



IMPLEMENTATION OF THE MUHADHOROH CURRICULUM IN STIMULATING CRITICAL THINKING: A CASE STUDY OF PKBM DAARUL ILMI

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Abstract

Learning at Pesantren-based Community Learning Activity Centers (PKBM) often adopts a rigid formal curriculum and is oriented towards rote learning. This study aims to analyze the implementation of the Hilda Taba model Grassroots Curriculum in Muhadhoroh subjects in stimulating the critical thinking skills of students in PKBM Package C of the Daarul Ilmi Sleman Islamic Boarding School. This descriptive qualitative research with an exploratory case study design involved 15 students aged 16–19 years old as subjects. Data collection was carried out through participatory observation, in-depth interviews, peer-assessment, and documentation studies, and analyzed using the interactive model Miles, Huberman, and Saldaña. The results of the study showed that the pedagogical autonomy of teachers in applying the seven inductive stages of Hilda Taba succeeded in transforming Muhadhoroh from a mere rhetorical ceremonial routine to a vehicle for intellectual incubation. Through the use of contemporary self-improvement literature by Mark Manson, cognitive scaffolding interventions, and participatory evaluation based on peer-assessment, students were able to go beyond the deductive-textual thinking pattern towards reflective and contextual analysis with a classical completeness rate of 93.3%. This study proves that an adaptive grassroots curriculum approach is very effective in integrating Higher Order Thinking Skills (HOTS) into the non-formal Islamic education curriculum without eroding ethical values (ta'dib).

Keywords *Critical Thinking, Grassroots Curriculum, Hilda Taba's Model, Muhadhoroh*

INTRODUCTION

Education is essentially the main foundation in forming a quality society through the development of the potential that each student has so that they can develop optimally (Radino & Mubarak, 2025). In the perspective of Islamic education, this goal is realized through the formation of *And then there's the Smash Bros.*, namely individuals who are able to actualize the values of monotheism and have a balance between intellectual, spiritual, and moral intelligence (Alfan Nawasiru Zahara, 2025). To realize these ideals, the curriculum should not be seen only as an administrative document, but as a pedagogical instrument that presents a meaningful learning experience and is able to stimulate critical thinking skills (*Critical Thinking*) students in facing the challenges of the 21st century (Wahyu Syafa'at 2023). Strengthening critical thinking skills is increasingly important, especially for generation Z students who are in the transition phase of development aged 16-19 years as a provision to enter the world of higher education and the world of work in the midst of rapid technological developments and digital disruption. Therefore, implementation Curriculum *Grassroots* It needs to be directed as an adaptive and responsive approach to real needs at the level of the educational unit, where teachers are given full autonomy to design relevant learning tools, so as to be able to encourage the transformation of learning culture that originally tended to be dogmatic and textual into a

more participatory, independent, innovative, and problem-solving oriented learning process (Lazuardi, M & Hasan, 2026).

However, the practice of Islamic education in the pesantren environment is still often colored by learning approaches that tend to be traditional, fragmentary, and oriented towards mastering memorization (*Rote Learning*). This condition can be seen in the implementation of Muhadhoroh activities (speech exercises), including in the initial practice at PKBM Package C of the Daarul Ilmi Sleman Islamic Boarding School, which is often stuck in motor routines without depth of analysis. So far, Muhadhoroh is mostly carried out as a weekly ceremonial routine that focuses on the ability to memorize and convey speech texts as a means of practicing rhetoric and building the confidence of students. As a result, the learning process is still dominated by deductive-textual thinking patterns so that they are not able to develop high-level thinking skills (*Higher Order Thinking Skills*) because students tend to be defensive and exclusive to knowledge that only relies on texts (Mariana, A.N, 2025). Both the students who serve as presenters and as listeners have not received adequate space to reason, explore ideas, and reflect on values critically and contextually according to their learning needs. Departing from these conditions, the Head of the Pondok initiated the strengthening of Muhadhoroh learning which was then elaborated by the Principal of PKBM through its designation as an official subject with an allocation of 2 hours of lesson time (JP) every week. This policy marks the first implementation of Muhadhoroh subjects in the PKBM curriculum structure of Package C of the Daarul Ilmi Sleman Islamic Boarding School as well as opening up space for the implementation of the Curriculum *Grassroots* which is more contextual and participatory, where teachers take the dual role of designer as well as developer of operational curriculum that is systematically able to stimulate students' critical thinking skills (Ade Sastrawijaya, 2023).

This condition of freezing thinking is further strengthened by the internal dynamics of the Pesantren-based Community Learning Activity Center (PKBM) which in practice still tends to adopt the formal school curriculum directly without being accompanied by adequate adjustments to the characteristics of the institution, the needs of students, and the learning context faced (Astuti, 2025). This inability to actively adapt often causes the curriculum to lose its meaning because it is separate from the reality of the learning needs of citizens. Although studies on the curriculum have been widely published, most research still focuses on the implementation of the curriculum in formal education units (Puspitasari, N, 2024) . Meanwhile, the discussion on the implementation of the curriculum in non-formal educational institutions, especially PKBM based on pesantren that applies the *Grassroots* By providing space for teachers as the main actors in implementing and contextualizing the curriculum, it is still relatively limited. This gap is what causes local subjects such as Muhadhoroh to be more often positioned as routine activities to train speech skills, rather than being used as a learning space that is systematically able to stimulate high-level thinking skills or *Higher Order Thinking Skills* (Mukhtar, A.Z & Kamil 2024).

In order to bridge this theoretical and practical gap, the novelty of this research lies in the initial implementation of Muhadhoroh subjects as a formal subject in PKBM

Package C of the Daarul Ilmi Sleman Islamic Boarding School through an approach *Grassroots* model of Hilda Taba. This approach provides a wider space for teachers as the main actors in making pedagogical decisions based on the learning needs of students, starting from the selection of materials, the preparation of learning experiences, to the implementation of learning evaluations (Achmad Junaedi Sitika, 2025). The Taba model was chosen because of its non-ideologically closed nature and being very open to local adaptation, so that teachers can act as responsive curriculum architects. In contrast to the conventional Muhadhoroh practice which has relied on the memorization of normative religious texts, the implementation of learning that lasted for almost three months presented a more contextual learning experience through the use of literature *Self-improvement* contemporary, such as Mark Manson's book "An Art to Be Stupid", as a material for critical study. The learning is then implemented gradually through seven systematic steps to identify the main idea, convey it through Muhadhoroh's activities, and defend its arguments in interactive discussion sessions (Hilda Taba, 1962). This series of activities makes Muhadhoroh no longer function as a rhetorical training medium, but develops into a learning space that stimulates critical thinking skills both textually and contextually (Yu'timaalahuyatazaka 2016). Based on this implementation, this study aims to analyze how the *Grassroots* can optimize the implementation of Muhadhoroh subjects in stimulating *Critical Thinking* students as a provision to face further education and life after completing their education at the Islamic boarding school.

As an effort to address this gap, this study aims to analyze the implementation of Curriculum *Grassroots* through a grassroots approach model Hilda Fat in the subject of Muhadhoroh at PKBM Pesantren Daarul Ilmi Sleman. This approach was chosen because it provides a wide space for teachers as the main actors to identify the learning needs of students, then translate them into contextual learning objectives, materials, strategies, and experiences. In its implementation, this study adapts the main stages of the Hilda Taba model according to the learning needs and characteristics of the institution, where teachers take a dual role as designers as well as independent operational curriculum developers (Nurul Huda, 2018). This adaptation ensures that every component of the curriculum from objectives to evaluation is truly rooted in the reality of the real needs of citizens to learn in the field. Through this step, the subject of Muhadhoroh is no longer positioned solely as a rhetorical exercise, but develops into a learning medium that stimulates critical thinking skills (*Critical Thinking*) students through the activities of understanding, analyzing, communicating, and defending ideas reflectively (Ferawati, E & Wulandari 2025). This research is expected to make a contribution both theoretically and practically. From the theoretical side, this research enriches the study of the implementation of the Curriculum *Grassroots* in Islamic boarding school-based non-formal educational institutions by showing how Hilda Taba's inductive approach can be adapted contextually. From a practical perspective, this study offers a participatory, contextual, and adaptive implementation picture for PKBM managers and teachers in optimizing Muhadhoroh subjects as a development-oriented learning vehicle *Higher Order Thinking Skills* (HOTS) (Muhammad Jundullah, 2022)

METHODS

This study uses a descriptive qualitative approach with an exploratory case study design to understand the meaning behind the phenomenon of education in a holistic and contextual manner (Creswell, J. W., 2018). The research was carried out at PKBM Package C of the Daarul Ilmi Sleman Islamic Boarding School, Yogyakarta, a non-formal educational institution that integrates the values of the pesantren in its operational curriculum. The focus of this research is the implementation of Muhadhoroh subjects which are developed inductively through the Curriculum *Grassroots* Hilda Taba's model, considering that this subject does not have a syllabus or standard teaching module (Yu'timaalahuyatazaka 2016). In this model, curriculum development initiatives start from the "bottom", where teachers take pedagogical authority as learning architects to answer the real needs of students. Researchers play the role of the main instrument as well as the teacher (*teacher-researcher*) who directly design, implement, and reflect on the learning process. The research subjects consisted of 15 students (6 boys, 9 girls) aged 16–19 years old with diverse learning ability characteristics. In order to gain a deep understanding of the development of critical reasoning, techniques *purposive sampling* used in determining the three main informants representing high, medium, and low literacy levels (Nadhif, M & Mumtaz 2024) . The data from the interview results was then strengthened through confirmation with the Deputy Head of Curriculum regarding the position of Muhadhoroh subjects in the institution's curriculum structure.

Data collection was carried out through four complementary techniques in accordance with the participatory principles of the Hilda Taba model. First, Participatory Observation It is carried out during the learning process to observe the mental, emotional, and critical thinking development of students at each meeting. Second, In-depth interviews With three selected students using reflective question and answer techniques to explore their thinking process in analyzing and defending ideas. Third, *Peer Assessment* It is implemented by involving two different students in each session to provide feedback on the quality of peer argumentation, which functions as a participatory evaluation instrument. Fourth, Documentation Studies Includes the design of the teacher's syllabus, student study notes, assessment sheets, *teacher's logbook* which is prepared reflectively, as well as the Final Semester Summative Exam document as empirical evidence of the effectiveness of the curriculum. All data were analyzed using an interactive model Miles, Huberman, and Saldaña through the stages of data condensation, data presentation, and conclusion drawing that are validated through triangulation of sources and techniques to ensure the credibility of the findings (Miles, M. B., Huberman, A. M., & Saldaña, 2014). This continuous analysis process aims to ensure that every conclusion drawn is truly rooted in the reality of classroom dynamics in PKBM (Sidiq, U., Choiri 2019)

RESULTS

Diagnosis of Literacy Needs: Foundations for the Implementation of the *Grassroots* Curriculum in Muhadhoroh Subjects

Curriculum Implementation *Grassroots* In the Muhadhoroh subject, it begins with the process of diagnosing the learning needs of students as the basis for learning preparation.

This stage is crucial because the inductive curriculum development model places a deep understanding of the conditions of learning residents as the central point of gravity of design. Muhadhoroh is a new subject in PKBM Package C of the Daarul Ilmi Sleman Islamic Boarding School which at the beginning of its implementation did not have a syllabus or operational teaching module, thus requiring high managerial flexibility to answer the specific needs of learning residents. The idea of forming the subject originated from the anxiety of the Head of the Boarding School which was then elaborated with the Principal of PKBM into a curriculum policy. Furthermore, teachers are given full flexibility to act as *Curriculum Designer* that compiles learning tools according to the needs of students. This condition is in line with the principles of curriculum development Hilda Taba which places the diagnosis of needs as a starting point in designing a contextual learning experience (Achmad Junaedi Sitika, 2025). The findings of the study show that this principle is realized through giving autonomy to teachers in developing literacy-based Muhadhoroh subjects. This is in line with strengthening the national literacy culture that encourages teachers as drivers of learning innovation (Ade Sastrawijaya, 2023).

The results of the diagnosis show that the majority of students are still in the transition stage from the rote based learning culture (*Rote Learning*) towards a more analytical literacy culture. This phenomenon often triggers a "thinking freeze" where students tend to be passive recipients of knowledge due to the dominance of deductive-textual thinking patterns (Radino & Mubarak, 2025). These findings were obtained through observation during the learning process, teaching experience, and teachers' reflections on students' learning responses. When teachers distribute literature *Self-improvement* Contemporary as a study material, most students give responses that tend to be flat because they are not used to interacting with nonfiction readings outside of the dogmatic religious literature that has dominated their learning process. To understand one subchapter that is their responsibility, most students admit that they have to reread two to three times before being able to identify the main idea. This reality is in line with the findings of the literature that affirm that the main challenge does not lie in low interest in learning, but in the lack of a habit of reading critically (*Critical Reading*) against texts that have a high complexity of ideas (Trimansyah, 2019). Without appropriate pedagogical intervention, this literacy limitation will hinder the capacity of students to evaluate information and conduct critical reflection on the social realities around them.

This condition is increasingly evident when some students still deliver material guided by notes verbatim without being able to develop ideas using their own language. This kind of learning practice confirms that students are still stuck in the comfort zone of textual dogma which often hinders the growth of reflective reasoning in the pesantren environment. Through these observations, the teacher then gives *Cognitive scaffolding* in the form of briefings, spark questions, and strengthening concepts so that students are able to understand the content of the reading more deeply before delivering it in the Muhadhoroh forum. In line with this, the literature findings confirm that the provision of this gradual support is very crucial to bridge the gap between the actual and potential abilities of students in the corridor *Zone of Proximal Development* (Purwadi, J, 2022). This shows that the implementation of the Curriculum *Grassroots* It does not stop at the preparation of learning

tools, but is realized through pedagogical decisions born from the diagnosis of the real needs of students (Rosyadi & Subiyantoro, 2021). Thus, teachers not only play the role of curriculum implementers, but also as *Curriculum Designer* who actively adjust materials, strategies, and learning experiences so that Muhadhoroh develops from a mere rhetorical exercise to a dialogue learning space and is able to stimulate students' critical thinking skills.

Implementation of Contemporary Literacy-Based Muhadhoroh: Adaptation of Learning Experience in *Grassroots Curriculum*

Curriculum implementation stage *Grassroots* is realized through the preparation of a learning experience that is fundamentally different from the implementation of conventional Muhadhoroh. Teachers not only change the learning material, but also reconstruct the flow of activities in the classroom by eliminating ceremonial elements, such as the role of the host (MC), so that all learning time is focused on the literacy process, presentation, and discussion. This reconstruction is a form of organizing the learning experience that aims to activate the mental and emotional involvement of students to the maximum. As a provision for delivering the material, students are first introduced to four techniques *Opening* or *Bridging*, namely religious value-based openings, presentation of facts or data, reflective questions, and *Storytelling*. In line with this, a number of studies confirm that teaching this technique is crucial to practice concentration, develop imagination, and build a more confident frame of mind when dealing with an audience (Tanfidiyah, N. & Utama, 2019). The results of the observation show that all variations of the opening are used by students according to their respective characters and delivery styles. This finding confirms that the implementation of the Curriculum *Grassroots* successfully organizes the learning experience in stages so that students are able to convey ideas in a more systematic, communicative, and authoritative manner (Santoso, E.D 2021).

The use of books by Mark Manson as the main study material also provides a completely new learning experience for students. In contrast to learning, which has been dominated by hadith literature, fiqh, and normative interpretation, reading *Self-improvement* contemporary presents a closer perspective to the existential problems of the younger generation. As reinforced by previous findings, the use of popular literature can also be seen as a strategy to decolonize the curriculum in which teachers have pedagogical freedom to design learning experiences based on real classroom conditions (Puspitasari, N, 2024). One of the students revealed that the material was an interesting learning variation even though it had to be read repeatedly due to the complexity of the topic. The observation findings showed that in the early stages, the students still had difficulty connecting the secular ideas in the book with Islamic values. Therefore, the teacher actively provided sparking questions, clarification of concepts, and feedback during the discussion process as a form of *Cognitive scaffolding* (Susanti, 2024). This intervention is very important to bridge the cognitive gap of students in the corridor *Zone of Proximal Development* so that they are able to build conceptual understanding independently. Through this dialectical process, students are not only invited to understand universal values, but also directed to synthesize them with a foundation *Ta'dib* in order to form a critical personality while remaining rooted in Islamic ethics, as affirmed by Saputra (Saputra, 2024).

The pedagogical intervention encourages a more reflective dialogue in the classroom, when the teacher facilitates students to not just passively receive knowledge, but to dialectic critically with the text. After each presentation, the teacher not only evaluates the delivery technique, but also directs the students to discuss the relevance of the reading content to their experiences as students and students, so that critical awareness can grow more realistically (Ramadan 2024). A student admitted that the feedback given by the teacher after his friend's presentation helped all participants understand the meaning of the material more completely, including for those who only act as listeners so that they still have high concentration and absorption. These findings show that Western literature is not positioned as stand-alone knowledge, but rather as a stimulus to build a dialogue with Islamic values through a process of joint reflection that remains grounded in the foundation *Ta'dib* (Rumsiti, 2022). Thus, the implementation of the Curriculum *Grassroots* successfully transforming Muhadhoroh from just a public speaking practice to a learning experience that encourages analysis, reflection, and meaningful development of students' critical thinking skills.

Participatory Evaluation through *Peer Assessment*: Reflections on the Implementation of the *Grassroots Curriculum*

Evaluation in the implementation of the Curriculum *Grassroots* Not only through conventional learning outcome assessments, but also through participatory evaluations that place students as active subjects in the learning process. This shift shows that evaluation is no longer understood solely as a cognitive measurement, but also as an assessment that reaches the affective and moral aspects of the students. In practice, the teacher appoints two students in turn at each meeting to provide responses, criticisms, and suggestions to their friend's presentations through a mechanism *Peer Assessment*. Fadil Firdian emphasized that this kind of peer evaluation is effective in improving metacognitive skills because students learn to reflect on their own thought processes through peer assessment (Fadil Firdian, Rahmelina, 2025). In line with that, before the activity took place, the teacher built a class agreement that all students would get the same opportunity to assess and be assessed, so that the learning space was formed in a democratic and inclusive manner. This agreement became important because at first some students felt awkward to criticize their own friends, especially because they were worried that it would affect their social relationships in the dormitory environment. However, as learning progressed, the atmosphere of the discussion became more open, and feedback was understood as part of joint learning to achieve a better quality of communication (Akmali, I.R. 2024).

These changes also significantly affect the dynamics of learning in the classroom. Students no longer only focus on material delivery techniques, but begin to dare to ask reflective questions, provide argumentative responses, and defend opinions based on the content of the readings they have dissected. These findings are in line with Friedrichsen's assertion that liberating education requires the courage of students to break out of the pattern of "bank education", and is reinforced by Yang, S & Yin who show that critical dialogue with texts is an important path towards a more emancipatory construction of

knowledge (Friedrichsen, 2023)(Yang, S. & Yin 2022). The results of the interviews also show that this learning model provides a much different experience compared to previous Muhadhoroh implementations, as they are not only required to memorize the text of the speech mechanistically, but also to understand, analyze, and communicate ideas logically. Within this framework, the use of clear and measurable assessment rubrics helps teachers maintain the objectivity of feedback while ensuring that assessments remain oriented towards the development of critical thinking skills. Thus, *Peer Assessment* It not only functions as a practical evaluation technique, but also becomes part of an in-depth learning experience to stimulate students' critical reasoning and independence as PKBM learning citizens. To see the extent to which this curriculum intervention has an impact on the completeness of students' learning in a classical way, the following are presented the results of the final summative assessment of Muhadhoroh subjects in Table 1.

Table 1. Results of the Final Summative Assessment of Muhadhoroh Subjects

Santri Name	Summative Value	Approval Status
Faiz Dzulfikar	83	Conclusion
Ridho Inspiration	70	Conclusion
Ibrova Alfarabi	70	Conclusion
Luthfi Trisna	83	Conclusion
Ade Rijal	90	Conclusion
Nice Hermanto	65	Remidial
Antya Tiksna	88	Conclusion
Aisyah Waheda	90	Conclusion
Shard	93	Conclusion
Lulu' Safitri	85	Conclusion
Delinda Diwani	80	Conclusion
Fauziah Balqis	80	Conclusion
Felysa Nur	90	Conclusion
Firdha Shadira	83	Conclusion
Rossa Ulfa	80	Conclusion

Source: Document Summative Assessment of PKBM Daarul Ilmi Islamic Boarding School (2026)

sBased on Table 1, as many as 14 out of 15 students (93.3%) obtained a score above the Minimum Achievement Criteria ($KKM \geq 70$), while one student obtained a score of 65 so they had to follow the remedial program. These results show that most of the students are able to follow the learning process well even though the material used is in the form of literature *Self-improvement* that they had never previously studied in a pesantren environment. This achievement reinforces Zein's view that a properly contextualized curriculum can increase engagement (*Commitment*) as well as significant learning achievement of residents (Zein R, 2021). This finding is also in line with the students' admission that literacy-based learning not only broadens their horizons, but also trains them to understand a problem more deeply before conveying it in a discussion forum, so that more reflective thinking is formed(Laela Khomsiah, 2025) .

Curriculum Implementation *Grassroots* in the subject of Muhadhoroh not only has an impact on the learning process in the classroom, but also begins to affect the development of the curriculum at the institutional level. Departing from the initial condition when this subject did not have a syllabus or teaching tools, the implementation was carried out gradually receiving a positive response from the school. This can be seen from the recommendation of the Deputy Head of Curriculum that the learning tools that have been developed to be compiled into official teaching modules in the next school year, which at the same time marks the continuation of a cycle of continuous improvement or *Continuous improvement*. These findings show that the implementation of the Curriculum *Grassroots* does not stop as a pedagogical innovation in the classroom, but develops into an initial reference in the development of a more systematic and professional PKBM curriculum (Shirley Scott, 2026). Thus, teachers not only play the role of curriculum implementers, but also appear as curriculum developers (*Curriculum Developer*) which directly contributes to strengthening the quality of learning at the level of educational units.

CONCLUSION

This study concludes that the implementation of the *Hilda Taba model Grassroots* Curriculum has proven to be effective in transforming the subject of Muhadhoroh from just a rhetorical routine to a dialogical learning laboratory that stimulates the critical *thinking skills* of students in PKBM Package C of the Daarul Ilmi Sleman Islamic Boarding School. The pedagogical autonomy of teachers in diagnosing needs, choosing *contemporary self-improvement* literature as a catalyst for cognitive dissonance, and applying *cognitive scaffolding* and *peer-assessment* was able to lead students beyond the freeze of deductive-textual thinking with classical learning completeness reaching 93.3%. These findings provide theoretical implications that the grassroots inductive curriculum model is able to bridge the rhetorical tradition of pesantren with the demands of *Higher Order Thinking Skills* (HOTS) competencies without eroding the ethical foundation (*ta'dib*), while offering practical implications as a guideline for repositioning the role of non-formal teachers from passive implementers to adaptive curriculum designers. However, this exploratory case study has limitations in the scope of the subject which is limited to 15 students in one PKBM institution with an intervention duration of three months, so the results emphasize contextual transferability rather than universal generalizations. Therefore, further research is recommended to apply *mixed-methods* or quantitative experimental approach to measure the statistical significance of increasing critical thinking scores, as well as to expand the scope of comparative studies on various Islamic boarding schools with other variations of contemporary literature.

ACKNOWLEDGMENT

The author would like to express sincere gratitude to Dr. Husnaini for his valuable guidance and support throughout the preparation of this paper. Appreciation is also extended to the Postgraduate Program of Universitas Islam Negeri Mataram for organizing the Graduate International Conference, which provided an opportunity to present and disseminate this research. The author is also deeply grateful to the author's parents for their continuous prayers,

encouragement, and support. Finally, the author acknowledges Allah SWT for His blessings and guidance throughout the research and writing process.

Conflict of Interest The author declares that there is no conflict of interest.

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