



JOURNAL OF ISLAMIC EDUCATION  
Vol. 9 No. 1 January - June 2024  
P-ISSN 2503-5363; E-ISSN 2528-0465  
<http://www.ejournal.stitmuhsbangil.ac.id/index.php/jie>

## Implementation of Curriculum Integration in The Boarding School Program

**\*Abdullaah Mustaqiim<sup>1</sup>, Mohammad Zakki Azani<sup>2</sup>**

<sup>1,2</sup> Universitas Muhammadiyah Surakarta, Jl. A. Yani Pabelan, Sukoharjo, Central Java, Indonesia  
\*abdulmust123@gmail.com

Informasi Artikel	Abstract
<b>Received:</b> 23 January 2024	<i>The purpose of this study is to describe the application of curriculum integration used in the boarding school program at Al-Hadi Islamic Junior High School Sapen, Mojolaban, Sukoharjo, Central Java, Indonesia. This research uses a qualitative method. The research was conducted by observing and interviewing the curriculum section's vice principal at Al-Hadi Islamic Junior High School to collect data; Data analysis techniques are done by data reduction, data presentation, and conclusion drawing; Test the validity of the data by triangulating sources, techniques and time. The results of the study state that the boarding school program at Al-Hadi Islamic Junior High School uses curriculum integration, namely the curriculum of the "Merdeka Belajar" education office and the foundation curriculum. The curriculum integration used aims to balance the achievement of general knowledge with religious knowledge. The main target of this boarding school program is that students are expected to be able to complete memorizing the al-Qur'an 15 juz guided by a musyrif (mentor) and equipped with Arabic language strengthening and the formation of Islamic character values.</i>
<b>Revised:</b> 7 March 2024	
<b>Accepted:</b> 2 April 2024	
<b>Published:</b> 4 April 2024	
<b>Keywords:</b> <i>Implementation, Curriculum Integration, Boarding School.</i>	

<sup>1</sup> orcid id: <https://orcid.org/0009-0005-8899-295X>

<sup>2</sup> orcid id: <https://orcid.org/0009-0008-9477-0888>

---

Tujuan dari penelitian ini untuk mendeskripsikan penerapan integrasi kurikulum yang digunakan pada program *Boarding School* di SMP Islam Al-Hadi Sapen, Mojolaban, Sukoharjo, Jawa Tengah, Indonesia. Penelitian ini menggunakan metode kualitatif, penelitian dilakukan dengan observasi dan wawancara kepada wakil kepala sekolah bagian kurikulum di SMP Islam Al-Hadi untuk mengumpulkan data; Teknik analisis data dilakukan dengan reduksi data, penyajian data hingga penarikan kesimpulan; Uji keabsahan datanya dengan triangulasi sumber, teknik dan waktu. Hasil dari penelitian menyatakan bahwa program *Boarding School* di SMP Islam Al-Hadi menggunakan integrasi kurikulum, yaitu kurikulum dinas pendidikan Merdeka Belajar dan kurikulum yayasan. Integrasi kurikulum yang digunakan bertujuan untuk menyeimbangkan antara capaian ilmu umum dengan ilmu agama. Target utama program *Boarding School* ini yaitu siswa diharapkan mampu menyelesaikan hafalan Al-Qur'an 15 juz yang dipandu oleh seorang *musyrif* (pembimbing) dan dibekali penguatan bahasa Arab dan pembentukan nilai karakter Islami.

## **I. INTRODUCTION**

Education is an essential aspect of human life. Through education, humans can develop knowledge and skills in their respective portions. Education units, as one of the means to meet the educational needs of the community, from children to adults, are required to provide optimal educational services to the needs and changes in society that occur along with the changing times (Ritonga, 2017). This is one of the principles that must be considered by schools in order to be able to carry out the best educational practices according to procedures from the education office.

Education in Indonesia currently has a growing development of curriculum innovation with the establishment and implementation of the *Merdeka Belajar* curriculum as a new curriculum model in all school institutions in Indonesia. The *Merdeka Belajar* curriculum prioritizes strengthening the value of student performance or practical activities in the learning process. The *Merdeka Belajar*

curriculum makes the learning process more student-centred, while the teacher only has a facilitating role. Education is not only seen as a means of providing information in the form of knowledge but is expanded as an effort to realize students' desires, needs and abilities so that an excellent personal lifestyle is achieved (Rahman et al., 2022). Therefore, students are given the dominant time to actively develop their skills without reducing the results of their academic achievements.

In addition to the implementation of the *Merdeka Belajar* curriculum, there is a concern from many parents about the results of their children's achievements at school, especially in the religious aspect, because the time allocation for Islamic Religious Education subjects is limited (Ikhwan, 2018). One of the efforts that schools can make is to integrate the curriculum so that the educational process has optimal development, especially in Islamic boarding schools or Islamic-based schools (Iman et al., 2023). This curriculum integration can overcome parents' anxiety about achieving their children's religious values at school. Besides being taught general sciences with a more dominant time allocation, they will also be equipped with in-depth strengthening of religious values to balance the portion of general knowledge with religious knowledge (Rohmad et al., 2020). With this, the curriculum is designed in education with a very strategic position because all educational activities have a reciprocal application of the curriculum. If a curriculum can be implemented correctly, it can create quality education through good learning (Sayuti, 2021).

With the phenomenon arising due to parental unrest in Indonesia's current educational structure, many school institutions have begun to make various changes by implementing superior programs, one of the characteristics of innovation in educational activities. This is also done at Al-Hadi Mojolaban Islamic Junior High School by implementing a type of curriculum integration in the boarding school program to optimize student learning outcomes, especially in improving religious values (Ikhwan, 2014); (Ikhwan et al., 2021). There are previous studies that discuss the application of the curriculum integration model in boarding school programs, such as research conducted by Paminto et al., that education with a boarding school system can provide the best option for parents because attention

and control of children's activities do not have enough free time (Paminto et al., 2018). Through consideration of the research, education in the boarding school system can foster parental trust compared to formal education. With boarding school education, it is considered to have a sound character-building system to avoid the influence of globalization according to the times (Suntara et al., 2019).

The success of a school agency or foundation in organizing educational programs is seen not only from the success of creating an effective learning atmosphere but also from the critical role of the school in designing and implementing an educational curriculum to the established school goals (Ikhwan & Yuniana, 2022). The curriculum integration at Al-Hadi Islamic Junior High School aims to balance student learning outcomes between general science and religious science. Students are equipped with general knowledge when learning at school and strengthened with religious knowledge when learning occurs in a dormitory guided by a *musyrif* or caregiver teacher. Learning in the dormitory emphasizes increasing the internalization of Islamic values into the behaviour of student life (Muhibuddin, 2021). Through this integrated education process, parents are highly responsible for preparing their children to become young people who can live independently and foster them to become quality individuals (Susanti, 2018). Parents are the primary educators for children to direct and shape good character (Somad, 2021).

The implementation of the boarding school will be separate from the curriculum planning process that has been designed as well as possible with the intention of achieving the school's desired vision, mission and objectives. The most critical component of the curriculum lies in the objectives section because this component is the basis for determining learning resources and curriculum evaluation (Sudarman, 2019). This is motivated by applying a curriculum that needs to be more relevant. The curriculum is one of the components that is the main guideline in the education system run by school institutions. The educational program run by the school encourages students to develop better by the established school goals (Hidayah et al., 2022).

## **II. METHOD**

This research uses a qualitative method. The qualitative research method is a research method where the researcher acts as the main instrument (Sugiyono, 2017). This research was conducted at Al-Hadi Mojolaban Islamic Junior High School Sapen, Mojolaban, Sukoharjo, Central Java, Indonesia because the school implements an integrated curriculum model in the boarding school program, namely between the *Merdeka Belajar* and the foundation curriculum. This research uses field research with observation and interviews to find and collect data (Syahrizal & Jailani, 2023). The data were obtained from the results of observation and interview activities carried out at Al-Hadi Mojolaban Islamic Junior High School. The subject of this research is Mrs Vera Damayanti, S.Pd., the vice principal of the curriculum section of Al-Hadi Mojolaban Islamic Junior High School.

Data collection techniques in this study are observation, interview and documentation methods. The observation technique was carried out to determine the application of curriculum integration in the boarding school program (Ikhwan, 2020). The interview technique was conducted together with the vice principal of the curriculum section to obtain accurate data. The documentation technique involves archives, documents or written materials related to the research (Ardiansyah et al., 2023). The data analysis technique carried out in this study is that the data is analyzed using interactive data analysis techniques proposed by Miles & Huberman, which consists of (1) data reduction, which is the process of sorting, focusing, simplifying and abstracting from all types of information supporting research data obtained during the data search process in the field, (2) data presentation, where a set of information is arranged in such a way that it can give rise to the possibility of drawing conclusions and taking action (Rijali, 2018), (3) and conclusion drawing or verification, where at this stage the researcher conducts interpretation activities on the results of the analysis and interpretation of the data that has been done. The data validity test in this study uses a credibility test on the data from qualitative research so that the research cannot be doubted. In the credibility test, things that are done include triangulation, namely triangulation of sources, techniques and time (Samini et al., 2023).

### **III. FINDINGS AND DISCUSSION**

#### **Implementation of Curriculum Integration of Boarding School Program at Al-Hadi Mojolaban Islamic Junior High School**

Al-Hadi Islamic Junior High School is an Islamic-based school located in Sapen Village, Mojolaban Subdistrict, Sukoharjo Regency, Central Java, with background establishment beginning with the establishment of the Al-Hadi Al-Qur'an Education Park (TPA) next to the Kusumahadi textile factory. As an Islamic-based private school, Al-Hadi Mojolaban Islamic Junior High School emphasizes student achievement regarding religious values. The school tries to innovate by implementing several special religious programs as superior values in educational practices. The programs run at Al-Hadi Mojolaban Islamic Junior High School are special *tahfidz*, exceptional science, and regular and special boarding school programs. The various programs run have targeted implementation targets related to memorizing the Qur'an. In addition to the prospect of memorizing the Qur'an, Al-Hadi Mojolaban Islamic Junior High School also applies the development of student character values with noble moral education. In today's world, it is essential to develop IMTAQ because the competence of science and skills without being based on faith and piety will be considered weak and have no value. Therefore, developing character values through noble moral education is necessary, especially for teenagers (Budiyono, 2021).

The boarding school program is a superior education program at Al-Hadi Islamic Junior High School with initial guidance to optimize students' abilities in reading (*tahsin*) as well as memorizing (*tahfidz*) the Al-Qur'an using the Iqra' and Fahim methods. The boarding school education system is almost similar to that of pesantren education. The dormitory becomes a place for students to stay overnight during the education process (Khoiruzzadi & Luqmanul Hakim, 2020). In this program, students, caregivers or *musyriif* live together in a dormitory that the school has provided. The school provides adequate facilities to support learning activities in the dormitory so that learning activities can be carried out correctly (Astuti et al., 2023). Caregiver teachers will find it easier to provide their supervisory function to

the character development of their students by providing good role models. This boarding school program aims to create a young generation with an Islamic and noble character. In addition, the boarding school is expected to provide a balanced understanding and knowledge of religion, science and technology (Manaf, 2022).

The boarding school program at Al-Hadi Islamic Junior High School can run well because the curriculum implemented is appropriate. The curriculum in the educational process will obtain optimal results if its application is well structured (Suryana & Ismi, 2019). If examined at the stage of implementing a curriculum, more than the boarding school program is needed if it only uses the curriculum of the education office because students will live in a dormitory. Therefore, an integrated curriculum model is needed to support the student learning process in the dormitory. The curriculum integration used in schools with a boarding school system combines the education department and foundation curricula (As-Tsauri & Erihadiana, 2022). This is applied by Al-Hadi Islamic Junior High School, where the school designs the foundation curriculum used in dormitory learning because the boarding school combines the patterns and content of the modern school curriculum and Islamic-based schools or boarding schools. This foundation curriculum is a guideline for caregivers or *musyrif* teachers to provide teaching to students. Lessons in the dormitory do not only cover theory but emphasize the value of practice.

Based on the findings of the research results conducted by observation and interviews with Mrs. Vera Damayanti, S.Pd. as deputy principal of the curriculum section of Al-Hadi Islamic Junior High School, it is accurate data that the learning activities of boarding school program students both in the classroom and in the dormitory have their characteristics. Learning in the classroom refers to the national education service curriculum, namely the *Merdeka Belajar* curriculum, where students will be equipped with general sciences with a time allocation that is more dominant than religious knowledge. Meanwhile, in the dormitory, educators not only transfer general knowledge but also provide in-depth teaching related to religious knowledge and play an active role in instilling character values in every student's behaviour. A dormitory is a teaching place that emphasizes Islamic religious studies and pays attention to basic materials that support school subjects

(Najihaturrohmah, 2017). Therefore, applying curriculum integration in the boarding school program can integrate general knowledge with religious knowledge in students' self-development.

The Al-Hadi Islamic Junior High School boarding school program has a very positive effect on the development of students as adolescents. By participating in the boarding school program, the teachers will optimize students' ability to read and memorize the Qur'an; students will be trained to foster an independent attitude, grow a tolerance for every friend and caregiver teacher, and foster noble morals with one of the habits to worship on time. It can be concluded that boarding school students will get complete knowledge, ranging from cognitive and affective to psychomotor aspects (Nuryahman et al., 2018). With this program, students will follow a series of activities on time, such as learning activities in the dormitory activities that have been scheduled to be carried out repeatedly so that it becomes a habit that students must do as follows:

**Table 1. Daily Learning Schedule at Al-Hadi Islamic Junior High School Dormitory**

No	Time	Activity	Person responsible
1.	03.00 - 04.00	Qiyamul lail	Caregiver teacher
2.	04.00 - 06.00	Fajr Prayer, Dhikr Al-Ma'surat and Morning <i>Tahfidz</i>	Caregiver teacher and <i>Musyrif</i>
3.	06.00 - 06.45	Daily picket, bathing (school preparation)	Caregiver teacher
4.	06.45 - 07.00	Go to school	Caregiver teacher
5.	07.00 - 13.30	Study at Al-Hadi Islamic Junior High School School	SMP Islam Al-Hadi
6.	13.30 - 14.30	Lunch Break	Caregiver teacher
7.	14.30 - 15.30	Bathing and Asr Prayer	Caregiver teacher
8.	15.30 - 17.30	Afternoon <i>Tahfidz</i> and Arabic Language Learning	<i>Musyrif</i>
9.	17.30 - 19.30	Dhikr Al-Ma'surat, Maghrib Prayer and Isha' Prayer	Caregiver teacher
10.	19.30 - 20.30	Night <i>Tahfidz</i>	<i>Musyrif</i>
11.	20.30 - 21.30	Night Study (additional material on fiqh, aqidah, morals and other Islamic religious materials)	Caregiver teacher
12.	21.30 - 22.00	Night dhikr	Caregiver teacher
13.	22.00 - 03.00	Night Rest	Caregiver teacher

The table above shows that the Al-Hadi Islamic Junior High School boarding school implements integration between the *Merdeka Belajar* education service



curriculum and the foundation curriculum. The *Merdeka Belajar* curriculum has a distinctive feature, namely that learning is designed to be project-based to develop soft skills values (Herman, 2022). Meanwhile, the foundation's curriculum is packaged to develop students' spiritual values more optimally.

According to the table above, seeing the programmed activities can foster parents' confidence in providing access to the best education for their children. The program is in great demand by parents because it pays more attention to the practice of religious learning with more practical time. Although it is more expensive, the boarding school program offers some compelling outputs related to the pattern of the daily life of students in the dormitory with the provision of noble character values, Arabic language proficiency and the existence of a Qur'an memorization system as the leading indicators of the implementation of this program. With this reality, parents will prefer boarding school programs over formal education.

Boarding schools are characterized by their educational system, starting from the social, economic and religious spirit (Aliyah et al., 2023). Boarding schools have superior value compared to formal education, one of which can be seen from teachers' performance in providing private educational access to students related to intellectual and spiritual values. The boarding school model implemented at Al-Hadi Mojolaban Islamic Junior High School also has advantages, including the following:

**Table 2. Advantages of Al-Hadi Mojolaban Islamic Junior High School Boarding School**

Advantages	Description
Guided by caregivers and <i>musyrif</i> who are muhafidz for 24 hours.	Activities in the dormitory get direct supervision and guidance from the caregiver, teacher, and <i>musyrif</i> to develop religious values.
We use an integrated curriculum model (education office and foundation curriculum).	The boarding school at Al-Hadi Mojolaban Islamic Junior High School uses an integrated curriculum (the <i>Merdeka Belajar</i> curriculum is used in school learning, and the foundation curriculum is used in dormitory learning).
The <i>halaqah</i> system in <i>tahfidz</i> learning is guided by a <i>musyrif</i> .	<i>Tahfidz</i> students with a system of 6 will be guided by one <i>musyrif</i> with three <i>tahfidz</i> lessons daily.
We are strengthening Arabic language learning and Islamic character value formation.	The formation of character values familiarized in all activities in the dormitory, as well as exclusive learning related to the value of Arabic language skills.

Certification of Qur'anic memorization and scientific books.	Students who have completed the Al-Qur'an memorization target of 15 juz mutqin will get Al-Qur'an memorization certification from Al-Hadi Islamic Junior High School.
<i>Tasmi'</i> Akbar with 1000 students of Al-Hadi Islamic Junior High School.	Al-Hadi Islamic Junior High School held <i>Tasmi'</i> Akbar activities for 1000 students for <i>tahfidz</i> graduation, which was marked by an Al-Qur'an memorization test with examiners.
<i>Tahfidz</i> graduation of Al-Hadi Islamic Junior High School students.	Al-Hadi Islamic Junior High School holds a graduation ceremony for students who have completed their education at the school.

The successful use of an integrated curriculum model in the boarding school program at Al-Hadi Mojolaban Islamic Junior High School is inseparable from various factors that can directly affect the continuity of activities, both activities within the school and structured activities in the dormitory. The influencing factors consist of supporting factors and inhibiting factors, which can be classified as follows:

**Table 3. Supporting and Inhibiting factors**

No	Supporting factors	Inhibiting factors
1.	The teachers can work well together.	The presence of heterogeneous students.
2.	The teaching materials are well organized by integrating general knowledge with religious knowledge.	Students are burdened with the target of memorizing the Qur'an.
3.	Parental and community support.	A sense of dependence on peers.

Based on the results of interviews with Mrs. Vera Damayanti, S.Pd. as deputy principal of the curriculum section of Al-Hadi Islamic Junior High School, the data show that one of the most supportive factors related to the success of curriculum integration used in the boarding school program is the cooperative sense of all teachers who can communicate and work well together, ranging from subject teachers to caregivers in the dormitory. This well-established communication can certainly provide effectual teaching output to students. In addition, environmental factors are also one of the supporting factors for the implementation of the boarding school program with the support of parents and the surrounding community.

Factors inhibiting the implementation of the boarding school program curriculum integration can arise from internal and external factors. With this inhibiting factor, the school must take a further approach using money (monitoring

and evaluation) to improve what is an obstacle. The inhibiting factor of curriculum integration in the Al-Hadi Islamic Junior High School boarding school is students with different abilities to follow lessons, especially in memorizing the Qur'an. Students from public schools feel burdened to memorize the Quran that has been set. This will make students slow in the learning process. In addition, environmental factors are also an obstacle marked by the emergence of a sense of dependence on peers.

#### **IV. CONCLUSION**

Al-Hadi Mojolaban Islamic Junior High School has a superior boarding school program in its educational practices. The boarding school program at Al-Hadi Mojolaban Islamic Junior High School uses an integrated curriculum model by combining the *Merdeka Belajar* curriculum with the foundation curriculum to integrate the value of general knowledge with students' religious values. This boarding school's main target is to memorize the al-Qur'an 15 juz mutein, strengthen the Arabic language, support religious sciences, and develop character values. In implementing this boarding school program, some factors affect the continuity of activities, both in the school and in the dormitory. The influencing factors consist of supporting factors and factors that become obstacles. Supporting factors include a). good communication and cooperation from teachers, b). well-organized teaching materials integrating general and religious values, and c). support from parents and the community. While the inhibiting factors include: heterogeneous students, the Qur'an memorization system is a burden for some students, and a sense of dependence on peers.

#### **V. BIBLIOGRAPHY**

- [1] Aliyah, J., Ismail, F., & Muhammad Win Afgani. (2023). Pengembangan Program Boarding School Dalam. *Jurnal Pendidikan Dan Keguruan*, 1(2), 65–72.
- [2] Ardiansyah, Risnita, & Jailani, M. S. (2023). Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif dan Kuantitatif. *Jurnal IHSAN: Jurnal Pendidikan Islam*, 1(2), 1–9.

<https://doi.org/10.61104/ihsan.v1i2.57>

- [3] As-Tsauri, M. S., & Erihadiana, M. (2022). Kurikulum Pendidikan Agama Islam di Sekolah Berasrama. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 6(1), 43–49. <https://doi.org/10.23887/jppp.v6i1.43400>
- [4] Astuti, M., Akbar, R., & Karoma. (2023). Historis Boarding School Serta Faktor – Faktor Yang Mempengaruhinya. *Jurnal Ilmiah Wahana Pendidikan*, 9(12), 412–427.
- [5] Budiyo, A. (2021). Konsep Kurikulum Terintegrasi. *Ilmuna: Jurnal Studi Pendidikan Agama Islam*, 3(1), 66–84. <https://doi.org/10.54437/ilmuna.v3i1.253>
- [6] Herman, A. U. H. (2022). The Analisis Dokumen Kurikulum Pembelajaran Sejarah: Studi Perbandingan Dokumen Kurikulum 2013 Dengan Dokumen Kurikulum Merdeka. *Jurnal Kronologi*, 4(3), 241–251. <https://doi.org/10.24036/jk.v4i3.529>
- [7] Hidayah, N., Sulastini, R., & Handayani, S. (2022). Implementasi Manajemen Kurikulum Dalam Meningkatkan Mutu Pendidikan Program Keunggulan. *Afeksi: Jurnal Penelitian Dan Evaluasi Pendidikan*, 3(1), 9–15. <https://doi.org/10.35672/afeksi.v3i1.37>
- [8] Ikhwan, A. (2014). Integrasi Pendidikan Islami (Nilai-Nilai Islami dalam Pembelajaran). *Ta'allum: Jurnal Pendidikan Islam*, 2(2), 184. <https://doi.org/10.21274/taalum.2014.2.2.179-194>
- [9] Ikhwan, A. (2018). Management of Learning Assesment Using Curriculum 2013 (Case Study in Islamic Primary School (MI) Muhammadiyah 5 Wonoasri Ponorogo - East Java - Indonesia). *MUADDIB: Studi Kependidikan Dan Keislaman*, 08(02), 108–123. <https://doi.org/10.24269/muaddib.v8i2.1422>
- [10] Ikhwan, A. (2020). *Metode Penelitian Dasar (Menenal Model Penelitian dan Sistematikanya)*. STAI Muhammadiyah Tulungagung.
- [11] Ikhwan, A., Anwar, S., & Mahmudah, N. (2021). Tahsin and Tahfidz Learning System at Integrated Islamic Elementary School (SDIT) Insan Madani During the Pandemic Covid-19. *Al-Hayat: Journal of Islamic Education (AJIE)*, 5(1), 1–11. <https://doi.org/https://doi.org/10.35723/ajie.v5i1.154>
- [12] Ikhwan, A., & Yuniana, A. N. (2022). Strategy Management Semi-Islamic Boarding Schools: Case Study at Pesantren Anak Soleh (PAS) Baitul Qur'an Gontor. *Al-Hayat: Journal of Islamic Education (AJIE)*, 6(1), 74–86. <https://doi.org/10.35723/ajie.v6i1.222>
- [13] Iman, N., Ikhwan, A., & Fadilah, N. H. (2023). The Kyai's Strategy to Develop Cadres with Islamic Characters. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 8(2), 445–461. <https://doi.org/10.24042/tadris.v8i2.18145>
- [14] Khoiruzzadi, M., & Luqmanul Hakim, M. (2020). Sistem Boarding School Dalam Membentuk Kemandirian Siswa Madrasah Aliyah Negeri 1 Kota Pekalongan. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 5(2), 1–12. [https://doi.org/10.25299/al-thariqah.2020.vol5\(2\).4607](https://doi.org/10.25299/al-thariqah.2020.vol5(2).4607)

- [15] Manaf, A. (2022). Rekonstruksi Pendidikan Boarding School di Indonesia. *Jurnal Dakwah Dan Komunikasi*, 20(1), 50–60.
- [16] Muhibuddin. (2021). Sistem Pembelajaran Boarding School: Studi Kasus Di Pesantren Modern Fajrul Iman Kecamatan Patumbak Kabupaten Deli Serdang Sumatera Utara 1. *Jurnal Pendidikan Agama Islam Dan Riset (J-PARIS)*, 2(1), 11–17.
- [17] Najihaturrohman. (2017). Implementasi Program Boarding School Dalam Pembentukan. *Tarbawi*, 3(02), 207–224.
- [18] Nuryahman, M., Patimah, L., & Budiansyah, B. (2018). Pengembangan Model Boarding School Dan Implikasinya Sebagai Upaya Peningkatan Mutu Madrasah. *Manarul Qur'an: Jurnal Ilmiah Studi Islam*, 18(2), 21–35. <https://doi.org/10.32699/mq.v18i2.938>
- [19] Paminto, J., Rosiana, T., Budiyo, B., & Budisantoso, H. T. (2018). Implementasi Kurikulum 2013 di Sekolah Pesantren dengan Sistem Boarding School. *Indonesian Journal of Curriculum and Educational Technology Studies*, 6(1), 41–52. <https://doi.org/10.15294/ijcets.v6i1.15937>
- [20] Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- [21] Rijali, A. (2018). *Analisis Data Kualitatif Ahmad Rijali UIN Antasari Banjarmasin*. 17(33), 81–95. <https://doi.org/https://doi.org/10.18592/alhadharah.v17i33.2374>
- [22] Ritonga, A. A. (2017). Pendekatan Saintifik Pembelajaran Pendidikan Agama Islam Pada Sekolah Dasar Islam Terpadu. *MIQOT: Jurnal Ilmu-Ilmu Keislaman*, 41(1), 78–97. <https://doi.org/10.30821/miqot.v41i1.339>
- [23] Rohmad, A., Ikhwan, A., & Tumin, T. (2020). Strengthening the competency of lecturers of state Islamic religious college in Indonesia. *International Journal of Advanced Science and Technology*, 29(4), 1653–1663. <http://sersc.org/journals/index.php/IJAST/article/view/7275>
- [24] Samini, S., Trisiana, A., & Jumanto, J. (2023). Analisis Penerapan Model Self Directed Learning Terhadap Kemandirian Dan Hasil Belajar Peserta Didik Kelas V Di SDN 01 Wonorejo Kecamatan Gondangrejo Tahun Pelajaran 2022/2023. *Journal on Education*, 6(1), 7941–7959. <https://doi.org/10.31004/joe.v6i1.4204>
- [25] Sayuti, A. (2021). Strategi Manajemen Kurikulum Dalam Peningkatan Kualitas Pendidikan. *Al Fatih*, 1(1), 53–59.
- [26] Somad, M. A. (2021). Pentingnya Pendidikan Agama Islam dalam Membentuk Karakter Anak. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 13(2), 171–186. <https://doi.org/10.37680/qalamuna.v13i2.882>
- [27] Suntara, R. A., Budimansyah, D., & Komalasari, K. (2019). the Application of Boarding School System in. *Civicus*, 19(1), 9–17.

- [28] Suryana, Y., & Ismi, F. M. (2019). Manajemen Kurikulum Dalam Meningkatkan Mutu Lulusan. *Jurnal Isema : Islamic Educational Management*, 4(2), 257–266. <https://doi.org/10.15575/isema.v4i2.6026>
- [29] Susanti, D. (2018). Pengembangan Pendidikan Agama Islam. *Edureligia; Jurnal Pendidikan Agama Islam*, 1(2), 63–75. <https://doi.org/10.33650/edureligia.v1i2.46>
- [30] Syahrizal, H., & Jailani, M. S. (2023). Jenis-Jenis Penelitian Dalam Penelitian Kuantitatif dan Kualitatif. *Jurnal QOSIM: Jurnal Pendidikan, Sosial & Humaniora*, 1(1), 13–23. <https://doi.org/10.61104/jq.v1i1.49>