



The Existence of Local Wisdom of Islamic Boarding Schools in the Independent Curriculum in Elementary Schools

Shobihatul Fitroh Noviyanti^{1*}, Ihsan Zikri Ulfiandi²

Universitas Islam Negeri Maulana Malik Ibrahim, Malang, East Java, Indonesia

Email : shobihanoviyanti@gmail.com

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ABSTRACT

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*Corresponding Author

This study aims to explore how religious values derived from the pesantren tradition are integrated into educational activities in elementary schools, as well as their impact on the formation of students' character. This study is based on the importance of early character formation through education that focuses not only on academic aspects, but also on the development of moral and spiritual values. This study uses a qualitative research method by examining in depth the implementation of religious values. The results of the study show that many elementary schools adopt pesantren values not only through religious subjects, but also through students' social interactions and daily activities. Schools also strengthen moral learning by incorporating religious practices such as praying together and implementing rules of politeness into the Independent Curriculum. Pesantren-based teaching methods such as the halaqah system or small study groups are used to create more personal and in-depth interactions between teachers and students that are effective in instilling moral values. These findings are expected to provide insight for other schools and policy makers in developing educational models that integrate moral and religious values into the elementary education curriculum to form strong student character.

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INTRODUCTION

Indonesia is a country with rich cultural diversity, where local wisdom is one of the pillars in people's social life. In various regions, pesantren have become centers for learning and the dissemination of strong religious values and morality (Arifin & Zaini, 2024; Azizah et al., 2023; Mujahid, 2021). Islamic boarding schools not only play a role in educating students, but also in maintaining and spreading local wisdom rooted in Islamic teachings (Afiah & Fadhliyah, 2022; Sanjani et al., 2023). The government has initiated the implementation of the Independent Curriculum in elementary schools as an effort to provide flexibility to educational institutions in developing a curriculum that suits local needs and potential (Faiz et al., 2023; Khoirunnisak et al., 2023). In this context, there is a need to understand how the local wisdom of pesantren can

be effectively integrated into the Independent Curriculum, in order to shape the character of students from an early age and strengthen national cultural identity.

Research on the integration of local wisdom in the educational curriculum has been carried out a lot, especially in the context of strengthening character education. Study by (Arif et al., 2023; Darong et al., 2021; Mimin, 2023; Zuhdi et al., 2024) shows that local wisdom has an important role in shaping students' character rooted in local cultural values. Another study by (Jannah, 2023; Kartika et al., 2023; Rohaeni et al., 2021; Shiddiq et al., 2024) emphasized the importance of applying religious values from Islamic boarding schools in formal education, especially in elementary schools, to instill moral values from an early age. However, most of this research focuses more on cultural aspects in general (Ismail et al., 2022; Nurman et al., 2022) without specifically highlighting how the local wisdom of pesantren is applied in the Independent Curriculum. In addition, several studies that examine the integration of local wisdom in the educational curriculum are still conceptual (Hasnadi, 2023; Minarti et al., 2021; Widana et al., 2023) and not many have empirically reviewed its implementation at the elementary school level, especially in the context of the newly implemented Independent Curriculum.

Although there have been many studies that discuss the importance of local wisdom in education, there is still a significant gap in the existing literature, especially related to the specific implementation of local wisdom of pesantren in the Independent Curriculum in elementary schools. Most previous studies tended to discuss local wisdom in general or focus on character education without specifically relating it to the context of Islamic boarding schools and the Independent Curriculum. This research offers novelty by focusing on the integration of local wisdom of Islamic boarding schools in the context of the Independent Curriculum in elementary schools, a topic that has not been discussed in depth in previous research. The uniqueness of this study lies in the empirical approach used to explore how the values of pesantren, known for their strong religious traditions, can be aligned with a flexible and independent curriculum.

The main purpose of this study is to explore and analyze how the local wisdom of pesantren can be effectively integrated in the Independent Curriculum at SD Bahrul Maghfiroh. This research identifies relevant pesantren values, understands teaching methods that can support such integration, and evaluates their impact on student character development. Thus, this research is expected to make a significant contribution to the development of basic education curriculum based on local wisdom, as well as strengthen national cultural identity in the context of formal education.

RESEARCH METHODS

The research method used is a qualitative method, which allows researchers to gain an in-depth understanding of the process (Khotimah et al., 2024; Truman, 2023), dynamics, and context of the implementation of local wisdom of Islamic boarding schools at SD Bahrul Maghfiroh. This method was chosen because it can explore in detail how the values of Islamic boarding schools are adapted into daily educational activities at school and how students and teachers respond to this integration. Subject was chosen as the research location because this school has a close relationship with the local Islamic boarding school and has begun implementing the Independent Curriculum. The existence of Islamic boarding schools in the school environment provides a significant opportunity to observe directly how local wisdom of Islamic boarding schools can be integrated into the elementary school curriculum.

Data collection uses interview, observation, and documentation techniques (Williams, 2021). Interviews were conducted with parties directly involved in the implementation of the Independent Curriculum at SD Bahrul Maghfiroh, such as the principal, deputy head of curriculum, teachers, and several parents of students. This interview aims to explore their views and experiences related to the integration of local Islamic boarding school wisdom in the curriculum. Observation is carried out directly in the school environment, especially during learning activities. Documentation techniques are used to collect data from a variety of relevant written sources, such as curriculum documents, learning modules, school diary notes, and activity reports.

The data obtained was analyzed using a thematic analysis approach. The analysis process begins with the transcription of the interview results and observation notes, which are then read repeatedly to understand the context and content of the data (Islam & Aldaihani, 2022). After that, the researcher conducts a coding process, where each piece of data relevant to the purpose of the study is assigned a specific code. These codes are then grouped into key themes that reflect patterns in the data, such as how local Islamic boarding school wisdom is integrated into the curriculum, the challenges faced in the process, and their impact on students and teachers.

These themes were then further analysed to identify the relationship between one theme and another, as well as to understand the implications of the findings (Truman, 2023). The researcher also compared data by triangulation, to ensure the validity and reliability of the research results. With this thematic analysis approach, it is hoped that this research can reveal in depth how the integration of local Islamic boarding school wisdom in the independent curriculum at SD Bahrul Maghfiroh takes place, as well as provide useful insights for the development of a curriculum learning that is more based on local values.

RESULTS AND DISCUSSION

Integration of Religiosity Values

Religious values in elementary school are one of the important aspects in the formation of students' character from an early age. Religious education at the elementary level plays a role in introducing children to the basic concepts of spirituality, ethics, and morality. Through activities such as joint prayers, religious lessons, and the celebration of religious holidays, students at SD Bahrul Maghfiroh are taught to respect their own beliefs as well as to respect the beliefs of others. The cultivation of religious values also serves to form individuals with integrity, empathy, and a sense of social responsibility. Primary schools are not only a place to develop academic abilities, but also build a strong moral and spiritual foundation for students.

The findings of the study in the form of interviews with school principals stated, "religious values are applied through various activities, both inside and outside the classroom. For example, every morning before starting a lesson, we always pray together. In addition, religious lessons are also a compulsory subject that emphasizes the understanding of spirituality and morality," the concept provides an example of the process of instilling spiritual attitudes and characters to students.

This argument was reinforced by the results of an interview with the vice principal for curriculum who said "they are getting used to the prayer routine and really enjoy religious lessons, especially when we discuss moral values that can be applied in daily life. We also see an increase in their attitudes, such as mutual respect and help" which illustrates that religious moral values are instilled in students in their daily life at school.

Both findings confirm that religious education in SD Bahrul Maghfiroh plays an important role in shaping students' spiritual and moral character, which is integrated in various daily activities in the school environment. The concept is reinforced by Table 1, which summarizes various aspects related to the inculcation of religious values in primary schools, which not only supports spiritual development but also forms a positive character in students.

Table 1. Aspects of Cultivating Student Character

Aspects	Description
Introduction to Spirituality	Introducing the concept of divinity and spirituality through religious lessons.
Formation of Ethics and Morality	Educating students about the importance of morals and ethics in daily life.
Religious Activities	Carry out joint prayers, worship, and celebrations of religious holidays.
Respect for Faith	Teaching students to respect and appreciate various beliefs.
Empathy	Building empathy through religious values, such as help-help.

Development	
Integrity and Responsibility	Encourage students to be honest and responsible individuals.
Moral and Spiritual Foundations	Forming a solid moral and spiritual foundation from an early age.

The study shows that the application of religious values in SD Bahrul Maghfiroh is not only part of the curriculum, but also the main foundation in the formation of students' spiritual and moral character. This planting process is carried out through various activities, both inside and outside the classroom, as expressed by the principal and deputy principal for curriculum (Abdullah et al., 2023; Baharun & Hasanah, 2023). Regular activities such as joint prayer and religious lessons that emphasize the understanding of spirituality and morality (Islamiah & Maulidiah, 2024), clearly strengthen the integration of religious values in students' daily lives. This not only forms religious habits, but also builds positive student character, such as mutual respect and help.

Religious value-based character education has a significant impact on shaping students' morality (Fauziah et al., 2021; Lyon et al., 2022). The argument emphasizes that consistent teaching of religious values can increase students' moral awareness, make them more able to internalize the positive values taught, and apply them in daily life (Ridlo & Yanti, 2023). This is in line with the findings in this study, where religious education in primary schools has been proven to be effective in shaping students' spiritual and moral character through activities that are well integrated into school routines.

Strengthening Moral Learning

Moral learning at SD Bahrul Maghfiroh has a very important role as an effort to strengthen the character of students. Through moral learning, students are taught essential moral values, such as honesty, responsibility, politeness, and empathy, which are the foundation in the formation of their character. Moral learning is not only a transfer of knowledge, but also the habit of good behavior in daily life. By internalizing moral values, students are expected to be able to develop positive attitudes and behaviors, which will be a provision for them in interacting with the social environment. Strengthening character through moral learning also aims to create a generation that is not only intellectually intelligent, but also has integrity and concern for others, so that they can contribute positively to society.

The research findings stated that moral learning at SD Bahrul Maghfiroh stated by the principal, "we integrate moral learning in various aspects of learning and daily activities. For example, in every lesson, we always insert moral values such as honesty, responsibility, and politeness. In addition, we also have

special programs such as mentoring activities and group discussions that focus on character development" so that moral values can be embedded in each student.

The argument was strengthened by the findings of an interview with the vice principal for curriculum who stated that there was a change in the attitude of students in the form of discipline. The vice principal for curriculum argued that "I see a significant change in their attitude, especially in terms of discipline and concern for others. For example, students become more honest in doing assignments, and they also care more about their friends who may be having difficulties" The findings show that moral learning in schools has a significant positive impact on the development of students' character. The changes observed are mainly related to the attitude of discipline and concern for others.

The findings of this study reveal that moral learning at SD Bahrul Maghfiroh has been successfully integrated effectively into various aspects of learning and daily activities. The principal explained that moral values such as honesty, responsibility, and politeness are inserted in each lesson, and are supported by special programs such as mentoring activities and group discussions that focus on developing students' character. The integration aims to ensure that these moral values can be firmly embedded in every student. This argument is further strengthened by the results of an interview with the vice principal for curriculum which shows a significant change in student attitudes, especially in terms of discipline and concern for others.

The vice principal noted that students became more honest in doing assignments and cared more about their peers who might be having difficulties. This emphasizes that moral learning in schools not only has a positive impact on the development of students' individual characters, but also improves the quality of their social interactions, creating a more harmonious and ethical school environment as described in Figure 1, which describes the implementation process of strengthening students' character.



Figure 1. The Process of Strengthening Moral Character

The integrated curriculum planning that includes the acculturation of Islamic boarding school education and the implementation of morals in learning is a holistic and strategic approach in shaping students' character. This concept is in line with the findings of previous studies which show that the integration of moral values in every aspect of learning in elementary schools, such as at Bahrul Maghfiroh Elementary School, has a significant positive impact on the development of students' character. Curriculum planning that is integrated with the acculturation of Islamic boarding school education can strengthen the moral foundation of students (Osiesi et al., 2023), considering that Islamic boarding school education has long been known for its disciplined approach and the instillation of strong religious values.

The implementation of morals in learning, which involves the insertion of moral values such as honesty, responsibility, and politeness in daily activities, is in line with the concept of strengthening students' character which is the main goal of character education (Harrison & Laco, 2022; Sanjani, 2024). Practical experience from schools that have successfully implemented this strategy shows that when moral values become an integral part of the curriculum, the result is students who are not only academically intelligent, but also have high integrity and concern for others (Hakim, 2023; Ngwacho, 2024). Thus, the concept of integrated curriculum planning that acculturates Islamic boarding school education and focuses on the implementation of morals in learning, provides a strong framework for strengthening students' character, ensuring they grow into ethical individuals who are ready to face social challenges in the future.

Islamic Boarding School-Based Teaching Methods

Pesantren-based education at SD Bahrul Maghfiroh emphasizes a strong integration between general science and religious values, which is an important foundation in the formation of students' character. In the context of primary school education, this approach is very relevant because the basic education period is a crucial phase in the formation of students' basic attitudes, behaviors, and values. Any subject, such as math, science, or language, is delivered with an emphasis on moral and spiritual principles. This helps students not only understand the subject matter academically, but also internalize the ethical and religious values contained in it. Teachers play an important role as role models who not only convey knowledge, but also instill religious values through real examples in daily life.

The results of the research findings in the form of interviews with the principal stated that the learning process at SD Bahrul Maghfiroh used teaching methods adopted from Islamic boarding schools. The principal said, "In this school, we use several teaching methods inspired by Islamic boarding schools,

such as the halaqah system or small study groups. In this system, students are divided into small groups and learn in a more interactive way. I, as a teacher, can get closer to students, pay more attention, and answer their questions directly", which illustrates that small groups in the form of group forums can provide stimulation to students to be more active in the learning process.

The argument was strengthened by the findings of an interview with the deputy principal for curriculum who said that the integration of pesantren-based teaching can also increase students' enthusiasm for learning. The vice principal for curriculum said, "we see that students become more enthusiastic and active in the learning process. They are more daring to ask questions and express their opinions. In addition, values such as discipline, honesty, and cooperation are easier for us to instill in the context of this study group. Students also seem to be more attached to the moral norms that we teach, both in the classroom and in their daily lives" which illustrates that moral values in pesantren can be channeled through learning at school.

The findings of research at SD Bahrul Maghfiroh show that pesantren-based education that integrates general science with religious values can have a positive influence on the academic development and character of students. Through teaching methods such as halaqah or small study groups, students not only receive knowledge academically, but also internalize ethical and religious values, which are essential for the formation of their character from an early age. These findings are in line with research conducted by (Afiah & Fadhliyah, 2022; Mujahid, 2021), which found that a value-based education approach in primary schools can increase students' active participation and strengthen their understanding of moral values. In addition, this study supports the view of (Darlan et al., 2021; Mugambi, 2022) who states that the integration of general education and religious education in the school curriculum can create a learning environment that is conducive to students' moral and spiritual development.

The findings may not be fully generalizable to other schools with different contexts. Although the findings provide in-depth insights and also limit the ability to quantitatively measure the impact of pesantren-based education integration. However, the findings of the study are expected to make a significant contribution by highlighting the importance of integrating moral and spiritual values in basic education, especially through teaching methods that adopt pesantren approaches such as halaqah and small study groups. So that it can increase the understanding of how the value-based education approach can be applied effectively in the elementary school curriculum to shape the character of students. On the other hand, it can also be a reference for other schools that want to apply a similar approach, as well as for policymakers who focus on developing a curriculum that integrates academic and moral aspects.

CONCLUSION

This study concludes that the integration of local wisdom of pesantren in the Independent Curriculum in Elementary Schools has a positive impact on the development of students' character. However, the success of this implementation is highly dependent on the support of all stakeholders, including teachers, parents, and the surrounding community. Through an approach that incorporates the cultivation of spiritual, moral, and ethical values, SD Bahrul Maghfiroh not only focuses on academic achievement but also on personal development with integrity, empathy, and social responsibility. Religious activities such as joint prayer and the celebration of religious holidays help students understand the importance of respecting their own beliefs as well as others, while moral learning reinforces moral values in daily life. Pesantren-based teaching methods, such as the halaqah system or small study groups, allow for more personalized and in-depth interaction between teachers and students, which is effective in instilling moral values more deeply.

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