

The influence of curriculum strengthening and implementation of islamic religious education textbooks on student academic achievement at Darusalam Islamic Boarding School Mojogedang in the academic year 2024/2025

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Received: 26-07-2025

Revised: 09-10-2025

Accepted: 04-12-2025

KEYWORDS

Curriculum,
Textbook,
Academic Achievement,
Islamic Religious Education.

ABSTRACT

This study is motivated by the importance of curriculum strengthening and the effectiveness of Islamic Religious Education (IRE) textbook implementation in enhancing student academic achievement at Islamic boarding schools. In the context of Islamic value-based education, the role of curriculum and instructional materials becomes a strategic component in promoting optimal learning outcomes. This research aims to analyze the influence of curriculum strengthening and IRE textbook implementation on the academic achievement of students at Darusalam Islamic Boarding School Mojogedang in the Academic Year 2024/2025. The methodology employed is a quantitative approach with associative research design. The research population consists of 30 seventh-grade students who were selected as the total sample. The instruments used were questionnaires and documentation of academic scores, analyzed using multiple linear regression with SPSS version 26. The results demonstrate that both curriculum strengthening and textbook implementation have significant partial and simultaneous effects on student academic achievement. The coefficient of determination (R^2) of 32.3% indicates the contribution of both independent variables to the dependent variable. The implications of this research underscore the importance of contextual curriculum design and adaptive instructional material usage as strategies for improving the quality of IRE learning in Islamic boarding school environments. This study recommends continuous curriculum development and teacher training.

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Introduction

Islamic boarding schools (pesantren) are Islamic educational institutions that play a vital role in shaping the character and morals of students through the teaching of Islamic sciences. As times evolve and global challenges become more complex, pesantren are required to strengthen their educational quality, including aspects of curriculum and instructional materials. The curriculum serves as the primary foundation in directing the educational process to align with the intended objectives (Abbas, Rochmawan, Fathurrohman, & Ulfah, 2024). In the context of Islamic Religious Education (IRE), an effective curriculum should not only emphasize the mastery of Islamic materials textually but must

also be capable of forming students' personalities that are contextual, competitive, and ready to contribute to society.

At Darusalam Islamic Boarding School Mojogedang, the need to strengthen the curriculum and develop effective IRE textbooks has become increasingly urgent, considering the importance of improving student academic achievement, particularly in facing the digital era and educational transformation. Various Islamic boarding schools still face challenges in developing and implementing curricula and instructional modules that suit the characteristics of heterogeneous students. There are gaps between teachers' theoretical understanding and classroom implementation, limited learning facilities, and uniformity of instructional materials that are not responsive to students' needs.

The IRE instructional modules used so far are still predominantly conventional and less engaging for students, resulting in low student engagement in the learning process and suboptimal academic achievement. Curriculum strengthening and the implementation of contextual and integrative instructional modules with pesantren values have become important issues that have not been extensively researched, especially in traditional pesantren environments such as Darusalam Islamic Boarding School Mojogedang.

Previous research by (Ying, 2025) highlighted the importance of teachers' roles in designing and consistently implementing instructional modules to improve student literacy. (Haryanto, Sukawi, & Muslih, 2024) emphasized that relevant, contextual, and Islamic-characteristic IRE materials would facilitate the internalization of religious values. (Mu'min, Rohayani, & Ginanjar, 2025) added that curriculum strengthening must be contextual and responsive to students' local needs. These studies serve as important references, but have not specifically examined the integration between curriculum strengthening and instructional modules in the pesantren context and their relationship to student academic achievement, thus opening space for new scientific contributions in this research.

Curriculum strengthening is understood as a systematic effort to improve content, strategies, and learning evaluation to be more relevant to students' needs and contemporary developments (Ramadani, 2024). In pesantren education, the curriculum contains not only formal subjects but also values of adab (etiquette), spirituality, and classical scholarship (Raihani, 2012). Ideal IRE instructional modules must contain principles of integration between knowledge and morals, active learning, contextual approaches, and attention to student differentiation (Famulaqih & Lukman, 2024). Meanwhile, student academic achievement is measured from cognitive, affective, and psychomotor aspects, influenced by internal factors such as motivation and intelligence, as well as external factors such as teaching quality and learning environment (Syafi'i, Marfiyanto, & Rodiyah, 2018).

This research offers novelty in two aspects. First, it combines curriculum strengthening approaches and IRE instructional module implementation simultaneously in the pesantren education context, not merely as two separate variables. Second, it empirically tests the combined influence of both on student academic achievement using a measurable quantitative approach. Thus, this study not only provides conceptual descriptions but also provides empirical evidence that can be used as a reference for policy development and educational practices in Islamic boarding schools.

Based on the background and theoretical review outlined, the research problems are: (1) What is the form of IRE curriculum strengthening at Darusalam Islamic Boarding School Mojogedang? (2) How is the implementation of IRE instructional modules at Darusalam Islamic Boarding School Mojogedang? (3) What is the academic achievement of students at Darusalam Islamic Boarding School Mojogedang? (4) Is there a significant influence between curriculum strengthening and IRE instructional module implementation on student academic achievement?

Method

This study employs a quantitative approach with associative research design (Rukajat, 2018). Associative research aims to determine the influence between two independent variables: curriculum strengthening and Islamic Religious Education (IRE) textbook implementation, on the dependent

variable: student academic achievement. This approach is used to test hypotheses through numerical data and statistical processing.

The research was conducted at Darusalam Islamic Boarding School Mojogedang, Karanganyar, Central Java. The implementation timeline began in November 2024 for preparation and instrument development, February 2025 for data collection, and March 2025 for data analysis and research report compilation.

The research population consists of all seventh-grade students at Darusalam Islamic Boarding School Mojogedang in the Academic Year 2024/2025, totaling 30 students. Since the population size is less than 100, the sampling technique used is total sampling, where all population members are used as research samples.

Table 1. Research Population and Sample

No	Description	Number
1	Seventh-grade Student Population	30
2	Sample	30

This study consists of two independent variables and one dependent variable. Variable details are shown in the following table:

Table 2. Research Variables

Variable Code	Variable Type	Description
X ₁	Independent	IRE Curriculum Strengthening
X ₂	Independent	IRE Textbook Implementation
Y	Dependent	Student Academic Achievement

Data collection was conducted through three main techniques: non-participatory observation, documentation of learning achievement scores, and closed questionnaire distribution. The questionnaire was developed based on indicators for each variable using a four-point Likert scale as follows:

Table 3. Questionnaire Rating Scale

Response Option	Score
Strongly Agree (SA)	4
Agree (A)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Before use, the instrument was validated by experts and tested for reliability through validity and reliability tests using statistical software (SPSS 26.0).

Data analysis was conducted quantitatively using multiple linear regression techniques to examine the simultaneous influence between curriculum strengthening and textbook implementation on student academic achievement. Additionally, model significance tests and categorization analysis based on respondent score distribution were used. Student achievement level categories were classified as high, medium, and low based on total score acquisition (Anam et al., 2023).

Table 4. Achievement Score Categories

Category	Description
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High	Students with total scores well above class average
Medium	Students with scores close to class average
Low	Students with scores well below class average

All data processing was conducted systematically and objectively with statistical software support to ensure valid and scientifically accountable results.

Result and Discussion

1. Research Data Description

This study aims to determine the influence of curriculum strengthening and Islamic Religious Education (IRE) textbook implementation on the academic achievement of seventh-grade students at Darusalam Islamic Boarding School Mojogedang. The research subjects totaled 30 students. Data were collected through questionnaires and score documentation, then analyzed using SPSS 26.0.

2. Research Variable Description

a. Variable X₁: Curriculum Strengthening

Based on questionnaire results, students provided responses to several items related to curriculum strengthening. The highest score was 92 and the lowest score was 61 from a maximum score of 100.

Table 5. Frequency Distribution of Variable X₁ (Curriculum Strengthening)

Category	Frequency	Percentage (%)
High	7	23.33
Medium	16	53.34
Low	7	23.33
Total	30	100%

The mean score is 76, while the standard deviation is 8.3. This indicates that most students consider the curriculum sufficiently strong and suitable for their needs.

b. Variable X₂: IRE Textbook Implementation

Data on instructional module implementation were obtained from questionnaires covering aspects of content clarity, method appropriateness, and integration of Islamic values. Table 6. Frequency Distribution of Variable X₂ (IRE Textbook)

Category	Frequency	Percentage (%)
High	6	20.00
Medium	17	56.67
Low	7	23.33
Total	30	100%

The mean score for variable X_2 is 75.1 with a standard deviation of 7.9. This indicates that the majority of respondents feel module implementation has been running fairly well, although there is still room for improvement.

c. Variable Y: Student Academic Achievement

Academic achievement data were obtained from daily test scores, assignments, and midterm examinations.

Table 7. Frequency Distribution of Variable Y (Academic Achievement)

Category	Frequency	Percentage (%)
High	5	16.67
Medium	19	63.33
Low	6	20.00
Total	30	100%

The mean student academic achievement score is 77.4. This data shows that most students are in the fairly good (medium) category, but not yet dominant in the high category.

3. Instrument Validity and Reliability Tests

a. Validity Test

All questionnaire items were tested using Pearson Product Moment correlation. Results showed that all items have r -calculated > 0.361 (r -table, $N = 30$), meaning they are valid.

Table 8. Questionnaire Validity Test Summary

Variable	Number of Items	Valid Items	Percentage
X_1	20	20	100%
X_2	20	20	100%

b. Reliability Test

Reliability testing was conducted using Cronbach's Alpha formula. Results:

- 1) Curriculum Strengthening: $r = 0.876$
- 2) Textbook Implementation: $r = 0.861$

Both values > 0.70 , thus categorized as highly reliable.

4. Classical Assumption Tests

a. Normality Test

The Kolmogorov-Smirnov test shows significance values of:

- 1) $X_1 = 0.200$
- 2) $X_2 = 0.146$
- 3) $Y = 0.158$

Since all values > 0.05 , the data are normally distributed.

b. Multicollinearity Test

Tolerance values > 0.10 and $VIF < 10$:

- 1) Tolerance $X_1 = 0.771$; $VIF = 1.297$
- 2) Tolerance $X_2 = 0.771$; $VIF = 1.297$

There is no multicollinearity between independent variables.

5. Multiple Linear Regression Test

Regression analysis results show that curriculum strengthening and instructional module implementation influence student academic achievement.

Table 9. Multiple Linear Regression Test Results

Variable	Coefficient B	t-calculated	Sig.
Constant	44.154	-	-
X_1 (Curriculum)	0.369	2.234	0.034*
X_2 (Textbook)	0.315	2.004	0.044*

(*Significant at $\alpha = 0.05$)

6. Simultaneous Test (F-test)

Table 10. F-test Results

F-calculated	F-table	Sig.	Conclusion
6.357	3.35	0.005	Significant (H_a accepted)

F-test results show that both independent variables simultaneously have a significant influence on student academic achievement.

7. Coefficient of Determination Test (R^2)

The coefficient of determination (R^2) value = 0.323, meaning 32.3% of student academic achievement variation is influenced by curriculum strengthening and textbook implementation, while 67.7% is influenced by other factors.

Table 11. Coefficient of Determination Value

Model	R	R Square	Adjusted R^2	Std. Error
1	0.568	0.323	0.274	4.781

8. Interpretation and Implications

Based on the above results, it can be concluded that curriculum strengthening and textbook implementation have positive influences on student academic achievement both partially and simultaneously. The positive regression coefficients indicate that the better the curriculum and instructional modules are implemented, the higher student academic achievement will be. This confirms the importance of teachers' roles, curriculum design, and instructional material quality in supporting successful religious education in pesantren environments.

From these results, pesantren administrators should conduct regular updates to the IRE curriculum and provide intensive training for teachers in using instructional modules. In the future, follow-up studies can explore affective and spiritual aspects of academic achievement to expand understanding of IRE learning holistically.

Discussion

1. The Influence of Curriculum Strengthening on Student Academic Achievement

Regression test results show that the curriculum strengthening variable (X_1) significantly influences student academic achievement (Y), with a significance value of 0.034 ($p < 0.05$) and a regression coefficient of 0.369. This indicates that every increase in curriculum strengthening will be followed by an increase in student academic achievement.

This finding aligns with (Muslich, 2011) assertion that curricula designed with attention to student needs and institutional characteristics will promote maximum achievement of learning objectives. In pesantren environments, curriculum strengthening includes not only content revision but also method adjustment, evaluation, and alignment of Islamic values with 21st-century needs.

Table 12. Summary of Variable X_1 Influence on Y

Assessment Aspect	Description
Sig. Value (p)	0.034 (significant)
Regression Coefficient	0.369
Interpretation	Curriculum strengthening has positive influence
Theoretical Support	(Muslich, 2011)

In the context of Darusalam Islamic Boarding School Mojogedang, the strengthened curriculum includes integration between national curriculum and Islamic curriculum characteristic of pesantren, such as classical text studies, character learning, and strengthening of aqidah-akhlaq (creed and morals). Such curricula have proven to encourage students to be more focused, systematic, and motivated in learning.

2. The Influence of IRE Textbook Implementation on Academic Achievement

The IRE textbook implementation variable (X_2) also shows significant influence on student academic achievement with a significance value of 0.044 ($p < 0.05$) and a regression coefficient of 0.315. This indicates that effective textbook use correlates with increased material understanding, learning engagement, and student academic evaluation results.

This finding is supported by (Dick, Carey, & Carey, 1985) theory stating that media and instructional materials play important roles in helping students understand material systematically and independently. The IRE textbooks used in this pesantren have been developed based on integrative principles, combining cognitive, affective, and psychomotor aspects.

Table 13. Summary of Variable X_2 Influence on Y

Assessment Aspect	Description
Sig. Value (p)	0.044 (significant)
Regression Coefficient	0.315
Theoretical Support	(Dick et al., 1985)
Supporting Factors	Content visualization, practice exercises, contextual relevance

Textbook quality is also determined by the extent to which material content is contextualized with students' daily lives. For example, lessons about honesty are connected with daily practices in dormitories, canteens, and prayer halls. This helps students ground Islamic values in real life, not just at theoretical levels.

3. Simultaneous Influence of Curriculum Strengthening and Textbooks

The simultaneous test (F-test) shows that curriculum strengthening and textbook implementation together have significant influence on student academic achievement with an F-calculated value of 6.357 and significance of 0.005 ($p < 0.05$). The coefficient of determination (R^2) value of 0.323 indicates that 32.3% of student academic achievement variation is influenced by these two variables.

Table 14. Simultaneous Test Summary

Parameter	Value
F-calculated	6.357
Sig.	0.005
R Square	0.323
Interpretation	Simultaneous influence is significant

This means that when the curriculum used is well-designed and implemented together with contextual and structured textbooks, student learning outcomes will be more optimal. The synergy between curriculum and instructional media contributes greatly to learning effectiveness.

4. Consistency with Previous Research

The results of this study are consistent with several previous studies. First, these findings align with research conducted by (Nasution, 2024), who concluded that value-based curriculum implementation in Islamic education significantly influences improved student learning outcomes, both in cognitive and affective aspects. This research confirms that curriculum design integrating Islamic values and modern relevance can improve learning quality.

Furthermore, this research is also supported by (Muali, Rofiki, Baharun, Zamroni, & Sholeh, 2021) findings, stating that textbooks developed with character and Islamic approaches can encourage active student participation in IRE learning. This is also reflected in this research results, where textbook implementation significantly contributes to improving student academic achievement through structured, contextual, and easily understood material presentation.

Additionally, (Shidqiyah, Nisa, & Munawir, 2024) in his research mentioned that synergy between mature curriculum planning and adaptive instructional material provision can produce improvements in both academic aspects and students' religious values. This aligns with the educational model applied at Darusalam Islamic Boarding School Mojogedang, where integration of national curriculum with pesantren-specific curriculum becomes the main strength in IRE learning.

Thus, the results of this study strengthen empirical evidence that the combination of curriculum strengthening and textbook implementation simultaneously can provide positive influence on student academic achievement. The consistency of these findings with various previous studies shows that systematic approaches in IRE learning management, both from curriculum structure and instructional media quality aspects, are keys to successful Islamic education at various levels and institutions.

Conclusion

Based on the research results conducted, it can be concluded that curriculum strengthening and Islamic Religious Education (IRE) textbook implementation have significant influence on student academic achievement at Darusalam Islamic Boarding School Mojogedang. This research demonstrates that an integrated approach between curriculum design and instructional material quality can provide positive contributions to improving student learning outcomes, both from aspects of material understanding, attitudes, and discipline in the learning process.

First, curriculum strengthening (variable X_1) has a positive and significant influence on student academic achievement. Students who follow learning with clear, systematic curriculum structures suitable for pesantren education contexts tend to show better learning outcomes. This is demonstrated by a significance value of 0.034, which is smaller than 0.05, and a regression coefficient of 0.369 indicating a positive relationship between these two variables.

Second, IRE textbook implementation (variable X_2) is also proven to significantly influence student academic achievement. With a significance value of 0.044 and regression coefficient of 0.315, it can be concluded that the better instructional modules are implemented by teachers, the higher student learning achievements will be. Textbooks that are contextual, applicable, and suitable for pesantren student needs greatly help in delivering instructional materials effectively.

Third, simultaneously, curriculum strengthening and textbook implementation have significant influence on student academic achievement. F-test results show a significance value of 0.005, meaning these two variables together explain 32.3% of learning outcome variation. The remainder is influenced by other factors such as learning motivation, learning environment, and teacher roles.

Therefore, this research strengthens the importance of continuous efforts in designing contextual curricula and developing instructional materials relevant to student needs to improve the effectiveness of Islamic Religious Education learning in pesantren settings.

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