

## Implementation of Value-Based Islamic Pesantren Curriculum Management in Improving the Quality of Santri Education in the Modern Era

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**ABSTRACT:** This study is motivated by the importance of adaptive curriculum management in Islamic boarding schools, considering that many curricula remain traditional and less integrated with modern demands. The purpose of this research is to analyze the implementation of curriculum management in improving the quality of students' education. This study employs a qualitative approach using a literature review method, drawing from books, academic journals, and relevant references on Islamic education management. The findings reveal that effective curriculum management in pesantren must involve four main functions: planning, organizing, implementing, and evaluating in an integrated manner. Furthermore, the integration of traditional curriculum based on classical Islamic texts with modern competency-based curriculum has proven to enhance students' intellectual, spiritual, and social quality. Additional findings indicate that supporting factors such as teacher quality and the use of technology significantly influence curriculum success, while major obstacles include limited facilities and resistance to change. Therefore, innovative curriculum management is essential to improve the competitiveness of pesantren in the modern era

**Key words:** Curriculum Management, Islamic Boarding School, Education, Students, Modern Era;

### PENDAHULUAN

Pesantren are the oldest Islamic educational institutions in Indonesia and have made significant contributions to the formation of character, morality, and the personality of society. Since their early emergence, pesantren have served as centers of Islamic learning that emphasize not only cognitive aspects, but also the moral and spiritual development of santri (students). The educational system in pesantren is known for its holistic approach, integrating knowledge, practice, and morality in everyday life (Rifa'i dkk. 2024). Therefore, pesantren hold a strategic position in shaping generations who are not only intellectually capable, but also firmly grounded in Islamic values.

In their development, pesantren no longer function solely as traditional educational institutions, but have also transformed into social institutions with broad roles in community development. Pesantren contribute to social, economic, and even political sectors, making their existence an important part of the national education system. This transformation demonstrates that pesantren possess a high capacity for

adaptation to changing times while still maintaining the traditional values that characterize them (Tiya 2025).

However, in the modern era characterized by advances in science, information technology, and globalization, pesantren face increasingly complex challenges. One of the main challenges lies in curriculum management. Pesantren curricula, which have traditionally focused on *kitab kuning* (classical Islamic texts) and classical learning methods, are often considered insufficient in meeting the needs of modern society, which demands mastery of various competencies, including intellectual, social, and practical life skills (Nurkholis dan Santosa 2022). This condition requires renewal and innovation in the pesantren curriculum system.

Curriculum management is one of the key factors in improving the quality of education in pesantren. Curriculum management is not only related to the preparation of learning materials, but also includes the planning, organization, implementation, and evaluation of all learning activities. Systematic and well-directed curriculum management will help pesantren achieve educational goals effectively and efficiently. Conversely, unstructured management may lead to imbalances in the learning process and reduce the quality of graduates (Lutfiyah dan Iqbal 2025).

In addition, the integration of traditional and modern curricula has become an unavoidable necessity. Traditional curricula emphasizing mastery of religious knowledge need to be combined with competency-based modern curricula, such as technology mastery, foreign languages, and life skills. This integration aims to ensure that santri not only possess deep religious understanding, but are also able to adapt and compete in an ever-developing society (Tiya 2025).

Furthermore, the success of pesantren curriculum management is influenced by various internal and external factors. Internal factors include the quality of educators, the leadership of the *kiai* (Islamic boarding school leaders), and the organizational culture of the pesantren. External factors include technological developments, societal demands, and government educational policies. Therefore, comprehensive and sustainable management strategies are required to ensure that pesantren curricula continue to develop in accordance with contemporary needs (Nurkholis dan Santosa 2022).

Although many studies on pesantren curriculum management have been conducted, most previous research has focused on general aspects of Islamic educational management, institutional transformation of pesantren, or partial integration of traditional and modern curricula. Previous studies also tend to discuss curriculum management functions separately without examining the interrelationship between curriculum planning, organization, implementation, and evaluation in

improving the quality of santri education in the modern era. Moreover, there is still limited research specifically highlighting the implementation of Islamic value-based pesantren curriculum management as a strategy for adapting to the challenges of globalization and technological development. This condition indicates the existence of a research gap that needs to be studied more deeply in order to obtain a comprehensive understanding of pesantren curriculum management models that are relevant to contemporary educational needs.

The novelty of this study lies in its effort to integrate modern curriculum management concepts with the unique characteristics of pesantren that are based on Islamic values. This study not only discusses curriculum management functions theoretically, but also emphasizes the importance of integrative, adaptive, and innovative approaches in managing pesantren curricula. In addition, this study offers a concept for developing pesantren curricula that combines spiritual strengthening, mastery of religious sciences, and modern competencies such as technology, life skills, and students' social abilities. Thus, this study is expected to provide a conceptual contribution to the development of Islamic educational management theory while also serving as a practical reference for pesantren in improving educational quality in the modern era.

Based on the explanation above, it can be understood that pesantren curriculum management plays a very important role in determining the direction and quality of education. With proper management, pesantren are not only able to maintain their existence as traditional Islamic educational institutions, but are also capable of developing into competitive modern educational institutions. Therefore, this study is important in order to examine in depth how the implementation of pesantren curriculum management can improve the quality of santri education in the modern era.

## **METHOD**

This study employed a qualitative approach using the Systematic Literature Review (SLR) method to examine in depth the implementation of pesantren curriculum management in improving the quality of santri education in the modern era. The SLR approach was chosen because it enables researchers to systematically, structurally, and comprehensively identify, evaluate, and synthesize various previous studies (Creswell 2018). Through this approach, the study not only describes phenomena but also analyzes trends in concepts, strategies, and the development of pesantren curriculum management based on relevant scientific findings.

The research stages were conducted systematically through several steps, namely: formulating research questions, conducting literature searches, screening articles, analyzing data, and synthesizing research findings. The research questions focused on how pesantren curriculum management is implemented, the supporting and inhibiting factors, and the development of pesantren curricula in the modern era.

The literature search process was conducted through scientific databases such as Google Scholar, Garuda, DOAJ, and accredited national journals using the keywords: “pesantren curriculum management,” “Islamic education,” “modern pesantren curriculum,” and “Islamic education management.” The articles searched were limited to the period 2018–2024 to ensure that the data used remained relevant to the development of modern education (Sugiyono 2020).

In the screening process, the researcher applied inclusion and exclusion criteria to determine which articles were eligible for analysis. The inclusion criteria included: (1) articles discussing pesantren curriculum management or Islamic education, (2) articles published in national or international scientific journals, (3) articles published between 2018–2024, and (4) articles relevant to the research focus. Meanwhile, the exclusion criteria included articles that did not specifically discuss pesantren curricula, duplicate articles, and articles lacking a complete scientific structure.

Based on the initial search results, 45 articles were obtained. After screening the titles and abstracts, 28 articles were declared relevant. Subsequently, an eligibility stage was conducted through full-text review, resulting in 15 main articles being selected for the analysis process. This process was carried out to ensure that the sources used were truly aligned with the research focus and possessed adequate academic quality (Yin 2018).

Data collection techniques were conducted through documentation studies by collecting, reading, recording, and reviewing various scientific articles that had passed the screening stage. The research instrument in this SLR study was the researcher as a human instrument, who played a role in identifying, classifying, interpreting, and synthesizing the research data (Yvonna S. Lincoln & Egon G. Guba, 1985).

The data analysis technique was carried out descriptively and analytically through the stages of data reduction, data presentation, and conclusion drawing (Miles, Huberman, & Saldaña, 2014). The obtained data were analyzed to identify patterns, similarities, differences, and research trends related to the implementation of pesantren curriculum management. The analysis results were then synthesized to obtain a comprehensive understanding of pesantren curriculum management in the modern era.

To maintain the validity of the study, source triangulation techniques were used by comparing various research findings from different sources. In addition, rechecking of the articles and references used was conducted to ensure the credibility, relevance, and consistency of the research data (Nowell et al., 2017). Thus, the results of this study are expected to provide both theoretical and practical contributions to the development of Islamic value-based pesantren curriculum management.

## **RESULTS AND DISCUSSION**

### **1. General Overview of Pesantren Curriculum Management**

The results of the study indicate that pesantren curriculum management has undergone a transformation from a traditional system toward a more adaptive and contextual system that responds to the needs of modern education. This change can be seen in the integration of *kitab kuning* (classical Islamic texts) learning with general knowledge, technology, and life skills. This transformation demonstrates that pesantren are no longer solely oriented toward the transfer of religious knowledge, but have also begun developing students' competencies so that they are able to adapt to social changes and global developments (Solich 2025).

Based on the synthesis of various analyzed studies, it was found that changes in pesantren curricula do not involve abandoning tradition, but rather a process of selective adaptation. Pesantren continue to maintain their Islamic identity through the strengthening of spiritual values, morality, and classical scholarly traditions, while simultaneously integrating modern educational approaches. These findings demonstrate that the success of pesantren in facing the modern era lies in their ability to balance traditional values and educational innovation. Thus, the modernization of pesantren is not interpreted as the westernization of education, but rather as a process of strengthening the relevance of Islamic education to contemporary needs.

Conceptually, the results of this study produce a new synthesis in the form of an integrative-adaptive pesantren curriculum management model, namely a curriculum management model that combines the four main management functions planning, organizing, implementation, and evaluation with the principle of integrating Islamic values and modern competency needs. This model shows that the effectiveness of pesantren curricula is not only determined by the completeness of teaching materials, but also by the institution's ability to create a balance between the spiritual, intellectual, social, and practical skill aspects of santri.

This synthesis strengthens the view of Leo regarding the importance of dynamic Islamic education; however, this study provides a new development by arguing that such dynamism must be built through an adaptive and value-based curriculum

management system (Anarki dan Fadli 2025). Furthermore, this study also expands Qomar's theory by positioning curriculum management functions not merely as administrative educational mechanisms, but as transformation strategies for pesantren in maintaining their existence while enhancing the competitiveness of Islamic educational institutions in the modern era.

## **2. Implementation of Curriculum Management Functions**

### **a. Curriculum Planning**

The synthesis of the research findings indicates that pesantren curriculum planning is no longer solely oriented toward mastery of religious sciences, but has begun to focus on developing santri competencies that are more adaptive to the needs of modern society. Several analyzed studies show that pesantren have incorporated life skills, technological mastery, and communication abilities into the curriculum structure without eliminating the Islamic identity that characterizes them (Hamid 2024).

Nevertheless, the effectiveness of curriculum planning still faces various challenges. Some pesantren continue to formulate curricula in a centralized manner with the full dominance of the *kiai*, resulting in suboptimal involvement of educators in the planning process. This condition causes curricula to depend heavily on personal authority and to be less based on analyses of contemporary educational needs. On the other hand, pesantren that involve administrators, *ustadz* (teachers), and community needs in curriculum formulation demonstrate better educational adaptability to contemporary developments.

Empirically, the findings show that pesantren implementing curriculum planning based on the integration of religious sciences and modern competencies tend to have learning processes that are more relevant to students' needs. This demonstrates that the quality of curriculum planning greatly determines the effectiveness of pesantren education. Thus, the planning function does not merely serve as an administrative stage, but becomes a primary strategy for building the sustainability of Islamic education in the modern era.

### **b. Curriculum Organization**

In terms of organization, the research findings indicate that most pesantren still employ simple organizational structures based on the charismatic leadership of the *kiai*. This system has proven effective in maintaining traditional values, discipline, and students' loyalty to the pesantren. However, within the context of modern educational management, overly centralized structures often create limitations in coordination, task distribution, and decision-making.

Analysis of several studies shows that pesantren with clear task distribution among leaders, curriculum managers, and teaching staff tend to have more organized and efficient learning systems. In contrast, pesantren lacking formal administrative and coordination systems experience obstacles in implementing learning programs, particularly in developing technology-based curricula and educational evaluation systems.

These findings indicate that the effectiveness of curriculum organization is determined not only by the strength of *kiai* leadership, but also by the institution's ability to build professional organizational systems without losing pesantren culture. Therefore, a collaborative organizational model is needed, combining traditional leadership with modern educational management so that the learning process can operate more effectively and sustainably.

**c. Curriculum Implementation**

The findings indicate that curriculum implementation in pesantren has undergone significant changes through the integration of traditional and modern learning methods. The *sorogan* and *bandongan* methods continue to be maintained as media for transmitting classical Islamic scholarship, while discussion methods, presentations, and the use of technology have begun to be implemented to enhance the active participation of santri in learning.

Empirically, several analyzed studies indicate that the use of combined learning methods can improve students' critical thinking, communication, and problem-solving abilities. However, the effectiveness of implementing modern curricula remains uneven across pesantren. The main obstacles identified include limited technological infrastructure, low digital competence among educators, and resistance from some pesantren communities toward changes in learning methods.

This analysis demonstrates that the modernization of curriculum implementation cannot be achieved merely through the addition of materials or technology, but requires the readiness of human resources and changes in pesantren organizational culture. Thus, the success of curriculum implementation is greatly influenced by the ability of pesantren to balance the preservation of tradition and educational innovation.

Furthermore, the synthesis of the studies reveals that pesantren successfully integrating traditional and modern methods tend to produce graduates who are more adaptive, namely santri who not only possess religious competence, but also stronger social and academic competencies in facing global challenges (Azhari dkk. 2024).

#### **d. Curriculum Evaluation**

Curriculum evaluation in pesantren is generally conducted through assessments of cognitive, affective, and psychomotor aspects. This evaluation system is considered more comprehensive than formal education because it measures not only academic achievement, but also behavior, discipline, and the morality of santri. The analyzed studies indicate that character-based evaluation approaches constitute one of the main strengths of pesantren education in shaping students' personalities holistically (Muzedi dan Husni 2025).

Nevertheless, the findings also reveal that some pesantren still face weaknesses in their evaluation systems, particularly regarding assessment standards and the measurement of modern competencies. Learning evaluations often remain subjective and are not yet supported by measurable assessment instruments. This condition makes evaluation results difficult to use as a basis for systematic curriculum development.

Critically, this study demonstrates that the effectiveness of pesantren curriculum evaluation would be more optimal if it integrated evaluations based on Islamic values with measurable and competency-based modern educational evaluation approaches. In other words, evaluation should function not only as a tool for assessing learning outcomes, but also as an instrument for continuously improving the quality of pesantren education.

Based on the synthesis of the research findings, it can be concluded that the success of pesantren curriculum evaluation is determined by the institution's ability to balance academic assessment, character formation, and students' skill development. These findings demonstrate that the pesantren evaluation system has the potential to become a more holistic model of Islamic educational evaluation compared to conventional formal education systems.

### **3. Supporting and Inhibiting Factors**

Based on the synthesis of the analyzed articles, it was found that the success of implementing pesantren curriculum management is influenced by a combination of interrelated internal and external factors. The findings indicate that leadership, the quality of human resources, social environmental support, and institutional readiness for change are the main elements determining the effectiveness of pesantren curriculum management in the modern era.

One of the most dominant supporting factors is the visionary and adaptive leadership of the *kiai* toward educational developments. Several studies show that pesantren led by *kiai* with an orientation toward educational reform tend to be more open to the integration of modern curricula, the use of learning technology, and the

development of santri competencies. Such leadership is able to create an organizational culture that supports innovation without eliminating the Islamic identity of the pesantren. Conversely, pesantren that still apply closed traditional leadership patterns tend to experience slower curriculum development processes.

In addition to leadership, the quality of teaching staff is also a crucial factor determining the effectiveness of curriculum implementation. The findings indicate that pesantren with *ustadz* possessing strong pedagogical competence and technological adaptability are able to create more interactive learning processes that are relevant to the needs of modern santri. However, several studies also found that there are still competency gaps among educators, particularly in the use of digital media and innovative learning methods. This condition impacts the low optimization of competency-based curricula in some pesantren.

Community support and a conducive pesantren environment also significantly influence the success of santri education. Pesantren with strong relationships with the community gain greater social support, including trust, educational participation, and support for learning facilities. A disciplined, religious, and structured pesantren environment also strengthens the internalization of Islamic values in the daily lives of santri. These findings indicate that the success of pesantren curricula is determined not only by classroom learning systems, but also by social culture and educational environments that support holistic character formation.

On the other hand, the findings also reveal various inhibiting factors affecting the effectiveness of pesantren curriculum management. Limited facilities and infrastructure remain major obstacles, especially for pesantren located in areas with limited access to education and technology. Several studies show that the lack of laboratories, libraries, and learning technology facilities causes the integration process of modern curricula to be less optimal.

The limited use of educational technology also becomes a significant barrier in the implementation of pesantren curricula. Although some pesantren have begun using digital media in learning, its utilization remains limited and has not yet been systematically integrated into the curriculum. This condition demonstrates the gap between the demands of modern education and the readiness of pesantren institutions to face digital transformation.

In addition to technical factors, resistance to change is also a complex challenge. The synthesis of the research indicates that some pesantren communities still perceive modern curriculum innovation as a threat to the traditions of classical Islamic education. As a result, curriculum reform processes often progress slowly and only partially. In this context, resistance is caused not only by organizational culture, but also by concerns

regarding the loss of traditional authority and pesantren identity (Muhammad Rizqy dkk. 2023).

Further analysis indicates that the lack of curriculum innovation is actually influenced not only by limited resources, but also by weak curriculum development systems based on evaluation and community needs. Many pesantren still use static curriculum patterns, making them less responsive to social, technological, and labor market developments. This condition causes pesantren graduates, in some cases, to experience competency gaps when facing the demands of modern society (Triyono dan Mediawati 2023).

Based on these findings, this study concludes that the success of pesantren curriculum management largely depends on the institution's ability to balance the preservation of tradition with educational innovation. Supporting and inhibiting factors cannot be understood separately, but rather as parts of an interconnected pesantren educational ecosystem. Therefore, the development of pesantren curriculum management requires a collaborative approach that includes strengthening leadership, improving teacher competencies, modernizing educational facilities, and transforming organizational culture so that pesantren can remain relevant in the modern era (Norman dkk. 2024).

#### **4. Implications and Theory Development**

Based on the synthesis of the research findings, a new conceptual model can be developed in the form of the Integrative-Adaptive Pesantren Curriculum Management Framework. This model was developed from findings indicating that the success of pesantren education in the modern era is not only determined by the administrative implementation of management functions, but also by the ability of pesantren to continuously integrate Islamic values with the demands of modern education. This framework is built upon three main dimensions:

1. Integrative
2. Adaptive
3. Innovative

The integrative dimension emphasizes that pesantren curricula must be able to connect traditional education based on *kitab kuning* with modern competencies such as technology, communication, and life skills. In this context, integration is not intended to eliminate the identity of pesantren, but rather to strengthen the relevance of Islamic education to the needs of contemporary society. The findings indicate that pesantren capable of integrating these two aspects tend to produce graduates who are more competitive while remaining rooted in Islamic values (Anis Fatihatul Madaniah dkk. 2023).

The adaptive dimension relates to the ability of pesantren to adjust curriculum systems to social developments, technological changes, and the needs of modern education. The findings show that pesantren with leadership that is open to change tend to be more successful in curriculum development compared to pesantren that maintain static educational patterns. Thus, adaptability becomes an important variable influencing the effectiveness of curriculum implementation (Ulya dan Triyuliasari 2024).

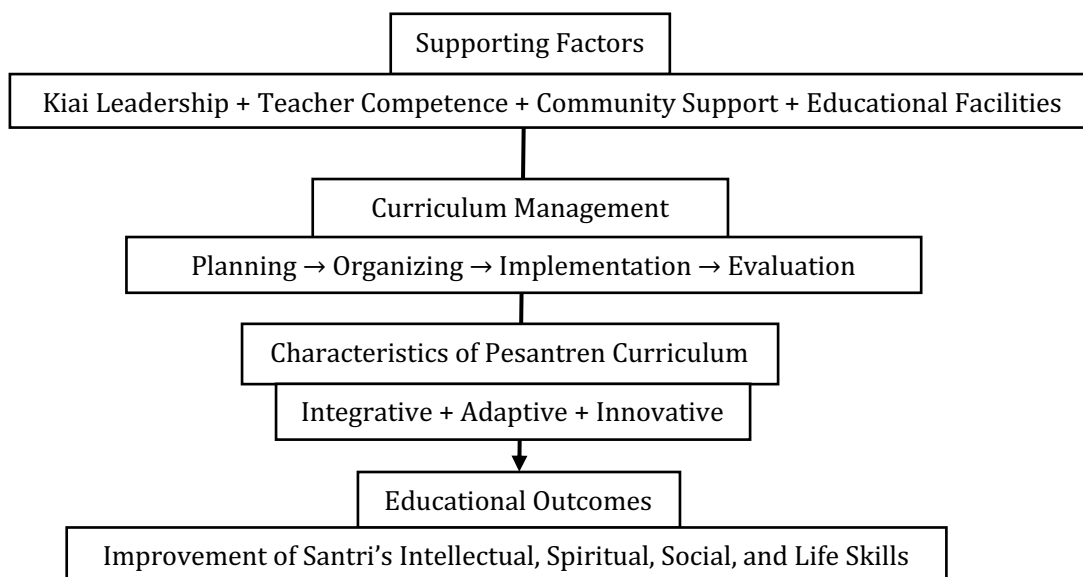
Meanwhile, the innovative dimension emphasizes the development of more contextual learning methods, media, and evaluation systems. Innovation is not limited to the use of educational technology, but also includes the development of learning strategies capable of improving critical thinking, creativity, and social competencies among santri. This study found that pesantren consistently implementing learning innovation demonstrate higher educational effectiveness compared to pesantren still predominantly using conventional learning approaches (Rahmad Fuad dan Iswantir M 2024).

Based on the relationships among variables, this study produces a conceptual relationship framework stating that:

1. The leadership of the *kiai*, the quality of teaching staff, educational facilities, and community support serve as the main supporting variables in the implementation of curriculum management.
2. These variables influence the effectiveness of the four curriculum management functions: planning, organizing, implementation, and evaluation.
3. The effectiveness of management functions then determines the level of success in integrating traditional and modern curricula.
4. Effective curriculum integration directly impacts the improvement of santri educational quality in intellectual, spiritual, social, and life-skill aspects (Najib dan Khaudli 2025).

Theoretically, this framework expands Islamic educational management theory, which previously focused more on administrative and institutional aspects. This study demonstrates that in the pesantren context, curriculum management must be understood as a process of value-based educational transformation. Thus, the success of pesantren in the modern era is not only determined by their ability to preserve tradition, but also by their ability to build educational systems that are flexible, responsive, and innovative. The inter-variable relationship model in this study can be illustrated as follows:

Figure 1. Pesantren Curriculum Management Model



This model demonstrates that the success of pesantren curriculum management is the result of the interaction between institutional factors, management functions, and the capacity for educational innovation. Therefore, the development of pesantren in the modern era requires a systemic approach that focuses not only on curriculum development, but also on strengthening leadership, organizational culture, and learning transformation.

## CONCLUSION

Based on the findings of this study, it can be concluded that pesantren curriculum management plays a strategic role in improving the quality of santri education in the modern era. The success of curriculum management is determined by the effectiveness of the functions of planning, organizing, implementation, and evaluation carried out in an integrative and sustainable manner. The findings indicate that pesantren capable of integrating traditional curricula based on Islamic values with competency-based modern curricula tend to be more adaptive to contemporary developments and are able to produce santri who excel intellectually, spiritually, and socially.

This study also found that the success of curriculum management implementation is influenced by the leadership of the *kiai*, the competence of educators, community support, and the utilization of educational technology. Conversely, limited facilities, low levels of innovation, and resistance to change are the main obstacles in the development of pesantren curricula.

The scientific contribution of this study lies in the development of the Integrative-Adaptive Pesantren Curriculum Management Framework, which positions the integration of Islamic values, adaptability, and educational innovation as the foundation of pesantren curriculum management in the modern era. This framework expands Islamic educational management theory by emphasizing the relationship between institutional factors, curriculum management functions, and the quality of santri educational outcomes.

Practically, this study provides policy implications suggesting that pesantren need to strengthen competency-based curriculum development, improve the quality of educators, and expand the utilization of technology in learning without eliminating the Islamic identity of pesantren. Support from the government and society is also needed in providing educational facilities and strengthening pesantren management capacity so that institutions become more responsive to the challenges of modern education.

Future research directions may focus on empirical testing of the integrative-adaptive pesantren curriculum management model through field studies across various types of pesantren in Indonesia. Further studies may also examine the effectiveness of digital technology utilization in the implementation of pesantren curricula and its impact on improving santri competencies

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