

THE IMPLEMENTATION OF THE PESANTREN CURRICULUM ON THE LEARNING OUTCOMES OF SANTRI IN INDONESIA: A SYSTEMATIC LITERATURE REVIEW

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Abstract. This study analyzes the implementation of various Islamic boarding school (pesantren) curriculum models and their impact on students' learning outcomes in Indonesia using a Systematic Literature Review (SLR) approach. Twenty-one selected articles published between 2021 and 2025 were examined based on curriculum characteristics, learning outcome domains, and supporting and inhibiting factors. The findings indicate that pesantren curricula—including integrative curricula, classical kitab kuning, tahfidz programs, specialization (takhasus), and mu'adalah—positively contribute to students' learning outcomes, particularly in the cognitive domain, followed by psychomotor and affective aspects. Successful curriculum implementation is supported by teachers' competence, a conducive pesantren environment, traditional pedagogical methods, and effective curriculum management. However, several challenges persist, including students' varied initial abilities, limited facilities, insufficient teacher training, and difficulties in curriculum adaptation. Overall, the study highlights that the effectiveness of pesantren curricula relies not only on curriculum design but also on the readiness of human resources and strong institutional support to ensure sustainable learning processes.

Keywords:

Pesantren Curriculum,
Student Learning
Outcomes, Curriculum
Management

Introduction

Islamic boarding schools are the oldest Islamic educational institutions in Indonesia. As educational institutions that existed before the formal education system developed as it is today, Islamic boarding schools play a strategic role in shaping character, morality, and scientific competence. Previous studies have mentioned that pesantren function as a forum for the transformation of classical sciences and as a place for moral guidance for early generations of Muslims in Indonesia up to the present day. In the modern context, pesantren not only preserve traditional values and classical sciences, but also adapt to developments in the national curriculum in order to respond to the challenges of 21st century education (Hamanda et al., 2025).

The curriculum in educational institutions, including Islamic boarding schools, is a set of plans and arrangements regarding the objectives, content, study materials, and methods used as guidelines for conducting learning (Arif Masyuri et al., 2021). Therefore, the quality of a curriculum will greatly affect the quality of student learning outcomes. The curriculum in Islamic boarding schools can take the form of a

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Salafiyah curriculum based on classical Islamic texts, a Khalafiyah curriculum integrated with the madrasah system, or a contemporary curriculum that combines religious education with general knowledge (Anwar & Maman, 2023).

The development of the education curriculum in Indonesia also directly influences the direction of pesantren curriculum development. Changes in the national curriculum paradigm, such as the Competency-Based Curriculum, the 2013 Curriculum, and the concept of a modern 21st-century competency-based curriculum, have encouraged pesantren to reorganize their learning systems to remain relevant to the competencies and needs of the global era (Hamanda et al., 2025). The challenges faced by curricula in the contemporary era are the need to create something new, adapt materials, and integrate literacy skills and competencies appropriate to the modern era (Ira Kusumawati & Nurfuadi, 2024). Several Islamic boarding schools then developed their own unique curricula, such as formal diniyah curricula, muadalah curricula, takhassus curricula, and learning models based on specific texts (e.g., Fathul Mu'in, Alfiyah, or Aqidatul Awam).

The success of curriculum implementation in Islamic boarding schools is influenced by various interconnected factors. A conducive learning environment, discipline, daily activities of students, and a culture of literacy play an important role in shaping a supportive learning environment for curriculum implementation (Ihsan & Maulidina, 2025). In addition, teacher competence is a crucial factor, as the professionalism, pedagogical competence, and personality or teaching style of the ustadz greatly determine the effectiveness of the learning process and the achievement of curriculum objectives in Islamic boarding schools (Mas'ud, 2022). Student motivation is also a strong internal factor; a number of studies show that pesantren-specific learning methods such as lalaran Alfiyah, Prakom, and Taqrar can increase students' enthusiasm for learning and participation, thereby strengthening the successful implementation of the curriculum (Sauri et al., 2025). On the other hand, infrastructure such as classrooms, libraries, dormitories, worship facilities, and learning media also determine the quality of curriculum implementation, as limited facilities can hinder the effectiveness of learning in Islamic boarding schools (Ningtyas et al., 2025). The optimal implementation of the pesantren curriculum requires the support of internal and external factors that work comprehensively. These factors not only influence the implementation of the curriculum but also have a direct impact on the learning outcomes of santri (Hamanda et al., 2025).

In the context of learning outcomes, modern educational theory explains that learning outcomes encompass cognitive, affective, and psychomotor domains. The revised Bloom's Taxonomy emphasizes that learning is not only aimed at mastering knowledge, but also at shaping attitudes, character, and skills that can be observed through student performance (Nafiati, 2021). This concept is highly relevant to Islamic boarding school education, which emphasizes not only mastery of religious texts, but also the cultivation of morals, the habit of worship, and religious practice skills.

Various implementative studies show that the application of the pesantren curriculum has a significant impact on the development of santri competencies. For example, the yellow book-based curriculum has been proven to improve santri's reading skills, strengthen their understanding of fiqh, and improve the quality of religious literacy (Mashuri, 2025). Pesantren that implement an integrative curriculum also show improvements in the academic achievement and character of students (Supriatin et al., 2023). However, some studies note that curriculum implementation still faces obstacles such as material adjustments, institutional readiness, and limited facilities (Ningtyas et al., 2025).

Based on these findings, it can be understood that the pesantren curriculum has various models, characteristics, and implications for student learning outcomes. However, research on the pesantren curriculum has so far been partial and has not been comprehensively studied through a systematic review approach. Although many studies discuss the implementation of the pesantren curriculum, the findings are still partial and focused on certain types of curriculum, such as the yellow book curriculum, the tahfidz curriculum, or the integration of pesantren and madrasah. Most studies only review one curriculum model in the context of a particular Islamic boarding school, so there is no comprehensive picture of the variety of curriculum models, their impact on different areas of learning outcomes, and the factors that support and hinder their implementation in various Islamic boarding schools. In addition, there has been no systematic study comparing cognitive, affective, and psychomotor achievements based on curriculum type. This gap highlights the need for a systematic review to synthesize research findings related to the implementation of various pesantren curricula and their impact on student learning outcomes more comprehensively. Therefore, this Systematic Literature Review was conducted to provide a comprehensive overview of the implementation of pesantren curricula and how they affect student learning outcomes in Indonesia.

Method

This study uses the Systematic Literature Review method, which aims to find, screen, and synthesize all relevant studies in order to answer a specific research question (E Triandini et al., 2019). According to Snyder (2019), a systematic literature review is a research method that aims to collect scientific literature, evaluate it critically, and synthesize relevant research findings in a systematic, transparent, and reproducible manner (Hannah Snyder, 2019). This research went through various processes and stages consisting of formulating research questions, searching for scientific literature, determining inclusion and exclusion criteria, screening literature, presenting data, and drawing conclusions (Tria Mardiana & Kun Hisnan Hajron, 2024).

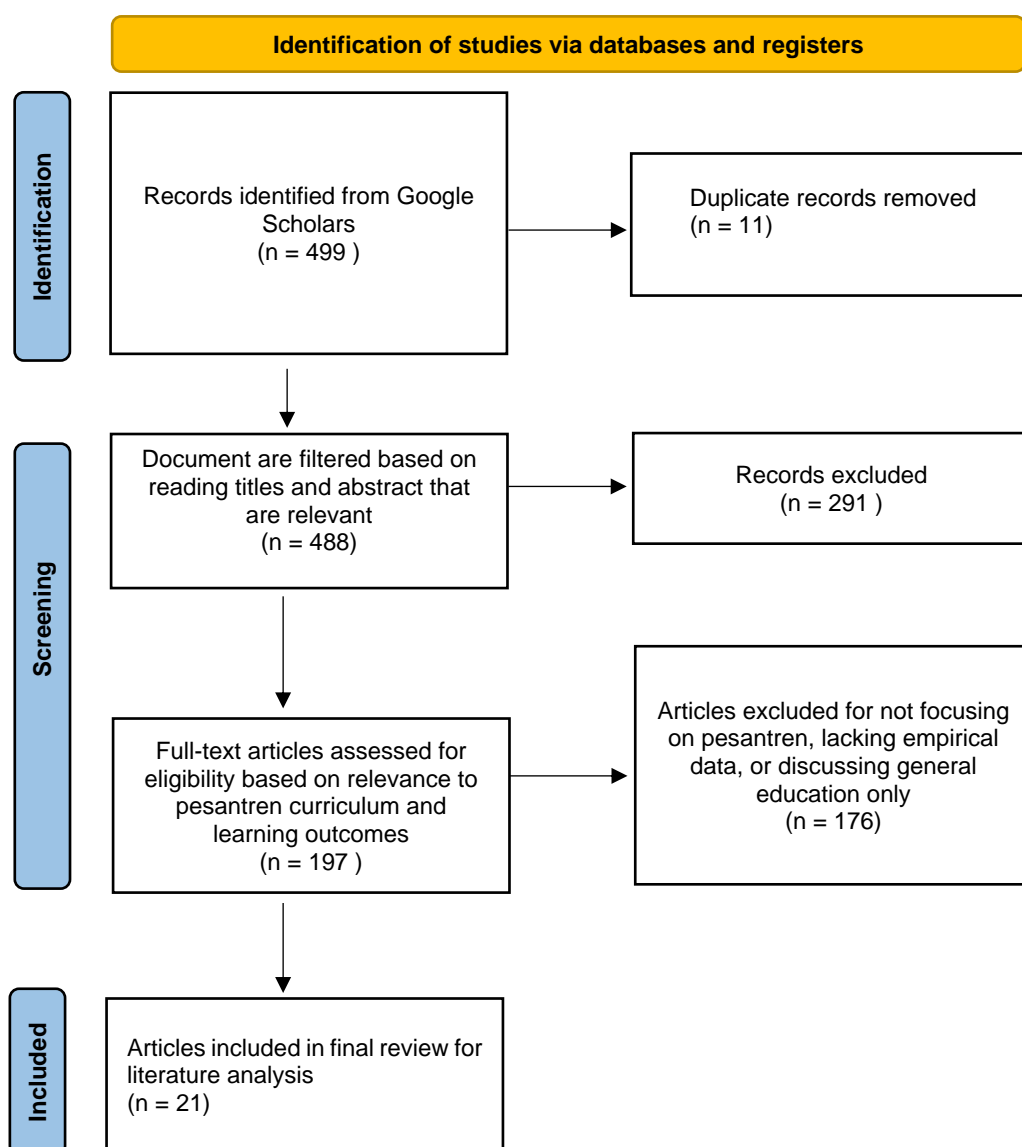
First, ask several questions to analyze each article obtained. The questions are: How is the pesantren curriculum applied or implemented in various pesantren educational institutions? How does the application of the pesantren curriculum influence or impact the learning outcomes of santri? What factors support or hinder the effectiveness of the pesantren curriculum in improving the learning outcomes of santri?

Second, articles and literature studies were searched for in the Google Scholar database using the Publish or Perish application. Google Scholar was selected as the literature source because it provides broad access to national and international scientific publications and indexes various journals relevant to Islamic education research. Furthermore, Google Scholar offers extensive coverage of Indonesian scholarly publications, making it suitable for identifying studies related to pesantren curriculum implementation and student learning outcomes in the Indonesian context. The keywords used were "application of the Islamic boarding school curriculum" and "student learning outcomes," limiting the articles to publications from 2021 to 2025.

Third, the eligibility criteria in the literature search for this study included six aspects. First, the literature must be in the form of research journals, not theses, dissertations, or books. Second, the study must examine the application or implementation of the pesantren curriculum in the pesantren environment. Third, the article must explain the impact or influence of the pesantren curriculum on the learning outcomes of santri, whether in the form of improved achievement, learning

outcomes, understanding of material, skills, or religious character development. Fourth, the research must use empirical data such as case studies, observations, interviews, program evaluations, or field research. Fifth, the studies analyzed may discuss the integration of the pesantren curriculum with other curricula as long as they explain its implementation in pesantren and have research subjects in the form of santri or learning activities in the context of pesantren. Sixth, the articles used are full-text publications in Indonesian or English that are available online, with a minimum of Google Scholar indexing, and include Sinta 1–6 accredited journals as well as non-Sinta journals that are relevant to the topic.

Fourth, the literature obtained underwent a screening process based on predetermined inclusion and exclusion criteria. The article screening stage was conducted on the Ar rayyan ai website. A total of 499 scientific publications were obtained, and after the screening stage, 21 articles were selected. The detailed stages of the process can be seen in the PRISMA table below.



Results and Discussion

Analysis of research methods/designs in selected articles during the period 2022 to 2025 shows that qualitative research methods are the most dominant type used by researchers. Of the total 21 articles analyzed, 16 articles or about 76% used a

qualitative approach, with a relatively stable distribution each year and a significant increase in 2025. Furthermore, research using quantitative methods ranked second with 3 articles or about 14%, although the distribution was uneven each year and only appeared in 2022, 2024, and slightly in 2025. Meanwhile, the R&D (Research and Development) method was the least used category, with only 1 article or about 5% during that period, and only appeared in 2025. Overall, the table shows that research on the topics studied tends to be analyzed more through a qualitative approach than a quantitative or R&D approach, indicating a tendency for researchers to explore phenomena in greater depth rather than conducting empirical testing based on numerical data or product development. The table related to the use of methods in the literature can be seen below

Table 1. Research Methods

Research methods	Years				Number
	2022	2023	2024	2025	
Qualitative	3	4	4	6	16
Quantitative	2	0	1	0	3
R&D	0	0	0	1	1
Number	5	4	5	7	21

Qualitative research was the most widely used method in the collection of articles analyzed. In this method, observation, interviews, documentation, and in-depth analysis of learning phenomena were the main choices in the data collection process in the field. The instruments or guidelines used in qualitative research usually go through a content validation process to ensure that the data produced truly represents the conditions being studied. Quantitative research displays the process of testing the relationship between variables through statistical analysis techniques, where tests, structured questionnaires, or assessment sheets are used as instruments that also undergo a validation process before use. In R&D (Research and Development) research, the approach focuses on the process of developing and testing specific learning products or models to produce innovations that can be applied in an educational context. These three research designs contribute differently to the understanding of learning effectiveness, with qualitative research dominating, showing a tendency for researchers to conduct in-depth explorations of learning practices through phenomena or case studies in the field. By analyzing the methodological patterns of the research, the next analysis is directed at the variety of curriculum types studied. The classification of pesantren curriculum types from all analyzed articles is presented in Table 2.

Table 2. Types of Curriculum

Type of curriculum	Years				Number
	2022	2023	2024	2025	
Integrative curriculum	4	1	0	2	7
Kitab kuning/diniyah curriculum	0	1	3	4	7
Mu'adalah curriculum	0	2	0	0	2
Tahfidz/tmq curriculum	0	0	2	1	3
Takhusus curriculum	0	1	0	0	1
Not specified	1	0	0	0	1
				Number	21

The results of the table synthesis show that pesantren curriculum research in 2022–2025 is dominated by studies on integrative curricula and classical Islamic/diniyah curricula, each of which accounts for 7 or 33% of the total articles. The dominance of the integrative curriculum defines the tendency of Islamic boarding schools to combine the formal curriculum with the Islamic boarding school curriculum in strengthening the competencies of students, both academically and psychomotor skills, as seen in the implementation of the Islamic boarding school-based curriculum that integrates general learning and the values specific to Islamic boarding schools (Rifqi & Bullah, 2022). The consistency in the number of studies related to classical Islamic texts confirms that the turats tradition (the tradition of studying classical texts) remains the main foundation of pesantren education, supported by learning models such as sorogan and bandongan, which have proven effective in improving the ability to read and understand classical Arabic texts (Mashuri, 2025).

There are 3 articles on the tahfidz curriculum, with an increase in research interest in 2024–2025. This is in line with the development of the halaqah learning model, which not only emphasizes text memorization but also contextual understanding and strengthening reading quality through intensive interaction between students and teachers. This pattern is evident in the evaluation of the mangaji tudang program, which shows a significant contribution to improving memorization quality and student learning consistency (Amaliah et al., 2024).

The mu'adalah curriculum consists of two articles and the takhassus curriculum consists of one article, which appear in smaller numbers because both are more specific models and are only implemented in certain Islamic boarding schools. Like the mu'adalah curriculum, the implementation of this curriculum in Islamic boarding schools in Indonesia is still relatively small (Ari Setiawan, 2023). There is also the takhassus curriculum, which emphasizes specific academic interests through the integration of general subjects and more in-depth study of religious texts, so it is less researched than the mainstream model (Muhammad Husni & Abd. Rohman, 2023). Overall, developments in pesantren curriculum research show a dynamic shift from modern-traditional integration towards strengthening specialization and improving the quality of Al-Qur'an learning. There is one article that does not explicitly explain the article used, but still discusses the implementation of the curriculum in pesantren.

Based on the curriculum variations that have been analyzed, it can be seen that each type of curriculum has different characteristics and orientations in shaping the learning process in Islamic boarding schools. The following discussion will discuss the impact of the implementation of these curricula on the learning outcomes of students. This includes improvements in cognitive, psychomotor, and affective skills, which can be seen in the table below.

Table 3. Learning Outcomes

Learning Outcomes	Years				Total Findings	Percentage
	2022	2023	2024	2025		
Cognitive	5	6	4	3	18	62%
Psychomotor	1	3	3	2	9	31%
Affective	1	1	0	0	2	7%
Total Findings	7	10	7	5	29	100%

Note:

- *Total Findings ≠ number of articles, because one article can have more than one learning outcome domain.*
- *The numbers in this table represent the number of learning outcome indicators that appeared in the data extraction*

The synthesis of 21 articles shows that learning outcomes in the context of Islamic boarding schools are dominated by cognitive aspects, which account for around 62% of the overall findings. The emphasis on understanding classical Islamic texts, mastery of Arabic, the ability to interpret classical texts, and improving academic achievement are the main focus. Pesantren place mastery of Islamic knowledge as the main foundation in shaping the competence of santri. The tendency for cognitive achievement to be the main indicator of santri success in the pesantren curriculum is reinforced by the learning process based on halaqah, sorogan, bandongan, and formal learning. The dominance of the cognitive aspect indicates that most of the curriculum focuses on text-based intellectual activities. This is in line with the scientific tradition of Islamic boarding schools, which relies on classical literature with the aim of improving analytical thinking skills (Rifqi & Bullah, 2022).

In addition to cognitive abilities, research also shows that psychomotor aspects contribute about 31% to learning outcomes, especially in practice-based curricula such as tahfidz, lalaran, book reading, language articulation exercises, and worship skills. Traditional pesantren methods such as recitation or Murojaah memorization have been proven to help students acquire performative skills through regular practice. These psychomotor aspects not only support cognitive achievement but are also an important component of certain curricula that emphasize memorization, reading, or reciting religious texts (Sauri et al., 2025). Psychomotor skills appear in a fairly high percentage, showing that even though they are text-based, many Islamic boarding schools implement practice-based learning. This is especially true in the tahfidz curriculum, which requires performative mastery in reading and memorizing the Quran

The affective aspect appears to be around 7%, indicating that attitude and character building are still an important part of pesantren education, although not as significant as the other two aspects. Aspects such as discipline, motivation to learn, sincerity in participating in activities, and the habit of good manners among santri appear as learning outcomes that are noted in a number of articles. The affective dimension is naturally shaped by the pesantren environment, which simultaneously combines formal learning, worship activities, and dormitory life. Thus, moral and spiritual values become part of learning outcomes that cannot be separated from the pesantren curriculum (Az Zahro & Nurlaela, 2024). The lack of documentation on affective aspects in research may be due to the fact that attitudes, character, and morals are more difficult to measure with formal instruments. Many studies focus more on psychomotor cognitive achievements, which are easier to observe and calculate, so that the affective domain tends to be less explored even though in practice Islamic boarding schools place great emphasis on daily moral guidance.

The diverse learning outcomes achieved in the three Bloom domains indicate that the effectiveness of the pesantren curriculum does not only depend on its design but is also influenced by the context of its implementation in the field (Mas'ud, 2022). Variations in achievement between the cognitive, psychomotor, and affective domains indicate that the success of curriculum implementation is highly dependent on existing supporting conditions, including human resources, learning environment, teaching methods, and available facilities and (Ihsan & Maulidina, 2025; Ningtyas et al., 2025). These variations between domains also show that each curriculum model

has different strengths. For example, the yellow book curriculum is strong in cognitive skills, the tahfidz curriculum is strong in psychomotor skills, and the integrative curriculum tends to balance all three. This pattern illustrates that the choice of curriculum greatly determines the types of competencies that develop most in santri. Therefore, to understand more comprehensively how the pesantren curriculum works in improving student learning outcomes, it is necessary to analyze the supporting and inhibiting factors that influence the implementation of the curriculum. This can be seen in the following table.

Table 4. Supporting Factors

Supporting Factors	Number of Articles Containing This Factor	Percentage of 21 Articles
Teacher Competence & Role	17	81%
Pesantren Environment	15	71%
Pesantren Teaching Methods	14	67%
Management & Curriculum System	13	62%
Total Findings Supporting Factors	59	-

Supporting factors in the implementation of the pesantren curriculum show how effective the pesantren educational environment and ecosystem are in supporting the success of the santri learning process. Teacher competence and role, which appear in around 81% of articles, show that teacher competence and role are key factors. Teachers serve as both educators and moral role models, so that pedagogical quality, mastery of subject matter, and guidance skills are key elements in supporting curriculum effectiveness. These findings are consistent with field research showing that the success of integrated curriculum, classical Islamic texts, and Arabic language learning is largely determined by teachers' ability to apply methods appropriate to the characteristics of students and the vision of the pesantren curriculum (Mashuri, 2025). The dominance of the teacher factor means that the effectiveness of the pesantren curriculum is highly dependent on the competence of the ustadz as the center of learning. This illustrates a teacher-dependent education model, whereby improvements in curriculum quality will not be optimal without accompanying improvements in teacher capacity (Mas'ud, 2022). A conducive pesantren environment that includes a culture of discipline, structured study schedules, and daily worship traditions is also an important factor found in 71% of articles, indicating that a religious and controlled learning atmosphere can shape strong learning habits and have an impact on learning outcomes. This phenomenon is evident in various pesantren curriculum models, whether based on traditional Islamic texts, integrated curricula, or tahfidz curricula. All of these models involve daily interaction between teachers, students, and the pesantren environment to create a broad learning ecosystem (Sobandi et al., 2022). The success of the pesantren environment as a supporting factor shows that pesantren education is carried out through the habits and customs practiced by the santri, which strengthen the implementation of the formal curriculum.

Pesantren learning methods such as sorogan, bandongan, halaqah, taqrar, as well as intensive practice in Arabic and tahfidz appeared in around 67% of articles as factors that strengthen curriculum implementation. These methods enable simultaneous cognitive, affective, and psychomotor strengthening, as well as personalized guidance. The emergence of these learning methods indicates that pesantren-specific learning remains relevant even in a modern context (Wahedi &

Sofyan, 2024). Curriculum management and pesantren governance appeared in 62% of articles, showing that the effectiveness of curriculum implementation is influenced by curriculum planning, organizational structure, and coordination between caregivers, teachers, and parents. Pesantren no longer rely solely on kiai, but have begun to adopt a more modern governance system. The results of these findings show that the success of the pesantren curriculum is systemic; it works through synergy between competent teachers, a supportive environment, methods that are in line with pesantren traditions, and effective management so that the curriculum can be implemented consistently and sustainably (Harjo & Nisa, 2025). The synergy between these factors shows that no single factor stands alone; the pesantren curriculum is only effective when the four elements of teachers, environment, methods, and management function simultaneously. This means that the successful implementation of the curriculum is the result of structural and cultural collaboration, not just the quality of the curriculum itself.

Although these supporting factors indicate that Islamic boarding schools have a strong foundation for implementing the curriculum, the implementation process is still subject to a number of obstacles that arise in various contexts. Therefore, to obtain a more comprehensive picture of the dynamics of the implementation of the Islamic boarding school curriculum, it is important to examine the inhibiting factors that were also identified in the research synthesis results, which can be seen in the table below.

Table 5. Inhibiting Factors

Inhibiting Factors	Number of Articles Containing This Factor	Percentage of 20 Articles
Teachers (Competence & Professionalism)	16	80%
Students (Ability, Motivation, Attitude)	18	90%
Facilities & Time	10	50%
Curriculum & Management	12	60%
Total Findings of Inhibiting Factors	56	—

Notes

- There is one article that does not discuss inhibiting factors

The results of the analysis of the articles as a whole show that the characteristics and initial abilities of santri play the biggest role as barriers to the implementation of the pesantren curriculum. This finding appears in 90% of the articles, indicating that the biggest obstacle to curriculum implementation is differences in basic abilities, especially in Arabic, reading books, and readiness to participate in intensive learning. Many students experience difficulties in understanding the material due to their different academic backgrounds, limited concentration, and unstable motivation to learn. Textbook-based curricula, such as syarah and ilmu alat learning, face even greater challenges when students do not yet understand basic linguistic structures, which hinders the process of knowledge internalization (Anggara et al., 2025). This condition is also exacerbated by the demands of memorization or practice, especially in the tahfidz curriculum and the skills-oriented diniyah curriculum (Nisa, 2024). The obstacles to santri's abilities indicate that santri need to adapt, given that they come from different educational

backgrounds and that Islamic boarding schools often set curriculum standards that not all santri can immediately adapt to.

The next inhibiting factor relates to teacher competence, which was found in 80% of articles. Teachers' limitations in mastering teaching methods that are in line with the pesantren curriculum, lack of pedagogical training, and difficulties in balancing classical and modern approaches are some of the challenges that often arise. Several studies show that the transition to a more systematic or integrated curriculum is often hampered because teachers have not adapted to formal curriculum planning tools, resulting in inconsistent learning processes (Mas'ud, 2022). This condition shows that teachers can be a critical factor not only as supporters but also as obstacles. Sixty percent of articles point to problems in the curriculum and management aspects. These challenges include an excessive workload, a curriculum structure that is not suited to the abilities of the students, and a lack of coordination between educational units in the pesantren. In some cases, the curriculum is considered not fully adaptive to the needs of students, so that the delivery of material is not in line with their learning development. Managerial obstacles such as unsystematic evaluation and a lack of availability of appropriate teaching materials are also factors that reduce the effectiveness of implementation (Anggara et al., 2025). The pesantren curriculum still faces structural problems, especially in terms of adjusting the learning load and continuity between levels; this irregularity shows that some pesantren do not yet have measurable curriculum standards, so the quality of implementation is highly dependent on the internal policies of each institution.

Facilities and time, which appeared in 50% of the articles, also limited the effectiveness of curriculum implementation. Inadequate learning facilities, limited space, and busy schedules prevented learning from taking place optimally, especially in activities that required intensive practice such as tahfidz, lalaran, and kitab learning (Nisa, 2024). This imbalance between the curriculum and the availability of facilities and infrastructure is an indicator that Islamic boarding schools need infrastructure modernization to support a more effective educational process. These findings show that the success of a curriculum is not only determined by the quality of the curriculum itself, but also by the readiness of teachers, the conditions of students, supporting facilities, and the management of learning carried out by Islamic boarding schools.

Overall, the findings from all of the articles analyzed show a consistent pattern regarding the implementation of the pesantren curriculum, student learning outcomes, and supporting and inhibiting factors, thus providing a comprehensive picture of the effectiveness of pesantren education practices in Indonesia. Full details of all articles are presented in the following table.

Table 6. List of synthesized articles

Penulis	Title	Research Results
(Rifqi & Bullah, 2022)	The effectiveness of implementing a pesantren-based curriculum in improving the psychomotor skills of students at Mambaul Ulum	Key Findings Pesantren-based curriculum is effective → improves psychomotor skills. Curriculum implementation level is in the "good" category (82%). Psychomotor skills are in the "fairly good" category

	Bata-Bata Junior High School in Pamekasan Regency	(66%). The curriculum's effect on psychomotor skills = 64.1%.
(Amaliah et al., 2024)	Evaluation of the Mangaji Tudang (Halaqah) Program on the Quality of Memorization of Students at the Tahfidzul Qur'an Mir'atul Mujahid Islamic Boarding School in Kampung Bajo through the CIPP Model	The mangaji tudang program is effective in improving the quality of memorization and understanding of the scriptures, as well as providing a strong learning structure.
(Karimah et al., 2022)	Evaluation of the pesantren-based chemistry learning program in senior high schools/MA	The quality of chemistry learning in pesantren-based schools is still lacking, which affects low learning outcomes.
(Mashuri, 2025)	Implementation of the Madrasatul Muallimin Al-Islamiyah (MMI) curriculum in improving the reading achievement of senior class students at the Al-Furqon Wedoroanom Driyorejo Gresik Islamic boarding school	The MMI curriculum is effective in improving the ability to read the yellow scriptures and forming competent santri.
(Sobandi et al., 2022)	Implementation of the Integrated Pie Curriculum with the Pesantren Antren Curriculum to Improve Student Learning Performance	The integrated PAI curriculum effectively improves student learning achievement through the integration of formal learning and pesantren habits, strengthening the religious environment, increasing discipline, and synergizing the daily activities of santri. The main obstacles are teacher ability and method variation, but overall learning outcomes have improved significantly.
(Harjo & Nisa, 2025)	Implementation of the Tarbiyatul Muhafadzil Qur'an Curriculum to Improve Arabic Language Skills, Understanding of the Qur'an, and Character	The TMQ curriculum not only strengthens memorization, but simultaneously improves Arabic language skills, understanding of verses, and character building. The integration of tahfidz + Arabic + tafsir + character building creates holistic learning. Students experience significant improvements in: ✓ Arabic reading and comprehension skills ✓ Understanding the content of memorized verses ✓ Discipline, independence, and morals The boarding school environment and guidance from ustadz are crucial to success. The main obstacles stem from differences in Arabic language abilities and student fatigue.
(Utari et al., 2025)	Implementation of an integrated curriculum to improve learning outcomes in Islamic education at the Welas Asih Islamic boarding school in Garut	The integrated curriculum has been proven to improve PAI learning outcomes through project-based integrated modules and a holistic approach.
(Sari, 2025)	Implementation of madrasah and Islamic boarding school integration curriculum management in improving	The integrated curriculum improves the academic performance and character of students; the 24-hour

	the quality of achievements at the Al-Amin Islamic boarding school in Mojokerto	boarding school system is effective for the internalization of Islamic values.
(Ari Setiawan, 2023)	Management of the Mu'adalah Islamic Boarding School Curriculum in Improving Student Competence at Madrasah Muallimin Tebuireng	The pesantren curriculum management, which combines traditional and modern methods, has proven effective in improving the ability to read the Kitab Kuning. A comprehensive evaluation system and in-depth understanding of the teachers are key factors for success.
(Sauri et al., 2025)	Quality management of the Lalaran Alfiyah program in improving student memorization	The Mu'adalah curriculum has been proven to improve santri competency in three domains (cognitive, affective, and psychomotor), with an emphasis on mastery of the Kitab Kuning and character building.
(Muhammad Husni & Abd. Rohman, 2023)	Takhasus-based Islamic boarding school management at Pondok Modern Darul Khoiroh Tirtoyudo, Malang Regency	The Lalaran program runs effectively through PDCA-based quality management, resulting in improvements in memorization, character, and scientific skills.
(Fahrurroji, 2022)	Application of the tutoring method in improving the learning outcomes of 1a MTS Kun Karima students in Arabic at the Kun Karima Islamic boarding school	
(Mas'ud, 2022)	The Influence of Curriculum Management and Ustadz Competence on Student Learning Achievement in the Millennial Era at the Darul Muqomah Islamic Boarding School in Pangandaran	The Takhasus system shapes the characteristics of modern Islamic boarding schools, producing outstanding students in their chosen fields of study while maintaining Islamic values.
(Anggara et al., 2025)	Development of Syarah Bina wal Asas Teaching Materials to Increase Student Interest in Learning at the Musthafawiyah Purba Baru Islamic Boarding School	Structured and individualized tutoring effectively improves the Arabic language learning outcomes of students in class 1A at MTs Kun Karima.
(Rohma Yanti & Haidir Lubis, 2023)	Curriculum development and its implications for student learning outcomes at the Musthafawiyah Purba Baru Islamic Boarding School in Mandailing Natal Regency	
(Az Zahro & Nurlaela, 2024)	Pesantren Curriculum: A Case Study of Al-Bahjah Islamic Boarding School	Curriculum management and the competence of individual and collective teachers have a positive and significant effect on student learning achievement.
(Wahedi & Sofyan, 2024)	Strategies for reading the Fathul Muin book using the prakom method to improve the understanding of students at the Kutubuddiniyah deliberation assembly at the Mambaul Ulum Bata-Bata Panaan Pamekasan Islamic Boarding School	

(Supriatin et al., 2023)	The integration of pesantren and madrasah curriculum and its implication on students' academic achievement	The sharaf teaching materials based on Syarah Bina Wal Asas have been proven to be valid, practical, and effective in increasing interest and learning outcomes in Arabic.
(Nisa, 2024)	The Effect of TMQ Curriculum Implementation on Arabic Language Learning Achievement of Grade 3 Students at Rooihatul Jannah Islamic Boarding School, Sukoharjo	
(Lailatul Fitriah et al., 2024)	Development of Fiqh Taqrar Learning Based on Classical Conditioning Theory in Improving Student Learning Outcomes	The Musthafawiyah curriculum has undergone significant development, especially with the inclusion of Muadalah; this change has had a direct impact on improving learning outcomes and graduate quality.

The synthesis of all articles shows that the implementation of the pesantren curriculum in Indonesia is carried out through various approaches, ranging from the yellow book curriculum, tahfidz, to integrative models. Each curriculum contributes differently to the development of santri abilities, both in the cognitive, affective, and psychomotor domains. Research reviewing the effectiveness of the tahfidz-based curriculum, for example, shows that strengthening memorization and internalizing character values is effective when supported by structured and consistent learning methods (Nisa, 2024). Meanwhile, the classical texts and tools-based curriculum emphasizes a deep understanding of classical texts, which requires linguistic readiness and intensive learning habits (Anggara et al., 2025). The variety of these curricular approaches shows that Islamic boarding schools not only maintain classical traditions but also adapt their curricula to meet the needs of students and the demands of the times. This demonstrates that curricular flexibility is one of the main strengths of Islamic boarding schools in maintaining the relevance of education.

The synthesis results also show that the success of curriculum implementation is highly dependent on teacher competence, student readiness, and learning management. Strengthening curriculum management and supporting facilities have proven to play an important role in ensuring the continuity of effective learning (Mas'ud, 2022). The effectiveness of the pesantren curriculum is multidimensional and cannot be understood solely from the content of the curriculum, but also from the quality of the implementers and the educational ecosystem that frames it. If one of these elements weakens, the overall effectiveness of the curriculum will also decline.

Thus, the overall findings provide a comprehensive picture of the patterns of pesantren curriculum implementation and the factors that influence santri learning outcomes, which form the basis for drawing conclusions from this study. This synthesis also indicates that Islamic boarding schools face the challenge of balancing tradition preservation and pedagogical innovation; this balance is key to transforming Islamic boarding school education towards a more adaptive, measurable, and responsive learning model that meets the needs of modern students.

Discussion

This study shows that the implementation of the Islamic boarding school curriculum in Indonesia takes place through various models such as integrative

curriculum, tahfidz, kitab kuning, takhasus, and mu'adalah, which are generally able to improve student learning outcomes in the cognitive, affective, and psychomotor domains. This effectiveness is influenced by teacher competence, a conducive pesantren environment, pesantren-specific learning methods, and structured curriculum management, although it still faces obstacles in the form of students' varying initial abilities, limited facilities, and a lack of teacher training and curriculum adjustment. Overall, these findings confirm that the success of the pesantren curriculum is not only determined by its design, but also by the readiness of human resources and adequate institutional support to sustain the learning process.

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