

# Curriculum Management Of Islamic Boarding School Students Of Lamongan Islamic University In Forming Religious Character Based On Ahlussunnah Wal Jama'ah An-Nahdliyah

Muklis Sanjaya<sup>1\*</sup>, Imam Fu'adi<sup>2</sup>, Prim Masrokan Mutohar<sup>3</sup>, Agus Zaenul Fitri<sup>4</sup>

<sup>1</sup>Islamic Religious Counselor, Lamongan, East Java, Indonesia

<sup>2,3,4</sup>UIN Sayyid Rahmatullah Tulungagung, East Java, Indonesia

\* Corresponding author:

Email: [muklissanjaya50@gmail.com](mailto:muklissanjaya50@gmail.com)

---

## Abstract.

*This research is motivated by the phenomenon of religious character in higher education institutions which has been declining in recent decades, this is influenced by the social and social environment, academic and career pressures, exposure to technology and social media and the lack of adequate religious education. Student Islamic Boarding School (Ponpesma) is a solution related to the decline in morals and ethics of students by instilling character based on Ahlussunnah Wal Jama'ah An-Nahdliyah, this study will discuss how the curriculum design of Ponpesma UNISLA in forming Religious Character Based on Ahlussunnah wal Jama'ah an Nahdliyah, the results of this study indicate that: The form of the curriculum design of Ponpesma UNISLA in forming Religious Character Based on Ahlussunnah wal Jama'ah an Nahdliyah is in the form of formulating objectives as successors to the amaliyah salaf shalih, selecting content with the tricola of Ponpesma UNISLA, organizing synergy policies through UNISLA Chancellor Regulation No. 1 of 2019 Article 95, and evaluation based on graduate competency standards (Ubudiyah, Diniyah, al-Qur'an Practical Exams and Assessment of measurable and systematic religious attitudes. So it can be concluded that the results of this study indicate that the curriculum design of Ponpesma UNISLA based on Ahlussunnah wal Jama'ah an Nahdliyah has been able to form Character Religious students.*

**Keywords:** Curriculum Management; Religious Character and Ahlussunnah wal Jama'ah an Nahdliyah.

---

## I. INTRODUCTION

The phenomenon of religious character among educational institutions has become a major concern in determining public interest in choosing educational institutions. This is due to the increasing awareness of the importance of education that does not only focus on academic aspects, but also on the moral and spiritual formation of students. The public tends to choose educational institutions that are able to integrate religious values in every aspect of teaching and learning activities, as an effort to build a generation that is not only intellectually intelligent but also has a religious character. Previous studies have discussed a lot about religious character in higher education, both in terms of management, curriculum and culture of the higher education environment. However, there are still many higher education institutions that have difficulty in stemming the development of globalization and modernization that lead students to low religious character behavior, this can be seen from negative behavior such as lack of empathy, violation of norms, to a hedonistic lifestyle. The instillation of religious character is also faced by religious higher education institutions, although the curriculum in these institutions focuses on religious education, its implementation still faces obstacles in forming strong character in students. Social environmental factors and weak supervision are the main causes of the weakening of the religious character of students in religious higher education institutions.[1] Ponpesma is a strategic solution to shape the religious character of students in the challenging era of globalization.

[2] However, in carrying out its function to shape the religious character of students, Student Islamic Boarding Schools (Ponpesma) must be supported by an appropriate and planned curriculum management system. One of the most suitable curriculum managements to be implemented in Student Islamic Boarding Schools (Ponpesma) of higher education institutions is the Ahlussunnah wal Jama'ah an Nahdliyah-based curriculum because it can shape moderate and noble religious characters, and encourage students to have a deep understanding of Islamic teachings.[3] Among the Student Islamic Boarding Schools (Ponpesma) under the auspices of Higher Education Institutions that implement the Ahlussunnah wal Jama'ah an Nahdliyah-based curriculum is the UNISLA Student Islamic Boarding School (Ponpesma). Lamongan Islamic University (UNISLA) itself has a vision and mission that strongly supports the creation of an environment

that has a religious character and is based on Ahlussunnah wal Jama'ah an nahdliyah, namely: "Producing academic people with scientific and technological capabilities who practice the Islamic message of Ahlussunnah wal Jama'ah an nahdliyah and excel at the national and international levels in 2040" Previous research has also discussed a lot about how Ponpesma UNISLA is able to influence the religious character education of students, including through routine religious activities such as halaqah and religious discussions.

[4] Other researchers also revealed that the strategy of developing student character through religious education at Ponpesma UNISLA is able to increase the values of students' religious character. [5] Ponpesma UNISLA is increasingly having a curriculum management concept based on Ahlussunnah wal Jama'ah an Nahdliyah so that it is able to shape the religious character of students to the maximum. For example, in 2020, Ponpesma UNISLA formulated the "tricitra Ponpesma" which must be achieved by all graduates of Ponpesma UNISLA, namely: "Sahih in Aqidah, Shalih in Worship and Fluent in the Qur'an" such as a culture of time discipline including congregational prayer and also qiyamul lail, having a polite and humble attitude and behavior, and enthusiasm in studying knowledge are very much felt by researchers when conducting observations. The various achievements and religious characters that have been formed by Ponpesma UNISLA are certainly due to the very good and structured curriculum management so that they are able to shape the religious character of UNISLA students who are known to be entering a very vulnerable age. This is also stated in the SISDIKNAS Law number 20 of 2003 that the general function of education is to develop abilities and form the character and civilization (culture) of a dignified nation. In addition, it is also in line with the main reason for education consumers (student guardians) in choosing an educational institution is the culture of the institution, or its ability to develop character and noble morals, and not merely achievements and knowledge alone. That is what is new (value) of this research, namely discussing the importance of curriculum management based on Ahlussunnah wal Jama'ah an Nahdliyah which is in accordance with the culture of Indonesian society in forming the religious character of students in the midst of globalization and moral degradation.

## II. METHODS

The method in this study is qualitative with a case study type of research. The location of this study is the Islamic University of Lamongan Student Islamic Boarding School (Ponpesma UNISLA). The sample in this study was determined using a purposive sampling technique where the determination of the sample is based on certain considerations and determines the sample that is considered the most appropriate or the informant who knows the most about the topic to be studied so that it is easier for researchers to explore the object or social situation being studied. Then reinforced with snowball sampling, namely the technique of determining research samples by rolling following previous information continuously until the data obtained is the most accurate and saturated from the social situation of the research location. [6] Data sources from this study include informants, places, events/activities, and documents/archives. Data collection techniques use in-depth interview techniques, participant observation and documentation. The research instrument is the researcher himself, namely his readiness and ability to carry out research. The product of the research instrument as assistance from the researcher in the form of interview and observation guidelines.

The qualitative data analysis technique in this study uses the interactive data analysis model steps from Miles and Hubberman, namely data collection, data condensation, data presentation, and verification. credibility (degree of trust), transferability, dependency, certainty (conformability). [7] The researcher chose this qualitative research approach because it will describe exploratively, intensively and comprehensively a curriculum management of Islamic boarding school students in forming religious character based on Ahlussunnah wal Jama'ah an Nahdliyah. There are three considerations in choosing this approach, namely: (1) because the case to be studied is more suitable for the observation model than the numerical model, because it involves an unmeasurable research object, and is more appropriate to be studied in depth than measured; (2) qualitative research is more appropriate when dealing with natural events and everyday events; and (3) because the researcher feels that he has an emotional closeness to the respondents so that it is expected to obtain in-depth data and get positive results for the development of science.

### III. RESULT AND DISCUSSION

Discussing about Islamic Boarding School Students with religious character is very interesting, because it concerns how religious-based higher education institutions form individuals who are not only academically intelligent, but also spiritually mature and have strong character. In the book *Islamic Education Management on the Development of Ethics and Character Based on Islamic Boarding School University*, it is explained that Islamic educational institutions in universities have the aim of producing students who learn good ethics and character as provisions for them in society.[8] Based on various theories about the formation of religious character, it can be concluded that curriculum management has a major role for educational institutions in forming this religious character. Character is formed through good habits and understanding of moral values. In a religious context, character formation includes the instillation of spiritual values, such as honesty, empathy, and responsibility, which are acquired through education, role models, and repeated religious practices.

This theory emphasizes the importance of an environment that supports these practices so that behavior that may initially be done out of necessity turns into a habit and eventually a permanent character.[9] Based on the theory of religious character, it can be concluded that religious character can be formed through systemic habits summarized in an integrated curriculum management. The results of this research findings state that educational institutions that are able to form religious character are institutions that make efforts by implementing needs diagnosis, formulating objectives, selecting content, organizing content, selecting learning experiences, and evaluating to form inclusive moderate student characters based on *Ahlussunnah wal Jama'ah an Nahdliyah*. This explanation also supports the theory of Hilda Taba in her book *Curriculum Development: Theory and Practice* explaining curriculum design as a process that involves needs analysis, formulation of objectives, selection of content, and determination of teaching methods. Taba emphasizes the importance of teacher and student participation in this process, so that the curriculum can be relevant and effective.[10] If internalized into the curriculum design of the UNISLA student Islamic boarding school based on *Ahlussunnah wal Jama'ah an Nahdliyah*, it is divided into four aspects, including:

#### 1. Formulation of Objectives (Vision – Mission)

In formulating objectives, it must be adjusted to the needs of students and society, in this case, it can see the phenomena or events that occur in the midst of society, so that students need to be equipped not only with knowledge but also with the practices of the pious salaf who are characterized by *tawasuth*, *tawazun*, *tasammuh* and *I'tidal* and have noble morals, so *Ahlussunnah wal Jama'ah an Nahdliyah* was chosen as the basis for these objectives, so these objectives were formulated in the framework of the mission and vision of the UNISLA Student Islamic Boarding School institution as follows: "To become a center of excellence for Islamic studies, heirs and successors of the scientific tradition and practices of the pious salaf who integrate the scientific tradition of Islamic boarding schools and the academic tradition of higher education, with the competence of actualizing religious sciences for the benefit of humanity.

#### 2. Selection of content with Tricita Ponpesma UNISLA

As a real step in formulating content that is in accordance with the implementation of the Vision and Mission of the UNISLA Student Islamic Boarding School, in 2020 the Tricita Ponpesma UNISLA was born, which became one of the main foundations in the content of the UNISLA Student Islamic Boarding School curriculum design which is stated in the document of the Decree of the Director of the UNISLA Student Islamic Boarding School Number 01 of 2019 concerning the Curriculum of the UNISLA Student Islamic Boarding School based on *Ahlussunnah Wal Jama'ah An Nahdliyah*, namely "Sahih in Aqidah, Shalih in Worship and Fluent in the Al-Qur'an:

##### a. Sahih in Aqidah

All students at the UNISLA Student Islamic Boarding School are always trained and trained since the beginning of their entry with activities that can increase faith, piety and get closer to Allah SWT such as reading *rotibul haddad*, *rotibul atthos*, reading *nadzom Aqidatul Awam*, reading the letter *al-Waqi'ah*, and *Shalawat Irfan*. In addition, the implementation of this first tricita is also through the teaching of turast books during *madrasah diniyah* learning such as the book *Aqidatul Awam* and *Jala'ul Afham fii Syarhi Aqidatil*

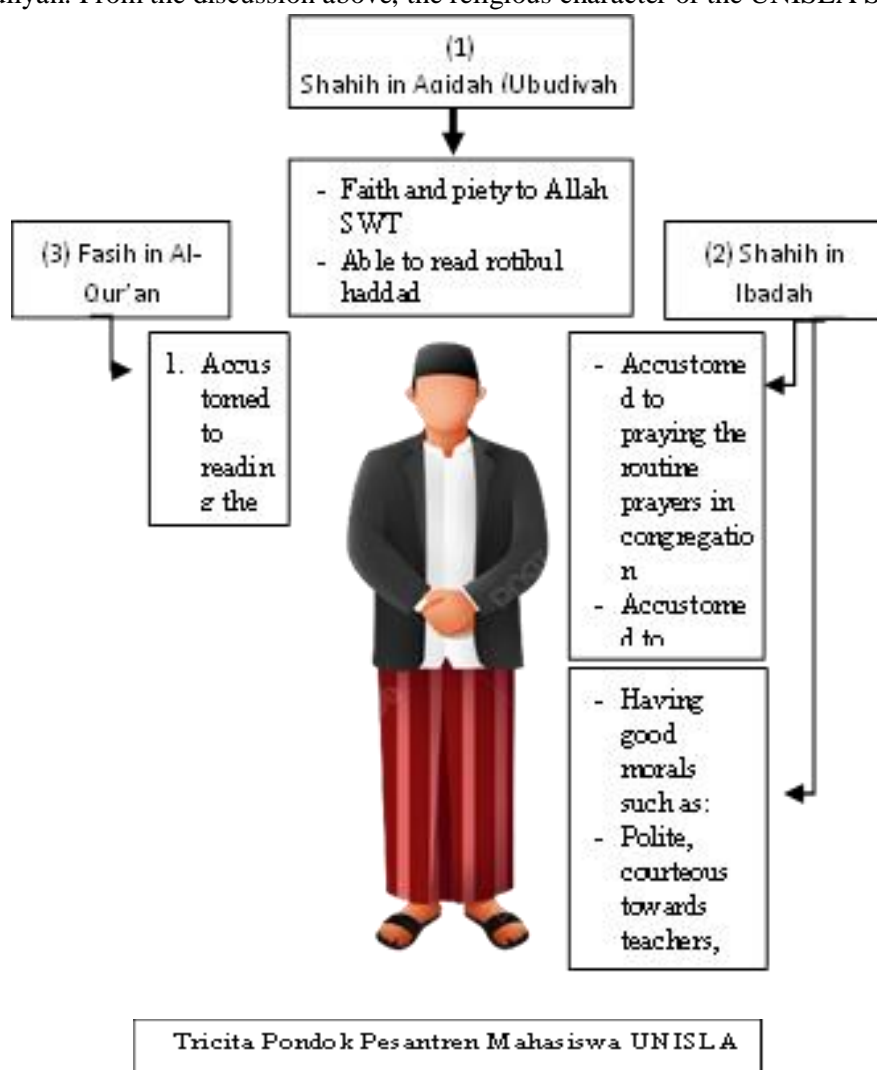
Awam by Sayyid Muhammad Alawi bin Abbas Al-Maliky Al-Hasany, the book Khulashoh Nurul Yaqin, the book Arba'in an-Nawawi and so on.

b. Sholih in Ibadah

The second Tricita of the Islamic Boarding School emphasizes the development of students in consistently following daily activities at the UNISLA Student Islamic Boarding School, such as the five daily congregational prayers, the sunnah routine prayers, the tahajjud prayers in congregation and the dhuha prayers in congregation. The goal is to train students to always use their time during the 24 hours to always get closer to Allah SWT and also increase their knowledge about Islam. Therefore, the implementation of this Tricita is also included in the Salaf curriculum taught at the Diniyah Madrasah, such as Mabaadi' al-Fiqhiyyah, Safinah an-Najah, al-Ghayah wa at-Taqrif, Taisir al-Kholloq, and so on.

c. Fasih in Al-Qur'an

The low ability of students to read the Qur'an is the main factor in the intensive guidance of the Qur'an in the UNISLA Student Islamic Boarding School Environment. Since 2020, the UNISLA Student Islamic Boarding School has used the Yanbu'a method in learning the Qur'an. The policies and programs of the UNISLA Student Islamic Boarding School's tricita carried out by the UNISLA Student Islamic Boarding School in building religious character based on Ahlussunnah wal Jama'ah an Nahdliyah are a breakthrough in forming religious character which is summarized in the institution's vision and mission. Many of these policies and programs are not/have not been thought of by other institutions, but the UNISLA Student Islamic Boarding School is able to design a curriculum with a religious character based on Ahlussunnah wal Jama'ah an Nahdliyah. From the discussion above, the religious character of the UNISLA Student Islamic



Boarding School students based on Ahlussunnah wal Jama'ah an Nahdliyah can be described in accordance with the UNISLA Student Islamic Boarding School's tricola as follows:

### **Organizing with synergy policies between institutions**

One of the interesting things in implementing the Ahlussunnah wal Jama'ah an Nahdliyah-based Curriculum in forming this religious character is the need for a support system from various parties, including synergy with the UNISLA Campus by issuing Rector Regulation No. 1 of 2019 Article 95 letter c explaining that the graduation requirements for all UNISLA students if they have been declared to have passed the Compulsory Curriculum organized by the UNISLA Student Islamic Boarding School. The various activities, synergies and curriculum programs above make the UNISLA Student Islamic Boarding School have its own advantages and characteristics as an intellectual higher education institution and religious character of Ahlussunnah wal Jama'ah an Nahdliyah. These advantages and characteristics make the UNISLA Student Islamic Boarding School successful in forming a religious character based on Ahlussunnah wal Jama'ah an Nahdliyah.

### **3. Evaluation and how to check effectiveness with the Graduate Competency Standard (SKL)**

The final step is to determine the evaluation standards to assess the achievement of objectives. Conduct an evaluation of the learning process to determine whether the learning objectives have been achieved. This evaluation includes an assessment of student learning outcomes, as well as the effectiveness of the materials and methods that have been used. Evaluation serves to provide feedback and improvements in future learning. As teachers use tests, observations, and project assessments to measure student achievement of learning objectives. The results of this evaluation are then used to improve the learning approach. Based on the explanation above, the Student Islamic Boarding School conducted an evaluation of the Competence of UNISLA Pongpesma Graduates with various written, oral and practical exams, namely:

#### **1. Practical exam of *ubudiyah* (*Tathbiq Ubudiyah*)**

*Tathbiq Ubudiyah* Pondok Pesantren Mahasiswa refers to the practice of worship based on the principles of Ahlussunnah wal Jama'ah (Aswaja) an Nahdliyah. *Tathbiq Ubudiyah* itself means the application or practice of worship in daily life, the aim is to maintain harmony between worship, theological understanding, and socio-religious practices that can form students who have noble morals and maintain harmony in society. The material taught in *Tathbiq Ubudiyah* such as mandatory activities in congregation five times a day in the mosque or sunnah prayers, reading *Tahlil*, *istighotsah*, *rotibul haddad* or memorizing the letter *khosh*. Students who are declared to have passed the SKL *Ubudiyah* when students have participated in the obligatory prayer activities or sunnah prayers in congregation five times during the coaching process, and memorized *Tahlil*, *istighotsah*, *rotibul haddad* or memorization of the letter *khosh*.

#### **2. Diniyah Exams**

Islamic Boarding School Islamic Boarding School UNISLA is adjusted to the level of student understanding according to the results of the initial assessment with a placement test when registering at the Islamic Boarding School UNISLA, this level is divided into several levels, starting from the basic level (Class A), intermediate level (Class B) to advanced level (Class C). The placement test is used as an indicator to determine the level of the student's class which consists of test materials: reading the Qur'an, reading yellow books, memorizing short letters, memorizing daily prayers, and other *ubudiyah* practices, while the examination team is from the elements of the Board of Directors and Musyrif / ah Islamic Boarding School UNISLA. Students who are declared to have passed the SKL Diniyah are students who have participated in the mandatory Islamic Boarding School Islamic Boarding School activities during the ongoing coaching, and have passed the Islamic Boarding School Islamic Boarding School UNISLA exams, both written, oral and practical.

#### **3. Character assessment**

Character assessment is carried out through student habituation in the process of forming positive habits and practices of Ahlussunnah wal Jama'ah an Nahdliyah at the UNISLA Student Islamic Boarding School. The forms of habituation activities at the UNISLA Islamic Boarding School are 6 (six) forms of activities, namely: (1) *Halaqoh*; (2) Reading of *Burdah*; (3) Reading of *Maulid Diba'*; (4) *Muhadloroh*; (5) Pilgrimage to *Maqbaroh*; (6) Gymnastics. With these six habituation activities, it is hoped that UNISLA

Islamic Boarding School students will be able to become individuals with Ahlussunnah wal Jama'ah an Nahdliyah insight. As an indicator in assessing the effectiveness of the implementation of this habituation curriculum, UNISLA Islamic Boarding School has set 2 (two) steps, namely:

a. Student Guide and Monitoring Book (student guide book)

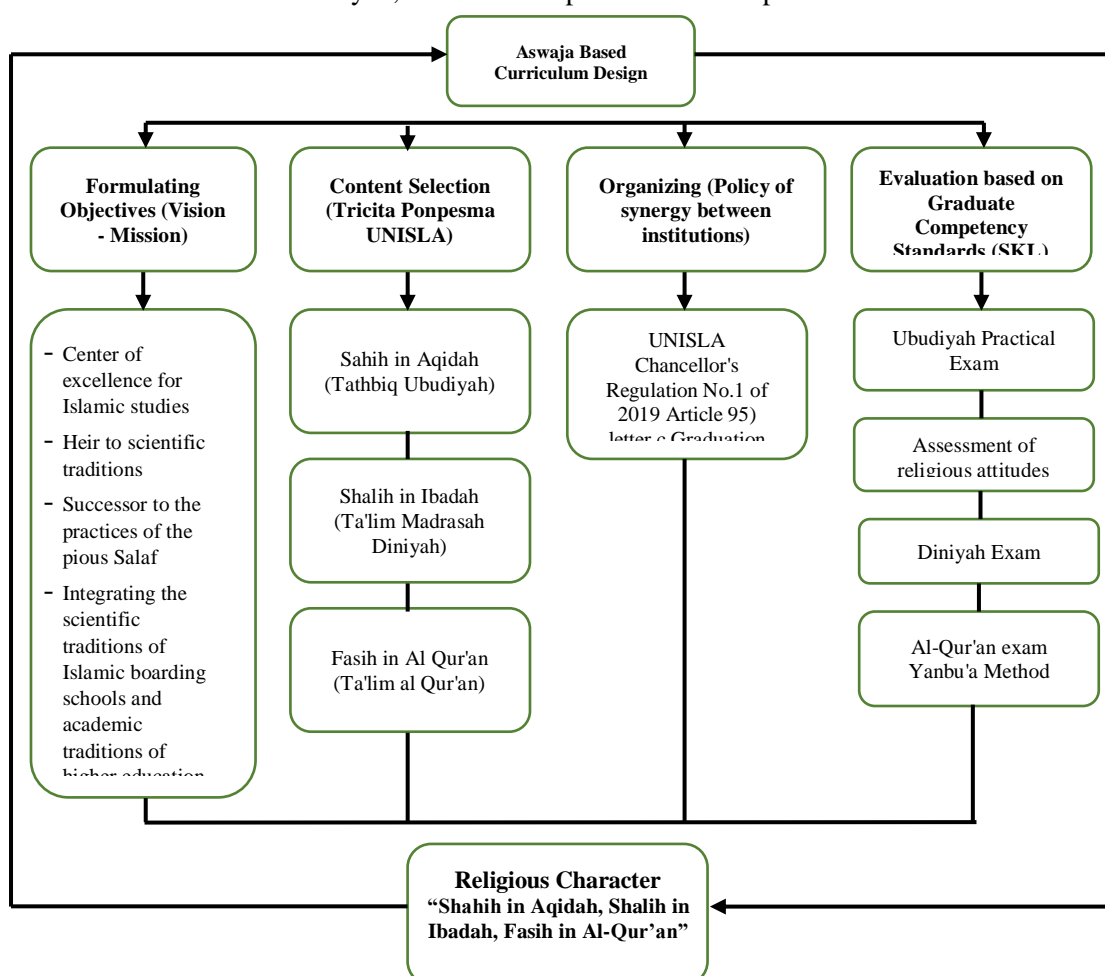
This Student Guide and Monitoring Book is used for all students of Ponpesma UNISLA as proof that they are actively participating in activities that have been determined by Ponpesma UNISLA with proof that it has been signed by the musyrif/ah with a stamp. This book is also expected to provide general guidance, so that the mindset in carrying out a series of activities is more focused and can be completed on time and with maximum results.

b. Point System Violation Assessment.

The point system violation assessment in character assessment is an evaluation method used to monitor and enforce student discipline through a point system related to their behavior. This system is implemented in Ponpesma UNISLA, where disciplinary violation behavior will be given negative points with the aim of enforcing discipline, monitoring character development and educating accountability. So that the desired habits are created and encourage discipline.

4. Testing the Qur'an using the yambu'a method

The yanbu'a method of the Qur'an exam is carried out at the end of the class period before students are declared to have graduated and graduated from Ponpesma UNISLA, the yanbu'a method of the Qur'an exam is considered effective because of its structured, practical, flexible nature, and combines theory and practice. This advantage makes it suitable for use in a busy learning schedule and the needs of higher education, where students need to master the ability to read the Qur'an quickly and correctly. Based on the presentation of data and research findings on the ability of the UNISLA student Islamic boarding school institution in designing the institution's curriculum as an effort to form the religious character of students based on Ahlussunnah wal Jama'ah an Nahdliyah, it has been explained as in the picture below:



#### IV. CONCLUSION

The Curriculum Design of the UNISLA Student Islamic Boarding School in forming religious character based on Ahlussunnah wal Jama'ah an Nahdliyah is shown by a series of activities that are well synergized towards the desired vision and mission. The program was initiated, socialized, developed and synergized to all campus elements and stakeholders, so that all campus elements understand and participate in the success of the UNISLA Student Islamic Boarding School program in forming religious character based on Ahlussunnah wal Jama'ah an Nahdliyah. Several curriculum program designs that were designed are new, prestigious and relevant programs to the needs of students in the midst of society, the curriculum design includes: (1) Formulation of Objectives (Vision - Mission); (2) Selection of content with Tricita Ponpesma UNISLA; (3) Organization with synergy policies between institutions; and (4) Evaluation and how to check effectiveness with the benchmark of Graduate Competency Standards (SKL). The various well-synergized and systematic program designs above have made the UNISLA Student Islamic Boarding School have superior services in forming the religious character of students based on Ahlussunnah wal Jama'ah an Nahdliyah.

#### REFERENCES

- [1] Arifin, S. (2013). Islamic Education: Efforts to Form Students' Religious Character. Pustaka Pelajar, Yogyakarta, h. 87-88
- [2] Zarkasyi, (2016). Islamic Boarding Schools and Character Education in Higher Education. Raja Grafindo Persada, Jakarta, h. 120-122.
- [3] Maharani, R. (2019). Character Education Curriculum Based on Ahlus Sunnah wal Jama'ah in Student Islamic Boarding Schools, *Journal of Islamic Religious Education*, h. 45.
- [4] Fauzan, M., & Khoir, A. (2019). The Influence of Religious Character Education in Student Islamic Boarding Schools on the Religious Behavior of UNISLA Students. *Journal of Islamic Religious Education* Volume 7 Number 2, h. 125.
- [5] Alfi, M. (2020). Student Character Development Strategy through Religious Education at the UNISLA Student Islamic Boarding School, *Journal of Islamic Education Management* Volume 9 number 1, h. 35
- [6] Sugiyono. (2009). Quantitative, Qualitative and R&D Research Methods. Alfabeta, Bandung, h. 9
- [7] Rulam, A. (2014), Understand Research Methodology. Ar-Ruzz Media, Yogyakarta First Edition, h. 170.
- [8] Sanjaya, M., & Khoiriyah, M. (2025). Ethics and Character Development Based on Pesantren University. Pustaka Aksara, Surabaya, h. 28.
- [9] Thomas Lickona, (1991). *Educating for Character: How Our School Respect and Responsibility*. Sydney Bantam books, New York, h. 51.
- [10] Taba, Hilda. (1962). *Curriculum Development: Theory and Practice*. Harcourt Brace, New York, h. 46.
- [11] Mutiara Cipta, D. ., & Alvin, S. (2023). Safeguarding Personal Information: Communication Privacy Management By Gen-Z Influencers. *International Journal of Educational Research & Social Sciences*, 4(3), 465–471.
- [12] Mohammad Solekhan, Kunarto, & Mahmuda Pancawisma Febriharini. (2022). Forest And Land Fire Management Strategies : Prevention And Law Enforcement. *International Journal of Educational Research & Social Sciences*, 3(2), 567–580. <https://doi.org/10.51601/ijersc.v3i2.306>.
- [13] D. Yuliana Sinaga. (2022). The Effect Of Ralistic Mathematics Learning Model And Project-Based Learning Model On Problem Solving Ability And Motivation Of Students In Class V Private Sd Markus Medan Helvetia. *International Journal of Educational Research & Social Sciences*, 3(2), 590–600.
- [14] Nugroho, A. . (2022). Principle of Balance of Relationship Between Banks and Customers in Mudharabah Agreements. *International Journal of Educational Research & Social Sciences*, 3(2), 645–652. Nugraha, B., Sianturi, I., & Aini Rakhman, R. (2023). The Effect Of Supply Chain Management And Corporate Communication Skills On Production Performance At PT. Berlian Manyar Sejahtera. *International Journal of Science, Technology & Management*, 4(6), 1477-1485. <https://doi.org/10.46729/ijstm.v4i6.966>.
- [15] Parulian Simanjuntak, G., & Sensi W, L. (2023). Evaluation Of The Implementation Of The Internal Audit Capability Model (IACM) Level 3 In The Supervision System Of The Inspectorate General Of The Ministry Of Agriculture. *International Journal of Science, Technology & Management*, 4(6), 1581-1602.
- [16] Hanif Triyana, M., & Indah Fianty, M. (2023). Optimizing Educational Institutions: Web-Based Document Management . *International Journal of Science, Technology & Management*, 4(6), 1653-1659.