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## Transformative Education Curriculum: Developing *Nahdlatul Wathan* Warriors in Maulana II's Era

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### ABSTRACT

The purpose of this research is to investigate the transformative education curriculum at Pondok Pesantren Syaikh Zainuddin Nahdlatul Wathan (NW) in Anjani and provide insights into its implementation and impact under the leadership of Ummuna Hajjah Siti Raihanun Zainuddin Abdul Madjid and Maulana Syaikh II. This research is essential as it delves into the transformative education curriculum at Pondok Pesantren Syaikh Zainuddin NW in Anjani. This research employed a descriptive qualitative approach. The data was gathered through participatory observation, in-depth interviews, and documentation. It provides a systematic analysis of the curriculum's role. The findings reveal the positive outcomes, such as improved access to education, equal distribution of opportunities, and societal transformation, aligning with the broader vision of *Nahdlatul Wathan*. This research contributes to the understanding of transformative education and offers methodological insights for studying similar phenomena, emphasizing the crucial role of educational institutions in shaping societies and realizing organizational goals.

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## INTRODUCTION

Education is the cornerstone in shaping civilization and carving out the future of a nation. In its journey, education serves as a tool to transfer knowledge and as a medium to nurture values, shape character, and drive sustainable social transformation.<sup>1</sup> Amidst the dynamics of an ever-evolving era, a nation must have an adaptive, inclusive, and transformative educational curriculum that can respond to the challenges of the time by empowering its future generations.<sup>2</sup>

Under Maulana II's leadership, *Nahdlatul Wathan* and Pondok Pesantren Syaikh Zainuddin NW Anjani have fostered a transformative curriculum, exemplified by deploying NW Warrior Ambassadors nationwide. Islamic boarding schools profoundly influence community education and identity, emphasizing character formation and societal advancement. This research delves into educational transformation, highlighting significant educational changes to drive social progress.<sup>3</sup>

A transformative education curriculum is a manifestation of a vision that views education as a means to shape individuals who are not only capable of competing in the global market but also become agents of change capable of addressing complex social, economic, and political challenges.<sup>4</sup> In this context, the role of 'Warrior Ambassadors' becomes crucial.<sup>5</sup> They are educational leaders, teachers, and social activists who teach academic skills and advocate for humanitarian values, justice, and diversity.<sup>6</sup> Under Maulana II's leadership, *Nahdlatul Wathan* adapts its curriculum to meet contemporary needs while upholding tradition. This study explores the transformative role of 'Warrior Ambassadors' and *Nahdlatul Wathan's* evolution, illustrating education's power in shaping societal change and the nation's future.<sup>7</sup>

The issue at hand is the role of Pondok Pesantren Syaikh Zainuddin NW Anjani in developing a transformative educational curriculum<sup>8</sup> under the leadership of Ummuna Hajjah Siti Raihanun Zainuddin Abdul Madjid and Maulana Syaikh II.<sup>9</sup> The focus of this

<sup>1</sup> Nthabiseng Ann Molise, Yvonne Botma, and Deirdre Van Jaarsveldt, "Cultural Barriers and Facilitators for Transformative Nursing Curriculum Transformation," *International Journal of Africa Nursing Sciences* 18 (2023): 100550.

<sup>2</sup> Jane Southworth et al., "Developing a Model for AI Across the Curriculum: Transforming the Higher Education Landscape via Innovation in AI Literacy," *Computers and Education: Artificial Intelligence* 4 (2023): 100127.

<sup>3</sup> Yilei Wang, Daocheng Hong, and Jun Huang, "A Diffusion of Innovation Perspective for Digital Transformation on Education," *Procedia Computer Science* 225 (2023): 2439–48.

<sup>4</sup> Erkan Kadir Şimşek and M. Bahadır Kalıpçı, "A Bibliometric Study on Higher Tourism Education and Curriculum," *Journal of Hospitality, Leisure, Sport & Tourism Education* 33 (November 2023): 100442,

<sup>5</sup> Majella Dempsey, "Curriculum and Teacher Education: The Pre-Service Teacher as Curriculum Maker," in *International Encyclopedia of Education (Fourth Edition)* (Elsevier, 2023), 155–62.

<sup>6</sup> Sarah Sheets Cook et al., "Curriculum Meeting Points: A Transcultural and Transformative Initiative in Nursing Education," *Nurse Education in Practice* 12, no. 6 (November 2012): 304–9.

<sup>7</sup> Daniel Tröhler, "Curriculum Theory and Education History," in *International Encyclopedia of Education (Fourth Edition)* (Elsevier, 2023), 117–25.

<sup>8</sup> Abd. Aziz et al., "Islamic Integrated Curriculum Model to Strengthen Santri's Religious Character: A Case Study at Islamic Boarding School in Blitar," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 21, no. 1 (June 14, 2023): 63–79.

<sup>9</sup> Miriam Chitiga, Kolawole Samuel Adeyemo, and Carmen Wade, "The Disruption of Black History

study lies in the strategy of regularly dispatching NW Warrior Ambassadors as agents of educational change in regions that require it.<sup>10</sup> With the regular dispatch of NW Warrior Ambassadors, this research aims to identify the significant transformational impacts involving the improvement,<sup>11</sup> equalization, and expansion of educational institutions under the auspices of *Nabdlatul Wathan*.<sup>12</sup> The nationwide adoption of the transformative curriculum signals a positive change in education, enhancing access and institutional reach in line with *Nabdlatul Wathan*'s vision for equitable enlightenment in Indonesia.

## RESEARCH METHOD

This research applied a qualitative descriptive method.<sup>13</sup> This approach was chosen to gain a deep understanding of the role of Pondok Pesantren Syaikh Zainuddin NW Anjani in developing a transformative educational curriculum during the era of Maulana II.<sup>14</sup> The details of the research are outlined as follows. First, the design of this study used a descriptive qualitative method<sup>15</sup> to depict in detail the role of Pondok Pesantren Syaikh Zainuddin NW Anjani in realizing the transformative educational curriculum.<sup>16</sup> Second, research participants included NW Warrior Ambassadors, Pondok Pesantren leaders,<sup>17</sup> and relevant parties developing the transformative educational curriculum in *Nabdlatul Wathan*.

Third, data collection techniques involved participatory observation, where researchers actively engaged in the day-to-day activities of Pondok Pesantren to understand the dynamics and implementation of the curriculum.<sup>18</sup> In-depth interviews with Pondok Pesantren leaders, NW Warrior Ambassadors, and relevant parties provided further insights into the curriculum's role and development.<sup>19</sup> Data were collected through documentation studies of documents related to the transformative educational curriculum, activity reports, and training

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and Critical Pedagogy in International Higher Education Curriculum,” in *International Encyclopedia of Education (Fourth Edition)* (Elsevier, 2023), 350–55.

<sup>10</sup> Catherine Bovill, “Students and Staff Co-Creating Curriculum in Higher Education,” in *International Encyclopedia of Education (Fourth Edition)* (Elsevier, 2023), 235–44.

<sup>11</sup> David Ross Olanya et al., “Exploring Hidden Curriculum in Responsible Management Education: A Narrative Inquiry of Students’ Lived Experience in Management and Leadership Training Programmes,” *The International Journal of Management Education* 21, no. 3 (November 2023): 100861.

<sup>12</sup> Tuba Gokmenoglu, Ibrahim Yavuz, and Ceyda Sensin, “Exploring the Interplay between Curriculum and Textbooks in Disaster Risk Reduction Education: Insights and Implications,” *International Journal of Disaster Risk Reduction* 96 (October 2023): 103949.

<sup>13</sup> Kah Yong Tiong and Carl-William Palmqvist, “Quantitative Methods for Train Delay Propagation Research,” *Transportation Research Procedia* 72 (2023): 80–86.

<sup>14</sup> Alessandro Massazza et al., “Quantitative Methods for Climate Change and Mental Health Research: Current Trends and Future Directions,” *The Lancet Planetary Health* 6, no. 7 (July 2022): e613–27.

<sup>15</sup> Ulyan Nasri, “Exploring Qualitative Research: A Comprehensive Guide to Case Study Methodology,” *Al-Hikmah: Jurnal Studi Islam* 4, no. 3 (2023): 72–85.

<sup>16</sup> Cassie Wallwey and Rachel L. Kajfez, “Quantitative Research Artifacts as Qualitative Data Collection Techniques in a Mixed Methods Research Study,” *Methods in Psychology* 8 (November 2023): 100115.

<sup>17</sup> Ulyan Nasri, Ulin Nuha, and Yunita Nabila, “Literature Review And Practical Guide: Bibliographic Research Method In The Formation Of Conceptual Framework,” *BIMSALABIM: Jurnal Ilmiah Ilmu Pendidikan Dan Pembelajaran* 1, no. 1 (2024): 10–16.

<sup>18</sup> Thomas A. Schwandt, “Qualitative Data Analysis: A Sourcebook of New Methods,” *Evaluation and Program Planning* 9, no. 2 (2021): 184–87.

<sup>19</sup> Frederico Soares Falcetta et al., “Automatic Documentation of Professional Health Interactions: A Systematic Review,” *Artificial Intelligence in Medicine* 137 (March 2023): 102487.

materials.<sup>20</sup> Fourth, data analysis uses a content analysis approach involving systematic data reduction, display, and verification processes.<sup>21</sup> Fifth, data triangulation is applied by comparing and compiling information from various sources to ensure data validity.<sup>22</sup> This study uses qualitative and descriptive research to explore Pondok Pesantren Syaikh Zainuddin NW Anjani's role in developing *Nabdlatul Wathon's* transformative educational curriculum under Maulana II's leadership.

## RESULT AND DISCUSSION

### Curriculum Of Transformative Education

Interview data highlights the importance of the Transformative Education Curriculum in designing education that aims to transfer knowledge and skills, shape character, enhance problem-solving abilities, develop critical thinking skills, foster collaboration, and increase social and environmental awareness.<sup>23</sup> Pondok Pesantren teachers affirm that this approach comprehensively facilitates the transformation of individuals, communities, and educational systems.<sup>24</sup> Students appreciate the curriculum for aiding their academic growth, social skills, and environmental awareness, helping them become positive change agents.<sup>25</sup> Parents recognize the curriculum's role in nurturing responsible leaders and holistic education, focusing on knowledge transfer, character, problem-solving, critical thinking, collaboration, and social and environmental awareness.

The transformative education curriculum aims to holistically transform individuals, communities, and systems. It emphasizes knowledge transfer, character building, problem-solving, critical thinking, collaboration, and social and environmental awareness, recognizing education as a holistic unit encompassing cognitive, emotional, social, and spiritual aspects.<sup>26</sup> This holistic approach ensures that education reaches academic knowledge and considers the development of all aspects of students' lives. The second is contextual relevance. The transformative education curriculum adapts learning to the social, cultural, and economic contexts where students live.<sup>27</sup> It ensures that students can relate learning to their daily lives

<sup>20</sup> Bipin Neupane and Sadikshya Poudel, "Documentation and on Farm Conservation of Neglected and Underutilized Plant Species in Lamjung District, Nepal," *Heliyon* 7, no. 1 (January 2021): e05887.

<sup>21</sup> Paul Mihas, "Qualitative Research Methods: Approaches to Qualitative Data Analysis," in *International Encyclopedia of Education (Fourth Edition)* (Elsevier, 2023), 302–13.

<sup>22</sup> Kesyton Oyamenda Ozegin and Stephen Olubusola Ilugbo, "A Triangulation Approach for Groundwater Potential Evaluation Using Geospatial Technology and Multi-Criteria Decision Analysis (MCDA) in Edo State, Nigeria," *Journal of African Earth Sciences* 209 (January 2024): 105101.

<sup>23</sup> The results of the interview with Fahrurrozi (Professor at UIN Mataram, mentor of NW Warrior Ambassadors) on August 3, 2023.

<sup>24</sup> The results of the interview with Lalu Fauzi Hariyadi (Supervisor of Pondok Pesantren Syaikh Zainuddin NW in Anjani, also the mentor of NW Warrior Ambassadors) on August 5, 2023.

<sup>25</sup> The results of the interview with Muhammad Fatihin (an alumnus of Pondok Pesantren Syaikh Zainuddin NW in Anjani, also serving as NW Warrior Ambassador in Kalimantan) on August 10, 2023.

<sup>26</sup> Virginia Gray, Sylvia Byrd, and Sondra Parmer, "O24 Today's Mom: HappyHealthy Baby: Transforming a Traditional Nutrition Education Curriculum Into an Online Course for SNAP-Ed," *Journal of Nutrition Education and Behavior* 54, no. 7 (July 2022): S12–13.

<sup>27</sup> C. Kapitzke and P. Graham, "Curriculum and Religion," in *International Encyclopedia of Education* (Elsevier, 2010), 272–76.

and understand the relevance of the subject matter in a broader context.<sup>28</sup>

Third, it is the life skills development. Besides focusing on academic knowledge, this curriculum also emphasizes developing skills necessary for success in life, such as critical thinking, effective communication, collaboration skills, and problem-solving.<sup>29</sup> Fourth is leadership and empowerment: This curriculum encourages students to become leaders and agents of change in society.<sup>30</sup> It is done by providing opportunities for students to develop leadership, organizational skills, and an understanding of social issues.<sup>31</sup> Fifth is the appreciation of diversity. This curriculum values and promotes diversity in all its forms, whether cultural, ethnic, religious, or socio-economic.<sup>32</sup> It creates an inclusive and supportive learning environment for all students.<sup>33</sup> Sixth is teacher empowerment. Besides students, this curriculum also empowers teachers as agents of change. Teachers are encouraged to become facilitators of learning, support the holistic development of students, and actively participate in creating a learning environment that promotes transformative values.<sup>34</sup>

Teachers at Ponpes Syaikh Zainuddin NW implemented a curriculum focused on character development, social skills, and environmental awareness. NW Warrior Ambassadors were sent to various regions and documented through reports and photos.<sup>35</sup> Under Maulana II, *Nabdlatul Wathan's* Transformative Education Curriculum deploys Warrior Ambassadors nationwide, integrating character building, academics, critical thinking, and diversity, aligning with Maulana II's vision.

### **Implementation of Transformative Education Principles: NW Warrior Ambassadors' Presence in the Maulana II Era**

The NW Warrior Ambassadors demonstrate the practical application of transformative education in *Nabdlatul Wathan* under Maulana II. Led by Maulana Syaikh TGKH. Muhammad Zainuddin Abdul Madjid, they embody its commitment to holistic education, social activism, and missionary work.<sup>36</sup> This initiative underscores the

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<sup>28</sup> Margaret Verkuyl and Lynda Atack, "Ten Tips for Successful Virtual Simulation Integration in the Curriculum," *Clinical Simulation in Nursing* 88 (March 2024): 101516.

<sup>29</sup> Monica D. Levine et al., "Learning to Lead: The Evolution of a Pilot Leadership Curriculum for Gynecologic Oncology Fellows at the Ohio State University," *Gynecologic Oncology Reports* 52 (April 2024): 101327.

<sup>30</sup> Melissa L. New et al., "Massive Hemoptysis Simulation Curriculum Improves Performance," *CHEST*, October 2023, S0012369223055708.

<sup>31</sup> Naimah Muhammad et al., "Skills-Based Curriculum Design for Culinary Course in Traditional Tahfiz Institutions," *Helixyon* 8, no. 6 (June 2022): e09591.

<sup>32</sup> Mingqi Yan et al., "Urban Waterlogging Susceptibility Assessment Based on Hybrid Ensemble Machine Learning Models: A Case Study in the Metropolitan Area in Beijing, China," *Journal of Hydrology* 630 (February 2024): 130695.

<sup>33</sup> Julio Navío-Marco, Cristina Sánchez-Figueroa, and Arturo Galán, "Business Internships for Bachelor's Degrees at Blended Learning Universities: A Pilot Study to Assess the Transition from Hybrid Studies to the Workplace," *The International Journal of Management Education* 21, no. 2 (July 2023): 100821.

<sup>34</sup> Benjamin Gleason and Stefania Manca, "Curriculum and Instruction: Pedagogical Approaches to Teaching and Learning with Twitter in Higher Education," *On the Horizon* 28, no. 1 (July 29, 2019): 1–8.

<sup>35</sup> The Observation and Documentation Results at Pondok Pesantren Syaikh Zainuddin NW in Anjani, on August 2, 2023.

<sup>36</sup> The result of an interview with Nurkholis (NW Warrior Ambassador Mentor) on August 6, 2023.

organization's proactive engagement in educational and social development, particularly evident in its outreach to transmigration areas, a pivotal aspect of its mission to spread its influence and educational initiatives across Indonesia.<sup>37</sup> Additionally, the founding and progress of educational institutions like Pondok Pesantren Syaikh Zainuddin NW in Anjani showcase the concrete results of *Nahdlatul Wathan's* educational and missionary endeavors in Maulana II's era, enhancing the transformative education framework within the organization.<sup>38</sup> In the 1980s, Maulana Syaikh sent top Ma'had Dar al-Qur'an wa al-Hadis alumni, including Mursal and Fahrurrozi, to Kalimantan and Sulawesi. Mursal became a village head in Kalimantan. Alumni voluntarily relocated, enhancing *Nahdlatul Wathan's* reputation in the region.<sup>39</sup> Jumrah and others managed madrasahs in Southeast Sulawesi and initiated development projects. Maulana al-Syaikh TGKH. Muhammad Zainuddin Abdul Madjid's students volunteered for *Nahdlatul Wathan's* progress. NW warrior ambassadors were active in Batam's religious education, and Ma'had alumni like Ustadz Rumaksi introduced *Nahdlatul Wathan* to the Riau Islands.<sup>40</sup>

Early *Nahdlatul Wathan* members from Pringgajurang village in East Lombok contributed to its presence in East Kalimantan. The introduction of *Nahdlatul Wathan* involved promoting joint prayers and specific readings known as Hizib *Nahdlatul Wathan*. In 1989, Ustadz Hafiz Allahu Yarham and his wife, Ma'had Darul Quran wal Hadits alumni, established study groups and educational institutions for children in East Kalimantan.<sup>41</sup>

The teacher deployment program to various regions in Indonesia did not have a specific name or program initially. It was based on requests from variously Only in the era of Maulana al-Syaikh T was the program officially named *Nahdlatul Wathan's* warrior ambassadors.<sup>42</sup> They become a symbol of *Nahdlatul Wathan's* struggle in terms of cadre development and strengthening the capacity of teachers, both in terms of experience and knowledge gained during their education at *Nahdlatul Wathan* Islamic boarding schools.<sup>43</sup>

<sup>37</sup> The result of an interview with Lalu Fauzi Hariyadi (NW Warrior Ambassador Mentor) on August 6, 2023.

<sup>38</sup> Ulyan Nasri, Muzakkir Walad, and Muhammad Zainul Ansori, "Islamic Educational Values in the Verses of the Song 'Mars Nahdlatul Wathan' by TGKH. Muhammad Zainuddin Abdul Madjid from Lombok," *The International Journal of Sociology of Religion (IJSR)* 1, no. 1 (2023): 128–41.

<sup>39</sup> Lalu Gede Muhammad Zainuddin Atsani et al., "Moral Education in Wasiat Renungan Masa by TGKH. Muhammad Zainuddin Abdul Madjid: An Examination of Ibn Miskawaih's Philosophy," *Jurnal Ilmiah Profesi Pendidikan* 8, no. 4 (October 18, 2023): 1936–44.

<sup>40</sup> Suparman Suparman and Ulyan Nasri, "Revitalization of Islamic Education at Madrasah NWDI Lombok: Reviving the Heritage of National Heroes during the Colonial Era," *Journal of Advances in Sports and Physical Education* 7, no. 02 (January 24, 2024): 7–15.

<sup>41</sup> Nurdiah Nurdiah et al., "Manajemen Rumah Qur'an Dalam Mencetak Generasi Qur'ani: (Studi Kasus Di Rumah Qur'an Nahdlatul Wathan Lombok Yayasan Pondok Tahfidz Baqiyatussalaf Nahdlatul Wathan)," *Jurnal Ilmiah Profesi Pendidikan* 8, no. 1 (February 2, 2023): 161–70.

<sup>42</sup> Lalu Gede Muhammad Zainuddin Atsani, Fahrurrozi, and Ulyan Nasri, "Salafi Islamic Education at Dar Al-Qur'an and al-Hadith al-Majidiyyah al-Syafi'iyah Institute in Nahdlatul Wathan Lombok," *The 2nd National Conference of Tarbiyah* 4, no. 1 (2023): 237–43.

<sup>43</sup> Ulyan Nasri, "Sitti Raihanun Zainuddin Abdul Madjid: Inspiration from the East in Pioneering the Largest Islamic Educational Institution in West Nusa Tenggara," *Journal of Advances in Education and Philosophy* 7, no. 12 (December 28, 2023): 584–89.

## **Objectives of NW Warrior Ambassadors: Transformative Education Curriculum Implementation in Maulana II's Era**

NW Warrior Ambassadors go beyond traditional teaching; they act as mentors, caregivers, and community servants in educational, social, and missionary tasks. Their nationwide presence profoundly influences *Nahdlatul Wathan's* growth, reflecting its commitment to education, social activism, and Islamic missionary efforts.<sup>44</sup> Its educational efforts nationwide are pivotal for the nation's progress. The intellectual development of the nation is closely linked to its educational advancements, it plays a significant role through its Islamic educational institutions. Sending NW warrior Ambassadors to various regions in the archipelago further amplifies its impact.<sup>45</sup>

NW, originating in Selaparang, has remained steadfast in its principles and adaptive to changing times. The establishment of NW's madrasahs continued beyond its founder's tenure. TGKH. Muhammad Zainuddin Abdul Madjid aimed to establish 1000 madrasahs and Islamic boarding schools. Though this goal was not fully achieved in his lifetime, it became the collective responsibility of NW officials, from central leadership to local branches, to uphold and realize Maulana al-Syaikh's vision.<sup>46</sup>

During NWDI's 84th Hultah on June 30, 2019, it was announced in Anjani, East Lombok, that Nahdatul Wathan has established over 1630 madrasahs across Indonesia. NW warrior ambassadors oversee, educate, and mentor in these madrasahs, reflecting Nahdatul Wathan's dedication to expanding educational opportunities. Maulana II's era was dispatched nationwide to establish madrasahs in villages and sub-districts, surpassing Maulana I's target of 1000 madrasahs.<sup>47</sup> NWDI-NBDI, led by founder Dwi Tunggal Pantang Tanggal, fostered human resources pivotal for social-religious development in NTB. Early madrasah graduates became the backbone of NW's formation. Under TGKH. Muhammad Zainuddin Abdul Madjid's leadership, NW further developed human resources in NTB, with alumni making significant contributions to national development.<sup>48</sup>

## **Enhancing Education Quality with Transformative Curriculum: The Role of Pondok Pesantren Syaikh Zainuddin NW Anjani in the Era of Maulana Syaikh II**

The curriculum is central to shaping character and guiding the learning process.<sup>49</sup>

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<sup>44</sup> Lalu Gede Muhammad Atsani and Ulyan Nasri, "Relevansi Konsep Pendidikan Islam TGKH. Muhammad Zainuddin Abdul Madjid Di Era Kontemporer," *Al-Munawwarah: Jurnal Pendidikan Islam* 15, no. 1 (2023): 87–102.

<sup>45</sup> Muzakkir Walad et al., "Independent Curriculum Analysis from Constructivism and Ki Hajar Dewantara Philosophy Perspective," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 1 (January 29, 2024): 221–28.

<sup>46</sup> Ulyan Nasri and Abdul Malik Salim Rahmatullah, "Ummuna Hajjah Sitti Raihanun Zainuddin Abdul Madjid: Ulama Perempuan Dan Transformasi Pendidikan Islam Di Lombok-Nusa Tenggara Barat," *An-Nabdab: Jurnal Pendidikan Islam* 3, no. 2 (December 28, 2023): 102–14.

<sup>47</sup> Abdul Haris Rasyidi and Ulyan Nasri, "Muslim Sasak Female Scholars: Empowerment and Strengthening of Islamic Education in the Lombok Community, Indonesia," *Path of Science: International Electronic Scientific Journal* 9, no. 12 (2023): 3028–32.

<sup>48</sup> Ulyan Nasri and Lalu Gede Muhammad Zainuddin Astani, "Sitti Raihanun: Female Cleric and Initiator of Prominent Islamic Educational Institutions in Lombok, West Nusa Tenggara," *Journal of Research in Instructional* 4, no. 1 (2024): 141–54.

<sup>49</sup> Gail Forey and Lok Ming Eric Cheung, "The Benefits of Explicit Teaching of Language for

Pondok Pesantren Syaikh Zainuddin NW Anjani's role in developing a transformative curriculum led by Ummuna Hajjah Siti Raihanun Zainuddin Abdul Madjid and Maulana Syaikh II underscores *Nahdlatul Wathon's* commitment to equitable education, enhancing quality and access nationwide.<sup>50</sup> This study emphasizes NW Warrior Ambassadors and Pondok Pesantren Syaikh Zainuddin NW Anjani's vital role in promoting transformative education in Indonesia, reflecting its dedication to empowering society through quality education.<sup>51</sup>

The transformative education curriculum empowers learners through NW Warrior Ambassadors, fostering holistic change. Pondok Pesantren Syaikh Zainuddin NW Anjani prioritizes Islamic character development, instilling values from religious teachings.<sup>52</sup> The curriculum promotes holistic development, addressing spiritual, social, and emotional aspects alongside academics. NW Warrior Ambassadors are trained in various disciplines, including religious studies, social skills, leadership, and environmental awareness.<sup>53</sup> The curriculum aims for community empowerment through NW Warrior Ambassadors, who serve as mentors and catalysts for enhancing local quality of life. It also prioritizes equal access to education by deploying NW Warrior Ambassadors to remote and underserved regions, ensuring quality education reaches all segments of society.<sup>54</sup> The curriculum adapts to regional needs through NW Warrior Ambassadors, trained to address diverse social, cultural, and educational requirements. They also contribute to *the growth of Nahdlatul Wathon's educational network*, establishing and enhancing institutions. Additionally, NW Warrior Ambassadors actively promote humanitarian values and Islamic teachings, fostering societal change through propagation efforts.<sup>55</sup> NW Warrior Ambassadors foster intelligence and independence and encourage local entrepreneurship and economic empowerment.<sup>56</sup> Pondok Pesantren Syaikh Zainuddin NW Anjani and *Nahdlatul Wathon* are committed to holistic, Islam-based education that adapts to diverse community needs nationwide.

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Curriculum Learning in the Physical Education Classroom,” *English for Specific Purposes* 54 (April 2019): 91–109.

<sup>50</sup> K. Pedlow and C. McFeeters, “Problem Based Learning in Undergraduate Education: A New Era of Curriculum Design,” *Physiotherapy* 113 (December 2021): e151.

<sup>51</sup> Abdi Berk Cayci et al., “Pharmacy Students’ Lived Experiences With Atopic Dermatitis Inform Perceptions of Learning in the Curriculum,” *American Journal of Pharmaceutical Education* 88, no. 2 (February 2024): 100651.

<sup>52</sup> Rory Seymour et al., “Exposing the Disability-Related Hidden Curriculum in Case-Based Learning: A Qualitative Study,” *Disability and Health Journal* 16, no. 4 (October 2023): 101483.

<sup>53</sup> Muhammad Umair Hassan et al., “Leveraging Deep Learning and Big Data to Enhance Computing Curriculum for Industry-Relevant Skills: A Norwegian Case Study,” *Helixyon* 9, no. 4 (April 2023): e15407.

<sup>54</sup> Ulyan Nasri et al., “Understanding of Santri Regarding Quranic Verses as Prayers within Hizib Nahdlatul Wathon and Its Implications for Children’s Education in Daily Life: (A Study of Living Quran at the Islamic Center NW Tanjung Riau Batam Boarding School),” *Jurnal Ilmiah Profesi Pendidikan* 8, no. 3 (August 14, 2023): 1600–1604.

<sup>55</sup> Catherine L. Chang, Nicolle Fernández Dyess, and Lindsay C. Johnston, “Simulation in a Blended Learning Curriculum for Neonatology,” *Seminars in Perinatology* 47, no. 7 (November 2023): 151824.

<sup>56</sup> Niyati Malhotra et al., “Improving Social and Emotional Learning for Schoolgirls: An Impact Study of Curriculum-Based Socio-Emotional Education in Rural Uganda,” *International Journal of Educational Research* 108 (2021): 101778.



## CONCLUSION

The research highlights Pondok Pesantren Syaikh Zainuddin NW Anjani's transformative educational impact under Ummuna Hajjah Siti Raihanun Zainuddin Abdul Madjid and Maulana Syaikh II in *Nahdlatul Wathan*, shaping student development. The nationwide deployment of NW Warrior Ambassadors underscores the institution's commitment to transformative education and societal empowerment, significantly improving educational quality and access equity. This success reflects its dedication to providing quality, equitable education nationwide, guided by effective leadership approaches. Overall, Pondok Pesantren Syaikh Zainuddin NW Anjani's role in disseminating the transformative curriculum highlights its significant contribution to societal development, aligned with *Nahdlatul Wathan's* principles of quality societal advancement.

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