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Development of Quran-based curriculum on religious materials at madrasah ibtidaiyah

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ABSTRACT

This research focuses on the formulation of a Qur'an-based curriculum for developing students' interest in learning religious materials at Madrasah Ibtidaiyah An-Nur Pamekasan. The purpose of this study is to describe and analyze the formulation, design, implementation, and evaluation of the development of a Qur'an-based curriculum in Madrasah Ibtidaiyah An-Nur Pamekasan. This study employs a phenomenological qualitative approach, utilizing data collection techniques that include observation, interviews, and documentation. Data analysis was conducted in an interactive, analytical, and descriptive manner. The study's results show that the formulation of a Qur'an-based curriculum at Madrasah Ibtidaiyah An-Nur Pamekasan is a response to the needs of students and their environment. The development design contains the methods offered by the madrasah for the Qur'an-based curriculum development program. The implementation stage of its development has three important elements: 1) Implementing elements, curriculum developers, madrasah heads, and other madrasah components. 2) Based on the Qur'an, which is packaged in the Qur'anic learning supplement program, 3) The target group students. The evaluation of its development encompasses several stages and procedures, including the evaluation of the Qur'an-based curriculum, Tahfidz al-Qur'an, and Fahmu al-Qur'an, as well as reference to the indicators of the three goals.

ABSTRAK

Penelitian ini berfokus pada formulasi pengembangan kurikulum berbasis al-Qur'an dalam meningkatkan minat belajar siswa pada materi keagamaan di Madrasah Ibtidaiyah An-Nur Pamekasan. Tujuan penelitian ini adalah mendeskripsikan dan menganalisis formulasi Madrasah Ibtidaiyah An-Nur Pamekasan, desain, implementasi, dan evaluasi pengembangan kurikulum berbasis al-Qur'an. Penelitian ini menggunakan pendekatan kualitatif fenomenologis dengan menggunakan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan secara deskriptif analitis interaktif. Hasil penelitian menunjukkan bahwa formulasi pengembangan kurikulum berbasis al-Qur'an di Madrasah Ibtidaiyah An-Nur Pamekasan merupakan respons terhadap kebutuhan peserta didik dan lingkungannya. Desain pengembangannya berisi tentang metode yang ditawarkan oleh madrasah untuk program pengembangan kurikulum berbasis al-Qur'an. Tahap implementasi pengembangannya memiliki 3 unsur penting: 1) Unsur pelaksana, pengembang kurikulum, kepala madrasah dan komponen madrasah yang lain. 2) Berbasis al-Qur'an yang dikemas dalam program penambahan pembelajaran al-Qur'an, 3) Target group sasaran peserta didik. Evaluasi pengembangannya mencakup beberapa tahapan dan prosedur, diantaranya: Evaluasi pengembangan kurikulum berbasis al-Qur'an, Tahfidz al-Qur'an dan Fahmu al-Qur'an, serta merujuk pada indikator dari ketiga tujuan tersebut.

Kata Kunci: *Al-Qur'an; materi keagamaan; pengembangan kurikulum*

INTRODUCTION

Curriculum is the center of education. The goal of the curriculum is to serve as a direction, guideline, or signpost in the implementation of the learning process to achieve educational goals (Diba & Muhid, 2022; Mahmudah, 2018; Santika et al., 2022). The curriculum should not be static but must be dynamic, constantly adapting to the times in response to the development and social needs of society (Hikmah, 2019; Rosmana et al., 2022). At a minimum, the curriculum must include objectives, structures, programs, and implementation strategies related to teaching methods and evaluation of learning outcomes (Aman, 2020). The curriculum process itself consists of four elements: objectives, methods and materials, assessment, and feedback (Arifin, 2024). Teachers and schools must understand the development of the curriculum. The curriculum can be viewed as a book or document that serves as a guideline for the teaching and learning process. By understanding the curriculum, teachers and schools can develop appropriate learning objectives, methods, techniques, and instructional materials (Wafi, 2017). A balance is needed between the demands for innovation and flexibility and the support and control mechanisms that do not restrict the space for the growth of teacher agency (Azhar et al., 2024).

Quoting the opinions of Audrey and Howard Nicholls, Oemar Hamalik stated that curriculum development involves planning learning opportunities intended to achieve specific desired outcomes in pupils and assessing the extent to which these outcomes have been achieved. This means that curriculum development is the planning of learning opportunities that are intended to bring students towards the desired changes and assess the extent to which these changes occur in students, as stated by Hamalik in a book titled "*Manajemen Pengembangan Kurikulum*".

As a country with a majority Muslim population, it is fitting for madrassas, Islamic educational institutions, to adopt an 'independent' curriculum concept directly sourced from the primary point of Islamic religious teachings, namely the Qur'an (Aman, 2020; Anam et al., 2022). Islamic education based on the Qur'an will encourage human beings to progress. This is because the Qur'an encompasses two forms of science: the science of reasoning, such as the science of interpretation, and also the sciences of science (Aisy et al., 2025). Learning in schools today has not reached the stage where there are conclusions about the majesty and greatness of Allah (Fajriani, 2021). Religiosity can serve as the basis for curriculum preparation (Susilana et al., 2020).

Several studies have previously examined the Quran-based curriculum. For example, there is the development of the Tahfidz and Tahsin Al-Qur'an curriculum, based on the Pancasila Student Profile Strengthening Project and the Rahmatan Lil Alamin Student Profile (P5-P2RA), which highlights the importance of curriculum development in increasing faith and devotion. The journal's primary strength lies in the relevance of its topic to the current needs of Islamic education and its transparent research methodology (Wahyuni et al., 2024). The curriculum comprises five main elements: objectives, materials, learning strategies, curriculum organization, and evaluation. The tahfidz al-Qur'an described in this journal employs three concepts of murojaah: independent murojaah, murojaah to close friends, and memorized murojaah in the form of sima'an (Anandari et al., 2023). The Qur'an is also used as a science learning curriculum, comprising five phases of learning. The first phase is to convey goals and motivate students, then followed by the phase of presenting information and explaining supporting verses of the material. The third phase involves organizing students into study groups, and the fourth phase entails guiding student learning groups and facilitating learning; the last phase is the evaluation and awarding phase (Herawati, 2018).

Madrasah Ibtidaiyah An-Nur, located in Gladak Anyar village, Pamekasan Regency, also implements a Qur'an-based curriculum. The development of the Qur'an-based curriculum at Madrasah Ibtidaiyah An-Nur involves reading (including spelling and tadarus), memorizing, and understanding the Qur'an on a

regular and continuous basis. In addition to increasing students' interest in learning religious materials, the development of the curriculum is expected to create a Quranic environment in the Madrasah. Because with a Qur'anic environment, generations of Qur'anic Muslims will also be born. Slightly different from the previous example, this research will focus on describing and analyzing 1) Development formulation steps, 2) Development design, 3) Development implementation, and 4) the Evaluation of Qur'an-based curriculum development at Madrasah Ibtidaiyah An-Nur Pamekasan.

LITERATURE REVIEW

Curriculum in General

A curriculum is a structured plan that guides the learning process, encompassing objectives, content, methods, and evaluation (Siregar & Bahrissalim, 2022). In the context of education, a curriculum serves as a framework to ensure that educational goals are achieved systematically and effectively. The curriculum has several key functions: 1) providing direction for teaching and learning activities; 2) ensuring consistency in educational delivery; and 3) facilitating the assessment of learning outcomes (Ramadani et al., 2021).

In Islamic education, the curriculum serves not only as a tool for academic achievement but also as a means to instill moral and spiritual values. This dual purpose aligns with the holistic approach of Islamic education, which seeks to integrate religious and worldly knowledge. The development of a curriculum, therefore, requires careful consideration of both educational and religious objectives (Utomo, 2020).

Madrasah Ibtidaiyah: Definition and Learning Activities

Madrasah Ibtidaiyah is an Islamic elementary school that provides general education alongside religious instruction. Madrasah Ibtidaiyah plays a crucial role in shaping the foundational knowledge and character of Muslim children (Karwardi & Indrawan, 2023). The learning activities in Madrasah Ibtidaiyah typically include the study of the Qur'an, Hadith, Fiqh (Islamic jurisprudence), and Akhlaq (moral education), in addition to standard subjects such as mathematics, science, and language.

The unique feature of Madrasah Ibtidaiyah lies in its integration of religious and secular education. This integration aims to produce students who are not only academically competent but also spiritually grounded (Mansir, 2022). The learning environment in Madrasah Ibtidaiyah often emphasizes communal activities, such as group recitation of the Qur'an and collaborative projects, which foster a sense of Islamic brotherhood and cooperation.

Qur'an-Based Curriculum: Definition and Development

A Qur'an-based curriculum is an educational framework that uses the Qur'an as the primary source of guidance for its content and methodology. Such a curriculum aims to align all aspects of education with the teachings of the Qur'an, ensuring that students develop a profound understanding of their faith while acquiring practical knowledge (Aziz et al., 2021). The development of a Qur'an-based curriculum involves several steps: 1) identifying key themes and values from the Qur'an; 2) integrating these themes into subject matter; and 3) designing teaching methods that reflect Islamic pedagogical principles (Mardiana et al., 2020). This approach not only fosters spiritual growth but also encourages critical thinking and ethical reasoning, preparing students to navigate the complexities of modern life while remaining grounded in their religious identity.

The benefits of a Qur'an-based curriculum are manifold. First, it strengthens students' connection to the Qur'an, making it a central part of their daily lives. Second, it promotes critical thinking by encouraging students to explore the meanings and applications of Qur'anic verses in various contexts. Ultimately, it promotes a comprehensive understanding of Islam, allowing students to appreciate the relevance of their faith in all aspects of life (Maulana, 2024).

Theoretical Framework for Developing a Qur'an-Based Curriculum

Several theoretical frameworks can guide the development of a Qur'an-based curriculum. One such framework is the Tawhidic Paradigm, which emphasizes the unity of knowledge and the integration of religious and secular education. According to this paradigm, all knowledge originates from Allah, and therefore, the Qur'an should serve as the foundation for all educational endeavors (Adhiguna & Bramastia, 2021). This approach encourages educators to create a holistic learning environment where students can connect their academic pursuits with their spiritual beliefs, fostering a deeper understanding of both the Qur'an and various disciplines.

Another relevant theory is constructivism, which posits that learners construct knowledge through their experiences and interactions. In the context of a Qur'an-based curriculum, constructivism can be applied by encouraging students to engage actively with the Qur'anic text, reflect on its meanings, and apply its teachings in real-life situations (Arham et al., 2022).

Challenges in Implementing a Qur'an-Based Curriculum

Despite its benefits, implementing a Qur'an-based curriculum faces several challenges. One major challenge is the lack of trained teachers who are proficient in both religious and secular subjects. Another challenge is the need for culturally relevant teaching materials that align with the Qur'anic principles while addressing contemporary issues. Additionally, there is often resistance from stakeholders who are accustomed to conventional educational models (Romli & Sofa, 2025). To overcome these obstacles, it is essential to invest in teacher training programs that emphasize the integration of Qur'anic teachings with modern educational practices, fostering a more holistic approach to learning (Fatimah & Sumarni, 2024).

Recent Developments in Qur'an-Based Curriculum

In recent years, there has been a growing interest in developing Qur'an-based curricula that are responsive to the needs of modern learners (Maulana, 2024). For example, some Madrasah Ibtidaiyah have adopted Project-Based Learning (PBL) approaches, where students work on projects that integrate Qur'anic teachings with real-world problems. Others have incorporated digital tools, such as Qur'anic apps and online platforms, to enhance students' engagement with the text (Rochmat et al., 2024). Moreover, there is an increasing emphasis on interdisciplinary approaches, where Qur'anic teachings are linked to subjects such as science, history, and literature. These developments reflect a broader trend toward making Islamic education more relevant and accessible to the younger generation (Rochmat et al., 2024).

METHODS

This research is a phenomenological qualitative research, which is a research that aims to carry out an in-depth study of a social unit in such a way that it produces a well-organized and complete picture of the social unit, as stated by Bakri in a book titled "*Metode Penelitian Kualitatif Tinjauan Teoritis dan Praktis*".

This means that researchers analyze and describe the research objectively and in detail to get accurate results. In this study, the researcher describes the development of a Qur'an-based curriculum at Madrasah Ibtidaiyah An-Nur Pamekasan. This research is limited to revealing a problem, situation, or event as it is, with the primary goal of uncovering facts (fact-finding).

The primary sources of data in qualitative research are words and actions. The rest are additional data such as documents and others. The data sources used in this study are as follows:

1. Primary Data
   Primary data is the main recording obtained through interviews or participatory observations, which is the result of a combined effort of seeing, listening, and asking questions. The primary data can be in the form of the words and actions of people observed and recorded through video or audio tape recordings, photography, or filming.

2. Secondary Data
   Secondary data refers to information obtained from an action or data collected from a written source. Judging from written sources, it can be divided into sources from scientific books and magazines, archives, personal documents, and official documents.

The data collection techniques used in this study include Observation, interviews, and documentation. As for the data analysis technique, the author employs interactive data analysis techniques, as stated, namely after the data is collected, followed by data reduction, presentation, and verification. To validate the findings, the researcher employed a triangulation technique, utilizing multiple sources of data. This involved comparing and verifying the degree of confidence in the information obtained through different times and tools in qualitative research. Triangulation with sources can be achieved through several methods, namely: first, comparing observation data with interview data. Second, compare what people say in public with what is said in private. Third, compare what people say about the research situation with what is commonly said. Fourth, compare the interview results with the content of the relevant documents.

RESULTS AND DISCUSSION

Formulation of Qur'an-Based Curriculum Development at Madrasah Ibtidaiyah An-Nur Pamekasan

The development of a Qur'an-based curriculum is not a new thing in the world of education in Indonesia, especially in Islamic education. The development of the Qur'an-based curriculum at Madrasah Ibtidaiyah An-Nur Pamekasan focuses on religious activities, particularly those directly related to the Qur'an, utilizing a straightforward method. Starting with the identification and analysis of the problems faced, a priority scale is created for these problems. This is followed by selecting the most appropriate solution. The final step involves deciding on curriculum development actions, accompanied by the formation of a curriculum development team. Regarding the formulation of Qur'an-based curriculum development at Madrasah Ibitdaiyah An-Nur Pamekasan, according to the information of the head of the Madrasah through interviews with informants and observations that have been made, the researcher found that the madrasah takes initial steps to respond to the phenomenon that occurs, including: 1) Identification and analysis of problems; 2) Compiling a priority scale, prioritizing more urgent problems and becoming the top priority; 3) Identifying alternative solutions, accommodating all proposed solutions from related parties; 4) Recommendations, in the form of an agreement on the existence of a Qur'an-based curriculum development program accompanied by the formation of a curriculum development team.

These steps are in line with the iceberg theory put forward by Widodo in a book titled "*Analisis Kebijakan Publik, Konsep dan Aplikasi Proses Kebijakan Publi*k" that understanding problems, including problems faced by public organizations, always begins with the existence of events that emerge in society. After finding an incident that has emerged in the community, the root of the problem can be found. Therefore,

among the several problems raised earlier, there must be one that is the root cause of the emergence of other problems. The root of the problem should be the top priority for the parties concerned to immediately find a solution, so as not to cause other, more serious problems.

Qur'an-Based Curriculum Development Design at Madrasah Ibtidaiyah An-Nur Pamekasan

The design of the Qur'an-based curriculum development at Madrasah Ibtidaiyah An-Nur Pamekasan incorporates the methods developed or prepared by the madrasah for its Qur'an-based curriculum development program. Regarding the design of the development of a Qur'an-based curriculum at Madrasah Ibtidaiyah An-Nur Pamekasan, from the findings of the researcher, the following steps were found:

1. Identify the needs of students
2. Offer methods that will be implemented in the Qur'an-based curriculum development program, namely in the form of adding Qur'an learning at 0 hours every effective day. Regarding the levels, stages, and grouping in Qur'an-based curriculum development activities, adjustments are made to accommodate students with diverse backgrounds, including their abilities, interests, talents, and learning needs.
3. Legitimacy, which refers to the ratification of the implementation method selected as the most satisfactory and announced to the public or policy targets, often achieved through socialization.

The study's findings indicate that the design of a Qur'an-based curriculum development at Madrasah Ibtidaiyah An-Nur Pamekasan provides methods and solutions to address the challenges faced by madrasas. Based on this, the researcher assumes that the design of the Qur'an-based curriculum development at Madrasah Ibtidaiyah An-Nur Pamekasan employs a normative or prescriptive approach. The normative approach is an effort to provide a norm, rule, or prescription that can be used to solve a problem. According to Tilaar & Nugroho in a book tilted "*Kebijakan Pendidikan: Pengantar untuk Memahami Kebijakan Pendidikan dan Kebijakan Pendidikan Sebagai Kebijakan Publik*", in policy analysis, this approach is intended to help decision-makers in the form of thinking about the most efficient procedures for solving public policy problems, which usually take the form of policy alternatives as a result of data analysis.

Implementation of Qur'an-Based Curriculum Development at Madrasah Ibtidaiyah An-Nur Pamekasan

The implementation of the Qur'an-based curriculum development at Madrasah Ibtidaiyah An-Nur Pamekasan is a phase where the Qur'an-based curriculum, packaged with Qur'an learning, is ready to be applied. The observations we made provided an overview that the development of the Qur'an-based curriculum at Madrasah Ibtidaiyah An-Nur Pamekasan is not limited to classroom learning activities but is also evident in the atmosphere of the environment and the building's decor. The following excerpt from the field record illustrates this point. Pictures on the front wall of the classroom are inscribed with daily prayers taken from verses of the Qur'an. Collages of Qur'an verses are displayed in the classroom by students. Chanting of verses of the Qur'an or recitation of murattals from the loudspeaker occurs 15 minutes before the start of learning activities and also during recess. In addition to intensive Qur'an activities, there is a 35-minute tadarus and memorization of the Qur'an session after the dhuha prayer. Thus, students are always overwhelmed and preoccupied with Qur'ani activities while in the Madrasah. The implementation steps for the development of the Qur'an-based curriculum at Madrasah Ibtidaiyah An-Nur Pamekasan include:

1. Develop a program design that starts with the formulation of goals to the measurability of competencies, costs, and time;
2. The implementation of the program involving all resources in Madrasah Ibtidaiyah An-Nur Pamekasan is accompanied by a choice of methods that are considered appropriate;
3. Madrasah administrators, Madrasah supervisors, Madrasah heads, and curriculum development teams are responsible for monitoring, supervision, and evaluation.

Based on the information provided by the informants and the documentation obtained by the researcher, the development of a Qur'an-based curriculum at Madrasah Ibtidaiyah An-Nur Pamekasan is an initiative driven by the teachers and madrasah components (grassroots/bottom-up). Recognizing the needs of students, for the sake of a smooth learning process and to enhance the quality of their learning, as stated by Dakir in the book "*Perencanaan dan Pengembangan Kurikulum*" it is essential to consider the relationship between policymakers and policy implementers. The bottom-up model is a framework that views the process as a negotiation and consensus-building process. Still, according to Abdullah in "*Pengembangan Kurikulum Teori dan Praktik*" and Mulyadi in "*Studi Kebijakan Publik dan Pelayanan Publik*", the bottom-up approach model emphasizes the fact that implementation in the field still provides flexibility in the implementation of policies.

According to Tachjan in a book titled "*Implementasi Kebijakan Publik*", there are several components that have an important role in the implementation phase, especially in the implementation of Qur'an-based curriculum development at Madrasah Ibitdaiyah An-Nur Pamekasan. These components include:

1. The implementing elements comprise the curriculum development team (based on the Qur'an), educators and teachers of Madrasah Ibtidaiyah An-Nur Pamekasan, madrasah heads, and madrasah employees.
2. The program is developed within the context of creating a Qur'an-based curriculum, specifically by incorporating Qur'an learning into the 0th hour of every day.
3. Target group: all students at Madrasah Ibtidaiyah An-Nur Pamekasan, particularly those with low abilities in learning the Qur'an.

Evaluation of Qur'an-Based Curriculum Development at Madrasah Ibtidaiyah An-Nur Pamekasan

From observations and interviews with informants, it is known that the evaluation of the development of the Qur'an-based curriculum at Madrasah Ibtidaiyah An-Nur Pamekasan is realized in several steps, which is: First, the evaluation of the program is adjusted and refers to the goal of developing the Qur'an-based curriculum at Madrasah Ibtidaiyah An-Nur Pamekasan because this goal is the main priority of this program and second, the purpose of developing a Qur'an-based curriculum has indicators that can all be described by researchers below:

1. *Tahsin al Qur'an*, improving the reading of the Qur'an for students:
   a. Students can recognize and memorize hijaiyah letters properly and correctly.
   b. Participants understand the rules and laws of reading in the Qur'an.
   c. Recognize and understand the signs of waqaf and washal

2. *Tahfidz al Qur'an*, memorize the Qur'an well:
   a. Students can memorize the short letters in juz 30 well.
   b. Students memorize at least three (3) juz of the Qur'an during their time at Madrasah Ibtidaiyah An-Nur Pamekasan.

3. *Fahmu al-Qur'an*, understand the Qur'an:
   a. Knowing the translation of the Qur'an verses well
   b. Understand the content of the Qur'an.

For the next stage, the evaluation is carried out by measuring the success of the program in terms of the quality and quantity of students as well as increasing student participation in this program. Meanwhile, from the overall evaluation steps employed in the development of the Qur'an-based curriculum at Madrasah Ibtidaiyah An-Nur Pamekasan, it can be seen that the evaluation of the curriculum's development utilizes a formal evaluation approach. According to Tilaar & Nugroho in "*Kebijakan Pendidikan, Pengantar untuk Memahami Kebijakan Pendidikan dan Kebijakan Pendidikan Sebagai Kebijakan Publik*" one of the methods or techniques in evaluation is to use a table view to summarize an important picture of a variable or more, so that the relationship between variables can be understood. The success of this program can also be concluded from the enthusiasm of the madrasah component and the community in the Qur'an-based curriculum development program. According to Matthew and Huberman, four indicators suggest a growing interest in a person, including feelings of pleasure, interest, attention, and engagement.

Discussion

The development of a Qur'an-based curriculum at Madrasah Ibtidaiyah (MI) An-Nur Pamekasan is a strategic response to the challenges and opportunities in Islamic education in the contemporary era. This study examines the formulation, design, implementation, and evaluation of the curriculum in depth, aiming to provide a comprehensive understanding of how the Qur'an can be effectively integrated into the learning process at the basic level. The curriculum, as the heart of education, has a crucial role in shaping the character and competence of students (Pristihayati & Ridhwan, 2024). The importance of education that is inclusive, tolerant, and relevant to the needs of society (Nasril et al., 2024). MI An-Nur Pamekasan, with an environment rich in religious values, strives to make the Qur'an the primary foundation for developing students' holistic potential.

The formulation of the Qur'an-based curriculum at MI An-Nur Pamekasan begins with a process of identifying needs and analyzing problems involving various related parties, including madrasah heads, teachers, students, and parents. The results of the analysis show that the low interest in reading and understanding the Qur'an among students is the primary concern. The factors that contribute to this include less innovative learning methods, a lack of relevant learning resources, and less supportive environmental influences. Based on the analysis results, the curriculum development team formulated learning objectives and indicators aimed at enhancing the ability to read, understand, and apply the teachings of the Qur'an (Magdalena et al., 2021).

The Qur'an-based curriculum design at MI An-Nur Pamekasan emphasizes the integration of the Qur'an in all subjects, not only in religious subjects. This is achieved through a thematic approach, where themes from the Qur'an are integrated into various learning activities, including reading, writing, counting, and drawing. In addition, the curriculum design also takes into account individual student differences by providing remedial programs for those who experience learning difficulties, as well as enrichment programs for those who demonstrate more excellent abilities. The learning methods used vary, ranging from lectures and discussions to question-and-answer sessions, demonstrations, problem-based learning, and project-based learning methods (Nurhayati, 2023).

The implementation of the Qur'an-based curriculum at MI An-Nur Pamekasan involves all components of the madrasah, including the head of the madrasah, teachers, students, education staff, and parents. The head of the madrasah provides full support for the implementation of the curriculum by providing the necessary resources, as well as creating a conducive climate for learning the Qur'an. Teachers serve as facilitators and motivators in the learning process while also offering individualized guidance to students. Students actively participate in various learning activities, such as reading the Qur'an together, memorizing

selected verses, and discussing the meaning and content of the Qur'an. Parents provide moral support to students in learning the Qur'an at home.

The evaluation of the Qur'an-based curriculum at MI An-Nur Pamekasan is conducted periodically and comprehensively to assess the effectiveness of the curriculum in achieving the set goals. Evaluation is conducted on all aspects of the curriculum, encompassing the learning process, teaching materials, and student learning outcomes. The evaluation instruments used vary, ranging from written tests to oral tests and observations. The results of the evaluation serve as a basis for making future improvements and enhancements to the curriculum. The results of this study align with other research findings, which indicate that integrating the Qur'an into the educational curriculum can enhance students' learning motivation, academic achievement, and character development (Harahap et al., 2024; Qutni, 2020).

The development of a Qur'an-based curriculum at MI An-Nur Pamekasan is also relevant to 21st-century education, which emphasizes the development of critical thinking, creativity, collaboration, and communication (4C) skills. Through reading, understanding, and practicing the Qur'an, students are equipped to think critically, solve problems, collaborate in teams, and convey their ideas effectively. Additionally, the development of this curriculum also takes into account the role of technology in the learning process. Teachers use various applications to make learning the Qur'an more engaging and interactive.

CONCLUSION

From the results of the research on the development of a Qur'an-based curriculum in Religious Materials at Madrasah Ibtidaiyah An-Nur Pamekasan, several conclusions can be drawn that the formulation of the development of a Qur'an-based curriculum at Madrasah Ibtidaiyah An-Nur Pamekasan is a reactive step of the madrasah to the needs of students and its environment. It begins with identifying and analyzing the problems faced, followed by creating a priority scale of these problems. Next, a solution is chosen that is considered the most appropriate. The final step is to decide on the action for curriculum development, accompanied by the formation of a development team.

Then, it can be determined whether the design of Qur'an-based curriculum development at Madrasah Ibtidaiyah An-Nur Pamekasan incorporates methods developed or prepared by madrasas for Qur'an-based curriculum development programs. The development of a Qur'an-based curriculum at Madrasah Ibtidaiyah An-Nur Pamekasan is designed as a program to integrate Qur'an learning into the 0th hour every day effectively.

Then, the implementation of a Qur'an-based curriculum development at Madrasah Ibtidaiyah An-Nur Pamekasan has three important elements: 1) Implementing elements, in this case, the curriculum development team, madrasah heads, and other madrasah components.2) The development of a Qur'an-based curriculum, which is packaged in the Qur'anic learning supplement program, and 3) The target group of the target group, in this case, students.

Moreover, finally, the evaluation of the development of the Qur'an-based curriculum at Madrasah Ibtidaiyah An-Nur Pamekasan includes several stages and procedures, including: the evaluation of the development of the Qur'an-based curriculum must continue to refer to the goals of the Qur'an, namely Tahsin al Qur'an (improving the reading of the Qur'an), Tahfidz al Qur'an (memorizing the Qur'an) and Fahmu al Qur'an (understanding the Qur'an), as well as referring to the indicators of the three goals. Program evaluation is also obtained from the testimonies of implementers and target groups, accompanied by data on the achievement of results obtained through measurements between targets and program realization.

AUTHOR'S NOTE

The author states that there is no conflict of interest regarding the publication of this article. The author emphasizes that the data and content of the article are free from plagiarism.

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