



Pesantren-Based Curriculum Management to Enhance the Quality of Learning at Al Azhar 46 Kindergarten, Samarinda

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Abstract

Pesantren-based curriculum management is a blend of the national curriculum and the foundation's curriculum, administered within an educational management system to provide continuous knowledge acquisition in both general sciences and Islamic studies. This study aims to describe the pesantren-based curriculum management, covering planning, organizing, implementation, and evaluation at Al Azhar 46 Kindergarten, Samarinda. The research employs a qualitative descriptive method through a case study approach, utilizing data collection techniques such as observation, interviews, and documentation, with data validity ensured through source triangulation. The findings reveal that: 1) Curriculum planning at Al Azhar 46 Kindergarten begins with an analysis of community needs, emphasizing religious education based on adab (Islamic manners) to instill religious and moral values from an early age. The curriculum is formulated on the philosophical foundation of the Qur'an and Hadith to ensure religious content aligns with Islamic teachings. 2) The pesantren-based curriculum development highlights tahfizh (Qur'an memorization) classes and adab learning, implemented continuously from kindergarten through junior high school to nurture noble character from an early age. 3) Curriculum management implementation at Al Azhar 46 Kindergarten is conducted through structured planning that integrates the national and religious curricula in a balanced manner. The learning process emphasizes teacher role modeling, habituation of religious values, and employs tahfizh methods such as Alsam and Tilawati. 4) The evaluation of pesantren-based curriculum management is carried out regularly and systematically, including annual work meetings, semester coordination meetings, and program evaluations every three months. 5) The implementation of pesantren-based curriculum management at Al Azhar 46 Kindergarten positively impacts the quality of learning. The curriculum management has been executed systematically, adhering to the functions of curriculum management through the development of technical guidelines and integrative modules that facilitate the balanced implementation of both the national and pesantren curricula.

Keywords: Curriculum Management, Early Childhood Education, Pesantren Curriculum

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1. Introduction

Early Childhood Education (ECE) plays a strategic role in shaping children's character, morals, and overall intelligence. According to the Ministry of Education and Culture Regulation No. 137 of 2014, ECE must cover six key developmental aspects: religious and moral values, physical motor skills, cognitive abilities, language, socio-emotional development, and arts. However, in practice, many institutions and parents tend to emphasize academic skills especially reading, writing, and arithmetic (calistung) often neglecting children's playtime and character development (Astuti & Sukataman, 2023; Susilawati, 2020).

The rapid advancement of digital technology, which has a dual impact on young children. While technology facilitates access to information and broadens children's horizons, it also exposes them to age-inappropriate content, diminishes language skills, and contributes to the decline of moral values (Sirojuddin et al., 2022). This situation demands intensive guidance from parents and educators, alongside early inculcation of religious and moral values to prevent children from falling into negative behaviors influenced by technology (Cindy salsabila guritno et al., 2024).

The primary objective of this study is to describe and analyze in depth the management of a pesantren-based curriculum at Al Azhar 46 Kindergarten, Samarinda. The research focuses on the processes of planning, development, implementation, and evaluation of a curriculum that integrates pesantren values with the national curriculum to enhance educational quality and children's character (Rijkiyani et al., 2022). The study aims to significantly contribute to the development of ECE institutions, particularly in managing a balanced curriculum that combines academic aspects with the instillation of religious and moral values. Additionally, the findings are expected to serve as a reference for other schools in implementing pesantren-based curricula as a strategy to nurture generations who are not only intellectually capable but also possess noble character and strong morals (Afifah & Shofwan, 2023; Sunarko & Firdaus, 2021).

Although the pesantren-based curriculum holds great potential for shaping children's character and moral values from an early age, its implementation in various early childhood education institutions still faces several practical challenges. Key obstacles include a shortage of qualified human resources, insufficient training for educators to effectively integrate pesantren values with the national curriculum, and differing interpretations of the core principles of pesantren education across regions. Moreover, the application of this curriculum is often confined to traditional pesantren settings and has yet to be optimally adopted by other formal educational institutions, especially in areas characterized by diverse social and cultural backgrounds ((Septiana & Hidayati, 2022). Additional challenges such as limited infrastructure, inadequate learning materials, and low levels of parental and community involvement further hinder the wider dissemination of the pesantren-based curriculum. The absence of standardized guidelines for integrating pesantren values with the national



curriculum results in inconsistent implementation, preventing the curriculum from fully achieving its primary goals of character and moral development. Incorporating more references on these current challenges would enrich the study's background and provide a stronger foundation for proposing practical solutions to advance the management and broader application of pesantren-based early childhood education across Indonesia.

The expected outcome of this research is the identification of an effective and practical model of pesantren-based curriculum management that balances intellectual and spiritual development in children. The study also aims to document best practices such as habituation of adab (Islamic manners), tahfidz programs, and religious learning methods applied at Al Azhar 46 Kindergarten. A gap identified in previous research is that most studies combine the national curriculum with Islamic or pesantren curricula but rarely emphasize adab learning as the core of character development. This study offers innovation by integrating the national (Merdeka) curriculum with a pesantren curriculum focused on cultivating adab and commendable behavior in accordance with the teachings of Prophet Muhammad (PBUH).

Field observations indicate that Al Azhar 46 Kindergarten has successfully created a religious and highly courteous school environment. Practices such as greeting (salam), observing modesty, table manners, and respectful speech distinguish this school from others. Intensive programs like Qur'an memorization (tahfidz), recitation, and adab learning are conducted consistently and systematically, fostering children's noble character. Therefore, this research is expected to serve as a valuable reference for developing pesantren-based curriculum management in early childhood education, addressing the challenges of the digital era, and shaping young generations who are not only knowledgeable but also well-mannered and morally upright, in line with national education goals.

These challenges have hindered the optimal development of character and moral values, which are the primary objectives of the pesantren curriculum. Therefore, this study aims to address this gap by providing a deeper insight into the practical challenges of managing a pesantren-based curriculum, as well as exploring how effective management models can be adapted and applied more broadly across different regions. The inclusion of references regarding current challenges is expected to enrich the understanding and deepen the study's background, while also offering practical solutions for the advancement of pesantren-based early childhood education in Indonesia.

2. Method

The approach used in this study is qualitative research with a descriptive qualitative method, which aims to accurately and objectively describe a situation or phenomenon. The research object is the pesantren-based curriculum management for improving the quality of learning at KB/TK Al Azhar 46 Samarinda. The researcher will conduct an intensive study by



actively participating in the field for a predetermined period, carefully recording observed events, analyzing relevant documents, and providing detailed reports. The researcher will be directly involved on-site, conducting observations, interviews, and naturally documenting occurrences through field notes.

2.1. Research Location and Time

This field research was conducted at KB/TK Al Azhar 46 Samarinda, located at Jl. Manunggal No. 21, RT 13, Loa Bakung Village, Sungai Kunjang District, Samarinda City, East Kalimantan. The study took place from February to April 2025.

2.2. Research Data and Data Sources

The data in this study consist of primary and secondary data. Primary data were obtained directly from key informants, including the principal, the vice principal in charge of curriculum, and educators at the Playgroup/Kindergarten Al Azhar 46 Samarinda, using audio recording devices to capture information. Secondary data were collected from school documents and archives related to the pesantren-based curriculum, such as the educational unit curriculum, foundation curriculum, school profile, organizational structure, academic calendar, class schedules, learning tools (syllabus and lesson plans), assessment guidelines, and facilities and infrastructure.

Documentation in the form of photographs of learning activities and school facilities was also gathered using a camera. Additionally, observational data regarding the implementation of pesantren-based curriculum management from the beginning to the end of the learning process served as another data source (Zaeni & Ningsih, 2023). Overall, the data sources of this research encompass three main categories: people (such as the principal, vice principal of curriculum, and educators), documents (including archives and learning tools), and significant events related to the research subject.

2.3. Data Collection and Analysis Techniques

In this study, the key informant selected was the school principal, due to their central role in overseeing and managing the pesantren-based curriculum implementation at KB/TK Al Azhar 46 Samarinda. The principal's comprehensive understanding of curriculum planning, development, and evaluation provided critical insights into both administrative and educational aspects of the research focus. The selection of the principal as the primary informant was based on their direct involvement and leadership in curriculum management, ensuring the relevance and depth of the data collected.

Regarding data analysis, while the general approach involved qualitative descriptive techniques, this study applied specific methods such as thematic analysis to systematically identify, analyze, and report patterns within the data. Thematic coding was conducted on interview transcripts, observation notes, and document reviews to extract meaningful themes



related to curriculum management challenges and best practices. This detailed analytical process enhanced the rigor and clarity of the findings, providing a robust foundation for drawing conclusions and recommendations.

3. Findings and Discussion

3.1. General Description of the Research Location

KB/TK Al Azhar 46 Samarinda is located at Jl. Manunggal No. 21, Loa Bakung Village, Sungai Kunjang District, Samarinda City, East Kalimantan Province. The location is quite strategic, situated near a traditional market and the Mahakam River. The majority of the local population are Banjar ethnic group, who strongly uphold Islamic values, which is reflected in the many mosques surrounding the school. Not far from the school area is the KORPRI housing complex, where many students reside. Besides KB/TK Al Azhar, there are also educational institutions ranging from kindergarten to junior high school, both public and private.

KB/TK Al Azhar 46 Samarinda is an early childhood education institution based on the pesantren system under the auspices of YAPI Al Azhar Jakarta, collaborating with Yayasan Al Amanah Samarinda as the provider of facilities and funding. It was established in 2013, with Buya Hamka being one of the prominent figures who contributed to its development. The number 46 in the school's name indicates its position as the 46th branch out of 60 Al Azhar branches across Indonesia. To date, there are more than 50 early childhood education institutions under the Al Azhar network in Indonesia.

The Al Azhar Samarinda campus comprises three educational institutions: KB/TK Al Azhar 46 Samarinda, SD Al Azhar 47 Samarinda, and SMP Al Azhar 48 Samarinda. At the main entrance, there is Guard Post 1, the primary access point. Upon entering the parking area on the right side stands the Al Amanah Mosque, adjacent to the cooperative and the foundation's office. In front of the campus is the three-story building of SD Al Azhar 47 Samarinda, with Guard Post 2 located at its front. Not far from the elementary school building, on the left side, is the SMP 48 Samarinda building. Behind these buildings lies the KB/TK Al Azhar 46 Samarinda facility.

The kindergarten building is positioned at the back to create a calm and conducive learning environment, away from traffic noise and to reduce the risk of accidents when children play near the main road. This school is considered a leading institution with programs designed not only to produce graduates proficient in religious knowledge but also in general sciences, in line with the school's vision, mission, and goals (Fazry et al., 2025).



3.2. Curriculum Management

Management is the process of determining goals or objectives to be achieved and establishing the pathways and resources used to reach those goals as efficiently and effectively as possible. The primary purpose of management in education is to shape students' personalities in accordance with the national education goals and the developmental needs appropriate for their educational stage (Sobari et al., 2023)

A curriculum is a set of plans and arrangements concerning the objectives, content, and learning materials, as well as the methods used to guide learning activities to achieve those objectives. Productive education is understood as the effectiveness and efficiency in achieving school goals. The curriculum serves as a tool to reach educational objectives and as a guideline for implementing learning across all types and levels of education (Nurkholis, 2022) (Park & Son, 2022) explain that the curriculum represents the school's efforts to influence students' learning, whether inside the classroom, on the school grounds, or outside the school environment.

The curriculum consists of carefully structured components designed to achieve educational goals and serve as a reference for teaching and learning activities at all educational levels. It plays a crucial role in the teaching and learning process by helping to make it more effective and structured through prepared materials and methods (Haryaka, 2024). The curriculum can be considered the heart of a country's education system, influencing its quality for three main reasons. First, the curriculum has the most direct impact on educational outcomes. Second, it determines the processes and results of the education system. Third, the curriculum functions both as a means to achieve educational goals and as a guideline for teaching implementation across all types and levels of education (Mahdiyah & Aziza, 2021).

Pesantren is a religious educational institution with the primary goal of producing religious scholars. Pesantren have distinct characteristics compared to other educational systems due to the cultural traditions that must be preserved and the standardized teaching methods based primarily on the Qur'an and Hadith (Nindi Aliska Nasution, 2020) Each pesantren has its own unique curriculum style, with some similarities among them, which forms a distinctive feature of the pesantren world (Hasanah et al., 2023).

The curriculum used in pesantren is a specialized curriculum unique to Islamic boarding schools, supplemented with several general subject matters integrated into a unified system specific to pesantren. A pesantren-based curriculum refers to the combination of the national curriculum provided by the government and the foundation's curriculum (pesantren-based), integrated within the learning materials and managed under a single curriculum management system. The goal is for students to (Kusumawati et al., 2024) acquire both general knowledge and Islamic religious knowledge continuously (Lucia Maduningtias, 2022)



The pesantren-based curriculum implements an integrated curriculum combining the national education curriculum and the pesantren curriculum, in which all educational activities embed the values of monotheism as the foundation of every educational (Zaeni & Ningsih, 2023). The pesantren education curriculum incorporates both religious knowledge and academic subjects alongside life skills training to foster student independence; both knowledge areas receive equal emphasis and attention. Based on the above explanation, it can be concluded that the pesantren-based curriculum is a blend of the national curriculum and the foundation's curriculum, managed within an educational system to provide continuous knowledge acquisition in both general sciences and Islamic studies.

However, the curriculum design could explore potential drawbacks or limitations of integrating these two systems (national and pesantren curricula), such as how teachers may struggle to balance these components effectively. This challenge often arises because educators must simultaneously meet national academic standards while preserving and instilling pesantren values, which may require different pedagogical approaches and time allocations. Based on the above explanation, it can be concluded that the pesantren-based curriculum is a blend of the national curriculum and the foundation's curriculum, managed within an educational system to provide continuous knowledge acquisition in both general sciences and Islamic studies.

3.3. Planning of Pesantren-Based Curriculum Management

Curriculum planning at KB/TK Al Azhar 46 Samarinda begins with an analysis of the surrounding community's needs, emphasizing the importance of religious education based on adab (Islamic manners), given the strong Islamic values embedded in the local culture. This aims to instill religious and moral reinforcement from an early age, preparing children to engage optimally in the educational process. The curriculum formulation uses the Qur'an and Hadith as its philosophical foundation, ensuring that all religious learning materials align with the teachings revealed to Prophet Muhammad (PBUH). The curriculum design integrates the national curriculum with the Al Azhar pesantren curriculum, combining the six developmental aspects of the national curriculum with religious instruction developed by the foundation's religious board.

This approach not only focuses on mastering general knowledge but also on cultivating virtuous behavior through age-appropriate and enjoyable learning methods such as songs, clapping, and routine habituation. The religious curriculum is adapted to the local context and the students' abilities to ensure relevance and effectiveness (Wibowo et al., 2021). Curriculum development and implementation are carried out by the religious board and the curriculum board, each responsible for designing the religious and general curricula, respectively, before disseminating them to all teachers for implementation (Patria & Zulkarnaen, 2023). Student learning outcomes are assessed through observation and documentation, evaluating children's



independent abilities in daily activities without teacher assistance. This assessment system emphasizes the learning process and development rather than mere numerical scores, providing a comprehensive picture of students' developmental achievements.

Table 1. Planning of Pesantren-Based Curriculum Management

No	Aspect	Research Findings	Description of Observations	Data Source
1.	Needs Analysis	Conducting a community needs analysis by implementing an adab-based curriculum tailored to the developmental stages of the students.	Carried out through surveys of parents to identify the needs of the surrounding community.	Principal, vice principal of curriculum, and teachers.
2.	Formulating and Addressing Philosophical Questions	All religious learning, including memorization of surahs, hadith, and adab lessons, is designed based on the Qur'an and Hadith.	Grounded in the Qur'an and Hadith.	Principal, vice principal of curriculum, and teachers.
3.	Curriculum Design	Integrating the national curriculum with the Al Azhar pesantren foundation curriculum, considering six developmental aspects and combining religious curriculum from Al Azhar Central Jakarta with a one-year achievement target.	Designed by integrating the national curriculum and the Al Azhar pesantren foundation curriculum.	Principal, vice principal of curriculum, and teachers.
4.	Curriculum Development, Implementation, and Assessment	Curriculum development is formulated by the Religious and Da'wah Board of Al Azhar Central Jakarta. Subsequently, the religious unit formulates	Formulated by the Religious and Da'wah Board of Al Azhar Central Jakarta, developed by the religious	Principal, vice principal of curriculum, and teachers.



religious programs which are then socialized to all teachers. Assessment uses developmental indicators based on the child's ability to perform tasks independently.	unit, and implemented by all teachers.
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3.4. Organization of Pesantren-Based Curriculum Management

The development of the pesantren-based curriculum at KB/TK Al Azhar 46 Samarinda highlights flagship programs such as tahfizh (Qur'an memorization) classes and adab (Islamic manners) learning, which serve as major attractions for parents. These tahfizh and adab programs are designed to be continuous from kindergarten through junior high school, aiming to cultivate noble character from an early age, an approach highly relevant in today's digital era. The school's vision, focused on nurturing devout, faithful, and globally competitive individuals, along with its mission to instill good habits and a love for the Qur'an, forms a strong foundation for curriculum formulation.

The curriculum development structure involves the establishment of a dedicated team comprising the religious board and the curriculum board to design an integrated religious and general curriculum (Subekti, 2022). Learning materials are grouped based on quarterly achievement targets and tailored to the children's age-appropriate abilities, covering short surah memorization, daily adab, hadith, and daily prayers. Instruction balances religious content in the morning with general subjects in the afternoon, encompassing religious, moral, language, cognitive, physical motor, socio-emotional, and artistic development, delivered through engaging and varied methods.

The selection of learning resources, facilities, and equipment is based on the objectives and targets of the activities to ensure an effective learning process. Student assessment employs observation and documentation methods, including evaluation of worship practices and children's work such as coloring and beading. This assessment system aligns with the principles of holistic child development, supported by recording attitudes and behaviors that are then compiled into portfolios as documentation of student progress.



Figure 1. Organization Structure

3.5. Implementation of Pesantren-Based Curriculum Management

The implementation of pesantren-based curriculum management at KB/TK Al Azhar 46 Samarinda begins with a focused and structured planning stage. The preparation of the syllabus and Lesson Plans (RPP) is completed before the new academic year starts. Learning achievement targets are divided into specific periods, ranging from annual, semester, monthly, to daily goals. This curriculum refers to the central guidelines of Al Azhar, which are then adapted to the characteristics and needs of the students as well as the pesantren-based approach. This approach makes the learning process more systematic and directed, allowing for optimal student development.

The teaching materials are balanced between general and religious content, taking into account all aspects of early childhood development (Mulawarman et al., 2024). All informants emphasize the importance of integrating the national curriculum with the pesantren curriculum, where religious learning is not isolated but integrated within general thematic learning. This strategy involves habituating religious values such as adab (manners), character, faith (aqidah), literacy, and numeracy, developed holistically (Sunarko & Firdaus, 2021). The teaching materials are also connected to daily life and Islamic values, creating meaningful learning experiences that meet the children's needs.

In terms of teaching strategies and methods, role modeling and habituation are key to the success of pesantren-based education at this school. Teachers serve as role models in attitude, behavior, and discipline, providing concrete examples for the children (Akhyar UIN, 2022). Learning employs the Alsam and Tilawati methods for tahfizh (Qur'an memorization) and reading, while embedding religious values within thematic lessons. Routine practices such



as greeting (salam), maintaining adab, and showing respect to teachers and peers are integral parts of the teaching and learning activities (Amelia, 2020)

Supportive facilities and a safe, comfortable learning environment also contribute to the success of this pesantren-based curriculum. The school provides various learning resources and tools, such as pocket-sized adab books, teaching aids, a library, and reading corners in each classroom. Assessment is conducted through observation and documentation aligned with early childhood development, using methods such as checklists, anecdotal records, and progress reports every three months. The safe learning environment is maintained through security systems like CCTV and school fencing, along with clean and well-managed classrooms overseen by teachers. All these factors create a pleasant, effective, and spiritually enriching learning atmosphere, benefit from real-life examples or case studies from the school itself that illustrate the challenges encountered in the actual classroom setting. Such examples would provide deeper insight into how the pesantren-based curriculum is applied in practice, highlighting obstacles faced by teachers and students and demonstrating how these challenges are addressed to maintain the quality and integrity of the educational process.

3.6. Evaluation of Pesantren-Based Curriculum Management

The evaluation process of pesantren-based curriculum management is conducted routinely and on a scheduled basis. Curriculum objectives are assessed through annual work meetings, semester coordination meetings, and program evaluations every three months. This evaluation aims to assess the smooth implementation of programs, identify obstacles, and formulate follow-up actions to optimize curriculum execution (Wisman et al., 2021).

In addition, the evaluation of curriculum content is a primary focus. Each year, curriculum materials are reviewed and revised during the annual work meeting based on accumulated learning outcomes. Evaluations are also conducted periodically each term, where children's developmental progress is reported to parents and discussed collaboratively with the entire school team and foundation. This process involves cooperation among teachers, the principal, and the foundation to ensure that the taught materials remain relevant and meet the students' needs (Nurlaili et al., 2021).

Teaching strategies are comprehensively evaluated by examining the achievement of student targets, the competencies of human resources, and the availability of facilities and infrastructure. If learning targets are not met, the strategies employed are revised and adjusted accordingly. This evaluation also takes place through discussions among educators and regular training sessions to enhance teachers' abilities in applying effective methods. Learning outcomes are assessed by observing whether students meet their targets academically and demonstrate independence in daily habits. Assessment is carried out through observation and documentation of children's behavior. If the majority of students achieve the targets and can independently practice good habits, the learning outcomes are considered successful. This



systematic and collaborative evaluation process is a key factor in improving the quality of education at KB/TK Al Azhar 46 Samarinda.

Table 2. Evaluation of Pesantren-Based Curriculum Management

No	Aspect	Implementation	Description of Observations	Data Source
1.	Evaluation of Curriculum Objectives	Curriculum objectives are evaluated during annual work meetings once a year, coordination meetings every six months, and program evaluations every three months.	Routine evaluations are conducted through annual work meetings, six-month coordination meetings, and quarterly program evaluations.	Principal, vice principal of curriculum, and teachers.
2.	Evaluation of Content or Materials	Areas not yet achieved are evaluated and discussed with the entire team in special meetings with coordinators.	Content or material evaluations are conducted in special meetings with coordinators.	Principal, vice principal of curriculum, and teachers.
3.	Evaluation of Strategies and Methods	Evaluation is conducted by examining several aspects, including student achievement targets, human resources, and facilities and infrastructure.	Comprehensive evaluations are carried out focusing on achievement targets, human resources, and facilities and infrastructure.	Principal, vice principal of curriculum, and teachers.
4.	Evaluation of Learning Outcomes	Learning outcomes are evaluated by assessing student achievements according to set learning targets.	Learning outcomes are assessed by evaluating student achievements against the	Principal, vice principal of curriculum, and teachers.



No	Aspect	Implementation	Description of Data Source Observations
			learning targets..

3.7. Impact of Pesantren-Based Curriculum Management

The research findings indicate that the implementation of pesantren-based curriculum management at KB/TK Al Azhar 46 Samarinda has had a positive impact on the quality of learning. From the students' perspective, children demonstrated increased self-confidence, courage to ask questions and express opinions, as well as active participation in various learning activities, both in the classroom and in social activities such as the Amaliah Ramadhan project. This suggests that the curriculum successfully fosters a spirit of learning and comprehensive student engagement.

From the teachers' perspective, this curriculum management encourages educators to act as facilitators rather than dominating the teaching and learning process. Teachers focus more on motivating students and applying interactive and varied teaching methods, such as storytelling, demonstrations, and field trips (Warman et al., 2021). This approach makes learning more enjoyable and tailored to the needs and characteristics of each child. Regarding the learning program, the curriculum is designed to accommodate students' interests, abilities, and characteristics. Child-centered learning allows students the freedom to choose activities they enjoy and emphasizes consistency between learning at school and at home.

Thus, the good habits formed at school can continue to be practiced within the family environment, ensuring optimal and sustainable child development. Meanwhile, in terms of facilities and infrastructure, learning is supported by various visual, audio, and audiovisual media available in every classroom. The school's surrounding environment is also utilized as a contextual and relevant learning resource. Learning activities are not confined to the classroom but also take place outdoors, supported by facilities such as playgrounds and fields, enabling children to develop their motor and cognitive skills in a balanced manner.

4. Conclusion

Based on the research findings, the management of the pesantren-based curriculum at KB/TK Al Azhar 46 Samarinda has been implemented systematically and in accordance with the functions of curriculum management. Curriculum planning begins with a community needs analysis that emphasizes the development of adab (Islamic manners). Subsequently, an integrative curriculum is formulated, combining the national curriculum with pesantren values. Curriculum implementation is carried out through flagship programs such as tahfizh classes and adab learning, designed to balance religious and general subject matter. Evaluation is



conducted periodically through various coordination meetings and direct observations, with results indicating high success in tahfizh, tilawati (Qur'an reading), and adab development.

As follow-up actions, several recommendations are proposed to optimize the management of the pesantren-based curriculum. These include the development of technical guidelines and integrative modules to facilitate the balanced implementation of both the national and pesantren curricula; regular training for teachers in religious studies, tahfizh, and adab coaching to enhance their competence as facilitators; increased parental involvement through Islamic parenting programs to support adab learning at home; and the development of technology-based learning media such as Islamic animations and interactive applications to make the learning process more engaging and effective for children according to their age.

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