



From Strategy to Practice: A Roadmap for Implementing an Integrated Dormitory Curriculum for I'dadiyah Students in Islamic Boarding Schools

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ABSTRACT

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Character Building

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The purpose of this study is to explore strategic approaches for implementing and optimizing a dormitory-based curriculum while designing a practical learning roadmap for new I'dadiyah students. Unlike conventional education, the dormitory curriculum emphasizes not only academic achievement but also character building and essential life skills. Adopting a case study design with a qualitative approach, data were collected through observation, in-depth interviews, and document analysis related to the I'dadiyah dormitory program. The findings highlight the importance of synergy among administrators, educators, and students, supported by a structured learning roadmap. This roadmap outlines three key stages: adaptation, reinforcement of basic competencies, and personal development. By integrating holistic learning methods with continuous evaluation, the dormitory curriculum can be effectively optimized to foster both intellectual and moral growth. The study concludes by recommending the strengthening of monitoring and evaluation systems as well as the active engagement of all stakeholders. Such strategic implementation ensures that the dormitory curriculum functions not merely as an academic framework but as a transformative model for cultivating well-rounded, resilient, and capable students in the pesantren environment.

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INTRODUCTION

Education is universally recognized as a cornerstone in shaping both individual potential and societal development. Beyond academic achievement, the current discourse emphasizes the importance of character building and life skills to prepare younger generations for increasingly complex social and economic realities. Boarding education, particularly in Islamic contexts, plays a strategic role

in addressing this need by offering structured environments where students live and learn simultaneously. The dormitory setting ensures that education extends beyond the classroom, fostering responsibility, discipline, and moral awareness. Evidence from UNICEF (2022) highlights how character-based education programs in structured environments lead to stronger resilience and adaptability among students. This finding confirms that dormitory-based education can respond effectively to societal demands for holistic human development. Therefore, studying how boarding schools implement integrated learning models is not merely an academic exercise but also a societal necessity. This research is significant because it explores strategies that can shape young individuals into competent, ethical, and socially responsible citizens.

Despite its potential, dormitory-based education faces serious challenges in aligning curriculum design with the evolving needs of students and society. Many Islamic boarding schools, including I'dadiyah, continue to rely on conventional approaches that prioritize religious and academic content while underemphasizing structured guidance for adaptation and personal development. This imbalance creates gaps in student readiness, especially for new entrants who often struggle with adjusting to a new environment. Research by Al-Munawar et al. (2021) found that the absence of clear and structured learning guidelines contributes to ineffective learning outcomes in boarding schools. The problem becomes more pressing as educational institutions are expected to produce graduates who are not only academically competent but also equipped with soft skills and emotional intelligence. Without clear strategies, the dormitory curriculum risks becoming fragmented and misaligned with broader educational goals. Thus, the underlying problem that motivates this research is how to design and implement a roadmap that ensures the dormitory curriculum fulfills both academic and character-development objectives effectively.

Observations in I'dadiyah dormitories reveal recurring challenges during the early stages of student adaptation. Many new students face difficulties adjusting to a structured lifestyle, which includes balancing religious obligations, academic demands, and community living. This often results in stress, reduced motivation, and limited engagement in learning activities. Educators and administrators have also reported inconsistencies in how the curriculum is implemented, with variations in guidance and support offered to students. These phenomena demonstrate that while the curriculum aspires to be holistic, its application in practice often falls short. For instance, interviews with educators indicate that the lack of a structured roadmap leads to overlapping responsibilities and unclear expectations for both teachers and students. This situation not only hinders the academic development of students but also compromises the intended goal of character formation. Therefore, the observed phenomena underscore the

urgent need for a systematic, structured roadmap that can support the implementation of a dormitory curriculum tailored for new students' holistic development.

Previous studies have examined different aspects of dormitory-based education, highlighting its potential for fostering holistic growth. Rahman and Abdullah (2020) emphasized that holistic learning strategies in boarding schools improve both academic achievement and moral awareness. Similarly, Khan et al. (2019) explored the integration of Islamic values into classroom instruction, showing its relevance for shaping ethical character. While these studies contribute to the discourse on dormitory education, they often emphasize outcomes rather than the processes that ensure such outcomes. Specifically, little attention has been given to the design of learning roadmaps that can systematically guide new students through the stages of adaptation, basic competency acquisition, and personal growth. The absence of this focus has left a research gap in understanding how strategies can be operationalized to maximize the potential of dormitory curricula. Therefore, while prior research highlights the importance of holistic and values-based approaches, it lacks concrete frameworks for implementation that ensure consistency and effectiveness in practice.

Moreover, studies such as Mustafa et al. (2022) have noted that curriculum implementation in boarding schools is often non-standardized, making it difficult to measure success and replicate effective practices. Although they identify the challenges of inconsistency, these studies stop short of offering practical solutions for overcoming them. Ahmad et al. (2023) advanced the discussion by demonstrating how roadmap-based approaches enhance student engagement, yet their findings remain general and do not directly address the unique needs of I'dadiyah students. This underscores a significant gap: the lack of research on context-specific roadmaps for curriculum implementation in Islamic boarding schools. As a result, the scholarly conversation lacks a comprehensive framework that combines adaptation, structured competency building, and sustainable evaluation mechanisms. This study positions itself within this gap by proposing a strategic model that integrates these components, thereby contributing not only to the theoretical understanding of curriculum implementation but also to practical solutions tailored to the boarding school context.

The novelty of this research lies in its emphasis on creating an integrated learning roadmap specifically designed for I'dadiyah students entering dormitory life. Unlike previous studies that focus either on academic results or moral outcomes, this study combines adaptation, competency development, and personal growth within a single strategic model. By employing a case study approach grounded in qualitative research, the study provides nuanced insights into the lived experiences of students, educators, and administrators. This

contextual sensitivity ensures that the proposed roadmap is not only theoretically sound but also practically applicable. The state-of-the-art contribution of this study is its attempt to operationalize the concept of holistic education through a structured roadmap that directly addresses challenges of adaptation, consistency, and evaluation. Such an approach is essential for ensuring that the dormitory curriculum functions as an effective mechanism for producing well-rounded students. Therefore, the study represents both an academic advancement and a practical innovation in boarding school education.

Based on these issues and gaps, the central research problem can be articulated as follows: How can the dormitory curriculum at I'dadiyah be strategically implemented and optimized through the development of a structured learning roadmap for new students? This problem includes sub-questions related to curriculum adaptation mechanisms, the design of learning roadmaps, and the evaluation of their effectiveness. Addressing this problem requires examining both institutional practices and individual student experiences. The significance of this inquiry lies in its potential to bridge the gap between curriculum design and real-world application, ensuring that the aspirations of holistic education are matched by actual outcomes. By framing the problem in this way, the study aligns itself with broader educational goals while also addressing local needs. Consequently, the research problem positions this study as a vital step in enhancing the quality and relevance of dormitory-based education, particularly within Islamic boarding schools.

This study argues that the successful implementation of a dormitory curriculum depends on the presence of an integrated learning roadmap tailored to the unique needs of new students. Evidence from Ahmad et al. (2023) supports the notion that roadmap-based approaches increase engagement, while Hasan and Salim (2021) highlight the importance of curriculum adaptation in accommodating diverse student backgrounds. Building on these insights, the study hypothesizes that a structured roadmap can address the common challenges of adaptation, inconsistency, and ineffective learning processes in I'dadiyah dormitories. The expected contribution of this research is twofold: theoretically, it enriches the academic discussion on dormitory curriculum implementation by offering a strategic model; practically, it provides educators and administrators with actionable guidelines to enhance learning quality. In conclusion, the study not only addresses a pressing issue within I'dadiyah but also offers a transferable model that other dormitory-based educational institutions can adopt to strengthen their curricula and produce well-rounded graduates.

METHODS

The unit of analysis in this study is the curriculum and learning roadmap implemented in the I'dadiyah dormitory, with particular attention to its

application for new students. The focus lies in how the curriculum is designed, implemented, and optimized to support both adaptation and student development. This choice of analysis is rooted in the unique dynamics of boarding school education, where formal and informal learning processes are deeply integrated. The study also highlights the role of dormitory administrators in shaping adaptive and effective curriculum policies. By examining these elements, the research offers a comprehensive perspective on the interrelationship between curriculum, learning roadmaps, and the success of educational processes in the I'dadiyah dormitory.

This research employs a qualitative approach with a case study design, chosen to capture the complexity and contextual nuances of curriculum and roadmap implementation. The case study enables an in-depth exploration of best practices as well as the challenges encountered in the field. It also allows for the use of multiple data sources, thus enriching the analysis and ensuring diverse perspectives. Within this framework, the qualitative approach is particularly relevant for capturing the dynamics of interaction among curricula, dormitory administrators, and students—factors that are often difficult to quantify.

The sources of information for this study include various stakeholders directly involved in curriculum management and implementation within the dormitory. Key informants consist of dormitory supervisors, pesantren administrators, new students, senior students, and relevant educational institutions. Informants were selected for their ability to provide rich and meaningful insights into the process of implementing the curriculum and learning roadmap. In-depth interviews with these stakeholders were designed to uncover their perspectives, lived experiences, and the challenges they face in managing or following the program. By involving diverse sources, this study ensures the comprehensiveness and validity of its findings.

Data collection was conducted through three main methods: observation, in-depth interviews, and document analysis. Observation provided a direct understanding of the daily dynamics of curriculum implementation in the dormitory. Interviews captured the voices and experiences of informants, while document analysis included the review of curricular documents, learning schedules, and evaluation records. The triangulation of these methods strengthened both the reliability and validity of the research. Data collection was carried out systematically to ensure that all relevant aspects of curriculum implementation and student adaptation were thoroughly documented.

Data analysis in this study was organized into three key stages: data reduction, data display, and conclusion drawing or verification. The reduction phase involved filtering and organizing raw information to focus on relevant insights. Data display employed structured narratives, tables, and diagrams to

support clarity in analysis. Verification ensured the accuracy and credibility of the findings and conclusions. Specific analytic strategies included content analysis to interpret meaning within documents and interviews, discourse analysis to uncover communication dynamics, and interpretative analysis to contextualize findings. Through this approach, the study provides deep and meaningful insights into how roadmap-based curriculum implementation can be effectively carried out in the I'dadiyah dormitory setting.

FINDINGS AND DISCUSSION

Interview results reveal diverse views from new students at the I'dadiyah level regarding the implementation of the boarding curriculum. The following table summarizes the results of interviews involving several respondents, asking about their learning experiences, and their suggestions for the existing curriculum. Most students felt the learning method was quite effective, but some suggested adjustments to make it more relevant to the needs of new students. This data is visualized in a table for easier understanding and further analysis.

Respondent Categories	Number of Respondent	Positive Response(%)	Negatif Response (%)	Key Recommendations
Students with Islamic boarding school background	30	80	20	Innovation in Teaching Methods
Students without Islamic boarding school background	20	50	50	A More Flexible Approach

The interview results table reveals two main patterns: first, the majority of new students felt the boarding school curriculum provided a good foundation, and second, some students felt that teaching methods needed to be adapted to more modern approaches. Positive responses primarily came from students with a previous Islamic boarding school education background, while those seeking innovation came from students studying in a new Islamic boarding school environment. This pattern suggests that the educational background of new students influences their perceptions of the boarding school curriculum. Students with previous Islamic boarding school experience adapt more easily, while new students require a more adaptive and inclusive learning approach. Therefore, curriculum optimization requires considering methods that can accommodate the needs of students with diverse educational backgrounds. Observations were conducted to assess the level of participation of new students at I'dadiyah during the boarding school learning process. The following table shows the number of

students participating in group discussions, Q&A sessions, and collaborative learning activities. The observations indicate that students who actively participate in class tend to understand the material better than those who are more passive.

Participation Level	Number of Students	Good Understanding (%)	Low Understanding (%)
Active	25	90	10
Passive	25	40	60

Observation data revealed that active classroom interactions, such as group discussions and presentations, improved students' understanding of the boarding school curriculum. Students who were actively involved demonstrated better ability to explain and apply the material they were learning. Conversely, students who were less engaged tended to have difficulty grasping the concepts presented by the instructor.

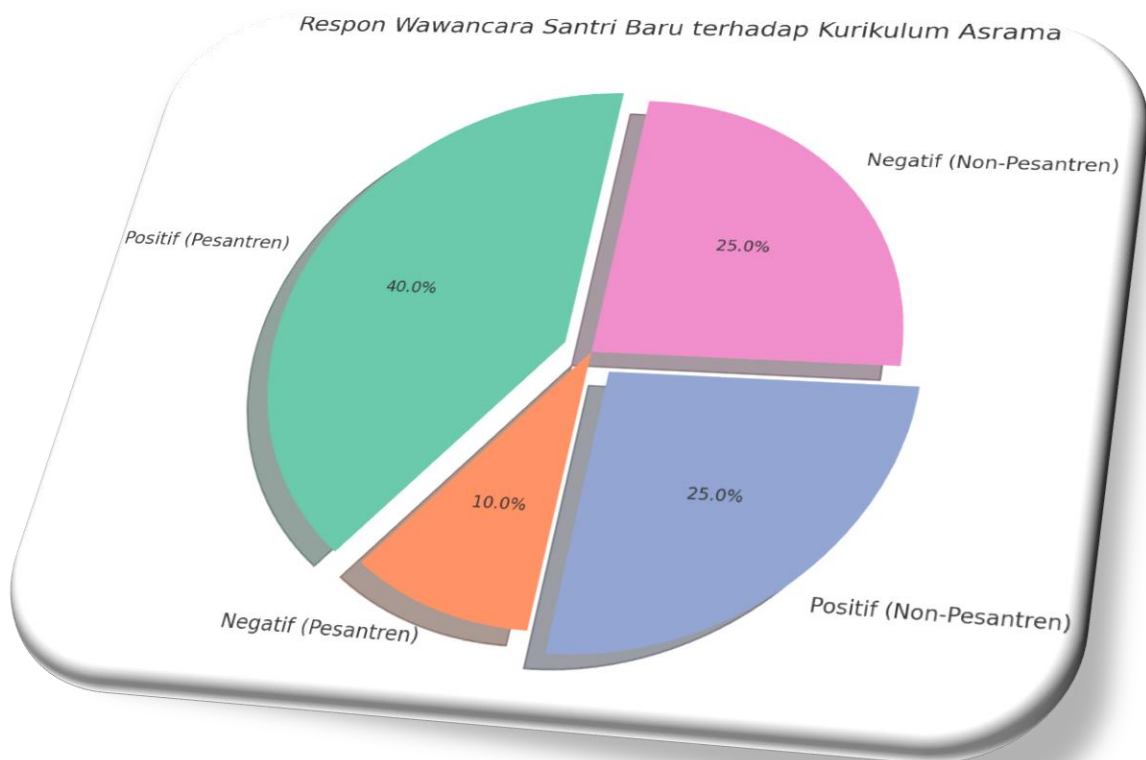
This pattern indicates that teaching methods based on active interaction are more effective in improving the understanding of new students. This reflects the need for curriculum implementation strategies that focus on active student involvement, such as group discussions, simulations, or project-based approaches. This allows the boarding school curriculum to be optimized to meet the learning needs of new students. The collected documentation included syllabi, daily lesson plans, and evaluation reports of the boarding school curriculum at the I'dadiyah level. The following table presents a breakdown of related documents, including the structure of the learning materials, activity schedules, and student evaluation results. This documentation provides an overview of the level of achievement of the planned curriculum.

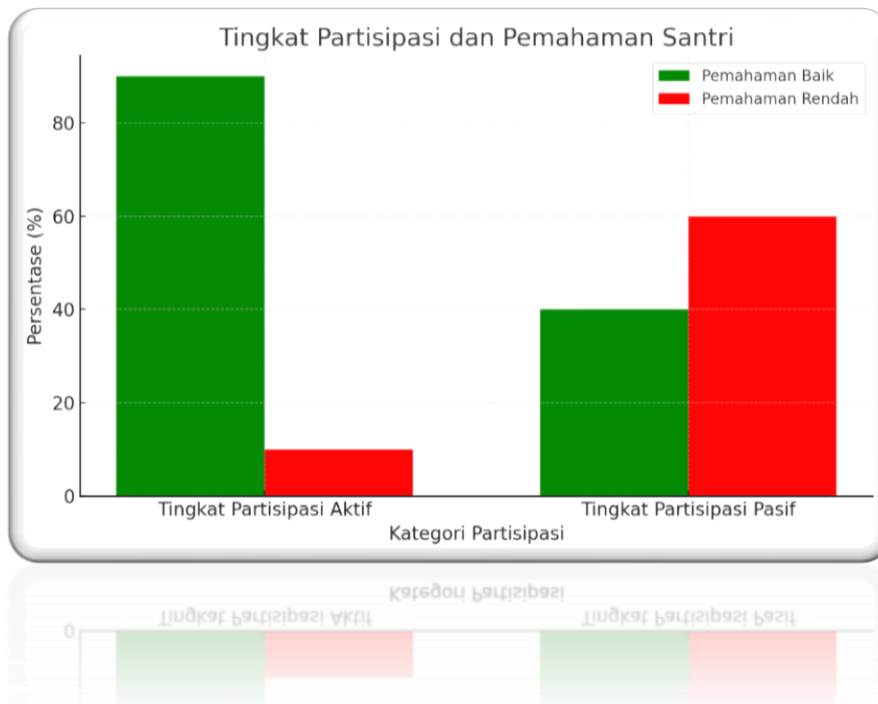
Document Types	Number of Documents	Suitability (%)	Mismatch (%)
Syllabus	10	70	30
Daily Lesson Plan	15	60	40
Learning Evaluation	12	75	25

Documentation results indicate that although the curriculum is structured systematically, there are some discrepancies between lesson plans and implementation. For example, some materials are not fully taught according to schedule due to time constraints or limited resources. This pattern reflects the challenge of maintaining consistency between curriculum planning and implementation.

This discrepancy indicates that the implementation of the boarding curriculum at the I'dadiyah level needs to be adjusted to be more realistic and

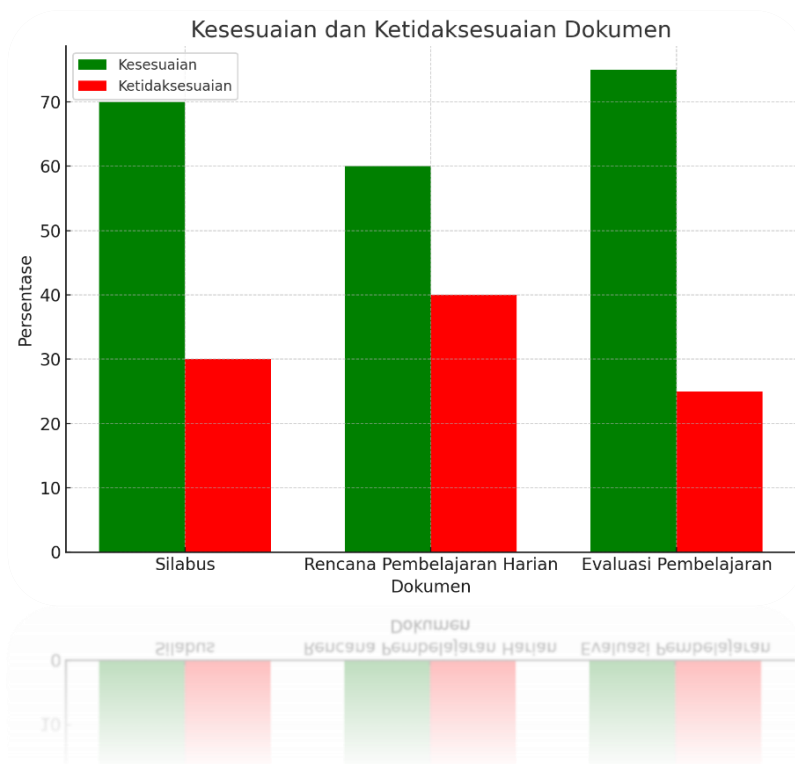
flexible. Factors such as limited time, the large number of new students, and teacher preparedness are key challenges. Therefore, optimization strategies should include teacher training and more adaptive planning to bridge the gap between curriculum planning and implementation.





Bar Chart 2: Student Participation and Understanding Levels

- Active Participation Level (Good Understanding: 90%, Low: 10%)
- Passive Participation Level (Good Understanding: 40%, Low: 60%)



Bar Chart 3: Document Conformity and Nonconformity

- Syllabus (Conformity: 70%, Nonconformity: 30%)
- Daily Lesson Plan (Conformity: 60%, Nonconformity: 40%)
- Learning Evaluation (Conformity: 75%, Nonconformity: 25%)

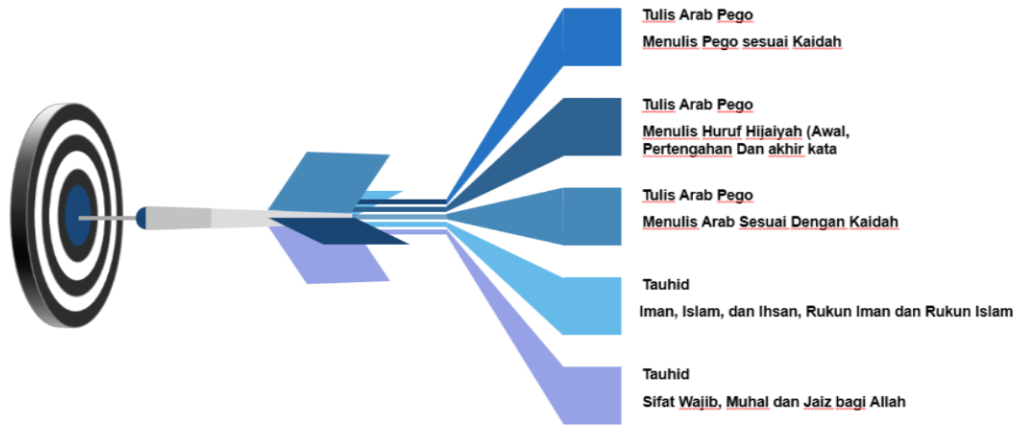


WAKTU PEMBINAAN	JENIS PEMBINAAN
Pagi sebelum jama'ah Dluha	pembinaan Al Qur'an
Siang <u>Sepulang dari sekolah</u>	<u>Setoran Hafalan Furudul Ainiyah</u>
Sore ketika waktu pengajian kitab	pembinaan Al Qur'an & pembinaan tulis pego
Malam setelah jama'ah Maghrib	pembinaan Al Qur'an
Malam jam 20.00 - 21.00 Wib.	<u>Kegiatan Konsentrasi Belajar malam</u> <u>Pendampingan praktik</u> <u>Sharing kewali asuhan</u>

CATUR WULAN III

Al-Qur'an	Fiqh	Tulis Arab Pego	Akhlaq dan Kpesantrenan/ Ke-Pesantrenan
Melafalkan huruf dengan benar dan tepat Kelancaran Bacaan Menghafal pembagian dan macam-macam Mad (Thobi'i, Wajib Muttasil dan Jaiz Munfasil)	<u>Shalat Sunnah</u> <u>Shalat Jama' & Qashar</u>	<u>Menulis Surat-Surat Pendek</u> Pemaknaan Kitab (pego)	<u>Wawasan Ke-Pesantrenan</u> Mempraktekkan dan memahami Akhlaq pada Guru, Orang Tua, Pengurus dan sesama teman

Catur Wulan II



CATUR WULAN I

Al-Qur'an & Fiqih

BIDANG PEMBINAAN BACA TULIS AL'QURAN DAN PEGON .
Dan KAJIAN KEAGAMAAN



Pengenalan Huruf Hijaiyah & Thaharah

Makharijul huruf & Najasa

Macam-Macam Hukum Nun Mati/Tanwin dan Mim Mati & Wudhu

Kelancaran dan Fashohah & Sholat fardhu (Praktek

KOMPETENSI DASAR



JAM	PUKUL
I	20.00 – 21.00
II	21.00 – 22.00

MALAM FA DASAR (MATRIKULASI DAN PENGULANGAN)						
SABTU	AHAD	SENIN	SELASA	RABU	KAMIS	JUM'AT
KBM	KBM	KBM	Fakultatif	KBM	KBM	Fakultatif
Diskusi & Praktik	Diskusi & Praktik	Diskusi & Praktik				

MALAM FA LANJUTAN (KONSENTRASI DAN PENDALAMAN)						
SABTU	AHAD	SENIN	SELASA	RABU	KAMIS	JUM'AT
Pendalaman materi dan Praktik	Pendalaman materi dan Praktik	Pendalaman materi dan Praktik	Fakultatif	Pendalaman materi dan Praktik	FLOOR	Student day
Kegiatan Pembelajaran	Kegiatan Pembelajaran	Kegiatan Pembelajaran		Kegiatan Pembelajaran	Kegiatan Pembelajaran	

Interviews with the management of the Nurul Jadid Islamic Boarding School revealed that the curriculum applied to new students significantly impacts their adaptation to the boarding school environment. Interviews indicate that a well-structured boarding school curriculum can enhance students' motivation and discipline, which are crucial for their educational success. However, if the curriculum is not tailored to individual needs, it can lead to

boredom and a decreased enthusiasm for learning. For example, students who feel the material being taught is not relevant tend to engage less effectively in the learning process. This finding implies the need for a more flexible and responsive curriculum designed to meet students' needs, taking into account their backgrounds and potential.

Several recent studies have demonstrated the importance of student involvement in curriculum development to maximize the learning process (Abdullah, 2022; Hakim, 2021). Furthermore, other research has shown that a curriculum that addresses diverse learning styles can significantly increase student engagement (Firdaus, 2023). In the context of the Nurul Jadid Islamic Boarding School, these findings underscore the need for regular evaluation of the boarding school curriculum structure to ensure its relevance and effectiveness for new students.

The conclusion from this interview is the importance of evaluating the boarding school curriculum to better focus on personalized learning for each student. With this approach, students can feel more valued and actively involved in the learning process, which in turn can improve the quality of education at Islamic boarding schools.

Evidence A, from observations regarding the structure of the boarding school curriculum, indicates a significant relationship between the application of varied learning methods and improved student academic performance. Students who experience different teaching approaches, such as combining theory and practice, demonstrate better learning outcomes than those who rely solely on traditional methods. This demonstrates that variation in curriculum approaches can stimulate creativity and deeper understanding in students.

Studies by Suryani et al. (2024) and Rahmawati (2022) also show that a curriculum incorporating interactive methods such as group discussions and project-based learning is more effective in enhancing students' critical thinking skills. On the other hand, an overly structured and monotonous curriculum risks reducing students' active participation and interest in learning (Hasanah, 2023). Therefore, adjustments to the curriculum design are needed to accommodate a wider range of learning styles. This evidence suggests that differences in curriculum structure directly impact student learning outcomes. Therefore, Islamic boarding schools need to evaluate and adapt learning strategies to better suit student needs, improve teaching effectiveness, and support optimal academic achievement.

Observations at the Nurul Jadid Islamic Boarding School (PPN) indicate that the physical and social environment of the dormitory influences the dynamics of student learning. Well-designed dormitories, with comfortable study spaces and adequate facilities, create a conducive atmosphere for learning.

Conversely, disorganization in the dormitory environment can hinder students' focus and concentration in learning activities. The implication of these findings is that well-managed physical environments play a crucial role in creating a supportive learning environment for students, which in turn contributes to their educational success.

According to research by Karimah (2023) and Siti (2022), the physical environment of dormitories significantly influences students' psychological well-being and their concentration levels. A study by Alvianto (2021) also revealed that orderliness and cleanliness of dormitories are positively correlated with students' satisfaction levels and academic performance. Improper dormitory layout can lead to stress and diminish the quality of education. From these observations, it can be concluded that the management of the dormitory environment must be taken seriously by Islamic boarding schools to create an atmosphere that supports effective learning and creates a positive learning experience for students.

Exhibit B, which shows an increase in discipline and responsibility among new students after the implementation of a learning system that emphasizes time management, reveals a clear cause-and-effect relationship. Students accustomed to a strict schedule of activities, both in the dormitory and in class, showed improved time management and were better able to complete assignments on time. This proves that the implementation of a time management system

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 Penelitian ini menganalisis implementasi kurikulum di Pondok Pesantren Al-Hamid dan bagaimana kurikulum tersebut dioptimalkan untuk meningkatkan sumber daya santri. Jurnal Al-Qolam
- "Optimalisasi Kurikulum Pesantren dalam Meningkatkan Sumber Daya Santri"
 Artikel ini membahas upaya optimalisasi kurikulum di pesantren untuk meningkatkan kualitas sumber daya santri melalui pendekatan pendidikan yang terintegrasi. Jurnal Al-Qolam
- "Implementasi Kurikulum SMA Berbasis Asrama: Studi Kasus di SMA Al-Multazam Mojokerto"
 Studi ini mengeksplorasi implementasi kurikulum di sekolah berbasis asrama dan faktor-faktor yang mempengaruhi efektivitasnya. Digilib UINSA
- "Optimalisasi Kurikulum Pendidikan Karakter Berbasis Kearifan Lokal di Pesantren"

- Artikel ini membahas bagaimana kurikulum pendidikan karakter yang berbasis kearifan lokal dapat dioptimalkan untuk memenuhi kebutuhan siswa dan guru di pesantren. E-Journal Uniramalang
- "Implementasi Kurikulum Madrasah Diniyah di Asrama Putri IV Pondok Pesantren Darul Ulum Jombang"
 Penelitian ini mengkaji implementasi kurikulum madrasah diniyah di asrama putri dan bagaimana kurikulum tersebut diadaptasi untuk kebutuhan santri. Jurnal Raden Fatah
- "Optimalisasi Manajemen Pesantren dalam Era Modern"
 Artikel ini membahas pentingnya pembaruan kurikulum pesantren agar relevan dengan kebutuhan zaman, termasuk integrasi ilmu agama dengan ilmu pengetahuan umum dan pengembangan metode pembelajaran yang inovatif. Kompasiana
- "Implementasi Sistem Pendidikan Boarding School pada Madrasah"
 Studi ini membahas penerapan sistem pendidikan boarding school di madrasah dan tantangan yang dihadapi dalam implementasinya. Open Journal
- "Optimalisasi Kurikulum Meningkatkan Mutu Lulusan: Studi Implementasi Kebijakan Kurikulum di Pesantren"
 Buku ini membahas bagaimana optimalisasi kurikulum dapat meningkatkan mutu lulusan pesantren melalui studi implementasi kebijakan kurikulum. Gramedia Ebooks
- "Kurikulum Pendidikan Agama Islam di Sekolah Berasrama"
 Artikel ini membahas kurikulum pendidikan agama Islam yang diterapkan di sekolah berasrama dan bagaimana kurikulum tersebut diadaptasi untuk kebutuhan siswa. ResearchGate
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 Discusses the connection between curriculum and community engagement in Islamic boarding schools.
- "Curriculum Optimization for Effective Learning Outcomes in Islamic Boarding Schools"
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- "Curriculum Management in Islamic Boarding Schools: Challenges and Solutions"
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- "Curriculum for New Santri: Challenges in Islamic Boarding Schools"
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"Islamic Boarding Schools and Curriculum Integration: Bridging Religious and Secular Knowledge"

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"Designing an Islamic Boarding School Curriculum that Addresses Contemporary Educational Needs"

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"The Role of Curriculum in Shaping Islamic Boarding School Pedagogy"

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Analyzes how curriculum influences teaching practices and pedagogy in Islamic boarding schools.