



Management of Educational Curriculum Integration in the Implementation of Full Day School at SDIT Nurul Islam Semarang

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Abstract

This study aims to describe and analyze the planning, organizing, implementation, and evaluation of the curriculum within the Full Day School system at SDIT Nurul Islam, Tengeran District, Semarang Regency. As an integrated Islamic educational institution, this school faces challenges in synchronizing the national curriculum with the specific boarding school (pesantren) or religious curriculum without causing student burnout. The research method employed is descriptive qualitative. Data were collected through participatory observation, in-depth interviews with the principal, teachers, and management staff, as well as documentation studies related to learning tools. The results indicate that the management of Full Day School implementation at SDIT Nurul Islam Tengeran is carried out through holistic curriculum integration, where cognitive, affective, and psychomotor aspects are developed through extended learning hours. The key to successful implementation lies in varied scheduling management, the use of active learning methods, and the strengthening of character education through daily religious habituation. Obstacles identified include limited infrastructure to support student rest and the need for improved pedagogical competence among teachers in managing long-duration classes. This study concludes that structured and collaborative management between the school and parents is a determining factor in the effectiveness of the Full Day School system in achieving educational quality targets at SDIT Nurul Islam Tengeran.

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INTRODUCTION

Education is a fundamental pillar of national civilization that continuously transforms in response to increasingly complex and challenging times. Amid the rapid flow of globalization and digital disruption in the twenty-first century, educational institutions are required not only to function as centers for the transfer of knowledge but also as crucibles for the formation of strong character and moral integrity. Character is understood as the distinctive way individuals

think and behave within the contexts of family, society, nation, and state (Ramdhani, 2014). The shift in educational orientation from conventional systems toward more integrated and holistic approaches has become a global trend, including in Indonesia. One manifestation of this transformation is the emergence of the Full Day School (FDS) model, a full-day schooling system designed to provide broader opportunities for the holistic development of students, encompassing cognitive, affective, and

psychomotor domains. This system was developed based on the decreasing relevance of conventional methods in meeting the demands of Education 4.0 (Wicaksono, 2017).

In rural communities such as Semarang Regency, the need for educational institutions capable of providing full-day supervision and guidance has become increasingly crucial, particularly for parents with high mobility and demanding professional commitments. SDIT Nurul Islam, located in Tengeran District, Semarang Regency, has emerged as one of the leading educational institutions seeking to address this challenge through the implementation of the Full Day School system. However, this implementation is not without obstacles. The curriculum management applied must be able to balance academic demands with the psychological developmental needs of elementary school students to prevent mental fatigue or boredom that could be counterproductive to educational objectives. Prolonged learning duration may pose risks to students' emotional and mental well-being. (Nasution, 2017).

Educational management in the context of Full Day School at SDIT Nurul Islam Tengeran goes beyond merely extending instructional hours; it involves strategic curriculum design capable of organically integrating the national curriculum with Islamic values. For instance, the integration of pesantren-based curricula into the national curriculum aims to unify religious and general education and to produce students with comprehensive knowledge and skills. (Kusumawati, 2024). This integration is particularly crucial because integrated Islamic schools carry a moral mandate to produce graduates who are not only intellectually competent but also spiritually righteous. Therefore, the curriculum developed must demonstrate a high degree of flexibility and adaptability to respond to the dynamics of changing times.

The discussion of curriculum implementation management serves as an entry point to understanding how a school's grand vision is translated into operational policies at the

classroom level, encompassing careful planning, effective human resource organization, innovative instructional implementation, and comprehensive evaluation. In this regard, SDIT Nurul Islam Tengeran serves as a living laboratory worthy of scholarly examination, given its position as a pioneer of integrated Islamic education that must continuously pursue managerial innovation to maintain educational quality amid increasingly competitive institutional environments and rising societal expectations regarding graduate outcomes. Efforts to improve educational quality should aim to maximize students' potential and foster character and civilization within schools. Such improvements cannot be achieved instantaneously but must be pursued through the continuous enhancement of each educational component. (Hidayat et al., 2023).

Despite the optimism surrounding the Full Day School model, a significant research gap remains that requires immediate scholarly attention. Existing literature on full-day education predominantly focuses on students' academic achievement outcomes or on the effectiveness of child supervision for working parents. There is still a paucity of studies that deeply examine the "black box" of curriculum implementation management at the level of integrated Islamic elementary schools that carry a dual curriculum burden. A gap exists between macro-level curriculum policies established by the government, such as the Merdeka Curriculum, and the micro-level realities in schools, where institutions must incorporate religious targets such as Qur'anic memorization and character habituation without violating regulations on student learning load. A phenomenological gap is also evident in how school management addresses the decline in students' learning motivation during critical afternoon hours an aspect often overlooked in formal managerial studies. Furthermore, there is a methodological gap in previous research, which has largely employed quantitative and generalistic approaches. A more in-depth qualitative descriptive approach is therefore needed to uncover the "silent strategies"

employed by principals and teachers at SDIT Nurul Islam Tengaran Semarang in designing curricula that remain relevant and engaging for students. A well-designed curriculum aligned with students' needs is subsequently delivered through programs and schedules that have been systematically determined. (Hasan, 2008).

Theoretically, this study is grounded in the pillars of modern curriculum management proposed by scholars such as George A. Beauchamp, who conceptualizes curriculum as a system encompassing planning, organizing, actuating, and controlling. (Lazwardi, 2017). George R. Terry's POAC management theory is also specifically applied within the educational context to analyze how organizational structures at SDIT Nurul Islam Tengaran Semarang support the implementation of the Full Day School curriculum. In addition, integrated curriculum theory serves as an essential framework for examining how the boundaries between general and religious subjects are dissolved to create a coherent learning experience. From an educational psychology perspective, David Ausubel's theory of Meaningful Learning is employed to evaluate whether extended learning duration in Full Day School settings facilitates meaningful conceptual understanding or merely results in repetitive and monotonous instruction. (Wartiningsih, 2018). This theoretical foundation is further strengthened by character education concepts that emphasize the learning environment as a determining factor in behavior formation, aligning with the primary objective of full-day schooling systems to create a controlled and positive educational ecosystem.

A review of previous studies indicates that research on Full Day School has developed across various dimensions, ranging from psychological impacts to cost efficiency. However, many earlier studies conducted over the past decade may no longer be relevant to post-pandemic educational dynamics and the rapid changes in national curriculum policies. Several past studies have indicated that Full Day School systems may increase stress among children if time management is not properly implemented,

yet these studies often fail to provide concrete managerial solutions for integrated Islamic schools. Previous research also tends to generalize private schools without considering the ideological and cultural distinctiveness of school networks such as SDIT. Therefore, the position of this study is to complement and update previous findings with more recent and contextual data from SDIT Nurul Islam Tengaran Semarang, while also offering new perspectives on how information technology is increasingly integrated into curriculum management within full-day schooling systems to enhance communication effectiveness among teachers, students, and parents. Prior studies include: (1) a journal article titled Curriculum Integration Development. (Khozin et al., 2021), which analyzes stages, models, and implementation of curriculum integration but does not explicitly address the Full Day School program; (2) a study titled Curriculum Integration in Indonesia in Facing the Society 5.0 Era (Utami, 2020), which examines curriculum substance integration without addressing practical implementation at the school level; and (3) a study entitled The Cultivation of Religious Character through Habituation Methods among Students at SDIT Nurul Islam Tengaran. (Wasito & Nursikin, 2023) which focuses on students' religious moral aspects.

The novelty of this study lies in its integrative approach that seeks to combine strategic management perspectives with Islamic local wisdom within the framework of Full Day School. Unlike previous studies, this research proposes an "Adaptive-Integrative Curriculum Management" model specifically designed for Islamic elementary schools within the cultural context of Semarang society. Another dimension of novelty is its focus on burnout prevention strategies for both students and teachers in curriculum management an urgent yet underexplored issue in Islamic educational management literature. This study also reveals how SDIT Nurul Islam Tengaran Semarang engineers a local curriculum that synergizes JSIT (Integrated Islamic School Network) standards with the demands of the Merdeka Curriculum in

a harmonious manner. By exploring unique practices in daily operational management, this study contributes new theoretical insights to the field of educational management while simultaneously offering practical guidance for other schools seeking to adopt Full Day School systems without compromising students' psychological well-being. Overall, this discussion is expected to provide a comprehensive and holistic understanding of the importance of professional, visionary, and humane curriculum management in realizing high-quality Islamic education in the future.

METHOD

This study employed a qualitative approach with a descriptive-analytical design to examine in depth the phenomenon of curriculum implementation management at SDIT Nurul Islam Tenganan, Semarang. The qualitative approach was selected to enable a comprehensive and naturalistic understanding of managerial processes, social interactions, and the underlying meanings of Full Day School policy implementation within the context of integrated Islamic education.

The research data consisted of two types: primary and secondary data. Primary data were obtained directly through participatory observation and in-depth interviews. Key informants were selected using purposive sampling techniques and included the school principal as the top-level manager, the vice principal for curriculum affairs, classroom teachers, and educational staff directly involved in the school's daily operations.

The interviews focused on issues such as scheduling planning, the integration of Islamic values into subject matter, and learning evaluation mechanisms. Meanwhile, secondary data were collected through documentation studies of curriculum documents, class schedules, lesson plans (RPP), program evaluation reports, and the school profile.

Data analysis was conducted using the interactive model proposed by Miles, Huberman, and Saldana, which consists of three main stages: data reduction, data display, and conclusion

drawing or verification. During the data reduction stage, raw field data were selected, simplified, and focused on aspects relevant to curriculum management. To ensure data trustworthiness and validity, the study employed source triangulation and methodological triangulation.

Source triangulation was conducted by comparing information obtained from different informants, while methodological triangulation involved cross-checking interview findings with observational field data and written evidence from school documents. Through this systematic methodological framework, the study is expected to provide an objective and comprehensive depiction of the effectiveness of Full Day School management in achieving the educational vision of SDIT Nurul Islam Tenganan, Semarang.

RESULTS AND DISCUSSIONS

RESULTS

Historical Development and Integrated Educational Ecosystem

The implementation of the Full Day School system at SDIT Nurul Islam Tenganan, Semarang, is the result of a prolonged dialectical process between the intellectual traditions of the pesantren and the pragmatic needs of modern society. From a hermeneutical perspective, the school stands as a "living text" that carries the spiritual mandate of its founder, the late Kyai Haji Zaenal Mahmud. Since 2001, the foundation has undertaken a managerial transformation by designing an educational ecosystem oriented not only toward the transfer of knowledge but also toward the holistic formation of Qur'anic character.

The organizational structure developed by the Sabilul Khoirot Islamic Education Foundation (YPIS) reflects a highly specialized division of roles through various directorates. The establishment of the Directorate of Education and the Directorate of Islamic Personal Development functions as the main support system to ensure that the national curriculum operates in parallel with the quality standards of integrated Islamic schools, thereby creating harmony between state educational

policies and the institution's ideological ideals. (Ariyanti, 2024).

Historical inquiry indicates that the transition from a purely pesantren-based educational model to an integrated elementary school format constituted a bold form of "organizational *ijtihad*" at the time. The pesantren roots provided a strong moral foundation, in which values of simplicity, self-reliance, and reverence were preserved despite being embedded within the framework of a competitive modern school system. This transformation reflects the foundation's understanding that, in responding to the challenges of changing times, educational institutions should not remain static in nostalgic adherence to the past but must be capable of translating enduring values (*as-salaf al-ṣāliḥ*) into accountable and professional management structures.

Accordingly, the full-day curriculum at SDIT Nuris is not merely an extension of instructional hours, but rather a restructuring of time aimed at reintroducing the pesantren atmosphere within a formal school environment. The implementation of Islamic education is thus purposefully directed toward the holistic well-being and development of students throughout the learning process. (Wasito & Nursikin, 2023).

From an ecosystem perspective, SDIT Nurul Islam Tenganan has developed a holistic support system through the integration of economic and social support units. The presence of the Directorate of Business Affairs and the Directorate of Health within the foundation's organizational structure demonstrates that curriculum management cannot be separated from the physical and financial well-being of the entire school community. When the logistical and health needs of students and teachers are adequately met through internal systems, the focus of curriculum implementation can be directed fully toward improving the quality of learning.

The financial independence fostered through the school's business units also provides managerial flexibility to continuously pursue innovation without being constrained by

operational cost fluctuations, which often pose challenges for other private schools. In this regard, the curriculum plays a crucial role in shaping future generations who are beneficial to the nation and the state, characterized by responsibility, creativity, innovation, and professional competence. (Julaeha, 2019).

Furthermore, the synergy between the Directorate of Islamic Personal Development (BPI) and academic activities creates a "space of encounter" in which teachers are perceived not merely as transmitters of subject matter, but also as *murabbi* (spiritual mentors). (Yudistira et al., 2025). Human resource management under this directorate ensures that every educator possesses dual qualifications: expertise in modern instructional methodologies and exemplary conduct in daily religious practices. This becomes particularly crucial within the Full Day School system, as the extended duration of time spent at school provides students with ample opportunities to directly observe their teachers' behavior. The integrated personality of teachers thus functions as a "hidden curriculum" that is highly effective in organically shaping students' character without resorting to rigid doctrinal approaches.

Moreover, contemporary educational discourse increasingly emphasizes concepts such as multicultural education, which is grounded in a set of beliefs and philosophical principles that recognize and value cultural and ethnic diversity in shaping lifestyles, social experiences, personal identities, and educational opportunities for individuals, groups, and nations. Such multicultural education is therefore considered highly urgent to be implemented in educational practice. (Tarmizi, 2020).

The educational ecosystem at SDIT Nuris also demonstrates strength in terms of cross-level curriculum sustainability. As the school operates under a single foundation that oversees education from early childhood through upper secondary levels, vertical coordination is effectively established to ensure that there is no overlap of content or discontinuity of values as students transition from one educational level to the next. Curriculum development management functions

as a regulator of students' intellectual growth rhythm, whereby competencies developed at the SDIT level serve as a solid foundation for subsequent stages of education. This alignment facilitates the achievement of the Graduate Competency Standards (GCS) established by the foundation, as the internalization of values is carried out continuously and systematically over many years within the same educational ecosystem.

Finally, this historical construction affirms that SDIT Nurul Islam Tengaran has successfully developed an adaptive model of a "Formal Pesantren." The management's ability to align the national academic calendar with the distinctive rhythms of integrated Islamic school activities reflects a high level of managerial maturity. The school's long history, originating from the Sabilul Khoirot pesantren, provides a unique institutional identity amid the proliferation of Islamic-based schools in Semarang Regency. This historical strength serves as significant social capital in building public trust and simultaneously acts as a compass for school leaders in making future strategic decisions, enabling them to remain faithful to the founder's original vision while remaining open to the currents of global educational modernity. At the institutional level, sustained efforts toward value internalization are essential to ensure that character education is deeply and firmly embedded. (Kusnoto, 2017).

Strategic Management of Curriculum Planning and Alignment

The curriculum planning process at SDIT Nurul Islam Tengaran begins with an annual work meeting mechanism involving all stakeholder elements (Interview, Siti Rofi'ah: 2025). At this stage, a process of "fusion of horizons" takes place, in which school management synchronizes the Kurikulum Merdeka as a governmental mandate with the distinctive curriculum of the Integrated Islamic School Network (JSIT). This planning process does not merely produce static administrative documents, but rather a strategic action plan that maps how Islamic values are systematically integrated into each learning unit. Every

homeroom teacher and subject teacher is required to design instructional tools that reflect the unification of knowledge, in which natural and social phenomena are consistently linked to theological messages derived from the Qur'an. This ensures that, from the planning stage onward, the curriculum is designed as an instrument to simultaneously develop students' spiritual and intellectual intelligence.

Curriculum synchronization is carried out through a highly detailed competency mapping process, in which the school curriculum team conducts an in-depth "curriculum analysis" to identify points of convergence between the national Learning Outcomes (Capaian Pembelajaran) and the JSIT Quality Standards (Interview, Siti Rofi'ah: 2025). Management adopts a strategic approach by organizing learning content into a hierarchical yet flexible structure. The primary emphasis of this synchronization is to ensure that students' learning load remains within reasonable limits despite the addition of distinctive Islamic content. From a change management perspective, this process functions as a risk mitigation strategy against potential cognitive fatigue among students, achieved by designing a coherent and integrated flow of learning objectives that harmonizes scientific knowledge with ukhrawi (hereafter-oriented) values.

Furthermore, the integration of Islamic values in this planning process is operationalized through a model of "Pedagogical Infusion." Management requires every teacher to design teaching modules that incorporate value integration at every stage of instruction, from the introduction (as spiritual apperception), the core activities (as knowledge exploration), to the closing phase (as reflective wisdom) (Interview, Solikhatun: 2025). This approach demands teachers' intellectual capacity not only to deliver content, but also to engage in tadabbur (deep reflection) on the material being taught. Strategic school management facilitates this requirement by regularly organizing workshops on integrated-module development, ensuring that curriculum synchronization is not confined to

documentation but is internalized in teachers' professional readiness and pedagogical mindset.

This planning strategy is further reinforced through a rigorous quality control mechanism involving the validation of instructional tools by the Vice Principal for Curriculum and the Principal prior to the beginning of the academic year (Interview, Siti Rofi'ah: 2025). This validation process goes beyond administrative checking; it serves as a dialogical forum to ensure that the designed value integration demonstrates logical coherence and does not appear forced or artificial (matching-matching). Within the framework of strategic management, this stage functions to maintain the coherence of the school's vision, preventing discrepancies between managerial planning and classroom execution. The clarity of achievement indicators embedded in the planning process also facilitates effective monitoring and evaluation at the end of the learning period (Interview, Solikhatun: 2025).

Stakeholder participation in the annual work meeting further includes the involvement of the school committee and parent representatives to provide feedback on curriculum implementation in the previous academic year. Such feedback is crucial in determining the strategic direction of local curriculum development (*muatan lokal*) that aligns with students' real needs in the field. Management recognizes that an effective curriculum is a "living" curriculum one that is responsive to the dynamics of the times and to community aspirations. By involving parents from the planning stage, the school fosters a sense of collective ownership, ensuring alignment between the school ecosystem and the home environment during implementation. Consequently, the educational and learning processes are expected to become more engaging and effective, supported by the quality of a well-designed curriculum.k (Maftuh, 2017).

Finally, the effectiveness of this strategic planning process is reinforced by an integrated digital documentation system that enables teachers to share value-based learning resources. School management encourages the development of a centralized repository of instructional

materials that functions as the institution's intellectual asset. This system ensures that the accumulation of knowledge and curricular innovation is preserved and not lost during staff turnover.

In the long term, the well-orchestrated curriculum synchronization at SDIT Nurul Islam serves as a model of resilient curriculum management a system capable of withstanding frequent shifts in national education policies due to its strong philosophical and operational foundations and its institutional independence (Interview, Solikhatun: 2025).

Management Dynamics of Full-Day Learning Implementation

Curriculum implementation within the Full Day School system requires highly detailed operational management to maintain students' psychological stability. The school applies the ADLX (Active Deep Learning Experience) learning model, which emphasizes deep learning experiences and active student engagement. Time management is a critical factor in the success of this implementation; early morning hours are utilized for spiritual reinforcement and cognitively demanding academic subjects, while post-lunch periods are oriented toward educational relaxation activities, creative projects, and extracurricular programs. Teachers function as the primary interpreters of the curriculum, tasked with transforming extended instructional time into a sequence of meaningful learning activities. The use of digital media and information technology such as Canva platforms and educational videos serves as a managerial strategy to mitigate boredom, thereby maintaining a dynamic and interactive classroom atmosphere despite the longer school hours compared to regular schools (Interview, Siti Rofi'ah: 2025).

Operational management during extended school hours is further regulated through a "learning energy modulation" technique, whereby teachers are trained to recognize students' circadian rhythms in order to sustain cognitive intensity. During critical periods after midday, school management encourages a shift from rigid instructional methods toward project-

based learning and small-group collaboration. This strategy aims to transform physical fatigue into productive social engagement, so that extended time at school is no longer perceived as a burden but rather as a space for self-exploration. Managerial flexibility in designing classroom layouts and rotating activities becomes a key factor in ensuring that the school's physical environment continues to support positive mental stimulation throughout the day, as the school environment significantly influences students' mental development during the learning process. (Kuswadi, 2019).

Furthermore, the integration of information technology within the Full Day School system at SDIT Nuris functions not merely as a supplementary tool, but as a managerial instrument to enhance efficiency and instructional appeal. Teachers utilize digital tools to conduct rapid and engaging formative assessments, enabling instant learning feedback without burdening students with excessive paper-based assignments in the afternoon. School management provides full support through the provision of ICT infrastructure and continuous professional development, allowing for varied instructional stimuli in every learning session.

This approach ensures that teacher-student interactions remain of high quality, with technology acting as a catalyst that facilitates the understanding of abstract concepts while simultaneously fostering students' digital literacy competencies from an early age. In this context, systematic analysis of elementary school teachers' digital competencies is essential to identify their levels of expertise and the intensity of technology use in instructional practices. (Syahid et al., 2022).

Finally, the success of these implementation dynamics largely depends on teachers' roles as "architects of learning experiences" who are capable of aligning the formal curriculum with students' affective needs. School management implements a mentoring system and peer-observation practices to ensure that ADLX learning standards are applied consistently across classrooms. Through daily evaluations conducted in brief inter-teacher

meetings, emerging psychological challenges among students can be promptly identified and addressed through appropriate managerial interventions.

The harmonization of precise scheduling, methodological innovation, and teacher empathy fosters a healthy full-day learning ecosystem one that not only pursues curricular achievement targets but also safeguards the mental well-being of all members of the school community.

A Character Continuity-Based Monitoring and Evaluation System

Monitoring and evaluation in curriculum management at SDIT Nurul Islam are conducted in a layered and continuous manner. The principal carries out clinical supervision aimed at providing pedagogical guidance to teachers rather than merely performing administrative assessments. Student learning outcomes are evaluated holistically, encompassing cognitive aspects through formative and summative assessments, as well as affective aspects through the daily mutaba'ah logbook instrument. This instrument enables teachers and parents to monitor students' development in manners (adab), worship practices, and character in real time. Semester-based evaluations serve as moments of collective reflection to review the effectiveness of instructional tools and teaching strategies that have been implemented. Thus, the evaluation process at this school functions as a quality control mechanism that ensures curriculum implementation remains aligned with the school's vision as a leading Islamic educational institution (Interview, Siti Rofi'ah: 2025).

From a managerial perspective, this evaluation system adopts the principle of continuous improvement, ensuring that data generated through monitoring do not remain merely as archived records but are transformed into corrective and developmental policies. School management perceives character as a non-static entity; therefore, its supervision requires longitudinal and narrative-based instruments. Through weekly coordination meetings, teachers disseminate observations of students' behavioral patterns, which are subsequently analyzed to

determine whether curricular components or instructional methods require adjustment. This approach demonstrates that evaluation at SDIT Nurul Islam operates as an “evaluative dialogue” aimed at balancing national academic performance demands with the school’s moral integrity standards (Interview, Solikhatun: 2025).

Furthermore, the synchronization of evaluation between school and family through the *mutaba’ah* logbook creates a distinctive form of managerial transparency. From a hermeneutical perspective, the *mutaba’ah* logbook functions as a “text of communication” that bridges differences in perception between teachers at school and parents at home regarding children’s development. Through active parental involvement in validating students’ daily worship practices and manners, curriculum management is no longer confined within school walls but expands into a collective responsibility. This strengthens the school’s accountability in the eyes of stakeholders while simultaneously providing parents with reassurance that their educational investment in the Full Day School system yields tangible and measurable behavioral outcomes in their children (Interview, Siti Rofi’ah: 2025).

The implementation of clinical supervision by the principal also reflects a shift from a control-oriented paradigm toward a mentoring (coaching) paradigm. Management recognizes that the quality of curriculum implementation in the classroom is highly dependent on teachers’ mental well-being and professional competence. Accordingly, supervision is conducted through a dialogical approach to honestly identify instructional challenges without fear of administrative sanctions. The results of this supervision are then mapped to determine the types of training or In-House Training (IHT) required by teaching staff (Interview, Siti Rofi’ah: 2025). In this way, the monitoring system serves a dual function: safeguarding instructional quality standards while simultaneously acting as a human resource development instrument grounded in actual field needs.

At the final level, semester and annual evaluations at SDIT Nuris function as a phase of “vision reinterpretation” (Interview, Siti Rofi’ah:

2025). All data derived from cognitive assessments, character records, and parental satisfaction surveys are analyzed to assess the extent to which the school’s strategic objectives have been achieved. Management utilizes these evaluation outcomes to redesign the curriculum for the subsequent academic year, ensuring the school remains responsive to dynamic changes in national education policies. This structured continuity of evaluation guarantees that the school’s vision as an excellent institution is not merely rhetorical, but a reality continuously tested, refined, and enhanced through disciplined, data-driven quality control mechanisms.

The integration of technology into this monitoring system such as the use of digital applications for reporting student development demonstrates the school’s adaptation to the digital era. The digitization of evaluation data facilitates rapid and accurate trend analysis of students’ academic achievement and character development over time. This data reliability significantly supports school leaders in making evidence-based strategic decisions, both in the procurement of learning facilities and in the adjustment of pedagogical strategies. Ultimately, this comprehensive monitoring and evaluation system serves as the frontline safeguard in preserving the dignity of integrated Islamic education that is high-quality, resilient, and future-oriented.

Discussions

Hermeneutical Analysis of Integrated Curriculum: Beyond Knowledge Dichotomy

The discussion on curriculum management at SDIT Nurul Islam reveals a significant phenomenon concerning epistemological unification within Islamic education. Theoretically, the school has successfully reinterpreted the national curriculum so that it is no longer perceived as an entity separate from religious education. This integration is achieved through a process of value “infusion,” in which science, mathematics, and literacy are understood as *āyāt kauniyyah* (signs of

creation) that reinforce comprehension of āyāt qauliyyah (revealed verses).

From a hermeneutical perspective, curriculum development management functions as a bridge connecting governmental policy texts with the local context of religiosity. This approach produces a holistic educational model in which students do not experience learning as engagement with two distinct worlds, but rather as a unified body of knowledge originating from the Creator. The success of this integration is highly dependent on teachers' ability to interpret interconnections among disciplines in creative and contextual ways.

Instructional Leadership and the Resilience of the Learning Organization

The success of Full Day School implementation is strongly influenced by the principal's leadership style as an instructional leader. At SDIT Nurul Islam, the principal functions not only as an operational manager but also as a driving force for change who sustains teachers' motivation and professional competence. Given the highly intensive workload faced by teachers in a full-day school setting, school management adopts strategies of emotional and professional support through internal learning communities.

The school has evolved into a learning organization in which technical challenges encountered in daily practice are collectively discussed to generate innovative solutions. This organizational resilience is evident in teachers' capacity to adapt to dynamic national curriculum policy changes, such as the transition to the Kurikulum Merdeka, without compromising the school's Islamic identity. Furthermore, the foundation's support in providing adequate facilities and infrastructure that enhance comfort for both teachers and students serves as a determining factor in strengthening organizational resilience in the pursuit of the school's educational vision.

Change Management and Educational Ecosystem Synergy

Referring to the concept of change management, the transition of the curriculum and school system at SDIT Nurul Islam involves managing a highly complex "human dimension." The school has successfully established a "supporting coalition" consisting of the foundation, teachers, and students' parents. Challenges in the form of resistance or misunderstandings among parents regarding new assessment methods are addressed through transparent and dialogical communication.

Parent-teacher forums are utilized as spaces to align perceptions of educational success, which is measured not only by examination scores but also by students' independence and moral maturity. This synergy creates a consistent educational environment between what is learned at school and what is practiced at home. Curriculum management in this context expands into ecosystem management, where the success of implementation is largely determined by the extent to which all stakeholders share a common understanding of the overarching goals of integrated Islamic education.

Critical Reflection on Standardization and Local Innovation

An interesting dynamic emerges between the demands of national standardization and efforts to preserve local distinctiveness at SDIT Nurul Islam. On the one hand, the school is required to comply with various national assessment instruments that tend to be administrative and cognitively oriented. On the other hand, the school bears a moral responsibility to maintain the quality of students' Qur'anic memorization and manners (adab), which are often not adequately captured by state assessment tools.

This discussion reveals that school management employs a strategy of "creative negotiation" by fulfilling government standards as a form of formal legitimacy while

simultaneously allocating substantial space for local curriculum development as added value. This strategy reflects managerial maturity in responding to the competing pressures of educational politics. Innovations such as the establishment of a school studio and the implementation of outdoor learning programs demonstrate that curriculum management at SDIT Nurul Islam is capable of transcending the limitations of conventional classroom settings in order to create learning experiences that are relevant to the needs of future generations.

Synthesis of Adaptive–Theocentric Curriculum Management

As a final synthesis, the management of curriculum implementation at SDIT Nurul Islam Tenganan represents an adaptive–theocentric management model. “Adaptive” signifies the school’s openness to developments in educational technology and new policy directions, while “theocentric” indicates that all such innovations remain firmly grounded in divine values. The extended learning duration within the Full Day School system is managed not as an increase in instructional burden, but as an expansion of high-quality educational interaction.

The success of this model is supported by a strong foundation structure, an organizational culture rooted in service (*khidmah*), and a sustained orientation toward quality improvement. This study concludes that the primary key to effective curriculum management at this institution lies in its ability to maintain a balance between administrative professionalism and spiritual integrity, ultimately producing graduates who are not only intellectually competent but also personally and socially righteous.

CONCLUSION

Based on the findings and discussions presented, it can be concluded that the management of Full Day School implementation at SDIT Nurul Islam Tenganan constitutes a system that is harmoniously integrated between the demands of the national curriculum and the vision of integrated Islamic education. The success of this management model is rooted in

careful planning through a collaborative and participatory curriculum synchronization process. At the planning stage, the school positions itself not merely as an executor of macro-level government policies, but as a creative interpreter capable of aligning national Learning Outcomes with the distinctive values of the Integrated Islamic School Network (JSIT). This approach results in an adaptive curriculum in which every academic subject is consistently infused with spiritual and character values, thereby creating a unification of knowledge that does not dichotomize worldly and *ukhrawi* dimensions.

In terms of implementation, school management demonstrates maturity in managing extended learning durations to ensure that they remain effective and meaningful. The application of the ADLX (Active Deep Learning Experience) learning model combined with the INTROFLEX approach has proven effective in maintaining students’ psychological stability and learning motivation. Daily operational management successfully transforms the potential challenge of fatigue inherent in a full-day school system into a series of dynamic educational interactions through a proportional allocation of time between cognitive learning, religious habituation, and talent development. Teachers’ roles as facilitators and field-level interpreters of the curriculum are central to this success, with instructional creativity and the use of information technology serving as key strategies for fostering a classroom atmosphere that is enjoyable, disciplined, and religiously grounded.

The organizational structure under the Sabilul Khoirot Islamic Education Foundation provides exceptional managerial stability for curriculum development. Visionary instructional leadership from the principal, supported by cross-directorate synergy such as the Directorate of Islamic Personal Development and the Directorate of Human Resources enables the cultivation of a resilient learning-oriented organizational culture. The school does not focus solely on improving physical facilities but also places strong emphasis on continuous teacher capacity development, both in pedagogical

competence and spiritual quality. Consequently, curriculum implementation is supported by a robust enabling system that ensures managerial innovations can be executed consistently and sustainably.

The evaluation system implemented at the school goes beyond traditional cognitive measurement standards by integrating character and moral conduct (*adab*) as primary indicators of educational success. Through mechanisms of clinical supervision and daily monitoring that actively involve parents, school management has succeeded in building an educational ecosystem that is transparent and accountable. Evaluation is not treated as the final stage of the learning process, but rather as a starting point for reflection and continuous improvement. This demonstrates that SDIT Nurul Islam has effectively applied change management principles, in which stakeholder feedback is systematically utilized to enhance the quality of educational services in a holistic manner.

Overall, this study concludes that the curriculum management model at SDIT Nurul Islam Tenganan can be characterized as an adaptive-theocentric management model. The success of the Full Day School system at this institution is determined by a balanced integration of administrative professionalism, methodological innovation, and strong spiritual values. The robust synergy among the foundation, school administrators, teachers, and parents creates a comprehensive “hermeneutical circle” of education, in which all stakeholders share a unified understanding of the overarching goal of nurturing a generation that is intellectually competent and personally as well as socially righteous. This model serves as an important reference for the development of Islamic education management in responding to future policy dynamics and the challenges of an evolving educational landscape.

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