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The Change Management in the Development of Pesantren-Based Curriculum Integration

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Abstract

This study explores change management in the development of the pesantren-based curriculum at MI Tahfizh Al-Furqon Ponorogo. The study employs a qualitative approach with a case study model. Observations, interviews, and documentation were used to collect data for this study. This study used the interactive data analysis model developed by Miles, Huberman, and Saldana, which includes collection, condensation, presentation, and conclusion-drawing. The study found that the change management planning for the pesantren-based curriculum integration development at MI Tahfizh Al-Furqon utilizes situational diagnostics. Implementing change management in pesantren-based curriculum integration at MI Tahfizh Al-Furqon involves three core activities: communicating changes, determining curriculum models, and blending curriculum concepts. The implementation was evaluated through coordination and field surveys. This study contributes to the practical understanding of how change management strategies can effectively be applied in pesantren education, particularly in developing curricula that incorporate pesantren values while meeting modern educational demands.

Keywords: change management, curriculum integration, pesantren

A. INTRODUCTION

One of the main challenges of the Qur'anic memorization program at MI Tahfizh Al Furqon lies in the issue of curriculum integration. This has led to suboptimal memorization outcomes among students. This issue stems from separating memorization activities from a scientific and pedagogical approach, particularly regarding learning methods, mentoring strategies, and the academic support necessary for comprehension and long-term retention. Memorizing the Qur'an involves more than rote memorization. It is also linked to linguistic competence, comprehension of meaning, and the development of mental and emotional discipline throughout the learning process (Thaha et al., 2021, pp. 95–101). Thus, the challenge of Qur'anic memorization is a complex academic issue requiring a holistic solution that integrates Tajweed, Arabic language instruction, educational psychology, and effective pedagogical strategies (Azalia & Jenuri, 2025, p. 44).

In response to these challenges, MI Tahfizh Al Furqon is implementing a change management strategy to develop a pesantren-based curriculum. This initiative focuses not only on academic improvements but also on reinforcing the traditional values of pesantren learning. These values emphasize discipline, a deep understanding of religious knowledge, and a structured system of memorization. This transformation aligns with Imam Al-Ghazali's educational philosophy, which emphasizes integrating religious and secular knowledge. According to Al-Ghazali, education should nurture both intellectual development and a strong spiritual and moral foundation (Al-Ghazali, 2005). Therefore, this study aims to analyze how the pesantren-based curriculum integration at MI Tahfizh Al Furqon has addressed existing challenges and improved overall educational quality, particularly in Qur'anic memorization.

The study of change management and pesantren-based curriculum integration is not a novel area of research. Various studies have explored these topics, offering valuable insights into applying change management principles in different educational and organizational settings. This study is based on a review of at least ten articles related to change management and pesantren-based curriculum integration. Errida (Errida & Lotfi, 2021) explored the factors influencing the success of change management, highlighting its relevance in the context of construction companies in Morocco. Similarly, Zangana et al. emphasized the need for project managers to understand change management through structured education and training. They pointed out that leadership competencies in change are essential for successful project implementation (Zangana et al., 2024, pp. 166–179). Mukhlis and Tyas (2024) examined the impact of change management on achieving corporate goals and objectives from an organizational perspective (pp. 773–782), while Al-Ali (2017)focused on leadership functions as a key element in connecting change

management to organizational culture (pp. 723–739). In higher education, Ayele (2020, pp. 22–29) discussed the application of sustainable development principles and offered lessons learned from a change management viewpoint. More specifically, Gborogbosi and Amah analyzed the role of change management in the healthcare sector, further expanding the understanding of its applicability across industries (Gborogbosi & Amah, 2025, pp. 333–343). In the educational domain, particularly within Islamic institutions, efforts have been made to cultivate students' emotional intelligence by integrating a pesantren-based curriculum at Al-Yasini Junior High School in Pasuruan (Wicaksono et al., 2024). Musfah et al. (2020) discussed the integration of religious and general subjects in six pesantren-based junior high schools, providing a model for holistic education. Prastowo elaborated a knowledge integration concept suitable for pesantren-based higher education institutions (Prastowo et al., 2023), and Mashudi explained the structure and management of scientific disciplines in formulating a pesantren-based university framework (Mashudi, 2020).

This study offers a unique contribution to the academic discourse by integrating two areas that have largely been examined separately: change management and the integration of pesantren-based curricula. Although prior studies have examined change management in the contexts of corporate institutions, higher education, and healthcare, and others have investigated pesantren-based curriculum integration in universities and junior high schools, there is a notable absence of research that connects these two areas—especially at the level of Madrasah Ibtidaiyah. By focusing on MI Tahfizh Al Furqon, this study introduces a new perspective on how change management strategies can be effectively implemented to support the integration of a pesantren-based curriculum in primary Islamic education. It further expands the scope of curriculum integration research by highlighting its relevance not only in terms of academic outcomes, but also in terms of spiritual development, discipline, and Qur'anic memorization—elements deeply rooted in the pesantren tradition. This approach addresses an existing research gap and contributes to the development of a more comprehensive and contextually relevant framework for curriculum reform in Islamic educational institutions. Thus, the objective of this study is to address a research gap that has not been explored by previous studies, namely the examination of change management in the implementation of pesantren-based curriculum integration at the Madrasah Ibtidaiyah level. The novelty of this research lies in its presentation of a contextual framework of change management, in which organizational change principles are combined with the practices of Islamic primary education. This combination produces a curriculum integration model that is more comprehensive, realistic, and applicable.

The selection of MI Tahfizh Al-Furqon Ponorogo as the object of study in this article is based on its distinguished reputation as a leading madrasah for Al-Qur'an-based education. The institution is particularly renowned for integrating the formal national curriculum with traditional pesantren values. Operating under the Al-Furqon Ponorogo Foundation, the institution upholds a vision of becoming a multinational educational institution with global standards, committed to delivering quality education. Since its establishment, MI Tahfizh Al-Furqon has demonstrated outstanding academic and non-academic achievements, including accomplishments in Qur'anic memorization, sports competitions, and Islamic contests. Notably, in 2023, the madrasah earned first place in both Arabic speech and tahfizh competitions at the national level. These accolades solidify the school's reputation as a model for pesantren-based education that excels not only locally, but also nationally. Currently, MI Tahfizh Al-Furqon serves 184 students, a relatively large number for a newly established institution. One of its key strengths is in its curriculum integration model, which successfully blends pesantren-based learning into the elementary school framework. This approach has yet to be widely adopted by other Islamic elementary schools.

This study aims to answer the following questions: first, change management planning in the development of pesantren-based programs at MI Tahfizh Al-Furqon. Second, the implementation of change management in the development of pesantren-based curriculum integration at MI Tahfizh Al-Furqon. Third, the evaluation of the implementation of change management in the development of pesantren-based curriculum integration at MI Tahfizh Al-Furqon.

B. RESEARCH METHODS

This study employs a qualitative approach using a case study design (Sulton, 2023) to gain an in-depth understanding of the dynamics of change management in the integration of a pesantren-based curriculum at MI Tahfizh Al-Furqon Ponorogo. This approach was chosen because it allows the researcher to naturally and contextually capture social phenomena through direct interaction with the research subjects (Sulton & Siddiq, 2024). Data for this study were collected from two types of sources: primary data (Jashari, 2024, pp. 57–65) obtained through interviews with various stakeholders, including the head of the madrasah, deputy head of curriculum, curriculum development team, deputy head of student affairs, teachers, and students. Each informant provided unique insights into the planning, implementation, and evaluation of the integrated pesantren curriculum. Secondary data were from supporting documents such as institutional profiles, organizational structures, establishment history, and data on

educators and staff, as well as relevant literature from books, journals, and other academic publications (Mazhar et al., 2021, pp. 6–10).

This study employed three data collection techniques: non-participant observation, semi-structured interviews, and documentation (Chand, 2025, pp. 303–317). Non-participant observation was conducted to directly observe activities related to change management without the researcher's involvement. Semi-structured interviews were used to explore more in-depth information from both leaders and staff, guided by flexible interview questions. Meanwhile, documentation was carried out by reviewing official documents and institutional records to complement and verify the data obtained from observations and interviews. Data were analyzed interactively using the model developed by Miles, Huberman, and Saldaña, which consists of three main stages: Data Condensation: The process of selecting, focusing, simplifying, and transforming data related to the planning, implementation, and evaluation of curriculum changes (Miles et al., 1994). Data Display: Presenting the data in the form of narrative descriptions, tables, or visual diagrams to facilitate understanding and interpretation. Conclusion Drawing and Verification: Identifying patterns, meanings, and relationships in the data, and verifying them through continuous comparison and triangulation during the research process.

C. RESULT AND DISCUSSION

1. The Change Management Planning in the Development of Pesantren-Based Curriculum Integration.

Recognizing the need for change, identifying the types of change, selecting appropriate policies, and making informed decisions are essential steps in the planning phase of change management (Jayatilleke & Lai, 2018). The Deputy Principal of Curriculum explained that change management is an approach that guides school leaders in attempting to transform among individuals within the institution, including internal teams and external stakeholders at MI Tahfizh Al-Furqon. He emphasized that all teams and stakeholders must actively participate in the change process because they are integral to the institution's foundation. Furthermore, he noted that any proposed changes must follow established procedures by being communicated and approved by the Head of the Institution.

The principal of MI Tahfizh Al-Furqon stated that appointing Citra Wulan Sari as the curriculum developer marked a significant shift in the madrasah's curriculum approach. Previously, the institution did not have an integrated curriculum. Instead, the focus was on implementing assessment activities, such as mid-semester and end-of-semester evaluations. During these assessment periods, a special committee was formed

to manage the technical aspects, such as exam scheduling, question standards, uploading procedures, room assignments, and other logistical matters. He further emphasized that the change management implemented through the curriculum development at MI Tahfizh Al-Furqon represents a bold and innovative initiative. Previously, the curriculum emphasized testing and assessment. However, with the integration of the pesantren-based curriculum, students are now more actively involved in the learning process. This shift marks a significant transformation toward a more holistic educational approach that prioritizes the comprehensive development of student competencies, rather than focusing solely on academic evaluation.

Based on interviews with the head of MI Tahfizh Al-Furqon, several key factors were identified as driving the implementation of a pesantren-based, integrated curriculum. First, integration is motivated by the need to standardize religious education competencies. The madrasa is responsible for ensuring students achieve proficiency in fundamental Islamic studies, including the Quran, Hadith, Islamic law, moral theology, and Arabic. These subjects are organized through a more systematic and structured approach. Second, the policy aims to prevent the polarization of learning, which could create a dichotomy between religious and general subjects. The applied integration model is not merely a mechanical combination of subjects, but rather, it employs an integrated curriculum model that emphasizes substantive interconnections between both domains. This provides a more holistic, thematic, contextual, and consistent learning experience across all educational units. Third, the optimization of facilities and human resources is another driving factor, as the integrated curriculum allows for the efficient use of teaching resources and teacher competencies. Educators are encouraged to focus not only on their specializations but also to align instruction with Islamic values as part of the institution's identity. Accordingly, the integrated curriculum policy is expected to establish a comprehensive, coherent, and institutionally aligned educational system.

The Curriculum Development Coordinator explained that the integration of the pesantren-based curriculum is a newly introduced initiative, developed in direct response to student needs. The national curriculum continues to be implemented according to the standards set by the Ministry of Religious Affairs. However, additional Islamic content has been incorporated through subjects commonly taught in traditional Islamic boarding schools. These subjects include memorizing the Quran (tahfizh), tafsir, and Arabic. Implementing this policy required adjusting the school's instructional structure by adopting a full-day school system. This scheduling approach provides students with additional weekly lesson hours, enabling the integration of religious subjects without compromising the national curriculum's content or standards.



Figure 1. FGD-Based Policy Formulation in Change Management Planning

The principal initiated the pesantren-based curriculum integration policy at MI Tahfizh Al-Furqon in collaboration with the Al-Furqon Foundation. The principal functioned as the primary director and supervisor of change. In contrast, the deputy principal of curriculum was responsible for the technical implementation, which was then carried out by the curriculum team and teachers in daily classroom practices. This distributed management structure ensured that strategic decisions were translated into concrete instructional activities. The implementation of the policy resulted in several significant changes. First, the national and pesantren curricula were deliberately aligned, enabling general and religious subjects to operate in a complementary manner rather than in segregation. Second, Islamic education was reinforced through an increased allocation of instructional hours for the Qur'an, Hadith, Islamic jurisprudence, moral theology, and Arabic, as well as the establishment of clearer, standardized competency benchmarks. Third, teaching strategies were innovated as teachers were encouraged to integrate Islamic values into general subjects. For example, they linked scientific concepts with Qur'anic verses or embedded ethical principles in social studies. Fourth, curriculum management and evaluation were renewed through the development of integrative syllabi, updated teaching materials, and periodic assessments designed to ensure consistency across learning units. Together, these changes show that the integration policy is more than an administrative adjustment; it is a systemic and substantive transformation that unites the vision of Islamic education with national educational standards.

The main challenge in the change management process at MI Tahfizh Al-Furqon lies in unifying the perceptions and work patterns of the various stakeholders involved in the school's educational management. The implementation of curriculum changes also requires optimizing existing resources, including facilities and infrastructure. The

principal of MI Tahfizh Al-Furqon emphasized the importance of utilizing available facilities efficiently to ensure smooth and effective learning processes. Thus, curriculum integration concerns not only instructional content, but also how institutional resources are managed more strategically. The principal further identified internal and external challenges in developing the pesantren-based curriculum integration. Internal challenges include limited classroom space and an insufficient number of qualified educators, both of which require improvement. External challenges include growing societal expectations that MI Tahfizh Al-Furqon produce graduates who are proficient in religious knowledge and equipped with the academic and social competencies necessary to meet contemporary demands.

Identifying changes is a foundational step that should precede the planning phase in any change management process (Mustile et al., 2021). At this stage, individuals or groups should understand the nature of the anticipated changes. The goal is for them to recognize the need for change and to accurately identify the type of change that is to be implemented. Since students are at the core of curriculum integration (Yamani & Rahimi, 2016), the approach must consider their needs, including their learning styles, interests, and ability to comprehend integrated material (Alfayez, 2022). The pesantren-based curriculum at MI Tahfizh Al Furqon should support students' academic achievement and strengthen Islamic character development and Qur'anic memorization. Thus, teaching methods should be holistic and flexible, incorporating contextual learning, project-based approaches, and technology aligned with pesantren-based educational principles.

In change management, the change identification stage involves determining the types of changes required to achieve curriculum integration development objectives (Lubbe & Politis, 2025). These types of changes may vary depending on the specific context and conditions of each educational institution (E. Akins et al., 2019). At MI Tahfizh Al Furqon, the changes primarily occurred in the processes. These process-related changes refer to transformations in teaching and learning approaches, including modifications in instructional strategies and methods. For example, other institutions may adopt an integrated learning approach combining multiple subjects within a comprehensive thematic framework. This approach requires shifts in pedagogical techniques, such as implementing project-based or collaborative learning.

In the process of change management, MI Tahfizh Al-Furqon adopted a systematic approach using Focus Group Discussions (FGDs). The FGDs functioned as a situational diagnostic method to identify potential resistance, determine key stakeholders, build consensus on the direction of change, and select policies relevant to the madrasa's context. The initial impetus for the curriculum integration policy came from the Al-Furqon Education Foundation, while its practical implementation was carried out under

the technical leadership of the Deputy Principal for Curriculum. Based on the FGDs, several key findings emerged. First, some teachers expressed concerns about the additional workload arising from curriculum adjustments, while others viewed integration as a way to simplify the learning process. Second, participants agreed that the success of the change process depended heavily on teacher readiness, which required ongoing training and mentoring. Third, the FGDs emphasized the importance of consistent managerial support from the madrasa leadership to prevent misalignment across different educational units. Fourth, the discussions produced recommendations to strengthen coordination between general and religious subjects through the development of a clear integrative syllabus and the implementation of regular evaluations.

Furthermore, the change process covered several key areas. First, regarding the curriculum, changes included designing an integrated curriculum that combined national standards with pesantren-based content, allocating additional hours for religious subjects, and developing new thematic and contextual syllabi. Second, regarding educators, teachers were prepared to adopt integrative teaching methods through training, mentoring, and capacity building. This enabled them to link general subjects with Islamic values. Third, the madrasa implemented a full-day school system and optimized existing classrooms to support the needs of curriculum integration. Thus, the FGDs functioned as both a forum for identifying problems and a strategic platform for formulating concrete steps for change. These steps encompassed the curriculum, educators, and facilities as integral components of the integrated curriculum development at MI Tahfizh Al-Furqon.

2. The Change Management Implementation in the Development of Pesantren-Based Curriculum Integration.

The implementation of change management in the curriculum integration process at MI Tahfizh Al Furqon begins with intensive and structured communication directed toward all stakeholders, particularly teachers. This communication serves as a means of conveying information and as a strategy to build collective awareness that change is necessary for improving the quality of education. Education and training are key components of this communication strategy. Training is delivered through various formats, including discussions, briefings, and teacher capacity-building programs. Teaching and administrative staff receive training on the new curriculum, instructional strategies, educational technology use, and learning evaluation systems.

On November 11, 2024, the Madrasah Principal conducted the first briefing, emphasizing that change is inevitable and must be addressed with openness. During the forum, teachers were reminded of the importance of adaptability and a spirit of lifelong learning. The principal stated that the purpose of this change is to enhance the quality of

education and provide long-term benefits to students and the institution. The Deputy Principal for Curriculum and other teachers, such as Anugrah Permatasari, supported this perspective, acknowledging the need for adequate training and facilities to support the change process. MI Tahfizh Al Furqon's change management approach highlights the importance of collaboration, reflection, and ongoing learning in addressing the challenges of curriculum integration through open and participatory communication.

Curriculum integration aims to unify the national and pesantren curricula into a cohesive, harmonious learning system. This initiative provides a holistic education that combines intellectual development with spiritual growth, making it relevant to students' lives. The Deputy Principal of Curriculum emphasized that the integration aims to standardize religious competencies, prevent polarization within the education system, and optimize available resources. The goal is to foster unity between religious and general knowledge throughout the learning process. In practice, curriculum integration is implemented through several strategies, including proportional subject allocation between general and religious studies, contextual adaptation of teaching materials to reflect Islamic values, and teacher collaboration in lesson planning and implementation. However, some educators, such as Wiwik Nur Cahyanti, have expressed concerns about the gap between conceptual planning and practical implementation. Identified challenges include an excessive learning load, difficulty prioritizing instructional content, and obstacles to assessing learning outcomes spanning multiple disciplines.

The Curriculum Development Coordinator stated that successful integration requires strong collaboration and meticulous planning. An evaluation conducted at the end of the odd semester revealed persistent implementation gaps, particularly in group assignments that did not sufficiently reflect the integration of religious and general subjects. The Head of Madrasah acknowledged these challenges and expressed her commitment to fostering open dialogue, welcoming feedback, and conducting continuous evaluations to ensure the curriculum integrates as intended. At MI Tahfizh Al Furqon, the integration of concepts in the curriculum is carried out structurally and through a pedagogical approach that emphasizes the fusion of religious and general knowledge. The coordinator explained that this integration provides students with a holistic understanding, enabling them to recognize the interconnections between various disciplines in real-life contexts.

This concept is implemented through several strategies, including integrating materials into unified learning themes, embedding Islamic values in every subject, and fostering collaboration between general and religious teachers to design cross-disciplinary lessons. According to the Deputy Principal for Curriculum, the pesantren-based curriculum is developed gradually and continuously with careful attention to

evolving times and student needs. The synergy between general and religious subjects is strengthened through training, periodic evaluations, and the utilization of technology as a learning medium.

The principal of MI Tahfizh Al Furqon added that the integrated curriculum also focuses on social and emotional development. Islamic-based character education ensures that students are academically competent and spiritually and ethically grounded. This is accomplished by fostering stronger collaboration among teachers and creating collaborative spaces for students through classroom and extracurricular activities. Zusrika, one of the teachers, provided a concrete example of integrating Indonesian language material with Islamic historical or aqidah values. Learning methods such as group discussions, presentations, and problem-based projects enhance students' critical and creative thinking skills. Prihatin further noted that curriculum integration helps students understand the interconnection between concepts and how to apply them in real life. This approach also broadens students' perspectives on cultural diversity and Islamic values within a broader context.

However, curriculum integration at MI Tahfizh Al-Furqon must operate within certain boundaries that must be carefully observed. First, the substance of the national curriculum, the primary standard set by the Ministry of Religious Affairs, must not be diminished; therefore, the proportion of general subjects must be maintained in accordance with regulations. Second, religious subjects to be integrated must be carefully selected to avoid overwhelming students with excessive learning loads. Third, integration should be implemented gradually and contextually, taking into account teacher readiness, available facilities, and student conditions. Fourth, assessment of learning outcomes must continue to follow nationally recognized standards. The addition of Islamic value indicators should serve as reinforcement rather than replacement. With these boundaries in place, curriculum integration is expected to maintain a balance between compliance with national regulations and realization of the pesantren-based madrasah vision.

Implementing change management in curriculum integration at MI Tahfizh Al-Furqon aligns with theories proposed by experts such as Lewin, Kotter, and Armenakis et al. For instance, Lewin's model consists of unfreeze change, and refreeze stages, and the processes at MI Tahfizh Al-Furqon parallel these steps. The unfreeze stage is evident in activities involving intensive communication and education for all stakeholders, particularly teachers, to raise awareness of the necessity of change and overcome initial resistance. Briefing sessions, training, and participatory forums align with Armenakis et al.'s strategy, which emphasizes creating motivation and readiness for change through effective communication and active involvement (Armenakis et al., 2007).

Next, the change or implementation stage involves determining a curriculum model that systematically integrates the national curriculum with pesantren values. This approach aligns with Kotter's principle of establishing a clear vision and strategy for organizational change (Kotter, 1996). An integrative approach that combines cross-disciplinary learning materials and Islamic values demonstrates attention to aspects of substantive change, not just administrative ones.

The refreeze stage is reflected in ongoing evaluations using indicators of learning quality, teacher competence, and student participation. These evaluations aim to stabilize changes and ensure the sustainability of implementation. This aligns with Holt's theory, which emphasizes the importance of reinforcement mechanisms to solidify change and prevent a return to old behaviors (Holt et al., 2007).

However, findings indicating a gap between conceptual planning and practical implementation reflect a common challenge frequently encountered in implementation theory, namely the implementation gap, which results from the difference between policy design and its realization on the ground. Addressing this gap requires paying special attention to teacher training, facility readiness, and adaptive evaluation to ensure the change process runs effectively and sustainably. Overall, MI Tahfizh Al-Furqon's implementation of change management can be seen as a practical application of theories combining structural and cultural approaches. These theories emphasize communication, participation, collaboration, and continuous evaluation as the keys to the pesantren-based curriculum transformation's success.

3. The Change Management Evaluation in the Development of Pesantren-Based Curriculum Integration.

Implementing an integrative curriculum is an educational innovation that requires a comprehensive managerial change process (Serdyukov, 2017). At MI Tahfizh Al Furqon, this transformation involves integrating religious and general subjects into a unified, holistic learning system. Ongoing evaluation of the change management process is essential to ensure that these changes are effective and aligned with the intended goals. After more than one semester of implementing the integrative curriculum, the evaluation was carried out. The principal of MI Tahfizh Al Furqon referred to this evaluation process as a form of "problem detection," which is aimed at identifying challenges encountered during the implementation of change through collaborative monitoring and reflection. This approach involves multiple stakeholders, including teachers, students, and educational personnel. The main evaluation methods include interviews, direct observations, and analysis of student learning outcomes.

According to the principal of MI Tahfizh Al-Furqon, evaluations are carried out continuously through three main stages. First is the planning phase, during which the principal, the head of the institution, and the curriculum team discuss evaluation strategies and determine success indicators. The second stage is field observation, which is conducted to directly monitor the learning process and teacher-student interactions and capture real-time classroom dynamics. The final stage is analysis and follow-up. Findings from these observations are discussed at regular evaluation forums held every two weeks, allowing for timely, well-directed corrective actions.

While this evaluation framework may appear simple, its practicality is a strength in the context of program evaluation at the madrasah. These three core stages are sufficient because they encompass the essential aspects of careful planning, direct field observation, and analyzing results and taking concrete follow-up actions. With this structure, evaluations can be carried out consistently, systematically, and sustainably without overburdening teachers or administrators with overly complex procedures.

In theory, it is possible to add other stages, such as in-depth reflection or external evaluation. In practice, however, such additions are not always necessary. The essence of evaluation lies in the quality of implementation, not the number of stages. As long as planning, observation, analysis, and follow-up are conducted effectively, the objectives of program evaluation can be successfully achieved. Therefore, adopting this three-stage model is rational and sufficient to ensure the continuity and improvement of the curriculum integration program at MI Tahfizh Al-Furqon.

Although the evaluation stages at MI Tahfizh Al-Furqon may seem simpler when compared with more comprehensive program evaluation theories, such as the CIPP (Context, Input, Process, Product) model (Rama et al., 2023) or Kirkpatrick's (Reaction, Learning, Behavior, Results) model, they remain aligned in essence. For instance, the planning stage aligns with the context and input components of the CIPP model. Field observation reflects process evaluation, and analysis and follow-up relate to product evaluation. Similarly, Kirkpatrick's framework focuses more on learning and behavior, though it does not cover all levels. This demonstrates that, despite its simpler structure, the evaluation framework at MI Tahfizh Al-Furqon has a strong academic foundation and is justifiable in practice.

The Deputy Head of Madrasah for Curriculum added that the success indicators of the curriculum integration program are based not only on students' cognitive achievements, but also on the quality of the learning process, teacher competence, and the active involvement of all members of the learning community. He identified five key indicators used in the evaluation: improvement in the quality of learning, enhancement of

teacher competence, increased student participation, greater parental and community support, and stronger collaboration among stakeholders. These indicators are measured through various methods, including learning outcome tests, classroom observations, in-depth interviews, and distributing questionnaires to both students and teachers.

Implementing this curriculum integration is not without challenges. One of the most significant obstacles lies in holistic curriculum design. Merging two distinct learning approaches—religious and general—is difficult because each approach has its own characteristics and objectives. Additionally, teacher readiness is a crucial concern. Many teachers feel they lack the necessary skills to effectively apply this integrative approach, largely due to limited training and insufficient supporting resources. Other limitations are evident as well, such as a lack of fully integrative textbooks, limited educational technology, and insufficient time to design comprehensive lesson plans. Furthermore, teachers must continuously align the integrated curriculum with national standards and prepare students for national exams, necessitating a separate strategy.

Several teachers shared the challenges they faced. Wiwik Nur Cahyanti, a senior teacher at the madrasah, admitted that her age and limited technological skills were obstacles in adapting to the new curriculum. Conversely, Anugrah, a mathematics teacher, expressed difficulty integrating mathematical content with religious values, especially concerning more technical subject matter. In the face of these challenges, however, the madrasah did not remain passive. Problem-solving strategies were gradually and collaboratively implemented. From a managerial perspective, Citra Wulan Sari emphasized identifying and prioritizing obstacles and maintaining open communication with all stakeholders. She also stressed the importance of creating a systematic and realistic action plan to address potential issues.

Zusrika explained that, from a teacher's perspective, training and workshops are key solutions for improving teacher capacity. Additionally, regular meetings and the joint formulation of an integrated Learning Implementation Plan (RPP) continuously strengthen collaboration among teachers. As a result, teaching is no longer viewed as an individual task, but rather as an organized, collective effort. The madrasah principal also took concrete steps to support these changes. Despite budget limitations, efforts were made to provide training for teachers and students alike, focusing on maximizing the use of available resources. Regular discussion forums involving not only teachers but also parents reinforced communication among stakeholders. Anugrah added that management support is crucial to the success of implementing the integrative curriculum. Routine evaluations and direct feedback from leadership have helped teachers prepare for and embrace change. While challenges remain, Anugrah observed positive transformations beginning to take shape.

The impact of this systematic change management began to manifest itself in various ways. Not only did student achievement improve in cognitive areas, but their daily behaviors also reflected improved attitudes and values. Teachers became more collaborative and open to adopting new methods. They also became more focused on designing effective learning experiences. Both teachers and students developed a growing awareness of the importance of harmonizing religious values with general knowledge. Furthermore, parental and community involvement in the educational process increased significantly, indicating a stronger sense of shared responsibility and support for the integrative curriculum. In summary, the evaluation of the implementation of the curriculum integration at MI Tahfizh Al Furqon shows that careful planning, open communication, and strong collaboration can lead to positive and sustainable impacts on the madrasah's development, despite the challenging process.

D. CONCLUSION

The findings of this study show that the change management process for developing a pesantren-based curriculum integration at MI Tahfizh Al-Furqon was systematic and participatory. During the planning stage, situational diagnostics were conducted through focus group discussions (FGDs), which identified potential resistance and teacher concerns about an increased workload. The FGDs also revealed the need for strong managerial support. The implementation stage emphasized three core activities: (1) change communication, which was carried out through briefings, training sessions, and participatory forums; (2) determining the curriculum model by aligning the national curriculum with pesantren subjects, such as tahfizh, tafsir, and Arabic, and supporting this alignment with the adoption of a full-day school system; and (3) blending curriculum concepts through integrative syllabi, cross-disciplinary lesson planning, and embedding Islamic values into general subjects. The evaluation stage was conducted continuously through coordination meetings, classroom observations, and field surveys using indicators such as learning quality, teacher competence, student participation, and parental involvement. Despite facing challenges, including limited facilities, insufficient integrative teaching resources, and varying levels of teacher readiness, the change process has had positive impacts. These include improved student achievement in cognitive and affective domains, stronger teacher collaboration, and greater community engagement. However, this study has several limitations. First, the results may be less generalizable to other pesantren or madrasahs with different contexts because the study uses a case study approach at a single institution. Second, the data heavily depend on information from informants and available documentation, so subjective bias is unavoidable. Third, the limited research time prevented in-depth monitoring of the long-term outcomes of the

curriculum changes. Therefore, further studies involving more locations and diverse data collection methods are highly recommended to achieve a more comprehensive and valid understanding. Specifically, this research's theoretical contribution lies in developing a conceptual framework for change management in pesantren education, particularly integrating a curriculum that combines traditional pesantren values with modern national education demands. This framework enriches the literature on change management and pesantren-based curricula by offering a more systematic and participatory approach. The practical contribution of this research is providing guidance and a change management model that pesantren administrators and Islamic educational institutions can use to design, implement, and evaluate curriculum integration effectively. The model can also improve teacher competence, strengthen internal collaboration, and encourage community involvement, which are important factors in the success of curriculum reform.

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