Promoting Curriculum and Learning System at Mixed Islamic Boarding Schools: A Literature Review

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Article Info	ABSTRACT
	Islamic boarding schools are Islamic educational institutions that play an important role in instilling the noble characters in Indonesian society. This study aims to identify the curriculum of mixed Islamic boarding schools, learning systems, advantages of mixed Islamic boarding schools, challenges of mixed Islamic boarding schools, and the implications of mixed Islamic boarding schools for the development of Islamic education. In this study, the researchers employ a qualitative approach under the library research method. The results of this study assert that the curriculum used by mixed Islamic boarding schools is in the form of an integrated curriculum which integrates the Islamic curriculum and the general curriculum. Furthermore, through the integrated curriculum and learning system, the mixed Islamic boarding schools have various advantages, i.e: the balance of Islamic and general knowledge; technology mastery; having noble characters; relevance to the challenges of the era; and social and cultural adaptation. In addition, the challenges faced today are: maintaining a balance between tradition and modernity of Islamic boarding schools; maintaining the quality of educators; improving the quality and quantity of Islamic boarding school facilities and infrastructure; and financing Islamic boarding schools. Finally, the implications of mixed Islamic boarding schools are on the development of Islamic education include: maintaining an adaptive Islamic education model, maintaining and improving the quality of output and outcome, contributing to nation building, maintaining and preserving Islamic boarding schools' traditions, and safeguarding Islamic science. *This is an open access article under the <u>CC BY-SA</u> license.*

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1. INTRODUCTION

   Pesantren or Islamic boarding schools are one of the oldest Islamic educational institutions in Indonesia that have a long history of shaping characters and developing religious knowledge, especially for Muslims [1]. More than as an educational institutions, Islamic boarding schools become the centre of *dakwah* that emphasizes the formation of morals, personality values, and independence through distinctive teaching methods [2]. In the globalization era, a new type of Islamic boarding schools has been introduced as the so-called as a mixed of Islamic boarding

schools. The mixed Islamic boarding schools are Islamic boarding schools that combines the traditional and modern elements involved in Islamic boarding schools. Those are formed to be able to adapt the 21st century. Thus, The mixed Islamic boarding schools are able to contribute to the sustainability of the Islamic educational institution and keep its the quality of its outout and outcome [3].

Practically, the mixed Islamic boarding schools integrate two systems adopted by traditionl (*salaf*) Islamic boarding schools and modern (*Khalaf*) Islamic boarding schools that emphasize Islamic and general curricula and also integrated with technology-based curriculum into one system [4]. This combination is expected to attract for Moslem community to acquire the sustainable religious education balanced with adaptability general and technology in the modern era. This phenomenon is successfully applied in Indonesia that the mixed Islamic boarding schools have begun to develop since the period 1998 up to today. Further, the mixed Islamic boarding schools show the efforts to build the quality of students' noble characters [5]. Besides, the curriculum adopted by mixed Islamic boarding schools is designed to results students whose strong foundation in Islamic and general knowledges as weel as information technology and life skills.

In its curriculum and learning system, mixed Islamic boarding schools have experienced significant development. Not only focusing on religious science, but also equipping students with skills that are relevant to the demands of the times, such as digital skills, technological literacy, and foreign languages. This is in line with the findings of the current study conducted by [3] which show that the integration of religious and general knowledges in an integrated curriculum of modern Islamic boarding schools is able to result the adaptive and qualified output and outcome. Adaptive and qualified output and outcome from mixed Islamic boarding schools are measure by their ability to master Islamic and general eciences, and also digital skills and technological literacy. Furthermore, an interdisciplinary approach that combines religious and general sciences are the imperative characteristics shown by mixed Islamic boarding schools. In addition, [2] emphasize that this scientific integration allows students to understand phenomena holistically and develop critical thinking. Research-based learning is also integrated in the curriculum to improve students' analytical and problem-solving skills. Thus, mixed Islamic boarding schools sustaiably produce output and outcome who have competences in the religious and general sciences, and also life skill as the capital to be able actively contribute to society [1].

This present study is supported by several previous studies such as those which have been conducted by [6] entitled, "Pattern of Curriculum Development of Character Islamic Boarding School Education: A Study of Nurul Ummah Mojokerto Islamic Boarding School". The similar study was conducted by [7] entitled, "Integration of the Islamic Boarding School Curriculum and Madrasah Aliyah Curriculum at MA Islamiyah Attanwir Islamic Boarding School, Talun Village, Sumberre District Bojonegoro Regency". Furthermore, another study was conducted by [8] entitled, "Integration of Salaf and Khalaf Education Systems at the An-Nahdliyah 5 Gombong Bilingual Islamic Boarding School". The last previous study was conducted by [9] entitled "Analysis of Curriculum Development at the Nurul Amin Alabio MBS Islamic Boarding School".

The four studies aforementioned have similarities to the present study which both examine the curriculum used in mixed Islamic boarding schools. The dissimilarity of the previous studies to the present studies located in the research approach which employs a qualitative approach under the library research method. Library research is employed to analyze the data taken from the literatures in the form of journal articles. In the process of analyzing the data, the researchers employ the content analysis technique. Through employing content analysis technique, the researchers analyze some journal articles retrieved from Google Scholar which result 5 outline of discussions. Those discussion consist of (1) the mixed Islamic boarding schools: bridging tradition and modernity, (2) the mixed Islamic boarding schools learning system: combining tradition and innovation, (3) the advantages of mixed Islamic boarding schools in forming holistic students, (4) the challenges of mixed Islamic boarding schools in maintaining balance and relevance, and (5) the implications of mixed Islamic boarding schools to develop Islamic education.

Based on the gap aforementioned, the researchers formulate 5 research problems. The five research problems aforementioned are: (1) How does mixed Islamic boarding schools curriculum

bridge tradition and modernity? (2) What does the learning system in mixed Islamic boarding schools combine tradition and innovation? (3) What are the advantages of mixed Islamic boarding schools in forming holistic students? (4) What are the challenges of mixed Islamic boarding schools in maintaining balance and relevance? (5) What are the implications of mixed Islamic boarding schools for the development of Islamic education? Based on these five research problems aforementioned, the objectives of this study are: (1) To identify mixed Islamic boarding schools curriculum bridge tradition and modernity; (2) To identify the learning system in mixed Islamic boarding schools combine tradition and innovation, (3) To identify the advantages of mixed Islamic boarding schools in forming holistic students, (4) To identify the challenges of mixed Islamic boarding schools in maintaining balance and relevance, and (5) To identify the implications of mixed Islamic boarding schools for the development of Islamic education.

2.   METHOD

The present study employs a qualitative approach under the library research method. The data were acquired using the Content Analysis technique [10]. The data in this study were acquired from various journal articles which is relevant to the topic and title of the study. The entire journal articles were retrieved from Google Scholar. In harmony with [10], [11], the steps in selecting journal articles as the source of data are as follow.
1. Selecting a journal articles that have similar topic and title to the title of the present.
2. After selecting the journal articles, then those are chosen in order to fulfil the validity criteria. The validity is determined by the criteria, the article must have: (a) the author's name; (b) year of publication; (c) the title of the article; (d) the name of the journal; (d) volume, number, pages, and DOI.
3. The selected journal articles then are analysed using the Content Analysis technique to determine the discussion as the answers of the research problems and the research objectives set forth in the introduction session.

3.   RESULTS AND DISCUSSION

Based on the content analysis technique carried out by the researchers, it covers 3 stages such explained in details in the research methodology. Those are: (1) Selecting a journal articles that have similar topic and title to the title of the present, (2) After selecting the journal articles, then those are chosen in order to fulfil the validity criteria. The validity is determined by the criteria, the article should have: (a) the author's name; (b) year of publication; (c) the title of the article; (d) the name of the journal; (d) volume, number, pages, and DOI, (3) The selected journal articles then are analysed using the Content Analysis technique to determine the discussion as the answers of the research problems and the research objectives set forth in the introduction session [12], [13]. The analysis based on the 3 stages aforementioned is written in the following table.

Table 1: Selecting the relevant topics from the journal articles

No.	The authors' name	Year published	The title of the journal article	Name of journal, vol., & No.
1.	Suheri Sahputra Rangkuti	2018	Integrasi Keunggulan Pesantren Salaf Dan Khalaf Pada Pondok Pesantren Al-Ansor Padangsidimpuan	Jurnal Ilmiah Madaniyah, Vol. 8, No. 2
2.	Ar Rasikh	2018	Pembelajaran Kitab Kuning Pada Pondok Pesantren Khusus Al-Halimy Desa Sesela Kabupaten Lombok Barat	Jurnal Penelitian Keislaman, Vol. 14, No. 1
3.	Abu Maskur & Puji Anto	2018	Metode Pembelajaran Bahasa Asing Arab Di Pondok Pesantren Modern (Studi Kasus Di Pondok Pesantren Roudlotul Qurro Cirebon)	El-Banar: Jurnal Pendidikan dan Pengajaran, Vol. 1, No. 1
4.	Muhamad Tisna	2020	Penguatan Pendidikan Karakter di	Instructional

	Nugraha, Andewi Suhartini, Nurwadjah Ahmad EQ, Anwar		Pondok Pesantren Darul Ulum Kabupaten Kubu Raya	Development Journal, Vol. 3, No. 3
5.	Rahma Nuriyal Anwar	2021	Pola dan Keberhasilan Kepemimpinan Kiai di Pondok Pesantren	Jurnal Kependidikan Islam, Vol. 11, No. 2
6.	Yumidiana Tya Nugraheni and Agus Firmansyah	2021	Model Pengembangan Pendidikan Karakter Di Pesantren Khalaf (Studi Kasus Di Pondok Pesantren Modern Muhammadiyah Boarding School Yogyakarta)	Quality, Vol. 9, No. 1
7.	Yayat Hidayat, Hadiat, Mohamad Yudiyanto, Peri Ramdani	2022	Tantangan Pesantren Salaf dan Khalaf di Era Global	Jurnal Ilmiah Wahana Pendidikan, Vol. 8, No. 1
8.	Abu Kholish, Moch. Khoirul Anam, Abrori	2022	Integrasi Model Pendidikan Pondok Pesantren Salaf dan Khalaf (Studi Kasus di Pondok Pesantren Irsyadul Anam Yogyakarta)	At Turots: Jurnal Pendidikan Islam, Vol. 4, No. 1
9.	Anggun Lutfiani, Fikria Najitama, Agus Nur Soleh	2023	Integrasi Sistem Pendidikan Salaf Dan Khalaf Di Pondok Pesantren Bilingual An-Nahdliyah 5 Gombong	Tarbi: Jurnal Ilmiah Mahasiswa, Vol. 2, No. 1
10.	Giantomi Muhammad, Asep Dudi Suhardini, Andewi Suhartini, Nurwadjah Ahmad	2023	Implementasi Pendidikan Pesantren Salaf Pada Pondok Pesantren Khalaf Di Era Globalisasi	At Turots: Jurnal Pendidikan Islam, Vol. 5, No. 2
11.	Wildan Habibi	2024	Kurikulum Mu'adalah Sebagai Penguatan Sistem Pendidikan Pondok Pesantren	Salimiya: Jurnal Studi Ilmu Keagamaan Islam, Vol. 5, No. 1
12.	Andewi Suhartini, Yusuf Hidayat, Hasan Basri	2024	Curriculum and Learning System Adapted at the Khalaf Islamic Boarding Schools: An Educational Perspective	International Journal Corner of Educational Research, Vol. 3, No. 2

Source: (Data, 2025)

Table 2: Compiling the selected sources in accordance with the required chronology

No.	Selected topic	Sources
1.	the mixed Islamic boarding schools: bridging tradition and modernity	Rangkuti (2018); Rasikh (2018); Muhammad et al., (2023); Lutfiani et al., (2023); Habibi (2024)
2.	the mixed Islamic boarding schools learning system: combining tradition	Maskur & Anto (2018); Nugraheni & Firmansyah (2021)

and innovation

3.	the advantages of mixed Islamic boarding schools in forming holistic students	Nugraha et al., (2020); Kholis, et al., (2022); Suhartini et al., (2024)
4.	the challenges of mixed Islamic boarding schools in maintaining balance and relevance	Hidayat et al., (2022); Suhartini et al., (2024)
5.	the implications of mixed Islamic boarding schools to develop Islamic education	Anwar (2021); Suhartini et al., (2024)

Source: (Data, 2025)

After highlighting the results of the study aforementioned, in this section the researchers need to explain the discussion. The discussion itself consists of (1) the mixed Islamic boarding schools: bridging tradition and modernity, (2) the mixed Islamic boarding schools learning system: combining tradition and innovation, (3) the advantages of mixed Islamic boarding schools in forming holistic students, (4) the challenges of mixed Islamic boarding schools in maintaining balance and relevance, and (5) the implications of mixed Islamic boarding schools to develop Islamic education. Those sub points of the discussion are explained as follow.

3.1   The Mixed Islamic Boarding Schools: Bridging Tradition and Modernity

The curriculum in mixed Islamic boarding schools is designed to integrate fundamental Islamic values with general knowledge and skills relevant to the demands of the era [3]. This integration is reflected in the following aspects: (1) merger of religious and general curriculum, at which mixed Islamic boarding schools combine religious curriculum with general curriculum; (2) the 21st century skills development, at which the curriculum is designed to equip students with the skills needed in the digital era; (3) interdisciplinary approach, at which mixed Islamic boarding schools apply an interdisciplinary approach that connects religious science with general knowledge; (4) entrepreneurship at which integrating entrepreneurship in its curriculum through teaching Islamic economic concepts and sharia business management [2]. These efforts allow students to understand Islam's perception of various phenomena and developments in the world. Then, the integrated curiculum aims to provide students to be able to compete in the world of real life [14].

In addition [3] argues that this integration is the key in preparing students to be able to face global challenges without losing their Islamic identity. One form of the integrations is evident in the combination of religious and general curricula. In addition, [2] explain that mixed Islamic boarding schools combine Islamic curriculum that includes the Holy Qur'an, Hadith, Fiqh, Tawhid, Akhlak, and Arabic, with a general curriculum that includes the subjects such as Mathematics, Science, Social Sciences, Indonesian, and English. Thus, students not only deepen religious sciences, but are also equipped by general knowledge that allow them to actively participate in various areas of life. Furthermore, the mixed Islamic boarding schools' curriculum is also designed to equip students with 21st century skills.

In this digital era, students need to be equipped with adequate digital skills, including the use of computers, the internet, and various information technology applications. In addition, technology literacy is also an important focus, which covers the ability to access, manage, evaluate, and create information in various digital formats. The curriculum also emphasizes the importance of research-based learning, at which students are trained to identify problems, formulate research problems, collect data, analyze information, and present its result [15]. This skill will be very useful for students in developing a critical mindset and solving problems systematically. In addition, mastery of foreign languages, especially Arabic and English, are also as the integral part of the curriculum of mixed Islamic boarding schools. This is in line with the statement sated by [8] that the mastery of foreign languages will broaden students' horizons and facilitate access to knowledge from various sources. Thus, the curriculum adapted by mixed Islamic boarding schools is an effort to bridge tradition and modernity in Islamic education. A holistic integration between religious science, general knowledge, and 21st century skills is expected to produce output and

outcome who have qualified, strong characters, and able to face the challenges of the globalization era.

In conclusion, the curriculum of mixed Islamic boarding schools is designed to integrate Islamic values with general knowledge and 21st century skills. This integration is realized through integrating Islamic and general curricula, the development of digital skills and technological literacy, the application of an interdisciplinary and entrepreneurship approaches. The goal of the integrated curricula is to produce output and outcome who have qualified and fundamental noble characters to be able to face the challenges of the demands of globalization era.

3.2 The Mixed Islamic Boarding Schools Learning System: Combining Tradition and Innovation

The learning system in mixed Islamic boarding schools combines traditional methods that have been practiced for a long time. In addition, modern methods are adaptive to the development of information technology [16], [17]. In mixed Islamic boarding schools, there are 2 methods applied. Those methods are explained as follow.

3.2.1 Traditional Method

Traditional methods consist of *sorogan, bandongan,* and memorization. *Sorogan* is a classic method at which students read the yellow book in front of the teacher (*kyai* or *ustadz*) and get individual explanations and guidance. In addition, *bandongan* is a classic method at which the teacher (*kyai* or *ustadz*) reads and explains the yellow book to a group of students. Finally, memorization is a method at which students use to memorize the holy Qur'an, Hadith, and the yellow book.

3.2.2 Modern Method

Traditional methods consist of technology-based learning, project-based learning, research-based learning, and discussion and presentation. Technology-based learning is a modern method to use information and communication technology (ICT) in the learning process, such as the use of computers, the internet, e-learning platforms, and social media. Then, project-based learning is a modern method at which students are involved in real projects that require them to apply the knowledge and skills they have learned. In addition, research-based learning is a modern method at which students are guided to conduct mini research that links Islamic knowledge with other applications. Finally, discussion and presentation is a modern method to activate students in exchanging ideas, expressing opinions, and conveying ideas.

In conclusion, the learning system in mixed Islamic boarding schools integrates traditional and modern methods. Traditional methods such as *sorogan*, *bandongan*, and memorization are maintained to maintain classical scientific values. Meanwhile, modern methods such as technology-based learning, research-based learning, discussion and presentation are adopted to increase the relevance and effectiveness of learning in the digital era. These methods are integrally used to face the challenges of the era with fundamental religious knowledge and adaptive skills.

3.2.3 The Advantages of Mixed Islamic Boarding Schools in Forming Holistic Students

The mixed Islamic boarding schools offer a number of advantages in forming holistic students. According to [1], [18], [19], these advantages include as follow.

1. Having balance of Islamic and general knowledge, at which students not only acquire deepening Islamic knowledge, but are also equipped with general knowledge and skills that is relevant to the needs of the era.
2. Mastering information technology, at which students are equipped with digital skills and information technological literacy. Thus, students are able to adapt to the development of information and communication technology in the digital era.

3. Having fundamental noble characters, at which mixed Islamic boarding schools maintain fundamental noble characters developed by emphasizing moral values, discipline, and independence.
4. Having relevance to the challenges of the era, at which the curriculum and learning system in mixed Islamic boarding schools are designed to be relevant to the challenges of the 21st century. Thus, the output and outcome acquire better preparation to face the real world in the globalization era.
5. Having social and cultural adaptation, at which mixed Islamic boarding schools are able to result students who not only master Islamic science and general knowledge, but also having good social and cultural adaptation skills.

In conclusion, mixed Islamic boarding schools offer advantages in forming holistic students by combining deepening Islamic knowledge and general knowledge, information technology mastery, and having fundamental noble characters. Those outcomes are formed by the integrated curriculum and learning system to answer the challenges of the 21st century. Thus, students would have good social and cultural adaptability and they would be ready to face the real world in the globalization era.

3.2.4 The Challenges of Mixed Islamic Boarding Schools in Maintaining Balance and Relevance

Despite having many advantages, mixed Islamic boarding schools are also faced a number of challenges. In line with [1], [20], recently there are some challenges faced, including:
1. Maintaining in balance between tradition and modernity, at which mixed Islamic boarding schools maintain a balance between the traditional values of traditional (*Salaf*) Islamic boarding schools and the demands of modernity. Thus, tradition and modernity not to lose from mixed Islamic boarding schools identity and relevance.
2. Quality of educators, at which educators whose competent in the Islamic fields and general sciences, as well as mastering information and communication technology are needed.
3. Facilities and infrastructure, at which mixed Islamic boarding schools require adequate facilities and infrastructure to support the learning process, including information and communication technology facilities.
4. Financing, at which the management of mixed Islamic boarding schools require adequate financial to fund daily operational needs, including educators' and staffs' salaries.
5. Standardization, at which it is needed to standardize the curriculum and learning system in mixed Islamic boarding schools. Thus, the quality of education is able to maintain sustainably.

In conclusion, mixed Islamic boarding schools face challenges in maintaining a balance between tradition and relevance, at which competent educators, adequate facilities and infrastructure, adequate financial, and quality standarization between curriculum and learning system are absolutely necessary. These challenges are needed to ensure the quality and relevance of mixed Islamic boarding schools in the globalization era.

3.2.5 The Implications of Mixed Islamic Boarding Schools to Develop Islamic Education

Mixed Islamic boarding schools have important implications for the development of Islamic education in Indonesia. This implication has been proven since the era before the independence of the Republic of Indonesia up to today. According to [1], [21], empirically the implications of Islamic boarding schools, particullarly mixed Islamic boarding schools are able to maintain and develop Islamic education in Indonesia. Those implications are as follow.
1. Adaptive Islamic Education Model, at which mixed Islamic boarding schools offer an adaptive Islamic education model. This adaptation is necessary carried out to adapt the demands of the era without leaving the fundamental Islamic values.
2. Improving the output and outcome quality, at which the integration of the curriculum and modern learning system is expected to improve the quality of mixed Islamic boarding schools' output and outcome. Thus, they are better prepared to face global challenges.

3. Contribution to nation building, at which mixed Islamic boarding schools have the potential to result a young generation whose strong noble characters, knowledgeable, highly skilled, and able to contribute to nation building.

4. Preservation of Islamic Boarding School Traditions, at which mixed Islamic boarding schools continue to preserve Islamic boarding school traditions through the positive values, such as *sorogan*, *bandongan*, and memorization as the methods used in learning process.

5. Development of Islamic science, at which mixed Islamic boarding schools are able to be a center for Islamic science development. Thus, its development is always relevant to the needs of the users.

In conclusion, mixed Islamic boarding schools have significant implications for the development of Islamic education in Indonesia through offering an adaptive education models. In addition, mixed Islamic boarding schools also preserve the traditions of Islamic boarding schools that have positive values and become the center for the development of Islamic science which is relevant to the needs of the users.

4. CONCLUSION

In harmony with the results and discussion aforementioned, the present study is concluded that in Indonesia mixed Islamic boarding schools exist as a form of adaptation of Islamic educational institutions to the demands of modernity. Through the integration of Islamic and general curricula, as well as the application of learning methods combined between tradition and innovation, mixed Islamic boarding schools result output and outcome whose master not only Islamic science, but also competence in general and technological fields. Nevertheless, mixed Islamic boarding schools face challenges in maintaining a balance between tradition and modernity, providing qualified educators, adequate facilities and infrastructure, overcoming financing constraints, and achieving standardization of curriculum and learning systems. These challenges are needed to be overcome strategically to ensure the quality and relevance of mixed Islamic boarding schools in the modern era. On the other hand, mixed Islamic boarding schools have positive implications for the development of Islamic education in Indonesia. Adaptive education models, improving the quality of output and outcome, contributing to nation building, preserving Islamic boarding schools' traditions, and developing Islamic science are some of the real implications of the existence of mixed Islamic boarding schools. Therefore, mixed Islamic boarding schools are able to be an ideal model of Islamic education in the modern era. Through continuing to innovate and adapt, mixed Islamic boarding schools are expected to be able to result young Moslem generation whose noble characters, knowledgeable, and highly skilled, and ready to face global challenges.

For the the forthcoming researchers, it is suggested to investigate the other variables. The scopes such as management of Islamic boarding schools, leadership of *Kiai* at Islamic boarding schools, users' satisfaction, and internal audit of Islamic boarding schools' quality would be the up to date variables to be more explored to result more comprehensive study for the future research.

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