



INTEGRATION OF ISLAMIC BOARDING SCHOOL TRADITIONS AND FORMAL SCHOOLS: CURRICULUM STUDY AT SALSABILA ISLAMIC BOARDING SCHOOL, SAMARINDA

Muhammad Rifai Lubis¹, Zamroni², Badrut Tamam³

¹²³ Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda, Indonesia

Email: mrifailubis15@gmail.com¹, iceisa.iainsmd18@gmail.com², badruttamam@uinsi.id³

Abstract:

This research aims to understand the integration model of Islamic boarding school traditions with the formal education system implemented at the Salsabila Islamic Boarding School in Samarinda. This article analyzes how the Islamic-based Islamic boarding school curriculum is combined with the formal curriculum from the Ministry of Education and Culture, and its impact on the learning process and character formation of students. Using a descriptive qualitative approach, data was collected through interviews, participant observation and document analysis. The research results show that this integration creates harmony between Islamic traditions and modern educational needs, but there are still challenges in its implementation, such as limited learning tools.

Keywords: *Curriculum integration, Islamic boarding schools, formal schools, Islamic education, Salsabila Islamic Boarding School Samarinda*

INTRODUCTION

Islamic boarding schools are the oldest Islamic educational institutions in Indonesia which have a significant role in building individual character and creating a moral generation. Since the 14th century, Islamic boarding schools have been centers of religious learning that emphasize mastery of classical Islamic sciences, such as tafsir, hadith, fiqh, and morals, through traditional methods based on teaching the yellow book (Zarkasyi, 2020). Islamic boarding schools are also known as institutions that prioritize the values of togetherness, independence and community service (Madjid, 2017).

However, along with modernization and globalization, Islamic boarding schools face various challenges. One of the main challenges is the entry into the formal education system which brings a curriculum based on science, technology and general knowledge (Daulay, 2009). This gives rise to the need for Islamic boarding schools to integrate their educational traditions with the formal education system so that students can compete in the modern era. This integration aims to create students who not only understand religious teachings in depth, but also have the intellectual ability to answer the challenges of the modern world (Abdullah, 2019).

The Salsabila Islamic Boarding School in Samarinda, especially through the Salsabila Plus Middle School, is a clear example of an educational institution that has successfully implemented this integration. This boarding school

combines the traditional Islamic boarding school curriculum with the formal curriculum from the Ministry of Education and Culture. This approach aims to provide holistic education for students, by balancing spiritual, intellectual and social aspects (Ismail, 2022).

This article focuses on the process of integrating the traditional Islamic boarding school curriculum with the formal curriculum, as well as the challenges faced in its implementation. This research is relevant to understanding the dynamics of education in modern Islamic boarding schools and provides insight into how traditional institutions can adapt to changing times without losing their identity.

RESEARCH METHODS

This research uses a descriptive qualitative approach with a case study design, which was chosen to understand in depth the curriculum integration process at the Salsabila Islamic Boarding School in Samarinda. This approach allows a holistic exploration of the context, processes, and challenges in implementing an integrative curriculum. Qualitative methods are also relevant for capturing the experiences, views and perceptions of stakeholders in Islamic boarding schools, such as directors, teachers and students (Creswell, 2014).

1. Data Collection Techniques

a) Interview

Semi-structured interviews are conducted with:

1. Islamic boarding school director to understand the vision, mission and curriculum integration policy.
2. Teachers to explore their experiences in teaching traditional and formal curricula simultaneously.
3. Santri to get their perspective on the benefits and challenges of curriculum integration. This technique provides rich and in-depth data regarding the subjective experiences of each informant (Kvale, 2007).

b) Observation

Researchers made direct observations of the learning process in the classroom, both using the Islamic boarding school curriculum (religious education) and the formal curriculum (general subjects). Observations focused on teacher and student interactions, teaching methods, and learning atmosphere. This technique aims to complement interview data and provide a real picture of the implementation of curriculum integration (Patton, 2015).

c) Document Analysis

Documents analyzed include:

- 1) Formal curriculum prepared based on Ministry of Education and Culture guidelines.
- 2) The traditional Islamic boarding school curriculum which includes learning the yellow book, memorizing the Koran, and other religious lessons. This analysis aims to understand the curriculum structure, learning content, and harmonization between the two types of curriculum.

d) Data Analysis

The data obtained were analyzed using the thematic method, which involves three main steps:

- a) Data Reduction: Sorting and simplifying data that is relevant to the research focus.

- b) Categorization: Organizing data into main themes, such as curriculum integration models, implementation challenges, and impact on students.
- c) Interpretation: Interpreting findings to answer research questions, relate them to the literature, and draw relevant conclusions (Braun & Clarke, 2006).

This approach ensures that research results reflect complex dynamics, but remain structured and easy to understand.

RESULTS AND DISCUSSION

Curriculum Integration Model

Salsabila Islamic Boarding School Samarinda has successfully implemented a curriculum integration model that combines two main educational approaches:

Kurikulum Tradisional Pesantren

The traditional Islamic boarding school curriculum in Salsabila focuses on teaching in-depth Islamic knowledge. The main components of this curriculum include:

- 1) Yellow Book Learning: Santri are taught to read and understand classical books in various Islamic disciplines such as fiqh, tafsir, hadith, and Sufism.
- 2) Memorizing the Al-Qur'an: This program is designed to strengthen students' mastery of the Al-Qur'an, both in terms of memorization and understanding its meaning.
- 3) Traditional Methods: Halaqah (circular teaching) and sorogan (individual learning under the guidance of a teacher) are maintained to preserve the typical Islamic boarding school traditions.

Formal School Curriculum

As part of integration, Islamic boarding schools also implement a curriculum that refers to national standards set by the Ministry of Education and Culture. These components include:

- 1) General Subjects: Mathematics, science, English and civics education are an integral part of the learning process.
- 2) Competency Based Education: The curriculum is designed to meet the academic competency needs of students to be able to compete in the modern world.

In this case, integration is achieved through a structured time distribution system between the Islamic boarding school curriculum and the formal school curriculum.

- 1) Morning to Afternoon: Focused on the formal school curriculum, where students study in classes designed like public schools.
- 2) Afternoon to Evening: Allocated for Islamic boarding school curriculum-based activities, such as teaching the yellow book, memorization, and religious skills training.

This model aims to create holistic education, combining spiritual and intellectual aspects. Santri not only receive in-depth religious learning, but also have the academic skills to compete in higher education and the world of work.

So that this integration produces Integration Model Advantages such as:

- 1) Providing a balance between Islamic tradition and modernity.
- 2) Preparing students to become a generation that is able to think critically and has a strong foundation of faith.
- 3) Increasing students' access to higher education opportunities

through formal recognition of the national curriculum.

As for its relevance to educational studies in Islamic boarding schools, the integration model as applied at the Salsabila Islamic Boarding School is an example of the transformation of Islamic boarding schools towards a more adaptive education system without losing Islamic identity (Abdullah, 2019). This also shows that Islamic boarding schools can play a role in developing a generation that is ready to face the challenges of globalization.

The Impact of Curriculum Integration at the Salsabila Islamic Boarding School in Samarinda

The integration between the Islamic boarding school curriculum and the formal curriculum at the Salsabila Islamic Boarding School in Samarinda has a significant impact, both on developing the character of students and increasing teacher competency. This impact reflects the success of Islamic boarding schools in creating a generation that not only excels in the field of religion, but is also ready to face the challenges of the modern world.

Santri Character Development

One of the main impacts of this curriculum integration is the development of the character of students. In this system, students not only receive in-depth religious education through the Islamic boarding school curriculum, but also gain broader academic skills through formal subjects (Zamroni, 2020).

In this way, students become better prepared to compete in the world of higher education and the world of work. According to Abdullah (2019), this integration allows students to develop a strong understanding of religion, as well as the intellectual skills needed in the modern era. The character of the students is also formed through the application of the values of discipline, responsibility and hard work which are part of the Islamic boarding school tradition. In this context, these values are taught through daily routines such as teaching the yellow book, memorizing the Koran, as well as discipline in following a busy study schedule.

Apart from that, teaching based on time discipline and task management also strengthens students' sense of responsibility towards themselves and the Islamic boarding school community. By following two types of curriculum, students learn to manage their time and focus on two different aspects of education, which hone their ability to work hard and commit to goals.

Increasing Teacher Competency

Integration between the Islamic boarding school curriculum and the formal curriculum also has a positive impact on increasing teacher competency. Teachers at the Salsabila Islamic Boarding School are required to master two different teaching methods, namely the traditional Islamic boarding school method and the more modern national curriculum-based teaching method. This motivates teachers to continue to develop themselves and update their learning methods to suit current developments.

According to Ismail (2022), teachers who teach at Islamic boarding schools must be able to adapt to a more dynamic curriculum, as well as understand the diverse needs and ways of learning of Islamic boarding school students. They not only teach religious material, but also have to master general subjects such as mathematics, science and English, which are part of the national curriculum. For this reason, developing teacher professionalism is very important so that they can manage classes well, adapt teaching methods to suit technological developments, and balance spiritual and academic aspects in learning.

Teacher training and competency development is also part of efforts to

ensure the success of this integration. Strengthening teacher capacity in managing complex learning will improve the overall quality of education, so that students can receive a more holistic learning experience.

Challenges of Curriculum Integration at the Salsabila Islamic Boarding School, Samarinda

Although the curriculum integration implemented at the Salsabila Islamic Boarding School in Samarinda provides many benefits, there are several challenges that must be faced in its implementation. This challenge needs to be considered so that curriculum integration can take place more effectively and optimally (Tamam, 2018). Here are the two main challenges faced:

Limited Learning Facilities

One of the significant challenges faced is the limited facilities and learning facilities, especially to support the formal curriculum based on science, technology and general education. One concrete example is the limited computer laboratory facilities at this Islamic boarding school. Meanwhile, integration of the formal curriculum which refers to national education standards requires adequate learning facilities, such as laboratories for science and technology subjects (Zarkasyi, 2020).

The lack of educational teaching aids and practical facilities is an obstacle in optimizing learning in subjects that require experimentation or application of technology, such as science and mathematics. Along with the increasingly developing needs of the modern world in the fields of technology and science, Islamic boarding schools need to make efforts to update learning facilities and tools so that they can meet the demands of the national curriculum, while also supporting the quality of Islamic boarding school-based education (Madjid, 2017).

Pressure of a Busy Schedule

The second challenge faced is the pressure of a very busy schedule for students. With two types of curriculum that must be followed, namely the formal curriculum and the Islamic boarding school curriculum, students have to manage their time very strictly. Most of their time is divided between formal classes in the morning to afternoon and Islamic boarding school-based activities, such as teaching the yellow book and memorizing the Koran, in the afternoon to evening (Abdullah, 2019).

This causes a fairly heavy learning load, which can affect the students' level of concentration in attending lessons. Apart from that, it is also difficult for students to balance academic activities with physical activities or developing additional skills such as sports, arts and social activities. The pressure of a busy schedule can cause stress for some students and reduce the effectiveness of their learning and overall well-being (Daulay, 2009).

The integration model implemented at the Salsabila Islamic Boarding School in Samarinda shows great potential in producing a generation of students who not only excel in the field of religion, but also academically. The integration between the traditional Islamic boarding school curriculum and the national-based formal curriculum creates a balance that equips students with in-depth religious knowledge and academic skills needed in the modern world. However, challenges such as limited learning facilities and the pressure of busy schedules must be overcome. Improved facilities, such as laboratories and educational teaching aids, as well as better schedule management can ensure the smoothness and sustainability of this educational process, which ultimately improves the quality and competitiveness of the student generation.

CONCLUSION

Curriculum integration at the Salsabila Islamic Boarding School in Samarinda shows success in creating a harmonious balance between deep Islamic traditions and the demands of modern education. This curriculum integration allows students to gain strong religious knowledge as well as academic skills that can prepare them to face the challenges of the global world. However, to ensure the sustainability and effectiveness of this integration, further efforts are needed in developing supporting facilities, such as laboratories and learning tools for science and technology, as well as improving teacher training. Adapting materials more precisely and efficiently is also very important to optimize learning for students. Thus, strengthening infrastructure and teaching quality will strengthen the positive impact of this integration model.

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