantren that prioritizes the synergy between these two fields. In the practical aspect, the research provides an implementable model in three main domains: dirosah (religious studies), kesiantrian (character education and student ethics), and kepengasuhan (moral education and mentorship in pesantren). This model offers clear guidance on how an integrative curriculum can be effectively implemented in pesantren, combining theory with practical application in everyday life.

In terms of policy, the findings can serve as input for the development of an integrative curriculum in campus-based pesantren. This is important for helping policymakers design educational programs that are more aligned with the needs of the times and provide room for the balanced development of both character and knowledge among students. Lastly, in the socio-cultural aspect, the research supports the formation of Muslim students with strong character in society. (Wahyuni 2018), The findings of this research support the formation of Muslim students with strong character in society. Through an integrative-based education, it is hoped that students, whether they are santri or university students, can become individuals who are not only intellectually capable but also possess a strong character and can contribute positively to social and cultural life. Therefore, this research provides wide-ranging contributions across various aspects, including theory, practice, policy, and socio-cultural development. Overall, the integrative curriculum management strategy at Pesantren Mahasiswa Al-Hikam Malang has proven to be effective in shaping the ideal Muslim character: one that is firm in faith, intellectually capable, socially excellent, and ready to become future leaders. This strategy is implemented in a structured, adaptive, and transformative manner, built

upon the foundation of integrating Islamic values and the realities of modern student life. By designing a curriculum that not only teaches knowledge but also shapes personality and spirituality, student pesantren like Al-Hikam are able to serve as role models within the higher education-based Islamic education system.

Conclusions

This research concludes that the integrative curriculum management strategy at Pesantren Mahasiswa Al-Hikam Malang has proven to be effective in shaping a holistic and comprehensive Muslim character. The curriculum integration is carried out through a transdisciplinary approach that organically unites religious and general knowledge without creating a dichotomy between the two. The curriculum is designed and managed in three main domains: *dirosah* (religious teaching), *kesantrian* (character development and leadership), and *kepengasuhan* (spiritual and moral nurturing). These three domains support each other and are implemented synergistically within the student pesantren education system. The planning, implementation, and evaluation of the curriculum are carried out in a participatory and adaptive manner. Caretakers, teachers, and students are actively involved in the curriculum management cycle, which is based on student needs and socio-religious dynamics. The curriculum is periodically revised in accordance with evaluations and learning achievements, reflecting the principle of cyclical planning in educational management. The impact of this strategy is evident in the improvement of worship habits, strengthening of character, and the growth of leadership and independence among students. Data shows that the majority of students perform congregational prayers and recite the Qur'an regularly, actively participate in student activities, and demonstrate more religious, empathetic, and responsible attitudes. This integrative model also shapes graduates who are not only academically competent but also possess moral integrity and social readiness as leaders of the community. This research provides significant theoretical contributions to the development of the concept of transdisciplinary-based Islamic curriculum management, as well as practical contributions in the form of an implementable model that can be replicated by other campus-based pesantren. Therefore, Pesantren Mahasiswa Al-Hikam can serve as a reference for the development of integrative-based Muslim character education in the modern era.

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