

Formulation of Integrative Curriculum Structure Based on Tawheed at Ar-Rohmah Integral High School Malang

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Abstract

This article aims to determine the structure of the integrative curriculum based on monotheism implemented by SMA Integral Ar-Rohmah Malang. This study uses a qualitative approach with a case study type, because this study describes the curriculum structure from the foundation, objectives, vision, mission, strategy and curriculum content. Data collection was carried out using observation, interview and documentation techniques. For data analysis techniques with data condensation, data presentation and conclusions. Furthermore, data validity testing was carried out using triangulation techniques and sources to prove that the data received was valid. The results of the study showed that the curriculum used at SMA Integral Ar-Rohmah Malang is a combination of the national curriculum (Independence Curriculum), the Hidayatullah diniyah curriculum and the Hidayatullah fostering curriculum. This integrative curriculum based on monotheism is applied in every subject including intra and extra, in daily practice this curriculum applies the values of monotheism as the opening, content and closing of the teaching and learning process.

Keywords: Structure Formulation; Integrative Curriculum; Tauhid Education; Ar-Rohmah.

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Abstrak

Tujuan dari artikel ini adalah untuk mempelajari bagaimana struktur kurikulum integratif berbasis tauhid yang digunakan di SMA Integral Ar-Rohmah Malang. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus untuk mendeskripsikan struktur kurikulum dari landasan, tujuan, visi

misi, strategi, dan muatan kurikulum. Pengumpulan data dilakukan dengan teknik observasi, wawancara, dan dokumentasi. Kemudian data dianalisis melalui kondensasi data, penyajian, dan kesimpulan. Untuk memastikan bahwa data yang diterima benar, uji keabsahan dilakukan dengan triangulasi teknik dan sumber. Hasil penelitian menunjukkan bahwa SMA Integral Ar-Rohmah Malang menggunakan kombinasi dari kurikulum nasional (Kurikulum Merdeka), kurikulum diniyah khas Hidayatullah, dan kurikulum kepengasuhan khas Hidayatullah. Kurikulum integratif berbasis tauhid ini diterapkan pada setiap mata pelajaran, baik intra maupun ekstra.

Kata kunci: Formulasi Stuktur; Kurikulum Integratif; Pendidikan Tauhid; Ar-Rohmah.

A. Introduction

In the midst of modernization and rapid scientific development, Islamic education faces serious challenges in maintaining the integrity of monotheistic values as the main foundation for the formation of students' character. Many educational institutions are still stuck in curriculum dualism, separating religious and general sciences, resulting in graduates who are intellectually intelligent but spiritually poor. In fact, from an Islamic perspective, monotheism is not only the foundation of faith, but also the main paradigm in building the structure and direction of education.

In this context, SMA Integral Ar-Rohmah Malang, as a boarding school-based school that combines formal education and Islamic character development, offers an ideal opportunity to formulate a curriculum that is not only structurally integrative, but also philosophically based on monotheism. Therefore, the need for the formulation of a curriculum structure that unites various disciplines in the framework of monotheism is very urgent, in order to produce a generation that is not only academically superior, but also solid in aqidah and Qur'anic character. (Ilyasir, 2017). Efforts to integrate a monotheism-based curriculum are not just about adding religious elements to

general subjects, but require the formulation of a comprehensive curriculum structure starting from the philosophical foundation, educational objectives, material selection and organization, to directed learning and evaluation strategies. Unfortunately, most Islamic educational institutions still adopt a national curriculum without significant modifications that reflect the values of monotheism substantially.

The curriculum tends to be pragmatic and focused on cognitive achievement alone, without building integration between spiritual, intellectual, and moral aspects. SMA Integral Ar-Rohmah Malang as an institution that has a commitment to strengthening Islamic values and academic achievements, has a strategic position to become a model in the development of an integrative curriculum based on monotheism. However, until now, the formulation of a complete curriculum structure based on the monotheistic framework has not been systematically documented. This is an urgency as well as a research gap that is

important to be answered through this study. (Rahardja et al., 2024).

Through a holistic approach and the support of all parties, the curriculum can be implemented well, and is beneficial for the development of comprehensive and integrated education. Therefore, it is important for educational institutions to formulate and implement the right curriculum structure so that the goals, vision, mission, and achievements of students can be implemented properly (Fauzi, 2023).

The concept of education based on monotheism is an effort to create students who are able to balance between cognitive and personality (psychomotor and affective) (Mayasari & Triwiyanto, 2012). This monotheistic curriculum is one of the innovations in the world of education, which combines the concept of modern education with Islamic education (Aziz, 2018). This concept refers to education based on monotheism, designed by an educator, Mr. Amriyanto Hadi, as the principal of Integral Ar-Rohmah High School Malang. According to him, even though an educational concept looks good,

without being accompanied by the formation of morals, the result will only give birth to individuals who prioritize logic alone, and have the potential to forget that everything in this world belongs to Allah SWT. Therefore, the monotheism-based education approach is seen as the most appropriate method to be applied in this school (Ramadhan, 2019). This curriculum is applied to all aspects of the curriculum starting from planning, organizing, implementing, and evaluating.

Tawhid-based education is one of the solutions for education in Indonesia. Tawhid-based education is all educational activities that include coaching, training, and developing human potential according to the talents, capacities, and expertise of each individual, all of which are sourced from and oriented to Allah SWT (Qoriah et al., 2018). Furthermore, the knowledge and skills gained are applied in daily life as a tangible form of devotion and obedience to Allah SWT. Efforts to realize it begin with the inculcation of the values of akhlaq al karimah (good ethics) to each perpetrator, which is then

carried out through the role of the caliph as the provider and maintainer of life in this world (Hs & Hasanah, 2018).

Tauhid is the main and highest value in Islamic ideology. The implementation of monotheistic values reflects the awareness of the oneness of God and spiritual awakening in line with the ideals of the Qur'an, as part of the process of forming and developing the personality of a Muslim (Rivki & Bachtiar, 2019). Open your heart with Tauhid is the basic motto of Hidayatullah mass organization education. This education aims to instill religious beliefs and form a complete Muslim person who loves and masters various fields of knowledge. This is what is called Insan Kamil. In this case, the human heart plays a very important role and is the main foundation in forming a value. Every action taken must be based on sincere intentions and comes from the heart. As the Prophet PBUH said, every charity depends on its intention (Sanyoto, 2023). Therefore, the attitude and behavior of a believer is a reflection of his heart. If his heart is good, then his attitude and behavior will be good.

Likewise, if his heart is bad, then the attitude and behavior he shows will also be bad. Education based on monotheism is sourced from the Qur'an and Sunnah (Syahraini, 2017).

SMA Integral Ar-Rohmah Malang has implemented a monotheism-based integrative education curriculum since the school's inception. The Islamic Boarding School fostered by Hidayatullah is expected to be the best solution to produce quality Human Resources in the fields of the Qur'an and Science. With the concept of a full-day dormitory education model that integrates the national curriculum and instills Islamic spiritual values or the monotheistic curriculum, of course it is the right design to develop the potential of fitrah covering spiritual, intellectual, and social aspects comprehensively.

Integration in the context of education means that all elements in the school come together and complement each other to form a complete system, where teachers, students, teaching materials, learning processes, and the environment support each other. The integrated curriculum based on the

values of monotheism covers scientific aspects as well as learning fields that include mental, intellectual, physical, and spiritual development. The goal is to form individuals who are complete with Islamic character, have spiritual strength, master religious teachings, science, technology, and have professionalism and skills (Rosyid, 2021). With this learning approach, students are expected to be able to build a positive personality, be resilient, confident, superior, strong, courageous, and have good spiritual morals.

This concept has been implemented and studied by Sulaiman Hasan at Luqman Al-Hakim High School, Hidayatullah Islamic Boarding School, with the title "Tauhid-Based Curriculum Management and Its Implementation in the Activities of Grade XII Students of Luqman Al-Hakim High School, Hidayatullah Islamic Boarding School, Surabaya. As a result of the research, Sulaiman explained that the implementation of monotheism-based curriculum management at Luqman Al-Hakim High School Surabaya was effective with a

paradigmatic curriculum structure of ruhiyah, aqliyah and jismiyah (Hasan, 2021).

Meanwhile, research conducted by Umiarso and Indri Mawardianti with the title "Tauhid-Based Education Curriculum: The Philosophical Foundation and Curriculum Management of Ar-Rohmah Putri Boarding School Malang Junior High School" concluded that the monotheism-based education curriculum has a strong philosophical foundation in the systematics of revelation. This concept is used for planning, organizing, implementing and evaluating to realize the perfect human being (Umiarso & Mawardianti, 2018).

Akhmad Sirojuddin et al. in their research entitled "Integrated Curriculum Management Based on Multiple Intellegences in Islamic Boarding Schools" shows that synchronization or integration between general education and pesantren education to support each other into a complete education, starting from integrated curriculum planning to supervision to be used as a benchmark

for the achievement of diverse students (Sirojuddin et al., 2022).

Research on the development of an integrative curriculum based on Islamic values has been carried out a lot, especially in the context of Islamic education at various levels. Some previous studies have emphasized the integration of Islamic values in the subject matter or on the learning approach used by teachers in the classroom. From some of these studies, it can be seen that most of the research is still partial, only highlighting certain parts of the curriculum (materials, methods, evaluations), not the overall curriculum structure. The study of the monotheism-based integrative curriculum is still limited, even though the value of monotheism is the main foundation in Islamic education and has great implications in formulating visions, goals, and subjects and their organization.

There have not been many studies that specifically examine the formulation of the structure of the monotheistic integrative curriculum that is designed and applied in certain educational

institutions contextually, such as SMA Integral Ar-Rohmah Malang which has distinctive characteristics as a boarding school-based school and is oriented towards strengthening character and integrating religious science and science. Thus, there is an important gap in the literature in the form of the absence of research that specifically and in-depth discusses the formulation of the structure of the integrative curriculum based on monotheism in a complete and contextual manner at the high school level, especially in the setting. SMA Integral Ar-Rohmah Malang This research is here to fill this gap by offering a curriculum formulation that is not only integrative in terms of content, but also based on the values of monotheism as the philosophical and ideological foundation of a holistic Islamic curriculum.

Based on the context that has been described above, the formulation of the problem that will be studied in this study is: What is the structure of the monotheism-based Integrative curriculum at Ar-Rohmah Integral High School Malang?

The purpose of this research is related to the structure of the monotheism-based integrative curriculum at SMA Integral Ar-Rohmah Malang, namely to describe the structure of the monotheism-based integrative education curriculum at SMA Integral Ar-Rohmah Malang. In this study, the researcher will focus on the foundation, objectives, vision and mission, strategy, and content of the curriculum. This research is expected to add insight into the structure of the integrative curriculum based on monotheism and can be used as a consideration for school organizations to implement an ideal and quality curriculum structure.

The structure of the monotheism-based integrative education curriculum at SMA Integral Ar-Rohmah Malang has strategic urgency in answering the challenges of modern education which is often oriented towards academic achievement alone, but neglects the formation of character and spiritual values. This curriculum is designed to integrate general education with Islamic education in harmony, ensuring that every element of learning from planning

to evaluation is based on the principle of monotheism that places Allah SWT at the center of all life activities. This is an important solution to create a generation that not only excels in science and technology, but also has solid moral integrity, deep spirituality, and the ability to face global challenges with Islamic values. This research is very relevant to explore and document the structure of the curriculum, as it can make a significant contribution to the development of comprehensive and value-based education. With this approach, SMA Integral Ar-Rohmah Malang is not only expected to produce intelligent and competent individuals, but also kamil people who are able to play an active role as caliphs on earth, contribute positively to society, and maintain a balance between the world and the ukhrawi. This research aims to strengthen the position of the monotheism-based curriculum as an ideal model that can be adapted by other educational institutions in producing a quality generation with Islamic character.

B. Methods

This research uses a qualitative method with a case study type, which aims to understand phenomena in a natural and in-depth context. Qualitative research allows researchers to explore a more comprehensive understanding of the phenomena that occur, focusing on in-depth descriptions and explanations of the events that occur in the research object (Fadli, 2008). Through this approach, researchers not only describe the events or events that occurred, but also try to find the meaning contained behind the phenomenon in the context of monotheism-based education. This case study was carried out at Integral Ar-Rohmah High School Malang, which was chosen because this school is known as a superior educational institution that has implemented an integrative curriculum based on monotheism since its inception. SMA Integral Ar-Rohmah Malang has set an educational output that is oriented towards the formation of the character of students who are pious, intelligent, and independent. This makes this school a relevant example in studying the structure of the

monotheism-based curriculum. Data collection is carried out by various methods, namely observation, interviews, and documentation, in order to obtain in-depth information about various aspects of the curriculum, including the foundation, goals, vision, mission, strategy, and content of the curriculum (Ardiansyah et al., 2023).

The resource persons for this research were selected purposively, namely the Principal and Vice Principal in charge of the curriculum of SMA Integral Ar-Rohmah Malang, who have in-depth knowledge and are directly involved in the management and implementation of the curriculum at the school. The selection of these speakers is based on the criteria of those who have authority in decision-making and a broad understanding of the issues being researched (Suriani et al., 2023). The data analysis in this study was carried out following the procedure proposed by Miles, Huberman, and Saldana (Miles et al., 2014) which includes three main stages: first, data condensation, which is the process of simplifying data obtained from primary and secondary sources;

second, data presentation, which is how to present the data that has been collected so that it is easy to understand; and third, drawing conclusions or verification, which is making initial conclusions that can develop as new evidence is discovered that supports or changes the initial understanding. The validity test of the data is checked through source triangulation, by examining evidence from various relevant sources to strengthen the research findings. This process allows researchers to confirm the validity of emerging themes by comparing information obtained from various sources (Susanto et al., 2023).

C. Results and Discussion

The Concept of Integrative Curriculum Based on Tawheed

The monotheism-based integrative curriculum is a curriculum approach that integrates the values of monotheism (the oneness of Allah) in an aspect of learning. There are several concepts in the integrative curriculum based on monotheism such as the integration of science and the values of monotheism, the development of good character and

morals based on the values of monotheism and holistic education that includes spiritual, intellectual and moral aspects. Syed Muhammad Naquib Al-Attas stated that the curriculum must be based on the concept of monotheism and Islamic values, as well as combining spiritual, intellectual, and ethical aspects. Education does not only convey knowledge, but also plays a role in instilling Islamic values in students. The goal is to form individuals who have a good understanding of religion and are able to apply it in daily life.

The main concept of a monotheism-based curriculum is an educational program whose learning process is focused on the formation of Islamic character in order to foster piety to Allah. This curriculum has characteristics that refer to the process of divine tarbiyah, which is the educational method used by Allah in guiding the apostles and His people (Fauzianti et al., 2015). The monotheism-based integrative curriculum implemented by SMA Integral Ar-Rohmah Malang always applies monotheistic education in every subject, including intra and extra.

The Qur'an is always read and discussed as a prelude to learning, forming an attitude of monotheism, learning begins with manners according to the sunnah of the Prophet, and in closing, students are obliged to reflect and be grateful for all the blessings that Allah has bestowed upon them (Muhtifah, 2016).

Education at SMA Integral Ar-Rohmah Malang is based on integrative principles based on monotheism, which is an approach that combines Islamic values with the national curriculum and the curriculum of the Qur'an. This monotheism-based curriculum is applied in all subjects, both intracurricular and extracurricular activities. In its daily implementation, the values of monotheism are the main part that colors the entire learning process, starting from the opening, content, to closing teaching and learning activities. Based on the results of the research, SMA Integral Ar-Rohmah Malang was established in 2017. This high school is part of the Ar-Rohmah Islamic Boarding School Group, which was established in 2004 under the banner of the Hidayatullah Islamic Boarding School in Malang.

SMA Integral Ar-Rohmah Malang is an Islamic educational institution that applies several concepts such as *boarding school*, *tahfidz*, *bilingual* and *Islamic Center*. In addition, SMA Integral Ar-Rohmah Malang also integrates aspects of spiritual development (*tarbiyah ruhiyah*), intellectual (*aqliyah*), and physical (*jismiyah*). These three aspects aim to form students who have strong faith and piety, which is reflected in solid *aqidah* and the implementation of worship in accordance with guidance, have good and sincere morals in charity, and are intelligent in mastering the basics of science and technology developed in interaction with the social, cultural, and natural environment.

The implementation of educational activities is inseparable from various components that also determine its continuity, such as students, educators, curriculum, and facilities and infrastructure. Among these components, the curriculum has a central role in directing all educational activities in schools to achieve the goals that have been set (Ma'arif & Rofiq, 2018). The

curriculum itself has the function of preparing school plans and programs and serving as a guideline in the implementation of supervision. In addition, the curriculum also has a number of components such as objectives, content, material structure, facilities, teaching and learning strategies, as well as assessment and evaluation (Wahid & Syamsudin, 2023). The implementation of the high school/MA curriculum requires the right strategy in managing the curriculum by the madrasah or teachers. The effective management of the Islamic education curriculum can be carried out in an integrated manner, by harmonizing Islamic values with various other disciplines.

Education management activities at SMA Integral Ar-Rohmah Malang are managed professionally both in the curriculum, the preparation of teaching staff and the implementation of education. Integral High School Ar-Rohmah Malang has a vision to "Create a superior and competitive Islamic Education Institution, so as to give birth to a generation that is ready to carry the

mandate of Allah as His servant and caliph". In order to realize this vision, Ar-Rohmah Integral High School Malang has a mission "Organizing education in an integral manner that combines the aspects of tarbiyah, ruhiyah, aqliyah and jismiyah so that Muslim children are formed who are pious, intelligent and independent".

In accordance with the vision and mission of Ar-Rohmah Malang Integral High School, which is to organize education in an integral manner that combines the aspects of tarbiyah, ruhiyah, aqliyah and jismiyah so that a pious, intelligent and independent Muslim is formed with the following objectives: a) Guiding students to become individuals who have sufficient understanding of tsaqofah Islamiyah as a provision in living life, b) Shaping students to become individuals with noble Islamic syakhsiyah, c) Realizing a comprehensive education system to produce students who excel in knowledge and skills, d) As well as creating a learning environment that is fully integrated between affective, cognitive, and psychomotor aspects in an

atmosphere with Islamic nuances. (Nurhadi & Lubis, 2019).

Pattern of Integrative Curriculum Structure Based on Tawhid

The academic calendar of Ar-Rohmah Malang High School is prepared by the academic section and the religious section based on the academic calendar of the education department and adjusted to the characteristics of students, and is prepared no later than 30 days before the new school year starts. Including the start of the school year, effective time of study, effective week of study, holidays and optional days. The preparation of the academic calendar at this school cannot be directly approved by the principal, but must be adjusted in advance to the results of the meeting of the secondary education office of LPI Hidayatullah Malang. The meeting is held by the foundation every Friday, and final approval of the school calendar is given by the foundation management.

The speciality in the preparation of the school calendar at SMA Integral Ar-Rohmah Malang lies in the determination of holidays. In addition to Sundays, students only get holidays in

the first and second semesters, with the second semester holidays coinciding with Hari Raya Puasa and Eid al-Fitr. Meanwhile, on national holidays, religious holidays, or other holidays set by the government, teaching and learning activities continue as usual. This reflects the application of monotheism-based education which is the hallmark and identity of the school.

The academic calendar of Integral Ar-Rohmah High School Malang is compiled based on the reference of the academic calendar issued by the education office, but it is still adjusted to the characteristics of students. The preparation is carried out by the academic team and early childhood, no later than 30 days before the new school year starts. This calendar must include the entire series of learning activities and annual programs implemented by both the school and the foundation. During one school year, student learning activities include the beginning of the school year, effective weeks of study, and holiday schedules. This academic calendar serves as a tool to determine the start and end times of school activities in

order to achieve academic competence (Adelistia. et al., 2020). So it is natural that there is a difference in time and learning process between one school and another.

The curriculum used at Integral Ar-Rohmah High School Malang is a combination of the national curriculum (Independent Curriculum), Hidayatullah's typical diniyah curriculum and Hidayatullah's typical parenting curriculum. Every student is required to attend two schools, namely formal schools and madrasah diniyah. Each student will undergo six levels of education at the Muftadi' and Mutawassith levels, which are equivalent to grade VII of junior high school to high school level. In addition, the students also studied the classics through in-depth study and completion (khataman) of 21 classical and modern books, including: Adab of Teachers and Disciples (Ibn Jama'ah/Alimin Mukhtar), Al-'Aqidah Ath-Thahawiyah (Abu Ja'far Ath-Thahawi), Mukhtasar Shu'abul Iman (Al-Baihaqi/Al-Qazwini), Muqaddimah Fi 'Ulumil Qur'an, Tafsir As-Sa'diy, Brief Tafsir of the First 5 Surahs, Al-

Arba'in An-Nawawiyah, Riyadhus Shalihin (An-Nawawi), Minhathul Mughist Fi 'Ilmil Mushthalahil Hadith (Hafizh Hasan al-Mas'udi), At-Tahzhib Fi Adillati Matn Al-Ghayah Wat Taqrib (Abu Syuja'/Musthafa Dib Bugha), Al-Waraqat Fi Ushulil Fiqh (Imam al-Juwaini), Durusul Lughah Al-'Arabiyah (Dr. V. Abdurrahim, Medina), Muqarrar Imla' wal Khath, Matn Al-Ajurumiyyah (Ibn Ajurum Ash-Shinhaji), Al-Amtsilah At-Tashrifiyah (KH Ma'shum Seblak), Syarh Al-Kailani, Nurul Yaqin Fi Sirah Sayyidil Mursalin (Khudhary Bek), Qishashul Anbiya' (Ibn Kathir), and Fiqh Sirah (Ramadan Al-Buthi). Ar-Rohmah Integral High School Malang is also equipped with the ability to read the bare book (without harakat), skills in learning methodology (both theoretical and didactic-methodical practice), as well as training in Qur'an recitation using the UMMI method and translation comprehension through the Grand MBA method.

In the diniyah curriculum, students are guided to understand the fardhu 'ain sciences such as faith, fiqh, and the Qur'an, as well as the fardhu kifayah

knowledge such as nahwu, shorof, and ushul fiqh (Zakaria, 2018). The yellow books taught in Islamic boarding schools are classified into eight main fields, namely: 1) Nahwu and Shorof (Arabic grammar and morphology), 2) Fiqh, 3) Ushul Fiqh, 4) Hadith, 5) Tafsir, 6) Sufism, 7) Tawheed, and 8) Other complementary sciences such as Islamic history (Tarikh) and balaghah. These books have varying levels of difficulty, ranging from short, medium, to thick volumes, and are grouped into three levels: basic books, intermediate books, and advanced books (Shiddiq, 2015).

The parenting curriculum at SMA Integral Ar-Rohmah Malang is designed as an applicative and practical guidance in practicing Islamic teachings to students' daily lives. In essence, each educational program built by an educational institution has its own essence, so that the foundation becomes the basis for the running of the educational program, which determines the direction of educational goals. (Basuki & Ruwandi, 2023). All aspects of students' lives and activities including daily schedules, school culture,

discipline, and facilities are designed as part of the process of internalizing Islamic values and teachings into their personalities. These values include prioritizing Allah in all things, obedience to the sharia, obedience to leaders, the spirit of seeking knowledge (thalabul 'ilmi), the habit of living in harmony in togetherness, tolerance, honesty and personal integrity, discipline, personal and environmental cleanliness, independence, social care and empathy, managerial and leadership skills, simplicity, and involvement in the Hidayatullah Scout Movement (GPH). Meanwhile, in the implementation of the National Curriculum, SMA Integral Ar-Rohmah Malang implements the Independent Curriculum, which includes learning structures, textbooks, curriculum management, and evaluation systems in accordance with standards that have been set and accredited by BAN S/M (National Accreditation Board for Schools/Madrasah).

Preparation of Schedules and Learning Processes in the Integrative Curriculum Structure Based on Tauhid

The lesson schedule is a series of subjects that are arranged and calculated starting from the division of teachers' teaching hours to the number of lesson hours per week and are useful as a reference for teachers and students in the process of implementing the learning process. The preparation of the lesson schedule at SMA Integral Ar-Rohmah Malang is carried out one week before the start of the new school year, which begins with calculating the number of subjects to be taught. This preparation process is the responsibility of the curriculum team with support from the level coordinator and the student section. Before compiling the schedule, the curriculum team first designed a curriculum structure that included a list of subjects, allocation of learning time, and the division of teaching tasks for teachers. After the schedule is completed, the schedule is conveyed to the teachers through training activities or seminars (Hasniati et al., 2022).

In the preparation of the lesson schedule at Integral Ar-Rohmah High School Malang, there were modifications of subjects adjusted to the characteristics

of students in sports and cultural arts subjects. The two subjects are members of the Skill and Talent Development (PKdB) scouting and development activities which are held every Saturday. While the schedule of early childhood lessons is managed by the early childhood section, the maximum duration for one subject if given consecutively is two hours, and each lesson is scheduled at the time considered most appropriate. Subjects that require high concentration and thinking power are placed in the early hours, and interspersed with breaks so that students do not experience excessive fatigue. For grade 10, the lesson schedule will undergo adjustment after the first three months, along with the process of determining students' specialization in science or social studies. Therefore, the curriculum team will readjust the schedule according to their respective majors after this period. Generally, the preparation of the schedule by the school is carried out per semester and must include a list of subjects, classes taught, teachers in

charge, and time allocation for each lesson (Pratami et al., 2020).

The implementation of practical subjects has been regulated by the curriculum waka itself in certain weeks. In addition, all 12th grade subjects were replaced with UTBK Sub Tets lessons and several other important lessons. Activities carried out by students from Islamic boarding school activities and other activities have been structured neatly and systematically. All activities in the curriculum are designed in an integrated manner between formal and early education. The purpose of this integration is to guide students in applying discipline and complying with the rules, as well as realizing the goals and visions and missions that have been set by SMA Integral Ar-Rohmah Malang.

The learning process based on monotheism at SMA Integral Ar-Rohmah Malang is divided into two types, namely early learning and academic learning. Early learning is carried out twice a day, namely after dawn prayer until six in the morning and after the ashar prayer until before

Maghrib. Meanwhile, academic learning lasts from seven in the morning until close to the time of Dhuhur. This learning activity is carried out from Monday to Friday. On Saturday, students participated in Pandu Hidayatullah and PKdB activities for academic learning, while early learning continued as usual. Academic activities began with an opening in the form of prayers and recitations of the Qur'an. Teachers are required to deliver the material using PowerPoint media, and in the core part of the learning are inserted monotheistic values that are relevant to the material to instill awareness of the oneness of Allah. At the end of the session, the teacher provides motivation and moral reinforcement to the students, including morals, manners, and behavior, staying within the framework of the values of monotheism, and closing with greetings and prayers.

SMA Integral Ar-Rohmah Malang implements monotheism-based pesantren education by combining three aspects, namely intellectual, *life skills* and mental-spiritual aspects. There are many excellent program options that

students can choose to improve their knowledge and skills and can help students in choosing a path after graduating from Integral Ar-Rohmah High School Malang.

It is hoped that all the monotheism-based education processes carried out by Ar-Rohmah Malang Integral High School will provide blessings for all those involved in it. In accordance with the Student Output Profile, namely Taqwa, Smart and Independent, students of Ar-Rohmah Malang Integral High School have a person with a straight faith (*shahihul shahihah*), the main foundation in the formation of student character includes guidelines for life based on the Qur'an, having noble morals, worshipping with sincerity and consistency, preaching wisely, and committed to congregational life. The concept of intelligence in question is the ability of students to understand the basics of religious science (ulumuddin), read, understand, and memorize the Qur'an and hadith, master national and international languages, and understand the basics of science and technology. Meanwhile, the

concept of independence includes the formation of a person who is disciplined, courageous, responsible, has a leadership spirit, is able to solve problems independently, has a healthy and strong body, and is active, creative, and innovative.

In order to form a strong character, students are also taught various manners, such as manners to teachers, manners in learning, manners to subject matter, and manners to themselves. All of these values are instilled as part of the formation of students' personalities and morals to become good personalities in daily life, in accordance with the educational vision at Integral Ar-Rohmah High School Malang. In addition to manners, there is character cultivation in the form of honesty and discipline as well as the habit of fasting on Monday, Thursday and infak every Friday. The development of students' morals and personality is also the application of personality education based on the concept of monotheism, to form students with a comprehensive Islamic spirit (Idris, 2024). All activities carried out by the students are always

under the supervision and control of the Islamic boarding school, the leader of the Islamic boarding school, the head of the official madrasah, and the management of the Islamic boarding school. Learning In Islamic boarding schools, maximum results will be achieved if it is in harmony with the main mission of Islamic boarding schools, namely the implementation of a system that is carried out with diligence and a sense of responsibility. All elements of learning, starting from educators, learning objectives, strategies, materials, content to evaluation, must run in an integrated manner and support each other. Students are given the freedom and opportunity to explore and integrate various fields of knowledge according to their interests and potential. This aims to encourage the achievement of achievements in both academic and non-academic fields, as well as to produce graduates who are superior, have high quality, and are able to balance faith and piety (imtak) with science and technology (science and technology).

D. Conclusion

The curriculum used at Integral Ar-Rohmah High School Malang is a combination of the national curriculum (Independent Curriculum), Hidayatullah's special early childhood curriculum, and Hidayatullah's special Parenting curriculum. This monotheism-based integrative curriculum is applied in every subject including intra and extra, in daily practice this curriculum applies monotheistic values as the opening, content and closing of the teaching and learning process. The monotheism-based learning process at SMA Integral Ar-Rohmah Malang is divided into two parts, namely early learning and academic. Early learning is carried out twice, namely after dawn prayer until six in the morning and after the ashar prayer until before maghrib, while academic learning is carried out from seven o'clock until before dzuhur. The learning is carried out every Monday to Friday, for Saturday academic learning students carry out Hidayatullah and PKdB guided activities. All students are given the freedom to explore various fields of

knowledge that are accepted according to their interests and talents so as to produce many academic and non-academic achievements and produce superior and quality graduates who have integrity and harmony between imtak and science and technology.

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