

Dayah Education Curriculum Transformation: Building Targeted and Inclusive Education in the Modern Era

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Abstract

Curriculum and learning in pesantren have a close relationship and support each other in creating holistic Islamic education. The curriculum acts as a teaching and learning design and arrangement that includes long-term, medium, and short-term goals in accordance with the periodisation of learner development. These goals must be in accordance with human nature and lead to the realisation of Muslim personality character. Learning in pesantren is the implementation of the curriculum, not only conveying learning materials, but changing student behaviour through direct experience. The learning process organises the environment so that the teaching and learning process occurs properly and creates conditions that allow students to learn materials in accordance with educational objectives. In addition, learning in pesantren also focuses on developing the character of students in accordance with Islamic values, beyond mere academic learning. Thus, curriculum and learning in pesantren have a crucial role in creating a holistic education, covering intellectual, moral, and spiritual aspects, and in accordance with Islamic values..

Keywords: Curriculum, learning, pesantren, relationship, support, holistic Islamic education, teaching and learning design

Introduction

The curriculum is the essence of the learning process, and the readiness of a mature and directed curriculum is the key to the success of implementing learning in the future (Octavia, 2020; Susanto, 2016; Sutiah & Pd, 2020). Sometimes, the curriculum is not ready to be implemented because the developers do not understand the importance of curriculum evaluation. Therefore, this article will discuss the importance of the curriculum by considering the benefits and functions it presents. Particularly in Islamic boarding schools, which have their own tradition of educating students by forming a character with good morals, the implementation of educational activities is based on policies set by caregivers.

Islamic boarding schools, as a type of religious-based education, have their own abilities and uniqueness in developing curricula and learning activities (Fatmawati, 2015; Ikhwan, 2017). The use of the yellow book as a scientific reference for pesantren should be more of a horizontal line providing conceptual approaches to ritual and social issues. In terminology, curriculum refers to an educational program that contains various teaching materials and learning experiences that are programmed, planned, and systematically designed based on applicable norms. (Julaeha et al., 2021; Nazaruddin, n.d.). This curriculum becomes a guideline for the learning process for educators to achieve educational goals.

The curriculum includes all programs used to support the learning process (Cholilah et al., 2023). The program is not only related to administrative aspects, but also includes all elements involved in the learning process. Although pesantren are considered as Islamic educational institutions in religious terminology, sociologically, pesantren act as social symbols related to the dynamics of change in society. More than just an educational institution with the presence of *teungku*, *pondok*, *santri*, and an education system, pesantren also have a social function that involves traditions in the surrounding environment.

In this context, it is important to understand that pesantren have a broader and more complex role than simply being a place of religious education. The curriculum in Islamic boarding schools plays a crucial role in supporting the learning process, which aims to achieve holistic and integrated education (Musbikin, 2019; Widodo, 2021). In addition, through its social function, Islamic boarding schools also influence and interact with the surrounding community, form and maintain traditions which are an integral part of local social and cultural life. The function of the curriculum as a tool for achieving educational goals emphasizes that the curriculum has important and supporting parts that play a role in supporting its operations effectively. These components are interrelated and interact in an effort to achieve these goals. As an educational tool, the curriculum acts as a framework that regulates teaching materials, teaching methods, and learning evaluation. All of these components work together to ensure that the learning process goes well and educational goals can be achieved optimally.

In each field of study covered in the curriculum, there are a number of objectives to be achieved. This goal is

usually described in the form of knowledge, skills, and attitudes that are expected to be possessed by students after completing learning in certain fields of study at school. Knowledge includes understanding of subject matter, skills involve practical abilities in applying knowledge, and attitudes include moral and ethical values that are expected to be applied in everyday life. With this clear goal, the curriculum can guide the learning process so that students can achieve optimal progress and development in the field of study they study.

Curriculum is defined as a collection of educational experiences, culture, social sciences, sports and arts sciences provided by educational institutions for students, both inside and outside educational institutions. (Hatim, 2018; Wahidah et al., 2021). The goal is to develop students as a whole in all aspects and change their behavior according to educational goals. In addition, this section also presents research results related to this matter. This view highlights the important role of the curriculum as a means to provide a variety of experiences and knowledge to students, as well as an instrument that can shape their character and behavior in accordance with the desired educational goals.

Literature Review

Definition of Curriculum

In various reference sources, various definitions of the curriculum are found. One opinion is that the curriculum is a tool used to achieve certain goals in education. It also emphasizes that curriculum and education are two things that are interrelated and cannot be separated from each other. (Darman, 2021). This interpretation underlines the importance of the curriculum as a means to achieve predetermined learning objectives, and also illustrates the close link between the curriculum and the educational process as a whole. The relationship between education and curriculum is closely related to the purpose and content of education. The existence of educational goals requires the tools used to achieve them, and the curriculum becomes a way to achieve these goals. Curriculum is a plan developed to organise and streamline the teaching and learning process under the guidance and responsibility of a school or educational institution and its teaching staff. (Julaeha et al., 2021). This view asserts that the curriculum acts as a guide in achieving educational goals by organising the teaching and learning process in educational institutions.

Based on Aceh Qanun No. 09 of 2018 concerning the organisation of dayah education, dayah Education Standards are defined as a curriculum that includes plans and arrangements related to objectives, content, learning materials, and methods used as a guide in organising learning activities to achieve certain educational objectives. (BSNP. From these various expert views, it can be concluded that the curriculum is a collection of content, teaching materials, and goals to be achieved which guide the implementation of learning activities to achieve the stated educational goals.

Education Curriculum Definition

Etymologically, the term "curriculum" comes from the Greek, namely "curir" which means runner, and "curare" which means a place to race. In Latin, "curriculum" means "a running, course, or race course," and in French, "courir" means running. From some of these Latin notions, the term "courses" or subjects that must be taken to get a degree is then used. In terminology, various experts have put forward the meaning of the curriculum, including, according to Crow, the curriculum is a teaching plan or a number of subjects that have been arranged systematically to complete a programme in an effort to achieve a degree or obtain a diploma. (Auliya & Wahyuni, 2020; Cholilah et al., 2023). The term "curriculum" has roots in various languages and is associated with the notion of "subjects" or "courses," which refers to a structured plan of instruction to achieve a specific academic goal such as obtaining a degree or diploma.

Curriculum refers to all the subject matter that must be presented in the educational process in an educational institution system (Hattarina et al., 2022; Huda, 2017). The term "curriculum" was not known in the pesantren world, especially in the pre-independence period, although educational materials and skills existed and were taught in pesantren. (Prayoga et al., 2020; Saifuddin, 2015). The special curriculum in pesantren is accommodated in local content or applied through its own discretion. The curriculum arrangement in pesantren can also be seen from the division of learning time, where santri learn science according to the curriculum in colleges or schools during class times. Meanwhile, the remaining study time, from morning to night, is used to study Islamic knowledge typical of pesantren through the recitation of classical books. In this context, the curriculum in pesantren has its own characteristics, where local content and the tradition of teaching classical books become an integral part of the education system in pesantren.

The definition of curriculum has evolved over time, starting from a simple, narrow, and traditional understanding, to reach a broader, sophisticated, and modern understanding. In the context of Islamic education curriculum, the formulation can be said to be classified as simple or traditional, because the focus of the discussion is only on the knowledge or teachings given. Curriculum development reflects adaptation to the times, educational theories, and the demands of increasingly complex educational needs. Nevertheless, in the Islamic education curriculum, the traditional aspect still plays an important role, because it is rooted in Islamic values and teachings that have become an integral part of the identity and culture of Muslims.

The curriculum has special characteristics and roles. Although in religious terminology, the term "curriculum" may not be known, in practice, pesantren have structured learning and teaching plans. In addition, pesantren also have a social function that involves tradition and interaction with the surrounding community. Curriculum has a central role in education to achieve certain educational goals. Every curriculum can undergo variations and adaptations depending on the context, including the curriculum in pesantren which has its own characteristics. It is important to continuously develop and update the curriculum in accordance with the times and increasingly complex educational needs.

Education curriculum development

The curriculum is an active and dynamic system, which plays a role in developing the mindset of students and also the mindset of education as a whole. (Bahri, 2017; Sadewa, 2022). In practice, the level of creativity of students is

strongly influenced by how the curriculum has been planned and implemented in the learning or teaching and learning process. Nana Syaodih Sukmadinata states that there are general principles and specific principles that are the basis for curriculum development. (Sukmadinata, 2019):

1. general principles include principles that apply generally in all subjects, such as relevance to educational needs and objectives, integration between subjects, continuity of learning, and holistic development of students' potential..
2. Meanwhile, the special principle focuses on the characteristics of each subject and field of study, which includes the specificity of the material, methods, and appropriate learning approaches. The curriculum is the main guide for the learning process, as it provides direction and a foundation for educators in developing learning plans that can optimise the development of students' potential and creativity.

It is important for the curriculum to keep up with the times, so that it can provide relevant education and prepare students to face the challenges of the future.

Education curriculum components

The curriculum has a goal component that consists of three types of stages: long-term goals, medium-term goals, and short-term goals. (Triwiyanto, 2022). The long-term goals reflect the expected life goals and are based on the values of the philosophy. Meanwhile, medium-term goals refer to the goals of education in the dayah based on the level, such as Aliyah, Aliyah I, Aliyah II, Aliyah III, and others. Short-term goals are specific goals that focus on classroom learning, such as santri's skills in reading and listening correctly.

The content or material component includes everything that is given to students in the teaching and learning process to achieve educational goals. The content of the curriculum includes various fields of study and the material taught in each of these fields of study, which are adjusted to the type, level and path of education available.

The media component or facilities and infrastructure is a tool or intermediary in learning. This media is used to explain the content of the curriculum so that it is more easily understood by students and achieves optimal retention. Finally, the teaching and learning process component covers the entire series of activities that occur in learning. It involves the interaction between teachers and students, the teaching methods used, as well as the evaluation techniques and assessment of learning outcomes. All these components are interconnected and interact to achieve the predetermined learning objectives.

Curriculum Objectives for Education

In the context of pesantren as educational institutions, there are two types of goals to be achieved. First, the objectives that the pesantren as a whole wants to achieve. Pesantren have a number of objectives that have been designed to cover the knowledge, skills, and attitudes of the students. Second, there are objectives to be achieved in each field of study taught in pesantren. Each subject area in the pesantren curriculum has specific objectives that students are expected to achieve after learning the material. These objectives also include knowledge, skills, and attitudes that are expected to develop in the santri. (Halim, 2005).

These objectives guide the pesantren in developing the curriculum and designing learning activities in order to achieve the desired results. The achievement of these objectives will also affect the development and progress of the pesantren in creating a quality educational environment and preparing the students to face various challenges in the future..

The Curriculum Development Process

The curriculum preparation method applied at the Dayah Darul Muarif Al-Aziziyah pesantren in Lhokseumawe City is a supporting curriculum. This supporting curriculum aims to increase the capacity and sensitivity of santri in studying actual issues, so as to provide answers that are relevant to the demands of the current era. With this supporting curriculum, pesantren can answer the challenges of the times by providing education that is in accordance with the latest developments.

Assessment of Learning Outcomes of santri in Dayah Darul Muarif Al-Aziziyah pesantren is carried out in several forms and stages. This assessment includes a semester exam which is held every school year. This semester exam consists of an initial semester exam and an end-of-semester exam which has a format similar to exams in college lectures. The purpose of this assessment is to measure the progress and achievement of the students in understanding the subject matter, as well as to provide useful feedback for students and educators in further development.

Curriculum Supervision at Dayah Darul Muarif Al-Aziziyah pesantren in Lhokseumawe City is given full authority and trust by the Ministry of Religion to institutions that run pesantren education. This is because each pesantren has a different curriculum, so the supervision model is adjusted to the uniqueness of each pesantren's curriculum. The purpose of this supervision is to ensure that the curriculum implemented is in accordance with the applicable standards and regulations, and can achieve the educational objectives that have been set.

Implementation of Education Curriculum

In Dayah Darul Muarif Al-Aziziyah in Lhokseumawe City, there are various educational activities which are divided into three important fields:

- a. Intellectual Education: This area of education is a series of activities aimed at instilling an understanding of science to the santri. Through this intellectual education, students are given the opportunity to develop their academic capacity and knowledge..
- b. reading the Koran: Reading the Quran is one of the routine activities that must be followed by all students at Dayah Darul Muarif Al-Aziziyah. This shows the importance of religious education in pesantren and an effort

to strengthen the santri's relationship with the Al-Quran as the holy book in Islam..

- c. Study of Nahwu: After the Isha' prayer, the students at Dayah Darul Muarif Al-Aziziyah follow the study of the books of Nahwu and Sharaf. This study focuses on learning Arabic grammar (Nahwu) and morphology (Sharaf). In the Nahwu study, the students study the Jurumiyah book (level two) and the Katsrowi book (level three).
- d. Scientific lectures: Dayah Darul Muarif Al-Aziziyah also organises scientific lectures in the form of book reviews or in-depth studies on various specific issues, such as menstruation, nifas, falaq, health, and so on. This lecture activity aims to provide santri with a deep understanding of various important issues in their lives..

Dayah Darul Muarif Al-Aziziyah, with a focus on intellectual development, religion, and in-depth knowledge to the students.

Curriculum contents

The content of the curriculum is a component that contains learning materials that have been planned and adjusted to the educational objectives that have been set. In the curriculum, this learning material includes various teaching materials and learning experiences that are organised systematically, referring to applicable norms and become guidelines in the learning process..

The purpose of presenting curriculum content is to achieve the educational goals that have been set previously. Therefore, curriculum content becomes the main foundation in preparing and implementing the learning process in educational institutions. With a well-structured and planned curriculum content, educators can deliver learning materials effectively and efficiently, while students can develop the expected knowledge, skills and attitudes in accordance with the predetermined educational objectives. In this case, curriculum content plays an important role in determining the quality of education organised as well as providing clear guidance for educators in achieving the desired learning objectives..

Media infrastructure and facilities

Media in the curriculum has an important role as a learning tool that aims to help deliver curriculum material more effectively and facilitate learner understanding. (Tafonao, 2018). The use of media in the learning process aims to present a more interesting, interactive and real learning experience for students. By using various types of media such as images, audio, video, models, or other props, learners can more easily understand abstract and complex concepts contained in the curriculum. In addition, media can also help clarify information and improve learning retention..

Media utilisation in the curriculum can also enrich students' learning experience by presenting real situations or simulations that resemble real-life situations. Thus, media can help increase students' motivation and interest in learning, as well as provide a more meaningful and relevant learning experience. In addition, the use of media can also support a student-centred learning approach, where students are actively involved in the learning process and develop their skills and understanding independently.

In conclusion, media in the curriculum plays a crucial role in enhancing the quality of learning by facilitating students' understanding through various means and enriching their learning experience. Appropriate and relevant use of media can help achieve the educational objectives set out in the curriculum and make a positive contribution to meaningful learning experiences for learners.

Strategy

Strategies in the curriculum refer to the approaches, methods and techniques that will be used in the learning process. The learning approaches and methods chosen in the curriculum will form the basis for how knowledge is delivered and skills are practised by learners. The use of appropriate teaching techniques will also affect the effectiveness and efficiency of learning. The learning process as one of the important components in the curriculum has a significant role. Through a good learning process, positive changes in learners' behaviour and knowledge are expected as indicators of successful curriculum implementation. An interactive, participatory and fun learning process can help increase learners' interest and motivation to learn, so that they can be more active and enthusiastic in participating in learning..

In addition, the learning process should also provide space for learners to think critically, develop creativity, and apply the knowledge they have learnt in real situations. Thus, a good learning process will help create a positive learning environment and support learners' holistic growth. In conclusion, the learning strategies chosen in the curriculum and the effective implementation of the learning process greatly influence the achievement of the set educational objectives. The combination of appropriate strategies, interactive learning approaches and learning processes that support learners' holistic growth will contribute to the successful implementation of the curriculum...

Evaluation

Valuation is an important process in the curriculum that aims to determine the extent to which the objectives stated in the curriculum have been successfully achieved (Arofah, 2021; Sadewa, 2022). According to Hasan Langgulong, there are four main components in the curriculum, namely:

1. Educational objectives: This component covers the various objectives to be achieved through the education process. These objectives may relate to aspects of knowledge, skills and attitudes that learners are expected to have upon completion of learning..
2. Knowledge, information, activities and experiences: This component deals with all the resources on which the curriculum is built. It includes the knowledge, information, data, activities and experiences that make up the content and content of the curriculum..

3. Methods and ways of teaching: This component covers the approaches and methods used by teachers in delivering learning materials and motivating students to achieve curriculum objectives. Appropriate teaching methods can help improve learners' understanding and interest in learning..
4. Assessment methods and means: This component is concerned with the ways in which the curriculum is measured and assessed, as well as the outcomes of the educational process in accordance with the curriculum plan. Appropriate and accurate assessment will provide information about the success of curriculum implementation and student learning progress. (Langgulung, 1988).

In conclusion, curriculum evaluation involves various key components such as objectives, knowledge, teaching methods and assessment methods. This evaluation is important to ensure that the curriculum can achieve the set educational goals and provide guidance to improve the effectiveness of the learning process in educational institutions.

Characteristics of education curriculum

Characteristics of the Islamic education curriculum according to Adurrahman An-Nahlawi (Kasanah, 2021; Khusnida, 2014) can be explained as follows:

1. In accordance with human nature: The curriculum should be designed in accordance with human nature, with the aim of keeping the child's nature in a natural and healthy state..
2. Achieving the ultimate goal of Islamic education: The curriculum should be geared towards achieving the ultimate goal of Islamic education, which is to create a human being with a Muslim personality..
3. Following the stages of learner development: Curriculum organisation and adjustment should take into account the stages of learner development by taking into account their distinctive features such as age, environment, needs, gender, etc..
4. Taking into account individual and collective needs: Curriculum development should not only take into account the needs of individuals, but should also consider the needs of Muslims as a whole. The curriculum should include sciences that are obligatory for Muslims..
5. Consistent with Islamic values: The structure and organisation of the curriculum should be consistent with Islamic values and not contradictory. The aim is that the curriculum leads to an Islamic lifestyle..
6. Flexible and in accordance with the environment: The Islamic education curriculum must be in accordance with the situation and conditions and take into account the limitations of the possibilities that exist in the environment of its implementation..

The Islamic education curriculum has characteristics that include compatibility with human nature, achievement of the ultimate goals of Islamic education, adjustment to the stages of learner development, attention to the individual and collective needs of Muslims, consistency with Islamic values, and flexibility according to the implementation environment. All these characteristics are the basis for designing a curriculum that is in accordance with Islamic principles and ensures the realisation of education based on religious values..

Curriculum Function

The curriculum has a variety of views from various perspectives that reflect its central role in the education system.

First, the curriculum functions as a tool or medium to achieve educational goals. With the curriculum, the learning process can be directed and well organised, ensuring that the desired educational goals can be achieved efficiently. Second, the curriculum acts as a learning organiser that is carefully structured. This makes the curriculum a guide for students or santri in experiencing the learning process. The importance of designing a good and appropriate curriculum is crucial in shaping and fostering the character of students or santri, so that they can become independent individuals and provide benefits to themselves and society. Third, the curriculum also functions as a guide for teachers in various aspects. Teachers can use the curriculum as a guide to compile and organise santri learning experiences, evaluate santri development, organise educational and learning activities, and carry out educational tasks more purposefully and effectively. Fourth, the curriculum has an important role for leaders in carrying out the supervision function. By using the curriculum, leaders can improve the learning situation to make it more conducive, create a better learning environment, and provide assistance to teachers in carrying out educational tasks better. (Bentri & Hidayati, 2022; Solihin, 2019).

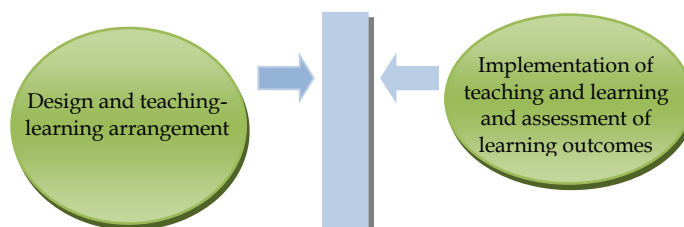
Overall, the curriculum plays a central role in the education system. It serves as a tool to achieve educational goals, guides teachers and students in the teaching-learning process, and ensures the implementation of directed and quality learning. In the context of Islamic education, the curriculum also has an important role in shaping the character of students in accordance with religious values. Therefore, a good curriculum design that is in accordance with the needs and characteristics of students is essential in achieving the desired educational goals.

Curriculum and Learning Relationship

The relationship between curriculum and learning can be likened to two sides of an inseparable coin. (Muchith, 2017). On the one hand, the curriculum is a design and arrangement of what should be taught and learnt in the teaching and learning process. It sets out the educational objectives, content of learning materials, teaching methods, and assessment of learning outcomes that students are expected to achieve..

On the other hand, learning is the implementation of the curriculum design. It is the stage where teachers and students interact and experience the teaching and learning process in accordance with the provisions and guidelines set out in the curriculum. Learning involves the application of predetermined teaching methods, the use of relevant teaching materials, and the assessment of students' learning progress..

Thus, curriculum and learning are interrelated and support each other. Curriculum determines what should be learnt, while learning translates the design into concrete teaching and learning activities. Both work together to achieve the set educational goals and provide meaningful learning experiences for learners. (Sumar & Razak, 2016). With a harmonious relationship between curriculum and learning, the educational process can run well and effectively.



Two Sides of the coin showing the relationship between curriculum and learning

Learning is a form of curriculum implementation that aims to achieve predetermined goals. This learning process is an effort from the teacher to change student behaviour. However, in order for these behavioural changes to occur, students need to actively perform and experience the learning process. In this context, learning is not just a teacher's effort to convey the content of the lesson, but rather an effort to create conditions that allow students to actually learn or study learning materials in accordance with predetermined goals.

Thus, learning must be able to manage the learning environment so that the teaching and learning process can take place properly. This emphasises that learning must be designed in such a way that students can actively participate, interact with the environment, and explore learning materials. The role of the teacher in creating a conducive and inspiring learning environment is very important, as this will facilitate students to achieve learning objectives effectively.

In this context, learning is considered successful if students are able to achieve behavioural changes in accordance with the learning objectives that have been set. Therefore, the learning process must be adapted to the needs and characteristics of students in order to provide meaningful learning experiences and have a positive impact on the development of learners.

Results and Discussions

Regarding the education curriculum at Dayah Darul Muarif Al-Aziziyah Lhokseumawe City, there are several approaches that can be used:

- a) Until now, Dayah Darul Muarif Al-Aziziyah has remained consistent in applying the learning methods commonly used by the majority of pesantren. Broadly speaking, there are two methods used, namely bandongan and sorogan. In addition, some teachers can apply other methods creatively, such as rote learning, discussion, and others. Through observational studies and interviews with teachers and students, researchers will gain a deeper understanding of the implementation and effectiveness of these learning methods in supporting the education curriculum at Dayah Darul Muarif Al-Aziziyah..
- b) The teaching of the yellowclassical books at Dayah Darul Muarif Al-Aziziyah, especially in the field of mantiq (logic), is carried out in the morning session using the bandongan method, where students are given the opportunity to pay attention and listen actively. As for the sorogan method, it is carried out on Tuesdays, Wednesdays, Thursdays, Saturdays, and Sundays after Fajr prayer, specifically aimed at grades 3, 4, 5, and 6. On the other hand, the teaching of Nahwu and Sharaf studies, which takes place at night, is applied using various methods, such as memorization, discussion, halaqoh, dialogue, and others. These teaching methods are adjusted to the creativity of each teacher, aiming to minimise boredom and increase the enthusiasm of students in studying..

The application of these various learning methods at Dayah Darul Muarif Al-Aziziyah illustrates a diverse approach to the teaching process. By providing variations in teaching methods, the dayah seeks to provide an interesting and interactive learning atmosphere for students. This approach is expected to increase santri's interest in learning, help them understand the material better, and encourage their enthusiasm to continue to explore knowledge in depth and continuously..

Materials taught in the dayah

In Dayah Darul Muarif Al-Aziziyah, the formulation of kitab kuning material is under the coordination of the caregiver in the field of education, who determines the books to be studied each year. The name of the book studied can change depending on the teacher assigned to teach at that time. All decisions regarding the kitab kuning material are made with the approval of the current caregiver. The material studied in the morning yellowclassic books recitation, especially for the tsanawiyah level, includes Islamic religious sciences, such as Hadith, Fiqh (Islamic law), Adab (morals), Sharaf

(sorof), Sufism, and so on. As for the sorogan method, the material taught includes the book "Fathul Qarib" which discusses Fikih (Islamic law) and "Ta'allim Muata'allim" which discusses Sufism..

At night, in the study of Nahwu at Dayah Darul Muarif Al-Aziziyah Lhokseumawe City, this pesantren presents a number of different books based on the level or level of santri education. The first level studies the book Mukhtashor Jiddan, then in the second level studies the book Jurumiyah, in the third level studies the book Katsrowi, and finally in the fourth level specifically for class 3 Aliyah studies the books of Jurisprudence, Tafsir, and Hadith which is a graduation requirement.

This study activity aims to provide a deep understanding of the science of Nahwu, which focuses on Arabic grammar and sentence structure analysis. By understanding Arabic grammar, students are expected to improve their language skills and understand the contents of classical texts, such as religious books and Islamic sciences. This understanding of grammar also plays an important role in learning to recite the Quran, so that students can read and understand the Quran properly.

In addition, the Nahwu study in the evenings also helps the students in facing exams and evaluations in their learning. The books taught at each level have been carefully designed to ensure that students can master the necessary material and skills according to their level of education. By fulfilling the set graduation requirements, students can prove their understanding and proficiency in Nahwu, as well as demonstrate competence appropriate to the level of education followed.

Overall, the Nahwu study at night at Dayah Darul Muarif Al-Aziziyah Lhokseumawe City is an important part of the pesantren education curriculum. This activity helps build a strong understanding of Arabic and sentence structure in the santri, prepares them for further learning in Islamic sciences, and provides an opportunity to prove their proficiency through examinations and evaluations. Thus, the study of Nahwu is one of the crucial elements in the effort to form a generation of santri who are competent and knowledgeable in religious sciences.

Conclusion

The curriculum has a central role in the education system. The curriculum serves as a tool to achieve educational goals, serves as a guide for teachers and students, and enables the implementation of directed and quality learning. In the context of Islamic education, the curriculum also plays a role in shaping the character of students in accordance with religious values. Therefore, a good curriculum design that is in accordance with the needs and characteristics of students is important in achieving the desired educational goals.

On the other hand, in pesantren, learning is the implementation of the curriculum that has been designed. Learning aims to change students' behaviour through direct experience, not just delivering learning materials. The learning process must organise the environment so that the teaching and learning process occurs properly and create conditions that allow students to learn the material in accordance with the predetermined objectives. Learning in pesantren also focuses on developing the character of students in accordance with Islamic values, thus going beyond mere academic learning.

Overall, curriculum and learning are two inseparable aspects in the world of education, especially in the context of pesantren. The curriculum is the design and organisation of teaching and learning, while learning is the implementation of the curriculum. Proper curriculum design will form a strong basis for effective and quality learning, while good learning will be able to achieve the goals set in the curriculum. In pesantren, these two aspects support each other to create a holistic educational process and in accordance with Islamic values.

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