



Implementation Curriculum with the Tamyiz Method at Muhammadiyah Boarding School (MBS) Pleret

¹Muhammad Hatta Minulyo, ²Muhammad Raja Miftah Hidayatullah, ³Saefudin,
⁴Abdul Hopid, ⁵Mario Jufri

^{1,2,3,4,5}Universitas Ahmad Dahlan Yogyakarta, Indonesia

¹minulyo2100031146@webmail.uad.ac.id, ²muhammad2100031144@webmail.uad.ac.id,

³saefudin2100031153@webmail.uad.ac.id, ⁴abdul.hopid@pai.uad.ac.id,

⁵mario2100031150@webmail.uad.ac.id

INFORMASI ARTIKEL

Received: 09 Sept 2024

Revised: 15 Nov 2024

Accepted: 25 Jan 2025

Abstract: This research examines the implementation of curriculum with the Tamyiz method at Muhammadiyah Boarding School (MBS) Pleret as an Islam-based educational approach that integrates religious values with academic achievement. The Tamyiz method, which was developed in 2010, offers a practical and fun approach in learning to translate the Qur'an and yellow scriptures through the basic theory of quantum nahwu-shorof. This research uses a qualitative approach with in-depth interviews to explore educational management at MBS Pleret. The results show that the curriculum implemented at MBS Pleret is a combination of the national curriculum and Muhammadiyah pesantren-based curriculum, complemented by Tamyiz learning. The implementation of this method has proven effective in improving the ability of students to understand and translate the Qur'an lafziyah. With a pleasant learning atmosphere and supported by adequate facilities, the Tamyiz method is able to produce a generation that is intellectually intelligent, strong in faith, and virtuous.

Keywords: Tamyiz Method, Pesantren Curriculum, Muhammadiyah Boarding School

INTRODUCTION

Education is perceived in various ways by society, ranging from efforts to mature individuals, transfer traditions, to the provision of knowledge and skills. In general, education is considered a conscious effort designed to help learners become spiritually, mentally, socially, and physically complete

individuals. It distinguishes humans from other creatures and enables individuals to change their environment. Knight (Brenan, 1999:5) states that education is lifelong learning that can occur in various places and times (Ahmed et al., 2024). Thus, education can be summarized as the process of instilling values, norms, and



traditions that equip individuals with attitudes, skills, and knowledge to contribute positively to society.

The role of education in shaping individuals cannot be overstated. It serves as the foundation for personal and societal development, preparing individuals to face challenges and make meaningful contributions to their communities. Education equips learners with the tools necessary to navigate complex social structures, adapt to changing circumstances, and embrace diversity (Chaanpraserta et al., 2024). It also fosters critical thinking, creativity, and problem-solving skills, all of which are essential for personal growth and societal progress. Furthermore, education plays a pivotal role in promoting equality and inclusivity, bridging gaps between different social groups and fostering a sense of unity and shared purpose.

In the context of Islamic education, boarding school-based education is an

JMPI

Jurnal Manajemen, Pendidikan dan Pemikiran Islam

ISSN(Online): 2988-2141

Vol 3 no 1 (2025): June 2025

<https://journal.as-salafiyah.id/index.php/jmpi>

Email: jpmi@as-salafiyah.id

interesting and effective alternative. This model integrates academic learning with the spiritual and moral values taught in Islam. It emphasizes not only academic achievement but also the formation of students' morals and character. By living in a pesantren environment, students gain the opportunity to learn intensively, both in the aspect of science and in the daily practice of worship (A. Syafi'i et al., 2024). The aim is to create a generation that is not only intellectually capable but also strong in faith and morals. Islamic boarding schools, or pesantren, serve as centers of holistic education where students are immersed in an environment that nurtures their intellectual, spiritual, and social development. This unique approach to education ensures that students are well-prepared to become responsible and ethical members of society.

The integration of academic and spiritual learning in Islamic boarding schools offers several advantages.



Firstly, it provides students with a comprehensive education that addresses their intellectual and moral needs (Abror et al., 2024). This holistic approach helps students develop a balanced perspective on life, enabling them to make informed decisions and uphold ethical principles in their daily lives. Secondly, the emphasis on moral and character development fosters a sense of responsibility and accountability among students, encouraging them to contribute positively to their communities. Lastly, the structured environment of boarding schools promotes discipline and self-regulation, essential qualities for personal and professional success.

Education plays a crucial role in the development of quality human resources. In the context of Islamic education, implementing an effective and meaningful curriculum is essential to foster a generation that is intelligent, disciplined, and possesses noble morals. Muhammadiyah Boarding School (MBS)

JMPI

Jurnal Manajemen, Pendidikan dan Pemikiran Islam

ISSN(Online): 2988-2141

Vol 3 no 1 (2025): June 2025

<https://journal.as-salafiyah.id/index.php/jmpi>

Email: jpmi@as-salafiyah.id

Pleret, as one of the leading Islamic educational institutions dedicated to producing a young Islamic generation, has taken significant steps in revising and improving its curriculum (Sholeh, Lestari, et al., 2024). One of the key innovations implemented is the Tamyiz method, which has proven effective in enhancing students' ability to understand and translate the Quran. This method reflects MBS Pleret's commitment to providing students with a high-quality education that combines academic excellence with strong moral and spiritual foundations.

The Tamyiz method, a practical approach to learning Quranic translation and yellow classics, was developed in 2010 by Zaun Fathin (Abaza, MM) in Indramayu Regency, West Java. This method is unique and interactive, focusing not only on the transfer of knowledge but also on character building and moral values. It emphasizes active participation and engagement,



making the learning process more enjoyable and effective (Muzakki et al., 2023). The Tamyiz method is based on the principle that learning should be an interactive and dynamic process, where students are encouraged to think critically and apply their knowledge in real-life situations. By incorporating elements of fun and creativity, the Tamyiz method helps students develop a deeper understanding of the Quran and its teachings.

The implementation of the Tamyiz method at MBS Pleret marks a significant milestone in the institution's efforts to enhance the quality of education. For approximately three years, Pondok Pesantren Modern Muhammadiyah Boarding School (PPM MBS) Pleret Yogyakarta has incorporated the Tamyiz method into its curriculum. The primary goal of this method is to support and enhance students' skills in translating the Quran effectively (Maesyaroh, 2024). By focusing on both academic and spiritual

JMPI

Jurnal Manajemen, Pendidikan dan Pemikiran Islam

ISSN(Online): 2988-2141

Vol 3 no 1 (2025): June 2025

<https://journal.as-salafiyah.id/index.php/jmpi>

Email: jpmi@as-salafiyah.id

aspects, the Tamyiz method aligns with MBS Pleret's vision of producing graduates who are not only knowledgeable but also possess strong moral and ethical values.

At MBS Pleret, the Tamyiz method creates a fun and productive learning environment where students can study intensively without feeling bored or stressed. This implementation is supported by adequate facilities and infrastructure, such as Tamyiz module books, loudspeakers, drums, whiteboards, LCDs, and laptops, all of which facilitate an effective learning process (Syafi'i & Ikwandi, 2023). The availability of these resources ensures that students have access to the tools they need to succeed in their studies. Additionally, the supportive and nurturing environment at MBS Pleret encourages students to explore their interests and develop their talents, further enhancing their educational experience.



The effectiveness of the Tamyiz method lies in its ability to simplify complex concepts and present them in an engaging and accessible manner. By breaking down the process of Quranic translation into manageable steps, the Tamyiz method helps students build their confidence and proficiency over time (Johnson et al., 2024). This step-by-step approach allows students to progress at their own pace, ensuring that they fully understand each concept before moving on to the next. Furthermore, the interactive nature of the Tamyiz method encourages students to actively participate in their learning, fostering a sense of ownership and responsibility for their education.

This study aims to provide a detailed description of the implementation of the Tamyiz method within the curriculum at MBS Pleret. It seeks to uncover how MBS Pleret has successfully improved the quality of education through this innovative

approach. Additionally, the findings from this research are expected to contribute to the development of educational management practices in other Islamic educational institutions (Abror et al., 2024). By sharing the insights gained from MBS Pleret's experience, this study hopes to inspire and guide other institutions in their efforts to enhance the quality of education.

The Tamyiz method's success at MBS Pleret is also attributed to the commitment and dedication of the educators who implement it. Teachers play a crucial role in ensuring the effectiveness of this method by providing guidance, encouragement, and support to students (Yulianti et al., 2024). Through regular training and professional development programs, educators at MBS Pleret are equipped with the skills and knowledge needed to deliver the Tamyiz method effectively. This ongoing investment in teacher



development reflects MBS Pleret's commitment to maintaining high educational standards and ensuring the success of its students.

The Tamyiz method's emphasis on character building and moral values aligns with the broader goals of Islamic education. By instilling a strong sense of faith and ethics in students, the Tamyiz method prepares them to navigate the challenges of modern life while staying true to their Islamic principles (Ab Rahman, 2024). This holistic approach to education ensures that students are not only academically competent but also spiritually grounded and morally upright. As a result, graduates of MBS Pleret are well-equipped to make meaningful contributions to their communities and serve as role models for others.

The implementation of the Tamyiz method at MBS Pleret has also had a positive impact on the students' overall academic performance. By improving

their Quranic translation skills, students gain a deeper understanding of Islamic teachings, which in turn enhances their ability to excel in other subjects (Yuniarti, 2024). This cross-disciplinary benefit highlights the importance of integrating Islamic values and principles into the educational curriculum. Additionally, the Tamyiz method's focus on active learning and engagement helps students develop critical thinking and problem-solving skills, which are essential for success in all areas of life.

One of the key challenges in implementing the Tamyiz method is ensuring its sustainability and scalability. To address this issue, MBS Pleret has established a comprehensive support system that includes regular evaluations, feedback mechanisms, and collaborative initiatives with other institutions (Habibulloh et al., 2024). By continuously refining and improving the Tamyiz method, MBS Pleret aims to ensure its long-term success and expand



its reach to other educational settings. This commitment to continuous improvement reflects MBS Pleret's dedication to providing high-quality education and fostering a culture of excellence.

The implementation of the Tamyiz method at Muhammadiyah Boarding School Pleret represents a significant advancement in Islamic education. By combining academic excellence with strong moral and spiritual foundations, the Tamyiz method has proven to be an effective and innovative approach to learning (A. Syafi'i & El-Yunusi, 2024). Its success at MBS Pleret serves as a testament to the institution's commitment to holistic education and its vision of producing graduates who are well-equipped to meet the challenges of the modern world. This study not only highlights the achievements of MBS Pleret but also provides valuable insights and recommendations for other Islamic

JMPI

Jurnal Manajemen, Pendidikan dan Pemikiran Islam

ISSN(Online): 2988-2141

Vol 3 no 1 (2025): June 2025

<https://journal.as-salafiyah.id/index.php/jmpi>

Email: jpmi@as-salafiyah.id

educational institutions seeking to enhance the quality of their education.

Moving forward, further research is needed to explore the long-term impact of the Tamyiz method on students' personal and professional development. By examining the experiences of graduates and assessing their contributions to society, researchers can gain a deeper understanding of the effectiveness of this innovative approach. Additionally, future studies should investigate the potential applications of the Tamyiz method in other educational contexts, including non-Islamic settings, to determine its broader relevance and adaptability. Through continued exploration and collaboration, the Tamyiz method has the potential to transform the landscape of education and inspire a new generation of learners.

METHOD



This study employs a qualitative approach aimed at gaining an in-depth understanding of the phenomenon of curriculum implementation using the Tamyiz method at Muhammadiyah Boarding School (MBS) Pleret (Creswell, 2007). This approach was chosen because it allows the researcher to explore the processes, experiences, and challenges faced in the application of this method. Thus, the study is expected to provide a holistic depiction of the effectiveness of the Tamyiz method in improving students' understanding of Al-Qur'an and Arabic language learning.

The type of research used is descriptive (Glesne, 2016). This study focuses on providing a detailed depiction of the process of implementing the Tamyiz method, the challenges faced by teachers and students, and its impact on the quality of education. This qualitative descriptive research is relevant because it emphasizes an in-depth exploration of

the experiences of research subjects in a specific context.

The research location is at Muhammadiyah Boarding School (MBS) Pleret, Yogyakarta. This location was chosen based on the characteristics of MBS Pleret, which has implemented the Tamyiz method in its curriculum. The research subjects include the school principal, subject teachers, students, and alumni. The school principal and teachers were selected because of their significant roles in planning and implementing the Tamyiz method. Meanwhile, students and alumni provide perspectives on their learning experiences and the impact of the method on their abilities.

Data were collected through in-depth interviews, participatory observation, and document studies (Seidman, 2006). In-depth interviews were conducted with the principal, teachers, and students to gather information about the



implementation process, challenges, and outcomes achieved through the Tamyiz method. The researcher also conducted participatory observations to directly observe classroom learning activities, such as how teachers deliver materials, teacher-student interactions, and students' responses to the Tamyiz method. Additionally, document studies were conducted by collecting supporting documents, such as the curriculum, teaching modules, and student evaluation results.

The data analysis technique used in this study follows the model of Miles, Huberman, and Saldaña, which consists of three main stages: data reduction, data display, and conclusion drawing (Miles et al., 2014). Data obtained from interviews, observations, and documentation are analyzed by selecting relevant information, organizing it systematically, and drawing conclusions based on identified patterns. This process is conducted iteratively to ensure

JMPI

Jurnal Manajemen, Pendidikan dan Pemikiran Islam

ISSN(Online): 2988-2141

Vol 3 no 1 (2025): June 2025

<https://journal.as-salafiyah.id/index.php/jmpi>

Email: jpmi@as-salafiyah.id

the validity and accuracy of the data. Data validation is carried out through source and technique triangulation to enhance the credibility of the research findings.

RESULT AND DISCUSSION

Curriculum at MBS Pleret

MBS Pleret applies a comprehensive, multi-layered curriculum that integrates national education standards with Islamic teachings and the unique values of Muhammadiyah. The curriculum is designed to provide students with both academic excellence and strong moral foundations, equipping them to succeed in the modern world while remaining rooted in Islamic values.

The National Curriculum (Kemdikbud) forms the backbone of formal education at MBS Pleret. This curriculum covers core general education subjects such as Mathematics, Indonesian Language, Natural Sciences, and Social Sciences. By adhering to the



standards set by the Ministry of Education and Culture, MBS Pleret ensures that its students meet national academic requirements, enabling them to pursue higher education seamlessly. The integration of this curriculum underscores the institution's commitment to academic excellence and national educational benchmarks(Sholeh, Lestari, et al., 2024).

In addition to the national curriculum, MBS Pleret implements the Primary and Secondary Education Curriculum (Dikdasmen), which is designed to balance general education with religious studies. This approach ensures that students not only excel academically but also develop moral values and spiritual awareness. By emphasizing a holistic educational experience, this curriculum helps students cultivate a strong ethical compass and a sense of responsibility, essential for their personal and professional growth(Sleeter, 2018).

Another distinctive feature of MBS

Pleret is its Boarding School Curriculum, which focuses on in-depth Islamic studies. This curriculum includes subjects such as the Qur'an, Hadith, Fiqh, and Akhlak, providing students with a profound understanding of Islamic principles and teachings. The boarding school environment plays a crucial role in internalizing these values, as students are immersed in a culture of learning, discipline, and spiritual growth(Adiele & Abraham, 2013). This integrated system aims to produce graduates who are not only academically capable but also deeply committed to practicing their faith in daily life.

Beyond these core curricula, MBS Pleret enriches its educational offerings with several additional elements. The Arabic Language is a central focus, as mastery of Arabic is essential for understanding Islamic texts and engaging with religious studies. For more advanced classes, subjects are



taught in both Arabic and English, equipping students with global communication skills and preparing them for the demands of a multilingual world (Heryahya et al., 2022). This dual-language instruction fosters linguistic proficiency while broadening students' horizons.

The inclusion of Ulum Islamiyah (Islamic sciences) and Ulum Ammah (general sciences) further underscores the institution's commitment to providing a well-rounded education. Ulum Islamiyah covers various aspects of Islamic knowledge, while Ulum Ammah ensures that students are proficient in general education subjects. This dual emphasis prepares students to navigate both religious and secular spheres with confidence.

The curriculum also includes vocational training, aimed at preparing students to become skilled professionals and educators (Efendi & Sholeh, 2023). This practical component ensures that

students not only excel in theoretical knowledge but are also equipped with the competencies needed to contribute meaningfully to society. Additionally, Muhammadiyah lessons are an integral part of the curriculum, emphasizing the values and principles of the Muhammadiyah organization. These lessons instill a sense of community, social responsibility, and commitment to serving others (Maulidia et al., 2023).

A unique aspect of the MBS Pleret curriculum is its integration of educational content with extracurricular activities. The institution views education as an inseparable process that extends beyond the classroom (Sholeh, 2023). Activities such as citizenship lessons and community engagement initiatives are designed to instill a sense of civic responsibility and active participation in society. These experiences help students develop leadership qualities and a deeper understanding of their roles as citizens.



The curriculum at MBS Pleret represents a harmonious blend of academic rigor, spiritual depth, and practical skills. By combining the National Curriculum, Dikdasmen, and Boarding School Curriculum, along with additional elements such as Arabic, vocational training, and Muhammadiyah values, the institution ensures that its students are well-prepared for the complexities of modern life. This comprehensive approach not only meets national education standards but also nurtures students to become knowledgeable, morally upright, and socially responsible individuals. Through this curriculum, MBS Pleret strives to produce graduates who can contribute to both their communities and the broader global society.

Implementation of the Tamyiz Method

The **Tamyiz method** is an innovative and practical approach designed to enhance the teaching and learning process of Arabic and Qur'an

translation (Minarti et al., 2024). This method combines creativity, accessibility, and structured learning to ensure learners at various levels—ranging from young students to adults—can grasp the intricacies of the Arabic language and Qur'anic meanings effectively.

One of the key aspects of this method is its **learning design**, which incorporates quantum-based principles of **nahwu** (grammar) and **sharaf** (morphology). By presenting these traditionally complex subjects in an engaging manner, such as through songs and repetitive reading exercises, the Tamyiz method transforms learning into an enjoyable experience (Vescio et al., 2008). These techniques help learners internalize grammatical rules and linguistic patterns intuitively, reinforcing their understanding through repetition and rhythm. The use of songs, in particular, creates a multisensory learning environment, making abstract



concepts more memorable and appealing.

A distinctive feature of the Tamyiz method is its **accessibility**. Complex concepts in Arabic grammar and Qur'anic translation are simplified without compromising their depth. This simplification enables learners of varying ages and educational backgrounds to engage with the material meaningfully (Gigante & Firestone, 2008). By breaking down barriers often associated with Arabic learning, the Tamyiz method democratizes access to linguistic and religious education, ensuring that both children and adults can achieve proficiency.

The successful implementation of the Tamyiz method is supported by comprehensive **teacher training programs**. Teachers undergo rigorous instruction to master the methodology, which includes participation in specialized training sessions, such as **dauroh programs** at Bayt Tamyiz

Pesantren in Indramayu. These programs equip educators with the pedagogical tools and techniques necessary to effectively deliver the Tamyiz curriculum. In addition, teachers are trained to create a positive and interactive learning environment that fosters curiosity and active participation among students (Maulidia et al., 2023). The emphasis on teacher preparation ensures consistent quality and effectiveness in the application of the Tamyiz method.

Another innovative feature of this method is the use of a **block system curriculum**. Qur'an translation is taught intensively for one month each semester, allowing students to focus entirely on mastering this subject without the distraction of other academic subjects (Bécharde & Grégoire, 2005). This focused study period enables learners to achieve significant progress within a short timeframe, as it eliminates the cognitive load associated with juggling



multiple disciplines simultaneously. The block system also encourages immersion, which is critical for language acquisition and comprehension.

The intensive learning sessions are designed to provide students with a strong foundation in Arabic and Qur'anic studies, which they can continue to build upon during the rest of the semester (Haruna et al., 2024). By incorporating this approach, the Tamyiz method not only accelerates the learning process but also instills confidence in students, as they can witness their own progress in a relatively short period.

The Tamyiz method is a well-rounded and innovative educational approach that addresses the challenges of learning Arabic and Qur'an translation. Through its engaging learning design, simplified teaching methods, intensive teacher training, and block system curriculum, this methodology creates an inclusive and effective learning experience (Wahyuni,

JMPI

Jurnal Manajemen, Pendidikan dan Pemikiran Islam

ISSN(Online): 2988-2141

Vol 3 no 1 (2025): June 2025

<https://journal.as-salafiyah.id/index.php/jmpi>

Email: jpmi@as-salafiyah.id

2016). By making Arabic grammar and Qur'anic translation accessible to learners of all ages and backgrounds, the Tamyiz method not only fosters linguistic proficiency but also deepens students' understanding of the Qur'an and Islamic teachings.

Integration and Unique Features

MBS Pleret stands out as a progressive educational institution through its innovative integration of various curricula and unique approaches to learning. By blending **national, Muhammadiyah, and boarding school curricula**, the school produces graduates who are not only academically competent but also deeply rooted in Islamic values. This multi-layered curriculum ensures that students develop a balanced perspective, combining modern knowledge with a strong foundation in religious principles. The national curriculum provides students with general education subjects such as mathematics, sciences, and



Indonesian language, aligning with the country's academic standards. Meanwhile, the Muhammadiyah curriculum adds an emphasis on Islamic teachings, character building, and community values, reinforcing students' moral and spiritual growth (Oktavia & Khotimah, 2023). The boarding school curriculum complements these aspects by focusing on in-depth Islamic studies, including Qur'an, Hadith, Fiqh, and Akhlak, nurturing students' spiritual development in a holistic manner.

One of the standout features at MBS Pleret is its **innovative language learning program**, particularly the implementation of the Tamyiz method. This method transforms the traditionally challenging process of learning Arabic into an enjoyable and accessible activity for students of all ages (Azah et al., 2024). By incorporating creative teaching techniques such as songs and repetitive reading, the Tamyiz method enhances retention and understanding of Arabic

JMPI

Jurnal Manajemen, Pendidikan dan Pemikiran Islam

ISSN(Online): 2988-2141

Vol 3 no 1 (2025): June 2025

<https://journal.as-salafiyah.id/index.php/jmpi>

Email: jpmi@as-salafiyah.id

grammar (nahwu) and morphology (sharaf). This approach not only makes Arabic learning less intimidating but also fosters a deeper connection between students and the language of the Qur'an. By mastering Arabic, students gain the tools to understand Islamic teachings directly from their sources, empowering them to engage with the Qur'an on a more profound level.

The innovative approach extends to the school's **holistic daily schedule**, which is designed to ensure immersive and comprehensive learning experiences. MBS Pleret operates from morning to evening, providing a structured environment that balances academic, religious, and extracurricular activities. The day begins with spiritual practices such as congregational prayers and Qur'an recitation, setting a reflective and disciplined tone for the day (Alahdal, 2019). Academic lessons and religious studies are seamlessly interwoven, with breaks allocated for physical activities,



meals, and rest. This schedule not only maximizes the use of time but also instills a sense of discipline and time management in students, preparing them for future challenges.

The school's boarding environment plays a pivotal role in shaping students' character and values. Living in a communal setting fosters a sense of brotherhood, empathy, and mutual respect among students (Sholeh, Azah, et al., 2024). They learn to navigate interpersonal relationships and collaborate effectively, skills that are essential for their personal and professional growth. The boarding school also provides a unique opportunity for students to engage in continuous learning beyond the classroom. Discussions, study groups, and collaborative projects often extend into the evenings, creating a dynamic and intellectually stimulating atmosphere.

JMPI

Jurnal Manajemen, Pendidikan dan Pemikiran Islam

ISSN(Online): 2988-2141

Vol 3 no 1 (2025): June 2025

<https://journal.as-salafiyah.id/index.php/jmpi>

Email: jpmi@as-salafiyah.id

Another distinctive aspect of MBS

Pleret is its emphasis on bilingual proficiency in **Arabic and English**, which are integrated into the curriculum for advanced classes (Sholeh, 2023a). This bilingual approach prepares students to communicate effectively on a global stage while deepening their understanding of Islamic knowledge. By teaching Arabic, the school enables students to access classical Islamic texts, while English proficiency opens doors to modern academic and professional opportunities. This dual focus equips graduates with the skills needed to thrive in an interconnected world, whether they choose to pursue further education, enter the workforce, or contribute to their communities.

The **block system curriculum**, especially in Qur'an translation studies, further highlights the school's commitment to immersive learning (Jansen & Merwe, 2015). By dedicating one month each semester



exclusively to Qur'an translation, students can concentrate fully on mastering this critical subject without the distractions of other academic responsibilities. This focused approach enables them to achieve significant progress in a short time, fostering a sense of accomplishment and reinforcing their connection to the Qur'an.

MBS Pleret's integration of diverse curricula, innovative teaching methods, and holistic scheduling creates a unique and enriching educational experience for its students. The combination of academic excellence, strong Islamic values, and global language proficiency ensures that graduates are well-rounded individuals who can confidently navigate both modern challenges and spiritual responsibilities. By nurturing intellectual, moral, and social development, MBS Pleret continues to uphold its mission of producing future leaders who embody the principles of

JMPI

Jurnal Manajemen, Pendidikan dan Pemikiran Islam

ISSN(Online): 2988-2141

Vol 3 no 1 (2025): June 2025

<https://journal.as-salafiyah.id/index.php/jmpi>

Email: jpmi@as-salafiyah.id

Islam and contribute meaningfully to society.

CONCLUSION

MBS Pleret uses a combination of national curriculum and Muhammadiyah-based pesantren. The curriculum is designed to meet national education standards while integrating Islamic teachings in all aspects of learning. This approach ensures that students not only excel academically but also have an understanding and application of religious values in daily life. Metode Tamyiz diterapkan sebagai bagian dari pembelajaran bahasa Arab dan terjemah Al-Qur'an di MBS Pleret. With a practical and fun approach, this method utilizes repetition and songs to help students understand Arabic quickly. This provides an effective learning solution, even for elementary school-aged children.

MBS Pleret has adopted the Tamyiz method since the 2019/2020 school year.

This implementation involves intensive

JMPI: Jurnal Manajemen, Pendidikan dan Pemikiran Islam 35

Vol 3 no 1 (2025): June 2025



training for teachers and santri to ensure the success of the program. Learning strategies include the preparation of competent teachers, the implementation of dauroh to train peer tutors, as well as the implementation of a block system curriculum that allows intensive focus on Qur'anic learning. The Tamyiz method successfully creates a conducive learning environment for the formation of a young generation that is not only intellectually intelligent but also strong in faith and morals. This shows that MBS Pleret has contributed significantly to the development of a boarding school-based Islamic education model.

REFERENCE

Ab Rahman, S. F. (2024). The Controversy of Hymenoplasty in Islamic Law and Saddu Al-Dhara'i Perspective for Contextual Learning. *JTL: Journal of Teaching and Learning*, 1(2), 91-106.

Abror, S., Mutfon, M., & Hardianto, E. (2024). Reimagining Teacher Professional Development to Link Theory and Practice. *JTL: Journal of Teaching and Learning*, 1(1), 22-36.

Adiele, E. E., & Abraham, Nath. M. (2013). Achievement of Abraham Maslow's Needs Hierarchy Theory among Teachers: Implications for Human Resource Management in The Secondary School System in Rivers State. *Journal of Curriculum and Teaching*, 2(1), p140. <https://doi.org/10.5430/jct.v2n1p140>

Ahmed, N. H., Andersion, J., & Martínez, A. (2024). Innovative Blended Learning Approaches to Enhance Student Engagement in University. *JTL: Journal of Teaching and Learning*, 1(1), 1-21.

Alahdal, A. (2019). Effectiveness of Collaborative Learning as a Strategy in the Teaching of EFL. *Opción: Revista de Ciencias Humanas y Sociales*, 20(2).

'Azah, N., Sholeh, M. I., Aziz, A. A., Al-Fatih, M., Pratiwi, E. Y. R., & Masruroh, L. (2024). Implementation of the Pancasila Student Profile Strengthening Project for Preserving Local Traditions at MTsN 17 Jombang. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 4(3), 1069-1082. <https://doi.org/10.53299/jppi.v4i3.700>

Béchar, J.-P., & Grégoire, D. (2005). Entrepreneurship Education Revisited: The Case of Higher Education. *Aacademy of*



- Management Learning and Education.*, 4(1).
- Chaanpraserta, P., Thomas, J. L., & Mitchell, S. (2024). Innovative Learning Strategies for Enhancing Student Engagement in Multicultural Classrooms. *JTL: Journal of Teaching and Learning*, 1(1), 57-72.
- Creswell, J. W. (2007). QUALITATIVE INQUIRY & RESEARCH DESIGN Choosing Among Five Approaches. *SAGE Publications*, 16(4).
<https://doi.org/10.1177/1524839915580941>
- Gigante, N. A., & Firestone, W. A. (2008). Administrative support and teacher leadership in schools implementing reform. *Journal of Educational Administration*, 46(3), 302-331.
<https://doi.org/10.1108/09578230810869266>
- Glesne, C. (2016). *Becoming qualitative researchers: An introduction*. Pearson. One Lake Street, Upper Saddle River, New Jersey 07458.
- Habibulloh, M., Sholeh, M. I., & Idawati, K. (2024). Exploring Technological Innovations and Approaches in Modern Education. *SAHRI: Journal of Studies in Academic, Humanities, Research, and Innovation*, 1(1), 49-66.
- Haruna, Z., Ghanib, M. F. A., Muhith, A., & Sholeh, M. I. (2024). *Malaysian Islamic Secondary School Leaders': Leadership Challenges*. 6(1), 82-104.
- Heryahya, A., Herawati, E. S. B., Susandi, A. D., & Zulaiha, F. (2022). Analisis Kesiapan Guru Sekolah Dasar dalam Implementasi Kurikulum Merdeka. *Journal of Education and Instruction (JOEAI)*, 5(2), 548-562.
<https://doi.org/10.31539/joeai.v5i2.4826>
- Jansen, C., & Merwe, P. V. D. (2015). Teaching Practice in the 21st Century: Emerging Trends, Challenges and Opportunities. *Universal Journal of Educational Research*, 3(3), 190-199.
<https://doi.org/10.13189/ujer.2015.030304>
- Johnson, E., Mendoza, C., & Sobirin, M. S. (2024). Strategies of School Principals in Improving Educational Quality: An Analysis of Best Practices in American Schools. *JMPI: Jurnal Manajemen, Pendidikan, Dan Pemikiran Islam*, 2(2).
- Maesyaroh, A. (2024). Strategi Kepala Madrasah Aliyah Swasta Al Falah Wuluhan Jember Menuju Madrasah Unggul. *JMPI: Jurnal Manajemen, Pendidikan, dan Pemikiran Islam*, 2(1).
- Maulidia, L., Nafaridah, T., Gillian, M. F. N., & Sari, E. M. K. (2023). Analisis Keterampilan Abad Ke 21 Melalui Implementasi Kurikulum



- Merdeka Belajar di SMA Negeri 2 Banjarmasin. *Prospek*, 2(2).
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. Sage Publications.
- Minarti, S., Ma'arif, M. J., Manshur, A., 'Azah, N., Sholeh, M. I., & Sahri, S. (2024). The Influence Of Teacher Training And The Use Of Educational Technology On The Effectiveness Of Islamic Education Learning At Man 1 Bojonegoro. *Educational Administration: Theory and Practice*, 30. <https://doi.org/10.53555/kuey.v30i4.1404>
- Muzakki, H., Maunah, B., & Patoni, A. (2023). Budaya Kepemimpinan Transformatif di Lembaga Pendidikan Islam. *JMPI: Jurnal Manajemen, Pendidikan, dan Pemikiran Islam*, 1(1).
- Nur Efendi & Muh Ibnu Sholeh. (2023). Manajemen Pendidikan Dalam Meningkatkan Mutu Pembelajaran. *Academicus: Journal of Teaching and Learning*, 2(2), 68-85. <https://doi.org/10.59373/academicus.v2i2.25>
- Oktavia, P., & Khotimah, K. (2023). Pengembangan Metode Pembelajaran Pendidikan Agama Islam Di Era Digital. *An Najah (Jurnal Pendidikan Islam Dan Sosial Keagamaan)*, 2(5).
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. Teachers College. Coloumbia University.
- Sholeh, M. I. (2023). Change Management In Implementing The Samr Model As A Learning Transformation Tool For Teachers At Ma Darunnajah. *Arfannur: Journal of Islamic Education*, 4(3).
- Sholeh, M. I. (2023). Evaluation and Monitoring of Islamic Education Learning Management in Efforts to Improve Education Quality. *Communautaire: Journal of Community Service*, 2(2), 108-117. <https://doi.org/10.61987/communautaire.v2i2.159>
- Sholeh, M. I., Azah, N., Arifin, Z., Rosyidi, H., Sokip, S., Syafi'I, A., & Sahri, S. (2024). Development of a Multicultural Curriculum to Enhance Student Tolerance in Senior High School. *IJE: Interdisciplinary Journal of Education*, 2(3), 163-176. <https://doi.org/10.61277/ije.v2i3.147>
- Sholeh, M. I., Lestari, A., Erningsih, E., Yasin, F., Saleh, F., Suhartawan, V. V., Pattiasina, P. J., Widya, A., Sampe, F., Fadilah, N. N., & others. (2024). *Manajemen Kurikulum*. CV. Gita Lentera. <https://books.google.co.id/books?id=Ql8FEQAAQBAJ>



- Sleeter, C. (2018). A framework to improve teaching in multicultural contexts. *Education & Self Development*, 13(1), 43-54. <https://doi.org/10.26907/esd13.1.05>
- Syafi'i, A., & El-Yunusi, M. Y. (2024). Humanities as a Catalyst for Innovation in Contemporary Education and Society. *SAHRI: Journal of Studies in Academic, Humanities, Research, and Innovation*, 1(1), 18-32.
- Syafi'i, A., Nur, 'Azah, & Arifin, Z. (2024). Developing Global Competencies in Teacher Education for 21st Century Learning Environments. *JTL: Journal of Teaching and Learning*, 1(1).
- Syafi'i, K., & Ikwandi, M. R. (2023). Strategi Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Melalui Program Unggulan di SMK Kiyai Mojo Tembelang Jombang. *JMPI: Jurnal Manajemen, Pendidikan, dan Pemikiran Islam*, 1(2).
- Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24(1), 80-91. <https://doi.org/10.1016/j.tate.2007.01.004>
- Wahyuni, S. (2016). Curriculum Development In Indonesian Context The Historical Perspectives And The Implementation. *Universum*, 10(1). <https://doi.org/10.30762/universum.v10i1.225>
- Yulianti, D. R., Laily, S. M., & Sahdiyah, H. (2024). Studi Literatur Tentang Sumber Konflik Dalam Menyusun Strategi Penyelesaian Yang Efektif. *JTL: Journal of Teaching and Learning*, 1(2), 135-148.
- Yuniarti, P. (2024). The Management of Guidance and Counseling Teachers in Addressing Student Delinquency at MTs Al-Iman Mukomuko. *JTL: Journal of Teaching and Learning*, 1(2), 149-163.