

Improving Graduate Quality in Vocational High Schools through Pesantren Curriculum Integration: A Vocational Approach

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Abstract

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Management, Pesantren-Based Curriculum, Graduate Quality.

This study aims to examine the management of curriculum integration in pesantren-based vocational high schools (SMK) and evaluate its effectiveness in improving the quality of graduates. The research was conducted at SMK Khas Kempek Cirebon using a qualitative interpretive approach. Data were collected through participatory observation, in-depth interviews, and curriculum documentation, with validation achieved through triangulation. Curriculum integration involved planning with input from the foundation as the primary stakeholder and the design of a pesantren-based learning program supported by a SWOT analysis of national education standards. The findings reveal that curriculum integration was systematically managed through a combination of general and religious instruction, supervised by the principal and the structural team. However, the evaluation conducted was still descriptive and lacked quantitative indicators to measure graduate improvement. Student participation in pesantren-based learning activities yielded positive results, with more than 70% of final-year students undertaking internships at pesantren-run institutions. Additionally, more than 80% of students demonstrated competencies in religious activities such as Quran memorization and funeral rites. This study was limited to a single institution, which may restrict the generalizability of the findings. The research did not investigate the long-term outcomes of curriculum integration or the impact of socio-cultural factors on student success. Future research could expand this study by including multiple pesantren-based SMKs to provide a broader perspective. This study recommends the development of a graduate-based evaluation system, continuous teacher training, and strengthening strategic collaboration between pesantren and SMKs in educational planning. The contribution of this study is to develop vocational education models that are more relevant to labor market needs while emphasizing moral and spiritual education.

Kata Kunci:

Manajemen, Kurikulum berbasis pesantren, Kualitas Lulusan

Abstrak.

Penelitian ini bertujuan untuk mengkaji manajemen integrasi kurikulum di Sekolah Menengah Kejuruan (SMK) berbasis pesantren serta mengevaluasi efektivitasnya dalam meningkatkan kualitas lulusan. Penelitian dilakukan di SMK Khas Kempek Cirebon dengan pendekatan kualitatif interpretatif. Data dikumpulkan melalui observasi partisipatif, wawancara mendalam, dan dokumentasi kurikulum, dengan validasi menggunakan triangulasi. Integrasi kurikulum melibatkan perencanaan yang melibatkan yayasan sebagai pemangku kepentingan utama dan perancangan program pembelajaran berbasis pesantren yang didukung dengan analisis SWOT terhadap standar pendidikan nasional. Hasil penelitian menunjukkan bahwa integrasi kurikulum dikelola secara sistematis melalui penggabungan pembelajaran umum dan keagamaan yang diawasi oleh kepala sekolah dan tim struktural. Meskipun demikian, evaluasi yang dilakukan masih bersifat deskriptif dan kurang memiliki indikator kuantitatif dalam

mengukur perbaikan kualitas lulusan. Partisipasi siswa dalam kegiatan pembelajaran berbasis pesantren menunjukkan hasil yang positif, dengan lebih dari 70% siswa kelas akhir mengikuti program magang di lembaga pesantren. Selain itu, lebih dari 80% siswa menunjukkan kompetensi dalam kegiatan keagamaan seperti hafalan Qur'an dan tata cara pemakaman. Penelitian ini terbatas pada satu institusi, yang dapat membatasi generalisasi temuan. Penelitian ini juga tidak mengkaji hasil jangka panjang dari integrasi kurikulum atau dampak faktor sosial-budaya terhadap keberhasilan siswa. Penelitian selanjutnya dapat memperluas cakupan dengan melibatkan beberapa SMK berbasis pesantren untuk memberikan perspektif yang lebih luas. Penelitian ini merekomendasikan pengembangan sistem evaluasi berbasis indikator lulusan, pelatihan berkelanjutan bagi tenaga pendidik, serta penguatan kolaborasi strategis antara pesantren dan SMK dalam perencanaan pendidikan. Kontribusi penelitian ini adalah untuk mengembangkan model pendidikan vokasional yang lebih relevan dengan kebutuhan pasar tenaga kerja sambil menekankan pendidikan moral dan spiritual.

INTRODUCTION

Indonesia is currently experiencing a demographic bonus, where the proportion of the population in the productive age group exceeds that of the non-productive age groups. This phenomenon presents an excellent opportunity to drive economic growth through increased labor productivity (Susdarwono, 2022; Warsito, 2019). However, the challenge lies in the low quality of vocational education graduates, particularly from Vocational High Schools (SMK). The high Open Unemployment Rate (TPT) among SMK graduates indicates that they are not yet fully prepared to meet the demands of the labor market, reflecting a gap between graduate competencies and industry needs (Lamijan & Hadi, 2022; Yuliani et al., 2023).

Reform in the vocational education system is urgently needed to produce graduates who not only possess technical skills but also competitiveness, independence, and strong character. One emerging approach is the integration of formal education with the pesantren system (Mwakalila, 2023; Sugiyono, 2010). Pesantren, as a traditional educational institution in Indonesia, plays a crucial role in shaping students' character and work ethic. When combined with vocational education, this integration is expected to produce graduates who are both professionally competent and morally and spiritually grounded (Hanif et al., 2024; Monteiro et al., 2023).

However, the implementation of pesantren-based curriculum in vocational education still faces several challenges, particularly regarding limited resources and teaching methods. Few studies focus on integrating general education with pesantren-based learning to produce high-quality graduates ready for the workforce (Egessa et al., 2021). Moreover, there is a lack of evaluation of this curriculum model, making it difficult to measure the actual impact of pesantren curriculum integration on the quality of SMK graduates. This study aims to fill the gap in the existing literature by examining the management of curriculum integration in pesantren-based SMKs. The study focuses on three leading indicators: work competence, academic achievement, and student independence (Lavrinovich et al., 2015; Yoana et al., 2024). The research will evaluate how the pesantren-based curriculum is applied at SMK Khas Kempek Cirebon and assess its effectiveness in improving graduate quality, both academically and in terms of character. It is hoped that this study will contribute to the development of vocational education models that are more relevant to labor market needs (Nasith, 2024).

The proposition to be tested in this study is that the integration of pesantren-based curriculum can improve the quality of SMK graduates in terms of work competence, academic achievement, and independence. By integrating religious and moral values into the vocational curriculum, students are expected to be not only technically proficient but also have strong character to face the challenges in the workforce. This study is expected to serve as a reference for

developing a more holistic curriculum that addresses not only technical aspects but also the spiritual and moral values crucial for the overall development of students.

METHOD

This qualitative research focuses on curriculum management and graduate quality (Creswell, 2014). The study was conducted at SMK Khas Kempek Cirebon from February to July 2022, involving five purposively selected respondents representing various stakeholders: the principal, a senior teacher, a pesantren administrator, a student, and an alumnus (Sugiyono, 2019). Data collection was carried out through structured interviews, observation, and documentation (Sugiyono, 2010). Data analysis in this study employed the Miles & Huberman model, which consists of three main stages: data reduction, data display, and conclusion drawing/verification. These stages occur interactively and iteratively, allowing researchers to gain a deep understanding of qualitative data (Sodirin et al., 2023). As emphasised by Miles and Huberman, the data were simplified and transformed through rigorous selection, abstraction, and organisation of broader patterns (Dz et al., 2024).

Atlas supported the coding process and thematic categorisation. TI software, which facilitated the identification of dominant themes, the construction of coding trees, and the visualisation of relationships between categories (Nasution et al., 2024). To ensure data validity, this study employed various validation techniques, including source and method triangulation, member checking to confirm interpretations, peer debriefing, and audit trails to document the research process transparently. (Marmoah & Poerwanti, Suharno, 2022). These techniques were employed to enhance the credibility and reliability of the findings, ensuring that data interpretations accurately reflect the reality being studied.

RESULTS AND DISCUSSION

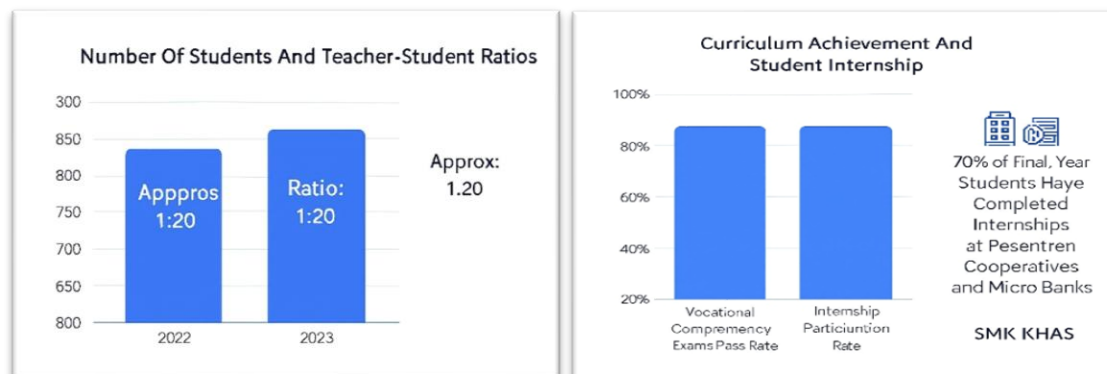
Results

Planning Curriculum Integration Management

The planning of the curriculum integration management program was carried out collectively and then delegated to each institution. The planning was led by the KHAS Foundation (Kyai Haji Aqiel Siradij), Kempek Cirebon, and involved coordination with other institutions, including MA KHAS Kempek, MTS KHAS Kempek, SMP KHAS Kempek, STIES Al-Jaelani, STIKES KHAS Kempek, and both male and female Madrasah institutions. The planning covered several key areas, including student activity schedules, achievement targets, learning strategies, and institutional management aspects such as security, cleanliness, quality assurance, and equipment. Integration management planning at SMK KHAS was designed to systematically prepare activities aimed at achieving shared goals and ideals. Through structured planning, the institution aims to address contemporary challenges and meet community needs. However, researchers found some discrepancies in the field, such as technical errors and misunderstandings regarding responsibilities. These were considered minor and did not significantly hinder overall progress.

A joint decision was made to develop the curriculum based on community needs and the pesantren's character. This was implemented by strengthening Islamic values through Qur'an recitation, prayer schedules, classical book studies (kitab kuning), and group deliberation methods to reinforce morning lessons. Additionally, students were given opportunities for real-world experience, such as working as cashiers in the school cooperative and assisting at the Micro Bank operated by SMK KHAS.

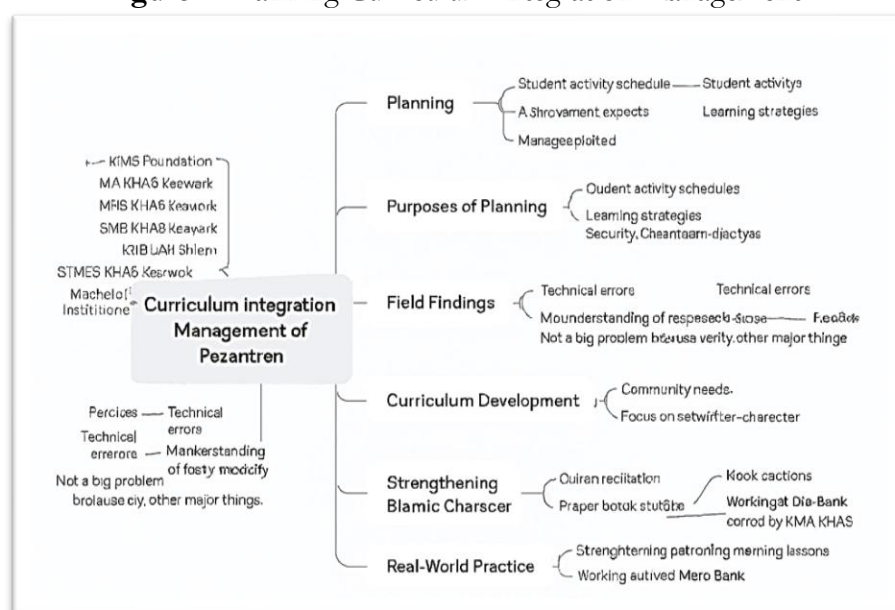
Figure 1: Curriculum Achievement and Internship Participation



While the narrative is rich in qualitative detail, quantitative data remains limited. Internal documentation indicates that approximately 850 students participated in the integrated curriculum program, with a teacher-to-student ratio of about 1:20. The curriculum's achievement is reflected in improved vocational competency exam results and active student participation in fieldwork programs. More than 70% of final-year students have completed internships in pesantren-run enterprises, indicating the practical impact of the integration model.

The relationship between SMK KHAS Kempek and Misykat Al-Anwar plays a vital role in reinforcing student character. Misykat Al-Anwar serves as a spiritual development institution that embeds Islamic values throughout the KHAS Foundation's educational ecosystem. This collaboration is not only structural but also substantive, especially in shaping a pesantren-based curriculum that emphasises discipline, morality, and classical Islamic scholarship. The synergy between SMK KHAS and Misykat Al-Anwar strengthens institutional identity and supports the formation of graduates who are both morally grounded and professionally competent.

Figure 2: Planning Curriculum Integration Management



The picture above illustrates how SMK KHAS Kempek incorporates a pesantren-based curriculum through collaborative planning led by the KHAS Foundation, involving multiple educational institutions. The planning includes student activity schedules, learning strategies, and institutional management, all structured to meet modern challenges and community needs.

The integration between general subjects and religious education in the curriculum at SMK Khas Kempek is a decision we make very carefully. We believe that students must be equipped with technical skills for the workforce, but they also need to have a strong understanding and grounding in religious values. Therefore, our curriculum is designed to provide a balance between these two aspects, and of course, this involves collaboration with various parties in the planning process. (P2/Vice Principal for Curriculum)

From these interviews, it can be concluded that the planning of the pesantren-based curriculum integration at SMK Khas Kempek involves close cooperation between the foundation, the school principal, and the curriculum team. The planning process focuses on blending technical and religious education, which is considered essential for preparing students not only for the workforce but also for their spiritual and moral life.

Although some technical issues and miscommunication were found during implementation, they were minor and did not hinder overall progress. Curriculum development emphasises Islamic character through activities such as Qur'an recitation, classical book studies, and group deliberation. Students also gain real-world experience by working as cashiers in the school cooperative and assisting at the Micro Bank, a service operated by the school. This model embodies a holistic approach that integrates Islamic values with vocational skills, yielding graduates who are both morally grounded and professionally prepared.

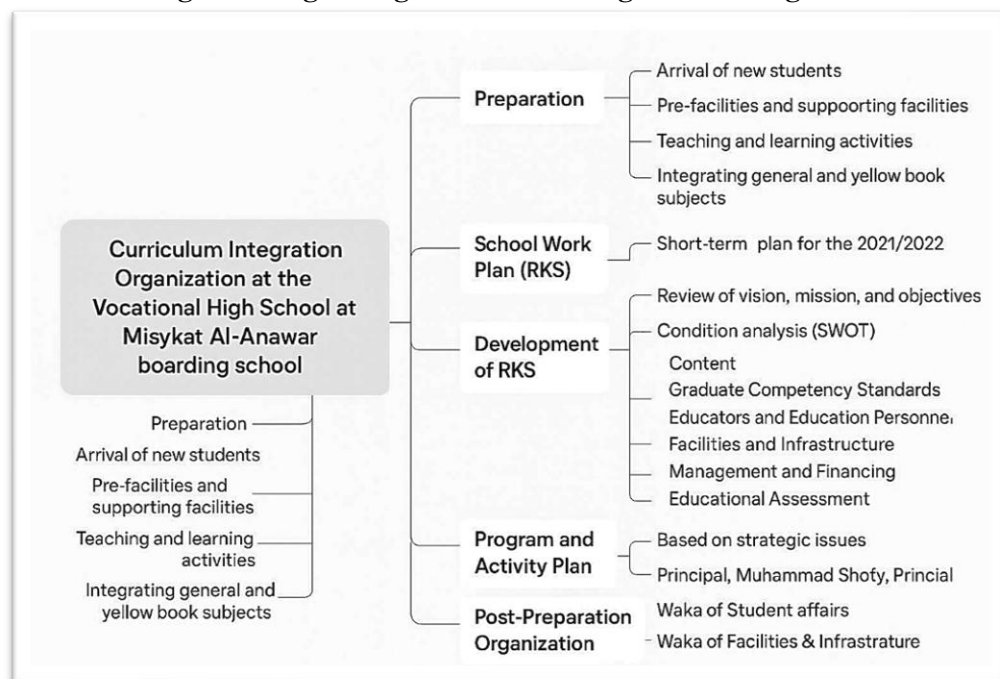
Organising Curriculum Integration Management

The organisation of curriculum integration at the Vocational High School within the Misykat Al-Anwar boarding school is a strategic effort aimed at improving the quality of graduates. This organisational process is considered crucial by the institution, as it directly influences institutional development and educational outcomes. The organisation encompasses several key components, including the preparation for the arrival of new students (with an average intake of 250–300 students annually), readiness of pre-facilities and supporting infrastructure, planning of teaching and learning activities, and the development of a curriculum that integrates general vocational subjects with kitab kuning (classical Islamic texts). The goal is to produce professionally competent graduates who possess noble character, understand Islamic jurisprudence, and are capable of disseminating Islamic values to the broader community.

As part of its commitment to continuous improvement, SMK KHAS Kempek Based on Pesantren has responded to the evolving demands of education by formulating a short-term development program in the form of the School Work Plan (Rencana Kerja Sekolah or RKS) for the 2021/2022 academic year. The RKS development process began with a review of the school's vision, mission, and objectives, followed by a SWOT analysis aligned with the eight national education standards: content, process, graduate competency, educators and education personnel, facilities and infrastructure, management, financing, and educational assessment. Based on this analysis, the school identified strategic issues and designed targeted programs and activities. For example, in the 2021/2022 cycle, the school achieved a 78% pass rate in vocational competency exams and a 65% participation rate in student internships at pesantren-run enterprises, including cooperatives and microfinance units.

Principal Muhammad Shofy confirmed that post-preparation organisational efforts were focused on elaborating detailed responsibilities. He oversaw policy direction and supervision of the RKS. Administrative affairs were managed by Supriyandi (*Head of Administration*), while student affairs were coordinated by Khoerudin (*Vice Principal for Student Affairs*). Infrastructure readiness was led by Nahrul Hidayat (Vice Principal for Facilities and Infrastructure), who organised teams to ensure a safe and conducive learning environment. Curriculum development was handled by Asep Sopiyan (Vice Principal for Curriculum), who ensured that the learning environment remained healthy, productive, and rooted in integrity. The school maintains a teacher-student ratio of approximately 1:18, supporting personalised instruction and character development.

Figure 3: Organising Curriculum Integration Management



The picture above shows that the curriculum integration at Misykat Al-Anwar Vocational High School is strategically organised to enhance graduate quality. Preparations include welcoming new students, setting up facilities, planning teaching activities, and integrating vocational subjects with Islamic studies (as outlined in the yellow book). A short-term School Work Plan (RKS) for 2021/2022 was developed to guide this process. An interview with the Vice Principal for Student Affairs highlighted the organizational efforts involved in implementing the pesantren-based curriculum at SMK Khas Kempek. The Vice Principal explained:

In organizing the integration of the curriculum, we ensure that all roles and responsibilities are clearly defined and understood. For example, I oversee student affairs, but we also have a team responsible for managing curriculum development and infrastructure. Each department works closely to ensure the curriculum is implemented effectively, with each aspect, be it general education, religious instruction, or extracurricular activities, harmonized into a unified plan. This structure enables us to address both the academic and character development needs of our students. (P3/Vice Principal for Student Affairs)

We also coordinate with the foundation and the pesantren administration to ensure that the planning aligns with both educational standards and pesantren values. This involves setting clear goals for each academic year and ensuring that resources, such as teaching materials and space, are available to support the integration process. The collaboration between all parties ensures that the curriculum is not only

administratively sound but also aligned with the spiritual mission of our school. (P4, Curriculum Coordinator)

The RKS was built by reviewing the school's vision and mission, followed by a SWOT analysis based on eight national education standards. From this, strategic programs and activities were formulated. Post-preparation organisation assigns clear roles: the principal oversees policy and supervision, while administrative and curriculum staff manage documentation, student affairs, infrastructure, and learning environments. This structure ensures a productive, values-driven education system aligned with pesantren principles.

This interview illustrates the structured approach to organizing the integration of the pesantren-based curriculum at SMK Khas Kempek. Clear role delegation, coordination with various stakeholders, and resource management are key aspects of ensuring the successful implementation of the curriculum.

Implementation of Curriculum Integration Management

The principal implements the curriculum integration policy at SMK KHAS Kempek through a structured management approach that combines formal vocational education with pesantren-based religious instruction. This integration is reflected in daily activities such as Qur'an recitation, tahfidz programs, and kitab kuning studies, which are embedded into the official teaching schedule. As of the 2022/2023 academic year, SMK KHAS Kempek has a total of 173 students, comprising 102 male and 71 female students, guided by 13 professional teachers, resulting in a teacher-student ratio of approximately 1:13¹. These figures support the school's capacity to deliver personalised and character-based education.

SMK KHAS Kempek was recognised as a Healthy School in 2012 and awarded the District Adiwiyata School title in 2013, reflecting its commitment to environmental education. One of its flagship programs, Clean Friday, is conducted every Friday morning during the first lesson hour, involving all students in maintaining school cleanliness and environmental awareness. In addition to general subjects, the school offers religious education through local content subjects (*mulok*) and Diniyah Education, which are tailored to the cultural and religious context of Cirebon Regency, known as the "*city of santri*."

To reinforce character education, the school implements positive religious habituation activities and a violation point system to uphold discipline and cultural norms in daily interactions. These efforts are part of a broader strategy to produce graduates who are both morally grounded and professionally competent. Dea, a student majoring in Sharia Banking, shared that the core activities at the Misykat Al-Nurain dormitory include reciting the Qur'an, memorising the hadith, studying fiqh, and other religious practices. "We also have general school activities like OSIS elections and extracurriculars. In our department, we manage a mini bank owned by the school and learn about Islamic banking operations. We are taught how to recite the Qur'an, perform funeral rites properly, interpret kitab kuning in Pegon Arabic, and translate it into Indonesian," she explained.

An interview with a Senior Teacher at SMK Khas Kempek highlighted the practical implementation of the pesantren-based curriculum in daily learning activities. The Senior Teacher explained:

In practice, the integration of the pesantren curriculum is visible in the daily routines of our students. Every morning, we start with Qur'an recitation and tahfidz programs, which are part of the regular teaching schedule. These are followed by vocational subjects where students learn both technical skills and apply

religious values in real-world contexts. For example, our Sharia Banking students not only learn the theory of Islamic finance but also manage the school's microfinance unit, where they can practice what they learn in a real-world setting. (T1/Senior Teacher)

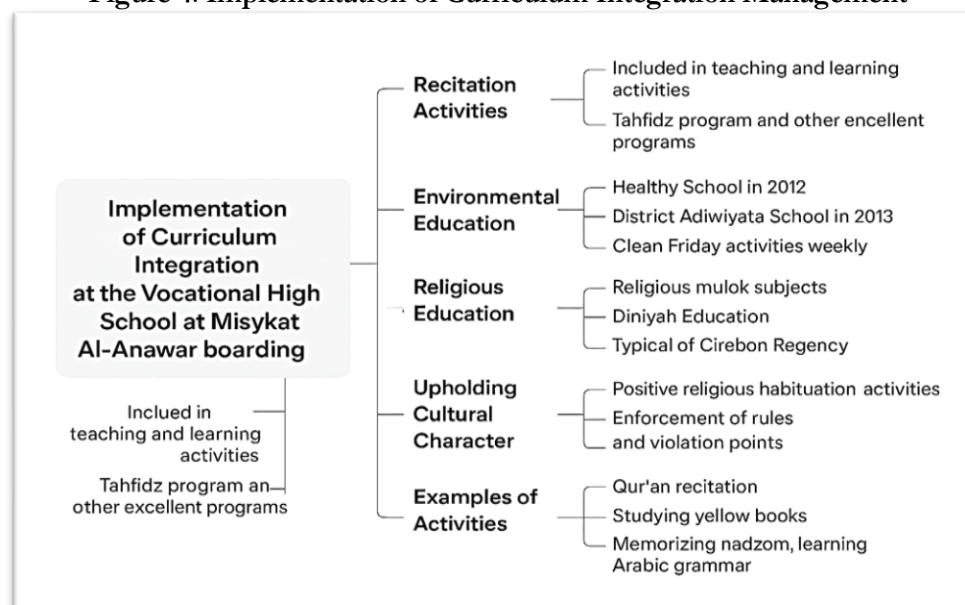
A Student Representative also shared their experience regarding the implementation of the integrated curriculum:

We are not just learning in class; we are also getting hands-on experience. For example, when we study financial systems in our Sharia Banking class, we also have the opportunity to participate in microbank activities. This provides us with insight into how Islamic banking operates in practice. Additionally, the religious aspects, such as daily prayers and memorizing verses from the Qur'an, are integrated into our daily schedules and help shape our character. (S1/Student Representative)

From these interviews, it is clear that the implementation of the pesantren-based curriculum at SMK Khas Kempek goes beyond the classroom. It combines religious practices with vocational training, enabling students to acquire practical skills while developing their character. The integration of curriculum is clearly visible in the students' routines from morning tafsir sessions to nahwu and shorof grammar studies, and practical applications such as managing the school's Micro Bank.

According to internal school reports, more than 65% of final-year students have participated in fieldwork or internships related to their vocational major. In comparison, more than 80% have demonstrated competency in religious practices such as funeral rites and Qur'anic recitation. These statistics affirm the success of SMK KHAS Kempek's pesantren-based curriculum model in preparing students for both spiritual leadership and real-world employment.

Figure 4: Implementation of Curriculum Integration Management



SMK KHAS Kempek implements a pesantren-based curriculum integration model that blends religious education with vocational training. Under the principal's leadership, activities such as Qur'an recitation and tahfiz are integrated into the formal teaching schedule, making religious practice an integral part of the daily learning experience. The school also runs superior programs that reinforce its identity as a pesantren-based public institution. Environmental education is emphasised through weekly "Clean Friday" activities, contributing to its recognition as a Healthy School in 2012 and a District Adiwiyata School in 2013. Religious education is delivered via local

content subjects (mulok and diniyah) typical of Cirebon Regency, reflecting the region's strong Islamic heritage.

Character education is integrated into school life through positive religious habits and a system of rule enforcement that utilises violation points. Students participate in general school activities such as OSIS elections and extracurriculars, alongside religious and vocational training. Practical learning is a key feature, especially in the Sharia Banking department, where students manage a school-owned Micro Bank and study Islamic financial systems. They also practice funeral rites, interpret texts from the Yellow Book in Pegon Arabic, and study Arabic grammar. This holistic approach ensures that graduates are spiritually grounded, academically competent, and professionally prepared to make meaningful contributions to society.

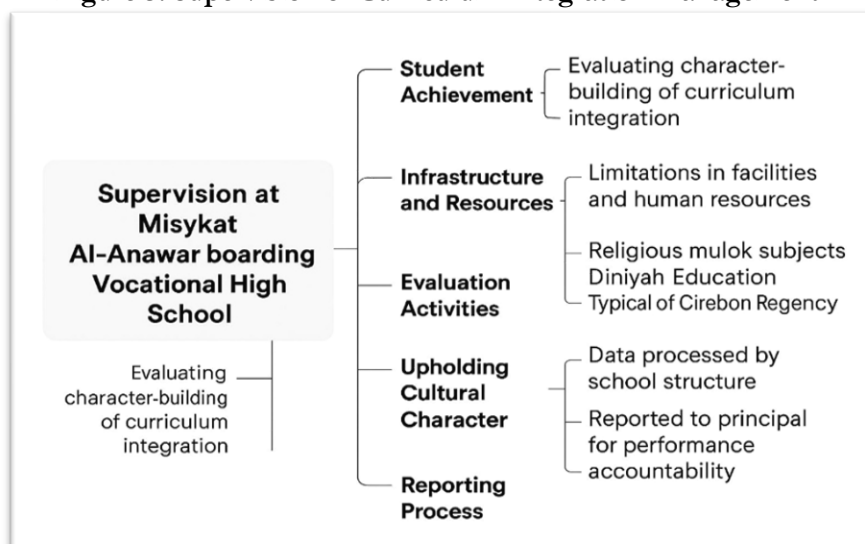
Supervision of Curriculum Integration Management

Supervision at SMK KHAS Kempek is conducted through systematic evaluations led by the principal, focusing on key aspects such as student achievement in curriculum integration, character development, and institutional limitations in infrastructure and human resources. One of the primary indicators evaluated is the effectiveness of the integrated curriculum in shaping student behaviour and values. To gather relevant data, the school administration distributes structured questionnaires to both students and teachers. These instruments assess perceptions of curriculum delivery, character formation, and the adequacy of facilities.

The collected data is then compiled and analysed by the school's internal team, with results formally reported to the principal as part of institutional performance accountability. For example, in the 2022/2023 academic year, over 85% of students reported that religious and vocational integration helped them better understand Islamic values in daily life, while 78% of teachers agreed that character-based learning improved classroom discipline and student engagement. Additionally, infrastructure feedback revealed that 60% of respondents felt the need for improved digital learning tools and more structured spaces for practical training.

This evaluation process not only informs strategic planning but also serves as a feedback loop to refine curriculum implementation and resource allocation. By combining qualitative insights with quantitative data, SMK KHAS Kempek ensures that its pesantren-based education model remains responsive, accountable, and aligned with its mission to produce graduates who are morally upright and professionally capable.

Figure 5: Supervision of Curriculum Integration Management



Supervision of curriculum integration at SMK KHAS Kempek is conducted through structured evaluation led by the principal. The primary focus is on assessing student achievement and character development, which are central goals of the integrated pesantren-based curriculum. Additionally, the evaluation considers limitations in infrastructure and human resources that may affect the quality of implementation. To gather relevant data, the school employs questionnaires distributed to both students and teachers. These instruments serve as an initial diagnostic tool to identify challenges and areas for improvement. The collected data is then processed by the school's internal structure, ensuring that feedback is systematically analysed.

Once processed, the findings are reported to the principal as part of the school's performance accountability mechanism. This reporting allows leadership to make informed decisions and implement targeted interventions. The evaluation process reflects a commitment to continuous improvement and responsiveness to both pedagogical and operational needs. By integrating supervision with participatory feedback and structured reporting, SMK KHAS Kempek demonstrates a proactive approach to maintaining the integrity and effectiveness of its curriculum integration model. This system supports the school's broader mission of producing graduates who are both academically competent and spiritually grounded.

DISCUSSION

Representation of Classical Management Theory in Integrative Curriculum Practice

The implementation of curriculum integration at SMK KHAS Kempek reflects a tangible application of classical management theory and contemporary quality management principles within the context of pesantren-based vocational education. The concept of management as the ability to achieve goals through cooperation, as defined by Siagian (Marlina, 2022), and GR Terry's emphasis on the structured process of planning, organising, actuating, and controlling (Malikhah, 2021), serves not only as a theoretical framework but is also manifested in the school's operational structure. These four management stages are clearly evident in the formulation and execution of the School Work Plan (RKS) for the 2021/2022 academic year. Planning began with a SWOT analysis of the eight national education standards, demonstrating a strategic, data-driven, and collaborative approach involving the principal, vice principals, and curriculum coordinators. This indicates that educational management at SMK KHAS Kempek is not merely bureaucratic but adaptive to local needs and pesantren values.

The implementation of integrative curriculum management at SMK KHAS Kempek reflects a concrete application of classical management theory and contemporary educational quality principles within the context of pesantren-based vocational education. This approach aligns with findings. (Hanifah, 2023), which emphasises the importance of systematic management structures in shaping students' competencies through the integration of religious values and vocational skills. The SWOT-based planning strategy, as applied in the development of the School Work Plan (RKS) at SMK KHAS Kempek, is also supported by Alim et al. (2024), who state that SWOT is a strategic tool for improving educational quality by aligning the curriculum with local needs. (Mahmudah, 2023) Adds that pesantren-based curriculum management functions not only as an administrative control tool but also as a mechanism for character and spiritual development. Furthermore, (Dumiyati (2022) Asserts that GR Terry's principles remain relevant in managing vocational education, especially in environments that combine local and spiritual values. Thus, the approach implemented at SMK KHAS Kempek not only confirms the validity of classical management

theory in education but also expands its application into a holistic and contextual educational model.

Thus, this study not only confirms the relevance of classical management theory in educational settings but also expands its application into an integrative educational model that combines spiritual and vocational dimensions. This contribution is particularly significant in addressing the persistent challenges of vocational school graduate quality, which has often been deemed insufficient in meeting the demands of the workforce and society.

Planning Strategy: Integrating Pesantren Values into Vocational Curriculum

The curriculum planning stage at SMK KHAS Kempek begins with a SWOT analysis that references the eight National Education Standards, encompassing curriculum content, graduate competencies, and infrastructure. This approach demonstrates that the school is not solely focused on regulatory compliance but also committed to strengthening local and spiritual values. The planning process involves active collaboration among the principal, vice principals, and curriculum coordinators, reflecting GR Terry's concept of management as a structured process (Malikhah, 2021). The integration of kitab kuning into vocational subjects is not incidental but a deliberate strategy aimed at producing graduates who are professionally competent and spiritually grounded. This strategy builds upon Lickona's (Gayatri Basuki et al., 2023) character education and Kolb's (Rusilowati & Wahyudi, 2020) experiential learning by incorporating spiritual dimensions into workplace competencies. In this context, the curriculum functions not only as an academic tool but also as a medium for shaping student identity and work ethic (Lavy, 2020). The key contribution of this approach is a curriculum planning model that combines national standards with pesantren values, offering a replicable framework for other schools seeking to develop integrative curricula that meet industry demands while preserving cultural and spiritual foundations.

Curriculum planning at SMK KHAS Kempek is not solely oriented toward regulatory compliance, but also strategically integrates local and spiritual values. This approach aligns with the findings of (Alim et al., 2024), who assert that SWOT analysis is a crucial tool in educational planning, enabling institutions to tailor curricula to the needs of students and the characteristics of the school environment. The collaboration between the principal and the curriculum team in the planning process also reflects structured management principles as described by GR Terry, which remain relevant in the context of modern education (Malikhah, 2021).

The strategy of integrating classical Islamic texts (*kitab kuning*) into vocational subjects expands the concept of character education, as proposed by Lickona, and experiential learning, as outlined by Kolb, as examined by Hanifah. (2023), who found that pesantren-based curricula can foster both work competencies and students' religious character (Mahmudah, 2023). This further emphasizes that a curriculum combining academic and spiritual dimensions serves as a tool for shaping students' identity and work ethic. Thus, the curriculum planning model at SMK KHAS Kempek can serve as a reference for other schools seeking to develop an integrative approach that meets industrial demands while preserving cultural roots and local spirituality.

Organising: Structural Efficiency in Integrative Educational Management

The organising stage of curriculum management at SMK KHAS Kempek demonstrates structural efficiency that facilitates the smooth implementation of an integrative curriculum. Role delegation is clearly and functionally defined: Principal Muhammad Shofy serves as the policy

director, Supriyandi is responsible for administrative documentation, and the vice principals coordinate curriculum, student affairs, and infrastructure. This structure reflects the principle of management as both an art and a science, as articulated by Bwalya (2023), where coordination and supervision are essential elements in achieving institutional goals.

The effectiveness of this organisational structure is evident not only in task distribution but also in the synergy among work units that support the integration of vocational and pesantren-based education (Palah et al., 2022). In this context, management functions not merely as a control mechanism but also as a means of empowering human resources (Şahin, 2021). Emphasize that organizational structures aligned with the institutional vision and mission can enhance the overall quality of educational processes. A key contribution of these findings is the adaptability of pesantren-based school structures to support integrative curricula, provided there is clear role definition, effective communication, and a collective commitment to educational objectives.

This expands the understanding of educational management in environments that blend spiritual values with professional work ethics. Research by (Mahmudah, 2023) Madrasah Tsanawiyah Darul Huda also reveals that the effectiveness of organisational practices in pesantren-based education heavily depends on the clarity of roles and collective commitment to spiritual values and professional work ethics. Therefore, the organisational structure at SMK KHAS Kempek can serve as a model for other institutions seeking to develop an integrative curriculum in a systematic and contextually relevant manner.

Curriculum Implementation: Integrating Religious and Vocational Practices

The implementation stage of the integrative curriculum at SMK KHAS Kempek is reflected in daily routines that combine both religious and vocational activities simultaneously. Practices such as Qur'an recitation, tahfidz, and hands-on training in the school's Micro Bank unit are not merely supplementary but form the core of an experiential learning approach. A statement from Dea, a student in the Islamic Banking program, notes that they "not only learn theory but also directly practice religious values and life skills," reinforcing the transformative and contextual nature of the learning process at this institution.

This integration aligns with Kolb's (Nwoko et al., 2023) Experiential learning theory emphasises the importance of direct experience in shaping student understanding and skills. Furthermore, it supports Lickona's (Alfriansa Agustina et al., 2022) Character education framework, where moral and spiritual development are inextricably linked to the educational process. In terms of quality management, such curriculum implementation meets and even exceeds stakeholder expectations, as noted by (Timo et al, 2019) and (Shayan et al., 2022), who argue that educational quality is defined by its relevance and impact on learners and society. A key contribution of these findings is that the implementation of an integrative curriculum enhances not only students' technical competencies but also their character and spirituality, offering a replicable model for other institutions seeking holistic learning approaches rooted in local values and industry needs.

The supervision stage in curriculum management at SMK KHAS Kempek is conducted through a structured evaluation, which involves distributing questionnaires to students and teachers. The results are systematically analysed and reported to the principal as a form of institutional performance accountability. This approach aligns with Edward Sallis's (Pagán-Castaño et al., 2021). The definition of educational quality emphasises the optimal satisfaction of educational stakeholders, namely students, teachers, and the broader community. Data from the

2022/2023 academic year indicate that 85% of students experienced increased understanding of Islamic values, while 78% of teachers observed improvements in student discipline and engagement. These findings suggest that the integration of pesantren and vocational curricula impacts not only academic outcomes but also character development and learning ethos.

Figure 6: Evaluation Result Integrative Curriculum X Vocational SMK Khas Kempek

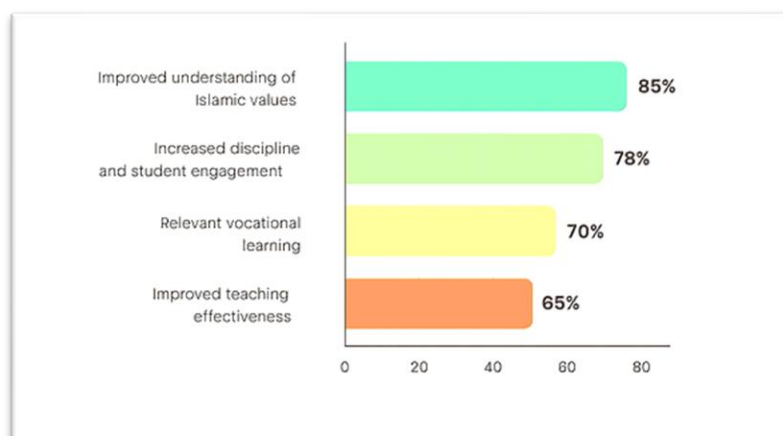


Figure 6 illustrates the evaluation results of the integrative curriculum based on student and teacher perceptions during the 2022/2023 academic year. Four key indicators, understanding of Islamic values, student discipline and engagement, relevance of vocational learning, and teaching effectiveness, are visually presented with high achievement percentages, reflecting the success of curriculum implementation. This diagram not only reinforces qualitative findings but also provides quantitative evidence that the integrative approach meets stakeholder expectations. With a clear design and distinct colour coding for each category, the diagram serves as an effective communication tool to convey the tangible impact of the curriculum management strategy applied.

The implementation of integrative curriculum management at SMK KHAS Kempek reflects a concrete application of classical management theory and contemporary educational quality principles within the context of pesantren-based vocational education. This approach aligns with (Hanifah's, 2023) Findings emphasise the importance of systematic management structures in shaping students' competencies through the integration of religious values and vocational skills. The SWOT-based planning strategy, as applied in the development of the School Work Plan (RKS) at SMK KHAS Kempek, is also supported by (Alim et al, 2024), who state that SWOT is a strategic tool for enhancing educational quality by aligning the curriculum with local needs. (Mahmudah, 2023) Adds that pesantren-based curriculum management functions not only as an administrative control mechanism but also as a means of character and spiritual development.

Furthermore, (Dumiyati, 2022) affirms that GR Terry's principles remain relevant in managing vocational education, especially in environments that integrate local and spiritual values. Thus, the approach implemented at SMK KHAS Kempek not only confirms the validity of classical management theory in education but also expands its application into a holistic and contextual educational model. A key contribution of these findings is the demonstration that data and perception-based supervision can serve as a strategic tool for measuring the effectiveness of integrative curricula (Marmoah & Poerwanti; Suharno, 2022). This evaluation model is replicable in other educational institutions that seek to ensure the integration of local and spiritual values genuinely enhances graduate quality (Sodirin et al., 2023). Thus, supervision functions not merely

as a control mechanism but as a reflective and continuous improvement process within the educational system.

Synergy Between National Standards and Pesantren Values

The broader concept of educational quality management, as described by Awu (2022) It encompasses the use of tools, techniques, and philosophies that promote a consumer-oriented culture with continuous improvement. SMK KHAS Kempek demonstrates its commitment to this approach through recognitions such as the Healthy School Award and the District-Level Adiwiyata School Award, signalling success in creating a holistic and sustainable learning environment. The school's efforts to define graduate quality by integrating national standards with pesantren values serve as a strategic guide for teachers and students in setting realistic and meaningful educational goals (Alfriansa Agustina et al., 2022; Lovren et al., 2019).

The quality of education at SMK KHAS Kempek is also supported by strong educational inputs, including human resources (principals, teachers, staff, and students), financial resources, and a supportive regulatory framework (Zahroh, 2022). The school's vision, mission, and objectives are embedded in daily operational expectations (Maisyura et al., 2022), and this input readiness directly influences the quality of educational processes (Fox & Smeets, 2011; Patria et al., 2024). The result is an empowering and engaging learning environment that encourages students to participate deeply in both religious and vocational education.

The school's management and quality assurance practices reflect a strong synthesis between theory and practice, with each stage planning, organising, implementing, and supervising, demonstrating established management frameworks and producing tangible impacts on student achievement and institutional performance (Contreras-Villalobos et al., 2023). This study affirms that pesantren-based vocational education, when effectively managed, can produce graduates who meet both spiritual and societal expectations, while embodying an evolving concept of educational quality (Crisp, 2020; Martin et al., 2020). The primary contribution of this research is an integrative curriculum management model that can serve as a reference for vocational education reform in Indonesia. By combining national standards with local and spiritual values, and emphasising active stakeholder participation, this study not only fills a gap in the literature but also offers practical solutions for developing education that is relevant, inclusive, and sustainable.

Table 1: Integrative Curriculum Management at SMK KHAS Kempek

Management Stage	Practices at SMK KHAS Kempek	Referenced Theory	Contribution
Planning	SWOT analysis of 8 National Education Standards (NES), development of School Work Plan (RKS)	GR Terry's structured process, Siagian's cooperative management	Spiritual-based curriculum strategy aligned with local values and NES
Organizing	Functional delegation: principal, vice principals, coordinators	Bwalya's management as art and science	Synergistic pesantren organisational model
Implementation	Integration of kitab kuning, Qur'an recitation, and vocational training	Kolb's experiential learning, Lickona's character education	Spiritual-vocational competence formation model

Supervision	Participatory evaluation via student and teacher questionnaires	Sallis's quality of stakeholder satisfaction	Perception-based evaluation mechanism
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Source: Data Collection, 2025

Table 1 provides a systematic representation of the four stages of integrative curriculum management at SMK KHAS Kempek: planning, organising, implementation, and supervision. Each row in the table links actual practices at the school with relevant management theories, while also highlighting the novel contributions resulting from this approach. Through this format, readers can easily identify how classical theories such as those of GR Terry and Siagian, along with contemporary frameworks like Kolb and Sallis, are contextually applied within a pesantren-based educational environment. The table clarifies that the integrative curriculum is not merely conceptual but also operational, with a direct impact on educational quality.

To reinforce the empirical findings, data visualisation is presented through a bar chart and a conceptual diagram. The bar chart illustrates the success level of the integrative curriculum, as perceived by both students and teachers. At the same time, the conceptual diagram outlines the curriculum management flow from planning to graduate quality outcomes. The five key stages visualised include: (1) strategic planning, (2) integration of pesantren values, (3) implementation of vocational and religious learning, (4) evaluation and supervision, and (5) graduate quality encompassing competence, character, and independence.

CONCLUSION

This study aimed to examine the management of pesantren-based curriculum integration at SMK Khas Kempek Cirebon and evaluate its impact on the quality of graduates. Based on the research findings, it can be concluded that the planning of curriculum integration was carried out systematically, involving the foundation as the primary stakeholder and using a SWOT analysis to formulate the School Work Plan (RKS). The implementation of this curriculum also showed positive outcomes, with students gaining not only technical skills but also strong religious values through programs such as tahfidz, Quran memorization, and other religious activities. In terms of work competence, more than 70% of final-year students participated in internships at pesantren-run institutions, and over 80% of students demonstrated competencies in religious activities. Additionally, the development of student character through the integration of religious and vocational learning proved effective in shaping discipline and leadership skills.

Despite the success of integrating the pesantren-based curriculum, several limitations should be considered. This study was conducted at a single institution, which limits the generalizability of the results. Moreover, the evaluation was descriptive and lacked quantitative indicators to measure the long-term impact of curriculum integration. For future research, it is recommended to expand the scope by involving multiple pesantren-based SMKs to gain a more comprehensive understanding. Further research should also adopt a quantitative approach to objectively measure the long-term effects on graduate quality, both in terms of work competence and student character development.

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