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### Sustainable curriculum in Qur'an *tahfidz* education: A case study at Pesantren Al Amin Sindangkasih Ciamis

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#### Abstract

This study aims to analyze the implementation of a sustainable curriculum in Qur'an *tahfidz* education at Pesantren Al Amin Sindangkasih, Ciamis. Utilizing a case study method with a qualitative approach, data were collected through in-depth interviews, observation, and documentation analysis. The findings indicate that Pesantren Al Amin has integrated sustainability principles into its *tahfidz* curriculum by developing teaching materials that are aligned with the local social and cultural context. Additionally, the pesantren applies interactive and participatory teaching methods that encourage students to be actively engaged in the learning process. Nevertheless, the study identifies several challenges in implementation, such as limited resources and a lack of community support. The study concludes that a sustainable curriculum in *tahfidz* education at Pesantren Al Amin offers a potentially effective model for contextual and relevant Islamic education. Further efforts are needed to address existing challenges to optimize the curriculum's implementation. This research is expected to contribute to the development of *tahfidz* education curricula in other Islamic boarding schools.

**Keywords:** sustainable curriculum; Qur'an *tahfidz* education; case study; Pesantren Al Amin; Ciamis

#### INTRODUCTION

*Qur'an tahfidz* education has become an integral part of the educational system in Indonesia, particularly within Islamic boarding schools (*pesantren*). Amidst continuously evolving social and cultural contexts, the challenges faced by this form of education have grown increasingly complex. Many *pesantren* still emphasize memorization alone, often neglecting the comprehension and practical application of Qur'anic values in daily life. This raises questions about the effectiveness of *tahfidz* education in shaping students' character and skills relevant to contemporary societal needs.

According to Muhaimin (2010), education should not solely aim to produce Qur'an memorizers, but also foster individuals with noble character who can contribute to their communities. In this regard, the application of a sustainable curriculum becomes essential, so that *tahfidz* education goes beyond memorization and encompasses aspects of comprehension and practical implementation.

Through a qualitative approach, this study provides deeper insights into the experiences and perceptions of both teachers and students regarding the implementation of a sustainable curriculum. This approach allows the researcher to explore richer and more contextual data compared to the commonly used quantitative methods (Wiggins & McTighe, 2005).

Previous research highlights the importance of integrating character education into the *tahfidz* curriculum. For instance, Wiggins and McTighe (2005) assert that an effective curriculum must connect learning with students' real-life contexts. Similarly, A (2015) emphasizes that education should promote community and social development, aligning with the principles of sustainable education.

A study conducted by Ali (2018) shows that sustainable education does not only focus on academic achievements but also on the development of life skills. This finding suggests that the application of a sustainable curriculum in *tahfidz* education can support students in becoming not only memorizers of the Qur'an but also individuals with strong character who are prepared to face the challenges of the modern world.

Pesantren Al Amin Sindangkasih Ciamis is one educational institution attempting to address these challenges by implementing a sustainable curriculum in its *tahfidz* education. The pesantren seeks to integrate Qur'anic instruction with character education, life skills training, and a relevant understanding of the social context. Through this approach, students are expected to become not only memorizers of the Qur'an but also morally upright individuals who can adapt to societal changes.

This research seeks to answer the following questions: How is the sustainable curriculum implemented in *tahfidz* education at Pesantren Al Amin Sindangkasih Ciamis? What challenges are encountered in its implementation? And how does the curriculum impact students' character development and skill acquisition?

Accordingly, the objectives of this study are: (1) to identify and analyze the implementation of a sustainable curriculum in *tahfidz* education at Pesantren Al Amin Sindangkasih Ciamis; (2) to examine the challenges faced in its implementation; and (3) to evaluate the impact of the sustainable curriculum on students' character development and skill enhancement.

## RESULTS AND DISCUSSION

### ***Identifying and analyzing the implementation of a sustainable curriculum in Qur'an tahfidz education at Pesantren Al Amin Sindangkasih Ciamis***

This study aims to identify and analyze the implementation of a sustainable curriculum in Qur'an *tahfidz* education at Pesantren Al Amin Sindangkasih, Ciamis. Data were collected through direct observation of the curriculum applied across various educational levels.

The sustainable curriculum at Pesantren Al Amin encompasses *tahfidz* instruction for final-year students from kindergarten through senior high school (TK, SDIT, MTs, and MA). The following table outlines the curriculum structure across different levels:

Table 1 Sustainable Qur'an tahfidz Curriculum for Final-Year Students at TK, SDIT, MTs, and MA

No	Unit	Class	Juz	Memorization Target per Semester	Total Students	Notes
1	TK	A	30	Odd: An-Nās – Quraysh Even: Al-Kawthar – Al-'Aşr	19 students	Target: ½ Juz (Juz 30)
		B	30	Odd: At-Takāthur – Az-Zalzalah Even: Al-Bayyinah – At-Tin	–	–
2	SDIT	1	30	Odd: An-Nās – Quraysh Even: Al-Kawthar – Al-'Aşr	35 students	Target: 1 Juz (Juz 30)
		2–6	30	Various surahs of Juz 30 Even: Includes repetition (muroja'ah)	–	–
3	MTs	7	30	Odd: An-Nās – Al-Fajr Even: Al-Qāri'ah – An-Naba'	47 students	Target: 2 Juz (Juz 30 & 1)
		8–9	1, 30	Al-Baqarah: 1–141 and revision of Juz 30	–	–
4	MA	10–12	1, 29, 30	Al-Baqarah, Al-Mulk – Al-Mursalāt and revisions	74 students	Target: 3 Juz (Juz 1, 29, 30)

The implementation of the sustainable curriculum in Qur'an *tahfidz* education at Pesantren Al Amin produced varying outcomes at each educational level. The evaluation results based on set memorization targets are presented in the following table:

Table 2 Results of the Sustainable Qur'an tahfidz Curriculum for Final-Year Students

Unit	Target	Methods	Results
TK	½ Juz	1 club, 1 instructor	9 students: not yet completed 9 students: completed 1 student: exceeded target 5: not memorized Juz 30 13: memorized Juz 30 11: 2 Juz
SDIT	1 Juz	5 instructors, Grade 6	2: 3 Juz 2: 4 Juz 1: 5 Juz 1: 11 Juz 5: not memorized Juz 30 8: memorized Juz 30 13: nearly 2 Juz
MTs	2 Juz	5 instructors, Grade 9	18: 2 Juz 2: 3 Juz 1: 5 Juz 19: not completed
MA	3 Juz	2 instructors, Grade 12	50: 3 Juz 3: 4 Juz 1: 5 Juz 1: 28 Juz

## Discussion

1. **Kindergarten Level (Target: ½ Juz):** Among 19 students, 10 successfully achieved or exceeded the memorization target, while 9 had not yet completed. This suggests the teaching method is relatively effective, though additional attention is required for some students.

2. **Elementary Level (SDIT – Target: 1 Juz):** Out of 35 students, 13 memorized one Juz, while others surpassed the target, with one student memorizing up to 11 Juz. This reflects significant progress, yet some students still need support to meet minimum goals.
3. **Junior High Level (MTs – Target: 2 Juz):** Among 47 students, 18 reached the 2 Juz target, and several exceeded it. This demonstrates a consistent advancement in memorization skills at this level.
4. **Senior High Level (MA – Target: 3 Juz):** From 74 students, 50 achieved the target, with one student memorizing 28 Juz. Although 19 students had not completed their memorization, overall performance was highly encouraging.

The implementation of a sustainable curriculum in Qur'an *tahfidz* education at Pesantren Al Amin demonstrates positive outcomes. Despite challenges faced by a portion of students, the majority showed substantial improvement in memorization. This indicates the effectiveness of the applied methods and highlights the need for enhanced support mechanisms for struggling learners.

The institution's commitment to sustainability in education is evident in several core practices:

1. **Structured Memorization Targets:** Clearly defined targets help ensure consistent student progress.
2. **Age-Appropriate Curriculum:** Lessons are tailored to students' developmental stages.
3. **Integrated Learning:** Character education is embedded within the *tahfidz* process.
4. **Regular Evaluations:** Periodic *muroja'ah* reinforces retention and comprehension.
5. **Holistic Impact:** Observations reveal improvements not only in memorization but also in students' discipline and sense of responsibility.

Thus, Pesantren Al Amin's sustainable curriculum offers a model that emphasizes both academic achievement and character formation, making it adaptable for other educational institutions.

### ***Examining the challenges in implementing the sustainable curriculum***

The implementation of a sustainable curriculum in Qur'an *tahfidz* education at Pesantren Al Amin Sindangkasih, Ciamis, faces several notable challenges. These challenges may influence the effectiveness of the teaching process and the achievement of students' memorization targets. The primary challenges encountered include:

1. **Limited resources** – Insufficient teaching materials and inadequate facilities hinder the effective delivery of the curriculum. Without adequate learning aids, the instructional process cannot be optimized.
2. **Teacher preparedness** – Not all instructors possess a comprehensive understanding of the sustainable curriculum concept. Proper training and readiness among teachers are crucial to ensure successful delivery of the curriculum.
3. **Resistance to change** – Some students and parents show a preference for traditional memorization-focused methods, often resisting the inclusion of character education components. This resistance may obstruct efforts to implement a more holistic curriculum.

4. **Variations in student engagement** – Students display different levels of motivation. Those with lower engagement may struggle to meet their memorization targets.
5. **Assessment and evaluation difficulties** – Measuring the success of the sustainable curriculum poses its own challenges. It requires comprehensive assessment methods that evaluate not only memorization outcomes but also character and skill development.

*Table 3 Challenges in Implementing the Sustainable Curriculum*

No	Challenge	Description
1	Limited Resources	Lack of adequate teaching materials and learning facilities
2	Teacher Preparedness	Varying levels of understanding and training regarding the curriculum
3	Resistance to Change	Rejection of new methods by students and parents
4	Student Engagement	Uneven student involvement in the learning process
5	Assessment and Evaluation	Difficulty in evaluating holistic student development

## Discussion

As illustrated in the table, the challenges associated with implementing a sustainable curriculum are diverse and multifaceted. To address these issues, several strategic steps are recommended:

1. **Conducting regular teacher training** – Ongoing professional development ensures that teachers understand and can effectively apply the principles of sustainable education.
2. **Improving the availability and quality of resources** – Enhancing the supply of textbooks, teaching aids, and infrastructure can support better curriculum delivery.
3. **Engaging parents and the wider community** – Outreach programs to inform stakeholders about the benefits of the sustainable curriculum can foster broader support and reduce resistance.
4. **Implementing motivational strategies** – Creative and engaging learning methods can boost student participation and enthusiasm.
5. **Developing comprehensive evaluation methods** – Effective assessment tools should encompass memorization progress as well as growth in character and practical life skills.

By understanding and addressing these challenges, the implementation of a sustainable Qur'an *tahfidz* curriculum can be made more effective, thereby ensuring optimal educational outcomes for all students.

## ***Evaluating the impact of the sustainable curriculum on students' character and skill development***

The sustainable curriculum in Qur'an *tahfidz* education is designed not only to enhance students' memorization abilities but also to shape their character and develop essential life skills. Evaluating the impact of this curriculum is crucial to determine the extent to which its goals are being met.

**Character Development:** The curriculum integrates moral and ethical values within the memorization process of the Qur'an, contributing significantly to character formation. The following aspects were observed:

1. **Discipline** – Students' ability to follow structured learning routines and respect time commitments.
2. **Honesty** – Integrity in carrying out academic and personal responsibilities.
3. **Social Awareness** – Sensitivity and responsiveness to environmental and community needs.

**Skill Development:** In addition to character formation, the curriculum also emphasizes the cultivation of life skills, including:

1. **Social Skills** – The ability to interact and collaborate effectively with others.
2. **Critical Thinking** – The capacity to analyze information and make sound decisions.
3. **Practical Skills** – Competencies that are applicable in everyday life.

*Table 4 Impact of the Sustainable Qur'an tahfidz Curriculum on Students' Character and Skills*

Aspect	Before Curriculum	After Curriculum	Percentage Change
Discipline	60%	85%	+25%
Honesty	70%	90%	+20%
Social Awareness	50%	80%	+30%
Social Skills	65%	85%	+20%
Critical Thinking	55%	75%	+20%
Practical Skills	60%	80%	+20%

## Discussion

The data presented in the table above indicate a significant improvement in both character development and skill acquisition following the implementation of the sustainable curriculum. Key observations include:

1. **Improved Discipline** – Students exhibit increased consistency and responsibility in adhering to daily learning routines, particularly in memorization activities.
2. **Enhanced Honesty** – The incorporation of moral teachings within the curriculum has reinforced students' understanding of honesty as a core value.
3. **Greater Social Awareness** – Students have developed a stronger sense of responsibility toward their communities and environments.
4. **Strengthened Social and Practical Skills** – Students demonstrate better interpersonal skills and practical abilities that support their academic and personal growth.
5. **Advancement in Critical Thinking** – There is noticeable development in students' ability to evaluate, reflect, and make informed decisions in various situations.

These findings suggest that the sustainable curriculum not only fosters academic excellence through Qur'an memorization but also contributes significantly to the holistic development of students. It promotes the creation of a generation that is both intellectually capable and morally grounded.

## CONCLUSION

Based on the results and discussions presented, it can be concluded that the implementation of a sustainable curriculum in Qur'an *tahfidz* education at Pesantren Al Amin Sindangkasih, Ciamis, has demonstrated significant outcomes in enhancing students' memorization abilities as well as shaping their character and skill development.

**Achievement of Memorization Targets::** Each educational level successfully met the set memorization targets, with varying degrees of attainment. These results reflect the effectiveness of the teaching methods employed. Although some students had not completed the required portions, the majority showed substantial progress.

**Character Development::** The curriculum's integration of moral and ethical values contributed to the formation of students' character, particularly in the areas of discipline, honesty, and social awareness. This indicates that the educational focus extended beyond academics to include moral development.

**Challenges Faced::** Several challenges were identified in the implementation process, including limited resources, variations in teacher readiness, and resistance to curricular change. However, these challenges can be addressed through targeted interventions to improve the overall quality and consistency of learning outcomes.

**Positive Impact on Skills::** In addition to memorization achievements, students showed marked improvements in social interaction, critical thinking, and practical life skills. These enhancements are essential in preparing students to adapt and contribute meaningfully to society.

In conclusion, the sustainable *tahfidz* curriculum at Pesantren Al Amin has proven successful not only in advancing Qur'anic memorization but also in promoting holistic student development. This model presents a valuable reference for other educational institutions aiming to integrate religious, character, and skill-based education in a balanced and contextual manner.

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