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Integrative Curriculum Development Model in the BBQ Program

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A B S T R A C T
This study aims to describe the implementation of tahfidz learning within the BBQ (Baca-Baca Al Qur'an/Reading the Qur'an) program and to develop an integrative curriculum model based on Hilda Taba's theory at SMK Muhammadiyah 1 Jakarta. The research background arises from the low proficiency of students in reading the Qur'an according to tajwid rules, which is influenced by limited self-study awareness and a spiritual crisis among the younger generation. The study employed a qualitative approach using interviews, participatory observation, and documentation, supported by Colaizzi's phenomenological analysis. The findings reveal that the BBQ program is implemented through three stages: planning (designing learning activities and conducting placement tests), implementation (opening, core activities, and closing), and assessment, which emphasizes tahsin, tajwid, and tahfidz. The approaches applied include persuasive methods, takrir (repetition), and gradual memorization, supported by strategies of grouping students according to their abilities, as well as religious habituation practices such as muraja'ah, talaqqi, and peer tutoring. Learning media consist of Iqra' books, the Qur'an, audio murattal, and digital devices. The integrative curriculum model developed in this study unites Qur'anic learning with character building and spiritual values through systematic stages of planning, implementation, and evaluation.

INTRODUCTION

The ability to read the Qur'an is an essential skill that must be mastered by students. This mastery is not limited to recognizing *hijaiyah* letters, but also includes reciting Qur'anic verses while observing the rules of *tajwid*. Therefore, systematic guidance toward the acquisition of *tajwid* from an early stage in Qur'anic learning is necessary. However, the era of globalization and technological advancement has triggered a shift in values, resulting in a spiritual crisis among the younger generation. Consequently, many students spend less time studying and practicing Qur'anic readin**g** (Herawati et al., 2025).

Research conducted by Mugiyono and Aldi (2024)emphasizes that the low level of active participation among students, limited self-awareness, and lack of discipline during the learning process constitute major obstacles in mastering Qur'anic reading. These findings reinforce the assumption that special interventions and systematic approaches are urgently needed to address these challenges. At SMK Muhammadiyah 1 Jakarta, a similar reality was also identified. The results of an interview with the coordinator of the BBQ (Baca-Baca Al Qur'an/Reading the Qur'an) program, referred to as P1, revealed that: "Most of the tenth-grade students are still found to have difficulties in reading the Qur'an according to the rules of *tajwid*. This condition is further exacerbated by the lack of students' awareness to review the material independently at home, as they tend to rely solely on learning activities at school." (Interview, Coordinator of the BBQ Program).

The results of observations in Class X TJKT B indicate that fluency in reciting Qur'anic verses has not yet been achieved by several students due to limited understanding of *makharijul huruf* (points of articulation), the use of diacritical marks (*harakat*), the forms of *hijaiyah* letters whether connected or not, as well as inaccuracies in applying the rules of elongation and shortening in recitation. (Observation, Class X TJKT B). Various efforts have been undertaken to improve the quality of Qur'anic reading, as explained by Nur Hanifah (2023), including providing motivation from parents and teachers, fostering the habit of reading from an early age, and selecting appropriate Qur'anic teaching methods tailored to the needs of children. In addition, the *Tahsin* program plays an important role in enhancing Qur'anic recitation through the cultivation of sincerity, enthusiasm, patience, discipline, listening to *murattal* recitations, openness to correction, and habituation with the *talaqqi* and *musyafahah* methods.

From the explanation above, the researcher developed an interest in conducting a deeper investigation into the integrative curriculum development model applied in the BBQ (Baca-Baca Al Qur'an/Reading the Qur'an) program at SMK Muhammadiyah 1 Jakarta. The objectives of this study are: (1) to describe the implementation of *tahfidz* learning within the BBQ program at SMK Muhammadiyah 1 Jakarta, and (2) to elaborate on the integrative curriculum development model employed in the BBQ program.

LITERATURE REVIEW

Constructivist theory emphasizes that knowledge development does not occur through the direct transfer of information from teacher to student, but

rather through the process of meaning construction by the learners themselves. Consequently, students are required to be actively involved in designing and carrying out learning activities, engaging in critical thinking, organizing concepts, and interpreting the material they study (Budiman et al., 2023).

The constructivist learning approach highlights the freedom and active role of students in exploring knowledge and forming understanding through direct experiences, such as classroom discussions and hands-on practice. Thus, the learning process must be implemented in a creative and reflective manner to support the creation of meaningful learning experiences (Azzahra et al., 2025).

In conclusion, constructivism underscores the active role and comprehension of learners through experience and interaction. Reflective and contextual learning becomes the key to establishing meaningful learning processes.

METHODOLOGY

This study employs a qualitative approach with a case study design, aiming to gain an in-depth understanding of the implementation of differentiated learning in Islamic Religious Education. This approach was chosen because it allows for contextual and comprehensive analysis of the phenomena within ongoing learning practices (Salsabila et al., 2025).

The research was conducted at SMK Muhammadiyah 1 Jakarta, focusing on class XI TJKT B as the case unit representing the application of differentiated learning in Islamic Religious Education. Primary data were obtained through direct observation and in-depth interviews with Islamic Religious Education teachers as well as several students selected through purposive sampling. Observation was carried out to understand the contextual implementation of differentiation strategies in the classroom, while interviews aimed to explore in detail students' perceptions, experiences, and responses to the learning process. This approach enabled the researcher to gain a holistic understanding of the dynamics of differentiation in real learning situations.

Data analysis was conducted interactively through the stages of data reduction, data display, and conclusion drawing**.** The validity of the research findings was tested using source and technique triangulation to ensure that the data obtained were credible and consistent. This method is expected to produce a comprehensive description of the practice of the BBQ program in Islamic Religious Education learning and its contribution to enhancing students' motivation and religious understanding.

RESEARCH RESULT

Tahfidz Learning in the BBQ (Baca-Baca Al-Qur'an) Program at SMK Muhammadiyah 1 Jakarta

The implementation of *tahfidz* learning activities in the BBQ (*Baca-Baca Al Qur'an*) program at the vocational high school (SMK) level represents the school's effort to provide learning, training, and guidance for all students so that they acquire the ability to recite Qur'anic verses with proper mastery of *tajwid* rules

and *makharijul huruf*. In carrying out this learning process, the researcher formulated three areas of discussion, namely:

1. Planning
   a. Preparation of Learning Design
   The interview conducted by the researcher with P2, Vice Principal for Curriculum, revealed that the BBQ (*Baca-Baca Al Qur'an*) program at the vocational high school (SMK) level aims to help students understand the rules of *tajwid* as an effort to improve the quality of Qur'anic recitation, while also focusing on the memorization of Juz 30. As stated by Informant P2: "I deliberately created the BBQ (*Baca-Baca Al Qur'an*) program to improve the quality of Qur'anic recitation among students. This is in line with the school's vision to nurture individuals who are faithful, noble in character, excellent, and globally competitive. Therefore, SMK Muhammadiyah 1 Jakarta expects its graduates to possess Qur'anic competence and skills."
b. Implementation of the Placement Test in the BBQ Program
   Based on the interview with the coordinator of the BBQ (*Baca-Baca Al Qur'an*) program, it was conveyed that before the active implementation of the BBQ program, the supervising teachers are required to conduct a placement test at the beginning of the learning process. This test assesses students' ability to read the Qur'an and is administered to all learners regardless of their educational background. The purpose of this test is to facilitate the mapping process for supervising teachers in arranging recitation schedules and memorization submissions for the students. P1, as the Coordinator of the BBQ (*Baca-Baca Al Qur'an*) program, stated: "This test is conducted as an initial mapping by the supervising teachers. Through it, the teachers are able to identify which students should focus on improving their recitation and which students should concentrate on memorizing short surahs. Thus, in the sessions following the mapping, the program can be implemented directly in accordance with the designed plan and the allocated time."
2. Implementation
   a. Opening Activities of Learning
      At the initial stage of the learning process, the supervising teacher conditions the students to sit orderly in their respective seats and prepare their own Qur'an. The teacher then opens the session with greetings and expressions of gratitude to Allah SWT. After that, the teacher provides directions regarding the learning process, followed by a prayer before studying and the recitation of short surahs together, in order to strengthen the students' memorization.
b. Core Learning Activities
c. Objectives of the Material Presented in the BBQ Program
   Research on the BBQ (*Baca-Baca Al Qur'an*) program at the vocational high school level refers to the results of an unstructured interview with the Vice Principal for Curriculum, Mr. Ikhwan Muttaqin:
d. "The BBQ program at SMK Muhammadiyah 1 Jakarta aims to produce

Qur'anic graduates through mapping based on ability. Those who are fluent are focused on *tahfidz*, while those who are not yet fluent receive intensive guidance so that they can recite verses correctly in worship." (Interview, P2)

e. Materials Presented in the BBQ Program
Based on the research findings, the BBQ (*Baca-Baca Al Qur'an*) program at the vocational high school level provides two types of guidance: *tahfidz* and *tahsin*. P1, Coordinator of the BBQ program, stated: "The implementation of the BBQ program is divided into two: students who are fluent in reading focus on memorizing Juz 30, while those who are not yet fluent are guided to improve their recitation and understand the rules of *tajwid*." (Interview, BBQ Program Coordinator)

f. Approaches Used in the BBQ Program
At SMK Muhammadiyah 1 Jakarta, a persuasive approach is applied in *tahsin*, beginning with correction of recitation, imitation of proper recitation, and individual evaluation to ensure accuracy of recitation and memorization according to *tajwid* and *makhraj*. In *tahfidz*, the *takrir* approach and gradual memorization are used, where students repeat memorized verses until fluent before submitting them to the teacher. During submission, the teacher asks for the continuation of the verse to ensure that students truly memorize the Qur'an properly. (Observation, BBQ Program in Class X TJKT B)

g. Strategies Used in the BBQ Program
The learning steps in the BBQ (*Baca-Baca Al Qur'an*) program at the vocational high school level are carried out by grouping students according to their abilities: the *Iqra* group focuses on improving recitation, while the Qur'an group focuses on memorization targets. This learning is guided by supervising teachers. The *Iqra* method is applied gradually, starting from the introduction of hijaiyah letters and diacritical marks to the understanding of *makharijul huruf*, *sifatul huruf*, and *tajwid* rules. (Observation, BBQ Program in Class X TJKT B)

h. Methods Used in the BBQ Program
Teachers apply habituation methods, including the culture of smiling, greeting, politeness, and courtesy throughout the learning process. In addition, collective *tadarus* and *muraja'ah* of short surahs are conducted together before the BBQ program begins. Students are also accustomed to performing *shalat dhuha* together in the school yard from 07:45 to 08:15 a.m. They perform two or four rak'ahs, followed by a short sermon (*kultum*) delivered by class representatives. This habituation fosters religious character among students. (Observation, SMK Muhammadiyah 1 Jakarta)

i. Media Used in the BBQ Program
The learning process of the BBQ (*Baca-Baca Al Qur'an*) program at the vocational high school level takes place in classrooms equipped with air conditioning, providing a comfortable environment. The media used include *Iqro'* books, mobile phones, evaluation sheets, and the Qur'an.

j. Closing Activities of Learning
Toward the end of the learning session, the supervising teacher delivers motivational messages to encourage students to continue learning diligently,

accompanied by notes for improvement to be reviewed at home. The teacher concludes the session by leading a collective prayer and offering greetings.

3. Evaluation
   a. Evaluation of the BBQ Program
      The study shows that the achievement of the objectives of the BBQ (*Baca-Baca Al Qur'an*) program at the vocational high school (SMK) level is supported by several key factors that play a strategic role. The supporting factors for the development of the Qur'an curriculum through the *tahfidz* approach in the BBQ (*Baca-Baca Al Qur'an*) program are categorized by the researcher into two parts:

b. Internal Factors

c. Students' Intelligence

The The results of the researcher's interview with P3, one of the supervising teachers in the BBQ (*Baca-Baca Al Qur'an*) program, conveyed the following: "The *tahfidz* approach in the BBQ (*Baca-Baca Al Qur'an*) program revealed that several students already possessed memorization skills. During memorization sessions, some of them required only a short time for *muraja'ah* (review), and a handful of students were already proficient in reading the Qur'an. Nevertheless, it cannot be denied that there remains much work to be done to ensure that the majority of students are able to both memorize and recite the Qur'an properly." With the above statement, it indicates that the *tahfidz* approach in the BBQ (*Baca-Baca Al Qur'an*) program at the vocational high school (SMK) level has nearly reached its target. During the implementation of the BBQ program, many students were found to already possess memorization of Juz 30, a condition largely influenced by the students' own intelligence.

d. Students' Motivation

Based on the data obtained through an interview with P4, a student who participated in the BBQ (*Baca-Baca Al Qur'an*) program, he conveyed the following: "I feel happy because I am able to understand the letters of the Qur'an and can memorize short surahs for the purpose of my worship to Allah. Moreover, I do not feel bored, as I am very enthusiastic about increasing my knowledge and improving the quality of my Qur'anic recitation."

e. This effort demonstrates that the majority of students who do not come from a pesantren background show strong enthusiasm in consistently participating in the BBQ (*Baca-Baca Al Qur'an*) program. This is because they feel left behind compared to their peers who have already mastered the rules of *tajwid* in reciting Qur'anic verses.

f. External Factors

Mentor Teachers in the BBQ Program

Based on the researcher's observations, it can be described that the BBQ (*Baca-Baca Al Qur'an*) program is strongly supported by all teachers at SMK Muhammadiyah 1 Jakarta. Consequently, teachers with strong competence in the Qur'an are appointed as supervising teachers in the BBQ program. Thus,

the implementation of the BBQ (*Baca-Baca Al Qur'an*) program can run effectively.

g. Facilities and Infrastructure in the BBQ Program
The researcher directly observed that the supporting facilities for this program were adequately provided, such as the availability of proper classrooms equipped with whiteboards, desks, and chairs, as well as *Iqro'* books supplied by the supervising teachers of the BBQ (*Baca-Baca Al Qur'an*) program. These facilities created a comfortable environment for students to learn the Qur'an within the BBQ program. In addition to supporting factors, the researcher also identified inhibiting factors in the development of the Qur'an learning curriculum through the *tahfidz* approach in the BBQ (*Baca-Baca Al Qur'an*) program at the vocational high school level. One of these is the lack of student discipline. Based on the researcher's interview with P1, Coordinator of the BBQ (*Baca-Baca Al Qur'an*) program, it was indicated that students were not sufficiently disciplined in following the program. This was evident in the fact that most students were reluctant to come forward to recite and instead preferred to write letters. This became an obstacle in the BBQ program, and P1 as the Coordinator, also stated: "Students' iscipline is still not well organized. With the limited time available, I often have to carry out many negotiations first to persuade them to come forward, recite, and submit their memorization. In addition, when I am focusing on one student, the others who are not reciting do not concentrate on the task I assigned, namely writing a surah. Instead, they create disturbances by joking with their friends."

h. In addition, there is also a lack of student awareness. Based on the researcher's interview with Mrs. Nurmia Safitri, Coordinator of the BBQ (*Baca-Baca Al Qur'an*) program, it was revealed that many students displayed laziness in participating in the program. This situation occurred because the students had not yet realized the responsibilities they must undertake and the importance of reading the Qur'an. Furthermore, the scheduling of the BBQ program was adjusted to the time allocated by the curriculum, namely 90 minutes with a ratio of 40 students.

i. Distribution of Students' Report Attachments
Referring to the findings of the study at the vocational high school (SMK) level, it was shown that the school provides a special report card attachment for the BBQ (*Baca-Baca Al-Qur'an*) program. This attachment contains information regarding the development of students' Qur'anic reading potential, namely fluency, mastery of *tajwid* rules, and accuracy in pronouncing the points of articulation (*makhārij al-ḥurūf*) of the Arabic letters. In addition, it includes notes on the progress of memorization of Juz 30 for each student.

j. The BBQ program's student report sheet also contains remarks from the supervising teachers, providing feedback on aspects that need improvement as well as those that should be maintained. For instance, students who struggle with memorizing short surahs are advised to read and repeat their memorization during their free time. Meanwhile, students who face

difficulties in pronouncing the Arabic letters according to their proper articulation (*makhārij al-ḥurūf*) are directed to engage in more practice and recitation of the Qur'anic verses.

Integrative Curriculum Development Model in the BBQ (Baca-Baca Al-Qur'an) Program

At the vocational high school (SMK) level, the design of an integrative curriculum is carried out through several steps as follows: The planning process is carried out through five main steps. It begins with mapping the basic competencies into indicators that align with the students' characteristics, followed by determining relevant themes that progress gradually from concrete to abstract. Next, a thematic network is developed to connect the indicators with the main theme, which is then followed by the preparation of teaching modules that include objectives, materials, methods, and assessments. Finally, a learning objective flow is designed to detail the learning activities from beginning to end. In its implementation, based on the results of an interview with P3, one of the supervising teachers of the BBQ (*Baca-Baca Al Qur'an*) program, she explained: "The teacher determined a single theme, namely "recognizing the *hijaiyah* letters." Within this theme, students were trained to pronounce the *hijaiyah* letters correctly through the *Iqro'* method, using a persuasive approach to strengthen the articulation points (*makhārij al-ḥurūf*)."

Implementation stage, based on observations, the learning process is carried out through three stages: opening, core activities, and closing. In the opening stage, the function is to attract students' attention, with the teacher providing an introduction such as asking about surahs already familiar to the students or conducting a pre-test on reading short surahs. Next, in the core activities, emphasis is placed on active student involvement by inviting them to read short surahs together while paying attention to *tajwid* and the articulation points (*makhārij al-ḥurūf*), followed by direct feedback from the teacher. Finally, in the closing stage, students' understanding is assessed through reflection, with the teacher guiding them to summarize what they have gained in the BBQ (*Baca-Baca Al Qur'an*) program and reminding them to continue repeating their memorization and recitation at home. "Thus, *these stages make the learning process in the BBQ (*Baca-Baca Al Qur'an) program at SMK Muhammadiyah 1 Jakarta more systematic and meaningful for the students," explained P2.

In the BBQ (*Baca-Baca Al Qur'an*) program at SMK Muhammadiyah 1 Jakarta, assessment is conducted comprehensively and continuously, not merely through written tests. This aims to measure the achievement of indicators, monitor students' progress, and serve as material for teacher evaluation. Based on the results of an interview with P1 as Coordinator of the BBQ (*Baca-Baca Al Qur'an*) program, she explained: "Teachers assess students' reading and memorization abilities orally and record their progress in a portfolio. Students who are not yet proficient receive further guidance, while those who are already fluent are provided with enrichment. The assessment focuses on both the outcomes and the overall learning process."

DISCUSSION

Development of the Islamic Religious Education Curriculum at the Vocational High School (SMK) Level

1 Definition and Objectives of Developing the Islamic Religious Education Curriculum at the Vocational High School (SMK) Level

In the study by Abdullah et al. (2021), it is explained that curriculum development is essentially a process of adjusting the curriculum to align with the expected educational objectives, taking into account various internal and external factors within the educational system so that it can adequately prepare students for the future. In its implementation, curriculum development must be grounded in key principles such as being goal or competency oriented, relevant, flexible, sustainable, and upholding efficiency and effectiveness.

The development of the structure of the Islamic Religious Education curriculum can be understood as a process that encompasses the design, organization, implementation, evaluation, and refinement of various interrelated components. In the study by Firdaus et al. (2023), the concept of program planning for Islamic Religious Education teaching patterns within the vocational high school curriculum at Wiraswasta Cimahi is explained as involving several steps, including the formulation of objectives, the determination of materials, the design of the learning process, and the development of evaluation procedures.

Based on various studies, it can be concluded that curriculum development is an essential process in adapting education to the needs of students and the demands of the times, particularly in the teaching of Islamic Religious Education. The curriculum development process involves the planning of objectives, the selection of materials, implementation, and evaluation, all of which must be guided by the principles of relevance, flexibility, and competency orientation.

2. Functions and Concepts of Developing the Islamic Religious Education Curriculum at the Vocational High School (SMK) Level

In the development of the Islamic Religious Education (PAI) curriculum, three main concepts must be taken into consideration. First, the curriculum as substance, which serves as a learning plan encompassing objectives, materials, activities, schedules, and evaluation. Second, the curriculum as a system, which involves structures, procedures, and stages of work ranging from planning to evaluation and refinement. Third, the curriculum as a discipline, which becomes the focus of scholarly inquiry aimed at advancing theories and systems of curriculum within Islamic education (Akbar & Muttaqin, 2025).

The study by Budiman & Murniati (2023) further explains that curriculum development in the implementation of Islamic Religious Education at the vocational high school level functions to shape Islamic character, instill spiritual values, and prepare students to face the challenges of the workforce. To achieve these functions, the curriculum is developed based on Islamic principles, oriented toward clear objectives, and adapted to societal needs as well as technological advancements, while integrating theory and practice.

Taken together, these studies conclude that the renewal of the PAI curriculum design at the vocational high school level serves the functions of fostering Islamic character, enhancing competencies, and preparing students to meet the demands of the professional world.

3. *Approaches to Developing the Islamic Religious Education Curriculum at the Vocational High School (SMK) Level*

The study conducted by Putri & Dewi (2024) explains that there are four approaches to developing the Islamic Religious Education curriculum. These include: the academic subject approach, which focuses on the systematization of knowledge; the humanistic approach, which emphasizes humanizing learners and developing their spiritual potential; the technological approach, which concentrates on technical skills in the practice of worship; and the social reconstruction approach, which highlights solving social problems through contextual learning.

The curriculum plays a crucial role in education; therefore, its development must be carried out using appropriate approaches. These include the subject-matter approach, which focuses on specific disciplines; the goal-oriented approach, which emphasizes shaping student behavior; and approaches to organizing materials, such as discipline-based curricula, correlated curricula, and integrative curricula. Meanwhile, the reconstructionist approach draws attention to various social issues such as free association as part of the teaching content. The humanistic approach, on the other hand, centers the learner within the learning process (Supriyanto et al., 2021).

Based on these findings, the development of the Islamic Religious Education curriculum requires diverse and contextual approaches—academic, humanistic, technological, and social reconstruction—that align with students' needs and the dynamics of contemporary change.

Tahfidz Learning in the BBQ (Baca-Baca Al Qur'an) Program

1. *Opening Activities in the Learning Process*

In the study conducted by Abdullah Ghulam Nazih (2019), it is explained that during the opening stage of Qur'anic learning, mentors begin the session by greeting students warmly with salutations and inquiries about their well-being. Subsequently, the mentor carries out *apperception* (reviewing previously taught material) and provides a general introduction to the content that will be delivered. A similar condition is found in the implementation of *tahfidz* Qur'an learning at MAN 1 Lampung Utara within the BBQ program, which also begins with spiritual activities such as the habituation of collective prayers and *shalawat*. These practices aim to create a conducive atmosphere and foster students' emotional and spiritual readiness before engaging in memorization activities (Irawan et al., 2023). This description illustrates that the initial stage of Qur'anic learning plays a crucial role in building students' readiness—mentally, emotionally, and spiritually. The opening activities include greetings, salutations, inquiries about students' well-being, prayers, *shalawat*, *apperception*,

and motivational reinforcement. These efforts serve to strengthen the bond between educators and students while cultivating enthusiasm for learning.

Core Learning Activities

1) Objectives of the Materials Presented in the BBQ (Baca-Baca Al Qur'an) Program

In the Wagir Kidur community, participants ranging from junior high school age to the elderly take part in the BBQ (Bina Baca Al Qur'an) program, which includes direct *musyafahah* (oral transmission) between teacher and student, learning diacritical marks such as *harakat* and *tasydid*, as well as *makharijul huruf* (points of articulation), *tajwid* rules, and *waqaf* (pausing). This process fosters proficiency in reading Qur'anic letters and verses accurately, encompassing both practical skills and theoretical understanding of *tajwid* science (Rohman & Fitriawan, 2023). Similarly, the study by Illiyyiin & Fauzi (2023) explains that the materials of the BBQ (Baca-Baca Al Qur'an) program are designed with the objective of instilling love for the Qur'an from an early age through enjoyable and interactive learning methods, thereby encouraging independence and strong enthusiasm in the learning process. Thus, the materials in the BBQ (Bina Baca Al Qur'an) program are not solely centered on mastering the technical aspects of Qur'anic reading, but are also accompanied by character formation, the cultivation of spiritual values, and the nurturing of affection toward the Qur'an.

2) Materials Presented in the BBQ (Bina Baca Al Qur'an) Program

In the study by Aditya & Kurnia (2024), the materials presented in the BBQ (Bina Baca Al Qur'an) program comprise three main components. First, *tahsin* training, which focuses on improving Qur'anic recitation through mastery of articulation points, the characteristics of *hijaiyah* letters, and *tajwid* rules. Second, *tajwid* training, which is carried out through direct practice and the identification of the application of *tajwid* laws in Qur'anic verses. Third, *tahfidz* training, which is provided to students who are already proficient in reciting the Qur'an, with memorization targets gradually beginning from Juz 30.

Meanwhile, the materials taught in the BBQ program using the 'Usmani method emphasize a step-by-step learning process starting from beginner-level books, beginning with the understanding of the concept of *tartil* and progressing toward Qur'anic recitation according to *tajwid* rules, *makharijul huruf*, and *sifatul huruf*. Each session includes reading exercises, imitation of the teacher's recitation, analysis of articulation points and letter characteristics, as well as collective practice of training columns. This material is presented in a tiered manner to build a strong foundation for the ability to recite Qur'anic verses properly (Rohman & Fitriawan, 2023).

Thus, the materials in the BBQ (Bina Baca Al Qur'an) program are systematically and progressively structured, adjusted to the level of students' abilities, and integrate the aspects of *tahsin*, *tajwid*, and *tahfidz*.

3) Approaches Used in the BBQ (Bina Baca Al Qur'an) Program Qur'anic Learning in the BBQ Program

In the Qur'anic learning program at Pondok Pesantren Isy Karima Karangpandan, the KBM Karimah approach is applied. This begins with conditioning activities such as greetings, smiles, and salutations to create a conducive learning atmosphere, followed by *muqaddimah* and motivational reinforcement to increase students' enthusiasm. During the core learning process, students listen to the teacher's instructions, synchronize their recitation rhythm, and then take turns reciting memorized verses one by one (Bahtiar & Sholihin, 2023).

Similarly, Sunandar et al. (2021) describe Qur'anic learning at SD Bandung Islamic School as employing a combined approach that integrates *muraja'ah*, *tahfidz*, *talaqqi*, and *takrir*. Morning sessions begin with collective *dzikir* and *muraja'ah*, while afternoon sessions are devoted to individual memorization submissions via video call. Teachers correct students' recitation through *tahsin* before memorization, after which students memorize independently and submit their memorization according to the foundation's target of four *juz*. Researchers conclude that the learning process adopts an integrated approach emphasizing knowledge, attitudes, and skills.

4) Strategies Used in the BBQ Program

Widia (2024) reports that in MTs Muhammadiyah 16 Sei Rampah, the BBQ program applies a routine *tahfidz* learning strategy every morning for 30 minutes, with a minimum target of one *juz* within three years as a graduation requirement. This strategy highlights the importance of time consistency in memorization and reflects behaviorist principles, where routine and repetition play a crucial role in shaping optimal learning habits.

Meanwhile, Syarifah & Sa'idah (2024) explain that at TPQ Raudlatul Usyaqil Qur'an, the Yanbu'a strategy is applied according to students' age and ability, combined with the *sorogan* method to improve individual recitation and *tajwid*. These findings suggest that strategies in Qur'anic learning emphasize structured, gradual, and ability-based approaches.

5) Methods Used in the BBQ Program

Sophia (2024) found that in SMP Al Falah, Qur'anic guidance and *tahsin* learning (BTAQ) employed peer tutoring, *sorogan*, and classical methods. Peer tutoring fosters collaborative learning, while *sorogan* provides intensive supervision to directly correct students' recitation.

Fatimah & Rahmawati (2020) highlight that *tahfidz* learning in the BBQ program uses the Nurul Bayan method to teach Qur'anic reading and *tajwid*. Additional methods include *talqin* (teacher-led correction and memorization), *muraja'ah* (reviewing memorization), and *talaqqi* (face-to-face submission of memorization for evaluation). These methods integrate cognitive, affective, and continuous evaluation aspects, consistent with constructivist learning principles.

Researchers conclude that Qur'anic learning in the BBQ program integrates complementary methods such as peer tutoring, *sorogan*, *bandongan*, *talqin*, *muraja'ah*, and *talaqqi*.

6) Media Used in the BBQ Program

Learning media in the BBQ program function as tools to facilitate material delivery and enhance effectiveness and engagement. Various media are employed, including *murattal* audio, instructional videos, and digital applications that integrate multimedia elements to support comprehension and accuracy in Qur'anic recitation (Nasikhah & Andriansyah, 2021). Illiyyiin & Fauzi (2023) note that in Al Barqy classical learning, diverse media such as teaching aids, flashcards, and *hijaiyah* boards are used, accessible to all students in class according to the syllabus. From these findings, it can be concluded that learning media such as *Iqra'*, Qur'an videos, *murattal* audio, and teaching aids play a vital role in improving the effectiveness, comprehension, and attractiveness of Qur'anic learning in the BBQ program.

Closing Activities in Qur'anic Learning

In the study conducted by Kartika (2019), it is explained that during the closing stage of Qur'anic learning, students sit in an orderly manner while the teacher provides a reflection on the learning process, including challenges and supporting factors. The session is then concluded with the *doa khotmil Qur'an* as a habituation practice, reinforcing the importance of beginning and ending the memorization process with prayer, thereby reflecting the cultivation of *adab* and spirituality.

Similarly, Rustiana & Ma'arif (2022) report that before reciting the closing prayer, the *muhafidz* delivers messages, motivation, and evaluation regarding the students' memorization achievements and learning outcomes for that day. After the evaluation, the session is closed with the recitation of prayer, marking the end of the learning activity. This practice serves both as reflection and as spiritual reinforcement at the conclusion of the session.

These findings indicate that closing activities in Qur'anic learning play a vital role in fostering a reflective and spiritual atmosphere through memorization evaluation, motivational reinforcement from the teacher, and prayer as an expression of gratitude.

Model of Integrative Curriculum Development in the BBQ Program

The integrative curriculum model is a curriculum approach designed by integrating several subjects into a unified whole that is interconnected. Within the framework of holistic education, this model is implemented through three main stages: knowing the good, which refers to recognizing values of goodness; feeling and loving the good**,** which emphasizes nurturing feelings and affection toward goodness; and acting the good**,** which involves manifesting those values into real behavior. The application of this model can take the form of integrating international curricula such as Cambridge with the national curriculum (Yusadi & Sabri, 2024).

According to Sa'adah (2025), the development of an integrative curriculum model in the BBQ (*Baca-Baca Al Qur'an*) program requires several steps. At the planning stage, activities include mapping basic competencies, determining themes, and preparing thematic syllabi and lesson plans (RPP)

according to students' needs. At the implementation stage, activities consist of introductory sessions to build learning interest, interactive core activities that encourage competency achievement, and closing activities that involve reflection and evaluation. At the assessment stage, evaluation is carried out comprehensively and continuously through both test and non-test methods to measure students' competency attainment as well as the development of attitudes, knowledge, and skills.

Based on these descriptions, the integrative curriculum model in the BBQ program represents an approach that unites Qur'anic learning with character strengthening and spiritual values. It is learner-centered and systematically designed through the stages of planning, implementation, and assessment.

CONCLUSIONS AND RECOMMENDATIONS

From the data obtained, the researcher concludes that the existence of the BBQ (*Baca-Baca Al Qur'an*) program at the vocational high school (SMK) level represents the school's effort to foster students' competencies in reading, writing, and memorizing the Qur'an in a structured manner through the stages of planning, implementation, and evaluation. The success of this program is supported by internal factors, namely students' motivation, as well as external factors such as the role of teachers and the school's facilities and infrastructure. However, challenges also remain, including students' lack of discipline and awareness. As part of the evaluation, the school provides a special report card attachment that records students' progress in recitation and memorization, along with notes from the supervising teachers as follow-up for learning.

The implementation of the BBQ (*Baca-Baca Al Qur'an*) program at the vocational high school level is designed and carried out using an integrative curriculum model, which proceeds through three stages. In the planning stage, it is developed based on the mapping of competencies and themes that align with the students' characteristics and needs. In the implementation stage, it is conducted gradually and continuously, covering oral activities, portfolio documentation, and follow-up guidance. The final stage, assessment, serves as a tool for evaluating students' learning so that it becomes more effective and well-directed.

ADVANCED RESEARCH

Future research can focus on the long-term impact of the BBQ program on students' Qur'anic literacy, learning discipline, and character development through mixed-methods and comparative studies across schools to identify key success factors and sustainable improvement strategies.

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