



Integration Model of School Curriculum and Tahfidz at Islamic Boarding School Muhammadiyah Quran School Yogyakarta

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Abstract

This research examined the integration model of school curriculum and the Tahfidz curriculum program at Pondok Pesantren Muhammadiyah Quran School (MQS) Yogyakarta. This study focused on combining formal school subjects, diniyah lessons, and tahfidz Al-Qur'an. The study employed a descriptive qualitative approach, revealing the implementation of the Threaded Integrated Learning Model. The key stages included initial planning, central theme formulation, syllabus and lesson plan development, teaching, evaluation, and continuous improvement. This integration was believed to enhance students' competence in both academic domains—such as science, technology, and languages—and religious fields, including Quranic studies and ethics. The research highlighted practical contributions by demonstrating how curriculum integration fosters the student holistic development, balancing cognitive, spiritual, and character-building aspects. It concluded that the integrated model effectively produces graduates with strong moral character, robust memorization skills (mutqin), and a comprehensive understanding of both religious and general knowledge.

Keywords: Integration, Curriculum, Tahfidz, School, Quran

A. Introduction

This research highlighted the importance of integrating the school curriculum and tahfidz at the Yogyakarta Muhammadiyah Quran School (MQS)

Islamic Boarding School, which is an Islamic boarding school institution that focuses on tahfidz of the Qur'an as well as providing formal education. The integration of the school curriculum and tahfidz is very important to ensure that students not only achieve the target of memorizing the Qur'an with high quality (mutqin), but also acquire comprehensive religious and general knowledge. Based on internal data from the MQS Islamic Boarding School, as many as 90% of students succeeded in achieving the memorization target according to schedule while maintaining an average academic score above 80. This integration effort aims to create a holistic educational environment, where students can develop their cognitive, affective, and psychomotor aspects in a balanced way (Handayani & Achadi, 2023; Qutni, 2020). This integration is crucial considering the challenges of modernization which require the younger generation to have general scientific competence as well as deep religious abilities. Study showed that the curriculum integration model in Islamic boarding schools could improve the character formation and religiosity of students, as well as prepared them to face future challenges (Faqih, 2020; Ilham & Suyatno, 2020). Although many Islamic boarding schools have tried to integrate religious and general education, previous research focused on one aspect without discussing in detail how the integration could be implemented holistically and effectively.

For example, Musfah's study highlighted the importance of integration between religious and general lessons for the development of student competencies, but did not discuss the specific methods used (Musfah et al., 2021). On the other hand, Irawan's research emphasized the role of Islamic boarding schools in the national education system, but did not explore how this integration affects memorizing the Koran (Irawan et al., 2021). Likewise, Andriani's study of the development of the English language curriculum in Islamic boarding schools showed the need for innovation, but had not discussed how to combine the language curriculum with tahfidz (Andriani, 2024). This gap showed that a new approach is needed in which not only includes academic and religious integration, but also creates a balance in character formation and students' readiness to face global challenges.

The MQS Yogyakarta Islamic Boarding School has presented a curriculum integration model based on Threaded Integrated Learning, which aligns various subjects in central themes to provide a comprehensive learning experience (Chang & Chen, 2020). In its implementation, this curriculum has aligned Islamic material with general knowledge, thereby creating harmony between religious education

and science. The application of this model not only has improved students' academic skills but also has formed strong character and noble morals (Marwiji et al., 2024). For example, Al-Quran material is not only taught as religious knowledge, but has also integrated with science subjects to show the greatness of Allah in the creation of the universe. This approach has proven effective in increasing students' understanding of the relationship between science and religion, as well as building an open and critical mentality towards current developments (Qutni, 2018). This approach has answered the urgent need for balanced education between scholarship and religiosity, which has not been fully realized in many Islamic educational institutions.

This study aimed to fill the gap by documenting and analyzing how curriculum integration has been implemented in MQS Yogyakarta, as well as its impact on academics, memorization of the Qur'an, and character formation of students. The result of this study, was expected to provide a significant contribution to the development of an integrative education model in Islamic boarding schools and become a valuable reference for curriculum development in various other Islamic educational institutions.

B. Method

This study used a qualitative descriptive method that aimed to describe and reveal facts in depth regarding curriculum integration at the Muhammadiyah Quran School (MQS) Islamic Boarding School in Yogyakarta (Rusandi & Muhammad Rusli, 2021). This approach was chosen to understand in detail how materials from the school curriculum, diniyah curriculum, and Al-Qur'an memorization program were combined in the learning process. Data collection techniques were conducted through interviews, observations, and documentation. In-depth interviews were conducted with the Director and teaching staff of MQS Islamic Boarding School to obtain their perspectives on the curriculum integration process. The Director and teaching staff of MQS Islamic Boarding School were selected as informants based on certain criteria. The main informants were those who were directly involved in the planning, implementation, and evaluation of curriculum integration. This sample was selected using a purposive sampling method, where informants who were considered to have relevant and in-depth information related to the implementation of curriculum integration. Observations were conducted by directly observing classroom learning activities, which allowed researchers to see how theory was applied in practice. Documentation involved

collecting and analyzing photographs of learning activities and relevant documents available at MQS Islamic Boarding School, such as syllabuses, lesson plans, and evaluation reports.

This study began with the preparation, including literature studies and the preparation of interview and observation instruments. The next stage was data collection done through interviews, observations, and documentation. After the data was collected, interviews were transcribed, observation results were recorded, and relevant documents were grouped. The data obtained were analyzed thematically to identify main patterns and themes related to the effectiveness of the curriculum integration (Heriyanto, 2018). This method was designed to provide a comprehensive picture of the practice of curriculum integration at the MQS Islamic Boarding School. To ensure the credibility of the data, method triangulation was applied by comparing data from interviews, observations, and documentation (Susanto et al., 2023).

C. Result and Discussion

1. Profile of Islamic Boarding School Muhammadiyah Quran School (MQS) Yogyakarta

Geographically, the Muhammadiyah Quran School (MQS) Yogyakarta Islamic Boarding School is strategically located in Dusun Pucung, Pendowoharjo, Sewon, Bantul, Special Region of Yogyakarta. This location is in a beautiful countryside and is only about 3 kilometers from the city center of Bantul, making it easy to access various city facilities. The main campus of MQS Yogyakarta is a place for male students to study and live. Meanwhile, female students are placed in Dusun Nitipuran, Ngestiharjo, Kasihan, Bantul, which is close to the Universitas PGRI Yogyakarta campus, only about 300 meters away. This separation of locations is designed to provide a conducive and comfortable learning environment for students. Both locations are still rented or lent by residen (mqsyogyakarta.com, 2023).

MQS Islamic Boarding School Yogyakarta is a rebranding of the previous boarding school known as Sahabat Qur'an, which was founded in 2020 by Ustadz H. Ibnu Ibrahim who also served as director at that time. After the death of Ustadz H. Ibnu Ibrahim, the leadership was continued by Ustadz Fatkhurrokhim. In November 2023, Ustadz Fatkhurrokhim made organizational improvements and re-initiated this Islamic boarding school. Its management then collaborated with

the Muhammadiyah Branch Leadership (PCM) Kasihan Bantul, and this boarding school changed its name to Muhammadiyah Quran School (MQS) Yogyakarta, which is committed to developing better and more sustainable Al-Qur'an memorization education (mqsyogyakarta.com, 2023).

The motto of the MQS Yogyakarta Islamic Boarding School is "Together with the Qur'an, Achieving a Bright Future". The vision of this Islamic boarding school is "Building a cadre of scholars who memorize the Qur'an and create Muslim intellectuals". To achieve this vision, the Islamic boarding school has several main missions, namely: equipping students with strong and deep memorization skills of the Qur'an, implementing the values of Islamic teachings in accordance with religious understanding in the Muhammadiyah Association, fostering the character of students so that they have noble morals, integrating religious education with quality general education, and equipping students with various skills to adapt to changing times. With this motto and mission, the MQS Yogyakarta Islamic Boarding School is committed to create a generation that is not only superior in religious knowledge but also able to be competence in the modern era.

The learning system at the Muhammadiyah Quran School (MQS) Islamic Boarding School in Yogyakarta is designed by integrating the Al-Qur'an memorization curriculum, the formal education system in accordance with the government curriculum for junior high and high school levels, and diniyah education through learning Islamic dirasah books. This approach is carefully formulated so that students can achieve maximum memorization of the Al-Qur'an without ignoring the need for general and religious knowledge. Formal and diniyah education are designed in such a way that they do not interfere with or reduce the expected quality of memorization of the Al-Qur'an. In addition, students are also equipped with self-development programs through various extracurricular activities such as Tapak Suci martial arts, Hizbul Wathan scouting, graphic design, photography, and archery. Thus, students are expected to develop holistically, both in religious, academic, and practical skills that are relevant to the needs of the times.

In terms of human resources (HR), MQS Yogyakarta is supported by teaching staff who are competent in their respective fields. Experienced tahfidz teachers accompany students in achieving the target of memorizing 30 juz of the Al-Qur'an, while formal school teachers teach the curriculum according to the national standards. The management of the Islamic boarding school is led by

Ustadz Fatkhurrokhim, who works together with the Muhammadiyah Branch Leadership (PCM) Kasihan Bantul to ensure the sustainability and quality of education at the Islamic boarding school.

The facilities and infrastructure of the Islamic boarding school support this integrative learning model. The main campus in Pucung provides learning facilities, male student dormitories, and religious activity rooms. Female students study and live in Nitipuran, which provides a conducive learning environment. Facilities such as classrooms, mosques, libraries, and computer laboratories continue to be improved to support technology-based learning and education that is relevant to the modern era. Although the available facilities are still simple and mostly rented, the management of the Islamic boarding school always strives to maximize their use to support learning activities. Efforts to improve and develop gradually continue to be made so that the existing facilities and infrastructure can accommodate the needs of integrative education, in line with the vision of the Islamic boarding school in producing superior students both academically and spiritually. With effective curriculum integration, support from quality human resources, and adequate facilities, MQS Yogyakarta is committed to create a generation who memorize the Al-Qur'an as well as Muslim intellectuals who are ready to contribute to the global community.

2. Curriculum Integration Model at the Muhammadiyah Quran School (MQS) Islamic Boarding School in Yogyakarta

Curriculum integration is a process that aims to align various aspects of education in order to achieve comprehensive and effective learning (Musfah et al., 2021). MQS Islamic Boarding School Yogyakarta has implemented the Threaded Integrated Learning integration model, which is an approach that integrates various subjects through interrelated central themes. This model is designed to create a common thread that connects materials from various disciplines, both religious and general, so as to provide a holistic understanding to students (Anwar, 2018). The curriculum integration process at MQS Islamic Boarding School Yogyakarta is carried out through several steps, including: initial planning, preparation of central themes, development of syllabuses and learning plans, implementation of learning, and evaluation and assessment. Initial planning involves determining the goals and competencies to be achieved (Qutni, 2018). The preparation of central themes aims to create a common thread that connects various subjects (Husaini & Anisaturrahmi, 2019). The development of syllabuses and learning plans is carried out by considering the needs and characteristics of

students (Ghoni et al., 2020). The implementation of learning is oriented towards an active and participatory approach (Yani et al., 2023), while evaluation and assessment aim to measure the effectiveness of learning and the overall development of students (Aliimu & Mustofa, 2023). Through these steps, the MQS Yogyakarta Islamic Boarding School has strived to create a holistic and integrative educational environment.

a. The Initial Step

The initial step stated in the curriculum integration of the Muhammadiyah Quran School (MQS) Islamic Boarding School in Yogyakarta identified the core competencies of each curriculum: formal school, diniyah, and tahfidz. These competencies had been formulated to ensure a balance between the academic, spiritual, and memorization achievements of the students of the Al-Qur'an. Based on an interview with the Director of the MQS Islamic Boarding School, FR, the expected core competencies are as follows; First, formal school competencies, where students must master the main subjects included in the Regional Education Standards Assessment (ASPD). This includes Science, Mathematics, English, and Indonesian. These competencies are important to ensure that students have academic knowledge that is balanced with their religious abilities (Septoyadi et al., 2021). Second, diniyah competencies, where students are expected to have skills in reading bare Arabic books and master basic religious knowledge. These competencies include understanding Islamic jurisprudence, aqidah, morals, and history, which are the basis for their spiritual and moral development (Faqih, 2020). Third, tahfidz competency, with the main target is students being able to memorize 30 juz of the Qur'an within three years. This requires a structured learning strategy and high discipline to ensure that students achieve this target (Qutni, 2018). Determining these core competencies provides a clear direction for the learning process and is the basis for measuring the success of educational programs in Islamic boarding schools (Badrun Fawaidi & Sri Rahayu, 2023). After the core competencies have been determined, the next step is mapping the teaching materials from the three curricula. This mapping aims to find the relationship and alignment of themes and topics so that the teaching materials can be integrated properly. The teaching materials which have been mapped including: Science, Mathematics, English, and Indonesian for formal schools; Arabic, fiqh, aqidah, morals, and Islamic history for diniyah; and memorization of the Qur'an which is coordinated through the tahfidz halaqah. This mapping process is important to ensure that each subject supports each other and enriches the

students' learning experience. For example, science concepts can be linked to relevant verses of the Qur'an, while English lessons can be used to teach religious terminology in a global context.

b. Central Theme Development

At this stage, several central themes have been selected to combine materials from the school curriculum, diniyah, and tahfidz. This process is carried out to ensure that the material taught is relevant and holistically integrated. After determining the central theme, the theme is divided into more specific sub-themes that can be implemented in daily or weekly learning. The preparation of this central theme aims to facilitate the integration between the formal school curriculum and the pesantren curriculum. The integration approach applied by the MQS Yogyakarta Islamic Boarding School has focused on the entirety classroom learning (curricular) in every integrated material, whether from the school curriculum, diniyah, or tahfidz, is taught directly in a formal learning atmosphere in the classroom. This curriculum integration not only has proved students' academic knowledge but also has strengthened their character and spirituality (Ade Putri Wulandari, 2020; Septoyadi et al., 2021). Based on the interview with the Deputy Director of Academic Affairs of the MQS Islamic Boarding School, MA, the preparation of the central theme that has been carried out by the MQS Islamic Boarding School Yogyakarta is based on an academic approach that refers to the Threaded Integrated Learning model. This model was developed to create a link between various disciplines with relevant central themes, as suggested by Chang and Chen (Chang & Chen, 2020) in their study on theme-based curriculum integration. The determination of the theme was carried out through intensive discussions with the teaching team, taking into account the needs of the formal, diniyah, and tahfidz curriculum. The results of the compilation of the central theme which has been formulated based on this approach can be described as follows:

1) Central Theme 1: the Balance of Nature

This central theme aims to teach students about the importance of maintaining the balance of nature. The first sub-theme, "Ecosystem," covers the concepts of ecosystem, food chain, and life cycle in the school science curriculum. In the diniyah curriculum, students will learn the ethics of protecting the environment according to Islamic teachings (fiqh) as well as faith in the creation of the universe by Allah SWT (aqidah). The tahfidz program will include memorizing verses of the Qur'an related to nature, such as QS. Al-Baqarah: 164 and QS. Ar-Rum: 41. The second sub-theme, "Pollution

and Its Impacts," discusses the types of pollution and their impacts on the environment and human health in the school science curriculum. The diniyah curriculum teaches about the responsibility of humans as caliphs on earth to maintain cleanliness (morals) and the story of the Prophet Muhammad SAW in maintaining environmental cleanliness (Islamic history). Memorizing verses of the Qur'an related to cleanliness, such as QS. Al-Baqarah: 222 and QS. Al-Maidah: 6, is part of the tahfidz program.

Table 1. Central Theme 1

Central Theme	Sub Theme	School Curriculum	Diniyah Curriculum	Tahfidz Program
Balance of Nature	Ecosystem	Ecosystem Concept, food chain, and Life Cycle (IPA)	Ethics of protecting the environment (fikih), belief in the creation of nature (akidah)	Reciting ayat about nature: QS. Al-Baqarah: 164, QS. Ar-Rum: 41
	Pollution and the effects	Types of pollution and their impact on the environment and human health (IPA)	Responsibility for maintaining cleanliness (morals), the Prophet's story about cleanliness (Islamic history)	Reciting ayat about cleanliness: QS. Al-Baqarah: 222, QS. Al-Maidah: 6

2) **Central Theme 2: Technology and Life**

This theme explores the development of technology and its impact on life. The first sub-theme, "Technological Development," covers the use of technology in calculations and problem solving (mathematics) and reading scientific articles about technology (English) in the school curriculum. The diniyah curriculum covers the laws about the use of technology in everyday life (fiqh) and the belief that knowledge is a gift from Allah SWT (aqidah). Memorizing verses of the Qur'an related to science, such as QS. Al-'Alaq: 1-5 and QS. Az-Zumar: 9, is taught in the tahfidz program. The second sub-theme, "Ethics in Using Technology," teaches students to write essays about the impact of technology on social life (Indonesian). The diniyah curriculum covers the ethics of communicating on social media according to Islam (akhlak) and the stories of the companions in using technology in their time

(Islamic history). Memorizing verses of the Qur'an related to communication and ethics, such as QS. Al-Hujurat: 11-12, included in the tahfidz program.

Table 2. Central Theme 2

Central Theme	Sub Theme	School Curriculum	Diniyah Curriculum	Tahfidz Program
Technology and Life	Technology Development	Use of technology in calculations (mathematics), reading scientific articles about technology (English)	Laws on the use of technology (fiqh), knowledge as a gift from Allah (akidah)	Memorizing ayat about "knowledge": QS. Al- 'Alaq: 1-5, QS. Az-Zumar: 9
	Ethics in the Use of Technology	Writing an essay about the impact of technology on social life (Indonesian)	Ethics of communicating on social media (morals), friends' (Sahabat Nabi) stories about technology in the previous time (Islamic history)	Memorizing ayat about communication and ethics: QS. Al-Hujurat: 11-12

3) Central Theme 3: Health and Fitness

This theme focuses on the importance of health and fitness. The first sub-theme, "Healthy Lifestyle," covers nutrition and the importance of physical activity in the science curriculum. The diniyah curriculum covers the laws of maintaining health in Islam (fiqh) and the understanding that the body is a given and blessing from Allah SWT (aqidah). Memorizing verses of the Qur'an related to health, such as QS. Al-Baqarah: 168 and QS. Al-A'raf: 31, is included in the tahfidz program.

The second sub-theme, "Disease Prevention," discusses infectious and non-infectious diseases and how to prevent them in the science curriculum. The diniyah curriculum teaches clean and healthy living behavior according to Islam (morals) and the story of the Prophet Muhammad SAW in maintaining the health of the people (Islamic history). Memorizing verses of the Qur'an related to disease prevention, such as QS. An-Nisa: 59 and QS. Al-Ma'idah: 6, is included in the tahfidz program.

Table 3. Central Theme 3

Central Theme	Sub Theme	School Curriculum	Diniyah Curriculum	Tahfidz Program
Health and Fitness	Healthy Lifestyle	Nutrition and the importance of physical activity (IPA)	The law of maintaining health (jurisprudence), the body as a blessing from Allah (aqidah)	Memorizing ayat about health: QS. Al-Baqarah: 168, QS. Al-A'raf: 31
	Illness prevention	Infectious and non-infectious diseases and how to prevent them (IPA)	Clean and healthy living behavior according to Islam (morals), the story of the Prophet about maintaining the health of the people (Islamic history)	Memorizing ayat about preventing disease: QS. An-Nisa: 59, QS. Al-Ma'idah: 6

4) Central Theme 4: Cultural Diversity

This theme aims to teach students about cultural diversity. The first sub-theme, "Understanding Local Culture," covers regional cultures in Indonesia in the social studies curriculum. The diniyah curriculum covers customary law

from Islamic perspective (fiqh) and tolerance for local cultures that align with Islami values (morals). Memorizing ayat of the Qur'an related to diversity and tolerance, such as QS. Al-Hujurat: 13, is taught in the tahfidz program.

The second sub-theme, "Intercultural Interaction," discusses globalization and intercultural interaction in the social studies curriculum as well as reading articles about international culture (English). The diniyah curriculum covers ethics in interacting with different cultures (morals) and stories of the Prophet Muhammad SAW in interacting with various cultures (Islamic history). Memorizing ayat of the Qur'an related to interaction and cooperation, such as QS. Al-Mumtahanah: 8, is part of the tahfidz program.

Table 4. Central Theme 4

Central Theme	Sub Theme	School Curriculum	Diniyah Curriculum	Tahfidz Program
Cultural Diversity	Getting to know about Local Culture	Local Culture in Indonesia (IPS)	Customary law in Islam (jurisprudence), tolerance towards local culture (morals)	Memorizing ayat about diversity and tolerance: QS. Al-Hujurat: 13
	Intercultural Interaction	Globalization and intercultural interaction (IPS), reading international culture articles (English)	Ethics about interacting with different cultures (morals), the story of the Prophet about interacting with other cultures (Islamic history)	Memorize ayat about interaction and cooperation: QS. Al-Mumtahanah: 8

This implementation has been carried out based on discussions with the team of teachers who teach the related material. The themes and sub-themes have been used as a reference for developing an integrated syllabus and lesson

plan, so that students at the MQS Yogyakarta Islamic Boarding School have been able to obtain a holistic and balanced education between academic knowledge, religion, and the skills of memorizing the Qur'an.

c. Syllabus and Learning Plan Development

The development of syllabus and lesson plans at the Muhammadiyah Quran School (MQS) Islamic Boarding School in Yogyakarta is a process that involves intensive collaboration between teachers to ensure effective integration between the formal school curriculum, diniyah studies, and the Al-Quran memorization program. Based on interviews with the Deputy Director of Academic Affairs, MA, and the Tahfidz Coordinator, AH, this process has been carried out through regular discussions to align with the learning materials so that there is no overlap. This discussion also aims to ensure that all aspects of education can be covered well, including academic, spiritual, and memorization competencies of the Al-Quran. Through this discussion forum, teachers also have shared effective learning methods and strategies to be applied in the classroom (Riski, 2022). The integrated Learning Implementation Plan (RPP) at the MQS Islamic Boarding School in Yogyakarta has been designed to cover all existing aspects of education. This RPP not only contains academic subject matter, but also integrates religious values and memorization of the Al-Quran in each lesson. Teachers prepare the RPP by considering the needs and characteristics of the students, so that learning can run more effectively and enjoyably. In this integrated RPP, each learning activity has been designed to support the achievement of competencies that have been set in the syllabus (Handayani & Achadi, 2023).

The implementation of this integrated RPP is also supported by various innovative and interactive learning methods. Teachers have used a variety of approaches, ranging from group discussions, research-based projects, to the use of technology in learning. This aims to increase the active participation of students and help them internalize the material being taught. Learning evaluation has been carried out holistically, covering cognitive, affective, and psychomotor aspects, as well as an assessment of students' memorization of the Qur'an (Nidhom, 2018).

Through the development of this integrated syllabus and RPP, the MQS Yogyakarta Islamic Boarding School has committed to provide comprehensive and integrative education for students. With solid teacher collaboration and an integrated learning approach, it is hoped that students can develop into individual

who is competence academically, are strong in memorizing the Qur'an, and have noble character (Riski, 2022).

d. Learning Process

The implementation of learning at the Muhammadiyah Quran School (MQS) Islamic Boarding School in Yogyakarta has been designed to integrate various aspects of education in a threaded manner. Learning here included thematic activities, active learning methods, and contextual learning that support each other to create a dynamic and in-depth learning environment. An overview of the implementation of this learning was obtained based on interviews with Science Teacher, AZ, Fiqh Teacher, MS, and Muhaffidz, HT, who each represent the formal, diniyah, and tahfidz school curriculums.

Thematic Activities: Thematic activities at the Muhammadiyah Quran School (MQS) Islamic Boarding School in Yogyakarta were designed based on observations and direct experiences in learning management. In its implementation, the theme "Natural Balance" is applied with a project-based approach where students were asked to identify environmental issues around the Islamic boarding school, such as waste management and reforestation. In addition, fiqh learning was integrated to explain the ethics of protecting the environment according to Islamic teachings, while memorization of Al-Qur'an ayat such as QS. Al-Baqarah: 164 was carried out in the morning halaqah session. The results of this implementation showed an increase in students' understanding of the relevance of lessons to real life, which was observed through class discussions and presentations of their projects.

In the theme "Technology and Life," students were given the task of creating a simple article related to modern technology in English learning. In the fiqh class, they discussed the laws of using technology, such as social media, by examining the evidence from the yellow book and ayat of the Qur'an. Memorizing ayat of QS. Al-'Alaq: 1-5 that were relevant to the importance of knowledge was prioritized. This activity not only improved students' skills in using technology wisely but also encouraged them to utilize technology as a means of da'wah.

Active Learning Methods: To increase students' participation and understanding, the MQS Yogyakarta Islamic Boarding School has implemented various active learning methods. These methods include competition models, group work, and project-based learning (Wahyunisfah & Basiran, 2024). This active learning method has been proven effective in increasing students'

involvement and understanding of the subject matter (Zaman, 2020). Active learning at the MQS Islamic Boarding School in Yogyakarta was carried out with a fiqh discussion as a concrete example. Students were divided into groups to discuss fiqh questions such as the use of water in limited conditions. This discussion ended with a group presentation, where the teacher provided feedback and direction. Observations showed that this method increased student engagement, as seen from their activeness in asking questions and discussing. Contextual Learning: Contextual learning at the MQS Islamic Boarding School in Yogyakarta focuses on linking lesson materials to real-life contexts. (Noor Rofiq et al., 2020). The implementation of contextual learning has been carried out by involving students in the "Healthy Living Day" activity as part of the "Health and Fitness" theme. In this activity, students were invited to practice a healthy lifestyle through morning exercise and consuming nutritious food in the dormitory. In science lessons, they learned the relationship between nutrition and health, while in fiqh lessons the importance of maintaining the body as a mandate from Allah SWT was also discussed. Documentation of this activity, including photos and reflections of students, showed that they better understand the importance of maintaining health in everyday life.

e. Evaluation

At the Muhammadiyah Quran School (MQS) Islamic Boarding School in Yogyakarta, evaluation and assessment are implemented with a holistic approach that includes cognitive, affective, and psychomotor aspects. Based on an interview with the Deputy Director for Academic Affairs, Mr. MA, this evaluation system was designed to provide a comprehensive assessment of the development of students. This holistic assessment involved assessing memorization of the Qur'an, understanding of academic materials, and attitudes and behavior of students in everyday life. Assessment of cognitive aspects at the MQS Islamic Boarding School in Yogyakarta has been carried out through written and oral exams that reflect students' learning outcomes in subjects such as Mathematics, Science, English, and Religious Studies (Ahyani et al., 2023). For example, in the written Science exam, students were asked to analyze natural phenomena using the thematic approach they have learned. The assessment results showed that the students mastered the understanding of the material and they had great ability to integrate various disciplines in their answers. The affective aspect was assessed through direct observation of students' interactions with each other, teachers, and the environment (Ahyani et al., 2023). During daily activities, such as group

discussions or community service, students' attitudes were observed to assess values such as tolerance, discipline, and responsibility. These observations were carried out by homeroom teachers and ustadz, who then document their findings in weekly evaluation notes. Psychomotor aspects were assessed through students' participation in practical activities such as sports, skill activities, or worship practices (Ahyani et al., 2023). For example, in fiqh lessons, students practiced ablution and prayer procedures with the guidance of ustadz. Evaluation was carried out based on the accuracy of the practice according to religious teachings and the accuracy of its implementation. In addition, evaluation of Al-Qur'an memorization has been carried out through weekly halaqah sessions, where students submitted their memorization to the ustadz. The accuracy and fluency of memorization are assessed, while the implementation of Al-Qur'an teachings in daily life has been monitored through the student mentoring program. In addition to holistic assessment, MQS Islamic Boarding School Yogyakarta also has applied reflection and feedback as part of the evaluation process. Routine evaluations has been carried out to identify strengths and weaknesses in the learning process.

The results of this evaluation are then used to provide constructive feedback to students and teachers. This feedback has helped students understand areas that need improvement and provides motivation to continue learning and developing. For teachers, this feedback already served as a tool to evaluate the effectiveness of their teaching methods and make necessary adjustments to improve the overall quality of learning (Naulandani et al., 2023). Reflection and feedback were carried out in weekly meetings between teachers and students. During these sessions, students received constructive feedback regarding their strengths and weaknesses, both in academic and character aspects. Teachers used the evaluation results to improve learning methods and develop more effective strategies to meet the needs of students. The implementation of holistic evaluation and assessment as well as reflection and feedback at the MQS Yogyakarta Islamic Boarding School is not only aimed at measuring students' academic achievements, but also to shape their character and skills as individuals with integrity and competence. With this approach, the MQS Yogyakarta Islamic Boarding School wants to create a comprehensive learning environment that supports the holistic development of students.

f. Sustainable Development

Sustainable development at the MQS Islamic Boarding School in Yogyakarta has been carried out with a comprehensive approach, including teacher training

and continuous monitoring and evaluation. Based on an interview with the Director of the MQS Islamic Boarding School, FR, this sustainable development was considered an absolute element that must continue to be carried out to maintain and improve the quality of education in Islamic boarding schools. Teacher training is a vital component in ensuring the quality of learning that is in accordance with modern education standards and the needs of students. This training has covered various aspects, such as improving pedagogical competence, mastery of educational technology, and an in-depth understanding of the integrated curriculum that combines formal education, diniyah, and tahfidz Al-Qur'an (Pratama & Lestari, 2020).

Teacher training at the MQS Islamic Boarding School in Yogyakarta has been carried out routinely and in a structured manner. This program involves workshops, seminars, and in-house training facilitated by education experts and practitioners. Teachers are given the opportunity to continue learning and developing, both through direct training and online learning platforms. This aims to ensure that they are always up-to-date with the latest learning methods and are able to apply them in the daily teaching process (Aspiyah, 2024).

Monitoring and evaluation are an integral part of sustainable development at the MQS Yogyakarta Islamic Boarding School. This process has been carried out through various mechanisms, including classroom observations, teacher performance assessments, and feedback from students and parents. Holistic evaluations that include cognitive, affective, and psychomotor aspects of students are also applied to measure the effectiveness of learning as a whole. The assessment of Al-Qur'an memorization is one of the important indicators in this evaluation, ensuring that students not only master academic material but also have the ability to memorize and understand the Al-Qur'an well (Priyono et al., 2021). Reflection and feedback are the final steps in this evaluation cycle. The results of monitoring and evaluation have been discussed in internal forums involving all components of the school, including teachers, administrative staff, and Islamic boarding school managers. Constructive feedback has been given to teachers to improve performance and learning quality. This reflection process is also used to design further development strategies, ensuring that the Islamic boarding school is always on the right track to achieving its vision and mission (Aspiyah, 2024).

D. Conclusion

The integration of school curriculum and tahfidz at the Muhammadiyah Quran School (MQS) Islamic Boarding School in Yogyakarta aimed to ensure that students not only achieving perfect memorization of the Qur'an, but also obtaining comprehensive religious and general knowledge. The Threaded Integrated Learning Model has been implemented through structured steps: initial planning with identification of core competencies and material mapping, preparation of central themes that combine materials from the school curriculum, diniyah, and tahfidz, and development of integrated syllabus and lesson plans through teacher collaboration. The implementation of learning involved thematic activities, active learning methods, and contextual learning, while evaluation and assessment are carried out holistically with evaluation and feedback. Continuous development focused on teacher training as well as monitoring and evaluation to ensure the sustainability and improvement of the quality of the program.

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