



Evaluating the Implementation of the Formal Diniyah Education Curriculum at Al-Junaidiyah Biru Modern Islamic Boarding School.

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Abstract

Keywords:
Implementation
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This research provides a systematic evaluation of the implementation of the Formal Diniyah Education (PDF) program, utilizing a case study of the Al-Junaidiyah Biru Modern Islamic Boarding School in Bone Regency, South Sulawesi. The PDF Ulya program represents a significant policy innovation within Indonesian Islamic education, designed to integrate the rich scholarly traditions of the *pesantren* with the standardized frameworks of national formal education. Employing a qualitative methodology structured by the CIPP (Context, Input, Process, Product) evaluation model, this study conducts a comprehensive analysis of the program's components and outcomes. The results reveal that the Al-Junaidiyah Biru Islamic Boarding School has effectively instituted a successful model of the PDF Ulya program. This achievement is attributable to the synergistic alignment of four key components: **Context:** The institutional environment was highly conducive to innovation, characterized by a modern identity, a robust digital presence, and an embedded culture of high achievement; **Input:** The curricular input was centered on a sophisticated design that integrates three foundational pillars: the traditional *pesantren* curriculum based on classic Islamic texts (*kitab kuning*), the standard curriculum mandated by the Ministry of Religious Affairs, and the national general curriculum; **Process:** The implementation process incorporated innovative pedagogical methods coupled with a nationally standardized assessment mechanism, the *Imtilan Wathani*; **Product:** The resulting product—the program's graduates—demonstrates exceptional outcomes, evidenced by numerous national and international accolades, most notably the successful admission of alumni into Al-Azhar University in Cairo. In conclusion, the PDF Ulya program at Al-Junaidiyah Biru exemplifies a successful paradigm for modernizing *pesantren* education, adeptly balancing contemporary standards with the preservation of its core scholarly heritage.

Abstrak

Kata kunci: Evaluasi
Implementasi;
Kurikulum;
Pendidikan Diniyah
Formal

Penelitian ini menyajikan sebuah evaluasi sistematis terhadap implementasi program **Pendidikan Diniyah Formal (PDF) Ulya**, dengan mengambil studi kasus pada Pondok Pesantren Modern Al-Junaidiyah Biru di Kabupaten Bone, Sulawesi Selatan. Sebagai sebuah inovasi kebijakan dalam pendidikan Islam di Indonesia, program PDF Ulya dirancang untuk mengintegrasikan tradisi keilmuan pesantren yang khas dengan standar pendidikan formal berskala nasional. Penelitian ini menggunakan pendekatan kualitatif yang ditopang oleh kerangka evaluasi **CIPP (Context, Input, Process, Product)** untuk melakukan analisis program secara komprehensif. Hasil analisis menunjukkan bahwa Pondok Pesantren Al-Junaidiyah Biru telah berhasil menginstitusionalisasikan model PDF Ulya secara efektif.

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Keberhasilan tersebut diatribusikan pada sinergi dari empat komponen kunci: Konteks: Lingkungan kelembagaan pondok pesantren terbukti sangat kondusif untuk inovasi, yang ditandai oleh identitas "modern", kehadiran digital yang kuat, serta budaya prestasi yang telah mengakar; Masukan: Inti program terletak pada desain kurikulum yang canggih, yang menyatukan tiga pilar fundamental: kurikulum berbasis kitab kuning khas pesantren, kurikulum standar dari Kementerian Agama, dan kurikulum umum nasional; Proses: Implementasi program didukung oleh metode pedagogis yang inovatif dan mekanisme asesmen yang terstandarisasi secara nasional melalui Imtihan Wathani.; Produk: Lulusan program menunjukkan capaian yang luar biasa, yang dibuktikan oleh berbagai prestasi di tingkat nasional maupun internasional, dengan pencapaian puncak berupa diterimanya alumni di Universitas Al-Azhar, Kairo.

Secara keseluruhan, implementasi PDF Ulya di Al-Junaidiyah Biru dapat dijadikan sebagai paradigma modernisasi pendidikan pesantren yang berhasil, karena mampu menyeimbangkan tuntutan standar kontemporer seraya melestarikan warisan keilmuan intinya.

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INTRODUCTION

Islamic boarding school education in Indonesia is at a dynamic crossroads, facing double pressure to preserve the intellectual heritage of classical Islam while adapting to the demands of the changing times ((Hasan 2015). On the one hand, pesantren has a historical mandate as an institution for the regeneration of scholars who focus on a deep mastery of religious sciences (tafaqquh fiddin). On the other hand, the flow of globalization, technological advances, and the demands of the national education system require Islamic boarding schools to equip their students with general competencies in order to be able to compete and contribute widely in modern society (Sari, et al., 2025).

In responding to these challenges, the concept of innovation and modernization is central. Both are forms of social change, but with different emphasises. Innovation emphasizes on the recognition of something that is observed as new to an individual or society, while modernization refers to the process of transformation from a traditional system to a more advanced and structured system. Thus, the acceptance of an innovation is often a marker of a broader modernization process within Islamic boarding schools (Hasan 2015). This process manifests itself in three main aspects: the renewal of teaching methods from the traditional system (sorogan and wetonan) to the classical system; updating the curriculum content by including general subjects and vocational skills in addition to the study of the Yellow Book; and institutional management reform from a single kiai leadership to a more collective and structured system(Hasan 2015).

As a state response to this dynamic, the Ministry of Religious Affairs of the Republic of Indonesia launched Formal Early Education (PDF) as a strategic policy innovation. The presence of PDF ULYA is strongly legitimized by Law Number 18 of 2019 concerning Islamic Boarding Schools and further regulated in the Regulation of the Minister of Religion (PMA) Number 31 of 2020 concerning Islamic Boarding School Education (Kementerian Agama Republik Indonesia, 2020; Pemerintah Republik Indonesia, 2019). This legal basis officially recognizes PDF ULYA as a formal education path held within the pesantren environment, with the main peculiarity being a curriculum based on the yellow book which is taught in stages and structured (Ghafur 2023).

The main goal of this innovation is to create an educational pathway that is equivalent to public schools—where PDF ULYA is equivalent to Madrasah Aliyah (MA) or Senior High School (SMA)—without sacrificing the identity and academic excellence of the pesantren (Fahrudin 2021). One of the most crucial elements of this formalization is the recognition of diplomas issued by PDF, which gives its graduates equal access to continue to higher education levels at home and abroad (Majelis Masyayikh 2025) ; Kementerian Agama Republik Indonesia n.d.; Musfah 2017). Thus, the ULYA PDF is not just an addition to the program, but a fundamental reconfiguration that bridges the classical Islamic scientific tradition with the modern national education framework.

In the midst of this new policy landscape, the Al-Junaidiyah Biru Modern Islamic Boarding School in Bone Regency, South Sulawesi, emerged as one of the institutions that proactively adopted and implemented the PDF Ulya program (Junaidiyah.com 2025; Laduni.id. 2025). Through the Decree of the Director General of Islamic Education, this pesantren officially obtained an Establishment Permit to organize the Ulya Level Formal Diniyah Education Unit, making it a pioneer in its region (Directorate General of Islamic Education, n.d.-b). The success of Al-Junaidiyah Biru in running this program makes it an interesting and relevant case study to be analyzed in depth.

METHODS

This research uses a qualitative approach with a case study type of research. This approach was chosen because of its ability to conduct an in-depth, holistic, and contextual exploration of a single complex phenomenon, namely the implementation of the PDF Ulya program within the unique ecosystem of the Al-Junaidiyah Biru Modern Islamic Boarding School. Case studies allow researchers to understand the "how" and "why" of an educational innovation can be successfully implemented in a specific institution.

The data for this study is sourced from a comprehensive document analysis and literature study of the available materials. Data collection techniques do not involve primary field research, but rather an in-depth analysis of a rich and diverse corpus of secondary data. Data sources are classified into three main categories:

1. **Policy and Regulation Documents:** Official documents that are the legal and operational basis of PDF, such as the Decree (SK) of the Director General of Islamic Education on the Establishment Permit of PDF Ulya Al-Junaidiyah Biru (Directorate General of Islamic Education, n.d.-b), Regulation of the Minister of Religion (PMA) on Islamic Boarding School Education (Kementerian Agama Republik Indonesia n.d.)(Kementerian Agama Republik Indonesia n.d.) dan Peraturan Pemerintah (PP) terkait pendidikan keagamaan (Pemerintah Republik Indonesia, 2007).
2. **Institutional Publication Materials:** Materials officially published by Al-Junaidiyah Biru Islamic Boarding School, which include content from the official website (Junaidiyah.com n.d.), videos from the official YouTube channel (Al-Junaidiyah Biru. 2025), as well as news articles and announcements released by institutions related to Ulya's PDF activities (Junaidiyah.com, 2019-2025).
3. **Academic Literature and Scientific References:** Articles from reputable scientific journals that discuss Formal Early Childhood Education, innovations in Islamic boarding schools, curriculum evaluation, and Islamic education management (Arifin, S 2025; Mutholingah, S., & Amrullah 2023; Sari, et 2025; Saridudin 2020; Zulkarnain 2022). In addition, the latest textbooks and references on educational innovation management are also used to build a strong theoretical foundation (Amalia, K., et 2023; (Djuanda 2022; (Hidayat, A. S., & Rohman 2023; Majdi 2023; Musfah 2017; Rusdiana 2014).

The data analysis in this study is systematically structured using the CIPP (Context, Input, Process, Product) Evaluation Model (Arifin, S 2025; Darodjat, D., & Wahyudhiana 2017). This framework was chosen because of its comprehensive nature, allowing for an evaluation that focuses not only on the final result (product), but also on the supporting factors and the implementation process that underpins it. The analysis was carried out by categorizing and coding data from various sources into four components of the CIPP:

1. **Context:** Analyze the environment, needs, and institutional conditions that underlie and influence the program.
2. **Input:** Analyze resources, strategies, and program design, especially the curriculum structure that is at the core of innovation .

3. **Process:** Analyze the implementation, implementation, and monitoring of programs in daily activities.
4. **Product:** Analyze the results and impacts of programs, both short-term and long-term.

This analysis is also enriched by the understanding of the formative-summative evaluation model proposed by Scriven, where the analysis of the process can be seen as formative evaluation that focuses on improvement, while the analysis of the product is a summative evaluation that assesses the achievement of goals (Darodjat, D., & Wahyudhiana 2017). Through this framework, the resulting evaluation is multi-dimensional and in-depth.

FINDING AND DISCUSSION

The data analysis structured through the CIPP model produced a comprehensive picture of the implementation of the program in PDF Ulya at the Al-Junaidiyah Biru Modern Islamic Boarding School.

Context Evaluation - Institutional Ecosystem Receptive to Innovation

The successful adoption and implementation of the ULYA PDF program did not happen in a vacuum. This program is rooted in the institutional context of the Al-Junaidiyah Biru Islamic Boarding School which is inherently ready and receptive to innovation. Some of the key elements of this context are:

1. "Modern" Identity as an Institutional Philosophy: From the beginning, this pesantren consciously carried the "Modern" brand in its name (Junaidiyah.com n.d.). Under the leadership of Dr. Abul Khair, M. HI (Laduni.id. 2025), this identity is not just a label, but an institutional ethos that is philosophically open to renewal and integration with the times without abandoning the roots of tradition..
2. Well-Managed Digital Presence: Al-Junaidiyah Biru shows a high level of digital literacy through the management of its digital assets. This Islamic boarding school has an active and informative official website (junaidiyah.com)) and a YouTube channel (Al-Junaidiyah Biru. 2025) with thousands of subscribers and hundreds of videos documenting various student activities, ranging from daily activities, tahfizh graduations, to achievements in various events (Junaidiyah.com n.d.). This professional digital presence is a tangible manifestation of the modern orientation and the institution's ability to communicate effectively with the public.

3. **Ingrained Culture of Achievement:** This institution has built a strong track record in producing outstanding students. Victories at the national level in various competitions, such as Musabaqah Syarhil Qur'an (MSQ), art festivals, and sports competitions, have become routinely reported (Junaidiyah.com n.d.) and (Al-Junaidiyah Biru. 2025). This culture of competition and excellence creates a dynamic learning environment and motivates students to achieve high standards.

This combination of modern identity, digital proficiency, and a culture of achievement creates an ecosystem that is highly conducive to accepting structured and demanding innovations such as PDFs. When the government offered the PDF Ulya program as a new formal education path, Al-Junaidiyah Biru already had the institutional readiness—both philosophically and practical—to adopt it. This context significantly reduces the risk of implementation failure and is a major causal factor that allows the program to run well from the start.

Input Evaluation – Three Pillar Integrated Curriculum Design

The core of Ulya's PDF innovation at Al-Junaidiyah Biru lies in its curriculum design, which is the main input of this program. This program operates under a clear legal umbrella, namely the official Establishment Permit from the Ministry of Religion for the Wustha and Ulya levels (Direktorat Jenderal Pendidikan Islam 2021), which requires it to be in line with the national curriculum framework of PDF Ulya (Ghafur 2023).

The curriculum structure is carefully designed as an integration of three complementary pillars, as identified in the analysis of curriculum documents (Kasmah 2024):

1. **Pesantren Curriculum (Turats Mastery Pillar):** This is the heart of Ulya's PDF program which focuses on an in-depth mastery of classical Islamic sciences through the study of the yellow book. Subjects in this pillar include Nahwu-Sharaf, Ushul Fiqh, Ulumul Hadits, Ulumul Qur'an, Mahfudzat, Kaligrafi, and Tahfizh Al-Qur'an (*Qur'an Hifdan*).
2. **Ministry of Religion Curriculum (Religious Standardization Pillar):** This pillar ensures that students master the standard materials taught in other formal Islamic educational institutions in Indonesia. It covers subjects such as Nahwu & Sharaf,- Hadits dan Ilmu Hadis,- Fiqh dan & ushul fiqh,- Tafsir dan Ilmu Tafsir and Bahasa Arab.
3. **General Curriculum (National Competency Pillar):** To ensure equality with public schools, this pillar covers core subjects of the national curriculum, such as Bahasa

Indonesia, Bahasa Inggris, Matematika, Biologi, Sejarah, Pendidikan Kewarganegaraan (PKN), dan Sosiologi.

The explicit purpose of the combination of these three pillars is to realize the noble vision of pesantren education, which is to produce alumni who are *mutafaqqih fiddin* (experts in religious science), who are not only able to conduct an in-depth analysis of classical Islamic texts, but also have broad general knowledge insights and are relevant to contemporary contexts. As an effort to enrich the insight of PDF students of Ulya Al-Junaidiyah Biru. There are several subjects that are taught specifically in learning such as *Matan alfiyah Ibn Malik*, *Arba'un An-Nawawi*, *Manzumah Al-Baiquniyah*, *Safinatun Najah*/*Matan Abu Syuja'*, *Sulam Al-Munawraq*, *Manzumah Al-Baiquniyah*, *Aqidatul Awam*, *Matan Waraqat*/*Tashil at-Turuqat* and *Manzumah Al-Zamzamiyah*, *Ayyuhal walad*, *Mandzumal Al-qawain Al-Fiqhiyah* (Kasmah 2024).

To visualize the curriculum architecture in an outline, here is a table that summarizes its three-pillar structure.

Table 1
Integrated Curriculum Structure PDF Ulya Al-Junaidiyah Blue

Islamic Curriculum Turats	Boarding School of (Mastery of	Ministry of Religion Curriculum (National Standardization)	General Curriculum (General Competencies)
Nahwu-Sharaf		Nahwu & Sharaf	Bahasa Indonesia
Mahfudzat		Hadits dan Ilmu Hadis	Bahasa Inggris
Ushul Fiqhi		Fiqh dan & ushul fiqh	Matematika
Ulumul Hadits		Tafsir dan Ilmu Tafsir	Biologi
Ulumul Qur'an		Bahasa Arab	Sejarah
Kaligrafi			Sosiologi
Qur'an Hifdan (Tahfizh)			Pendidikan Kewarganegaraan (PKN)

This table effectively maps the curricular inputs that form the foundation of this innovative program, showing how Al-Junaidiyah Biru concretely translates the mandate of Ulya's PDF policy into a coherent learning structure.

Process Evaluation - Implementation of Standardized Learning and Assessment

The implementation of the curriculum in PDF Ulya Al-Junaidiyah Biru is not limited to classroom teaching, but includes a series of dynamic and standardized learning and assessment processes.

1. **Innovative and Relevant Pedagogy:** Ulya's PDF program actively adopts modern learning formats to enrich the learning experience of students. One example is the organization of "Online TalkShow" which discusses important scientific themes, such as Daurah al-Qur'an wa Ahammiyyah Hifdzil Mutun al-'Ilmiyah 'Inda Thullab (The Importance of Memorizing Scientific Texts for Students (Junaidiyah.com n.d.). The use of digital platforms for this kind of scientific discussion shows the existence of an innovative and adaptive pedagogical process
2. **Competition-Based Learning:** The learning process is strengthened by encouraging the active participation of students in various competitions at the regional and national levels. Involvement in events such as Musabaqah Qira'atul Kutub (MQK) and the Islamic Mathematics Olympiad (OMI) serves as an external validation and practical application of the knowledge learned, as well as instilling a healthy competitive mentality (Junaidiyah.com n.d.)
3. **National Standard Assessment:** The culmination of the educational process at PDF Ulya is the implementation of the Final Exam of National Standard Formal Early Education/Imtihan Wathani (UAPDFBN/IW) (Junaidiyah.com n.d.). Al-Junaidiyah Biru shows a very serious commitment to this standardization process. They held a special consolidation meeting to discuss the technical implementation of IW, starting from the determination of the location, the exam model to be used (between Paper Based Test and Computer Based Test), to the appointment of supervisors (Junaidiyah.com n.d.). Compliance and careful preparation for this national standard exam is a key element of the education formalization process carried out.

Product Evaluation - Outstanding Graduates with Global Reach

The evaluation of the product or final result of the Ulya Al-Junaidiyah Biru PDF program shows an outstanding success rate, which can be measured through the following indicators:

1. **Academic and Competitive Achievement:** Graduates of this program consistently demonstrate excellence, as evidenced by the "outstanding achievements at the national

level" they have achieved in various competitions (Junaidiyah.com n.d.) This validates the effectiveness of the learning process they have undergone

2. Recognition in the International Arena: The most significant and far-reaching indicator of success is the international recognition achieved by its alumni. Six alumni from the first batch of the PDF Ulya program successfully passed the selection and were accepted into Al-Azhar University, Cairo, one of the most prestigious Islamic scientific centers in the world (Junaidiyah.com n.d.).

This achievement is not a coincidence, but rather the logical result of a well-designed system. There is a clear causal chain linking the components of the program: integrated and rigorous curriculum input, implemented through a challenging learning process and culminating in standardized assessments, ultimately resulting in a graduate product that not only has a depth of religious knowledge but also has globally recognized formal qualifications. The success of penetrating Al-Azhar is proof of concept that the PDF model, when implemented correctly, is able to achieve its goal of producing competitive prospective scholars on the world stage.

Discussion

The curriculum integration model implemented by PDF Ulya Al-Junaidiyah Biru is the core of its educational innovation. If referring to the typology of curriculum integration models known in educational studies, such as fragmented (separate), connected, and nested models (Khoirurrijal 2021), then what Al-Junaidiyah Biru does seems to go beyond the fragmented model. The fragmented model simply juxtaposes general and religious subjects in a single schedule without any attempt at conceptual unification.

Instead, Al-Junaidiyah Biru seems to be moving towards a more integrated model, most likely closer to a connected or nested model. In this model, concepts or skills from one discipline are explicitly linked to other disciplines. For example, logical and systematic thinking skills honed through Ushul Fiqh and Mantiq (logic) lessons in the pesantren curriculum can be applied to strengthen analytical skills in History or Sociology lessons in the general curriculum. Similarly, the mastery of Arabic from the curriculum of the Ministry of Religion and Islamic boarding schools is a solid foundation for understanding primary sources in Islamic studies. This integration is not just an increase in the learning load, but an effort to create a holistic synergy where various disciplines enrich and strengthen each other, resulting in a more complete and in-depth understanding.

Holistic Evaluation of Ulya's PDF Program Using the CIPP Framework

Analysis using the CIPP framework shows that the success of the Ulya Al-Junaidiyah Biru PDF program is systemic and is the result of alignment between components..

1. A modern and achievement-oriented institutional context is the foundation that allows the adoption of Input in the form of complex and challenging curriculum design. Without cultural and infrastructure readiness, the introduction of this three-pillar curriculum may face resistance or failure in implementation.
2. Well-designed curriculum inputs are then executed through a robust implementation process, characterized by pedagogy relevant to the times and a full commitment to a national assessment system. An effective process ensures that the ideal curriculum design on paper can be translated into a meaningful learning experience for students.
3. This solid set of Processes, in turn, logically results in high-quality graduate products, whose capabilities are not only recognized at the national level but also proven to be competitive at the international level.

Thus, it can be concluded that the effectiveness of this program does not lie in a single element, but rather in the strong synergies and causal linkages between the four components of CIPP. This success shows a mature and well-planned innovation implementation model.

PDF Ulya Al-Junaidiyah in the National Islamic Boarding School Education Map

When placed in the context of PDF research in other regions of Indonesia, the Al-Junaidiyah Biru model shows some uniqueness. Research on PDF Ulya Zainul Hasan in Probolinggo, for example, highlights the success in developing a curriculum oriented towards life skills such as computer engineering, cooperatives, and hadrah arts, in addition to mastery of the yellow book (Saridudin 2020). Meanwhile, a study on the implementation of PDF in South Kalimantan identified significant challenges in fulfilling academic qualifications (S1) for teachers (Ghafur 2023).

Compared to these two contexts, Al-Junaidiyah Biru highlights its strength in producing academic-global-oriented graduates. The focus is not only on practical life skills, but rather on preparing a cadre of scholars who are able to continue their studies at the international Islamic higher education level. The success of penetrating Al-Azhar University is the main differentiator and places the Al-Junaidiyah model as a reference for Islamic boarding schools that have a similar aspiration, namely to produce world-class Muslim intellectuals..

Challenges, Sustainability, and Innovation Prospects

Despite its impressive success, Ulya's PDF model in Al-Junaidiyah Biru and the PDF program in general face a dialectical challenge that is fundamental to its future sustainability.

This challenge lies in the tension between the goal of standardization and the essence of pesantren education.

The reliance on nationally standardized exams such as *Imtihan Wathani* (IW) is a logical consequence of the formalization process (Junaidiyah.com n.d.). IW provides legitimacy, recognition, and equality for PDF degrees. However, on the other hand, this standardization carries inherent risks. Islamic boarding school education traditionally upholds the value of *tadallu'* – a deep, reflective, and unhurried learning process, where mastery of material is more important than just formal graduation (Majelis Masyayikh 2025). The existence of national standardized exams can encourage a shift in pedagogical focus from deepening meaning to a problem-solving strategy or "teaching to the test". If not managed wisely, the pressure to excel in IW has the potential to erode the intellectual and spiritual depth that has been the main spirit and excellence of Islamic boarding school education

Therefore, the long-term sustainability of these innovations depends heavily on Al-Junaidiyah Biru's ability to manage these tensions creatively. The challenge is how to continue to succeed within the formal framework and national standards without having to sacrifice the soul and scientific tradition of authentic Islamic boarding schools. Finding a balance between standardization and depth is a crucial agenda for the future of PDF, not only in Al-Junaidiyah Biru but also throughout Indonesia. Other challenges include building the capacity of teachers to be able to master the three pillars of the curriculum in a balanced manner and the allocation of adequate resources to sustain this ambitious program. In this section, the author discusses the results in the field with relevant theories or previous research results. In this section, explain elaboratively.

CONCLUSION

This study concludes that the Ulya Formal Early Education (PDF) program at the Al-Junaidiyah Biru Modern Islamic Boarding School is a very successful and significant model of educational innovation. Its success does not stem from a single factor, but from a systemic alignment that includes four crucial elements: (1) a modern and receptive institutional context; (2) input in the form of careful integrated curriculum design; (3) robust and standardized implementation processes; and (4) a clear focus on high-quality and globally competitive graduate products.

The case study on the Ulya Al-Junaidiyah Biru PDF provides strong empirical evidence that pesantren are able to effectively navigate the dual demands of the modern era: preserving the depth of the classical Islamic scientific tradition while meeting the national standards and

demands of formal education. The success of its alumni on the international stage is the most convincing validation of the effectiveness of this model. Thus, Al-Junaidiyah Biru can serve as a valuable benchmark for policymakers in the Ministry of Religion and for other Islamic boarding school leaders who wish to implement similar reforms. However, this study also underscores the fundamental and ongoing challenge, namely maintaining a balance between the demands of formal standardization and the essence of pesantren pedagogy that emphasizes depth. The ability to manage this dialectic will be key to the sustainability and future of PDF innovation in Indonesia.

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