

**PENGELOLAAN KURIKULUM ISLAM INTERNASIONAL DALAM
MEMUPUK PENDIDIKAN HOLISTIK, HARMONIS, DAN TELADAN DI
SEKOLAH ASRAMA ISLAM AL WAFI**

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Abstract: This research discusses the management of international Islamic-based curriculum at Al Wafi Islamic Boarding School which plays an important role in creating holistic, harmonious, and exemplary education. The purpose of this research is to explore the concept, internalisation process, and implications of the curriculum management. Through this approach, Al Wafi has succeeded in integrating global education standards with Islamic values, forming students who are scientifically proficient, have self-awareness, and high social responsibility. This research uses a qualitative method with data collection through focus group discussions (FGDs), interviews, observation, and documentation. This method allows researchers to understand the implementation of a curriculum that combines the intellectual, spiritual, physical, and emotional aspects of students. The results showed that: 1) The concept of international Islamic standard curriculum management at Al Wafi serves to build a holistic and harmonious education, creating students who are scientifically proficient, have self-awareness, and high social responsibility; 2) The internalisation of the curriculum is designed to create a comprehensive education that includes intellectual, spiritual, physical, and emotional aspects, by integrating general science and Islamic values; 3) The implications of this curriculum management show a significant impact in shaping the character of students who are tolerant, caring, and have Islamic principles, so that graduates are expected to be able to face global challenges while upholding Islamic values

INTRODUCTION

Globalization has impacted many sectors, including education. The challenges of technological advancement, cultural change, and cross-cultural interactions demand an education system that balances local wisdom with global demands. (Mawardi, 2020).

Globalization has impacted many sectors, including education. The challenges of technological advancement, cultural change, and cross-cultural interactions demand an education system that balances local wisdom with global demands (Yogiswari, 2018). This education aims to produce students who are not only academically competent, but also possess moral integrity, social responsibility, and psychological well-being.

The management of the international Islamic curriculum at Al Wafi Islamic Boarding School plays a crucial role in achieving these holistic educational goals (Siahaan & Amiruddin, 2017). This curriculum integrates Islamic values with international educational standards, producing graduates with strong academic competencies, critical thinking skills, and high ethical standards (Nurhadi, 2019). In the digital and globalized era, this curriculum is also responsive to technological developments and new learning modalities (Triyanto, 2020).

The holistic education implemented at Al Wafi not only enhances cognitive intelligence but also shapes students' character through learning that emphasizes the development of balanced attitudes, values, and personal identity (Sabda, 2020). Effective evaluation is necessary to ensure the implementation of this curriculum remains aligned with institutional goals and stakeholder expectations. Furthermore, parental involvement and educator empowerment through professional development are crucial factors in the success of this education.

A well-designed curriculum not only impacts student development but also the school's reputation (Suja et al., 2023). This recognition increases the institution's attractiveness to prospective students and strengthens the position of Islamic educational institutions in the competitive global education landscape.

This study is expected to contribute to the development of Islamic education, not only at Al Wafi but also at other Islamic educational institutions seeking to integrate international values into their curricula. These findings have the potential to enrich the discourse on Islamic education and curriculum management in an increasingly connected world.

THEORETICAL STUDY

The international dimension of this curriculum opens students' minds to cross-cultural perspectives, fostering tolerance and global awareness as essential competencies in contemporary education (Hamid, 2022).

The theory of curriculum integration from an Islamic educational perspective emphasizes the integration of religious and general knowledge into a unified whole. This approach aims to eliminate educational dualism, thus producing graduates with a balance between religious knowledge and worldly skills. This integration can be implemented through various models, such as integrating the Islamic boarding school curriculum with the national curriculum. Research by oleh (Kusumawati & Nurfuadi, 2024) highlights the importance of integrating the Islamic boarding school curriculum into the national curriculum in modern Islamic boarding schools to improve the quality of education and prepare students for the modern world (Ira Kusumawati, 2024).

The integration of Islamic values into the formal curriculum is also carried out through learning methods based on Islamic values. For example, in science lessons,

students are encouraged to reflect on God's greatness through the beauty and order of the universe. This approach not only builds scientific knowledge but also strengthens students' faith in God. In mathematics, the principles of honesty and responsibility can be taught through accurate calculations, while in language, students are trained to use communication as a means of wise preaching.

RESEARCH METHODS

This study uses a qualitative approach with a postpositivist paradigm to examine the management of the international Islamic curriculum at the Al Wafi Islamic Boarding School. The research design is a case study focused on the integration of national and international curricula with Islamic values. Three main questions addressed are: (1) the conceptual foundations of curriculum management, (2) the process of curriculum internalization in teaching practice, and (3) the implications of curriculum management for students, educators, and institutions (Sugiyono, 2017).

This study involved participants selected through purposive and snowball sampling techniques, using semi-structured interviews, observations, focus group discussions (FGDs), and document analysis for data collection. The analysis was conducted using Miles & Huberman's interactive model, which includes data reduction, data display, and conclusion drawing. Findings were analyzed thematically, focusing on the conceptual framework, patterns of value internalization, and the impact of curriculum management on students and institutions.

Tabel 1. Mapping of Research Questions, Data Sources, and Analysis

Research Questions	Data Sources	Data Collection Techniques	Data Analysis Techniques	Research Outputs
Concept of curriculum management	School leaders, vice principals for curriculum affairs, institutional documents	Interviews, document analysis	Thematic coding and matrix analysis	Conceptual framework of International Islamic curriculum
Curriculum internalisation	Teachers, students, dormitory supervisors	Observation, interviews, FGDs	Thematic analysis	Patterns of value internalisation
Curriculum implications	Teachers, students, parents	Interviews, FGDs	Categorisation of implications	Impacts on students and institutional

Table 1 presents a systematic mapping of the research questions, data sources, data collection techniques, analytical strategies, and findings. Each research question is addressed through specific and relevant data sources and methods, ensuring methodological alignment and analytical coherence. The concept of international Islamic curriculum management was examined through interviews with school principals and document analysis, using thematic coding and matrix analysis to establish a clear conceptual framework. Curriculum internalization was explored through observations, interviews, and focus group discussions with teachers, students, and dormitory supervisors, allowing for the identification of patterns of value internalization. Finally, the implications of curriculum management were analyzed through interviews and focus group discussions with teachers, students, and parents, leading to a categorization of the impact on student development and institutional outcomes. This mapping demonstrates the study's methodological rigor and clarifies how each research question was systematically addressed.

Furthermore, data triangulation and verification with key informants ensured the reliability of the findings. This process also maintained the integrity of the research through strict ethical measures, including informed consent and participant confidentiality. The research results are expected to provide a comprehensive understanding and produce a curriculum management model that is relevant to the context of modern Islamic boarding schools, which is able to face global challenges without ignoring Islamic values (Sugiyono, 2019).

DISCUSSION AND RESEARCH RESULTS

The discussion of the research findings is systematically structured around three interrelated foci. First, it examines the conceptual foundations of International Islamic curriculum management. Second, it analyses the patterns through which the curriculum is internalised within instructional practices and the daily life of the boarding school. Third, it explores the implications of curriculum management for fostering holistic, harmonious, and exemplary education at Al Wafi Islamic Boarding School.

1. Conceptual Foundations of International Islamic Curriculum Management

The curriculum management at Al Wafi aims not only to ensure academic adequacy but also to develop students' holistic character. This curriculum integrates general education with Islamic teachings, aiming to develop students' intellectual and spiritual competence, as well as moral maturity.

Tabel 2. Concept of International Islamic Curriculum Management at Al Wafi Islamic Boarding School

Aspect	Conceptual Description	Implementation at Al Wafi
Curriculum Objectives	Integration of global educational standards and Islamic values	Mastery of modern sciences grounded in Islamic creed (<i>'aqīdah</i>)
Value Foundations	<i>Tawhīd</i> , moral conduct (<i>akhlāq</i>), and Islamic brotherhood (<i>ukhuwwah</i>)	Integration of the Qur'an and Hadith across all subjects
Curriculum Structure	National and international curricula	Cambridge framework combined with <i>dīniyyah</i> studies
Graduate Orientation	Holistic, harmonious, and exemplary development	Academically competent, spiritually grounded, and socially responsible

Conceptual Foundations of International Islamic Curriculum Management. Table 2 represents the concept of international Islamic curriculum management at Al Wafi Islamic Boarding School as an integrative educational system. The objectives of this curriculum include mastery of modern sciences grounded in Islamic faith, with the values of monotheism, morality, and Islamic brotherhood as the foundation. The curriculum structure combines national and international curricula with the Cambridge framework, which aligns with the views of (Tyler, 1949). Within the framework of Islamic education, these objectives are further reinforced by the principles of monotheism and morality as the foundation for developing a holistic Muslim personality (Rahman, 2023).

Second, the curriculum internalization pattern at Al Wafi is implemented through teaching that connects general material with Islamic values, as well as through behavioral modeling by teachers. From an Islamic educational perspective, this integration reflects the inseparable unity of knowledge (*'ilm*) and faith (*īmān*), a hallmark of holistic education (Rahman, 2023).

Learning at Al Wafi prioritizes students' cognitive, emotional, and spiritual development, as reflected in the integration of science with the Islamic worldview (Wiyono, 2021).

Third, the implications of this curriculum management are realized in holistic education that develops students' character. Through a structured curriculum, Al Wafi focuses on producing graduates who possess not only academic competence but also spiritual awareness and social responsibility (Sutarman et al., 2017).

This international Islamic curriculum management model demonstrates the importance of systematic and integrated curriculum management, linking Islamic values

with global educational standards (Sulaiman, 2021). Therefore, this model is not only relevant for Al Wafi Islamic Boarding School but can also serve as a reference for other modern Islamic boarding schools seeking to develop curriculum strategies that address global educational challenges without sacrificing Islamic values.

2. Internalisation of the International Islamic Curriculum

The implementation of an international Islamic curriculum at the Al Wafi Islamic Dormitory aims to foster a holistic education encompassing students' intellectual, spiritual, social, and emotional dimensions. This approach prioritizes the development of students' character and personality in accordance with Islamic teachings, while also enhancing their intellectual skills. Therefore, the implemented curriculum focuses not only on academic competency but also on students' moral and social development.

Tabel 3. Patterns of International Islamic Curriculum Internalisation

Educational Aspect	Internalisation Strategy	Examples of Implementation
Intellectual	Integration of knowledge and faith	Science learning linked to <i>āyāt kawniyyah</i> (signs of nature)
Spiritual	Religious habituation	Congregational prayers and Qur'anic memorisation (<i>tahfīz</i>)
Social	Collaborative learning	Islamic project-based learning activities
Emotional	Teachers' role modelling	Teachers serving as moral and behavioural role models

Table 3 illustrates the pattern of internalization of the international Islamic curriculum at Al Wafi Islamic Boarding School as a systematic process that connects curriculum concepts with daily educational practices. Curriculum internalization is carried out through strategies that encompass various aspects of education.

This approach supports the integration of general knowledge with religious values, creating a holistic and meaningful understanding for students (Rahman, 2023). The spiritual dimension is strengthened by the habituation of religious activities, such as congregational prayer and Quran memorization (*tahfīz*), which are integrated into students' daily activities (Hasanah, 2020). Consequently, spiritual internalization at Al Wafi is implemented systematically and continuously, rather than as an incidental or additional activity.

In the social dimension, Al Wafi adopts Islamic project-based collaborative learning, which encourages students to work together, empathize, and be socially responsible. This approach develops students' social character and strengthens the value of brotherhood (*ukhuwwah*). In the emotional dimension, the role of teachers as moral role models is

crucial, where teachers not only teach but also provide examples in shaping students' character and behavior. In the Islamic boarding school tradition, role models serve as a key instrument for the sustainable and effective internalization of values.

Overall, the curriculum at the Al Wafi Islamic Boarding School is implemented holistically and in an integrated manner. This curriculum emphasizes a balance between intellectual development and moral character formation (Sutarman et al., 2017).

This educational model is expected to produce graduates who are not only academically intelligent but also possess moral integrity, social awareness, and the ability to contribute positively to their communities and the global community. As stated by (Akhmad et al., 2021), such character formation is a fundamental element in producing morally grounded and socially responsible Muslim individuals.

By integrating Islamic values into learning, this curriculum creates an environment that supports the development of students as balanced, responsible, and virtuous individuals.

3. Implications of International Islamic Curriculum Management

The management of the international Islamic curriculum at Al Wafi Islamic Boarding School aims to create an education that integrates the intellectual, spiritual, and social dimensions of students, with an emphasis on the formation of strong Islamic character and social awareness (Fauzi, 2021).

Tabel 4. Implications of International Islamic Curriculum Management

Level	Implications
Students	Islamic character formation, tolerance, and a global outlook
Teachers	Enhancement of pedagogical and spiritual competencies
Institution	International reputation grounded in Islamic values
Community	Graduates who are competitive, ethical, and socially responsible

Table 4 shows that the management of the international Islamic curriculum at Al Wafi Islamic Boarding School has significant implications at various levels of education, including students, teachers, institutional development, and the wider community. These results align with the holistic educational perspective, which conceptualizes cognitive, affective, and moral development as an integrated and inseparable whole (Sutarman et al., 2017).

Teachers act as moral role models and guides in the learning process, creating an inclusive and supportive environment (Siahaan & Amiruddin, 2017). Institutionally, the management of the international Islamic curriculum enhances the reputation of the Islamic boarding school, strengthening its identity as an educational institution responsive to global standards without sacrificing Islamic values (Wiyono, 2021).

Overall, the implementation of the international Islamic curriculum management at Al Wafi Islamic Boarding School contributes to a holistic education encompassing intellectual, spiritual, emotional, physical, and social development. This approach integrates Islamic values with the international curriculum, producing graduates with strong character, global perspectives, and the ability to contribute positively to society.

The curriculum management model developed at Al Wafi not only offers descriptive insights but also provides an applicable conceptual model that can be applied in other modern Islamic boarding schools. This model aims to address global educational challenges while maintaining and strengthening Islamic identity, making it a reference for Islamic boarding schools seeking to develop holistic and contemporary curriculum strategies.

CONCLUSION

This study demonstrates that the management of the international Islamic curriculum at Al Wafi Islamic Boarding School plays a key role in creating a holistic, harmonious, and exemplary education. By integrating global educational standards and Islamic values, Al Wafi developed a curriculum model that goes beyond conventional academic objectives, placing character development, spiritual awareness, and social responsibility at the core of education. This approach ensures that students' learning experiences are not fragmented, connects scientific knowledge with the Islamic worldview, and fosters moral behavior and social awareness.

The implications of this curriculum model include developing graduates with strong academic achievement, ethical integrity, and a global mindset rooted in Islamic values. At the teacher level, the curriculum implementation enhances pedagogical, professional, and spiritual competencies, while at the institutional level, it strengthens Al Wafi's identity as a modern Islamic educational institution responsive to global challenges without compromising Islamic principles.

This international Islamic curriculum management model is relevant to global educational challenges, offering a framework that systematically connects curriculum design, internalization processes, and educational implications. This study suggests that modern Islamic boarding schools and other Islamic educational institutions can adapt this

model to cultivate graduates who are ready to face global challenges while maintaining their religious identity.

SUGGESTION

Based on the research findings, the following recommendations are provided to improve the success of the International Islamic curriculum management in fostering holistic, harmonious, and exemplary education at the Al Wafi Islamic Boarding School:

1. Educators are expected to support the International Islamic curriculum standards at Al Wafi to create a generation that is academically proficient, self-aware, and responsible.
2. Community and religious leaders need to play an active role in providing education and mentoring to students to achieve the desired indicators.

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