

Contextual-Adaptive Integration Model of National Curriculum and Islamic Boarding School in the Development of Vocational-Based Vocational Schools

Qiyadah Robbaniyah^{a.1,*},

^a* Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta

¹ qrobbaniyah@gmail.com;

*Correspondent Author

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ABSTRACT

This research is motivated by the challenges of vocational education in Indonesia which are not only required to produce professionally competent graduates, but also have a strong religious character. In the context of pesantren-based vocational schools, these challenges are increasingly complex due to the need to integrate the national curriculum with pesantren values systemically. So far, studies on vocational education and Islamic boarding schools tend to be discussed separately, so there is still limited research that specifically examines the integration model of the national curriculum and Islamic boarding schools in one formal institutional system. This study aims to analyze and formulate a contextual-adaptive integration model of the national curriculum and Islamic boarding schools in the development of vocational-based vocational schools at the Mardhotullah Playen Islamic Boarding School. The research uses a qualitative approach with a case study design. Data was collected through in-depth interviews, observations, and documentation studies involving school principals and pesantren managers, then analyzed using the Miles and Huberman interactive model through the stages of data reduction, data presentation, and conclusion drawn. The results of the study show that curriculum integration is carried out structurally, where the national curriculum is fully adopted in accordance with regulations, while the content of pesantren is internalized through the addition of religious learning hours in the formal structure of the school. This integration is strengthened through the implementation of production-based learning and a competency-based evaluation system involving external examiners as a form of professional quality assurance. This study formulates a Contextual-Adaptive Integration Model that is rooted in the history and internal potential of the institution, is in line with national regulations, and is able to produce graduates who are vocational competent as well as religious, so as to make a theoretical and practical contribution to the development of pesantren-based vocational schools in Indonesia.

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Introduction

Vocational education has a strategic role in preparing competent and work-ready human resources (Ningsih, 2021; Purwanto, 2025). In the context of Indonesia's national education, Vocational High Schools (SMK) are designed to produce graduates who have technical skills according to the needs of the business world and the industrial world (Azizah & Aimah, 2024). However, the main challenge of vocational education does not only lie in the aspect of mastering technical competencies, but also in the formation of students' character, work ethic, and moral values.

In recent developments, there is a tendency to integrate vocational education and religious values-based education (Purwanto, 2026), especially in the pesantren environment (Sholihah, 2025). Pesantren as a traditional Islamic educational institution has the power to build character (Robbaniyah, 2023), Spirituality (Sarnoto, 2015), and the formation of morals (Muhyidin, 2018). The integration between the formal education system and the boarding school system is an interesting alternative model in answering educational needs that are not only oriented to work skills, but also to the formation of religious character.

Conceptually, curriculum integration in the context of education refers to the incorporation of various learning domains in one intact systemic framework (Ahmad et al., 2023; Hafid et al., 2025). Models *Integrated curriculum* emphasizing the importance of integration between cognitive, affective, and psychomotor aspects (Syafi'i & Muis, 2025; Tarigan et al., 2025). In the context of pesantren-based vocational education, the integration not only unites general and vocational subjects, but also incorporates pesantren values into the formal curriculum structure (Muttaqin & Maulidin, 2025; Nugroho, 2022; Taufiq et al., 2025).

A number of previous studies have examined pesantren-based vocational education (Utomo, 2021), especially in the context of student economic empowerment and strengthening entrepreneurial skills (Meditama, 2021). Other research also highlights the implementation of the Independent Curriculum in vocational schools and the strengthening of *production-based learning* in improving the competence of students (Ramadhan & Rizki, 2023). In addition, several studies have discussed character education in Islamic boarding schools as a model of effective moral development (Mukhlis, 2023; Rachmadani et al., 2025).

However, most of the research still discusses vocational education and pesantren separately or places pesantren as additional institutions outside the formal vocational school system. Research that specifically examines the structural integration model between the national curriculum and the pesantren curriculum in one formal institutional system is still relatively limited. Moreover, studies that analyze such integration within a conceptual framework and produce a theoretical model that can be replicated are still rare.

In addition, the study of pesantren-based vocational schools often focuses more on implementive aspects, such as entrepreneurial practices or extracurricular activities, without examining in depth the philosophical foundation, curriculum structural design, and competency evaluation system used. In fact, understanding the philosophical foundations and design of curriculum integration is essential to ensure the sustainability and replicability of the model.

Based on these conditions, there is a research gap in the study of the model of integration of the national curriculum and Islamic boarding schools that are applied structurally in vocational institutions. Research is needed that not only describes integration practices, but also analyzes them from the perspective of curriculum theory and vocational education, as well as formulating a

conceptual model that can be a reference for the development of vocational boarding schools in Indonesia.

This study aims to analyze and formulate a model of integration of the national curriculum and pesantren in the development of vocational-based vocational schools at the Mardhotullah Playen Islamic Boarding School. The focus of the research includes the philosophical foundation of institutional development, curriculum integration structure, the implementation of production-based learning, as well as evaluation systems and graduation standards based on professional competence.

The novelty of this research lies in the formulation of the Contextual-Adaptive Integration Model, which is a curriculum integration model that develops organically from the internal potential of the pesantren, but is still in line with national education regulations. This model not only combines the two education systems, but integrates them structurally in institutional management, curriculum design, learning practices, and evaluation systems.

Thus, this research is expected to make a theoretical contribution to the development of integrative curriculum studies as well as practical contributions to the development of pesantren-based vocational schools in Indonesia. The findings of this study can also be a reference for policymakers and education managers in designing a vocational education system that is not only oriented to work competencies, but also to the formation of religious character and values in an integrated manner.

Method

This study uses a qualitative approach with a case study design. The qualitative approach was chosen because this study aims to understand in depth the integration model of the national curriculum and Islamic boarding schools in the natural context of educational institutions. The case study design is used to comprehensively and contextually explore the phenomenon in one institution, namely the Mardhotullah Playen Islamic Boarding School, so as to allow researchers to gain a deep understanding of the applied curriculum integration practices.

The research was carried out at SMK Pesantren Mardhotullah Playen Gunung Kidul Yogyakarta with the research subjects including school principals, pesantren managers, and parties involved in curriculum development and implementation. Informants were selected by purposive sampling, which is based on the consideration that they have direct knowledge and experience related to the curriculum integration system at the institution.

Data collection was carried out through in-depth interviews, observations, and documentation studies. The interviews were conducted in a semi-structured manner to obtain information related to the philosophical foundation, curriculum implementation, evaluation system, and excellence of the applied educational model. Observations were carried out to directly observe vocational learning practices and the integration of pesantren content in the formal learning structure. Meanwhile, documentation is used to study the curriculum structure, learning schedule, expertise programs, and documents related to the implementation of the Expertise Competency Exam (UKK). To ensure the validity of the data, this study applied triangulation of techniques and sources by comparing data from interviews, observations, and documentation.

Data analysis was carried out interactively using the Miles and Huberman model which included data reduction, data presentation, and conclusion drawing and verification. Data

reduction is carried out by selecting and focusing data according to the research objectives. The presentation of data is carried out in the form of a thematic narrative to facilitate interpretation. Furthermore, conclusions are drawn in stages and continue to be verified until a consistent pattern and model of curriculum integration is obtained. To maintain the validity of the data, this study also applies member check techniques and observation diligence to ensure the credibility and accuracy of the findings.

Result and Discussion

1. Philosophical Foundations and Curriculum Integration Model at Mardhotullah Playen Islamic Boarding School

The philosophical foundation of the implementation of education at the Mardhotullah Playen Islamic Boarding School is rooted in its institutional history as a formal educational institution under the auspices of the Islamic boarding school. Administratively, this school is registered with the Education Office under the name of SMK Mardhotullah Playen. This confirms that since its inception, the institution has been part of the national education system, but still maintains the identity of the pesantren as a basis of values.

In the early period (2004–2008), SMK Mardhotullah Playen was under the assistance of SMK Negeri Pandak Bantul before gaining institutional independence. This mentoring phase is an institutionalization stage that forms a management system, curriculum structure, and direction of educational development. After being independent, the school opened a expertise program, namely Poultry Livestock Agribusiness, which later developed with the addition of Agricultural Product Processing Agribusiness (APHP).

The findings show that the selection of expertise programs is not conceptually designed as a vocational-based pesantren, but rather develops contextually based on the potential and internal experience of pesantren managers. The background of the institution's leaders who have experience in broiler farming is the main factor in the opening of the Poultry Agribusiness department. In addition, the division of majors between male and female students shows that the institutional design still considers the values and traditions of the pesantren.

Analytically, these findings show the character of context-driven curriculum development, namely curriculum development that relies on local potential and internal resources of institutions. This approach strengthens the relevance of vocational education to the real needs of the pesantren environment.

Furthermore, it can be philosophically identified that the developing educational model is an integration between formal vocational education and Islamic boarding school values. Such integration is not symbolic, but is manifested in the institutional structure and development of the expertise program. From the perspective of curriculum theory, this model is in line with the concept of an integrated curriculum, which is the merger of two education systems into one complete institutional framework.

In contrast to the dualistic model that separates formal education and Islamic boarding schools in different times and systems, Mardhotullah Playen Islamic Boarding School implements structural integration. The national curriculum is carried out according to regulations, while the value of pesantren is internalized in the education system as a whole. This approach reflects the

holistic education paradigm, which emphasizes a balance between cognitive, psychomotor, and affective aspects.

Thus, the development model of integration can be formulated as the **Contextual-Adaptive Integration Model**, which is a model for the development of pesantren-based vocational schools that:

1. Rooted in the history and internal potential of the institution
2. Adopt a full national curriculum
3. Integrating the values of the boarding school in the formal system
4. Maintaining a balance between vocational competence and the formation of religious character

This model has strategic implications for the development of vocational boarding schools in Indonesia, especially in an effort to align national education standards with Islamic values in a systemic and sustainable manner.

2. Integration of the National Curriculum and Islamic Boarding School in the Educational Structure of Vocational Schools

Mardhotullah Playen Islamic Boarding School follows the national curriculum policy like other vocational schools under the Education Office. The school has undergone several phases of curriculum adjustments, ranging from the 2013 Curriculum (K-13) to the Independent Curriculum which is currently being implemented. In addition, the institution also adopts a deep learning approach in accordance with the latest policy of the Ministry of Education.

Compliance with the national curriculum shows that regulatively, the Mardhotullah Playen Islamic Boarding School does not develop a system that is separate from state policies. However, the uniqueness of the institution lies in the integration of the national curriculum with the content of the boarding school. This integration is realized through the addition of about ten hours of religious learning that are incorporated into the formal schedule structure of the school.

The addition of Islamic boarding school learning hours has an impact on the arrangement of students' learning times. If in general vocational schools hold learning from Monday to Friday, Mardhotullah Playen Islamic Boarding School carries out learning activities from Monday to Saturday. This policy remains in the regulatory corridor because it has received approval from the Education Office and does not reduce the substance of the national curriculum.

Analytically, these findings show the existence of a structural curriculum integration model, namely the combination of the national curriculum and the pesantren curriculum in one integrated institutional system. Religious education is not placed as an additional activity outside of school hours, but is internalized in a formal system. This model differs from the dualistic approach that separates formal schools and pesantren education in different times.

From a curriculum theory perspective, this practice is in line with the concept of integrated curriculum, which is the incorporation of various learning domains in one systemic design. In addition, this approach also reflects the paradigm of holistic education, which emphasizes a balance between intellectual development, vocational skills, and the formation of religious character.

The addition of Islamic boarding school hours without reducing the national curriculum shows the character of the adaptive curriculum, namely the ability of institutions to adjust the learning structure according to internal needs without violating regulatory standards. This shows that the integration of religious values can be carried out systemically and administratively legitimate.

Thus, curriculum integration at SMK Pesantren Mardhotullah Playen can be understood as a model that:

1. Adopt a full national curriculum,
2. Integrating the content of the pesantren in a formal structure,
3. Maintaining compliance with education regulations,
4. Strengthening the formation of religious character through an integrated learning system.

This model shows that the development of pesantren-based vocational schools does not have to be outside the national system, but can develop through a contextual-adaptive approach that maintains a balance between national educational standards and Islamic values

3. Implementation of Production-Based Learning and Strengthening Entrepreneurial Competencies

The implementation of learning in the Agribusiness Agricultural Product Processing (APHP) program is carried out through real production-based practices. The products produced by the students include bread, donuts, and soy milk made in groups. This process not only emphasizes the technical aspects of agricultural product processing, but also strengthens teamwork, creativity, and product innovation.

In practice, students are given space to develop the product identity of each group. One of the products even had a certain trade name, even though it had not been officially patented. Nevertheless, the brand of the product is not permanently established as each group is given the freedom to create. Efforts to standardize the brand were carried out, but were not continued in order to maintain the innovation space of students.

Although the product has not been widely marketed, the results of practice have received a positive response and are considered worthy of quality. This shows that the learning process does not stop at the simulation aspect, but produces real products that have economic potential.

Analytically, these findings show the application of production-based learning, which is a learning model that places real production as part of the educational process. This model is in line with the *experiential learning* and *learning by doing* approaches, where competencies are developed through hands-on experience.

In addition, freedom in group brand development reflects a learning approach that encourages creativity and *entrepreneurial learning*. Students not only learn to produce goods, but also understand aspects of product identity and market differentiation.

On the other hand, strengthening the quality of learning can also be seen from the implementation of the Expertise Competency Exam (UKK) involving internal and external examiners. External examiners come from relevant professional institutions, such as veterinarians for poultry livestock programs and research institutes (BRIN) for agricultural product processing

programs. The involvement of external examiners shows the existence of a quality assurance mechanism based on professional competence.

Thus, the implementation of learning at the Mardhotullah Playen Islamic Boarding School is not only oriented towards knowledge transfer, but also on mastering real competencies, strengthening creativity, and professional validation through an external evaluation system. This model strengthens the character of pesantren-based vocational schools as an institution that integrates vocational skills, character values, and job readiness in one integrated education system.

4. Competitive Advantages of Vocational Schools Based on Integration of Vocational and Islamic Boarding School

Mardhotullah Playen Islamic Boarding School has a number of advantages that are characteristic compared to other vocational schools, especially in the integration of vocational education and pesantren education, as well as an emphasis on practical competencies that are applicable and based on Islamic character.

One of the main advantages lies in strengthening practical skills in each of the expertise programs. In the Poultry Agribusiness department, students are equipped with comprehensive technical skills, starting from the initial stage of maintenance to harvest. The learning process is not simultaneous, but is carried out in real life through broiler poultry maintenance in the school environment to produce harvested products periodically. This shows that practice-based learning is the main foundation in strengthening vocational competence.

In the Department of Agribusiness Agricultural Product Processing (APHP), students are trained to process agricultural products into food products such as bread, donuts, and soy milk. Learning is focused on technical skills in processing local ingredients such as flour, cassava, and sweet potatoes. The uniqueness of learning lies in providing creativity space to students to develop the products of each group. Each group is given the freedom to modify and add product identity, thus encouraging innovation and differentiation of the work.

Although the product has not been widely marketed and does not yet have a permanent brand, the quality of the practice results has received a positive response. This shows that the learning process has produced a quality worthy product, although it has not been fully developed on a commercial scale.

In addition to the advantages in the technical aspects of vocational, another added value lies in the integration of religious education in the formal learning structure. Religious education is not positioned as an additional activity outside the school system, but is inserted into the formal schedule of learning. As a consequence, learning activities lasted until Saturday. This model shows a balance between strengthening work competencies and building religious character.

Analytically, these advantages show the application of **an integrative vocational education** model, which combines *production-based learning*, character building, and professional evaluation in one integrated system. The involvement of external examiners, such as veterinarians and research institutes (BRIN), strengthens the *quality assurance mechanism* and ensures the competence of graduates according to professional standards.

Thus, the excellence of the Mardhotullah Playen Islamic Boarding School does not only lie in the technical abilities of the students, but in the integrative design that connects real practices, religious values, and professional validation. This model shows that pesantren-based vocational schools can develop a competitive advantage through the integration of the national education system with the character of pesantren in a structural and sustainable manner

5. Professional Competency-Based Evaluation System and Graduation Standards

The determination of student graduation at the Mardhotullah Playen Islamic Boarding School refers to the national education standards that apply in Vocational High Schools, but it is enriched by the assessment of practical competencies and the typical character of the Islamic boarding school. The graduation criteria not only focus on academic aspects, but also on mastering expertise competencies, practical exam results, and students' readiness in the vocational field.

One of the main indicators of graduation is the success of students in taking the Expertise Competency Exam (UKK). In the Poultry Agribusiness department, students are tested orally and practically covering all stages of poultry rearing. The material tested includes maintenance management since chicks (DOC), vaccination process, disease identification and handling, to slaughter and injection techniques. Graduation standards are set based on the level of mastery of the material and practical skills, with a minimum mastery limit of 80–90 percent.

In the Department of Agribusiness and Agricultural Product Processing (APHP), the graduation criteria are determined through the success of students in producing processed food products according to practice standards. The products tested were tailored to the facilities and practice units available at the school, such as soy milk and sweet bread. The success of students is assessed based on the accuracy of procedures, the quality of product results, and conformity with the competency standards that have been set.

In addition to internal evaluation, the graduation system also involves external examiners as a form of quality assurance. External examiners come from relevant professional institutions, such as veterinarians for poultry livestock programs and research institutes (BRIN) for agricultural product processing programs. The involvement of external examiners ensures that the competencies of learners not only meet the school's internal standards, but also conform to professional standards outside the institution.

Analytically, this evaluation system reflects the application of competency-based assessment, which is an assessment that is oriented towards real competency achievements, not just curriculum completion. This approach is also in line with the Outcome-Based Education (OBE) paradigm, where graduation is determined by the ability of students to demonstrate skills according to professional standards.

Thus, the graduation system at the Mardhotullah Playen Islamic Boarding School shows the integration between national standards, real practice evaluation, and external professional validation. This model strengthens the school's position as a pesantren-based vocational school that not only emphasizes the formation of religious character, but also ensures the quality of graduate competencies in a measurable and accountable manner.

Conclusion

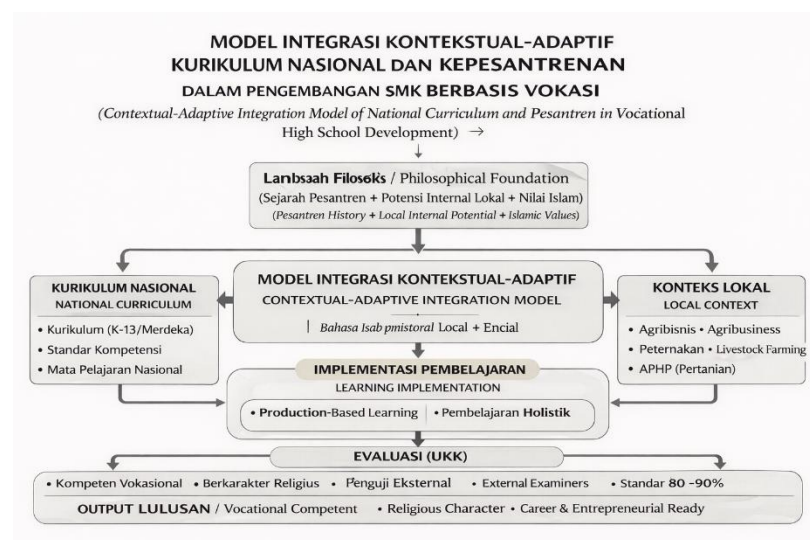
This research shows that the integration of the national curriculum and Islamic boarding schools at the Mardhotullah Playen Islamic Boarding School develops through a contextual approach rooted in history, internal potential, and institutional experience. The integration is not symbolic, but is structurally manifested in curriculum design, learning management, production practices, and professional competency-based evaluation systems. The national curriculum is still fully adopted in accordance with regulations, while pesantren values are internalized in a formal

structure through the addition of religious learning hours and the strengthening of religious character formation.

The findings of this study formulate a **Contextual-Adaptive Integration Model**, which is a model for the development of pesantren-based vocational schools that combines compliance with national education standards with the strengthening of the character and spirituality of students in one integrated system. This model is strengthened by the implementation of *production-based learning*, the involvement of external examiners in the Expertise Competency Exam, and the implementation of *competency-based assessment*. Thus, the Mardhotullah Playen Islamic Boarding School not only produces graduates who have vocational skills, but also religious character and measurable professional readiness.

Theoretically, this research contributes to the development of *integrated curriculum studies* in the context of pesantren-based vocational education. Practically, the model formulated can be a reference for the development of vocational boarding schools in Indonesia in building an education system that is in harmony with national standards, the needs of the world of work, and Islamic values in a sustainable manner.

Picture 1 Contextual-Adaptive Integration Model of National and Pesantren Curricula in Vocational High School Development



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