



ANALYSIS OF USING THE TARBİYATUL MU'ALLIMIN AL-ISLAMİYAH CURRICULUM: EFFECTIVENESS AND EFFICIENCY ON STUDENT LEARNING ACHIEVEMENTS

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Abstract: This study aimed to analyze the effectiveness and efficiency of implementing the Tarbiyyatul Muallimin Al-Islamiyah (TMI) curriculum in improving student achievement. The research used a quantitative descriptive approach with data collected through questionnaires, observations, curriculum document analysis, and interviews involving 31 alumni from the 2022–2024 intake. Data analysis was conducted using descriptive statistical testing with SPSS version 24. The results revealed that curriculum effectiveness had a positive and significant effect on student achievement, with a significance value of 0.021 ($p < 0.05$) and a t-count of 2.443 greater than the t-table value of 1.695. Curriculum efficiency also had a positive and significant influence, with a significance value of 0.000 ($p < 0.05$) and a t-count of 12.699, exceeding the t-table value. Furthermore, both curriculum effectiveness and efficiency jointly contributed 88.5% to the improvement of student learning achievement, indicating that the curriculum implementation plays a crucial role in academic success. The implications of this study highlight the importance of evaluating and controlling extracurricular programs—especially language activities—by teachers and staff of TMI Al-Ghuroba Modern Islamic Boarding School, Sorong Regency, to enhance the overall quality and effectiveness of learning activities.

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INTRODUCTION

Islamic boarding schools (*pesantren*) are one of the oldest educational institutions in Indonesia (Mas'udi, 2024). One figure considered successful in establishing and developing Islamic boarding schools in the true sense is Raden Rahmat, also known as Sunan Ampel. It founded the Islamic boarding school in Kembang Kuning, which was later moved to Ampel Denta, Surabaya (Cahyani, 2024). We know two terms for Islamic boarding schools: *Salafi* or *Khalafi* Islamic

boarding schools, also known as Modern Islamic boarding schools (Fathirah, 2021). The *Salafi* teaching methods used are bandongan, sorogan, memorization, and deliberation (Muh Mustakim, 2021). In contrast, *Khalafi* Islamic boarding schools, or modern Islamic boarding schools, emerged as a response to the modernization of education introduced by the Dutch colonialists (Forsblom et al., 2022; Muhajir, 2022).

This system integrates general subjects such as arithmetic, reading, and science into the Islamic boarding school curriculum and implements a classical and tiered system. The effectiveness and efficiency of implementing the *Tarbiyyatul Muallimin Al-Islamiyyah* curriculum in improving student achievement is the focus of this research (Farhan & Rofi'ulmuiz, 2021). Given that the Al-Ghuroba Modern Islamic Boarding School is the first Gontor alumni Islamic boarding school established in Papua. This research was conducted academically to add references, enrich scientific perspectives in Indonesia, and specifically determine the efficiency and effectiveness of the *Tarbiyyatul Muallimin Al-Islamiyyah* curriculum. Islamic boarding schools developed their curriculum by considering the needs of students and the community, without neglecting the national education goals as stipulated in Law No. 20 of 2003 (Akrim et al., 2022; Macnamara & Burgoyne, 2022).

Independent curriculum development also had a legal basis. As stipulated in the National Education System Law, Chapter Research Conducted by (Rahman & Muhammad, 2022) found that the *Tarbiyyatul Muallimin Al-Islamiyyah* curriculum had a positive impact on the implementation of the learning process, making it an effective program in supporting Islamic Boarding School activities and the learning process, Furthermore educators had well-defined learning targets.

The similarities between the previous study and this study were: First, the focus of both studies was on the *Tarbiyyatul Muallimin Al-Islamiyyah* curriculum. Both studies focused on Islamic Boarding Schools. The differences between the previous study and this study were as follows: First, the type and approach of the previous study used a qualitative descriptive method, while this study used a qualitative case study method. Second, the focus of the previous study was on the analysis of the TMI curriculum, while this study focused on the implementation of the TMI curriculum. Third, the location of the previous study was a Modern Islamic Boarding School in Banjar Regency, while this study was located at the Al-Ghuroba Modern Islamic Boarding School in Sorong Regency, Southwest Papua (Rahman & Muhammad, 2022).

RESEARCH METHOD

This research was a survey study with quantitative research methods in the form of questionnaires and statistical tests using SPSS 24 (Abu-Bader & Jones, 2025). The analytical test used descriptive analysis. All respondents were alumni of the Al-Ghuroba Modern Islamic Boarding School for the last three years, namely graduates of 2022, 2023, and 2024, who have completed the entire *Tarbiyyatul Muallimin Al-Islamiyyah* curriculum during their studies, with a total

of 31 respondents. The researcher used a saturated sampling technique, meaning the entire population was used as a research sample. The purpose of this study was to analyze the effectiveness and efficiency of curriculum implementation in improving student learning achievement (Syafika & Marwa, 2024).

The results of the data obtained were in the form of numbers that explained the distribution of the questionnaire. This study began with a theoretical study and data analysis, the problem was then studied and measured how much influence the effectiveness and efficiency of the curriculum had in improving student achievement. The hypothesis in this study was that there is an influence of the effectiveness and efficiency of the Tarbiyyatul Muallimin Alislamiyah curriculum in improving student achievement (Javornik & Mirazchiyski, 2023; Wang *et al.*, 2025). Validity test of 15 questions from each variable, where effectiveness becomes variable (X1) and efficiency becomes variable (X2) TMI Curriculum variable (Y) distributed to 31 Respondents with a percentage of 5% with a t table value of 0.355. Reliability test measurement using Crombach Alpha which is generally used in questionnaires that have many statements in the form of a Likert scale (Ali *et al.*, 2022).

RESULT AND DISCUSSION

Result

This study aimed to analyze the effectiveness and efficiency of the implementation of the *Tarbiyyatul Mu'allimin Al-Islamiyyah* curriculum in improving the achievement of students at the Al-Ghuroba Modern Islamic Boarding School, Sorong Regency. For analyzing the effectiveness of learning, researchers took the final student learning outcomes as a tool to measure the level of achievement in the implementation of the *Tarbiyyatul Muallimin Alislamiyyah* curriculum (Suparji & Satria, 2023). So researchers aimed to analyze effectiveness by collecting data on the final student scores who have graduated in the last three periods, so in this way researchers can conclude the learning outcomes of students.

Table 1. Curriculum Framework

Aspect	Explanation	Implementation Example in TMI
Curriculum Concept	The TMI curriculum integrates religious and general education to produce knowledgeable, moral, and broad-minded educators (<i>mu'allim</i>). It emphasize a balance between cognitive, affective, and psychomotor skills.	Islamic history, comparative schools of thought, Arabic, and general knowledge are taught side by side. Emphasis on cultivating noble morals and discipline.
Learning model	Using an integrated learning model that combines various disciplines into one system. Implementing a boarding school model with a 24-hour educational environment.	- Integration of <i>tafsir</i> lessons with Islamic history. - Teaching and learning activities, extracurricular activities, and dormitory development are interrelated.
Learning methods	Classical methods, <i>halaqah</i> , <i>muhadatsah</i> (conversation), memorization , demonstrations , and discussions .	- <i>Halaqah</i> for book studies. - <i>Muhadatsah</i> every morning to practice Arabic.

Aspect	Explanation	Implementation Example in TMI
practicals.	Prioritizing participatory methods so that students actively learn.	- <i>Talaqqi</i> with a teacher for Al-Qur'an lessons. - Group discussion for general subjects. - Practical work for science lessons.

The learning process, implemented using the *Tarbiyyatul Muallimin Alislamiyyah* curriculum, is one of the first curricula implemented in West Papua. The following table presents student learning outcomes for each cohort from 2022 to 2024.

Table 2. Average Value Per-Generationable

Range Value	Smallest Value	Largeest Average	Range
2022	67.92	80	74.17
2023	81.42	85.84	79.66
2024	71.15	89.46	78.74

The results of the descriptive analysis showed that the implementation of the *Tarbiyyatul Muallimin Alislamiyyah* (TMI) curriculum had a positive impact on the learning outcomes of students and provides an increase in achievement. The highest student score in the 2022 batch was 80.00 and the smallest score was 67.92 and the average score of the final students, the 2022 batch was 74.17. The highest student score in the 2023 batch was 85.84 and the smallest score was 81.42 and the average score of the final students, the 2023 batch was 79.66. The final result value was a presentation of data that can be tested to measure the effectiveness of learning outcomes (Rohmad *et al.*, 2024).

In analyzing learning effectiveness, the researcher used final student learning outcomes as a tool to measure the level of achievement of the *Tarbiyyatul Muallimin Alislamiyyah* curriculum implementation. Learning outcomes were scores taken from the final exams of sixth-grade students in TMI, which was equivalent to third-grade students in high school. The scores were the cumulative results of each class, resulting in a higher and lower score for each class.

The highest student score in the 2024 batch was 89.46 and the smallest score was 71.15 and the average score of the final students, the 2024 batch was 78.74. From the overall value of each class, the highest average value of the class was the class of 2023 where the overall average was 79.66, and in second place is the class of 2024, where the average value of the class was 78.74 and the last was the class of 2022 with an average value of the class was 74.17.

So the learning outcomes showed that the implementation of the curriculum had a significant increase in achievement from year to year in the learning process. To test the results of the hypothesis of this study, the researcher also used questionnaire data, Al-Ghuroba alumni who were graduates of the

2022-2024 class who were respondents to this questionnaire totaled 31 respondents.

Table 3. Respondent Data by Gender

GENDER	FREQUENCY	PRESENTATION
Male	21	67,75%
Female	10	32,25%
TOTAL	31	100%

The curriculum played a central role in the entire educational process. It guided all educational activities toward achieving educational goals. Therefore, effective curriculum implementation will significantly improve student achievement.

Reliability Test

Reliability Test the purpose of the reliability test is to ensure how consistent the measurement findings are if the same measurement is carried out again. Cronbach's Alpha is used as a reliability test for this study. The indication used by a variable was said to be reliable if its Cronbach's Alpha value was > 0.6 ; if < 0.6 , the indicator is considered unreliable. The results of the reliability test for each variable were listed below (Ramadhan *et al.*, 2024).

Table 4. Reliability Test Results

Variable Cronbach's	Cronbach's Alpha Hitung	Standard Value	Description
Effectiveness Learning	0,850	0,60	Reliable
Efficiency Learning	0,766	0,60	Reliable
Curriculum Implementasi Tarbiyyatul Muallimin Alislamiyah In improving Students' achievement	0,850	0,60	Reliable

Based on the results of the reliability test using the Cronbach Alpha method, it showed that each item of the proposed variable statement can get consistent data, so it can be declared reliable. Reliability testing was needed to ensure how consistent the measurement findings are used consistently. It was clear from the table above that all question indicators can be trusted because each statement indicator has a Cronbach Alpha value > 0.6 .

Hypothesis Test

Table 5. Results of the T-Test Table

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	10.401	4.141		2.512	0.018
Effectifness	0.173	0.071	0.167	2.443	0.021
Efisiensi	0.647	0.051	0.869	12.699	0.000

a. Dependent Variable: Kurikulum

From table 5. significance value of 0.018 was obtained, <0.05 (Sig t $<$ Sig α) while the Tcount value was $2.443 >$ Ttable of 2.039. This meant that there was a significant influence of Learning Effectiveness on the Implementation of the Tarbiyyatul Muallimin Alislamiyyah Curriculum in improving the achievements of students at the Al-Ghuroba Modern Islamic Boarding School, Sorong Regency. The Effect of Learning Efficiency on the Implementation of the Tarbiyyatul Muallimin Alislamiyyah Curriculum in improving the achievements of students (Azmi *et al.*, 2024). From table 5, a significance value of 0.000 was obtained, <0.05 (Sig t $<$ Sig α) while the Tcount value is $12.699 >$ Ttable of 2.039. This meant that there was a significant influence of Learning Effectiveness on the Implementation of the Tarbiyyatul Muallimin Alislamiyyah Curriculum in improving the achievements of students at the Al-Ghuroba Modern Islamic Boarding School, Sorong Regency. F test (Simultaneous test) for the second hypothesis test was carried out using the F test (ANOVA) with the results in the table.

Table 6. F Test Results (ANOVA)

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	954.661	2	477.331	108.055	.000 ^b
Residual	123.690	28	4.417		
Total	1078.351	30			

a. Dependent Variable: Kurikulum
b. Predictors: (Constant), Efisiensi, Efektivitas

In the table above, significant results were obtained at $0.000 < 0.05$ (Sig t $<$ Sig α) while Fcount was $108.055 >$ F table of 2.0148, so H1 of this study was accepted. So there was a significant influence of the Effectiveness and Efficiency of Learning on the Implementation of the *Tarbiyyatul Muallimin Alislamiyyah* Curriculum in improving the achievements of students at the Al-Ghuroba Modern Islamic Boarding School, Sorong Regency. Its implementation was a broad activity that mutually adjusted the interaction process between goals and actions to achieve them and requires an effective network of implementers and bureaucracy (Salim Salabi, 2022).

Discussion

The Influence of Learning Effectiveness on the Implementation of the *Tarbiyyatul Muallimin Alislamiyyah* Curriculum in Improving Student Achievement

A study by (Parwito *et al.*, 2022) entitled "Implementation of an Integrated Curriculum in *Tarbiyyatul Muallimin Al-Islamiyyah* at the Wali Songo Ngabar Ponorogo Islamic Boarding School" was conducted. This study used a qualitative

approach. The study found that the Tarbiyyatul Mualliminal Islamiyyah curriculum had a positive impact, integrating the Islamic boarding school curriculum and the national curriculum, character education, religious knowledge, general knowledge, and soft skills into learning activities and learning (Chen et al., 2024).

Furthermore, a study by Kardina Engelina Siregar (2024) entitled "The Efficiency of Islamic Higher Education Curriculums in Indonesia: A Literature Review on Improving Intellectual Competence and Work Readiness through Islamic Religious Education". This used a qualitative literature approach to data collection. This study was designed to examine the extent to which Islamic religious education plays a role in improving the intellectual and ethical competence of Islamic higher education graduates (Kardina Engelina Siregar & Ali Musri Semjan Putra, 2024).

This research was conducted by Salamuddin et al in their research entitled "Evaluation of the Effectiveness of Inclusive Curriculum and Independent Curriculum in Increasing Participation and Achievement of Students with Special Needs." This research used a combined approach of literature study and observation. This research was designed to evaluate the extent to which curriculum implementation supports active participation and improved student achievement (Salamuddin et al., 2024).

Based on the results of the study, it showed that learning effectiveness had a significant influence on the implementation of the *Tarbiyyatul Muallimin Alislamiyyah* Curriculum. Meaning that learning effectiveness had a significant influence on the implementation of the *Tarbiyyatul Muallimin Alislamiyyah* Curriculum in improving student achievement at the Al-Ghuroba Modern Islamic Boarding School, Sorong Regency. It was explained in 3 indicators of learning effectiveness, namely Learning management, Interaction and communication processes, and learning activities (Pitaloka & Nasution, 2025).

In learning effectiveness, there was a Learning Management indicator which showed that the majority of students feel that the management of learning at the Al-Ghuroba Modern Islamic Boarding School, Sorong Regency, was effective. But, it had several things that must be evaluated, such as teacher performance, and the learning process which still tended to be monotonous, so that the effectiveness of learning is not yet optimal.

This was the reason why the effectiveness of learning had a significant effect. But had several notes that must be developed, so that the effectiveness of learning also had a full effect on the implementation of the *Tarbiyyatul Muallimin Alislamiyyah* curriculum in improving the achievements of students at the Al-Ghuroba Modern Islamic Boarding School, Sorong Regency.

The Influence of Learning Efficiency on the Implementation of the *Tarbiyyatul Muallimin Alislamiyyah* Curriculum in Improving Student Achievement

Teacher performance evaluation tended not to be routinely conducted. Teacher performance evaluations included competency standards, teaching

materials, learning steps, media, and learning resources. Therefore, the researcher's proposed implementation to improve learning effectiveness in the Learning Activities indicator was for all teachers and staff at *Tarbiyyatul Muallimin Alislamiyyah*, Al-Ghuroba Modern Islamic Boarding School, Sorong Regency. Valuate and monitor extracurricular activities, particularly language activities, where teachers must be able to model good and correct speech for students. Meanwhile, intracurricular activities required greater attention, as excessive extracurricular activities can fatigue students and lead to drowsiness, which can lead to students falling asleep during the learning process.

The Influence of Learning Efficiency on the Implementation of the *Tarbiyyatul Muallimin Alislamiyyah* Curriculum in Improving Student Achievement. Based on the research results, it showed that learning efficiency has a significant influence on the implementation of the *Tarbiyyatul Muallimin Alislamiyyah* Curriculum, meaning that learning effectiveness has a significant influence on the implementation of the *Tarbiyyatul Muallimin Alislamiyyah* Curriculum in improving student learning achievement at the Al-Ghuroba Modern Islamic Boarding School, Sorong Regency. This was explained in 3 indicators of learning efficiency, namely learning achievement, Islamic boarding school resources, and learning maximization (Musthofa et al., 2024; Putro Zarkasi et al., 2021).

In Learning Efficiency, there was an indicator of learning achievement that shows that the majority of students feel that the learning process at the Al-Ghuroba Modern Islamic Boarding School, Sorong Regency, was efficient and must be developed to support good learning and in accordance with the curriculum targets. This study the learning achievement by students is very positive because there are clear targets and learning that was in accordance with the RPP (syllabus) so that learning efficiency is achieved (Eberly et al., 2025)

This was the reason why learning efficiency had a positive and significant effect but can be further developed properly. So that it had a greater effect on the implementation of the *Tarbiyyatul Muallimin Al Islamiyyah* curriculum in improving the achievements of students at the Al-Ghuroba Modern Islamic Boarding School, Sorong Regency, Al-Ghuroba Modern Islamic Boarding School, Sorong Regency.

Therefore, the implementation provided by researchers to improve learning efficiency in the Islamic boarding school resource indicator was to maintain all cooperation between teachers and students, and also to improve more effective learning infrastructure, so that the value of learning efficiency increases towards the implementation of the *Tarbiyyatul Muallimin Alislamiyyah* curriculum in improving the achievements of students at the Al-Ghuroba Modern Islamic Boarding School, Sorong Regency.

Research on the effectiveness and efficiency of an independent Islamic education curriculum on student learning achievement offers significant theoretical and practical benefits and contributions (Rozi et al., 2022). From a practical perspective, this study provided a deeper understanding of how flexible, contextual, and independence-based curriculum design can optimally

promote student learning outcomes (Anam, 2020). Practical implications: Islamic schools and educational institutions can use these findings as a basis for formulating learning strategies that were more adaptive to student needs. This research's academic contribution also enriched the study of alternative curricula in Islamic education, while also adding to the literature emphasizing the importance of resource efficiency, pedagogical innovation, and curriculum relevance to current challenges.

However, this study also had limitations that require consideration. One limitation is the limited sample size of a specific school, so the generalizability of the results may not be fully representative of all Islamic educational institutions. Furthermore, the evaluation of curriculum effectiveness is still heavily influenced by external factors, such as teacher quality, parental support, and learning facilities, which are not fully within the researchers' control.

CONCLUSION

Based on the results of the study conducted had been proven to have a positive influence on the implementation of the Tarbiyyatul Muallimin Al Islamiyyah curriculum in improving the achievements of students. The results of the analysis showed an increase in learning outcomes had a significant increase, and there were significant results on the questionnaire results who had a score, a significance value of 0.018 was obtained, > 0.05 (Sig $t < \text{Sig } \alpha$) while the T count value was $2.443 < T \text{ table of } 2.039$. This meant that there was a significant influence of Learning Effectiveness on the Implementation of the Tarbiyyatul Muallimin Alislamiyyah Curriculum in improving the achievements. The results of the analysis showed an increase in learning outcomes had a significant increase, and there were significant results from each respondent who had a score, a significance value of 0.000 is obtained, > 0.05 (Sig $t < \text{Sig } \alpha$) while the Tcount value is $12.699 < T \text{ table of } 2.039$. This meant that there was a significant influence of Learning Effectiveness on the Implementation of the Tarbiyyatul Muallimin Alislamiyyah Curriculum in improving the achievements of students at the Al-Ghuroba Modern Islamic Boarding School, Sorong Regency. However, this study used indicators of effectiveness, namely learning management, learning outcomes, and learning activities. Therefore, future research is recommended to expand the sample size, use a longitudinal approach to examine long-term impacts, and include other variables such as student learning motivation and community involvement in supporting the implementation of an independent Islamic education curriculum. This way, the findings obtained will be more comprehensive, applicable, and relevant for the future development of Islamic education.

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