

Curriculum and Learning System Adapted at the *Khalaf* Islamic Boarding Schools: An Educational Perspective

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ABSTRACT

Islamic boarding schools are Islamic educational institutions that have a significant role in character formation and intellectual development of the young generation of Muslims in Indonesia. Today, Islamic boarding schools are divided into two main categories: *Salaf* (traditional) Islamic boarding schools and *Khalaf* (modern) Islamic boarding schools. This study aims to identify the curriculum and learning system at the *Khalaf* Islamic boarding school, which combines religious education with general education in order to prepare students to face the challenges of the globalization era. The results of the study show that *Khalaf* Islamic boarding schools not only maintain religious learning through traditional methods such as *sorogan* and *bandongan*, but also adopt modern learning systems, including formal classes and technology integration. The *Khalaf* Islamic boarding school curriculum consists of religious and general curriculums, which are designed in balance between religious knowledge and contemporary science. In conclusion, the *Khalaf* Islamic boarding schools offer an adaptive educational model in line with the demands of the era and needs of society in the digital era without losing the noble characters as the identity of Islam.

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1. INTRODUCTION

Islamic boarding schools have a long history as traditional Islamic educational institutions that have played a major role in shaping the character, spirituality and intellectuality of Muslims in Indonesia. This educational institution is a place where students study religion, especially Islamic teachings which are conveyed through unique educational methods and are full of traditional values [1]. In its development, Islamic boarding schools not only function as centers for religious teaching, but also as social and cultural agents that influence the dynamics of life in the surrounding community [2].

However, along with changing times and the increasingly complex demands of the modern world, Islamic boarding schools are starting to face challenges that cannot be ignored. On the one hand, they still have to maintain their strong Islamic identity, especially in terms of teaching

classical religious sciences such as fiqh, tafsir, hadith and Sufism [3]. On the other hand, Islamic boarding schools are also required to adapt to developments in the modern world which increasingly demands expertise in the fields of science, technology and general knowledge. To answer this challenge, a new type of Islamic boarding school emerged, known as the *Khalaf* Islamic boarding school.

Khalaf Islamic boarding school is a form of innovation in the world of Islamic education which tries to combine the traditional Islamic boarding school (*Salaf*) learning system with a formal curriculum that is adapted to national standards. In *Khalaf* Islamic boarding schools, students not only study religious knowledge in depth, but also receive general education that is equivalent to education in formal schools [4]. Thus, *Khalaf* Islamic boarding schools strive to produce graduates who are not only experts in religious knowledge, but also have the intellectual abilities and practical skills needed in the era of globalization [5]. The transformation of the curriculum and learning system at the *Khalaf* Islamic boarding school reflects efforts to maintain the relevance of the Islamic boarding school in the context of national and international education. This approach not only has an impact on learning patterns, but also on the thinking patterns and orientation of the students [6]. On the one hand, they are still taught to be individuals who are religious and have character, but on the other hand, they are also prepared to become people who are able to contribute to various sectors of modern life, both in the academic, professional and social fields [7].

In the context of Islamic education, integration between the religious and general curriculum at *Khalaf* Islamic boarding schools is not a simple matter. There are various challenges in the process of designing, implementing and evaluating the learning system in this Islamic boarding school. One of them is how Islamic boarding schools can maintain a balance between a deep understanding of Islamic teachings and mastery of modern sciences. Apart from that, Islamic boarding schools are also faced with questions regarding the relevance of traditional teaching methods amidst technological developments and changes in ways of learning in the digital era [8]. Based on the description aforementioned, this study is entitled: “**Curriculum and Learning System Adapted at the *Khalaf* Islamic Boarding Schools: An Educational Perspective.**”

2. METHOD

This research uses a qualitative method under a descriptive approach. Descriptive qualitative is understood as a research approach that describes a problem statement carefully [9]. Apart from that, qualitative descriptive is an approach used to describe a phenomenon in detail and as accurately as possible [10], [11].

In line with data collection techniques, the researchers used journal articles as the main source taken from Google Scholar. Meanwhile, for data analysis techniques, the researchers use content analysis technique [9], [12]. The content analysis technique has 4 steps in conducting data analysis. Those are: (1) selecting relevant journal articles, (2) selecting topics related to the research title, (3) arranging selected sources according to the required chronologically, (4) elaborating the selected sources into discussion [12].

3. RESULTS AND DISCUSSION

In results and discussion. There are four sub sequent parts of the discussion include (1) the concept of *Khalaf* Islamic boarding school, (2) the curriculum at *Khalaf* Islamic boarding school, (3) learning system at *Khalaf* Islamic boarding school, and (4) innovation and the future of the curriculum and learning system at *Khalaf* Islamic boarding school. Those four sub sequent parts of the discussion are described as follow.

3.1 Concept of *Khalaf* Islamic Boarding School

The history of Islamic education in Indonesia is closely related to the development of Islamic boarding schools. Pesantren is a traditional educational institution that functions as a center for Islamic studies. This educational model was born from the need to preserve and disseminate religious teachings, especially fiqh, hadith, tafsir, and moral teachings. Since the colonial era until

independence, Islamic boarding schools played a central role in maintaining the morality and spirituality of Muslim communities in Indonesia [13]. However, as time goes by, social, economic and political changes require transformation in the Islamic boarding school education system. Modernization, globalization and technological advances present new challenges for Muslim communities, which not only require a deep understanding of religion, but also worldly skills that are relevant to current developments [1]. This is where the concept of the *Khalaf* Islamic boarding school emerged as a response to these changes.

Khalaf Islamic boarding schools are Islamic boarding schools that implement a more modern and adaptive curriculum without abandoning the basic Islamic values taught in *Salaf* Islamic boarding schools. Etymologically, the term '*Khalaf*' comes from Arabic which means 'substitute' or 'something that comes later' [13]. In the context of Islamic boarding schools, this term refers to educational institutions that combine classical religious education and modern general education. The main characteristic of the *Khalaf* Islamic boarding school is its existence as a bridge between traditional education and modern education. *Khalaf* Islamic boarding school emphasizes the importance of students not only understanding religious knowledge but also worldly knowledge such as science, technology, foreign languages, and entrepreneurial skills [14]. Thus, *Khalaf* Islamic boarding schools offer a balance between spiritual-based education and competency-based education.

Khalaf Islamic boarding schools also have the following characteristics: 1) Dual Curriculum: Santri are taught religious knowledge through the study of the Yellow Book, but are also equipped with formal education which includes subjects such as mathematics, physics, chemistry and social sciences; 2) Life Skills Education: *Khalaf* Islamic boarding schools often provide practical skills training, such as information technology, entrepreneurship, modern agriculture, and other skills relevant to job market needs; and 3) Use of Modern Technology: Unlike *Salaf* Islamic boarding schools which adhere to traditional teaching methods such as sorogan and bandongan, *Khalaf* Islamic boarding schools are starting to adopt digital technology as part of the learning process, including the use of computers and the internet [15].

Khalaf Islamic boarding schools structurally have a more organized and complex curriculum compared to *Salaf* Islamic boarding schools. In the *Khalaf* Islamic boarding school, there are two main educational pathways: 1) Traditional Religious Education: Religious education remains the main foundation. The study of yellow books (classical books) is still maintained as a characteristic of Islamic boarding schools, with a focus on teaching monotheism, tafsir, hadith, fiqh and Sufism. Santri are guided by kyai and ustadz who have in-depth knowledge of Islamic teachings; 2) General Education: *Khalaf* Islamic boarding schools also offer formal education equivalent to public schools, from elementary to upper secondary education levels. General subjects such as mathematics, physics, biology, English and history are taught according to national curriculum standards. This allows students to take the National Examination and continue their studies at university [16]. Apart from that, *Khalaf* Islamic boarding schools generally have a more flexible learning structure. Santri not only study in class, but are also invited to be active in extracurricular activities and develop social skills. This creates a holistic educational environment, in where students are not only academically intelligent but also have good interpersonal skills [8].

The main aim of education at the *Khalaf* Islamic boarding school is to prepare students to face the challenges of the modern world without losing their Islamic identity [2]. Some of the goals to be achieved through this education system include: 1) Islamic Character Education: Islamic boarding school *Khalaf* remains committed to the goals of traditional Islamic boarding schools, namely forming students who have strong Islamic character. Moral and spiritual values remain the main foundation of education at this Islamic boarding school; 2) Readiness to face the world of work: *Khalaf* Islamic boarding school graduates are expected to not only become religious experts, but also individuals who are able to contribute productively to society. This Islamic boarding school prepares students to have the skills needed in the world of work, such as technological skills, foreign languages, and business management; and 3) Formation of Future Leaders: Islamic boarding school *Khalaf* seeks to produce a generation of Muslims who are broad-minded, have noble character, and are able to become wise leaders, both at the local and national

levels [16]. Leadership, ethics and social responsibility education is taught in depth at this Islamic boarding school.

Even though the *Khalaf* Islamic boarding school concept brings many benefits, it cannot be denied that this Islamic boarding school faces various challenges in its implementation. Some of the most frequently faced challenges include: 1) Value Conflict between Tradition and Modernity: One of the biggest challenges for *Khalaf* Islamic boarding schools is finding a balance between traditional values and modern needs. There are concerns that the modernization of Islamic boarding schools could erode the spiritual and Islamic essence of Islamic boarding schools themselves; 2) Limited Facilities and Resources: Many *Khalaf* Islamic boarding schools still lack adequate facilities and resources to develop a modern curriculum, especially regarding technology. Funding and infrastructure problems often become obstacles in the development of these Islamic boarding schools; and 3) Quality of Teaching Staff: Modernization of Islamic boarding schools also requires teaching staff who have competence in the fields of religious knowledge as well as general science. Finding teachers who are able to teach these two fields well is a challenge in itself [17].

The concept of *Khalaf* Islamic boarding schools is an answer to modern-day needs in Islamic education. By combining in-depth religious education and relevant general education, the *Khalaf* Islamic boarding school provides a solution for a generation of Muslims who are ready to face the challenges of globalization without losing their Islamic identity. Even though there are various challenges that must be faced, the *Khalaf* Islamic boarding school remains a progressive and adaptive educational model in the contemporary era [18]. It is hoped that this Islamic boarding school can continue to develop and become a pioneer in producing a generation of Muslims who are knowledgeable, have good morals and are ready to lead the world of the future.

Based on the opinions of experts regarding the concept of *Khalaf* Islamic boarding schools, the author can elaborate that, *Khalaf* Islamic boarding schools are Islamic boarding schools that implement a more modern and adaptive curriculum without abandoning the basic Islamic values taught in *Salaf* Islamic boarding schools. In the context of Islamic boarding schools, this term refers to educational institutions that combine classical religious education and modern general education. The main characteristic of the *Khalaf* Islamic boarding school is its existence as a bridge between traditional education and modern education. The *Khalaf* Islamic Boarding School emphasized it is important for students not only to understand religious knowledge but also worldly knowledge such as science, technology, foreign languages, and entrepreneurial skills. *Khalaf* Islamic boarding schools also have the following characteristics: 1) Dual Curriculum; 2) Life Skills Education; and 3) Use of Modern Technology. In the *Khalaf* Islamic boarding school, there are two main educational pathways: 1) Traditional Religious Education; 2) General Education. Apart from that, *Khalaf* Islamic boarding schools generally have a more flexible learning structure. Santri not only study in class, but are also invited to be active in extracurricular activities and develop social skills. The main aim of education at the *Khalaf* Islamic boarding school is to prepare students to face the challenges of the modern world without losing their Islamic identity, this includes: 1) Islamic Character Education; 2) Readiness to Face the World of Work; and 3) Formation of Future Leaders [1], [2], [8], [13]–[17], [19], [20].

From the results of the elaboration above, it can be concluded that the concept of *Khalaf* Islamic boarding schools applies a more modern and adaptive curriculum without abandoning the basic Islamic values taught in *Salaf* Islamic boarding schools. The main characteristic of the *Khalaf* Islamic boarding school is its existence as a bridge between traditional education and modern education. *Khalaf* Islamic boarding school emphasizes the importance of students not only understanding religious knowledge but also worldly knowledge such as science, technology, foreign languages, and entrepreneurial skills. Leadership, ethics and social responsibility education are also taught in depth at this Islamic boarding school.

3.2 Curriculum at *Khalaf* Islamic Boarding School

In the beginning, Islamic boarding schools in Indonesia generally followed a traditional approach or *salaf*, where the main focus is religious education, especially through the study of classic books (*yellow book*). However, along with the times and the need for more comprehensive

education, Islamic boarding schools are starting to apply this approach *khalaf*, which offers a more modern and diverse curriculum [21]. The *Khalaf* Islamic boarding school curriculum combines religious studies with general knowledge and professional skills, providing a balance between spiritual teachings and worldly competence. *Khalaf* Islamic boarding schools are expected to not only produce graduates who master religious knowledge, but also have skills that are relevant in the world of work and modern social life [22]. Therefore, the curriculum structure is designed to balance spiritual needs and practical skills.

The curriculum at *Khalaf* Islamic boarding schools is generally divided into two main components, namely the religious curriculum and the general curriculum. These two components are well integrated to produce graduates who are not only religious, but also have competence in various fields of science [23].

3.2.1 Religion Curriculum

The religious curriculum remains the main pillar of education at *Khalaf* Islamic boarding schools, following the Islamic boarding school tradition of focusing on a deep understanding of Islamic teachings. The material taught includes: 1) Fiqh: Studying Islamic sharia laws that regulate worship and muamalah (social relations). Classical fiqh books such as *Fathul Qarib*, *Safinatun Najah*, or *Fiqh al-Muyassar* usually the main reference; 2) Tafsir Al-Qur'an: Students learn to understand the meaning and interpretation of the verses of the Al-Qur'an, often through the study of classic tafsir books such as *Tafsir al-Jalalayn* or *Tafsir Ibn Katsir*; 3) Aqidah (Islamic Theology): Studying the principles of faith in Islam, with references from theological books such as *Aqidatul Public* And *Kifayatul Public*; 4) Sufism: Science that teaches about cleansing the soul and developing spirituality. Santri are taught about concepts *noble character*, including from books such as *Al-Hikam* or *Oh Ulumuddin* the work of Imam Al-Ghazali; 5) Arabic and Nahwu Shorof: Understanding Arabic, both grammar and literature, is emphasized because this is the key to understanding Islamic texts directly [21].

The teaching methods used are often sorogan and bandongan, where students read the yellow book in the presence of a kyai or ustadz, then are given a more in-depth explanation and interpretation [18]. The memorization method (*tahfidz*) is also applied, especially in teaching the Al-Qur'an and hadith.

3.2.2 General Curriculum

Khalaf Islamic boarding school introduces general science in its curriculum, which consists of subjects usually taught in formal schools outside Islamic boarding schools, such as: 1) Mathematics: Provides basic to advanced understanding of logic, algebra, geometry and statistics; 2) Natural Sciences: Includes physics, chemistry and biology, where students are taught about natural laws, chemical reactions and the structure of living things; 3) Social Sciences: Including history, geography, sociology and economics, to equip students with knowledge about the dynamics of society and the world; 4) English: Teaches foreign language skills, which are important in facing globalization and modern access to information; 5) Information Technology: *Khalaf* Islamic boarding schools often provide education in computer skills and information technology, ranging from an introduction to hardware and software to the internet and digital media [24].

This general curriculum is often adapted from national standards, so that students can take formal exams such as the national exam and get a diploma equivalent to public school graduates [24]. This allows them to continue their education to a higher level, both at public universities and Islamic universities.

3.2.3 Skills Education (Life Skills)

Apart from religious and general lessons, *Khalaf* Islamic boarding schools also emphasize education in practical skills that are useful for the students' daily lives and future careers. Some of the skills taught include: 1) Entrepreneurship: Santri are taught the basic fundamentals of business and entrepreneurship, allowing them to start their own business after graduating from Islamic boarding school; 2) Modern Agriculture: In some Islamic boarding schools, students are involved

in agricultural and livestock programs, as part of sustainable life skills education; 3) Technology: The use of information technology, computer programming and the internet is also part of the skills learned at Khalaf Islamic boarding schools, helping students compete in the ever-growing digital world [4].

The curriculum at the *Khalaf* Islamic boarding school aims to: 1) Produce students with a broad perspective: With a combination of religious and general education, the *Khalaf* Islamic boarding school aims to produce students who have a deep religious understanding but are also able to think critically and logically about worldly problems; 2) Maintaining Islamic Identity in the Modern Era: Even though this Islamic boarding school adopts a modern curriculum, its main goal is to maintain Islamic values amidst the challenges of globalization and modernization; 3) Preparing Competitive Graduates: With a general curriculum and practical skills, students are not only ready to become religious leaders, but are also competitive in the world of work and higher education; 4) Preparing Competitive Graduates: With a general curriculum and practical skills, students are not only ready to become religious leaders, but are also competitive in the world of work and higher education; 5) Building Future Leaders: Islamic boarding school Khalaf does not only focus on academic aspects, but also on forming the character of leaders who have integrity, noble character and responsibility [4].

Teaching methods at *Khalaf* Islamic boarding schools are more varied than *Salaf* Islamic boarding schools. Apart from traditional methods such as sorogan (students reading the book in front of the kyai) and bandongan (book reading in large classes), *Khalaf* Islamic boarding schools adopt modern approaches such as: 1) Project Based Learning: Students are invited to work on collaborative projects involving research and creativity, for example in the field of technology or entrepreneurship; 2) Group Discussion: Santri are encouraged to have active discussions, both in religious studies and general science, in order to train critical thinking skills; 3) Use of Technology: at the *Khalaf* Islamic boarding school, digital technology is starting to be widely used, both as a teaching aid and as an additional reference source. E-learning and online learning is also starting to be implemented in several Islamic boarding schools [17].

Even though the *Khalaf* Islamic boarding school curriculum offers many benefits, there are several challenges that must be faced in its implementation, such as: 1) Availability of Qualified Teachers: Teachers who are competent in teaching religious and general knowledge are needed at the same time. In many Islamic boarding schools, there are still difficulties in finding teaching staff who are able to balance these two aspects; 2) Facilities and Infrastructure: Curriculum modernization often requires adequate facilities, such as science laboratories, modern libraries, and internet access. Many Islamic boarding schools face limited resources to meet these needs; 3) Rejection from Traditionalists: Some parties may reject the modernization of Islamic boarding schools, fearing that traditional values will be eroded by external influences [20].

The curriculum at the *Khalaf* Islamic boarding school is a concrete manifestation of efforts to balance in-depth religious teachings and general education needs that are relevant to the modern world [20]. With a structure that includes a religious curriculum, general knowledge and life skills, the *Khalaf* Islamic boarding school seeks to prepare students who are not only ready to become leaders in religious communities, but are also able to contribute in various professional fields. Although there are still various challenges in its implementation, this curriculum offers relevant and innovative solutions for Islamic education in the era of globalization [22].

Based on the opinions of experts regarding the curriculum at *Khalaf* Islamic boarding schools, the author can make an elaboration that the curriculum at *Khalaf* Islamic boarding schools is generally divided into two main components, namely the religious curriculum and the general curriculum. These two components are well integrated to produce graduates who are not only religious, but also have competence in various fields of science. Apart from religious and general lessons, *Khalaf* Islamic boarding schools also emphasize education in practical skills that are useful for the students' daily lives and future careers. Some of the skills taught include: 1) Entrepreneurship; 2) Modern Agriculture; 3) Technology. The curriculum at the *Khalaf* Islamic boarding school aims to: 1) Produce students with a broad perspective; 2) Maintaining Islamic Identity in the Modern Era; 3) Preparing Competitive Graduates; 4) Preparing Competitive

Graduates; 5) Building Future Leaders. With a structure that includes a religious curriculum, general knowledge and life skills, the *Khalaf* Islamic boarding school seeks to prepare students who are not only ready to become leaders in religious communities, but are also able to contribute in various professional fields. Although there are still various challenges in its implementation, this curriculum offers relevant and innovative solutions for Islamic education in the era of globalization [4], [18], [21]–[24].

From the results of the elaboration above, it can be concluded that the curriculum at *Khalaf* Islamic boarding schools is generally divided into two main components, namely the religious curriculum and the general curriculum. Apart from religious and general lessons, *Khalaf* Islamic boarding schools also emphasize education in practical skills that are useful for the students' daily lives and future careers. With a structure that includes a religious curriculum, general knowledge and life skills, the *Khalaf* Islamic boarding school seeks to prepare students who are not only ready to become leaders in religious communities, but are also able to contribute in various professional fields.

3.3 Learning System at *Khalaf* Islamic Boarding School

Islamic boarding schools, as the oldest educational institutions in Indonesia, initially used a learning system that focused purely on Islamic religious studies. This system is known as Islamic boarding school *salaf* which prioritizes traditional learning methods, where students study classical books by method *sorogance* (reading and translating the book in front of the teacher) and *bandongan* (listening to the teacher's explanation in a large group) [1]. However, social and economic developments, as well as the increasing need for skills to face global challenges, have given rise to the desire to adapt Islamic boarding school education to make it more relevant. Thus, the Islamic boarding school was born *khalaf*, which combines religious teachings with formal education and life skills. The learning system at the *Khalaf* Islamic boarding school is organized in such a way as to produce students who not only understand religious teachings in depth, but also have the academic and practical skills needed in the modern era [6].

Some of the unique characteristics of the learning system at *Khalaf* Islamic boarding schools include the integration of religious and general education, the incorporation of traditional methods with a modern approach, as well as the use of technology in learning [16]. Below are the main characteristics of the learning system at the *Khalaf* Islamic boarding school:

3.3.1 Curriculum Duality: Religious and General Education

Khalaf Islamic boarding schools implement a dual education system, which combines religious and general curricula. The religious curriculum includes classical studies such as fiqh, tafsir, hadith, and aqidah, while the general curriculum includes subjects commonly found in public schools, such as mathematics, science, history, and foreign languages. Students at the *Khalaf* Islamic boarding school learn through two educational pathways: 1) Religious Education: In-depth study of the Al-Qur'an, hadith, fiqh, Sufism, and other Islamic sciences. Traditional methods such as sorogan and bandongan are maintained to ensure in-depth understanding of religious texts; 2) General Education: Santri are also taught general subjects in accordance with national education standards. It includes natural sciences, social sciences, mathematics, English, and information technology. This curriculum allows students to take national exams and obtain formal diplomas [16].

3.3.2 Traditional and Modern Learning Methods

The learning system at the *Khalaf* Islamic boarding school combines traditional Islamic learning methods with modern approaches that are often used in formal education. Some of the methods used include: 1) *Sorogan*: This method is one of the characteristics of Islamic boarding school learning, where students individually read the book in the presence of a kyai or ustadz, and the teacher will provide corrections and explanations. It helps students understand religious texts in depth and personally; 2) *Bandongan*: In the bandongan method, a kyai or teacher reads and explains the book to a group of students. Students listen, take notes, and then memorize the contents of the book. This method is usually applied to the study of the yellow book, which teaches

fiqh, tafsir, and hadith; 3) *Halaqah*: In the halaqah system, learning is carried out in the form of small group discussions where students gather in a circle to discuss a topic or problem. Halaqah encourages active discussion and strengthens students' understanding through social interaction and academic debate; 4) *Muzakara*: Muzakarah is a discussion learning method between students to discuss a topic that has been studied. Students exchange opinions, ask questions, and provide arguments. This improves critical thinking skills and deepens their understanding of the material studied; 5) Project Based Learning. In general learning, *Khalaf* Islamic boarding schools implement project-based learning at which students work in a group to complete certain project related to general lesson, such as science experiments or entrepreneurship programs. This activity helps students to learn through practical experience and deepen their understanding of the lesson material [16].

3.3.3 Using Technology in Learning

Khalaf Islamic boarding schools are increasingly aware of the importance of technology in the world of modern education. Several Islamic boarding schools have started to adopt technology-based learning by using computers, projectors and the internet to support the teaching and learning process. Some examples of the use of technology in *Khalaf* Islamic boarding schools include: 1) E-learning: Online learning allows students to access material education from anywhere, both related to religious and general studies. Digital applications and platforms such as Google Classroom or Zoom are used to support the learning process; 2) Digitalization of Materials: Several Islamic boarding schools have begun to digitize yellow books and other learning materials to make them easier for students to access and study via digital devices such as tablets or laptops [16].

Based on the opinions of experts regarding the learning system at the *Khalaf* Islamic boarding school, the learning system at the *Khalaf* Islamic boarding school includes integration between religious and general education, combining traditional methods with modern approaches, as well as the use of technology in learning. *Khalaf* Islamic boarding schools implement a dual education system, which combines religious and general curricula. The religious curriculum includes classical studies such as fiqh, tafsir, hadith, and aqidah, while the general curriculum includes subjects commonly found in public schools, such as mathematics, science, history, and foreign languages. The learning system at the *Khalaf* Islamic boarding school combines traditional Islamic learning methods with modern approaches that are often used in formal education. Some of the methods used include: 1) *Sorogan*; 2) *Bandongan*; 3) *Halaqah*; 4) *Muzakara*; 5) Project Based Learning. Some examples of the use of technology in *Khalaf* Islamic boarding schools include: 1) E-learning; 2) Digitalization of Materials [1], [6], [16].

From the results of the elaboration above, it can be concluded that the learning system at the *Khalaf* Islamic boarding school is that the learning system at the *Khalaf* Islamic boarding school includes integration between religious and general education, combining traditional methods with modern approaches, as well as the use of technology in learning.

3.4 Innovation and the Future of the Curriculum and Learning System at *Khalaf* Islamic Boarding School

Khalaf Islamic boarding schools are a form of transformation of Islamic education that continues to develop to respond to the needs of the times, especially in the midst of modernization and globalization. As times change, innovation in the curriculum and learning systems has become an urgent need for this institution to remain relevant. This innovation does not only involve curriculum development, but also learning methods, use of technology, and new approaches in educating students [7]. In this section, we will discuss various innovations that have been implemented and the future potential of the curriculum and learning system at the *Khalaf* Islamic boarding school.

One of the biggest innovations in the *Khalaf* Islamic boarding school is the preparation of a dual curriculum that includes religious education and general education [8]. This innovation allows students to gain a deep understanding of Islamic teachings while preparing them to enter professional life outside the Islamic boarding school [17].

3.4.1 Integrated Curriculum

The curriculum at *Khalaf* Islamic boarding schools is increasingly integrated between religious teachings and general knowledge. This integration is not only carried out in the structure of the lesson schedule, but also in teaching materials, where Islamic values are linked to general subject matter. For example, in science lessons, students are taught how Islam encourages research scientific, or how Islamic ethical principles can be applied in the world of business and economics [17]. In this way, education at Islamic boarding schools not only produces religious experts, but also students who are able to compete in the modern world with a strong moral and ethical foundation.

3.4.2 Competency Based Curriculum

Another innovation that is starting to be implemented is a competency-based curriculum, which focuses on developing the skills and abilities of students. This curriculum is more dynamic because it is designed to equip students with practical skills that can be applied in the real world, such as entrepreneurship, technological skills, and critical thinking[19]. This approach helps students not only master religious knowledge and general knowledge, but also be able to become leaders in society and adapt to the challenges of globalization.

Apart from that, learning methods at *Khalaf* Islamic boarding schools have also experienced significant changes with a combination of traditional and modern methods. Some innovations in learning methods at *Khalaf* Islamic boarding schools include: 1) Active and Participatory Learning: If in the past learning at Islamic boarding schools was more passive where students listened and took notes on what was taught by the *kyai* or *ustadz*, now a more active and participatory approach is starting to be implemented. Students are invited to engage in discussions, complete group projects, and present the results of their work. Project-based learning is increasingly being implemented, where students are invited to design and complete projects that are relevant to the lesson, both in religious and general contexts; 2) Technology-Based Learning: Technology is an important component in educational innovation at *Khalaf* Islamic boarding schools. The use of digital tools such as projectors, computers and mobile devices is increasingly being adopted to support the teaching and learning process. Some Islamic boarding schools have even implemented it e-learning or blended learning, where students can access learning materials online through digital learning platforms [17]. With this technology, *Khalaf* Islamic boarding schools can reach more students and provide flexibility in the learning process. Besides that, platform online learning also allows students to connect with experts from outside the Islamic boarding school, both in the fields of religion and general science, through online seminars, distance courses and virtual conferences. It opens up opportunities for students to gain broader insight and knowledge without having to leave the Islamic boarding school environment.

Meanwhile, the evaluation and assessment system at the *Khalaf* Islamic boarding school has also undergone changes to adapt to a more modern curriculum and learning methods. If previously evaluations focused more on memorizing and understanding religious texts, now *Khalaf* Islamic boarding schools are starting to implement competency-based assessments. In this model, students are assessed not only based on their ability to memorize texts or answer written exam questions, but also through the projects, presentations and practical skills they develop during the learning process. For example, students studying entrepreneurship can be evaluated based on their ability to create a business plan and run a small business. Meanwhile, for general subjects such as science and technology, students can be assessed through laboratory experiments, problem solving, or the application of technology in certain projects [2].

Apart from that, looking at the developments and innovations taking place at the *Khalaf* Islamic boarding school, the future of education at this institution looks full of potential. Several development directions that may occur in the future include: 1) Increasing Access to Educational Technology: With information and communication technology becoming increasingly affordable, it will be easier for *Khalaf* Islamic boarding schools in the future to integrate technology in the learning process. Online learning platforms, mobile applications and digital media will be increasingly used to facilitate learning, both in religious and general science contexts; 2) Collaboration with other educational institutions: In the future, *Khalaf* Islamic boarding schools

can expand their network by collaborating with other educational institutions, both at home and abroad. This includes universities, research institutions, as well as vocational education institutions that can provide further training to students. In this way, students not only receive education within the Islamic boarding school, but also have access to resources and knowledge from outside the Islamic boarding school; 3) Pesantren as a Center for Social and Economic Innovation: Apart from being an educational institution, the *Khalaf* Islamic boarding school in the future also has the potential to become a center for social and economic innovation. Islamic boarding schools can become a driving force for entrepreneurship in surrounding communities through training and development of small businesses based on Islamic boarding schools [24]. This not only increases the independence of students, but also the Islamic boarding school's contribution to local economic development.

Innovation in the curriculum and learning system at the *Khalaf* Islamic boarding school is an important step to maintain the relevance of this institution in the modern era [21]. By integrating technology, adopting a competency-based learning approach, and developing practical skills, *Khalaf* Islamic boarding schools are able to produce students who are ready to face global challenges without losing their religious identity. The challenges faced in implementing innovation must be overcome through wise strategies and strong collaboration between various parties. The future of *Khalaf* Islamic boarding schools is promising, as long as innovation continues to be carried out in a sustainable manner and is responsive to current developments [4].

Based on the opinions of experts regarding innovation and the future of the curriculum and learning system at the *Khalaf* Islamic boarding school, one of the biggest innovations in the *Khalaf* Islamic boarding school is the preparation of a dual curriculum that includes religious education and general education. The curriculum at *Khalaf* Islamic boarding schools is increasingly integrated between religious teachings and general knowledge. This integration is not only carried out in the structure of the lesson schedule, but also in teaching materials, where Islamic values are linked to general subject matter. Apart from that, another innovation that is starting to be implemented is a competency-based curriculum, which focuses on developing the skills and abilities of students. This curriculum is more dynamic because it is designed to equip students with practical skills that can be applied in the real world, such as entrepreneurship, technology skills and critical thinking. Apart from that, learning methods at *Khalaf* Islamic boarding schools have also experienced significant changes with a combination of traditional and modern methods. Several innovations in learning methods at *Khalaf* Islamic boarding schools include: 1) Active and Participatory Learning; 2) Technology Based Learning. Several possible development directions in the future include: 1) Increasing access to educational technology; 2) Collaboration with other educational institutions; 3) Pesantren as a Center for Social Innovation and Economics [2], [4], [7], [8], [17], [19], [21], [24].

From the results of the elaboration above, it can be concluded that innovation and the future of the curriculum and learning system at the *Khalaf* Islamic boarding school have major innovations, namely the preparation of a dual curriculum that includes religious education and general education. This integration is not only carried out in the lesson schedule structure, but also in teaching materials, where Islamic values are linked to general subject matter. Apart from that, another innovation that is starting to be implemented is a competency-based curriculum, which focuses on developing the skills and abilities of students. This curriculum is more dynamic because it is designed to equip students with practical skills that can be applied in the real world, such as entrepreneurship, technology skills and critical thinking.

4. CONCLUSION

Based on the results and discussion aforementioned, those can be concluded that curriculum and learning system at the *Khalaf* Islamic Boarding School has unique characteristics because it combines traditional Islamic boarding school educational approaches with modern educational elements. In the context of the curriculum, the *Khalaf* Islamic boarding school not only maintains the study of the *kitab kuning* as a characteristic of Islamic boarding school education, but also includes general subjects that are in accordance with national education standards. This aims

to equip students with academic skills that can compete in the outside world without neglecting the formation of Islamic character. Apart from that, the learning system also prioritizes a balance between theory and practice, where students are expected to not only understand knowledge cognitively, but also apply the values they learn in their daily lives. Interaction between students and kiai or ustadz also remains an important element, providing a more personal and in-depth learning experience. In addition, the *Khalaf* Islamic boarding school, with its adopted curriculum and learning system, has succeeded in creating a holistic educational environment, which does not only focus on academic aspects, but also on the moral, spiritual and social development of the students. This adaptive educational model is in line with the demands of the era and needs of society in the digital era without losing the noble characters as the identity of Islam.

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