

Improving Graduate Quality through Networked Curriculum Integration in Madrasahs Using the ABCD Method

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ABSTRACT

This community service study addresses the need to strengthen graduate quality in Islamic educational institutions facing contemporary challenges such as globalisation, cultural transformation, and moral development. The study aims to examine how integrating a networked curriculum model can support the development of graduate quality in State Tsanawiyah Madrasah (MTsN 2 Ciwaringin) and State Aliyah Madrasah (MAN 2 Ciwaringin) located in Babakan Ciwaringin, Cirebon. The research applies the Asset-Based Community Development (ABCD) approach, focusing on identifying and utilising existing institutional and community assets. The activities were conducted through mentoring, discussions, and collaborative sessions involving teachers as the main participants. Data were collected through observation, documentation, and discussion results, and were analysed descriptively to capture institutional processes and teacher engagement during the program. The findings indicate that both madrasahs demonstrate strong institutional assets, including qualified teachers, supportive learning environments, and connections with surrounding Islamic boarding schools. The integration of the networked curriculum model, implemented through participatory and collaborative processes, strengthens curriculum practices, teacher involvement, and institutional coordination. In addition, internal quality control mechanisms led by madrasah leadership were observed to support the implementation of curriculum integration. These findings are based on teacher participation, institutional processes, and descriptive evaluation rather than direct measurement of student outcomes. The study suggests that integrating a networked curriculum model through the ABCD approach provides a structured framework that supports the development of educational practices and graduate quality in madrasah contexts.

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1. INTRODUCTION

Education plays a crucial role in shaping a nation's quality, as educational development is closely linked to social progress, economic growth, and cultural transformation. Through quality education, students are expected to develop their potential in alignment with national development goals and philosophical foundations of education [1]. In addition, education functions as a medium for building intellectual capacity, strengthening moral values, and fostering social awareness in response to global challenges [2]. Therefore, educational institutions are required to continuously improve their systems to produce graduates who are not only academically competent but also socially and ethically responsible.

One of the central elements influencing educational quality is the curriculum. The curriculum serves as a structured framework that guides learning processes toward achieving specific educational objectives. A relevant curriculum should be adaptive to social change, technological advancement, and global dynamics, while also maintaining cultural and moral values [3]. In Islamic educational contexts, curriculum development has a distinctive role in integrating religious teachings with general knowledge, aiming to produce graduates with balanced intellectual and spiritual competencies.

Previous studies have highlighted that curriculum integration contributes positively to students' academic achievement and character development [4][5]. Integrated curriculum models in Islamic education often combine national education standards with pesantren-based learning systems, creating a holistic educational approach. However, most existing studies tend to focus on general forms of curriculum integration without emphasising structured interconnections between institutions, stakeholders, and learning environments [6]. This indicates a research gap, particularly in exploring more collaborative and network-oriented curriculum models that go beyond conventional integration practices.

In this context, Madrasah Tsanawiyah Negeri 2 Ciwaringin and Madrasah Aliyah Negeri 2 Ciwaringin in Cirebon provide a relevant case. Both institutions have implemented integrated curricula due to the majority of students residing in surrounding Islamic boarding schools. Their curriculum combines formal education, religious instruction, life skills, and language competencies such as English and Arabic [7][8]. While this integration supports holistic student development, there is still a need to strengthen coordination, collaboration, and systematic linkage between educational components.

To address this gap, a networked model curriculum becomes relevant. Unlike general curriculum integration, the networked model emphasises structured collaboration, interdependence, and connectivity among educational actors, institutions, and community resources [9]. This model allows for a more dynamic exchange of knowledge and supports the development of adaptive learning systems. However, its application in madrasah contexts, particularly through community-based approaches, remains limited and underexplored.

The Asset-Based Community Development (ABCD) approach is appropriate in this setting because it focuses on identifying and utilising existing strengths within institutions

and communities rather than emphasising deficiencies. In educational environments closely connected with pesantren communities, the ABCD approach enables the optimisation of teacher capacities, institutional networks, and socio-cultural resources to support curriculum development [10]. Previous research suggests that asset-based approaches can enhance community participation and contribute to sustainable institutional development, although their application in curriculum integration within madrasahs is still relatively limited [11]. This condition further strengthens the relevance of this study.

Based on these considerations, this study aims to examine how integrating a networked model curriculum using the ABCD approach can support improvements in graduate quality in madrasah education. Specifically, this study seeks to: (1) identify institutional assets that support curriculum integration; (2) analyse the strategies used in implementing the networked model curriculum; and (3) describe the outcomes of curriculum integration processes in strengthening educational practices and graduate quality.

It is expected that the findings of this study will contribute to the development of more collaborative and context-based curriculum models in Islamic educational institutions. In addition, this study may provide practical insights for educators, institutional leaders, and policymakers in optimising community resources to improve educational quality and support sustainable development in madrasahs.

2. METHOD

This study was designed as a community service-based research employing a descriptive qualitative approach integrated with the Asset-Based Community Development (ABCD) method. The research focused on mentoring and facilitating curriculum strengthening processes in two institutions, namely Madrasah Tsanawiyah Negeri 2 Ciwaringin and Madrasah Aliyah Negeri 2 Ciwaringin in Babakan Ciwaringin, Cirebon. The service design emphasised participatory engagement between researchers and participants, particularly teachers, in the development and implementation of curriculum integration strategies.

In this study, *graduate quality* is defined operationally as the development of students' competencies, reflected in academic understanding, social behaviour, and religious values, as perceived and supported through institutional practices, teacher engagement, and curriculum implementation processes. This definition does not rely on direct measurement of student outcomes but is based on observable educational practices and institutional indicators.

The implementation of the ABCD approach was carried out through several practical stages. First, the identification stage involved mapping institutional assets such as teacher competencies, existing curriculum practices, learning facilities, and community support from surrounding pesantren environments [12]. This stage was conducted through initial observations and group discussions with teachers and institutional leaders. Second, the planning stage focused on formulating strategies to strengthen the integration of the networked model curriculum, developed collaboratively through focus group discussions and coordination meetings.

Third, the implementation stage consisted of mentoring activities, socialisation sessions, and interactive discussions aimed at enhancing teachers' understanding of curriculum integration and encouraging collaborative practices between institutions. During this stage, teachers actively participated in sharing experiences, identifying challenges, and discussing potential solutions related to curriculum implementation [13]. Fourth, the evaluation stage involved reviewing progress on activities, reflecting on teacher participation, and examining changes in institutional coordination and curriculum practices.

The participants in this study were 70 teachers from both institutions, comprising 35 from MTsN 2 Ciwaringin and 35 from MAN 2 Ciwaringin. These participants were selected because they are directly involved in teaching activities within superior classes and play a role in curriculum implementation.

Data collection was conducted through multiple techniques to ensure a comprehensive understanding of the process. Observations were carried out during mentoring and discussion sessions to capture teacher engagement and interaction patterns. Documentation included institutional records, curriculum planning documents, and reports generated during program activities. In addition, data from discussion sessions and focus groups were recorded to capture participants' perspectives, experiences, and responses to the program.

Data analysis was conducted using descriptive analysis by organising, categorising, and interpreting the collected data based on key themes such as teacher participation, institutional collaboration, and curriculum integration practices. The evaluation procedure involved comparing conditions before and during program implementation, particularly regarding teacher involvement, stakeholder coordination, and the presence of structured curriculum-integration activities. The conclusions were drawn from consistent patterns observed across data sources, rather than from quantitative measurements.

Through this approach, the study aimed to provide a contextual understanding of how the ABCD method can support the implementation of a networked model curriculum and strengthen educational practices in madrasah settings.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1 Visible Advantages of State Tsanawiyah Madrasah and State Aliyah Madrasah in Babakan Ciwaringin, Cirebon

The community service activities were conducted at Madrasah Tsanawiyah Negeri 2 Ciwaringin and Madrasah Aliyah Negeri 2 Ciwaringin in Babakan Ciwaringin, Cirebon, involving 70 teachers from the senior classes (35 from each institution). The program was implemented through socialisation sessions, mentoring activities, and focus group discussions to strengthen curriculum integration practices.

During implementation, teachers actively participated in discussions on the networked model curriculum and the application of the ABCD approach. Observations during the sessions indicate that teachers were engaged in sharing experiences, identifying institutional challenges, and exploring collaborative strategies. Documentation from the

activities also shows that the sessions facilitated interaction between teachers from both institutions, creating opportunities for knowledge exchange and joint planning.

The findings indicate that both madrasahs possess several institutional advantages that support the implementation of curriculum integration. These advantages were identified through observation and discussion processes and are summarised in Table 1.

Table 1. Identified Institutional Assets Supporting Curriculum Integration

Type of Asset	Description
Human resources	Teachers with experience in integrated learning and active participation in mentoring sessions
Institutional support	Strong involvement of madrasah leaders in program implementation and coordination
Learning environment	Close connection with pesantren communities supporting religious learning culture
Infrastructure	Availability of classrooms and learning facilities supporting teaching activities
Social networks	Collaboration between teachers, madrasahs, and surrounding communities

These assets reflect the institutions' existing strengths, providing a foundation for implementing integrative educational programs. The identification of these assets also supports the application of the ABCD approach, which emphasises the utilisation of existing institutional capacities.

3.1.2 Development Strategy Used in Improving the Quality of Graduates through the Integration of Networked Model Curriculum

The strategy for strengthening graduate quality was implemented through a structured process consisting of asset identification, planning, implementation, and evaluation. The planning stage involved collaborative discussions among teachers and madrasah leaders to design curriculum-integration strategies aligned with institutional needs.

During the implementation stage, mentoring and focus group discussions were conducted to support teachers in understanding and applying the networked model curriculum. These activities encouraged teachers to collaboratively design learning strategies and identify connections between subjects, pesantren activities, and institutional programs.

As a result of the program, several concrete outputs were produced, demonstrating the strategy's practical implementation. These outputs are presented in Table 2.

Table 2. Program Outputs from Curriculum Integration Activities

Output Type	Description
Curriculum alignment notes	Documents aligning the national curriculum with pesantren-based learning
Integrated lesson plans	Collaborative lesson plans incorporating religious and general subjects
Teaching modules	Learning materials developed during mentoring sessions
Coordination mechanism	Regular coordination meetings between teachers and madrasah leaders
Discussion and FGD reports	Documentation of collaborative planning and reflection sessions

These outputs indicate that the program not only involved conceptual discussions but also resulted in tangible products that support curriculum implementation. In addition,

coordination between madrasah leadership and teachers was strengthened through regular meetings and collaborative planning processes. This coordination helped ensure alignment between institutional programs and classroom practices.

3.1.3 Results Achieved in Improving the Quality of Graduates through the Integration of the Networked Model Curriculum

From the perspective of program implementation, the findings indicate increased teacher participation in curriculum-related activities, the establishment of collaborative practices, and the use of integrated lesson plans in classroom settings. Observations and documentation indicate that teachers were more actively involved in discussions, mentoring sessions, and curriculum planning. In addition, institutional coordination mechanisms, such as regular meetings and monitoring activities, were observed to support the implementation of curriculum integration.

From the perspective of educational outcomes, the findings provide indirect but relevant indicators of improvements in educational practices related to graduate quality. Based on teacher observations and discussion results, the implementation of integrated learning approaches contributed to more structured classroom activities that combine academic content with religious and social values. Teachers reported increased student engagement during learning activities and the integration of moral and social values into classroom discussions.

Furthermore, the presence of internal quality control mechanisms, such as periodic evaluations conducted by madrasah leaders, supports the consistency of curriculum implementation. These evaluations include semester assessments and institutional monitoring processes that help maintain educational standards.

Table 3. Distinction Between Program Outputs and Educational Outcomes

Aspect	Findings
Program Outputs	Increased teacher participation, development of lesson plans and modules, and establishment of coordination mechanisms
Educational Outcomes	Improved classroom practices, increased student engagement (based on teacher observations), and integration of academic and religious values
Evaluation Support	Regular monitoring and evaluation by madrasah leadership

The results suggest that implementing the networked model curriculum through the ABCD approach strengthens educational practices and institutional processes. However, these findings are based on descriptive evaluation and teacher perspectives rather than direct measurement of student academic performance.

3.2. Discussion

The findings of this study indicate that both Madrasah Tsanawiyah Negeri 2 Ciwaringin and Madrasah Aliyah Negeri 2 Ciwaringin possess institutional assets that support the implementation of curriculum integration. These assets include qualified teachers, active leadership involvement, and socio-cultural environments closely connected to surrounding pesantren communities. As shown in the results, these assets were not only identified conceptually but also documented through observation and discussion processes,

forming the basis for implementing the ABCD approach. This finding is consistent with previous studies emphasising that institutional capacity and socio-cultural context play an important role in supporting integrative education [14][15]. However, in this study, the contribution of these assets is primarily reflected in strengthening institutional processes rather than directly demonstrating measurable student outcomes.

From an institutional perspective, the study shows that implementing the program strengthened coordination and collaboration mechanisms. The emergence of regular coordination meetings, collaborative planning activities, and documented curriculum alignment efforts between teachers and madrasah leaders evidences this. These findings suggest that the ABCD approach supports participatory engagement and encourages institutions to utilise existing capacities more systematically. In line with asset-based development theory, focusing on institutional strengths can enhance organisational effectiveness [16][17]. Nevertheless, the findings remain limited to descriptive evidence of improved coordination and do not yet demonstrate long-term institutional transformation.

Regarding curriculum implementation, the results indicate that the program contributed to tangible outputs, including integrated lesson plans, teaching modules, and curriculum alignment documents. These outputs reflect a shift among teachers from conceptual understanding to practical application. The increased involvement of teachers in designing and discussing curriculum integration also suggests a strengthening of professional engagement. Previous research highlights that teacher participation is a key factor in successful curriculum implementation [18][19]. However, while these outputs indicate progress in curriculum practices, the extent to which they are consistently implemented across all classrooms could not be fully verified within the scope of this study [20].

Regarding graduate quality, the findings provide indirect and preliminary indications rather than direct evidence of improvement. Based on teacher observations and discussion results, the implementation of integrated learning approaches appears to support more structured classroom practices and increased student engagement. In addition, integrating academic, social, and religious values into learning activities aligns with the goals of holistic education [21]. However, these indications are based on qualitative observations and institutional reports and should therefore be interpreted cautiously. The study does not include direct measurement of student performance, learning outcomes, or long-term graduate competencies [22].

Another important aspect highlighted in this study is the role of leadership and internal quality control mechanisms. The involvement of madrasah leaders in monitoring and evaluation activities helps maintain the consistency of curriculum implementation. Regular evaluations, such as semester assessments and institutional monitoring, provide a framework for quality assurance. This finding supports previous research emphasising the importance of leadership in educational management and curriculum development [23][24]. However, the impact of these evaluation mechanisms on improving student-level outcomes remains unclear and requires further investigation.

In addition, the findings suggest that the availability of institutional resources, including infrastructure and social networks, supports curriculum integration. These

resources create an environment that enables collaboration and innovation in teaching practices. While this aligns with existing literature on the importance of educational resources [25], this study primarily demonstrates their role in supporting program implementation rather than directly influencing measurable educational outcomes [26][27].

Despite these contributions, several limitations should be acknowledged. This study focuses on institutional processes and teacher participation as primary sources of data, and does not directly measure student academic achievement or graduate competencies. As a result, claims regarding improvements in graduate quality are based on indirect indicators, such as teacher observations and the implementation of integrated learning practices. In addition, the study is limited to two madrasahs within a specific context, which may affect the generalizability of the findings. Future research is recommended to incorporate quantitative measures and longitudinal approaches to examine the impact of curriculum integration on student outcomes more comprehensively. The findings suggest that integrating the networked model curriculum using the ABCD approach strengthens institutional processes and supports the implementation of curriculum integration. However, further evidence is required to establish its direct impact on improving graduate quality.

4. CONCLUSION

This study highlights that integrating a networked model curriculum through the Asset-Based Community Development (ABCD) approach primarily strengthens educational processes within madrasah settings. The findings suggest that the program supports more structured curriculum integration practices, improved institutional coordination between teachers and madrasah leadership, and increased teacher participation in collaborative planning and implementation activities. In addition, the presence of internal quality control mechanisms, such as regular monitoring and evaluation, indicates a more systematic approach to managing curriculum implementation.

From a practical perspective, this study implies that optimising institutional assets and community resources can serve as a strategic foundation for developing context-based curriculum models in Islamic educational institutions. The integration of networked curriculum elements also provides opportunities to enhance collaboration among madrasahs, pesantren environments, and other educational stakeholders. These contributions are particularly relevant for institutions seeking to strengthen educational practices through participatory and asset-based approaches.

However, this study is limited to the analysis of institutional processes and teacher engagement within two madrasahs, and does not directly measure student learning outcomes or graduate competencies. Therefore, conclusions related to graduate quality should be interpreted cautiously and are based on indirect indicators, such as improved curriculum practices and learning processes, rather than measurable student achievement or alums performance.

Future research is recommended to examine the long-term impact of networked curriculum integration using more comprehensive methods, including quantitative measurement of student outcomes and longitudinal analysis. Further studies may also

explore the application of this approach in different educational contexts to assess its broader relevance and adaptability. For practitioners and policymakers, this study contributes an alternative framework for strengthening curriculum implementation by emphasising collaboration, institutional capacity, and community-based resources. This study contributes to the understanding that strengthening curriculum integration, institutional coordination, teacher participation, and internal quality processes may provide a foundation for improving educational quality, while the direct impact on graduate outcomes remains an area for further investigation.

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