

The Application of Islamic Boarding School Curriculum Management in Shaping the Independent Character of Students at Darul Atqiya Islamic Boarding School

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ABSTRAK

Pendidikan sangat penting untuk pembentukan dan pengembangan karakter mandiri. Penelitian ini mengkaji bagaimana santri di Pondok Pesantren Darul Atqiya Majalengka mengembangkan kemandiriannya melalui pemanfaatan manajemen kurikulum pondok pesantren. Dalam penelitian ini menggunakan pendekatan kualitatif dengan jenis deskriptif melalui wawancara, observasi dan dokumentasi. Hasil penelitian menunjukkan bahwa: Pertama manajemen kurikulum pesantren dalam membentuk karakter kemandirian santri yaitu menggunakan perencanaan, pengorganisasian dan pengevaluasian. Kedua pembentukan karakter kemandirian yang ada di Pondok Pesantren Darul Atqiya Majalengka lebih kepada pembinaan, yaitu melalui pembinaan keteladanan, pembinaan nasehat atau dorongan. Ketiga, faktor pendukung dalam membentuk kemandirian santri yaitu kekompakan tim, keterlibatan guru dalam membentuk karakter kemandirian, dan motivasi siswa dalam pelatihan atau kegiatan. Faktor penghambatnya yaitu minimnya sarana dan prasarana yang ada di pondok pesantren, faktor pembiayaan, dan perilaku santri yang terkadang kurang disiplin.

ABSTRACT

Education is very important for the formation and development of independent character. This research examines how students at the Darul Atqiya Majalengka Islamic Boarding School develop their independence through the use of Islamic boarding school curriculum management. This research uses a qualitative approach with a descriptive type through interviews, observation and documentation. The research results show that: Firstly, Islamic boarding school curriculum management in forming the independent character of students is using planning, organizing and evaluating. Secondly, the formation of independent character at the Darul Atqiya Majalengka Islamic Boarding School is more about coaching, namely through exemplary coaching, coaching with advice or encouragement. Third, supporting factors in forming student independence, namely team cohesion, teacher involvement in forming independent character, and student motivation in training or activities. The inhibiting factors are the lack of facilities and infrastructure in Islamic boarding schools, financing factors, and the behavior of students who sometimes lack discipline.

1. INTRODUCTION

Pesantren are unique educational institutions that embody Indonesia's distinctiveness and quality, as demonstrated by their historical existence and significance to the country. Pesantren were established by the community, in this case the ulama, on the basis of independence and sincerity, and thus existed before the formation of the Unitary State of the Republic of Indonesia. Pesantren were once community-based institutions dedicated to teaching and spreading Islam, but they have remained consistent with the ever-changing social dynamics. In addition, pesantren must act as intermediaries for sociocultural change in the communities where they operate in all areas of education (Sanusi, 2012).

Pesantren are a unique subsystem of education from the perspective of national education. Law Number 18 of 2019, which regulates pesantren, and Law Number 20 of 2003 concerning the National Education System of the Republic of Indonesia recognize the existence of

pesantren. One aspect of life in Islamic boarding schools that cannot be separated from students is learning to live freely as individuals who strive to pursue in-depth religious studies. This independent nature is in line with the objectives of national education. Article 3 of Law Number 20 of the Republic of Indonesia on the National Education System outlines the objectives of national education, namely to build competence, character building, and improve the quality of the nation towards the realization of an enlightened national life. In addition to these objectives, national education aims to create individuals who are virtuous, healthy, knowledgeable, intelligent, creative, independent, and faithful to Allah SWT. This also helps the country become democratic and responsible.

The above reasons show that gaining independence is an important component in achieving learning objectives. National education strives to develop independent individuals and improve the capacity of students to become individuals who are faithful and devoted to Allah SWT, noble, healthy, knowledgeable, intelligent, and creative, as well as democratic and responsible citizens. The pesantren curriculum is autonomous and developed in accordance with the guidance of the kiai. Unlike in formal schools, the curriculum used in pesantren does not comply with government requirements in terms of santri development. Education in Islamic boarding schools is based on the view that education is a form of worship to the Creator, so that the orientation of education in Islamic boarding schools, which is more focused on the spiritual, makes the curriculum implemented in Islamic boarding schools centered on learning to prepare students as people who are tafaqquh fi al diin. The life of santri in pesantren is an unwritten curriculum. They are far from their parents and take care of themselves in the pesantren, which is an advantage in fostering their independence.

The main sources of Islamic beliefs, namely the Qur'an and the Hadith of the Prophet Muhammad SAW, cannot be separated from the objectives of the curriculum in Islamic boarding schools. According to these two sources, the objective of education in Islamic boarding schools is to instill high moral values in students. In addition, the education system views the acquisition of knowledge as an obligation and prioritizes worship (Mubah, 2019). As an Islamic educational institution, Islamic boarding schools strive to provide the best possible service to their students. To do this, Islamic boarding schools need good curriculum management support. The characteristics of a good curriculum management system are systematic thinking (administrative thinking), orderly implementation of activities (administrative behavior), and a good approach to tasks (Masyhud and Khusnuridlo, 2003).

The general opinion is that the curriculum serves as a schedule for student learning activities in the classroom or as a tool for achieving goals. The curriculum can also be seen as a set of documents that includes schedules, evaluations, teaching materials, and institutional goals. In addition, the curriculum is viewed as a written document created by authors in collaboration with the community and education policymakers in a specific geographical area, such as a school, district, province, or country. The elements of the curriculum that existed at that time remain a consideration in the preparation.

The pesantren system has become an institution that was born from the community and is recognized by the community as an Islamic educational institution. Santri receive religious and moral education through daily recitations and practices at the pesantren, as well as formal education in the form of madrasahs that are fully under the command and authority of one or more kiai (majelis masyaikh). Pesantren are not too strict in terms of the Ministry of Education's education laws because of the charismatic and independent leadership of the kiai. However, the kiai still follow government regulations in terms of formal education. Some argue that pesantren education is a form of education that has existed since ancient times, which developed rapidly long before Indonesia's independence and even before the word "Indonesia" was coined. According to Saifuddin, Islamic boarding schools can be referred to as non-formal Islamic

institutions because they are part of community-based education, have independently developed curricula, and usually do not have official regulations (Syaifuddin, 2015).

Curriculum management is the management of the curriculum, starting from curriculum planning, organization, and evaluation by mobilizing all the potential of the institution to achieve educational targets properly and optimally (Mubah, 2019). Meanwhile, the planning, organization, direction, and control of all activities carried out in Islamic boarding schools, starting from the education system and all its components to the achievement of predetermined objectives, is referred to as the administration of Islamic boarding schools. Thus, curriculum management in Islamic boarding schools can be defined as curriculum management carried out by the administrators of Islamic boarding schools to fulfill the predetermined curriculum objectives.

The implementation of the curriculum in Islamic boarding schools may differ from that in other schools. Because Islamic boarding schools are unique and not bound by the national curriculum, a kiai (Islamic teacher) is allowed to choose the educational resources provided to his students. The transfer of knowledge is not only the goal of education, but students are also expected to accept and retain scientific knowledge. For a student, the chain of knowledge is very important because it plays a significant role in advancing the scientific understanding of Islamic studies (Mubah, 2019). In nurturing students, Islamic boarding schools have more time, namely 24 hours a day. This makes it very possible to shape independent character in students. Students acquire this independent character through habits formed from activities in the boarding school. These include discipline in sleeping and waking up, independent learning, taking care of themselves such as eating, washing clothes, and managing finances. There are several order and security officers who will reprimand students who lack discipline in carrying out their daily activities, so that the formation of independent character in Islamic boarding schools is closely related to the character education carried out by Islamic boarding schools.

The above description is what prompted the researchers to formulate several research questions that will be the focus of this study so that it is in line with what has been planned. The focus of the research questions set by the researchers is as follows: first, a description of the implementation of pesantren curriculum management at the Darul Atqiyah Islamic Boarding School in Majalengka. Second, findings on the pesantren program in building and shaping the independent character of students at the Darul Atqiyah Islamic Boarding School in Majalengka. Third, findings on the supporting and inhibiting factors in shaping the independent character of students at the Darul Atqiyah Islamic Boarding School in Majalengka. Pesantren curriculum management is commonly carried out so that the programs to be implemented can achieve the desired objectives. Therefore, the researcher was interested in conducting a study on "The Application of Pesantren Curriculum Management in Shaping the Independent Character of Students at the Darul Atqiyah Islamic Boarding School in Majalengka."

2. METHOD

Because the data for this study are described and illustrated rather than numerical, a qualitative descriptive methodology was used. Many data quotations are included in the research report to provide descriptions when the research is submitted. The information collected came from field notes, memos, interviews, and images (Lexy J. Moleong, 2014). Using qualitative methodology, this study attempts to describe the social world and its perspective on the world in relation to the ideas, actions, understandings, and problems of the individuals studied. To collect more comprehensive and reliable data, the researcher intends to use this strategy by getting closer to the research subjects, being more sensitive when interacting, and being more adaptable.

This study aims to determine in detail how the implementation of pesantren curriculum management affects the development of independent personalities among santri. Three approaches were used to collect data: documentation, interviews, and observation. The researcher only acted as an observer in this study because non-participant observation techniques were used. The researcher observed and recorded field notes from a distance, acting as an outsider to the research object. Unstructured interviews were used by the researcher to collect more detailed data. Documentation was used to support the reliability of the information obtained from the interview process and to show that the researcher had done his job properly. The researcher focused more on the existing curriculum management at the Darul Atqiya Islamic Boarding School in Majalengka in shaping the independence of students, especially programs that support student independence.

3. RESULTS AND DISCUSSION

Pesantren curriculum management in shaping the independent character of students at Darul Atqiya Islamic Boarding School

Curriculum management in Islamic boarding schools includes planning, organizing, motivating, and controlling activities. The aim is to ensure that all learning programs can be implemented effectively and efficiently, and are useful and successful in the world of education (Masyhud, 2003). The following are several functions that must be carried out in the curriculum management process: (a) Curriculum planning. Curriculum selection is related to anticipation and goal setting. Planning is an important component in learning management because it helps shape future decisions regarding the learning process and requires the use of several strategies to achieve goals. As managers, teachers have a responsibility to supervise the learning environment, which is a structured educational institution (b) Curriculum implementation.

Curriculum implementation ensures that the learning process has the necessary infrastructure and human resources (HR) to achieve the specified objectives. This implementation function involves leadership and the organization of tasks to determine activities, such as assigning students and teachers smaller, more focused tasks that are necessary to complete the learning process. From this, we can conclude that one of the services provided by the organization is the curriculum for its consumers. The better the curriculum designed by the Islamic boarding school, the more attractive the boarding school will be. (c) Curriculum evaluation. Curriculum evaluation is aimed at controlling which objectives have been achieved and at realizing educational objectives through the curriculum concerned. Evaluation also aims to ensure that the performance achieved is in accordance with the plans or objectives that have been set. Comparing actual performance with the decided work plan is the final step in the managerial evaluation process. Maintaining a classroom atmosphere conducive to learning and functioning to inform or direct social and intellectual processes must be under the authority of teachers in their capacity as learning managers (Minarti, 2017).

This goal can be achieved through the implementation of character-based management in Islamic boarding schools. This means that Islamic boarding schools manage, empower, and involve all components of the boarding school to participate and take responsibility for the effectiveness of the learning process so that the goal can be achieved properly. Not only Kyai and ustadz as the main actors, but all administrators in Islamic boarding schools, especially Kyai and Ibu Nyai, whose advice and guidance must be heeded and whose orders must be obeyed by all components of the Islamic boarding school. Each pesantren has its own characteristics in shaping the independence of its students. This has been proven through empirical studies conducted in several pesantren, especially traditional pesantren.

The daily behavior of students at Islamic boarding schools demonstrates their independence. Among them are those who are involved in learning and those who are

independent in terms of eating, drinking, and cleaning their clothes. This is different from children in formal educational environments, such as schools, where their independence is less apparent. Pesantren are higher education institutions that help students learn and internalize the lessons of life found in Islam. They must have good character and religious knowledge in a simple environment, where their presence is eagerly awaited and well received by the community (Thohir, 2017). When viewed as an integral pesantren education system, the portrait of pesantren includes: (a) learning materials and resources, (b) learning methods, (c) educational principles, (d) pesantren facilities and infrastructure, and (d) pesantren educational objectives.

Meanwhile, the characteristics found in Islamic boarding schools include: (a) there is a close bond between students and their teachers. Teachers are very attentive to their students because they live in the same complex and interact frequently, both during study time and in their daily interactions. In fact, some students are asked by the kiai to become assistants (Khadam). (b) Students must obey the kiai. Disobedience to the teacher is also considered a form of resistance against the kiai, which is feared by the students because they believe that by opposing the kiai, they will not benefit from the knowledge they have acquired. Disobedience is also prohibited by religion. (c) In reality, Islamic boarding schools enforce a cautious, frugal, and economical lifestyle. Islamic boarding schools do not condone excessive living; in fact, many students live a harsh lifestyle that does not prioritize their nutritional needs. (d) At Islamic boarding schools, students wash their own clothes, clean their bedrooms, and cook for themselves, thereby developing independence. (e) The spirit of ta'awun (mutual assistance) and a sense of brotherhood (ukhuwah Islamiyah) are very strong among students at Islamic boarding schools. (f) Islamic boarding schools enforce discipline, and in doing so, they often impose educational sanctions (ta'zir). (g) Sacrifice and asceticism in order to achieve noble goals. This is a manifestation of the routine practice of sunnah, zikir, iktikaf, tahajjud prayers, duha prayers, and various kinds of riyadloh (practices), as well as emulating the zuhud nature of the kiai.

These qualities are described in the traditional or comprehensive pesantren curriculum. Meanwhile, pesantren today adapt and adopt from various sources in order to keep up with the dynamics of change and progress in society (Masyhud, 2003). The 12 guiding principles of pesantren are as follows, according to Nurcholis Majid in his book *Manajemen Pesantren (Pesantren Management)*: (a) testentric; (b) serving sincerely; (c) wise attitude; (d) simple living; (e) collectivity (moral community); (f) joint activity management; (g) guided freedom; (h) independence; (i) place of seeking knowledge and serving (tholabul ilmi lil ibadah); and (j) practicing religious law.

Islamic boarding schools are institutions that can have a major impact on education, particularly physical, spiritual, and intellectual education, because the religious attitudes and frame of reference of students are shaped by these norms and values. Thus, Islamic boarding schools act as vehicles for cultural change in this region; that is, they serve as sources of religious scholars, or religious authorities. In Islamic boarding schools, learning activities are not only aimed at transferring knowledge and certain skills, but more importantly, instilling certain values in students and shaping those values for them. In this case, there are three most important aspects of instilling and shaping values, namely the psychomotor, affective, and cognitive aspects, which are provided to students in a stimulating and balanced manner (Sanusi, 2012).

The curriculum management of Darul Atqiya Islamic Boarding School uses several functions in management theory. These include planning, organizing, and evaluating. The democratic process of managing the curriculum involves discussions with staff, administrators, and other relevant parties. The boarding school administrators will consult with other boarding school administrators before making decisions and policies. The boarding school administrators

consistently emphasize that administrators must participate in offering ideas and thoughts in order to make decisions about the curriculum to be used in the future. Problems are identified by involving all elements of the boarding school, namely through suggestions and ideas from administrators, staff, and observations from the boarding school supervisors themselves.

The pesantren administrators strive to provide opportunities for employees and administrators to actively participate in expressing ideas, suggestions, and other considerations in creating alternative solutions to problems that arise. Seek answers to issues such as those related to upcoming student activity programs, including issues of student achievement or other issues such as lack of discipline among students. The boarding school supervisors always strive to build intense communication with administrators, staff, students, and parents/guardians to open channels of communication as a place for alternative solutions to problems at the boarding school to grow. Every decision made with authority has benefits. For example, workers and management are given many decisions, thus giving them legitimacy. The hope is that operations carried out to achieve the goals of the boarding school can be done simply, easily, and effectively.

The Islamic boarding school program in fostering independence among students at Darul Atqiya Islamic Boarding School

To help students develop independence, Islamic boarding schools place greater emphasis on guidance. (1) Guidance through role modeling: all teachers and administrators are expected to be positive role models and examples for students. (2) Guidance through advice: before implementing the boarding school curriculum, teachers and administrators are expected to provide advice to students as motivators or stimulants. (3) Based on directives or regulations. Regulations or guidelines related to the curriculum to be followed by the Islamic boarding school. Finally, there is guidance through sanctions or punishment, where security personnel must deal with students or children with problems who do not follow the boarding school program by imposing sanctions in accordance with the problem.

Supporting and inhibiting factors in shaping the independence of students at Darul Atqiya Islamic Boarding School

Researchers found the following factors that support and hinder the formation of independent character in santri:

a. Supporting Factors

- 1) Team cohesion. The administrators of the Islamic boarding school, also known as kiai or Top Leaders, are not merely gentle leaders who issue orders without first considering the consequences; on the contrary, they are driven to expand and improve their boarding schools in terms of both quantity and, most importantly, quality. With the student independence program, it is hoped that alumni of the Darul Atqiya Islamic Boarding School will easily adapt to the surrounding community and be strong in facing life's obstacles. Therefore, the unity of the elements involved in this activity greatly supports student independence.
- 2) Ustaz are involved in activities promoting student independence. In Islamic boarding schools, teachers, commonly referred to as ustaz, are one aspect of the school that has a significant influence on student growth and development. Although there are still obstacles in implementing the program, instructors and the teachers' council encourage and assist teachers in carrying out initiatives promoting student independence so that they can run smoothly. The importance of the position of teachers in Islamic education cannot be overstated, because educators bear a great responsibility in shaping the course of education. In addition, Islam also highly respects believers and bearers of knowledge.

- 3) Motivation of students in training. Motivation is the most crucial component in ensuring that students receive independence training. These activities cannot be successfully completed if students lack motivation. The activities carried out at the Darul Atqiya Islamic Boarding School show the high level of interest among students. Support from guardians and the community provides significant support for the independent activities carried out by students enrolled at the boarding school.
- 4) Simple tools used to meet the needs of students at Islamic boarding schools.
- 5) The strong desire of the students to live independently and their motivation to succeed
- 6) The presence of adult (senior) students who guide younger (junior) students.
- 7) Islamic boarding schools provide lessons that support students in living independently.

b. Inhibiting Factors

Below is a description of the inhibiting factors in managing the independence of students at the Darul Atqiya Islamic Boarding School, including:

- 1) Lack of facilities and infrastructure.
- 2) Cost factors. Every activity in the pesantren is underutilized because very little money is spent on them. There is a lot of work to be done in developing student independent activities, but funding is an obstacle to implementing them.
- 3) Students who exhibit poor behavior, such as being undisciplined and having difficulty obeying rules.
- 4) Some students are uncomfortable with the boarding school environment, but they are only a small minority.
- 5) As with students who are uncomfortable at the boarding school, there are also a small number of students who dislike the boarding school rules.
- 6) The negative effects of modernization, particularly in the development of science, technology, and information, have influenced the independence of students in Islamic boarding schools, leading them to become hedonistic.
- 7) Parents practice spoiling parenting, especially for new students arriving at the Islamic boarding school.

4. CONCLUSION

First, planning, organizing, and reviewing are just some of the management tasks carried out by Darul Atqiya Islamic Boarding School to manage its curriculum in order to help students develop into independent individuals. Here (1), curriculum management at the boarding school involves planning future program implementation. (2) Establishing an institutional framework to guide or implement the curriculum. (3) Utilizing evaluation as a tool for assessing curriculum implementation, regardless of how well it is implemented. Second, there is a greater emphasis on coaching. Islamic boarding schools use a variety of coaching techniques, one of which is (1) extraordinary coaching. (2) Guidance or direction from a coach. (3) rules, with punishment as a last resort. Third, supporting factors in shaping the independence of students include good cooperation between caregivers and boarding school administrators, as well as solidarity among staff and administrators. The factors that hinder the formation of student independence include: (1) a lack of administrators, resulting in students receiving insufficient supervision from administrators. (2) Many students drop out, making it difficult to find replacements for administrators as successors. (3) A lack of facilities and infrastructure.

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