



Between Identity and Global Perspectives: Managing English Curriculum Integration in Islamic Boarding Schools

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ABSTRACT:

The management of pesantren-based English curriculum integration is increasingly important in preparing students for global engagement while preserving their cultural and religious identity. This study examines the management of English curriculum integration at Pesantren Sunan Drajat, the factors that support and inhibit it, and its implications for students' global perspectives. Using a qualitative approach, data were collected through observation, interviews, and documentation. The findings reveal three interrelated stages of curriculum management: planning, implementation, and evaluation. Planning emphasizes goal setting, alignment of vision and mission, and curriculum synchronization with pesantren principles. Implementation incorporates pesantren values into operational practices, learning materials, and activities, while evaluation monitors program effectiveness and identifies areas for improvement. Management commitment, contextual learning materials, and adequate facilities support integration, whereas low student motivation and demanding pesantren activities present challenges. This study's novelty lies in demonstrating how these three stages collectively foster students' global perspectives without compromising pesantren identity. The program also enhances students' cross-cultural communication skills and confidence in pursuing international opportunities.

Keywords: curriculum integration; curriculum management; English language education; global perspective; pesantren values

ABSTRAK:

Manajemen integrasi kurikulum bahasa Inggris berbasis pesantren semakin penting dalam mempersiapkan peserta didik untuk berpartisipasi dalam lingkungan global sekaligus mempertahankan identitas budaya dan keagamaan mereka. Penelitian ini mengkaji manajemen integrasi kurikulum bahasa Inggris di Pesantren Sunan Drajat, faktor-faktor pendukung dan penghambatnya, serta implikasinya terhadap perspektif global peserta didik. Dengan menggunakan pendekatan kualitatif, data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Temuan penelitian mengungkapkan tiga tahapan manajemen kurikulum yang saling berkaitan, yaitu perencanaan, pelaksanaan, dan evaluasi. Perencanaan menekankan penetapan tujuan, penyelarasan visi dan misi, serta sinkronisasi kurikulum dengan prinsip-prinsip pesantren. Pelaksanaan mengintegrasikan nilai-nilai pesantren ke dalam praktik operasional, materi pembelajaran, dan aktivitas belajar, sedangkan evaluasi memantau efektivitas program dan mengidentifikasi aspek yang perlu diperbaiki. Komitmen manajemen, materi pembelajaran kontekstual, dan fasilitas yang memadai mendukung integrasi, sementara rendahnya motivasi peserta didik dan padatnya kegiatan pesantren menjadi tantangan. Kebaruan penelitian ini terletak pada pengungkapan bagaimana ketiga tahapan tersebut secara bersama-sama mengembangkan perspektif global peserta didik tanpa mengorbankan identitas pesantren. Program ini juga meningkatkan keterampilan komunikasi lintas budaya serta kepercayaan diri peserta didik dalam meraih peluang internasional.

Kata kunci: integrasi kurikulum; manajemen kurikulum; pendidikan bahasa Inggris; perspektif global; nilai-nilai pesantren.

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INTRODUCTION

The development of the era has indirectly required humans to improvise various aspects of life, including self-development in cognitive, personality, and social domains.¹ In the cognitive realm, the development of language skills is essential for improving an individual's quality of life. Therefore, it is not surprising that many people today are competing to complement their mother tongue with a second language. Learning a second language definitely contributes a lot to increasing an individual's self-confidence to face the demands of the era.²

In this case, many people choose English as a second language to compete in this era of globalization. Several factors affect an individual's preference for making English a priority to master. English language competence is considered to have a great influence on an individual's performance in the workplace.³ Lubis et al. also added to their findings, stating that English language skills are among the factors that can open up many future career opportunities for an individual.⁴ In addition, people who have English-speaking proficiency will also be more open to interacting on an international scale. Thus, English competence is important not only for general communication but also for preparing students to participate in broader educational, professional, and international contexts.

The description above has automatically given us insight into how the need for English has reached every group from various backgrounds, including *santri*. *Santri* is defined as someone who focuses on studying Islamic religious knowledge and lives in a place called *pesantren*.⁵ However, implementing English language

¹ Windy Novia Sari et al., "Cendikia Pendidikan" 2, no. 5 (2023), <https://doi.org/10.9644/scp.v1i1.332>.

² Yaser A Jasim, "Benefits of Learning A Second Language," 2018, 1–4.

³ Teh Zanariah et al., "Factors Influencing Motivation in Learning English as a Second Language among TVET Undergraduates" 15, no. 9 (2025): 785–99.

⁴ Lubis et al. (2024)

⁵ Mansur Hidayat, "MODEL KOMUNIKASI KYAI DENGAN SANTRI DI," *Jurnal Komunikasi ASPIKOM* 2, no. 6 (2016): 385–95.

development in pesantren presents a particular challenge because santri are more familiar with Arabic than English, as their sources of study, such as the Qur'an, Hadits, and classic Islamic Books, use Arabic. In addition, English, the language of Westerners and synonymous with Western culture, is considered never to be in sync with the values of Islamic boarding schools. This condition creates a dilemma in developing English language competence while maintaining the identity and values of pesantren.

Several studies have discussed the development of English in Islamic boarding school contexts. Wiranata, in his study, explained the challenges, prospects, and role of pesantren in developing students' character in the era of the Industrial Revolution 4.0.,⁶ Fandana et al. showed that situated learning activities can be used to develop English-speaking skills by connecting learning to students' familiar contexts.⁷ These studies indicate that English development in pesantren can be connected with students' daily lives, religious values, and the challenges of globalization.

However, these studies have not specifically examined how the management of English curriculum integration is planned, implemented, and evaluated within the pesantren system, particularly how it is operationally, materially, and normatively aligned with pesantren values. Existing studies tend to focus on English programs, language skills, language activities, or the relationship between language and religious development. At the same time, the management process of integrating an English curriculum into the identity and values of pesantren remains underexplored. This gap becomes particularly important in

⁶ RZ. Ricky Satria Wiranata, "TANTANGAN, PROSPEK DAN PERAN PESANTREN DALAM PENDIDIKAN KARAKTER DI ERA REVOLUSI INDUSTRI 4.0," *Jurnal Komunikasi Dan Pendidikan Islam* 8, no. 1 (2019): 61–92.

⁷ Reza Fandana, Rizqy Aulia Azzahro, and Iqbal Apif Munadi, "Mengembangkan Kemahiran Berbicara Bahasa Inggris Dengan Metode Situated Learning Activity Dalam Kegiatan Muhadatsah Yaumiyyah," *JURNAL PENGABDIAN MASYARAKAT BANGSA* 2, no. 9 (2024): 4161–65.

pesantren that must maintain their religious identity while preparing santri to develop a global perspective.

By bringing these noble ideals, Sunan Drajat Islamic Boarding School formulated a distinctive vision and mission for the foundation, rooted in the local wisdom of Sunan Drajat. Known as one of the Walisongo active in the social field, Sunan Drajat inherited four wise messages, collectively known as *Catur Piwulang*. The word *catur piwulang* comes from two words, namely "catur" and "piwulang". Catur means four and piwulang means guidelines, principles, or teachings.⁸ So, it can be concluded that *catur piwulang* is 4 messages of Sunan Drajat which have a high value of teachings about humanity, namely: *paring taken marang kang wutho* (giving a stick to the blind people), *paring pangan marang kang kaluwen* (feeding the hungry people), *paring sandhang marang kang kawudan* (Giving clothes to the unclothed), and *paring payung marang kang kodanan* (Providing an umbrella for those who are caught in the rain). Based on the philosophical values contained in that *Catur Piwulang*, the vision and mission of the Sunan Drajat Islamic Boarding School were formulated.

Pondok Pesantren Sunan Drajat has officially formulated four fundamental visions and missions derived from the *Catur Piwulang* (Four Teachings) of Sunan Drajat. The vision and mission statement reads: "To be an Islamic boarding school that produces leader cadres with a santri personality, a rahmatan lil-'alamin-entrepreneurial mindset, a global perspective, and noble character." One of the important orientations in this vision is the development of students with a global perspective. This vision can be related to one of *catur piwulang*: "*paring umbrella to kang kodanan*". Rain symbolizes the era's challenges amid globalization. The Sunan Drajat Islamic boarding school is present as an "umbrella" by providing students with provisions, not only in the form of religious knowledge but also in the form of other supporting abilities such as knowledge related to technology, digital literacy, or foreign language skills so that

⁸ Rofiq & Rozaq (2023)

students can adapt to the progress of an increasingly modern and advanced era.

To realize students with a global perspective in accordance with the vision and mission of the Sunan Drajat Foundation above, Sunan Drajat Islamic boarding school established a Language Department that focuses on English development programs and transformed 7 dormitories at Sunan Drajat Islamic boarding school into English Areas. The breakthrough was implemented to improve students' quality so they can participate in a broader realm with their English language skills, as well as to equip them to compete in the workplace after they graduate from the Islamic boarding school.

The establishment of the English development program at Sunan Drajat Islamic Boarding School therefore represents an effort to address the challenge of developing English competence without separating it from the pesantren identity. For 5 years, the Sunan Drajat Islamic boarding school has demonstrated the existence of an English language development program that is well integrated with the Islamic boarding school. This context provides an important setting for examining how such integration is managed in practice and how the integration contributes to the development of students' global perspective.

Therefore, this study is important because it not only examines the existence of an English program in a pesantren but also focuses on how the English curriculum is managed and integrated with the pesantren's values, activities, and identity. This study aims to describe the implementation of pesantren-based English curriculum integration management in Sunan Drajat boarding schools, identify the supporting and inhibiting factors in the process of implementing pesantren-based English curriculum integration management, and explore the implications of pesantren-based English curriculum integration on the formation of the character of students with a global perspective in Sunan Drajat Islamic Boarding School.

METHODS

This research used a qualitative case study approach that aims to understand the application of the management of pesantren-based English curriculum integration in Sunan Drajat Islamic Boarding School, the supporting and inhibiting factors as well as their implications for the formation of the character of students with a global perspective in line with the vision and mission of the Sunan Drajat Islamic Boarding School Foundation in depth. The case study approach was selected because this research focused on an in-depth investigation of the management of pesantren-based English curriculum integration within its real-life context at Sunan Drajat Islamic Boarding School. Creswell explains that qualitative research seeks to explore the experiences of subjects and phenomena that cannot be measured statistically, and emphasizes presenting phenomena as they are in the field.⁹

This research was conducted in February 2026 at Sunan Drajat Islamic Boarding School, Lamongan, Indonesia. Data collection used three main techniques: participatory observation, interviews, and documentation. Participatory observation was carried out to directly observe the implementation of the integration of the pesantren-based English curriculum and to comprehensively assess the implications of the integrated curriculum. Meanwhile, interviews were conducted with the head of the language development division, the vice principal for curriculum, English mentors, and some students who were considered to represent the phenomenon based on the objectives and formulation of this research problem. The informants were selected through purposive sampling, with participants chosen for their involvement, knowledge, and relevance to the management of the pesantren-based English curriculum. The documentation study was chosen to collect data related to the vision and mission of the Sunan Drajat

⁹ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (Los Angeles: SAGE Publications, 2018).

Islamic Boarding School foundation, the draft of the vision and mission of the language development sector, the draft of the design of learning materials (RPP and Syllabus), the draft of the management structure in the field of language development, the schedule of language program activities, the schedule of activities of the boarding school in general, and the documentation of English activities and learning in the classroom.

The data analysis in this study was based on Miles & Huberman (as cited in Sugiyono, 2023), which includes three stages: data reduction, data display, and data verification. To ensure the validity of the data, this study employed source triangulation, technique triangulation, and member checking.¹⁰ Source triangulation was conducted by comparing information obtained from the head of the language development division, vice principal for curriculum, English tutors, and students. Meanwhile, technique triangulation was conducted by comparing data obtained through participatory observation, interviews, and documentation.

RESULTS AND DISCUSSION

RESULTS

Based on the results of observations, interviews, and documentation, it is known that the management of pesantren-based English curriculum integration at Pondok Pesantren Sunan Drajat is carried out through three steps: planning, implementation, and evaluation.

3.1 Planning Curriculum

Planning is the process of formulating a strategy to achieve goals and objectives that have been prioritized¹¹. Curriculum planning is the process of formulating effective learning goals and targets. Tyler's curriculum framework, for example, emphasizes the importance of defining educational purposes, selecting and

¹⁰ Sugiyono, *Metode Penelitian Kualitatif: Untuk Penelitian yang Bersifat Eksploratif, Enterpretif, Interaktif, dan Konstruktif* (Bandung: Alfabeta, 2023).

¹¹ Amini et al., (2023)

organizing appropriate learning experiences, and determining how the attainment of those purposes can be evaluated.¹²

Based on observations, interviews, and documentation, the planning for pesantren-based English curriculum integration at Pesantren Sunan Drajat begins with establishing the organizational structure of the Language Department. The organizational structure is designed to distribute responsibilities, establish lines of coordination, and ensure that different aspects of the English language program can be managed systematically. The structure is presented in Figure 1.:

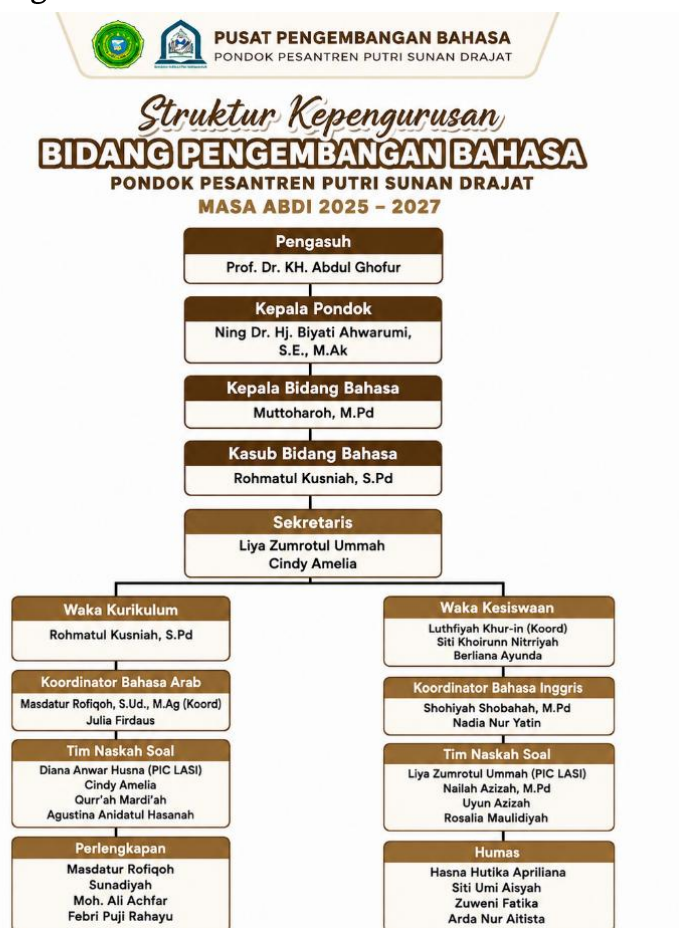


Figure 1. The Structures of Language Department

¹² Tyler, R. W. (1949). *Basic Principles of Curriculum and Instruction*. University of Chicago Press.

The organizational structure consists of several interconnected positions with complementary responsibilities. Pengasuh serves as the highest supervisory authority, providing general direction and ensuring that the language program remains consistent with the pesantren's educational orientation. The Head of the Pondok provides overall managerial direction for the pesantren and coordinates program implementation within the pesantren. The Head of the Language Division is responsible for managing the language development program, including coordinating curriculum planning, implementation, and evaluation. The Head of the Language Subdivision assists in translating the division's policies into operational activities and coordinating their implementation. The Secretary supports administrative management, documentation, correspondence, and program records. The Vice Head of Curriculum coordinates curriculum-related matters, while the English Language Coordinator specifically manages the English language program, including instructional coordination and the preparation of English-related activities. The Vice Head of Student Affairs supports the management of student-related matters and facilitates the integration of language programs with students' daily pesantren activities. Supporting teams, including the Question Development Team, Equipment Team, and Public Relations Team, are responsible for assessment preparation, learning facilities, and communication with relevant internal and external stakeholders, respectively.

This distribution of responsibilities indicates that curriculum planning at the Language Department is not conducted as an individual activity but through a structured management system. The establishment of clear roles and coordination mechanisms provides an organizational foundation for translating the pesantren's educational goals into the English language program. In this sense, the organizational structure serves as a management

mechanism linking top-level policy direction to curriculum development and operational implementation at the program level.

After arranging the structure of the language department, the process continues with formulating the vision and mission of the language department. The vision and mission of the language department are derived from the vision and mission of the Sunan Drajat Foundation, as a means of integrating the goals of the language program curriculum with the goals and spirit of pesantren.

The formulation of the Language Department's vision and mission reflects its efforts to align the English language program with Pesantren Sunan Drajat's educational vision. Rather than establishing an independent language-oriented direction, the Language Department derives its goals from the broader institutional vision of the pesantren. The vision emphasizes developing students capable of engaging with global contexts while upholding pesantren values, religious character, noble morality, and an entrepreneurial orientation. The corresponding missions translate this vision into programmatic directions through language development, contextual learning, character formation, and opportunities for students to develop their English communication skills. This alignment indicates that English curriculum planning is grounded in the identity and educational philosophy of the pesantren.

Integrating the vision and mission of the language department with those of the pesantren foundation is categorized as a normative integration aspect because it serves as the main basis for grounding the English curriculum in the values and spirit of pesantren education. This alignment ensures that the English learning program is not only designed to improve students' language competence, but also to support the pesantren's long-term goal of making students possess the characteristics of a santri, a Rohmatan lil 'Alamin entrepreneurial character, a global perspective, and a noble morality. Therefore, curriculum planning in the Language Department is carried out with consideration for both academic

targets and the pesantren's identity, so that English learning becomes an integral part of the pesantren's cadre-building strategy.

3.2 Implementation Curriculum

The implementation of management of pesantren-based English curriculum integration at Pondok Pesantren Sunan Drajat is done in some aspects;

1. Operational Integration

Operational integration means that the English programs at Pesantren Sunan Drajat are well designed and aligned with all other activities connected to religious studies in the pesantren. The head of the language department at Sunan Drajat Islamic boarding school must ensure that all language program schedules do not clash with other program schedules so that everything can run properly and appropriately. The detailed program schedule can be seen in the table below;

Table1. The Schedule of Programs at Pesantren Sunan Drajat

No	Time	Programs
1	03.00	Get up (Praying Tahajjud)
2	04.15	Dawn Prayer Together
3	05.00	Salaf Study (for 1 st grade of SLTP & SLTA)
4	05.00	English Morning Program
5	05.00	Al-Qur'an Memorization (At Tahfidz Dorm)
6	06.00	English Upgrading Program for Tutors of the English Dorm
7	07.30	Ihya' Ulumuddin study (University students)
8	06.30	Going to School
9	13.30	Diniyah
10	16.00	Praying Ashar Together
11	16.55	Reciting Chosen Surah of Al-Qur'an
12	18.30	Madrasatul Qur'an
13	20.00	Praying Isya Together
14	20.30	Takror + Drilling English Vocabulary and Expressions
15	22.00	Going to Bed

The schedule in the table above shows that the English programs never clash with any religious programs in the pesantren. They run together and complement one another. Moreover, we can see that the students in the 1st year of junior and senior high school, who are mostly new santri, have not yet joined the English Morning

Program because they are focused on strengthening their basic religious knowledge through the Salaf Morning program.

In Pondok Pesantren Sunan Drajat, the Salaf Morning program emphasizes foundational Islamic learning, including the study of classical Islamic texts (*kitab kuning*), such as fiqh, aqidah, akhlaq, and nahwu–sharaf, as well as strengthening students' ability to read and understand religious materials as a basis for their further education in the pesantren. However, it does not mean that students in the 1st year of junior and senior high school are not introduced to English at all. At the beginning of the year, while strengthening their basic religious knowledge, they are gradually introduced to English by drilling basic vocabulary and common expressions during the takror program every night. Therefore, when students enter their second year, they become more intensively involved in the English program alongside their religious programs. At this stage, they also start staying in the English dormitory, which provides an English-only environment to support their daily English practice.

We can also see from the table above that, amid students' busy religious activities, Pesantren Sunan Drajat holds a program, namely an upgrading program, which is designed for English tutors who teach in the English Morning Program. At Pondok Pesantren Sunan Drajat, the tutors are university students who stay in the English dormitory, while the participants are second- and third-year junior and senior high school students. Therefore, to improve the tutors' English proficiency and teaching skills, an upgrading program is conducted and guided by senior and professional tutors. After completing the upgrading program, the tutors (university students) are also required to attend the *Ihya' Ulumuddin* religious study session, taught by KH Abdul Ghofur, the leader of Pondok Pesantren Sunan Drajat.

From all of those English activities, which are well integrated with the religious learning activities in the pesantren, it can be seen that there is no barrier to implementing a language program in a

pesantren setting. Both programs can run side by side in a balanced way without overlapping or interfering with each other.¹³

2. Material Integration

In the interview, the vice principal for curriculum in charge of language development at Pondok Pesantren Sunan Drajat stated that all materials in the English learning module are designed based on the pesantren's local context and distinctive characteristics. Therefore, the speaking topics are also centered on daily life and activities at Pondok Pesantren Sunan Drajat, so that students can practice English through themes that are familiar and meaningful to them. Engaging English themes with situated context is believed to be an effective method that makes it easier for students to practice.

¹⁴ English language department of Sunan Drajat Islamic boarding school prepares 4 English modules with these speaking topics;

Table. 2. Pesantren-Based Speaking Materials

Speaking Topics of 1 st Module	Speaking Topics of 2 nd Module	Speaking Topics of 3 rd Module	Speaking Topics of 4 th Module
Greeting	Introducing Others	Talking with a Foreigner	Promoting Product
Introduction	Hobby	What Food Do You Like?	Social Media
Gratitude	Holiday	Future Dream	Weather and Season
Ordinal Number	Friendship	Hometown	Health and Sickness
Cardinal Number	Transportation	Expression of Surprise and Amazement	Personality
Expression of Like & Dislike	Expressions of Disappointment	Asking and Giving Opinion	Childhood
Feeling and Emotion	Leasure time	Health and Sickness	If I were

¹³ Dwiana Novitasari, Mar'atus Susani, and Selzhafani Nur Syah Putri, "Synergy of Language and Faith : English Week Immersion Program as a Platform for Religious and Linguistic Development," *Journal of English for Academic and Specific Purposes (JEASP)* 8, no. 2 (2025): 233–45.

¹⁴ Fandana, Azzahro, and Munadi, "Mengembangkan Kemahiran Berbicara Bahasa Inggris Dengan Metode Situated Learning Activity Dalam Kegiatan Muhadatsah Yaumiyyah."

Dates, Days, Months	Asking and Giving Suggestions	Expressions of Regret	Diet
Fruit	Asking and Giving Opinion	Inspiring Person	Asking and Giving Information
Animal	Extracurricular in Sunan Drajat Islamic Boarding School	Idul Adha	Dream Country
Direction Time	Amusement Park Sunan Drajat Museum	Eid Al-Fitr Ramadhan	Hajj and Umrah Stress and Insomnia
Daily Activity in Sunan Drajat Islamic Boarding School	Happy Moment	Apology	Superstitions
Describing Islamic Boarding School	Sad Moment	Invitation	Success
Describing Person	Scary Moment	Sunan Drajat Haul Festival	Questions of Life
In the Bathroom	Funny Moment	Shopping	Telling a Fable Story (Narrative Text) By Using "Paper Puppet"
In the Canteen	Annoying things	Agreement Disagreement	Study Abroad
In the Sunan Drajat Mini Zoo	Movie	Traditional Market vs Department Store	How to Make a Presentation
In the Yard	Book	Online Transportation vs Offline Transportation	Mind Mapping
In the School	Islamic Holiday Commemoration	Commemoration of Indonesian Independence Day in Sunan Drajat IBS	Business Plan
In the Dormitory	Maulid Nabi Commemoration	Indonesian Traditional Games	Self-Branding
In the Library	Isyra' Mi'raj Commemoration	Living out in an Islamic Boarding School	Religious Tourism Around Sunan Drajat: Benefits vs. Potential Risks
In the Laboratory	Commemoration of Santri Day in Sunan Drajat Islamic Boarding School	Speech	Technology Use in Pesantren: Opportunities and Challenges

Based on the description in the table above, many English learning materials are intentionally aligned with the context of Pesantren Sunan Drajat to create an identity that is distinctive, unique, and difficult to replicate. For instance, in topics such as “describing place”, the selected places are specifically those located around the pesantren area, and the pictures presented in the module are real images taken from the actual environment of Pesantren Sunan Drajat. Similarly, in the topic “In the Canteen”, the module displays the pesantren’s own canteen as the main visual reference. Even the models featured in the module’s pictures are the santri of Pesantren Sunan Drajat themselves, which strengthens the authenticity of the learning materials. Moreover, for more general topics like “health and sickness”, the conversation questions are still directed toward pesantren-related situations, such as asking who takes care of students when they get sick in the dormitory, or what actions they usually take first when they feel unwell at pesantren. This approach makes the module not only relevant to the students’ daily lives, but also reinforces the local characteristics that define Pesantren Sunan Drajat.

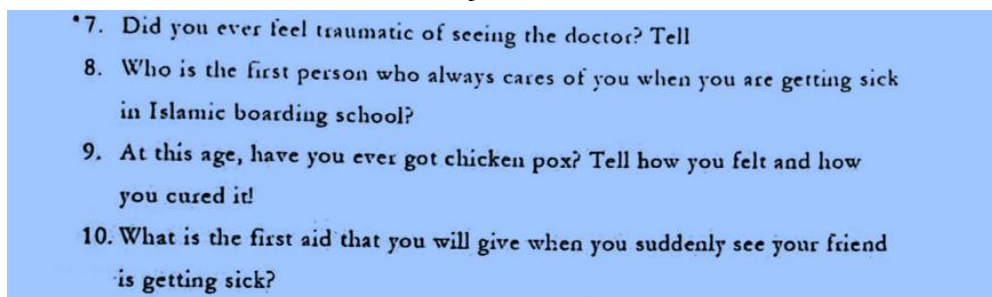


Figure 2. The Integrated Material in Learning Module

Not only in the speaking materials, but the selection of topics in the reading texts used in the module is also closely connected to the context of Pesantren Sunan Drajat. The reading passages are designed to highlight themes related to the pesantren environment, such as;

- a. Sunan Drajat Mini Zoo
- b. Umrah with Sundra Wisata
- c. Sunan Drajat Museum
- d. Sunan Drajat Restaurant
- e. Sunan Drajat Hotel
- f. Ramadhan Month in Sunan Drajat Boarding School
- g. The Biography of Sunan Drajat
- h. The Biography of KH. Abdul Ghofur
- i. Extracurricular in Sunan Drajat Islamic Boarding School

In addition, some texts also present stories that are linked to Islamic figures and inspiring narratives from Islamic history, such as;

- | | |
|--------------------------------------|------------------------------------|
| a. The Story of Prophets | g. The Story of Ustman bin Affan |
| b. The Story of Siti Khadijah | h. The Story of Ali bin Abi Thalib |
| c. The Story of Hafshah | i. The Story of Imam Syafi' i |
| d. The Story of Fathimah | j. The Story of Imam Maliki |
| e. The Story of Abu Bakar As shiddiq | k. The Story of Imam Hanafi |
| f. The Story of Umar bin Khattab | l. The Story of Imam Hambali |



Figure 3. The Reading Text in Learning Module

Efforts to integrate English learning materials with pesantren values are also reflected in the names used in the learning modules, which employ Islamic names such as Ali, Aisyah, Maryam, and so on. It shows that learning a foreign language need not be closely associated with Western culture. Instead, we can make a breakthrough by integrating English learning curriculum with local settings and cultural values, especially within the pesantren environment.

3. Value Integration

Pesantren-based curriculum refers to a system designed to successfully achieve learning objectives without neglecting the values upheld in the pesantren. Therefore, a pesantren-based curriculum is structured to maintain a balance between general knowledge and religious knowledge so that both can complement and integrate.¹⁵ The article titled *Karakteristik Pendidikan Pesantren* (2025) explains several characteristics and values of education in pesantren.¹⁶, namely:

a. Religion and Morality-based Education

As is well known, pesantren serves as a center for Islamic religious education and also as a place to shape students' morals and character. Thus, all activities conducted in the pesantren must prioritize the values of *adab* (proper manners), *ta'dzim* (respect), and good character. These values are also strongly implemented in the English Program of Sunan Drajat Islamic boarding school. Every time students join the English class, they are required to wear polite and proper outfits, including wearing a hijab, even though the program is only held in the dormitory.

¹⁵ Azzahra Iswi Marita, Alisa Nurhasanah Salam, and Suratman Suratman, "ANALISIS KURIKULUM PESANTREN: KONSEP, TUJUAN, DAN IMPLEMENTASI DALAM PENDIDIKAN ISLAM," *Jurnal Kajian Agama Islam* 9, no. 1 (2025): 41–51.

¹⁶ Admin, "Karakteristik Pendidikan Pesantren: Membentuk Generasi Tangguh Berlandaskan Iman dan Ilmu," *PPYD Al-Ikhlas*, 2025, accessed January 22, 2026, <https://ppydalikhlas.org/suara-alikhlas/karakteristik-pendidikan-pesantren/>



Figure 4. Language Program in Pesantren Sunan Drajat



Figure 5. Language Program in Pesantren Sunan Drajat

Besides, the students are also used to shaking hands and kissing teachers' hands before and after class. Those practices reflect the values of *adab* and *ta'dzim* toward teachers and are consistently applied in English-learning activities. In addition, all English programs are designed to strengthen students' good character, which is strongly rooted in pesantren values because in pesantren, teachers not only function as individuals who transfer knowledge (*transfer of knowledge*), but they also act as

parental figures who provide role models and values (*transfer of values*). Students are expected to attend the program on time to develop discipline, and they must accept consequences for any violations, such as being absent from the program or speaking languages other than English within the English area. These rules are applied to shape students into responsible individuals who are accountable for their actions.

b. Independency

Santri who live in a pesantren will automatically experience life away from their parents and family. This condition encourages them to be independent in many aspects, such as managing their daily schedules, solving various problems in the pesantren environment, managing personal finances, and filtering friendships, and so on. The English learning program at Sunan Drajat Islamic Boarding School is designed to build students' independence through projects assigned by tutors.

c. Harmonious Relationship between Teachers and Santri

Harmonization between teachers and santri refers to a warm relationship built upon *adab* and *ta'dzim*. The tutors of the English program at Pesantren Sunan Drajat teach students using fun methods, such as playing games and singing songs, to strengthen the bond between tutors and santri.

d. Simplicity

Besides teaching discipline and responsibility, pesantren also teaches simplicity. In pesantren, santri are expected to experience a lifestyle far from luxury. They wash their own clothes, clean their own rooms, eat simple meals, and use gadgets only in limited ways. In an English learning context, the students are trained to be simple and creative when doing an assignment because they have no gadgets.

e. Togetherness

During their time in pesantren, santri live together with fellow students. Therefore, they are required to build harmonious relationships based on a sense of family. For this reason, English

programs are designed to encourage social awareness and togetherness among santri, such as completing assignments in groups and participating in other collaborative activities.

f. Adaptability

Although pesantren is commonly associated with old traditions and is a center for religious learning, it does not close itself off to innovation in response to changing times. In the modern era, many pesantren have adapted to technological advancements, such as using projectors for learning, using social media to increase public awareness of pesantren, using applications for attendance at pesantren activities, and even providing applications that allow parents at home to monitor their children's activities at the pesantren. This shows that pesantren will continue to adapt as long as such changes bring *maslahah* (benefit) and goodness. At Sunan Drajat Islamic boarding school, students must fill out the attendance list via the *santri link* card. The learning media used in English program are also sophisticated, such as the usage of LCD, smart TV, and many computers in language laboratory.



Figure 5. Language Laboratory of Pesantren Sunan Drajat

The values that define pesantren education will always be maintained, even when pesantren implements additional programs that are more general in nature, such as foreign language development programs. Curriculum management integrated with pesantren values is considered the most effective approach, enabling pesantren to remain adaptive to the demands of the era while producing high-quality santri with strong competitiveness.¹⁷

3.3 Evaluation Curriculum

The evaluation stage assesses the extent to which the planned learning program has been achieved after it has been organized and implemented. Evaluation is conducted to identify aspects that have not met the targets and to make improvements so that the program can achieve its goals more effectively. Curriculum evaluation activities are divided into several forms¹⁸, as follows:

1. Goal-Oriented Evaluation Model

According to this model, evaluation is conducted through regular, continuous checks to determine whether the program has achieved its objectives.

2. Goal-Free Evaluation Model

In this evaluation model, the program's goals are not the main focus. Instead, it emphasizes the program's performance. The Goal-Free Evaluation Model assumes that the achievement of a program's core objectives can be seen from how well the program performs.

3. Formative Evaluation

Formative evaluation is conducted to analyze problems or obstacles that arise during program implementation. Therefore, it is conducted before the program ends to identify solutions as early as possible.

¹⁷ Deswan Tiya, "Manajemen Kurikulum Pembelajaran Islam Di Pesantren Menghadapi Era Modern," *AKSI: Jurnal Manajemen Pendidikan Islam* 3, no. 3 (2025): 161–74.

¹⁸ Mardiah & Syarifuddin (2007)

4. Summative Evaluation

Unlike formative evaluation, summative evaluation is conducted after a program has ended to analyze the program's overall achievement.

The

Sunan Drajat English Language Department uses two evaluation models from Mardiah & Syarifuddin: formative and summative. The formative evaluation is conducted every Friday with all staff and tutors of the English program to analyze problems or obstacles that arise during the program. It is done to identify solutions as early as possible. The summative evaluation of the pesantren-based English curriculum model is conducted at the end of the semester to analyze the overall achievement of the program and to formulate new programs for the next semester.

DISCUSSION

A. The Supporting and Inhibiting Factors in Implementing Management of Pesantren-Based English Curriculum Integration

There are several supporting factors found as follows;

- 1) Strong commitment and supervision from teachers and the curriculum management team.

The Sunan Drajat language department has teachers and a curriculum management team with a strong commitment to grounding English in the pesantren setting. Even though they face many obstacles every day, they are still making improvements through regular evaluations conducted with all elements in the language department.

- 2) Contextual materials based on pesantren life.

The contextual materials used in the Sunan Drajat English program can surely be a supportive aspect for both teachers and students. Students can easily practice English through themes that are familiar and meaningful to them. They can also get supporting vocabulary related to the topic during the program,

which the students can apply effortlessly because the vocabulary really has a connection with their daily life in pesantren¹⁹.

3) Facilities and learning environment.

Sunan Drajat Islamic boarding school is known as a pesantren that has many business sectors. Those business sectors automatically support the pesantren's independence in developing student facilities. In 2021, Pesantren Sunan Drajat established a free English-language program for santri. The students are also provided with sophisticated learning media, such as a language laboratory with many computers and smart televisions. Well-equipped facilities can be a key factor in helping students improve their English proficiency.²⁰

Besides the supporting factors found above, the language department also found some inhibiting factors in implementing pesantren-based English curriculum integration, such as;

1) Students' low motivation.

Despite the adequate facilities provided and the fact that students are not required to pay any fees for the language program, many of them still do not take full advantage of this opportunity. Several students have no clear targets in learning English and do not even know how they will use their English skills in the future. As a result, some of them remain unmotivated and frequently disobey the rules, such as refusing to speak English in the dormitory environment.

2) Busy pesantren schedule.

The busy schedule at the pesantren has become a major obstacle to implementing the English program effectively, as many students feel sleepy and exhausted during English sessions. Many activity schedules also sometimes make it difficult for the

¹⁹ Husnaini and Fidias Ditzam Malik, "INVESTIGATING STUDENTS' NEEDS FOR THE WEEKLY ENGLISH PROGRAM AT MUHAMMADIYAH BOARDING," *Exposure: Jurnal Pendidikan Bahasa Inggris* 14, no. May (2025): 33–46.

²⁰ Adenin Nur Aliyah, "Exploring the Impact of Home and School Environments on Students' English Proficiency as Foreign Language," *Jurnal REVORMA* 5, no. 2 (2025): 233–42.

English management team to have any additional English programs that have good potential for developing students' English capability, such as outdoor English programs, joining English competitions from other institutions, and so on.

B. The Implications of Pesantren-Based English Curriculum Integration to Develop Students' Global Perspective.

Basically, the English language program was established based on the vision and mission of the Sunan Drajat Foundation, namely to develop students' global perspective. After five years since the English program was established, it has brought significant changes and positive implications for the students, such as;

1) Improved cross-cultural communication skills.

Pesantren Sunan Drajat is one of the most well-known Islamic boarding schools, which attracts many visitors, including guests from overseas. This situation provides valuable opportunities for santri to build communication and share experiences with people from various countries, as they can use English as an international language.²¹ A student's experience could be illustrated through the following interview excerpt:

“Learning English in the pesantren helps me prepare for communicating with people from other countries. I realize that English is not only a subject that I study in class but also a tool that I may need when meeting international visitors. I still need more practice, but the program gives me opportunities to learn and become more familiar with using English.” (Student of Pesantren Sunan Drajat)

In addition, many Sunan Drajat alumni have successfully continued their studies abroad, supported by the English skills they developed during their learning process in pesantren.

²¹ Naeli Rosyidah, Slamet Pambudi, and Prima Septyo Wibowo, “English-Tren Program In Developing Santris' Speaking Skills For Facing Global Challenges,” *Tarling: Journal of Language Education* 7, no. 1 (2023): 1–15.

2) Higher confidence to join international opportunities.

The English program has also brought significant implications for improving students' self-confidence in participating in international events²². Pesantren Sunan Drajat is highly active in joining various international competitions, such as English Olympiads, English speech contests, English debates, and other related events. In addition, many Sunan Drajat students participate in international community service programs (*KKN International*) to further develop themselves. They are not afraid to join these programs because they already have strong and sufficient English skills as their foundation.

CONCLUSIONS

Management of Pesantren-Based English Curriculum Integration is carried out through three steps: planning, implementation, and evaluation. The implementation of Pesantren-Based English Curriculum Integration is formulated into three aspects: operational integration, material integration, and value integration. In conclusion, the integration of a pesantren-based English curriculum at Pondok Pesantren Sunan Drajat has contributed significantly to the development of students' global perspectives. The English program has strengthened students' ability to engage in meaningful cross-cultural interactions through English as a global language. The pesantren-based English program has also increased students' confidence to participate in various international opportunities, such as English competitions, public speaking events, debate contests, and KKN International programs. These outcomes indicate that the English program not only improves students' language proficiency, but also empowers them to become globally minded santri who are ready to compete and

²² Eka Grana Aristyana Dewi A.A. Gede Adi Mega Putra, "A DAY OUT WITH FOREIGNER: AN EFFORT TO IMPROVE STUDENT ' S CONFIDENCE IN COMMUNICATING IN ENGLISH," *Exposure: Jurnal Pendidikan Bahasa Inggris* 14, no. November (2025): 400–412.

contribute in international settings while maintaining the pesantren identity. Those positive implications are achieved through strong commitment from teachers and the curriculum management team, contextual learning materials based on pesantren life, as well as adequate facilities and a supportive learning environment. However, several obstacles remain, such as students' low motivation and the busy schedule of pesantren activities. The next researcher can examine the effect of managing a pesantren-based English curriculum on students' workplace performance after graduating from pesantren.

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