At Tadbir: Islamic Education Management Journal
e-ISSN: 3021-8098
Volume 3, No. 1 Juni 2025

Governing Intensive Arabic Reading Curriculum Across Pesantren Networks: The Sidogiri Network in Madura

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ABSTRACT : The governance of intensive Arabic reading curricula across pesantren networks raises questions about how curricular standards can be maintained when implementation occurs under diverse institutional conditions. This study examines how an intensive Arabic reading curriculum is governed through network coordination and local adaptation within the Sidogiri pesantren network in Madura. A qualitative case study design was employed. Data were collected through semi-structured interviews with five administrators responsible for coordinating curriculum implementation, complemented by observation and document analysis. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, involving data condensation, data display, and conclusion drawing and verification. The findings indicate that curriculum governance operates through five interconnected processes: standard-setting, network coordination, implementation, local adaptation, and monitoring and evaluation. The central finding is that curricular consistency does not require uniform technical implementation. The network maintains core materials, learning stages, and targets, while participating pesantren retain space to adjust technical aspects according to local conditions. The study contributes the concept of standardization with bounded local adaptation as an analytical perspective for understanding network-based curriculum governance. This governance pattern is significant for educational networks that seek to maintain shared curricular standards while responding to institutional diversity.

Keywords : *curriculum governance; curriculum standardization; local adaptation; pesantren networks; Arabic reading curriculum*

ABSTRACT. Pengelolaan kurikulum membaca bahasa Arab secara intensif dalam jaringan pesantren menghadirkan persoalan mengenai bagaimana standar kurikulum dipertahankan ketika pelaksanaannya berlangsung dalam kondisi kelembagaan yang beragam. Penelitian ini bertujuan menganalisis bagaimana kurikulum membaca bahasa Arab secara intensif dikelola melalui governance dan adaptasi lokal dalam jaringan pesantren Sidogiri di Madura. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data diperoleh melalui wawancara semi-terstruktur dengan lima pengurus yang memiliki fungsi koordinatif dalam pelaksanaan kurikulum, serta observasi dan dokumentasi. Data dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña yang mencakup kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa tata kelola kurikulum berlangsung melalui lima proses yang saling berkaitan, yaitu penetapan standar, koordinasi jaringan, implementasi, adaptasi lokal, serta pemantauan dan evaluasi. Temuan utama menunjukkan bahwa konsistensi kurikulum tidak mensyaratkan keseragaman teknis pelaksanaan. Jaringan mempertahankan materi, tahapan, dan target utama, sementara pesantren memiliki ruang untuk menyesuaikan aspek teknis berdasarkan kondisi lokal. Penelitian ini menyumbangkan konsep standardization with bounded local adaptation sebagai perspektif untuk memahami tata kelola kurikulum berbasis jaringan. Pola

tersebut penting bagi pengelolaan kurikulum pada jaringan pendidikan yang memerlukan konsistensi standar sekaligus respons terhadap keragaman kelembagaan.

Kata Kunci: *curriculum governance; standardisasi kurikulum; adaptasi lokal; jaringan pesantren; kurikulum membaca bahasa Arab*

Introduction

Arabic reading occupies an important position in pesantren education because it enables students to access and understand kitab kuning, a central source of Islamic learning in pesantren (Zaenuri & Baroroh, 2025). Reading classical Arabic texts requires not only word recognition but also mastery of nahwu-sharaf, identification of grammatical functions, translation, and construction of meaning. Previous studies show that kitab kuning reading is developed through different instructional stages and methods according to students' levels of competence, while effective instruction requires the integration of grammatical knowledge and reading skills using authentic classical texts (Abdurrahman dkk., 2025; Zaenuri & Baroroh, 2025). Therefore, an intensive Arabic reading curriculum needs to organize learning objectives, materials, instructional stages, teaching strategies, and assessment systematically to support the development of students' reading competence.

Developing intensive Arabic reading competence requires curriculum management that extends beyond the selection of instructional materials to include the planning of objectives, organization of content and instructional stages, teacher preparation, implementation, supervision, and evaluation (Rahman dkk., 2024). Previous studies indicate that pesantren-based curriculum management is closely related to the development of students' Arabic competence because curricular objectives, instructional characteristics, and implementation processes shape the direction of language learning. Research on Arabic curriculum management has also identified challenges related to curriculum change, teacher involvement, supervision, and alignment between learning objectives and assessment (Nurbaiti & Handican, 2023). These findings indicate that effective curriculum management requires alignment among curricular objectives, instructional content, implementation, and evaluation. However, this management challenge becomes more complex when the same curriculum is implemented across several pesantren operating within a shared educational network.

When a curriculum is implemented across multiple institutions within a shared network, its management involves not only curriculum implementation but also the coordination of authority, standards, accountability, and institutional autonomy (Dimmock dkk., 2021). Curriculum governance literature highlights the tension between maintaining common curricular standards and allowing institutions to respond to their local conditions (Suryawati dkk., 2026). Argue that guided decentralization can provide institutions with space for adaptation while maintaining alignment

with a broader curricular framework. Similarly, research on networked educational systems shows that institutional autonomy may coexist with central coordination when common policies are implemented under diverse local conditions (Gripton & Noyes, 2025). These perspectives suggest that curricular consistency does not necessarily require identical technical implementation; rather, it may be maintained through shared standards combined with bounded local adaptation.

The Sidogiri pesantren network in Madura provides a relevant context for examining this governance issue. Within the network, the intensive Arabic reading curriculum operates across pesantren that share common curricular orientations, instructional stages, learning materials, and learning targets. At the same time, participating pesantren operate under different local conditions, including student characteristics and numbers, teacher availability, instructional schedules, classroom organization, and institutional management practices. These differences create a governance challenge: how can the network maintain core curricular standards while allowing participating pesantren to adjust technical implementation to their local conditions? Examining this process provides an opportunity to understand how curriculum authority, coordination, standardization, and local adaptation are organized within a shared pesantren network.

Previous scholarship relevant to this study can be grouped into three areas. First, research on Arabic language curricula has primarily examined curriculum design, competency alignment, instructional materials, and the development of reading skills. For example, Dianto et al developed a CEFR-based Arabic reading and writing curriculum by aligning learning objectives, materials, methods, media, and assessment (Dianto dkk., 2022). Second, studies of Arabic curriculum management have examined curriculum implementation and institutional contextualization, but predominantly at the level of individual educational institutions ((Aulia & Alimulloh, 2026; Rahman dkk., 2024). Third, research on educational governance has examined how standardization, coordination, quality assurance, and institutional autonomy operate within decentralized and networked educational systems (Gripton & Noyes, 2025; Suryawati dkk., 2026b). Despite these contributions, limited empirical research has examined how an intensive Arabic reading curriculum is governed across a network of pesantren, particularly how shared curricular standards are maintained while implementation is adapted to diverse institutional conditions. This gap is especially relevant to pesantren networks, where common educational orientations coexist with differences in institutional and local contexts.

This study addresses this gap by examining how an intensive Arabic reading curriculum is governed across the Sidogiri pesantren network in Madura. The study finds that curricular consistency is maintained not through uniform technical implementation but through the combination of shared core standards and bounded local adaptation. The network maintains common materials, instructional stages, and learning targets, while participating pesantren retain

limited space to adjust technical implementation according to their local conditions. Based on this finding, the study proposes standardization with bounded local adaptation as an analytical perspective for understanding curriculum governance in networked pesantren education. Accordingly, this study addresses the following research question: How is an intensive Arabic reading curriculum governed through standardization and local adaptation across the Sidogiri pesantren network in Madura? Rather than evaluating the effectiveness of particular instructional methods or comparing students' reading proficiency across pesantren, the study focuses on how curriculum authority is exercised, standards are coordinated and maintained, and local implementation is regulated within a shared educational network.

Methods

This study employed a qualitative case study design to examine the governance of an intensive Arabic reading curriculum across the Sidogiri pesantren network in Madura (Creswell, 2007). The case was defined as a curriculum governance system involving network-level coordination and implementation across participating pesantren. The analysis focused on curriculum standardization, network coordination, implementation, monitoring, and local adaptation. The research sites were purposively selected based on their involvement in the Sidogiri pesantren network and their implementation of the Arabic reading curriculum examined in this study.

Data were obtained from five administrators involved in coordinating and implementing the curriculum within the network. The informants were purposively selected because of their direct knowledge and experience of curriculum governance, including the communication of curricular standards, coordination of implementation, monitoring, and local adjustment (Palinkas dkk., 2015). To maintain consistency with the study's focus on network-level governance, the informants represented administrative roles involved in curriculum implementation across the participating pesantren. In addition to interviews, the study used observations and relevant documents, including curriculum materials, instructional materials, learning schedules, implementation guidelines, and assessment instruments. The combination of these sources enabled comparison between administrators' accounts, observed practices, and documented curricular provisions.

Data were collected through semi-structured interviews, observation, and document analysis. Interviews with the five administrators explored the establishment and communication of curricular standards, coordination mechanisms, implementation procedures, monitoring practices, and forms of local curriculum adjustment (DeJonckheere & Vaughn, 2019). Observations examined the implementation of the Arabic reading curriculum, including instructional organization, learning stages, use of materials, and assessment activities. Documents were reviewed

to identify formal curriculum structures, instructional materials, schedules, implementation guidelines, and assessment procedures. Data from the three sources were compared to identify consistencies and differences between formal curricular provisions and their implementation in participating pesantren.

Data analysis followed the interactive model of Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing and verification (Miles dkk., 2014). Interview transcripts, observation notes, and documents were coded and organized according to the analytical categories of curriculum authority, standardization, coordination, implementation, monitoring, and local adaptation. The coded data were displayed in matrices to compare curricular provisions and implementation practices across the participating pesantren. Emerging patterns were then interpreted to explain how standards were established and maintained, how coordination operated across the network, and how local adjustments were made. Conclusions were continuously checked against interview, observation, and documentary data to strengthen the consistency and grounding of the findings.

Results and Discussion

Results

The findings reveal that the management of the intensive Arabic reading curriculum across the Sidogiri pesantren network in Madura operates through a governance arrangement that combines centralized curricular standards with local flexibility in implementation. The five informants, who were administrators of Pondok Pesantren Miftahul Ulum Panyeppen serving as curriculum implementation coordinators in Madura, consistently described a system in which core curricular components are established at the network level, communicated to participating pesantren, implemented according to shared stages and targets, and monitored to maintain curricular consistency. At the same time, pesantren retain room to modify technical aspects of implementation according to their institutional conditions. The interview data were organized into five interrelated aspects: (1) authority and standard-setting, (2) network coordination, (3) implementation of shared standards, (4) local adaptation, and (5) monitoring and evaluation.

The first finding concerns the location of authority in establishing the intensive Arabic reading curriculum. The interview data indicate that curricular authority is concentrated at the network level rather than being independently determined by each participating pesantren. The central management establishes the curricular provisions that become a common reference for pesantren implementing the program in Madura. These provisions include the learning materials, instructional stages, achievement targets, implementation mechanisms, and evaluation procedures.

I1 explained that the participating pesantren do not independently determine the principal components of the curriculum. Instead, they operate within a curricular framework that has already been established as part of the broader network system:

> "As regards curriculum standards, the primary authority lies with the management, which acts as the central body for programme administration. These standards are not determined by individual Islamic boarding schools, but are set out in regulations that serve as a common reference. The standards cover the subject matter to be studied, the stages of learning, the targets to be achieved, and the mechanisms for implementation and evaluation."

This account positions the network management as the principal authority for determining the curricular core. The authority does not merely concern the selection of instructional materials but extends to the sequencing of learning, expected outcomes, and mechanisms for implementation and evaluation. The curriculum therefore functions as a shared regulatory framework across participating pesantren.

The second finding concerns the mechanism through which the established curricular standards are communicated to pesantren implementing the program. The interview data show that standardization is accompanied by coordination between the network-level management and the administrators responsible for implementation at individual pesantren. Coordination is therefore an important component of governance because the existence of a common standard alone does not determine how that standard is understood and implemented.

I2 explained that curricular provisions are communicated to the administrators responsible for the program in each pesantren. Coordination includes not only the transmission of learning materials but also explanations concerning stages, procedures, and mechanisms of implementation:

> "Once the guidelines have been finalised, the information is communicated to the management of the Islamic boarding schools running the programme. Coordination takes place with the management or those responsible for the programme at each boarding school. So it is not just a matter of providing the materials, but also of explaining the stages and mechanisms involved in their implementation."

The informant further explained that coordination remains available when implementation problems or uncertainties emerge: "If there is anything that is not yet clear or if any issues arise on the ground, the Islamic boarding school may liaise with us to obtain clarification or a resolution."

This finding indicates that coordination functions in two directions. Initially, it operates as a mechanism for transmitting established curricular standards from the network to the implementing pesantren. Subsequently, it operates as a mechanism for addressing issues arising during implementation. Governance therefore does not end when standards are communicated; it continues through interaction between the network coordinator and local implementers.

The third finding concerns the implementation of the common curricular standards at the pesantren level. The interview data indicate that participating pesantren generally follow the established curricular stages, materials, and achievement targets. The implementation of the curriculum includes learning activities, setoran, and evaluation. These elements constitute shared components that connect the practices of different pesantren within the network. I3 stated: "Generally speaking, Islamic boarding schools follow the established stages. The curriculum and learning objectives serve as a common framework, including the learning process, assignments and assessment."

Although the core components are shared, the informant emphasized that implementation is not identical in every pesantren:

> "However, in practice, not everything is exactly the same. Some Islamic boarding schools organise their teaching timetables differently, adjusting class groupings, the number of pupils and the availability of teachers. What is important is that the core stages and main objectives of the curriculum are maintained."

This distinction is important for understanding how the curriculum operates across a network rather than within a single institution. The common curriculum establishes the substantive elements that should be maintained, while local administrators determine aspects of organization according to their respective circumstances. Differences in scheduling, class organization, student numbers, and teacher availability therefore do not necessarily constitute departures from the curriculum.

The fourth finding concerns the relationship between standardization and local adaptation. The interview data indicate that participating pesantren are given room to adjust technical aspects of implementation. Such adaptation includes scheduling, class organization, the number of meetings, and the organization of students. However, this flexibility is bounded by the requirement to retain the core curricular components. I4 explained: "Adjustments are usually made to the practical arrangements. For example, the timetable, class allocation, number of sessions, or the way in which students are organised can be adapted to the conditions at the pesantren."

The informant then clarified the limits of such adaptation:

> "However, the core subject matter, the main stages and the standardised targets must not be neglected. Therefore, Islamic boarding schools are given the flexibility to organise the practical arrangements according to their own circumstances, whilst remaining within the framework of the same curriculum."

The data indicate a clear distinction between core curricular elements and technical implementation elements. Materials, principal stages, and achievement targets belong to the core

that should remain consistent across the network. Scheduling, class division, meeting frequency, and student organization belong to the technical domain in which local variation is permitted.

The fifth finding concerns monitoring and evaluation. The interview data indicate that monitoring is used to examine how the curriculum is implemented at each pesantren and to identify deviations from the established core standards. Monitoring is conducted through information and reports from local implementers, followed by communication when problems or inconsistencies are identified. I5 explained: "Monitoring is carried out by observing how the programme is implemented by each Islamic boarding school and by receiving reports or information from the executive committee."

When implementation does not conform to the principal provisions, the response is not described as an immediate requirement for procedural uniformity. Instead, the issue is first communicated and examined: 'If we find that implementation does not comply with the key provisions, we usually raise the matter first to establish the cause."

The informant also emphasized the distinction between maintaining curricular standards and enforcing identical technical procedures: "Evaluation does not mean that all Islamic boarding schools must follow the same procedures, but rather that it ensures the core standards and objectives of the curriculum are upheld. So there is a distinction between what must remain the same and what may be adapted."

This finding places monitoring and evaluation at the intersection of standardization and adaptation. Their function is not to eliminate local variation but to establish whether variation remains within the boundaries of the shared curriculum. Monitoring consequently serves as a governance mechanism for distinguishing acceptable adaptation from deviations that affect the core curricular standards.

The observation data corroborated the interview findings regarding the distinction between standardized curricular components and locally adapted implementation. Observations of the intensive Arabic reading program showed that the participating pesantren implemented the prescribed learning stages and used the shared instructional materials and achievement targets. The implementation also included learning activities, setoran, and evaluation as components of the instructional process. These observations confirm that the core elements of the curriculum were implemented consistently across the observed settings. At the same time, observations identified variations in the technical organization of the program. Differences were observed in the scheduling of learning activities, classroom organization, grouping of students, and the allocation of instructional time. These variations were related to the conditions of each pesantren and did not involve changes to the principal learning materials, stages, or achievement targets. Thus, the observation findings support the interview evidence that local adaptation occurred primarily at the

technical level while the core curricular structure remained shared. Observation of the implementation process also showed the role of administrators and teachers in maintaining the established curricular sequence. Local implementers adjusted the organization of activities according to the availability of teachers, student groupings, and institutional schedules while continuing to follow the prescribed learning stages. This finding provides empirical support for the pattern identified in the interviews, namely that curriculum governance allows technical variation within established curricular boundaries.

The documentary analysis further supported the findings obtained from interviews and observations. The curriculum-related documents examined in this study contained provisions concerning the learning materials, instructional stages, achievement targets, and implementation procedures. These documents demonstrate that the principal components of the intensive Arabic reading curriculum were formulated as shared references for the participating pesantren.

The learning materials and implementation guidelines also showed that the curriculum was organized progressively according to predetermined learning stages and targets. The documents therefore provide evidence that standardization was not limited to general policy statements but was reflected in concrete curricular provisions used by the implementing pesantren. At the implementation level, schedules and administrative documents showed that the organization of learning activities could vary according to the conditions of individual pesantren. Differences in instructional schedules, class organization, and allocation of learning activities were documented without indicating changes to the principal curricular materials and learning targets. This documentary evidence reinforces the distinction between standardized curricular elements and locally adjustable technical arrangements identified in the interview and observation data.

The coordination and monitoring documents further indicated the existence of communication between network-level coordinators and local implementers concerning curriculum implementation. Where implementation issues were identified, communication and follow-up were used to clarify or address the issue rather than requiring identical technical procedures across all pesantren. Taken together, the interview, observation, and documentary evidence indicate that curriculum governance in the Sidogiri network operates through shared curricular standards combined with bounded flexibility in technical implementation.

Discussion

The findings indicate that the governance of the intensive Arabic reading curriculum across the Sidogiri pesantren network operates as an integrated process linking network authority, coordination, implementation, local adaptation, and monitoring. These five dimensions do not function as separate administrative activities; rather, they form a continuous governance process through which a common curricular framework is established, communicated to participating

pesantren, implemented in practice, adjusted to local conditions, and monitored to maintain its core requirements. The findings further indicate that curricular consistency is not achieved by requiring identical implementation across all pesantren. Instead, the network distinguishes between curricular elements that must remain consistent and technical aspects that can be adjusted according to local circumstances. This arrangement creates a governance pattern in which common curricular standards coexist with variation in institutional implementation. The central issue, therefore, is not whether the curriculum is standardized or adapted, but how the network defines the boundaries between standardization and adaptation and maintains those boundaries through coordination and monitoring.

The first dimension that requires attention is the distribution of curricular authority within the network. The findings indicate that the principal curricular standards are established at the network level, while participating pesantren are positioned primarily as implementers. This arrangement suggests that curriculum governance in the Sidogiri network involves a differentiated allocation of decision-making authority rather than complete centralization or unrestricted local autonomy. Such an arrangement is important because standards do not operate independently of the actors responsible for interpreting and implementing them. Hodge et al. in their study of standards implementation, found that educational actors continually negotiate tensions concerning who should control curricular decisions and how central expectations should be communicated to local stakeholders (Hodge dkk., 2024). Their findings indicate that governance involves not only determining standards but also managing the relationships between higher-level authorities and local actors. A similar pattern appears in the present study, although the governing structure is situated within a pesantren network rather than a state education system. The network establishes the substantive elements of the curriculum, including learning materials, stages, targets, and evaluation, while local pesantren retain responsibility for organizing implementation. The significance of this arrangement lies in the separation between authority over what constitutes the curriculum and authority over how the curriculum is operationalized. Such differentiation allows the network to preserve a common curricular identity without requiring every participating pesantren to exercise authority in exactly the same way.

The second dimension concerns coordination as the mechanism connecting network-level standards with local implementation. The findings indicate that the establishment of standards is followed by communication and coordination with the administrators responsible for implementation in each pesantren. Coordination is not limited to transmitting curricular materials; it also involves explaining stages, procedures, and mechanisms and providing a channel for resolving problems encountered during implementation. This finding is important because the existence of a common standard does not automatically guarantee a common interpretation or

practice (Fathma dkk., 2026) found that governance processes influence how curricular goals are translated into institutional practice and that decision-making, implementation, and monitoring are closely connected in curriculum change. Their study further emphasizes the importance of both formal governance mechanisms, such as procedures and responsibilities, and relational dimensions, such as communication and trust. In the Sidogiri network, coordination performs a similar bridging function: it connects the authority that establishes the curriculum with the pesantren that enact it. The governance process therefore operates not simply through the downward transmission of rules but through continuing interaction between network coordinators and local implementers. This interaction is particularly important when implementation problems arise because it provides a mechanism for clarifying the meaning of standards without requiring the standards themselves to be reformulated for every pesantren.

The third dimension concerns the relationship between shared curricular standards and local adaptation. The findings indicate that participating pesantren retain flexibility in scheduling, class organization, meeting frequency, and student management, while materials, principal learning stages, and achievement targets remain subject to common standards. This distinction suggests that adaptation occurs primarily at the level of implementation rather than at the level of curricular identity. Recent research on standards-based educational practice provides a useful comparison. Stornaiuolo et al. describe a form of "flexible specificity" in which educational authorities provide sufficiently specific guidance while allowing local actors to adapt implementation according to contextual needs. Their findings suggest that effective standards implementation does not necessarily depend on eliminating local autonomy; rather, flexibility can be productive when it operates within clearly defined expectations (Stornaiuolo dkk., 2023). Similarly, (Mustari dkk., 2025) argues that governance arrangements need to provide both coherence and space for school-level structural adaptations in diverse educational contexts. The present findings extend this argument to a pesantren network by revealing a comparable distinction between the standardized curricular core and adaptable implementation arrangements. Local variation in the Sidogiri network therefore should not automatically be interpreted as curricular inconsistency. Instead, it represents a form of bounded adaptation in which local pesantren respond to differences in institutional capacity while retaining the elements that define the shared curriculum.

The fourth dimension concerns monitoring and evaluation as the mechanism that maintains the boundary between legitimate adaptation and departure from the shared curriculum. The findings indicate that monitoring is not intended to make all pesantren implement the curriculum through identical procedures. Rather, it is used to determine whether local implementation continues to satisfy the principal standards and objectives established by the network. This finding is consistent with research emphasizing that governance becomes

consequential at the point where standards are enacted, interpreted, and monitored in practice (Hodge dkk., 2024). show that communication, guidance, and support are central to how standards are implemented at the local level, while (Stornaiuolo dkk., 2023). demonstrate that flexibility can be accompanied by ongoing data collection and evaluation to maintain alignment with broader standards. In the present study, monitoring performs this alignment function by distinguishing between aspects that must remain consistent and aspects that may vary. The resulting governance arrangement can therefore be understood as standardization with bounded local adaptation. Network authority defines the curricular core, coordination enables its transmission and interpretation, local pesantren adapt its implementation to their circumstances, and monitoring maintains the boundaries of acceptable variation. The contribution of this finding lies in demonstrating that curricular coherence across a pesantren network does not require procedural uniformity; coherence can instead be produced by governing the relationship between common standards and contextual implementation.

The findings contribute to the discussion of curriculum governance by demonstrating that curricular coherence across an educational network can be maintained without requiring uniformity in local implementation. Existing studies of curriculum governance have often examined the relationship between central standards and institutional autonomy within state-based education systems, whereas the present study locates this relationship within a pesantren network in which curricular authority is exercised through an internal organizational structure. The Sidogiri case illustrates that governance can operate through differentiated authority: the network determines the substantive curricular core, while participating pesantren retain space to organize its implementation according to local circumstances. This finding extends the understanding of networked curriculum governance by shifting the analytical focus from the conventional question of whether curriculum authority is centralized or decentralized toward the question of how different domains of curricular authority are distributed across organizational levels. In this arrangement, standardization concerns the elements that constitute the shared curricular identity, whereas adaptation concerns the organizational conditions under which that curriculum is enacted. The distinction is consistent with recent scholarship emphasizing that educational standards can coexist with local autonomy when governance mechanisms establish sufficiently clear expectations while allowing contextual interpretation and implementation. The present study extends this argument to the pesantren context by identifying the network itself as the governing structure that defines the boundary between curricular consistency and local variation.

Taken together, the findings support a conceptualization of pesantren network curriculum governance as standardization with bounded local adaptation. The process begins with network-level authority establishing the curricular core, followed by coordination that communicates and

interprets the standards for participating pesantren. The standards are then implemented within local institutional settings, where pesantren adapt schedules, class organization, meeting arrangements, and student management to their respective conditions. Monitoring and evaluation subsequently function as mechanisms for maintaining the boundary between acceptable adaptation and deviation from the core curriculum. The significance of this model lies in its distinction between curricular coherence and procedural uniformity. Coherence is maintained when participating institutions preserve the substantive elements that define the shared curriculum, whereas uniformity would require them to organize implementation in substantially identical ways. The findings suggest that the former, rather than the latter, is the organizing principle of curriculum governance in the Sidogiri network. This model also provides a basis for understanding how educational networks can maintain a common curricular identity while accommodating institutional diversity. In the context of pesantren, where educational institutions operate within distinctive organizational and cultural conditions, such a governance arrangement allows the network to preserve shared curricular standards without eliminating the capacity of individual pesantren to respond to their local circumstances. The study therefore proposes that the effectiveness of networked curriculum governance should be examined not only in terms of the degree of standardization achieved, but also in terms of how effectively the network governs the boundary between what must remain common and what may legitimately vary.

Conclusion

This study demonstrates that the governance of an intensive Arabic reading curriculum across the Sidogiri pesantren network is characterized by standardization with bounded local adaptation. The network maintains a shared curricular core through common materials, learning stages, targets, and principal implementation requirements, while participating pesantren retain limited flexibility in organizing implementation according to their institutional conditions. The findings show that curricular coherence is therefore maintained not through procedural uniformity, but through the regulation of the boundary between what must remain common and what may legitimately vary.

The study contributes to curriculum governance scholarship by conceptualizing network-based curriculum governance as a process of differentiated authority, interpretive coordination, governed flexibility, and boundary-maintaining monitoring. This perspective extends existing discussions of standardization and institutional autonomy by demonstrating how these processes operate within a pesantren network rather than solely within conventional state-based educational systems. Practically, the findings suggest that pesantren network managers can maintain curricular consistency by clearly defining the non-negotiable curricular core, establishing effective

coordination mechanisms, specifying the domains of permissible local adaptation, and using monitoring to ensure that flexibility does not alter core curricular requirements. Such an approach allows participating pesantren to respond to institutional diversity while maintaining a shared curricular identity.

Future research should examine this governance model across a wider range of pesantren networks and include perspectives from network authorities, pesantren leaders, teachers, and students. Comparative studies involving different pesantren networks could further examine whether the boundaries between standardization and local adaptation vary according to organizational structure and educational context. Future research could also combine qualitative evidence with quantitative measures of implementation and student learning outcomes to investigate how different forms of curriculum governance relate to the quality and sustainability of Arabic reading instruction.

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