

Swot Analysis of The Integration of Gontor, Salafi, And Ministry of Religious Affairs Curriculum at Daarussalaam Islamic Boarding School, Depok

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Abstract

This study aims to analyze the integration of the Gontor, Salafi, and Ministry of Religious Affairs curricula at Daarussalam Depok Islamic Boarding School through a SWOT analysis approach. The research employs a qualitative-descriptive method, utilizing data collection techniques such as interviews, field observations, and document studies. The collected data are analyzed using the SWOT framework to identify strengths, weaknesses, opportunities, and threats in the implementation of this integrated curriculum. The findings reveal that this integration model successfully produces graduates with strong religious knowledge, academic abilities that meet national standards, and competencies to compete globally. However, the main challenges include a high academic workload, limited facilities, and competition with other educational institutions. The SWOT analysis identifies significant potential for the pesantren to advance further, provided that its weaknesses are addressed strategically. This SWOT analysis is expected to offer insights into optimizing curriculum integration at Daarussalaam to enhance educational quality and institutional appeal. **Keywords:** *Pesantren, Curriculum Integration, Islamic Education, SWOT Analysis*

Abstrak

Penelitian ini bertujuan untuk menganalisis integrasi kurikulum Gontor, Salafi, dan Kementerian Agama di Daarussalam Depok Islamic Boarding School melalui pendekatan analisis SWOT. Metode penelitian yang digunakan adalah kualitatif-deskriptif, dengan teknik pengumpulan data berupa wawancara, observasi lapangan, dan studi dokumentasi. Data yang diperoleh dianalisis menggunakan kerangka SWOT untuk mengidentifikasi kekuatan, kelemahan, peluang, dan ancaman dalam implementasi kurikulum terpadu tersebut. Hasil penelitian menunjukkan bahwa model integrasi ini mampu menghasilkan lulusan yang memiliki penguasaan agama, kemampuan akademik sesuai standar nasional, dan kompetensi untuk bersaing di tingkat global. Namun, tantangan utama yang dihadapi meliputi beban akademik yang tinggi, keterbatasan sarana prasarana, dan persaingan dengan lembaga pendidikan lain. Analisis SWOT mengidentifikasi potensi besar pesantren untuk berkembang lebih lanjut, asalkan kelemahan dapat diatasi secara strategis. Analisis SWOT ini diharapkan memberikan wawasan untuk mengoptimalkan integrasi kurikulum di Daarussalaam guna meningkatkan kualitas pendidikan dan daya tarik institusi ini. **Kata Kunci:** *Pesantren, Integrasi Kurikulum, Pendidikan Islam, Analisis SWOT*

Introduction

Pesantren holds a strategic role in Indonesia's Islamic education system as an institution that not only educates students in religious studies but also shapes their character and life skills relevant to societal needs.¹In its development, pesantren demonstrates a diversity of educational models, ranging from traditional pesantren (salafi) that focus on teaching classical Islamic texts and values, modern pesantren that integrate religious and general education, to pesantren that adopt the national curriculum to ensure their graduates meet the competencies required by formal education standards.²With the dynamics of globalization and digitalization, innovation in the pesantren education system becomes crucial to addressing the challenges of the times, including preparing students to contribute both locally and globally.

Daarussalam Depok Islamic Boarding School, established in 1989, is one of the alumni pesantrens of Gontor that adopts an integrative education system by combining three main curricula: Gontor, Salafi, and the Ministry of Religious Affairs. The Gontor curriculum focuses on character education based on independence, proficiency in foreign languages (Arabic and English), and a moderate understanding of Islam that aligns with global challenges.³The Salafi curriculum, on the other hand, focuses on deepening religious knowledge through classical Islamic texts (kitab kuning) using traditional teaching methods, while the Ministry of Religious Affairs curriculum ensures compliance with national education standards through general subjects such as mathematics, science, and Indonesian language.⁴This integrated system offers an advantage by bridging the need for deep religious education and general education that adapts to contemporary developments, producing graduates ready to compete both locally and globally.

¹Eko Eddy Supriyanto, "Kontribusi Pendidikan Pesantren Bagi Pendidikan Karakter Di Indonesia," *Jurnal Pendidikan Nusantara* 1, no. 1 (2020): 13–26.

²Hamruni, Mohamad Agung Rokhimawan, and Mochamad Nasichin Al Muiz, "Dynamics of Pesantren in the Perspective of National Education Policy," *IOSR Journal of Research & Method in Education (IOSR-JRME)* 10, no. 4 (2020): 32, <https://doi.org/10.9790/7388-1004063137>.

³Muhammad Yusron Maulana El-Yunusi, "Eksistensi Kurikulum Pesantren Sebagai Sub Sistem Pendidikan Nasional (Konteks Kasus Pondok Modern Gontor Ponorogo)," *Jurnal Kependidikan Islam* 13, no. 1 (2023): 39, <https://doi.org/10.15642/jkpi.2023.13.1.30-43>.

⁴Hamruni, Rokhimawan, and Muiz, "Dynamics of Pesantren in the Perspective of National Education Policy," 32.

The integration of three curricula at Daarussalam Depok Islamic Boarding School offers great potential in shaping graduates who not only possess deep Islamic knowledge but also meet national academic standards and have international competitiveness. With religious understanding gained through the Salafi curriculum, foreign language proficiency and critical thinking skills from the Gontor curriculum, and general academic competencies from the Ministry of Religious Affairs curriculum, this integration serves as a holistic solution to meet modern educational needs.⁵ However, the success of this model faces several challenges. One of the obstacles is the heavy academic workload, which often places significant pressure on students, especially with the demand to master multiple fields simultaneously.⁶ The limited resources, both in terms of competent teaching staff and supporting facilities, also pose challenges that need to be addressed to ensure the sustainability of this educational model.⁷

The SWOT analysis method (Strengths, Weaknesses, Opportunities, Threats) is a strategic approach that is relevant for identifying the internal and external factors affecting the success of curriculum integration at Daarussalam Depok Islamic Boarding School. The strengths of this pesantren lie in its unique ability to integrate three curricula (Gontor, Salafi, and the Ministry of Religion), allowing students to have deep religious insights, national academic competence, and international competitiveness. However, the internal weaknesses include the limited training for teachers in implementing the diverse curricula.

On the external side, the Opportunities include the potential for collaboration with national and international institutions for curriculum development and improving the competence of educators. This can strengthen the pesantren's position in addressing the challenges of globalization. However, this pesantren also faces Threats, such as competition with other pesantrens offering similar programs. With this SWOT analysis, the pesantren can understand its strategic position and leverage its strengths and opportunities to overcome weaknesses and threats.

⁵Ira Kusumawati and Nurfuadi, "Integrasi Kurikulum Pesantren Dalam Kurikulum Nasional Pada Pondok Pesantren Modern," *Sanskara Pendidikan Dan Pengajaran* 2, no. 01 (2024): 2, <https://doi.org/10.58812/spp.v2i01.293>.

⁶Umairah Sari, Khairuddin YM, and Syarifah Hidayani, "JMI : JURNAL MILLIA ISLAMIA," *JMI : JURNAL MILLIA ISLAMIA* 02, no. 1 (2023): 284.

⁷Kusumawati and Nurfuadi, "Integrasi Kurikulum Pesantren Dalam Kurikulum Nasional Pada Pondok Pesantren Modern," 5.

Method

This study uses a qualitative descriptive approach to analyze the implementation of curriculum integration at Daarussalam Depok Islamic Boarding School. Data was collected through observations, interviews, and document studies. Observations were made on the teaching process and educational facilities. Interviews involved several key informants, such as the curriculum department and teachers who have been teaching for over 2 years, to gather their perspectives on the strengths, weaknesses, opportunities, and threats faced in the implementation of the three curricula (Gontor, Salafi, and the Ministry of Religion). Document studies include the analysis of the pesantren's history, vision, and mission to support the empirical data obtained.

The collected data were analyzed using the SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis method. This analysis aims to identify internal factors (strengths and weaknesses) and external factors (opportunities and threats) that influence the success of curriculum integration.⁸ Each finding was analyzed in-depth to identify patterns and relationships relevant to the research objectives. Data validity was maintained through source and method triangulation, by comparing the results of observations, interviews, and document studies.

This study limits its scope to Daarussalam Depok Islamic Boarding School, so the results reflect the specific conditions of this pesantren without generalizing to other institutions. The research findings are expected to provide both theoretical and practical contributions to the development of pesantren education that integrates traditional and modern values.

Result and Discussion

1. Daarussalaam Depok Islamic Boarding School

Daarussalam Depok Islamic Boarding School has a long history since the establishment of Yayasan Perguruan Daarussalaam in 1969. Initially located in Setiabudi, South Jakarta, it moved to Jagakarsa in 1991, and eventually settled in Cilangkap, Depok City, in 1993. Its activities in Jakarta included non-residential education, religious study sessions, celebrations of Islamic holidays, and social activities. After relocating to Depok, the foundation began focusing on the development of Pondok Pesantren Daarussalaam, starting with the groundbreaking ceremony on October 22, 1989.

⁸ Zuhud Suriono, "Analisis SWOT Dalam Identifikasi Mutu Pendidikan," *ALACRITY: Journal of Education* 1, no. 20 (2022): 94–103, <https://doi.org/10.52121/alacrity.v1i3.50>.

Over time, the pesantren has continued to grow, adding educational programs for both residential and non-residential students, as well as regular religious study sessions for the students' parents and the local community.⁹

Pondok Pesantren Daarussalaam is established on a 4,000 square meter plot of waqf land donated by Mr. H. Zaenal Abidin. Due to the hard work of the pesantren's leader, KH. Abdullah Ya'cub, and support from various parties, the land was expanded to 3 hectares through fundraising from the Muslim community, the parents of students, and the pesantren's own efforts. This pesantren adopts three main curricula: the Pondok Modern Gontor curriculum, the Ministry of Religious Affairs of the Republic of Indonesia curriculum, and the Salafi curriculum, which are integrated into a unique curriculum known as TMMI (Tarbiyatul Mu'allimin Mu'allimat al-Islamiyah). This curriculum integrates modern and traditional education to produce students who are not only intellectually smart but also emotionally and spiritually developed, in line with the pesantren's vision to produce graduates with multidimensional intelligence..¹⁰

Since the first intake of students in the 1991-1992 academic year with 17 students, Pondok Pesantren Daarussalaam has continuously seen an increase in both the number of students and educators. Initially, the teachers consisted of the founding figures of the pesantren, including KH. Abdullah Ya'cub, who were later joined by alumni from various renowned pesantren such as Gontor and Wali Songo Ngabar. With modern teaching methods and effective extracurricular activities, the pesantren has fostered an educational environment that supports the achievement of ten indicators of excellence, such as proficiency in theoretical knowledge, practice, and religious values. Da'wah activities have also been a main focus, including To support the sustainability of the pesantren, the management adopts an innovative integrated management approach and develops strategic partnerships with various parties. Pondok Pesantren Daarussalaam also strives for self-reliance through the management of funding sources based on local potential. With the commitment of "The Right Man on The Right Job," the pesantren continues to improve professionalism in institutional management.¹² The combination of strong education, dakwah, and management makes Pondok Pesantren Daarussalaam an Islamic educational institution that not only focuses on intellectual intelligence but also shapes santri who are devout and contribute positively to society.

⁹"Sejarah, Visi, Dan Misi Pondok Pesantren Daarussalaam Depok," <https://daarussalaam.ponpes.id/>, 2024.

¹⁰"Sejarah, Visi, Dan Misi Pondok Pesantren Daarussalaam Depok."

¹¹"Sejarah, Visi, Dan Misi Pondok Pesantren Daarussalaam Depok."

¹²"Sejarah, Visi, Dan Misi Pondok Pesantren Daarussalaam Depok."

2. SWOT Analysis of The Integration of Curricula

a. Strength

The integration of the Gontor, Salafi, and Ministry of Religious Affairs curricula at Daarussalam Depok Islamic Boarding School offers a unique strength in Islamic education in Indonesia. This curriculum allows santri to gain a deep understanding of religion through the yellow books, general subjects in accordance with national standards, and foreign language skills such as Arabic and English.¹³ Miss Siti Nur Lailatul Afifah explained that the graduates of this pesantren have a clear competitive advantage, including the ability to continue their education at prestigious universities both domestically and abroad, such as in the Middle East.¹⁴ This advantage reflects the principle of holistic education, which aims to balance the spiritual and intellectual aspects of the individual.¹⁵ The implementation of this curriculum also provides students with the opportunity to study two areas of knowledge: diniyyah (religious) and alamiyah (general knowledge).¹⁶ According to Miss Siti Aminah Lubis, this system prepares students to face various challenges of modern life without losing a strong religious foundation.¹⁷ This advantage demonstrates how pesantren can be an integrative model of education that is relevant to the needs of the times, while still maintaining strong Islamic values. The combination of these curricula not only builds the academic and religious competencies of the students but also supports character development.¹⁸ Proficiency in foreign languages becomes one of the focuses that equips students with global communication skills. This aligns with the importance of pesantren education in producing individuals who are ready to compete internationally, both in academic fields and in da'wah.¹⁹ This integration also supports the emergence of a generation of students with a global perspective, without losing their Islamic identity.

¹³ “Sejarah, Visi, Dan Misi Pondok Pesantren Daarussalaam Depok,” <https://daarussalaam.ponpes.id/>, 2024.

¹⁴ 03/W/08/XII/24

¹⁵ Fatimatul Asroriah, Yusron Hanafi, and Errizal Machmud Putra, “The Holistic Education Concept According to KH Imam Zarkasyi,” *Al-Lubab : Jurnal Penelitian Pendidikan Dan Keagamaan Islam* 9, no. 2 (2023): 51–66, <https://doi.org/10.59689/al-lubab.v9i2.5698>.

¹⁶ Lucia Maduningtias, “Manajemen Integrasi Kurikulum Pesantren Dan Nasional Untuk Meningkatkan Mutu Lulusan Pesantren,” *Al-Afkar, Journal For Islamic Studies* 5, no. 4 (2022): 325, <https://doi.org/10.31943/afkarjournal.v5i4.378>.

¹⁷ 02/W/08/XII/24

¹⁸ Aspiyah Aspiyah, “Integrasi Kurikulum Pesantren Dan Madrasah Dalam Meningkatkan Karakter Santri (Studi Kasus Di Pondok Pesantren Azzahro),” *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 8, no. 1 (2024): 231, <https://doi.org/10.35931/am.v8i1.2948>.

¹⁹ Dinda Putri et al., “Inovasi Pendidikan Pesantren: Membangun Generasi Unggul Dan Berdaya Saing,” *Pendas: Jurnal Ilmiah Pendidikan Dasar* 09, no. 2 (2024): 388, <https://journal.unpas.ac.id/index.php/pendas/article/download/15830/7063>.

²⁰ 04/W/08/XII/24

b. Weakness

The integrated curriculum system of Gontor, Salafi, and the Ministry of Religion at Daarussalam Depok Islamic Boarding School, while offering significant advantages, also faces challenges. One of the main weaknesses is the heavy workload that students must master. According to Miss Atifah Tohir, M.Ag., this results in a less than optimal understanding of the material being taught. The dense material from the three curricula requires high learning abilities from the students, while the available time for learning is often limited. This condition highlights the need to balance the quality and quantity of the material in the learning process.²⁰

The time limitation for the Salafi curriculum presents a significant challenge. Miss Siti Nur Lailatul Afifah mentioned that the learning of the yellow books (*kitab kuning*) often only takes place at night, between Maghrib and Isya. Moreover, this activity is often halted before semester exams, which further limits the opportunity for students to deepen their understanding of the material.²¹ In the context of constructivist learning theory, limited time can hinder deep learning processes, where students do not have enough time to understand and internalize the concepts being taught. According to constructivist learning theory, knowledge cannot simply be transferred from teacher to student.²² This also affects the continuity of the study of classical Islamic texts (*kitab kuning*) as an important part of *pesantren* education.

Another weakness lies in the lack of supportive learning resources. Miss Elfira Samiun, S.Pd., highlights the scarcity of facilities such as projectors in every classroom, which could enhance teaching effectiveness. In addition, the use of student handbooks from the K13 curriculum, which contains more questions than explanations, also presents a challenge for teachers. Teachers must work harder to deliver the material clearly and systematically.²³ This situation highlights the importance of investing in educational infrastructure to support the integration of complex curricula.

Another challenge is the burden on some teachers who are assigned to teach outside their area of expertise. This was mentioned by Miss Elfira Samiun, S.Pd., who pointed out that some teachers have to adapt to new subjects that are not their primary area of expertise.²⁴ The competence of teachers in the subjects they teach needs to be given more attention, as teachers must possess both pedagogical and professional competencies to effectively teach.²⁵ This is done to

²¹ 03/W/08/XII/24

²² Ndaru Kukuh Masgumelar and Pinton Setya Mustafa, "Teori Belajar Konstruktivisme Dan Implikasinya Dalam Pendidikan," *GHAITSA: Islamic Education Journal* 2, no. 1 (2021): 50, <https://doi.org/10.62159/ghaitsa.v2i1.188>.

²³ 01/W/08/XII/24

²⁴ 01/W/08/XII/24

²⁵ Aulia Akbar, "Pentingnya Kompetensi Pedagogik Guru," *JPG: Jurnal Pendidikan Guru* 2, no. 1 (2021): 23,

ensure optimal learning outcomes. Therefore, teacher training and professional development are urgent needs to address this weakness.

c. Opportunity

Daarussalam Depok Islamic Boarding School has great potential for continued growth through collaborations with various institutions, both national and international. Miss Siti Aminah Lubis emphasizes the importance of training and seminars for educators to enhance their competencies. Such training not only supports the improvement of teachers' technical skills in teaching but also broadens their perspectives on more innovative teaching methods.²⁶ Continuous training serves as a means to improve teaching effectiveness, which ultimately has a positive impact on students' learning outcomes.²⁷

In addition, opportunities for improving educational facilities are also a key focus. The provision of practice rooms and teaching aids that are relevant to students' needs can enhance the quality of learning. This aligns with the concept of facility-based education, which emphasizes the importance of a learning environment that supports students' skills development.²⁸ These facilities not only help students understand abstract concepts but also prepare them to face challenges in the real world.

Another significant opportunity is the development of the institution's existence through collaboration with various agencies. According to Miss Atifah Tohir, cooperation with other educational institutions can strengthen the position of the pesantren as an outstanding institution.²⁹ For example, partnerships with universities in the Middle East can provide access for santri to continue their education abroad. This supports the pesantren's vision of producing graduates who are competitive on the global stage. Overall, these opportunities highlight the great potential for the pesantren to continue progressing. By utilizing opportunities to enhance teacher competence, expand cooperation networks, and improve facilities, the pesantren can be better prepared to face future challenges. These opportunities are also in line with the goal of curriculum integration, which emphasizes the development of santri who are balanced in both religious and general knowledge, as emphasized in the holistic approach to education.³⁰

²⁶ 02/W/08/XII/24

²⁷ Radiyanto Sam and Cut Sulastri, "Profesionalisme Guru Dan Dampaknya Terhadap Hasil Belajar Siswa," *Arini: Jurnal Ilmiah Dan Karya Inovasi Guru* 1, no. 1 (2024): 8, <https://jurnal.fanshurinstitute.org/index.php/arini/article/view/74>.

²⁸ Galih Abdi Nugraha, Baidi, and Syamsul Bakri, "Transformasi Manajemen Fasilitas Pendidikan Pada Era Disrupsi Teknologi," *Jurnal Ilmiah Ekonomi Islam* 7, no. 02 (2021): 860–68.

²⁹ 04/W/08/XII/24

³⁰ Fatimatul Asroriah, Yusron Hanafi, and Errizal Machmud Putra, "The Holistic Education Concept According to KH Imam Zarkasyi," *Al-Lubab : Jurnal Penelitian Pendidikan Dan Keagamaan Islam* 9, no. 2 (2023): 51–66, <https://doi.org/10.59689/al-lubab.v9i2.5698>.

d. Threat

The threats faced by Daarussalam Depok Islamic Boarding School do not come from major external factors like government regulations or direct competitors, but rather from internal challenges that affect operational efficiency and the quality of teaching. One of the main issues is the lack of consistency in the implementation of training for new teachers. Miss Elfira Samiun noted that this training is sometimes held and sometimes not.³¹ This has the potential to hinder new teachers' readiness to master the material and teaching methodologies that align with the integration of the three curricula. In human resource management theory, continuous training is a key element in improving the quality of educators and maintaining teaching standards.³² Another challenge is the difficulty faced by the students in using printed materials that require digital tools such as scanners. Since students are prohibited from using gadgets at the pesantren, this creates a dependency on teachers to fulfill these needs, which can ultimately slow down the teaching and learning process. This highlights the importance of an integrated technology approach within the educational policies based on pesantren. In digital learning theory, it is crucial to provide access to relevant technology while maintaining institutional values.³³

3. Suggestion

Another challenge is the difficulty faced by the students in using printed materials that require digital tools such as scanners. Since students are prohibited from using gadgets at the pesantren, this creates a dependency on teachers to fulfill these needs, which can ultimately slow down the teaching and learning process. This highlights the importance of an integrated technology approach within the educational policies based on pesantren. In digital learning theory, it is crucial to provide access to relevant technology while maintaining institutional values.³⁴ With structured training, teachers can become more confident and effective in integrating various curriculum approaches. In addition, the provision of learning facilities such as projectors, practice rooms, and supplementary teaching materials is a key element to support the educational process. Miss Elfira Samiun emphasizes the need for investment in these facilities to enhance the learning experience of the students.³⁵

³¹ 01/W/08/XII/24

³² Nugraha, Baidi, and Bakri, "Transformasi Manajemen Fasilitas Pendidikan Pada Era Disrupsi Teknologi," 230.

³³ Sofwan Jamil, "Teknologi Dan Pendidikan Agama Islam: Menjembatani Tradisi Dan Modernitas," *Wistara: Jurnal Pendidikan Bahasa Dan Sastra* 1, no. 1 (2020): 115–20, <https://doi.org/10.23969/wistara.v1i1.11231>

³⁴ 03/W/08/XII/24

³⁵ 01/W/08/XII/24

The provision of adequate facilities not only helps students better understand the material but also creates a conducive and inspiring learning environment. These efforts can also support limited technology-based learning, which is relevant to current needs without violating the pondok's policy on gadget use.

Another alternative suggested by Miss Atifah Tohir is to focus on the muadalah curriculum while still integrating the best elements from the other two curricula.³⁶ This approach can reduce the burden on both students and teachers while maintaining the quality of education. With this combination of strategies, Pondok Pesantren Daarussalaam can maintain its reputation as an outstanding educational institution that harmoniously integrates traditional and modern values. Additionally, the researcher recommends that Daarussalam Depok Islamic Boarding School enhance collaboration with other educational institutions, both national and international, that have similar curriculum integration models. Through benchmarking programs, educators can learn best practices from these institutions and adapt them according to the needs of the pesantren. This collaboration can also include teacher exchanges or joint training, broadening and making the educators' perspectives more applicable.

Conclusion

The integration of three curricula (Gontor, Salafi, and the Ministry of Religious Affairs) at Daarussalam Depok Islamic Boarding School demonstrates its potential in producing graduates with deep religious understanding, academic competence in line with national standards, and global competitiveness. This study reveals the pesantren's unique approach in integrating Islamic traditions with the demands of modern education, particularly in addressing the challenges of globalization and digitalization. The research findings highlight the main strength in the holistic nature of the curriculum, while also identifying internal and external challenges, such as heavy academic loads, limited resources, and competitive pressures.

Despite its advantages, the study also identifies several challenges, such as the high academic burden, limited facilities, and competition with other institutions. The SWOT analysis shows that this pesantren has significant potential for further growth, provided it can leverage its strengths and address its weaknesses. This integration model serves as an example of how pesantren can adapt to the demands of the times without losing its Islamic values.

³⁶ 04/W/08/XII/24

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