

The Influence of Integrated Planning Management of Qur'anic Values on Strengthening the Curriculum at Darul Falah Islamic Boarding School, West Bandung

Ahmad Andy Setiady*, **Mulyawan Safwandy Nugraha**

Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia

Email: andysetiady28@gmail.com*, mulyawan@uinsgd.ac.id

Abstract. The integration of *Qur'ani* values in the *pesantren* curriculum represents a strategic necessity amid the demands of modern education and requires effective managerial oversight. This study aims to analyze the influence of *Qur'ani* value integration planning management on strengthening the *pesantren* curriculum at IKSAN *Pesantren* Darul Falah in West Bandung, encompassing vision planning, needs analysis, strategy formulation, coordination, and continuous evaluation. Employing a descriptive-associative quantitative approach with a survey design, the study targeted the management of IKSAN *Pesantren* Darul Falah West Bandung. The research instrument was validated using SPSS 26, yielding a Cronbach's alpha of 0.900, which indicates very high reliability. Data analysis incorporated Shapiro-Wilk normality tests and simple linear regression. The results revealed normally distributed data and a regression significance value of 0.000 ($p < 0.001$), confirming the significant influence of planning management on strengthening the *pesantren* curriculum. This study concludes that systematic, *Qur'ani* value-based planning is a key factor in making the *pesantren* curriculum adaptive to 21st-century challenges.

Keywords: Planning Management, Integration of Qur'anic Values, Strengthening the Islamic Boarding School Curriculum, Islamic Boarding School Education, Curriculum Development.

INTRODUCTION

The trend of integrating the principles of the Qur'an into *pesantren* today illustrates a dual dynamic: strengthening religious identity while adapting to the demands of contemporary education. The principles of the Qur'an are no longer limited to *tafsir* or *tahfiz* courses in many *pesantren* (Ayatullah, 2024; Manurung et al., 2024). Instead, these principles are integrated into formal curricula and extracurricular activities, such as character development, entrepreneurial activities based on Qur'anic ethics, and the incorporation of general academic materials with Qur'anic viewpoints. This tendency can be seen in recent studies and literature reviews as an effort to maintain the relevance of *pesantren* customs in the face of educational globalization (Masrizal, 2023; Noor & Anggraeni, 2025; Sri Hafizatul Wahyuni Zain et al., 2024).

There is also a clear managerial shift: *pesantren* management is developing curricula that combine moral teaching, memorization (*tahfiz*), and 21st-century skills (critical, creative, and collaborative). These methods are often hybrid, such as skill-enriched memorization programs or thematic learning that connects Qur'anic verses with the socioeconomic background of the area. Case studies show that the availability of contextual learning resources, managerial support, and teacher capabilities are important components for successful integration (Fauziah et al., 2025; Salsabila et al., 2025; Shafwan & Abdullah, 2024; Surani et al., 2025).

The discipline also faces practical difficulties, such as an overly dense curriculum, a teacher competency gap between religious and general topics, and test requirements that measure the internalization of *values*, rather than just memorization. To ensure the sustainability of the program, some studies suggest a measurable approach, such as verse-based character

assessment criteria and cooperation with stakeholders (Suhertini et al., 2025).

Unsystematic curriculum documents, inconsistent teacher competence in value-based pedagogy, limited facilities, and inadequate evaluation to measure the internalization of values are some of the empirical problems that continue to arise when Qur'anic values are integrated into *pesantren* education practices. Despite the normative commitment to "integrate" the Qur'an, various field studies reveal that its implementation is often divided between scripture teaching, memorization exercises, and formal topics, so that the ideals of the Qur'an are not always tied to the realm of skills or core subjects of the 21st century (Sukron, 2025).

Differences in curriculum models across various *pesantren* also contribute to practice gaps, with some relying on rote and yellow book teaching traditions, while others try to incorporate contextual approaches and project-based learning. Lack of resources, institutional cultural resistance, and inadequate teacher preparation in the design of Qur'an-based integrated learning often hinder this paradigm shift. As a result, expected outcomes such as critical competence and reflective religious character are often not aligned between institutions.

Comparing the effectiveness of practices across *pesantren* is a challenge because the instruments used to evaluate the internalization of Qur'anic values in these institutions are still diverse and rarely employ triangulation techniques (portfolio, performance evaluation, and observation). In addition, national curriculum expectations (such as the academic requirements of *madrassas* and schools) make it difficult to balance religious materials with academic standards, which exacerbates the implementation gap. An integrated curriculum supported by teacher professional development training, reliable assessment instruments, adaptive policy support, and resources is indispensable to close this gap.

The following is a summary of previous research findings and research gaps that are relevant to the researcher.

Table 1. Previous Research

No	Author	Article title	Key findings	Research gap
1	M. Masrizal (2022)	Integration of Qur'anic Values in the Curriculum	Explain the urgency and normative strategies of integrating Qur'anic values into the PAI curriculum; Integrative practice recommendations (strengthening content, methods, & assessment)	Lack of evaluative empirical research (effectiveness of integration models at the classroom/pesantren implementation level).
2	N. Arifin (2025)(Ochocka, 2025)	Integration of Islamic Boarding School & School Curriculum	The description of the model of integrating the formal curriculum with the pesantren curriculum is an attempt to synchronize but structural and assessment challenges arise.	It takes comparative case research (multi-site) and valid measurement tools to assess the depth of integration of Qur'anic values.
3	(Suhertini et al., 2025)	<i>Implementation of</i> Qualitative studies: little quantitative		

No	Author	Article title	Key findings	Research gap
	2025)	<i>Qur'anic Values in the Curriculum</i>	many Islamic boarding schools have adapted Qur'anic learning methods but the implementation of value evaluation is still weak; Teachers need training.	evidence on the impact on character/competency outcomes; Teacher training needs to be tested.
4	U. Hasanah (2025)(Hasanah et al., 2025)	<i>Integration of Pesantren Curriculum, Tahfidz & Formal Schooling</i>	Finding a practical model of integrating the tahfidz curriculum with the formal curriculum; The benefits of religious discipline and discipline.	lack of analysis on the standardization of Qur'anic value assessment and adaptation for Islamic boarding schools of different sizes/types

Source: Compiled by the author based on a systematic literature review of studies from 2022 to 2025

Planning is essential for a number of reasons, including defining the institution's mission, creating instructional initiatives, encouraging teamwork, and monitoring progress toward predetermined goals. In the Islamic context, educational planning includes thorough introspection, critical analysis, concept construction, and wise decision-making. The purpose of all this is to ensure that the education offered is in accordance with the demands of Muslims and in line with the teachings of Islam. Therefore, we can investigate the possibility of substantial changes to high-quality education that meet contemporary expectations through educational planning that is associated with Islamic values (Potensi & Islam, 2025).

Quoted from the verse in QS. Al-Hasyr: 18 which provides the basis for the preparation of a curriculum with a long-term vision, competency targets, and continuous evaluation in the context of pesantren education administration.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذْ قَوَّا اللَّهَ وَلَنْتَنْظِرْ نَفْسٌ مَا قَدَّمَتْ لَعَدْ وَإِنَّهُمْ لَكَيْرٌ بِمَا تَعْمَلُونَ

“O you who have believed, fear Allah and let everyone pay attention to what he has done for tomorrow. Fear Allah. Indeed, Allah is Thorough in what you do.”

Therefore, in this study, the researcher seeks to empirically prove the influence of *Qur'ani* value integration planning management on strengthening the curriculum of Darul Falah Islamic Boarding School West Bandung.

This study aims to analyze the influence of Qur'anic value integration planning management—specifically encompassing vision planning, needs analysis, strategy formulation, coordination, and continuous evaluation—on strengthening the curriculum of the *Darul Falah Islamic Boarding School West Bandung (pesantren)*. It seeks to provide empirical evidence on how systematic, value-based planning processes directly contribute to making the *pesantren* curriculum more robust, relevant, and adaptive to 21st-century challenges while preserving its Islamic core.

The research offers both theoretical and practical benefits. Theoretically, it contributes to the growing body of knowledge on Islamic education management by providing a quantitative assessment of the relationship between strategic planning and curriculum strengthening, filling a gap identified in prior qualitative and normative studies. Practically, the findings are expected to offer actionable insights for the leadership and management of *Darul Falah Islamic Boarding School West Bandung* and similar *pesantren*. By identifying which

aspects of planning management most significantly impact curriculum strengthening, the study can guide institutions in developing more effective, structured, and sustainable strategies for integrating Qur'anic values. This, in turn, supports the ultimate goal of producing graduates who are not only academically competent but also embody strong Islamic character and values, ensuring the *pesantren*'s continued relevance and excellence.

RESEARCH METHOD

This study employed a quantitative design with a descriptive-associative method. The research was conducted at Darul Falah Islamic Boarding School West Bandung during the 2025/2026 academic year (odd semester), targeting the IKSAN management with a total population of 70. The study used probability sampling with a random sampling technique to ensure each population member had an equal chance of selection, consistent with Silalahi (2017, p. 393).

The variables were as follows: independent variable (X), management of *Qur'ani* value integration planning; dependent variable (Y), strengthening the Islamic boarding school curriculum.

Instrument preparation occurred during the development stage. Indicators were first identified, followed by questionnaire drafting and expert feasibility testing. Before distribution to the IKSAN management sample, the questionnaire was pilot-tested on non-sample respondents. Validity and reliability analyses were then conducted on the test results.

Table 2. Variable Indicators

Variable	Sub-Variable / Indicator	Short Description
X – Planning Management	Planning Goals and Vision	Establish the direction, goals, and vision of educational institutions based on Qur'anic values.
	Needs and Environment Analysis	Identify the needs of students, teachers, facilities, and changes in the educational environment.
	Formulation of Strategies and Programs	Develop strategies, programs, and implementation steps for the integration of Qur'ani values in the curriculum.
	Coordination and Participation	Synergy between leaders, teachers, and stakeholders in the implementation of the plan.
	Planning Evaluation and Follow-up	Measure the success of planning and determine improvements for the next implementation.
Y – Integration of Qur'ani Values in the Learning Curriculum	The Value of Faith and Monotheism	Instilling strong faith based on the teachings of the Qur'an in every learning.
	Moral and Ethical Values	Strengthening Islamic character and morals in the learning process.
	The Value of Knowledge and Charity	Encourage integration between knowledge and real practice (learning by doing).
	Social Values and Leadership	Development of social awareness, empathy, communication, and

Variable	Sub-Variable / Indicator	Short Description
	The Value of Discipline, Trust, and Istiqamah	Islamic leadership attitudes. Habituation of discipline, responsibility, and consistency in learning activities.

Source: Developed by the author based on theoretical frameworks from Arumsari et al. (2025) for Qur'anic Value Integration and Ghazali (2024) for Curriculum Strengthening

The development of the questionnaire in this study utilizes **Google Form** as a medium for compiling and collecting data, to allow the filling process by respondents to be carried out online and efficiently.

According to Sundayana (2020:65), the test of the validity of instrument items data can use the IBM SPSS technique with the test criteria $\alpha = 5\%$ (0.05), with the following stages: *Analyze* → *Correlate* → *Bivariate*. Furthermore, the stages to interpret the correlation coefficient are used as a reference put forward by Arikunto (2011:89), as follows:

Table 3. Validity correlation coefficient

Correlation Coefficient	Interpretation
$0,80 < r \leq 1,00$	Very high validity
$0,60 < r \leq 0,80$	High validity
$0,40 < r \leq 0,60$	Moderate validity
$0,20 < r \leq 0,40$	Low validity
$0,00 < r \leq 0,20$	Very low validity

Source: Arikunto (2011, P 89)

Based on the calculation of validity with the help of IBM SPSS 26, the test questions can be interpreted as follows:

Table 4. Recapitulation of the Person's Validity Test

No.	r(calculate)	r(table)	Sig	Criteria	Interpretation
1	0,410	0,279	0,025	Valid	Moderate Validity
2	0,399	0,279	0,029	Valid	Low Validity
3	0,551	0,279	0,004	Valid	Moderate Validity
4	0,572	0,279	0,001	Valid	Moderate Validity
5	0,390	0,279	0,033	Valid	Low Validity
6	0,389	0,279	0,034	Valid	Low Validity
7	0,522	0,279	0,003	Valid	Moderate Validity
8	0,635	0,279	0,000	Valid	High Validity
9	0,461	0,279	0,010	Valid	Moderate Validity
10	0,417	0,279	0,022	Valid	Moderate Validity
11	0,488	0,279	0,006	Valid	Moderate Validity
12	0,406	0,279	0,026	Valid	Moderate Validity
13	0,502	0,279	0,005	Valid	Moderate Validity
14	0,437	0,279	0,016	Valid	Moderate Validity
15	0,543	0,279	0,002	Valid	Moderate Validity
16	0,571	0,279	0,001	Valid	Moderate Validity
17	0,570	0,279	0,001	Valid	Moderate Validity
18	0,414	0,279	0,023	Valid	Moderate Validity
19	0,424	0,279	0,019	Valid	Moderate Validity
20	0,605	0,279	0,000	Valid	Moderate Validity
21	0,564	0,279	0,001	Valid	Moderate Validity
22	0,438	0,279	0,015	Valid	Moderate Validity
23	0,549	0,279	0,002	Valid	Moderate Validity
24	0,376	0,279	0,041	Valid	Low Validity
25	0,519	0,279	0,003	Valid	Moderate Validity
26	0,551	0,279	0,002	Valid	Moderate Validity
27	0,622	0,279	0,000	Valid	High Validity
28	0,411	0,279	0,024	Valid	Moderate Validity
29	0,440	0,279	0,015	Valid	Moderate Validity
30	0,587	0,279	0,001	Valid	Moderate Validity
31	0,624	0,279	0,000	Valid	High Validity
32	0,455	0,279	0,012	Valid	Moderate Validity
33	0,520	0,279	0,003	Valid	Moderate Validity
34	0,519	0,279	0,003	Valid	Moderate Validity

Source: Author's calculation based on questionnaire pilot test data analyzed with IBM SPSS 26

d. Reliability Test

To conduct the reliability test, the researcher used the SPSS software version according to Guilford's reliability criteria (in Sundayana, 2014:70) as follows:

Table 5. Reliability Criteria

Reliability Coefficient (r)	Interpretation
$0,00 \leq r < 0,20$	Very Low
$0,20 \leq r < 0,40$	Low
$0,40 \leq r < 0,60$	Moderate/Fair
$0,60 \leq r < 0,80$	Height
$0,80 \leq r < 1,00$	Very Height

Source: Sundayana (2016) Guilford's criteria

Still in Sundayana ((2020:70) Data reliability testing can use the techniques in *IBM SPSS Statistics* with the test criteria $\alpha = 5\%$ (0.05), with the following stages: *Analyze* → *Scale* → *Reliability Analysis* (Rostina Sundayana, 2020)

Table 6.

Reliability Statistics	
Cronbach's Alpha	N of Items
,900	34

Source: Results of reliability analysis (Cronbach's Alpha) conducted by the author using IBM SPSS 26 on the main study data.

In table 6, it can be seen that the reliability test using the software gave a result of 0.900 with a very high reliability value interpretation.

RESULTS AND DISCUSSION

After the data and instruments are collected are declared valid and reliable, before proceeding to the next stage of testing, namely inferential analysis such as regression, a descriptive test is carried out first and followed by a classical assumption test named the normality test. The following are the results of the descriptive test conducted with the SPSS 26 application.

Table 7. Descriptive test

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Planning Management	30	43	77	61.50	8.866
Integration of Quranic	30	47	81	67.03	8.319
Valid N (listwise)	30				

Source: Author's calculation based on primary data from 70 respondents, analyzed with SPSS 26

From the table, the author can describe the mean value of variable X of 61.50, the standard value of deviation of 8.866, the minimum value of 43 and the maximum value of 77 and describe the mean value of variable Y of 67.03, the standard value of deviation of 8.319, the minimum value of 47 and the maximum value of 81.

Followed by a classical assumption test called the normality test. The purpose of this test is to find out whether the data is normally distributed or not. The Shapiro-Wilk test was used by the researchers in this study because the number of samples from each group was less than 50. The normality test, which is the first stage of the prerequisite test, begins with completion.

The following are the results of the normality test conducted with the SPSS 26 application

Table 8. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Planning Management	0.153	30	0.069	0.956	30	0.243
Integration of Quranic	0.113	30	0.200	0.964	30	0.380

This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Output of normality testing conducted by the author using SPSS 26 on the collected research data

The Shapiro-Wilk Sig value of variable X is 0.243 and variable Y is 0.380, according to the basis of the decision:

1. If the significance value (Sig) is > 0.05 , then the data is normally distributed
2. If the significance value (Sig) < 0.05 , then the data is not normally distributed

Therefore, the significance value (Sig) > 0.05 , then the data is normally distributed.

After the data is known, it is followed by a hypothesis test, namely a simple linear regression test. The purpose of this test is to find out whether independent variable data has an influence on dependent variable data. The following are the results of a simple linear regression test conducted with the SPSS 26 application

Table 9. Simple linear regression test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1304,628	1	1304,628	52,011	.000
Residual	702,338	28	25,084		
Total	2006,967	29			

- a. Dependent Variable: Integration of Qur'anic Values into the Learning Curriculum
- b. Predictors: (Constant), Planning Management

Source: Author's analysis using SPSS 26 to test the hypothesis regarding the influence of Planning Management (X) on Curriculum Strengthening (Y)

The Sig value is 0.000, according to the basis of the decision:

1. If the significance value (Sig) < 0.05 means, the X variable has an effect on the Y variable
2. If the significance value (Sig) > 0.05 means, variable X has no effect on variable Y

Therefore, with a significance value (Sig) < 0.05 , it means that variable X has an effect on variable Y.

Meanwhile, the results of another study related to the integration of Qur'anic values in the learning curriculum confirm that the results of the study show a positive and significant relationship between curriculum management and national curriculum integration, with a correlation coefficient of $r = 0.572$ and a regression coefficient of 0.307 ($p < 0.05$). A determination coefficient (R^2) of 0.327 indicates that 32.7% of the variation in curriculum integration is explained by the quality of curriculum management. These findings corroborate Mintzberg and Ornstein's theories of education management and demonstrate the importance of planning, organizing, and evaluating the curriculum systematically and contextually. This research makes an important contribution to the development of Islamic education management theory as well as a practical basis for formulating pesantren curriculum policies to be more adaptive to changes in social, cultural, and educational globalization.(Ramadan & Email, 2025)

CONCLUSION

The study found that data were normally distributed, supporting further analysis. Simple linear regression revealed a significant influence of Qur'anic value integration planning management (X) on curriculum strengthening (Y) at Darul Falah Islamic Boarding School West Bandung, with stronger planning linked to enhanced Qur'anic integration in the *pesantren* curriculum (significance value = 0.000); these results align with prior research on positive correlations between methodical planning and flexible, relevant curricula. Limitations included the small sample size (n=70), incomplete variable coverage, and focus on linear relationships alone. For future research, studies should employ larger, multi-site samples, incorporate additional variables (e.g., teacher training, stakeholder involvement), and use mixed-methods approaches to provide a more comprehensive understanding of Qur'anic value integration in *pesantren* curricula.

REFERENCES

Ayatullah, H. (2024). Environmental conservation principles in the Qur'an. *Jurnal Ilmiah Mahasiswa Raushan Fikr*, 13(1).

Arikunto, S. (2011). *Prosedur penelitian: Suatu pendekatan praktik* (Edisi revisi VII). PT Rineka Cipta.

Arumsari, T., Nasution, J. E., Widiyan, T., Kridayani, G., Resdianto, J., & Apriliani, Y. (2025). Integrasi pendidikan karakter berbasis Al-Qur'an dalam pengelolaan kurikulum di lembaga pendidikan. *Indonesian Journal of Islamic Studies (IJIS)*, 1(1), 23–33. <https://doi.org/10.62567/ijis.v1i1.411>

Fauziah, A., Rusli, R. K., & Indra, S. (2025). Implementasi kurikulum tafsirul Qur'an untuk membangun karakter santri di Pondok Pesantren Darul Qur'an Mulia. *AL-KAFF: Jurnal Sosial Humaniora*, 3(2).

Ghazali, R. U. (2024). Multidimensional curriculum development and management model for pesantren: A strategic approach to counteract radicalism. *el-Tarbawi*, 17(1), 20–40. <https://doi.org/10.20885/tarbawi.vol17.iss1.art2>

Hasanah, U., Marisa, H., & Mayee, A. (2025). Integration of pesantren curriculum, tafsirul Qur'an curriculum, and national curriculum. *International Journal of Islamic and Business Studies*, 3(1), 25–36. <https://doi.org/10.35719/ijibs.v2i1.58>

Manurung, P., Saragih, A. H., & Hasibuan, P. (2024). A study of the philosophy of education and analysis of the principles of implementing education according to the Al-Qur'an. *Pharos Journal of Theology*, 105(2). <https://doi.org/10.46222/pharosjot.105.28>

Masrizal. (2023). Integrasi nilai-nilai Qur'ani dalam kurikulum pendidikan Islam. *Jurnal Manajemen Pendidikan dan Keislaman*.

Noor, M., & Anggraeni, D. I. (2025). Nilai-nilai matematika dalam Al-Qur'an: Refleksi angka dan keindahan dalam ciptaan Allah. *Jurnal Humaniora Teknologi*, 11(1). <https://doi.org/10.34128/jht.v11i1.188>

Ochocka, J. (2025). Islamic education innovation: Integration of pesantren and schools curriculum. *Educan: Journal of Islamic Education*, 14(2), 353–364. <https://doi.org/10.30868/ei.v14i02.8271>

Potensi, M., & Islam, T. (2025). Perencanaan pendidikan mencakup kegiatan pengambilan keputusan. 1(1), 1–15. *(Catatan: data jurnal tidak lengkap; perlu verifikasi nama jurnal)*

The Influence of Integrated Planning Management of Qur'anic Values on Strengthening The Curriculum at Darul Falah Islamic Boarding School, West Bandung

Ramadan, S., & Email, C. (2025). The influence of curriculum management on the integration. *Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme*, 7(1), 791–806. <https://doi.org/10.37680/scaffolding.v7i1.7201>

Rostina, S. (2014). *Statistika penelitian pendidikan*. Alfabeta.

Salsabila, F., Rofi, S., & Huda, H. (2025). Pengaruh program tahlidzul Qur'an terhadap pembentukan karakter Qur'ani santri Pondok Pesantren Tahfidzul Qur'an Bahrusyifa' Lumajang. *Munaqasyah: Jurnal Ilmu Pendidikan dan Pembelajaran*, 7(1). <https://doi.org/10.58472/munaqsyah.v7i1.196>

Shafwan, M. H., & Abdullah, M. M. (2024). Implementasi pendidikan tauhid dalam membentuk karakter santri Pondok Pesantren Tahfidzul Qur'an Imam An-Nawawi Batam. *Jurnal Staika: Jurnal Penelitian dan Pendidikan*, 7(1). <https://doi.org/10.62750/staika.v7i1.85>

Silalahi, U. (2017). *Metode penelitian sosial kuantitatif*. PT Refika Aditama.

Sri Hafizatul Wahyuni Zain, Wilis, E., Syarkani, & Sari, H. P. (2024). Peran pendidikan Islam dalam pembentukan karakter masyarakat berbasis nilai-nilai Al-Qur'an dan Hadis. *IHSAN: Jurnal Pendidikan Islam*, 2(4). <https://doi.org/10.61104/ihsan.v2i4.365>

Suhertini, H., Anwar, C., Meliawati, L., & Aisah, D. (2025). Implementation of Qur'anic values in the curriculum management of Islamic education. *International Journal of Education*, 4(6), 2992–3006.

Sukron, M. (2025). Implementasi nilai-nilai Al-Qur'an dalam pembelajaran PAI di era Merdeka Belajar. *Unisan Journal*, 47–55. <https://journal.annur.ac.id/index.php/unisanjournal/article/view/3557>

Surani, S., Bungahari, A., Hakim, A., & Akil, M. (2025). Implementasi pendidikan karakter melalui program tahlidzul Qur'an santri Pondok Pesantren Al Mubarak. *Education and Learning Journal*, 6(1). <https://doi.org/10.33096/eljour.v6i1.1327>