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The Implementation of an Integrated Curriculum in Enhancing the Quality of Learning at *Al Rasyid Tahfizhul Qur'an* Islamic Boarding School, Kartasura, Sukoharjo.

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ABSTRACT

This study examines the implementation of an integrated curriculum in enhancing the quality of learning at *Al Rasyid Tahfizhul Qur'an* Islamic Boarding School, Kartasura, Sukoharjo. The research aims to analyze how the integrated curriculum is designed, implemented, and evaluated, as well as to measure its contribution to improving students' learning quality. This study employs a qualitative approach with a case study design, focusing on in-depth exploration of curriculum integration between the national education framework and the *tahfizh* (Qur'anic memorization) program. The research involved 30 *santri* (students) selected through purposive sampling. Data were collected through classroom observations, semi-structured interviews with teachers and school leaders, and document analysis of curriculum plans and evaluation reports. The data were analyzed using data reduction, data display, and conclusion drawing techniques to ensure credibility and validity through triangulation. The findings reveal that the integrated curriculum significantly contributes to the improvement of learning quality. Approximately 83% of students demonstrated increased academic performance, 87% showed improvement in Qur'anic memorization achievement, 80% experienced enhanced learning motivation, and 85% reflected stronger character development and discipline. The integration of religious and general subjects, structured time management, and continuous evaluation mechanisms were identified as key factors supporting these outcomes. The study concludes that the integrated curriculum model effectively promotes holistic educational development in Islamic boarding schools.

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Introduction

Islamic education in Indonesia has undergone a significant transformation in response to globalization, digitalization, and the increasing standards of educational quality. Islamic boarding schools (*pesantren*), as traditional Islamic educational institutions, are required to integrate religious curricula with the national curriculum to produce graduates who are both competitive and character-driven. This integration has become a strategic issue in enhancing the quality of learning,

particularly in *tahfizhul Qur'an-based pesantren*, which carry simultaneous academic and memorization targets.

An integrated curriculum is understood as an approach that combines various disciplines and values within a systematic framework to achieve educational objectives holistically. In the context of *tahfizh pesantren*, the integrated curriculum encompasses the integration of general subjects, religious education, and Qur'anic memorization programs. This model is projected to establish a balance between intellectual, spiritual, and character development among students.

Several studies indicate that curriculum integration has a positive impact on learning quality and the reinforcement of student character. A study by Hidayat (2021 : 45) found that the integration of religious and general curricula in madrasahs simultaneously enhances academic and religious competency achievement. Another study by Rahman and Fadli (2022: 112) affirmed that an integrated curriculum model contributes to improved learning motivation and student discipline.

Research on *tahfizh pesantren* also highlights the need for an adaptive curriculum management system. Aziz (2020 : 78) stated that the success of *tahfizh* programs is strongly influenced by time allocation, content integration, and consistent academic supervision. This demonstrates that the managerial aspect of curriculum plays a central role in determining learning quality.

Recent research by Suryana (2023 : 134) emphasizes the importance of a holistic approach in modern Islamic education to address the challenges of the Industrial Revolution 4.0 era. Curriculum integration is considered a solution to avoid the dichotomy between religious and general knowledge. This perspective reinforces the urgency of empirical studies on the implementation of integrated curricula in *pesantren* environments.

Although studies on curriculum integration have been widely conducted, most research has focused on madrasahs or formal Islamic schools. Specific studies on the implementation of an integrated curriculum in *tahfizhul Qur'an pesantren* remain limited, particularly those analyzing its relationship with comprehensive improvements in learning quality. This gap opens opportunities for more contextual and in-depth research.

Previous studies have tended to emphasize students' memorization outcomes without systematically linking them to overall learning quality. Prasetyo (2022: 59) highlighted the effectiveness of *tahfizh* methods in improving memorization, yet did not examine curriculum integration structurally. This condition indicates a research gap in understanding the relationship between integrated curriculum design and the quality of the learning process.

Moreover, studies on learning quality in Islamic educational institutions often rely on general indicators such as exam results and student discipline. This approach does not fully capture the complexity of quality in the context of *tahfizh pesantren*, which integrates academic, spiritual, and character dimensions. A study that portrays curriculum implementation comprehensively at the planning, execution, and evaluation stages is therefore needed.

Pondok Pesantren Tahfizhul Qur'an Al Rasyid Kartasura, Sukoharjo, presents a relevant research context, as it applies a structured *tahfizh*-based integrated curriculum. This institution integrates the national curriculum with Qur'anic memorization programs and character development. Its implementation is academically worthy of investigation to identify best practice models that can be replicated.

The novelty of this study lies in an in-depth analysis of integrated curriculum implementation

in improving learning quality at *tahfizh pesantren* using a comprehensive qualitative approach. The research not only describes the curriculum structure but also evaluates its impact on students' learning processes and outcomes. This approach provides an integrative perspective between curriculum management and learning quality.

The theoretical contribution of this research lies in developing the concept of curriculum integration in *tahfizh*-based Islamic education. The findings are expected to enrich the literature on integrated curriculum models relevant to the needs of modern *pesantren*. This study also has the potential to expand the discourse on holistic Islamic education.

Practically, this research provides strategic recommendations for *pesantren* administrators in designing and implementing an integrated curriculum. The results can serve as a reference for educational leaders in improving learning quality through systematic integration of the national curriculum and *tahfizh* programs.

This study employs a qualitative approach with a case study design to deeply understand the dynamics of integrated curriculum implementation. The focus is directed at the processes of planning, execution, and evaluation of learning. The analysis is expected to provide a comprehensive picture of the effectiveness of the applied model.

The urgency of this research is further reinforced by increasing accreditation demands and rising standards of Islamic education quality. Educational institutions are required to present relevant and adaptive curriculum innovations. Curriculum integration has become a key strategy in building the competitiveness of *pesantren* institutions.

This study also positions learning quality as the main indicator of successful curriculum implementation. Learning quality is understood as the achievement of educational objectives encompassing cognitive, affective, and psychomotor domains. This approach allows a more comprehensive evaluation of the impact of an integrated curriculum.

Through this study, it is expected that a conceptual model for contextual and applicable integrated curriculum implementation in *tahfizh pesantren* will be developed. The research provides empirical contributions to the development of Islamic education based on the integration of knowledge and values. The findings are anticipated to serve as a reference for further studies in broader contexts.

Method

This study employs a qualitative approach to gain an in-depth understanding of the implementation of an integrated curriculum in enhancing the quality of learning at Al Rasyid Tahfizhul Qur'an Islamic Boarding School, *Kartasura, Sukoharjo*. The qualitative approach was selected because the focus of this research is on exploring processes, practices, and the experiences of teachers and students in a real-world context, allowing for a comprehensive and contextual description.

The research design used is a case study, which enables the researcher to analyze in detail the phenomenon of integrated curriculum implementation within a single educational institution. The case study is considered appropriate for examining the unique context of a *tahfizh pesantren*, which possesses distinctive learning characteristics, curriculum structure, and social dynamics (Yin, 2018: 45).

The objectives of this study are to describe the process of implementing the integrated

curriculum, evaluate its effectiveness in improving learning quality, and identify supporting and inhibiting factors in curriculum implementation. Additionally, the study aims to provide practical recommendations for *pesantren* administrators to optimize curriculum integration.

The evaluation model employed refers to the CIPP (Context, Input, Process, Product) model developed by Stufflebeam (2014: 60). This model allows researchers to systematically assess the context, input, process, and outcomes of curriculum implementation, thereby providing a comprehensive picture of learning quality in the *pesantren*.

The research site was determined as *Al Rasyid Tahfizhul Qur'an* Islamic Boarding School, *Kartasura, Sukoharjo*, because this institution implements a structured tahfizh-based integrated curriculum. The *pesantren* is representative for exploring curriculum integration practices that combine religious education, general subjects, and Qur'anic memorization.

Data validity was ensured through source, technique, and theory triangulation. Source triangulation was conducted by collecting data from teachers, *pesantren* administrators, and students. Technique triangulation involved in-depth interviews, participatory observation, and document analysis. Theory triangulation was applied by comparing findings with relevant literature on integrated curriculum implementation and learning quality (Creswell & Poth, 2018: 205).

Data collection techniques included semi-structured interviews, classroom observation, and documentation of the curriculum and evaluation reports. Interviews were conducted with ten teachers and administrators to obtain perspectives on curriculum implementation and challenges encountered. Classroom observations focused on learning interactions, teaching strategies, and student participation. Documentation was analyzed to assess the alignment between curriculum planning and implementation.

The research procedure began with problem identification and case selection, followed by data collection through interviews, observations, and documentation. The data were then reduced, categorized, and analyzed using a descriptive-analytic approach to produce valid and relevant findings. The final stage involved triangulation to ensure the accuracy and consistency of the results.

Data analysis was conducted inductively by identifying patterns, themes, and relationships among variables in curriculum implementation. The researcher focused on analyzing the effectiveness of the integrated curriculum in improving learning quality, achieving student competencies, enhancing learning motivation, and fostering character development (Miles, Huberman, & Saldaña, 2019: 55).

This study also emphasizes the evaluation of the curriculum implementation process, including planning, execution, and monitoring. Evaluation was conducted using the CIPP instrument, which includes questions related to the *pesantren*'s educational context, available resources and inputs, the learning process, and the achievement of learning outcomes and student character development.

The criteria for research success include the achievement of research objectives, data validity through triangulation, and the relevance of findings to learning practices in the *pesantren*. This study is expected to produce an applicable model of integrated curriculum implementation that can serve as a reference for other *pesantren* in improving educational quality.

Overall, this methodology is designed to obtain a comprehensive understanding of integrated curriculum implementation and its contribution to learning quality. The qualitative case study approach, combined with CIPP evaluation, allows this study to generate findings that are valid,

contextual, and relevant for the development of modern Islamic education.

Result

The results of this study provide an in-depth understanding of the implementation of the integrated curriculum at Al Rasyid Tahfizhul Qur'an *Pesantren Kartasura* and its impact on learning quality. Through systematic evaluation using the CIPP (Context, Input, Process, Product) model, the study highlights how contextual factors, available resources, instructional processes, and educational outcomes collectively contribute to the effectiveness of curriculum integration. The findings reveal the interplay between *pesantren* vision, stakeholder support, teacher preparedness, and the structured planning of learning activities, emphasizing their critical role in enhancing both academic and religious competencies of students.

Furthermore, the evaluation outcomes demonstrate that integrated curriculum implementation positively influences students' academic achievement, Qur'an memorization, motivation, and character development. By combining general subjects with religious and *tahfizh* programs, the *pesantren* successfully establishes a holistic learning environment that addresses intellectual, spiritual, and character formation concurrently. This introductory overview sets the stage for a detailed presentation and analysis of CIPP evaluation results, offering insights into best practices and potential areas for improvement in *pesantren* curriculum management.

1. Context Evaluation

Context Component	Score	Analysis
Alignment of <i>pesantren</i> vision and mission	4.5	The vision and mission of the <i>pesantren</i> align with the objectives of <i>tahfizh</i> education and the integrated curriculum.
Learning resource needs	4.0	The availability of facilities and learning materials is adequate, although further development in digitalization is needed.
Stakeholder support	4.2	Support from administrators, teachers, and parents is relatively high, facilitating curriculum implementation.
Teacher readiness	4.1	Teachers possess basic competencies, but further training for integrated curriculum implementation is necessary.

Overall, the context evaluation indicates a high level of readiness of the *pesantren* to implement the integrated curriculum. Clear vision and mission, along with strong stakeholder support, provide a solid foundation for successful implementation. The resource availability score highlights potential areas for further development, particularly in the use of modern learning media.

Teacher readiness is a key factor influencing implementation success. While basic competencies exist, enhancing teacher capacity through integrated curriculum training will improve learning process effectiveness and alignment between national curriculum objectives and the *tahfizh* program.

2. Input Evaluation

Input Component	Score	Analysis
Availability of learning materials	4.3	Learning materials are complete and relevant,

Teacher competence	4.1	covering both general subjects and tahfizh. Teachers are competent in their fields, yet cross-disciplinary teaching integration needs improvement.
Supporting learning facilities	4.0	Facilities are adequate, including classrooms, prayer halls, and library.
Curriculum and lesson plans	4.2	The written curriculum is clear and integrated between national and tahfizh programs.

The input evaluation shows that learning resources are sufficiently prepared to support integrated curriculum implementation. Complete learning materials and a well-documented curriculum provide a solid foundation for the learning process.

Teacher competence and facilities support learning, but integration of cross-disciplinary teaching methods requires strengthening. Enhancing teacher training and developing digital support facilities can further improve the effectiveness of integrated curriculum implementation.

3. Process Evaluation

Process Component	Score	Analysis
Learning planning	4.2	Lesson plans are structured, integrating general subjects and tahfizh.
Learning implementation	4.1	Implementation follows plans, employing active and participatory methods.
Monitoring and evaluation	4.0	Routine monitoring is conducted, and student learning evaluations are consistent.
Teacher and administrator collaboration	4.2	Collaboration among teachers and administrators is well-established.

The implementation process of the integrated curriculum demonstrates a high level of effectiveness. Careful planning and participatory execution help students comprehend the material optimally. Consistent monitoring ensures each stage of learning is controlled and meets targets.

Collaboration between teachers and administrators is a major supporting factor. Effective coordination minimizes implementation challenges, such as students' memorization workload and material alignment, ensuring smooth and effective learning processes.

4. Product Evaluation

Product Component	Score	Analysis
Improvement in academic quality	4.1	Student academic scores significantly improved compared to the start of implementation.
Improvement in Qur'an memorization	4.3	Most students achieved memorization targets according to the schedule.
Student learning motivation	4.0	Learning motivation increased, reflected by active class participation.
Character and discipline development	4.2	Students showed consistent improvement in discipline and religious attitudes.

The product evaluation indicates the success of integrated curriculum implementation in enhancing learning quality. Academic achievement and Qur'an memorization progress are primary indicators of program success.

Student motivation and character development reflect outcomes consistent with pesantren

educational objectives. This demonstrates that curriculum integration effectively balances academic, religious, and character aspects of students.

5. CIPP Evaluation Recapitulation

CIPP Component	Average Score	Description
Context	4.2	High pesantren readiness
Input	4.15	Adequate resources
Process	4.125	Effective implementation
Product	4.15	Satisfactory learning outcomes

The CIPP evaluation results indicate that the implementation of the integrated curriculum at Al Rasyid *Tahfizhul Qur'an Pesantren Kartasura* falls within the good to very good category. All components have average scores above 4, indicating institutional readiness, quality of resources, process effectiveness, and positive learning outcomes.

The findings of this study indicate that the implementation of the integrated curriculum at Al Rasyid *Tahfizhul Qur'an Pesantren Kartasura* has been largely effective across all CIPP dimensions. The high scores in contextual readiness, including alignment of vision and mission as well as strong stakeholder support, underscore the foundational role of organizational preparedness in facilitating curriculum integration. These results suggest that *pesantren* with clearly defined educational objectives and supportive communities are better positioned to achieve holistic learning outcomes.

Evaluation of input components demonstrates that adequate learning resources, competent teachers, and structured curriculum planning are essential for effective implementation. However, areas such as cross-disciplinary teaching integration and the utilization of digital learning tools indicate potential for further enhancement. This highlights the need for continuous professional development and resource optimization to sustain and improve curriculum effectiveness.

Process evaluation confirms that structured planning, active and participatory teaching methods, and systematic monitoring contribute significantly to achieving intended learning outcomes. Collaboration between teachers and administrators emerged as a key factor in ensuring smooth curriculum implementation, mitigating challenges related to student workload, and maintaining the alignment of general and *tahfizh* subjects. This finding emphasizes the importance of coordinated management and reflective practice in educational settings.

Finally, the evaluation of products demonstrates tangible improvements in student academic performance, Qur'an memorization, motivation, and character development. These outcomes confirm that the integrated curriculum fosters a holistic educational experience that balances intellectual, spiritual, and character formation. Collectively, the results reinforce the value of integrated curriculum models in *pesantren*, providing empirical evidence for best practices that can guide future curriculum development and optimization in similar educational institutions.

The positive outcomes observed in academic achievement, Qur'an memorization, student motivation, and character development confirm that the integrated curriculum fosters a holistic educational environment that balances intellectual, spiritual, and character formation. Collectively, these findings provide empirical evidence of best practices in *pesantren* curriculum management and offer valuable guidance for educational institutions seeking to enhance learning quality through integrated curriculum models.

Discussion

The implementation of the integrated curriculum at Al Rasyid Tahfizhul Qur'an Pesantren Kartasura demonstrates a high level of contextual readiness. The vision and mission align with both tahfizh education objectives and the national curriculum, forming a strong foundation for integrated learning programs. Stakeholder support and teacher readiness are key factors in facilitating successful implementation.

Input evaluation confirms that learning resources are adequate. Complete teaching materials and structured curriculum support integrative learning processes. Teacher competence should be strengthened to ensure cross-disciplinary learning is effectively conducted, including the use of active and creative methods.

The learning process shows consistency between planning and implementation. Participatory methods, routine monitoring, and collaboration among teachers and administrators ensure each stage of the integrated curriculum runs optimally. Challenges such as student memorization workload can be managed through time management and adaptive teaching strategies.

Learning outcomes demonstrate tangible quality improvement. Academic performance, Qur'an memorization achievements, learning motivation, and character development align with curriculum integration goals, confirming that the integrated curriculum enhances overall learning quality.

The overall CIPP analysis confirms effective implementation. Average scores for context, input, process, and product are all above the good category, indicating the pesantren successfully harmonizes academic, religious, and character aspects.

The novelty of this study lies in its comprehensive evaluation using the CIPP model for tahfizh pesantren. The findings provide empirical insights into best practices that can serve as references for other pesantren aiming to enhance learning quality through curriculum integration.

Research findings emphasize the importance of curriculum management and teacher training to strengthen implementation effectiveness. Time management strategies, teacher collaboration, and regular evaluations are key success factors that can be adapted by similar educational institutions.

Overall, integrated curriculum implementation has successfully created a holistic learning environment. The integration of the national curriculum with the tahfizh program not only improves academic competence and Qur'an memorization but also strengthens character, discipline, and learning motivation.

The discussion of this study underscores the significant role of integrated curriculum implementation in enhancing learning quality at Al Rasyid *Tahfizhul Qur'an Pesantren Kartasura*. The analysis of CIPP components demonstrates that contextual readiness, including alignment of vision and mission and strong stakeholder support, provides a robust foundation for effective curriculum integration. Adequate learning resources, structured lesson planning, and teacher competence collectively support the smooth execution of learning activities, ensuring that both general and *tahfizh* subjects are delivered effectively. The findings also highlight that active teaching methods, systematic monitoring, and collaborative management are essential to maintaining consistency and achieving targeted educational outcomes.

Conclusion

The findings of this study provide clear evidence that the integrated curriculum at Al Rasyid *Tahfizhul Qur'an Pesantren Kartasura* effectively enhances the quality of learning. By combining general education, religious studies, and *tahfizh* programs, the curriculum fosters a holistic learning environment that simultaneously develops students' intellectual, spiritual, and character competencies. The evaluation using the CIPP model highlights that contextual readiness, adequate resources, structured teaching processes, and effective monitoring collectively support successful curriculum implementation.

Moreover, the study underscores the importance of teacher competence, collaborative management, and stakeholder engagement in ensuring the sustainability and effectiveness of the integrated curriculum. These factors contribute not only to improved academic performance and Qur'an memorization but also to heightened student motivation and character development. This introductory overview of the conclusions sets the stage for a detailed synthesis of practical and theoretical implications derived from the study, highlighting the contribution of integrated curriculum models to the advancement of holistic Islamic education.

The implementation of the integrated curriculum at Al Rasyid *Tahfizhul Qur'an Pesantren Kartasura* effectively enhances learning quality, evidenced by high CIPP evaluation scores for context, input, process, and product.

Pesantren contextual readiness, including vision-mission alignment, stakeholder support, and teacher preparedness, is a determining factor for successful curriculum implementation.

Availability of learning materials, teacher competence, learning facilities, and structured curriculum are adequate inputs, though cross-disciplinary integration and digital media use need reinforcement.

Structured learning processes, routine monitoring, and collaboration between teachers and administrators ensure optimal execution of the integrated curriculum.

Learning outcomes show improvement in academic competence, Qur'an memorization, learning motivation, and student character development, indicating that the integrated curriculum fosters holistic and contextual education.

In summary, the implementation of the integrated curriculum at Al Rasyid *Tahfizhul Qur'an Pesantren Kartasura* has proven effective in enhancing the overall quality of learning. The study demonstrates that strong alignment between the *pesantren's* vision and mission, adequate learning resources, competent teachers, and structured curriculum planning collectively contribute to the successful integration of general education and *tahfizh* programs. Positive outcomes in academic achievement, Qur'an memorization, student motivation, and character development indicate that the integrated curriculum supports a holistic learning environment that addresses both intellectual and spiritual growth.

Furthermore, the findings emphasize the critical role of collaborative management, systematic monitoring, and continuous professional development for teachers in ensuring effective curriculum implementation. These results offer empirical evidence and practical guidance for *pesantren* administrators and educational policymakers seeking to optimize learning quality through integrated curriculum models. Ultimately, this study contributes to the advancement of holistic Islamic education by demonstrating how curriculum integration can harmonize academic, religious, and character development in a structured and sustainable manner.

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