

ABSTRAK

Saifullah. 230211020021. Model Integrasi Interkoneksi Kurikulum pada SMA Tahfizul Qur'an Annjah Puteri, SMA Darul Hijrah Putri dan MA Darul Hijrah Putra di Martapura. Pembimbing I: Dr. H. Hamdan, M.Pd. dan Pembimbing II: Dr. Hj. Salamh, M.Pd. pada Program Studi Pendidikan Agama Islam Pascasarjana UIN Antasari Banjarmasin. 2025.

Kata Kunci: *integrasi kurikulum, interkoneksi, pesantren, kurikulum nasional.*

Penelitian ini dilatarbelakangi oleh kebutuhan mendesak untuk menjembatani dikotomi antara kurikulum pesantren dan kurikulum nasional di lembaga pendidikan Islam. Selama ini, pemisahan keduanya sering menimbulkan kesenjangan antara kompetensi keagamaan dan akademik siswa. Oleh karena itu, penelitian ini bertujuan untuk menganalisis model dan implementasi integrasi-interkoneksi kurikulum pondok pesantren terhadap kurikulum nasional di SMA Tahfizul Qur'an Annajah Putri, SMA Darul Hijrah Putri, dan MA Darul Hijrah Putra Cindai Alus Martapura.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian lapangan. Teknik pengumpulan data dilakukan melalui observasi tidak terstruktur, wawancara mendalam (in-depth interview), dan dokumentasi. Subjek penelitian terdiri dari 27 informan yang meliputi kepala sekolah, wakil kepala bidang kurikulum, guru, staf tata usaha, serta siswa. Analisis data menggunakan teknik reduksi, penyajian data, serta penarikan kesimpulan yang divalidasi dengan triangulasi sumber, teknik, dan waktu.

Hasil penelitian menunjukkan bahwa model integrasi-interkoneksi kurikulum di tiga lembaga tersebut dilakukan dengan menggabungkan kurikulum nasional (K13 dan Merdeka) dengan kurikulum pesantren (TMI dan tahfizul Qur'an). Integrasi diwujudkan melalui perencanaan kurikulum bersama, penyusunan RPP terpadu, dan pengaturan jadwal yang seimbang antara mata pelajaran umum dan agama. Implementasi di SMA Annajah Putri lebih menekankan pada penguatan tahfiz, di SMA Darul Hijrah Putri pada keseimbangan akademik dan spiritual, sementara di MA Darul Hijrah Putra pada integrasi berbasis kelembagaan dan manajemen pembelajaran. Model integrasi yang diterapkan mencerminkan kombinasi pendekatan *connected*, *sequenced*, *shared*, dan *integrated* menurut Fogarty, serta sejalan dengan paradigma interkoneksi Amin Abdullah yang menolak dikotomi ilmu.

Kesimpulan penelitian ini menunjukkan bahwa integrasi-interkoneksi kurikulum di ketiga sekolah mampu mencetak lulusan yang memiliki kompetensi akademik, kedalaman spiritual, dan akhlak mulia. Model yang dikembangkan sejalan dengan teori integrasi Robin Fogarty dan epistemologi interkoneksi M. Amin Abdullah, sehingga dapat menjadi rujukan bagi pengembangan kurikulum pesantren dan sekolah umum di Indonesia

ABSTRACT

Saifullah. 230211020021. Curriculum Interconnection Integration Model at Tahfizul Qur'an Annjah Puteri High School, Darul Hijrah Putri High School and Darul Hijrah Putra MA in Martapura. First Supervisor: Dr. H. Hamdan, M.Pd. and Supervisor II: Dr. Hj. Salamh, M.Pd. at the Islamic Education Study Program of Postgraduate UIN Antasari Banjarmasin. 2025.

Keywords: *curriculum integration, interconnection, pesantren, national curriculum.*

This study was motivated by the urgent need to bridge the dichotomy between the pesantren curriculum and the national curriculum in Islamic educational institutions. Until now, the separation between the two has often caused a gap between students' religious and academic competencies. Therefore, this study aims to analyze the model and implementation of the integration and interconnection of the Islamic boarding school curriculum with the national curriculum at Tahfizul Qur'an Annajah Putri High School, Darul Hijrah Putri High School, and Darul Hijrah Putra Cindai Alus Martapura Islamic High School.

This study uses a qualitative approach with field research. Data collection techniques were carried out through unstructured observation, in-depth interviews, and documentation. The research subjects consisted of 27 informants, including the principal, deputy principal for curriculum, teachers, administrative staff, and students. Data analysis used reduction techniques, data presentation, and conclusion drawing validated by triangulation of sources, techniques, and time.

The results of the study show that the curriculum integration-interconnection model in the three institutions was carried out by combining the national curriculum (K13 and Merdeka) with the pesantren curriculum (TMI and tahfizul Qur'an). Integration was realized through joint curriculum planning, integrated lesson plan preparation, and a balanced schedule between general and religious subjects. The implementation at Annajah Putri High School emphasizes strengthening tahfiz, at Darul Hijrah Putri High School emphasizes academic and spiritual balance, while at Darul Hijrah Putra Islamic

High School emphasizes institutional-based integration and learning management. The integration model applied reflects a combination of Fogarty's connected, sequenced, shared, and integrated approaches and is in line with Amin Abdullah's interconnective paradigm that rejects the dichotomy of knowledge.

The conclusion of this study shows that the integration-interconnection of the curriculum in the three schools is able to produce graduates who have academic competence, spiritual depth, and noble character. The model developed is in line with Robin Fogarty's integration theory and M. Amin Abdullah's interconnectivity epistemology, so that it can be a reference for the development of pesantren and public school curricula in Indonesia