

# Curriculum Development Design of Elementary-Based Islamic Boarding School

Fitriyah Mahdali<sup>1</sup>, Sita Acetylena<sup>2</sup> Muhammad Husni<sup>3</sup>

<sup>1</sup> Islamic Institute of Al-Qolam Malang, Indonesia; fitriyah@alqolam.ac.id

<sup>2</sup> Islamic Institute of Al-Qolam Malang, Indonesia; sita@alqolam.ac.id

<sup>3</sup> Islamic Institute of Al-Qolam Malang, Indonesia; husni@alqolam.ac.id

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## ABSTRACT

The applied curriculum is still using the elementary school curriculum in general, which does not adopt the values of Islamic Boarding School. Based on logic of the PAR (Participatory Action Research) approach as well as the results of FGD (Focus Group Discussion) and SWOT analysis, the carried out service treatments are mentoring and development of Islamic boarding school-based elementary school curriculum design. This mentoring was given to the curriculum development team of SDI Turen Malang by bringing in a third party who is the head of the curriculum at the Islamic boarding school. In addition to a facilitator, researcher as graduate from Islamic Boarding School who was part of the curriculum development team of Islamic Boarding School also provided direction and contributed concepts. In this curriculum, the basis of innovation is the introduction of Islamic religious teachings by integrating the curriculum. The curriculum development model of Islamic Boarding School for SDI Turen into an Islamic Boarding School-based curriculum in this service is emphasized on 4 points, namely: 1) Integration of religious values in the learning process, 2) Addition of religious subjects, 3) Use of the yellow book as a reference, and 4) Habituation of religious activities. The hope is that SDI Turen can use this curriculum development design into a permanent school curriculum as an effort to realize the dream of becoming an Islamic Boarding School-Based School.

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### Corresponding Author:

Fitriyah Mahdali

Islamic Institute of Al-Qolam Malang, Indonesia; fitriyah@alqolam.ac.id

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## 1. INTRODUCTION

Indonesia has several goals in education, one of which is to educate the nation's life, both in terms of cognitive and emotional aspects. In addition, the next goal is to foster a religious character in the community and have a high sense of socialization. So that people are able to develop their skills, have

a good personality, and are in accordance with values and morals as well as have a high sense of nationalism. To achieve this goal, an education is necessary in each region. Educating and increasing human potential both in terms of cognitive, emotional and religious aspects is the realm of education.

Talking about education, of course it cannot separate from existing institutions, both formal and non-formal institutions. Education is an effort to develop potential and creativity of a human being (Sanjaya, 2013). Effort to develop potential of students is usually carried out at institutions that are already available, of course, it does not rule out the educational values that exist in every layer of life. Life itself is education; how attitude of parents to their children contains elements of education, how a brother loves his sister is also a touch that has educational value in it. Education is something that cannot separate from life.

Educational institutions are divided into three institutions, namely formal, non-formal and informal institutions. Formal institutions include schools with levels ranging from Early Childhood Education, Kindergarten, Elementary Schools, Junior High Schools, Senior High School and higher schools or commonly referred to as campuses. Meanwhile, non-formal institutions are Islamic boarding schools and Al-Qur'an educations that are organized in prayer rooms and houses. Informal institutions are educations obtained from family and the surrounding environment (Hasbullah, 1999).

This paper focuses on continuation of education in formal institutions, namely schools at the elementary level (SD). Education system has several components interrelated with each other for implementing educational process. Curriculum is one of the core components playing a vital role in implementing the educational system to achieve vision and mission. The curriculum is a guideline in implementing the learning process. Schools without a curriculum will feel difficult to achieve the desired educational goals and objectives (Sukmadinata, 2005).

The curriculum is an academic guideline in implementing educational activities including various designs of student learning plans in details (Mulyasa, 2013). Before arriving at the educational unit, the curriculum is a centralized standard guideline processed by the government in the realm of the Ministry of Education and Culture. It proves that, in Indonesia, education has a national goal that must be achievable together, namely to realize intellectual life of the nation.

Then, at each educational institution, the centralized curriculum underwent little changes adapted to the vision and mission of each educational institution. The change still refers to the main curriculum. It means that it is not a total change. Rather, change is emphasized in developing curriculum designs to suit school conditions so that it can be acceptable in all aspects of the education unit. This change is referred to as process of developing an educational curriculum design (Surakhmad, 2005).

Theories concerning education curriculum have been proposed by many education experts, both Muslim and non-Muslim educational experts (Western circles). Broadly speaking, the curriculum includes four main elements, namely objectives to be achieved, materials or concepts presented to students, the media or methods used in process of delivering the materials, and evaluations carried out to measure a success level in achieving educational goals (Muhaimin, 2012). The description above is a general understanding of the curriculum, while specifically or in a narrow sense, the curriculum is a concept or material content intended for students to achieve educational goals.

Based on the description above, it is clear that the curriculum is an important component in order to achieve the educational goals on a local, national and international scale. Every educational institution must have a curriculum as a guide for implementation of education, including SDI Turen Kedok Turen of Malang. This school is the only Elementary School (SD) in Turen carrying an Islamic character as its typical characteristic. This character is reflected in its Vision and Mission, namely "*Creating Next Generation of the Nation with Islamic Character*".

SDI Turen was founded in 2017, one of the reasons for founding the SDI is to continue educational estafette that has been running in KB/TK (Playgroup) of SDI Turen. The majority of SDI Turen foundations and administrators are central figures of graduates from Islamic Boarding School who are in the management of MWC-NU of Turen. This phenomenon then became the background for the implementation of Islamic Elementary Schools (SDI). In its implementation, as explained earlier, to

reflect the Islamic character, SDI Kartikawa carries values based on Islamic Boarding School. In the long-term program, the SDI Turen has a vision of realizing an International Standard Elementary School Based on Islamic Boarding Schools.

Based on the description above, in this paper, the writer provides assistance and development regarding the design of Islamic boarding school-based elementary school curriculum at SDI Turen of Malang. Based on the Islamic Boarding School, what means is design of elementary school curriculum, integrated with the values of the Islamic Boarding School, especially in using literature to teach materials. The basis of innovation in this curriculum is introduction of Islamic teachings by using the learning system of Islamic Boarding School. Based on the Islamic Boarding School, which is intended to be a branding of the school so that the wider community knows it as a school that adopts and integrates the values of Islamic Boarding School.

## 2. METHODS

This study uses the PAR (Participatory Action Research) method in an explanatory type, to facilitate the community to analyze problems, needs and desired solutions and then plan transformative actions (Asnawi, 2021). Curriculum design development carried out at SDI Turen of Turen Malang East Java, is a concept offer to solve problems facing the school based on the results of FGD (Focus Group Discussion) involving stakeholders (foundation coach, foundation head, education director) and all stakeholders. The academic community of SDI Turen was determined by using a purposive sampling technique.

As a basis for implementing service, this data mining was carried out in 5 stages, namely: field visits, observations, documentation, in-depth interviews and FGD (Focus Group Discussion) (Abdurrahman, 2016). The writer conducted the observation and FGD (Focus Group Discussion) many times to obtain valid data before analysis. After collecting the data, the writer analyzed the data using SWOT analysis and problem tree analysis. The writer analyzed the strengths, weaknesses, opportunities and threats facing the SDI Kartikawa and mapped the problem tree. Based on the results of analysis, the writer gave treatment in the form of concept offer in developing Islamic Boarding School-based educational curriculum design at SDI Turen Malang.

The development of Islamic Boarding School-based curriculum design at SDI Turen was carried out in two stages, namely the planning stage and the implementing stage. The planning stage is the stage carried out by the writer starting from data mining (field visits, observations, documentation, interviews and FGD) and data analysis using SWOT and problem trees. While the implementing stage is the stage, in which the writer provided assistance to the curriculum development team of SDI Turen consisting of Headmaster, Deputy Head of Curriculum and several teachers. This assistance is assistance in preparing the elementary school curriculum integrated with the values of the Islamic Boarding School. This development assistance brought in a third party who is the head of the curriculum at the Islamic boarding school of Mambaun Nur Gondanglegi Malang. Other than functioning as a facilitator, the writer graduating from Islamic Boarding School who was part of the curriculum development team of Islamic Boarding School also provided direction and contributed concepts.

## 3. FINDINGS AND DISCUSSION

### 3.1. Curriculum of SDI Turen Malang

SDI Kartikawa is an Islamic Elementary School (SDI) located in Turen Malang. This school has long-term vision to become international standard school and base on Islamic Boarding School. To lead to the international standard school and base on Islamic Boarding School, of course, many indicators must be met, one of which is the content of the school curriculum. So far, the curriculum of SDI Turen has begun to adopt values of Islamic Boarding School, such as, adding religious subjects and Arabic unavailable to elementary schools in general. In addition to the curriculum content, SDI Turen has

slightly reflected the values of the Islamic Boarding School such as the habit of wearing the hijab for students, Friday prayers for students, starting the teaching and learning activities by praying, and getting into habit of reading the verses of Qur'an.

Curriculum as one of the learning components is the initial conception of an educational plan or program to be implemented by teachers in schools. The curriculum is structured to realize educational goals by taking into account the needs of students and conformity with sciences and technology as well as the types and levels of education (Hamalik, 2010). In the context of education, curriculum means a clear path traversed by educators/teachers and students to develop knowledge, skills, attitudes and values. The curriculum is a set of plans and media to deliver educational institutions in realizing the desired educational goals (Muhaimin, 2012).

The curriculum contents consisting of curriculum structure and learning load at SDI Turen are as follows:

**Table 1. Curriculum Structure and Study Load of SDI Turen**

No	Component	Thematic time allocation					
		SDI Turen					
		Grade					
		1	2	3	4	5	6
A	Subject						
1	Islamic Studies	2	2	2	2		
2	Thematic	24	24	24	20		
3	Java Language	2	2	2	2		
4	English	2	2	2	2		
5	Mathematics				6		
6	Physical Education, Sport and health	2	2	2	2		
B	Local Load						
	a. Aswaja				2		
	b. Japanese Language	2	2	2	2		
	c. Communication & Information Technology						
C	Self-Development						
	1. Al Qur'an Reading Art (BTQ)	2	2	2	2		
	2. Swimming	2	2	2	2		
	3. Self-defense	2	2	2	2		
	4. Boy Scouts	2	2	2	2		
	5. Football	2	2	2	2		
D	Habituation						
	1. Prayer aspect	INTEGRATED WITH CONNECTION BOOK					
	2. Social Aspect	INTEGRATED WITH CONNECTION BOOK					
	3. Autonomous Aspect	INTEGRATED WITH CONNECTION BOOK					
	4. Life Skill Aspect	INTEGRATED WITH CONNECTION BOOK					
Total		46	45	45	50		

The table of curriculum contents above shows that SDI Turen added the Aswaja and BTQ subjects to support the values of the Islamic Boarding School. However, even so, SDI Turen cannot be called an Islamic Boarding School-based elementary school yet because the values of the Islamic Boarding School do not dominate in the school yet.

### 3.2. Curriculum Design in Islamic Boarding School

Several studies of Islamic Boarding School found that Islamic Boarding School have their own authority in compiling and developing their curriculum. According to Lukens-Bull's research in book by Abdullah Aly, in general the curriculum of Islamic Boarding School can be divided into four forms, namely; Religious education, experience and moral education, schools and general education as well as skills and courses (Aly, 2011).

First, the curriculum is in the form of Islamic religious education. In the world of Islamic boarding schools, learning activities of Islamic religious education are commonly referred to as recitation. Qur'an activities of Islamic Boarding School in practice are divided into two levels. At the initial level, the Qur'an is very simple, namely the students learn to read Arabic texts, especially the Qur'an. This level is considered as the minimum effort of religious education that the students must master. The next level is that the students choose classical Islamic books and study them under the guidance of the kyai. The books used as material for the Qur'an include the fields of science: fiqh, creed or monotheism, nahwu, shorof, balaghoh, hadith, tasawuf, morals, worship such as prayer, religious service, and wirid. Martin Van Bruinessen's study has 900 yellow books in Islamic boarding schools. Southeast Asian scholars wrote nearly 500 of these books in various languages. The yellow books of the Islamic Boarding School world have a significant position. The yellow books are often used as a reference and handbook in Islamic Boarding School and these are used as a patent curriculum in the education system Islamic Boarding School.

Second, the curriculum is in the form of experience and moral education. The most famous religious activity in the Islamic Boarding School world is the piety and commitment of the students to the Five Pillars of Islam. This activity is expectable to be able to raise awareness of students to practice the moral values taught at the time of the Qur'an recitation. The moral values emphasized in Islamic Boarding School are the values of goodwill, sincerity, and the value of awareness.

In general, the curriculum design in Islamic boarding schools has similarities. Each Islamic Boarding School has madrasah diniyah functioning as an education provider in the Islamic Boarding School (Muhtifah, 2012). The learning substance applied to Islamic boarding schools is then referred to as curriculum. The structure of the madrasah diniyah's curriculum in each Islamic Boarding School is generally the same; firstly, the madrasah diniyah consists of three grade levels (Ula, Wustho and Ulya). In addition to the grade levels, the studied components are the same, consisting of studies of the Qur'an, fiqh, hadith, creed and morals, history, interpretation, monotheism and additional materials such as memorization (Munif, Rozi, & Aminullah, 2021).

The educational curriculum design in the Islamic Boarding School studied and used as a sample was the Islamic boarding school of Mambaun Nur Gondanglegi Malang. Mambaun Nur is one of the 'developing' Islamic boarding schools having many enthusiasts in the Gondanglegi area. This Islamic boarding school not only has non-formal educational institution (Madrasah Diniyah) but also has formal educational institution at the MTs (Madrasah Tsanawiyah) level equivalent to SMP (Junior High School) and MA (Madrasah Aliyah) equivalent to SMA (Senior High School).

Madrasah Diniyah of Mambaun Nur Gondanglegi has 3 levels/classes, namely ula class (for students from MTs), wustho class (for students from MA) and ulya class for students who are not in school or are in college. Ula and wustho classes have three classes that can be taken for 3 years. Meanwhile, the Ulya class is not determined on a patent basis because it adjusts to the number of students who stay after graduating from MA. The curriculum structure of the Madrasah diniyah of Mambaun Nur Gondanglegi is as follows:

**Table 2. Curriculum Structure of Madrasah Diniyah in Mambaun Nur Gondanglegi**

Component of Subject	Ula			Wustho			Ulya
	1	2	3	1	2	3	
<b>Holy Book Study</b>							
1. Interpretation of Al-Qur'an				2	2	2	2
2. <i>Tauhid</i>	2	2	2	2	2	2	2
3. Hadith	2	2	2	2	2	2	2
4. <i>Mustholah Hadith</i>							2
5. <i>Akhlak</i>	2	2	2	2	2	2	2
6. Fiqh	2	2	2	2	2	2	2
7. History of <i>/tarikh</i>	2	2	2	2	2	2	2
8. <i>Tajwid</i>	2	2					
9. <i>Imla'</i>	2	2					
10. <i>Nahwu</i>	2	2	2	2	2	2	2
11. <i>Shorrof</i>	2	2	2	2	2	2	2
12. <i>Ushul Fiqh</i>				2	2	2	2
13. <i>Balaghah</i>				2	2	2	
14. Arabic Language	2	2	2	2	2	2	
<b>Local Load</b>							
1. <i>Tahfidz</i>				1	1	1	1
2. Calligraphy	1	1	1	1	1	1	
3. <i>Tilawah Art</i>	1	1	1				
4. <i>Nasyid</i>							
5. <i>Khitobah</i>	1	1	1	1	1	1	
6. <i>Al-Banjari</i>	1	1	1	1	1	1	1
<b>Total</b>	<b>34</b>	<b>34</b>	<b>34</b>	<b>34</b>	<b>34</b>	<b>34</b>	<b>34</b>

(Source: Document of *Madrasah Diniyah* in Mambaun Nur Gondanglegi Malang)

The components of the subjects studied at the Islamic Boarding School of Madrasah diniyah of Mambaun Nur Gondanglegi at all levels are almost the same. However, there are some special lessons to be given in certain classes. The determined learning mastery ranges from 65% to 100%. The ideal criterion for completeness in each study of books, languages and local content is 70%. Imtihan system or exam determines grade promotion and graduation.

Graduate competency standards and book study competencies emphasize more on developing abilities, knowledge and skills of students to become experts in Islamic religion (*mutafaih fi ad-din*) through learning and other supporting activities. The competency standards for graduation from Madrasah diniyah of Mambaun Nur Gondanglegi are as follows:

**Table 3. Competency Standards for Graduating from Madrasah Diniyah of Mambaun Nur**

Component of Subject	Graduation Competence Standard
<b>Holy Book Study</b> <ol style="list-style-type: none"> <li>1. Interpretation of Al-Qur'an</li> <li>2. <i>Tauhid</i></li> <li>3. Hadith</li> <li>4. <i>Mustholah</i> Hadith</li> <li>5. Character</li> <li>6. Fiqh</li> <li>7. History of <i>tarikh</i></li> <li>8. <i>Tajwid</i></li> <li>9. <i>Imla'</i></li> <li>10. <i>Nahwu</i></li> <li>11. <i>Shorrof</i></li> <li>12. <i>Ushul Fiqh</i></li> <li>13. <i>Balaghah</i></li> <li>14. Arabic Language</li> </ol>	<p>Islamic students are able to master of the study of the books taught as evidenced by their ability to solve problems (tests, case examples, exams and practice) in each subject studied.</p>
<b>Local Load</b> <ol style="list-style-type: none"> <li>1. <i>Tahfidz</i></li> <li>2. Calligraphy</li> <li>3. <i>Tilawah</i> Art</li> <li>4. <i>Nasyid</i></li> <li>5. <i>Khitobah</i></li> <li>6. <i>Al-Banjari</i></li> </ol>	<p>Students become skilled and creative and master the activities they participate in.</p>

(Source: Document of Madrasah diniyah of Mambaun Nur, Gondanglegi Malang)

The Madrasah Diniyah's curriculum at the Islamic boarding school of Mambaun Nur Gondanglegi, Malang District, is oriented to the formation of the character of students who are *ulul albab*. This character can be achieved if the students already have identity and personality as humans who have extensive knowledge, sharp eyesight, intelligent brain, soft heart and high spirit because of Allah SWT. People who have broad knowledge will have a high enthusiasm or passion to continue learning and teaching the knowledge they have. The character of *ulul albab* will make student a religious person without dichotomizing knowledge because, in fact, all knowledge belongs to Allah SWT, both religious knowledge and general sciences.

The typical characteristic of curriculum of Islamic boarding school of Mambaun Nur Gondanglegi carrying character of *ulul albab* is in accordance with the vision of SDI Turen of Malang District wanting to form an Islamic character for students. This curriculum will later become one of indicators reflecting that SDI of Turen of Malang District is an Islamic elementary school based on an Islamic Boarding School.

### 3.3. Curriculum Design of Elementary-Based Islamic Boarding School

Curriculum development is an activity that must be done by every school so that educational goals can be achievable optimally. The curriculum serves as a source of academic activities to achieve educational goals. The emergence of new discoveries in all areas of life is an achievement among

educations. Therefore, the curriculum should be more oriented to the future and the interests of students, in accordance with challenges of modern times emphasizing an achievement, not prestige (Huda, 2017).

The presence of curriculum as a main foundation of education always requires significant changes overtime. For the reason, along with development of sciences, the curriculum must be dynamic. It requires a touch of innovation to be able to keep up with advances. Even, the curriculum can change fundamentally, when, indeed, a country or authority changes (Mustofa, 2015). It means that, basically, the dynamic of curriculum is a natural and expected dynamic, because structure of science continues to move forward and the curriculum must be directly proportional.

Speaking in the context of the curriculum, innovation can be interpreted as development, renewal, incorporating new things into the teaching and learning process, teaching system and everything related to education (Halil, 2015).

In terms of unfavorable phenomena facing the relation to the curriculum, there is a systematic separation between the general sciences and the religious sciences. Whereas a good curriculum must complement each other, there should be no dichotomy between the two different types of disciplines. He further stated that knowledge and faith (religion) will strengthen each other. Not different from Abuddin's opinion, Agil stated that sciences that are able to increase quality of human life outwardly are found necessary to integrate with sciences bringing inner prosperity; because, basically, knowledge is a gift from Allah SWT (Kusnandi, 2017).

Awareness of several schools to incorporate exact science into their curriculum is an innovative step deserving appreciation. It is not easy to combine religious science with general science into an integral concept. Indeed, the central point of scientific studies in Islamic boarding schools is religious science. However, this religious science will not develop properly without support by other sciences such as social and natural sciences. Emphasis is that these sciences are only supportive, it is what conservative educators must believe, always stigmatizing that a science other than religion is not important to learn (Hasan & Arifatul Jannah, 2019).

Curriculum design is an organization of goals, contents, and learning processes followed by students at various stages of educational development (Mursalim & Hatta, 2020). The integral relationship between schools and Islamic boarding schools, especially in the curriculum aspect is generally known as the concept of integrating the science and religion. Various models implement the integration. The integration of science and religion is a holistic integration, namely, general science and religious knowledge mutually depend on one another.

The development of Islamic Boarding School-based curriculum design of elementary school will be integrated in several ways.

### **3.3.1. Integration of Religious Values in a Learning Process**

SDI Turen Malang stands among the graduates of the Islamic Boarding School. The teaching staffs who are women are also individuals having good knowledge of Islamic religion adjusted to the criteria of foundation. Based on the results of observations and FGDs, the school foundation wants the integration of Islamic boarding school's values in schools. Taking into account the opportunities and assets belonging to SDI Turen, this desire was then translated and offered by authors in the form of integration in the learning process, namely eliminating boundaries between subjects, learning materials and media.

This integration model requires teachers of SDI Turen, especially general lesson teachers, not only to convey material according to what is written in the book, but also to insert Islamic religious values either through the delivery of verses, hadith, and the history of the Prophet and his companions. Thus, students will habituate to integrate what they see especially in everyday life with Islamic teachings. Students with only general knowledge without religious knowledge will become liberal; on the contrary, if they have religious knowledge without general knowledge, they will become religiously drunk and close themselves to change.

The example is field of mathematics. Before introducing algebra, addition and subtraction to numbers, a teacher should first introduce who the inventor of algebra is. At the elementary level, it is enough to introduce the inventor of algebra to the name and origin of the field without need to tell the history. By knowing the name regardless of whether they are able to memorize it or not, at least students will know that the inventor of algebra, which in fact is a general science, came from Islamic scholars. Thus, the drawn lesson is that all types of knowledge, both general and religious, must be learned as knowledge coming from the God Almighty.

The second example is subject of social studies. Elementary school students of Grade 5 in subject of social studies in Semester 1 were taught about the attitude of helping and being grateful. The teacher could insert the relevant hadith or Al-Qur'an verses used as in the snippet of Surah Ibrahim, verse 7.

أَلَيْسَ شَكَرْتُمْ لَأَزِيدَنَّكُمْ وَلَيْسَ كَفْرًا إِنَّ عَذَابِي لَشَدِيدٌ

*Meaning: "Indeed, if you are grateful, I will certainly increase (favours) to you, but if you deny (My favours), then surely My punishment will be very heavy."*

The verse contains Allah's promises for those who are grateful and Allah's threats for those who are not grateful. Thus, students can understand that gratitude is not just material, but it is also an act highly recommended in Islam. The teacher could give the task of memorizing the verse and its contents to the students.

### 3.3.2. Addition of Religious Subject

To realize the vision and mission of becoming Islamic Boarding School-based elementary school, addition of Islamic religious subject is also important. The addition of religious subject aims to make students habituated to contact with religious dimension from an early age. In addition, providing a 'touch' of religion from elementary school age can at least be helpful and beneficial for students who will continue their education at Islamic boarding schools in next level.

If it is integrated with the curriculum structure and learning load at SDI Kartikawa, the addition of Islamic subject will be designed as follows:

Table 4. Elementary Based Islamic Boarding School Curriculum Structure

No	Component	Grade					
		1	2	3	4	5	6
<b>A</b>	<b>Subject</b>						
1	Islam Education	√	√	√	√	√	√
2	Thematic	√	√	√			
3	Indonesian Language	√	√	√	√	√	√
4	Java Language	√	√	√	√	√	√
5	English	√	√	√	√	√	√
6	Arabic Language			√	√	√	√
7	<i>Ubudiyah Fiqh</i>			√	√	√	√
8	Mathematics	√	√	√	√	√	√
9	Natural Sciences				√	√	√
10	Social Sciences				√	√	√
11	Civics				√	√	√
12	Physical Education, Sports and Health	√	√	√	√	√	√
<b>B</b>	<b>Local Load</b>						
	1. <i>Aswaja</i>	√	√	√	√	√	√
	2. <i>Ta'lim al Muta'allim</i> (Faith and Character)	√	√	√	√	√	√
	3. Japanese Language	√	√	√	√	√	√
	4. Communication & Information Technology	√	√	√	√	√	√
<b>C</b>	<b>Self-development</b>						
	1. Al Qur'an Reading Art (BTQ)	√	√	√	√	√	√
	2. <i>Khitobah</i> (Speech)	√	√	√	√	√	√
	3. Swimming	√	√	√	√	√	√
	4. Self-defense	√	√	√	√	√	√
	5. Boy Scouts	√	√	√	√	√	√
	6. Football	√	√	√	√	√	√
<b>D</b>	<b>Habituation</b>						
	1. Prayer Aspect	Integrated with Connection Book					
	2. Social Aspect	Integrated with Connection Book					
	3. Autonomous Aspect	Integrated with Connection Book					
	4. Life Skill Aspect	Integrated with Connection Book					

In addition to the addition of religious subject, general subjects were also added for upper grade students (grades 4-6) as a substitute for thematic subject. Thematic subject is for lower grade students (grades 1-3) whose contents include science, social studies and civic education. While the religious subject and local load added are mandatory subjects for all classes adopted from the curriculum of Islamic Boarding School. The subject and local load added are Arabic, *Ubudiyah Fiqh*, *Ta'lim al Muta'allim* or Faith & Character and self-development in *khitobah* or speeches.

To realize graduates having values of Islamic boarding school, the cultivation of habits in Islamic boarding schools needs to emphasize from an early age. The added local subject and content are an attempt to introduce life and values of the Islamic Boarding School to students.

### 3.3.3. Use of *Kitab Kuning* as a References

Islamic Boarding School highly binds to yellow book as its typical characteristic. The *Kitab Kuning* or Yellow Book studied is diverse and consisting of various scientific disciplines. According to Azyumardi Azra in (Azra, 2012), Yellow Book is religious book in Arabic, Malay, Javanese or other local languages in Indonesia using Arabic script written by Middle Eastern scholars and by Indonesian scholars themselves. The use of term *Kitab Kuning* in classical books taught in Islamic boarding schools is due to most of these books were printed on yellow paper, although nowadays many of them are printed by using white paper (Azra, 2012). In addition to change in the color of the paper, some of the yellow books have now been published by using complete vowel.

In addition to use of textbooks, teaching staffs at SDI Turen can also use the Yellow Book as a reference. The Yellow Book can be usable as a benchmark for validity of material being taught, especially on material containing law and *ubudiyah*. Because it is undeniable that the used textbooks frequently still have material defects.

Activity of Ta'lim Muta'allim recitation presented every Friday afternoon to SDI Turen teaching staffs can also function as reference material when delivering material in class. This book is very relevant to use in PAI subject or any subjects related to morals and etiquette.

### 3.3.4. Habituation of Religious Activities

The strengthening of Islamic Boarding School's values also needs to be conveyed by *amaliyah* or habituation of religious activities. To instill the Islamic boarding school's values, religious activities at SDI Turen needs habituation in several ways such as reading the Qur'an before starting lessons, praying *dhuha* in congregation and so on. Some habits in Islamic Boarding School need to apply to schools as an effort to integrate the values of Islamic Boarding School into school culture.

**Table 5. Habituation of Religious Activities**

Description of Activity	Already applied	Not applied
Female students wear headscarves at school	√	
Duha prayer in congregation	√	
Friday prayer for male students	√	
Female's activities when male students perform Friday prayers		√
Reading the Qur'an or short verses before the lesson starts		√
Praying before eating at school	√	
Habituation to reading <i>Asma'ul Husna</i> and prayer after school		√
<i>Istighosah</i> and prayer together before examination.		√

In addition to daily activities, habituation of religious activities needs to implement in the form of Islamic Holidays (PHBI). Elementary schools generally commemorate Islamic holidays by giving holidays to students on that date. SDI Turen as an Islamic elementary school having a vision to become

an SBP (School Based on Islamic Boarding School) should pass Islamic holiday in a different way. Examples of activities to commemorate Islamic holidays are as follows:

**Table 6. PHBI Activities**

Islamic Holiday	Activity	Target
Isra' Mi'raj Prophet Muhammad SAW	Contests: 1. <i>Adhan</i> Contest 2. <i>At-Tartil</i> Contest 3. Verse Contest 4. Speech Contest ( <i>Khitobah</i> ) 5. Contest of singing Islamic Songs ( <i>Nasyid</i> )	Male and female students
Maulid Prophet Muhammad SAW	Reading of Maulid Prophet Muhammad SAW	Students and the entire academic community
Hijri New Year	Torch parade around the village (if the village held it, it would be better to join the village)	Students, academic community and parents
Nuzulul Qur'an	<i>Pondok Ramadhan</i> and eating together at twilight in fast month.	Students and the entire academic community
Dzulhijjah month	Practicing Hajj rituals by utilizing the place around the school	Students and the entire academic community
Idul Fitri	<i>Halal bi Halal</i> (visit to ask for forgiveness) to the teacher's house and the foundation accompanied by several teachers	Students and accompaniers

Furthermore, the habituation of religious activity at SDI Turen can be done by holding contests (competitions). This activity can be done at the end of the semester after the students take the school examination. This contest will be a place to unwind awaited by students. In addition to contests involving physical activity, teachers can provide types of contests that can improve students' religious knowledge. The contests can be in the form of memorizing short articles, guessing historical puzzles, guessing content of studied short verses and so on, according to the abilities of elementary school students.

#### 4. CONCLUSION

Curriculum is an important component of learning process. Curriculum development is something that every school must do so that educational goals can be achievable optimally. Curriculum development carried out at SDI Turen of Malang District is a development carried out based on need to support the school's vision and mission to become Islamic Boarding School-based school. This development was carried out in two stages, namely the planning stage and the implementing stage. The planning stage is the stage carried out by the writer starting from data mining (field visits, observations, documentation, interviews and FGD) and data analysis using SWOT and problem trees. The implementing stage is the stage where the writer provided assistance to the curriculum development team of SDI Turen consisting of the Headmaster, Curriculum Deputy and several teachers by bringing in a third party as a competent facilitator in their field.

In contrast to the Islamic Boarding School's curriculum freely set by Islamic Boarding School's policy makers, the school curriculum has a fixed concept originating from the Minister of Education. Therefore, the development of curriculum design in educational units cannot move freely. School can

develop curriculum without eliminating the essence of the fixed curriculum set by the government. In general, every school develops a curriculum in accordance with the vision and mission to achieve. Each school has its own characteristics and uniqueness reflected in its educational curriculum.

SDI Turen of Malang District has a vision to become an Islamic elementary school based on Islamic Boarding School. To realize this vision, of course, many indicators must be met. One of the steps taken to realize Islamic Boarding School-based learning process and graduates is to develop a curriculum. Curriculum development at SDI Turen produced additional indicators necessary to implement, namely: 1) Integration of religious values in the learning process, 2) Addition of religious subject, 3) Use of yellow book as a reference, and 4) Habituation to religious activities. These indicators are parts of the Islamic Boarding School's values contained in the Islamic Boarding School's curriculum.

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