

HOLISTIC IMPROVEMENT THROUGH MERDEKA CURRICULUM: AN EXPLORATION OF THE IMPACT OF INNOVATION IN ISLAMIC RELIGIOUS EDUCATION ON STUDENT ACHIEVEMENT

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Abstract

This study aims to examine partially and simultaneously the effect of Learning Methods, Curriculum Materials, Parent Involvement, and Teacher Assessment on Student Achievement in Mojokerto Regency High School. The method used was multiple linear regression on a sample of 90 teachers with total sampling. The results of the analysis show that simultaneously, the four independent variables have a significant influence on student achievement ($F = 1229.470$, $p < 0.001$, $R^2 = 0.983$). Partially, Curriculum Materials ($\beta = 0.596$, $p < 0.001$) and Teacher Assessment ($\beta = 0.314$, $p < 0.001$) were the most dominant variables affecting student achievement. However, the limitations of this study include the use of a quantitative design with a limited sample, as well as a focus only on teachers as respondents. Recommendations for future research are to expand the sample coverage, incorporate a qualitative approach, and further explore the interactions between the variables studied.

Keywords: Learning Methods, Learning Tools, Parents, Assessment, Achievement.

مستخلص البحث

تهدف هذه الدراسة إلى فحص تأثير طرق التعلم، مواد المنهج الدراسي، مشاركة الوالدين، وتقييم المعلمين على تحصيل الطلاب في المدرسة الثانوية في مقاطعة موجوكرتا، سواء بشكل جزئي أو كلي. استخدم البحث تحليل الانحدار الخطي المتعدد على عينة مكونة من 90 معلماً باستخدام أسلوب العينة الكاملة. أظهرت نتائج التحليل أن المتغيرات المستقلة الأربعة مجتمعة لها تأثير كبير على تحصيل الطلاب ($F = 1229.470$, $p < 0.001$, $R^2 = 0.983$). أما بشكل جزئي، فقد كانت مواد المنهج الدراسي ($\beta = 0.596$, $p < 0.001$) وتقييم المعلمين ($\beta = 0.314$, $p < 0.001$) هما المتغيران الأكثر تأثيراً على تحصيل الطلاب. ومع ذلك، فإن هذه الدراسة تواجه بعض القيود، مثل استخدام تصميم كمي بعينة محدودة، مع التركيز فقط على المعلمين كمشاركين في البحث. لذا، توصي البحث المستقبل بتوسيع نطاق العينة، دمج النهج الكيفي، واستكشاف تفاعلات أعمق بين المتغيرات المدروسة.

الكلمات المفتاحية: طرق التعلم وأدوات التعلم وأولياء الأمور والتقييم والتحصيل الدراسي.

INTRODUCTION

Education plays an important role in shaping the future¹ and is a key foundation in shaping a holistic individual.² Especially in Islamic religious education settings, which focus on forming individuals with good values, piety, and noble morals, which in turn leads to the development of better character and holistic well-being.³ In an effort to improve the quality of education and student achievement, this study explores the impact of innovation through the implementation of Merdeka Curriculum on students' holistic achievement. The focus lies on four key aspects that underpin the success of Islamic religious education: learning methods, curriculum materials, parental involvement and teacher assessment. This phenomenon illustrates the essence of the deep need to understand how the interaction between these elements affects students' holistic achievement, including academic, spiritual, social and emotional aspects.⁴ This research shows that exploring these dynamics is not only theoretically important but also practical in the context of developing Islamic religious education that takes into account the whole person.

Islamic religious education plays a crucial role in shaping individual character and social well-being. Data from government reports, such as those from the Ministry of Education and Culture, show that Islamic religious education in Indonesia continues to experience challenges⁵ in improving

¹ Kilag, O. K. T., Heyrosa-Malbas, M., Villar, S. P., & Arong, S. L. (2023). Maria Montessori's Pedagogy and its Potential to Promote Peace Education in the Philippines. *International Journal of Scientific Multidisciplinary Research*, 1(6), 591-606.

² Chankseliani, M., Qoraboyev, I., & Gimranova, D. (2021). Higher education contributing to local, national, and global development: new empirical and conceptual insights. *Higher Education*, 81(1), 109-127. <https://doi.org/10.1007/S10734-020-00565-8/METRICS>; Zhanbayev, R. A., Irfan, M., Shutaleva, A. V., Maksimov, D. G., Abdykadyrkyzy, R., & Filiz, S. (2023). Demoethical Model of Sustainable Development of Society: A Roadmap towards Digital Transformation. *Sustainability* 2023, Vol. 15, Page 12478, 15(16), 12478. <https://doi.org/10.3390/SU151612478>

³ Arifi, A., Islamic Religion, P., Sunan Kalijaga Yogyakarta, U., & and Islamic Broadcasting, K. (2023). The Nature of Heredity, Environment, Human Freedom, And God's Hidayah In Contemporary Islamic Education. *Ta Dib Journal of Islamic Education*, 12(1), 43-54. <https://doi.org/10.29313/TJPL.V12I1.11745>; Hibatillah, H. M., & Husni, H. (2022). The Concept of Akhlaq in Islamic Educational Curriculum. *Educational Review: International Journal*, 19(2), 109-126. <http://acasch.com/index.php/er/article/view/30>; Komariah, N., & Nihayah, I. (2023). Improving the Personality Character of Students Through Learning Islamic Religious Education. *At-Tadzki: Islamic Education Journal*, 2(1), 65-77. <https://doi.org/10.59373/AT-TADZKIR.V2I1.15>; Ramedlon, R., M, S., Adisel, A., Nurhidayat, N., & Hakim, M. A. R. (2023). Internalization of Religion-Based Character Values Through School Culture at Madrasah Aliyah Negeri of South Bengkulu. *AL-ISHLAH: Journal of Education*, 15(4), 6182-6194. <https://doi.org/10.35445/ALISHLAH.V15I4.4461>.

⁴ Alam, A., & Mohanty, A. (2023). Cultural beliefs and equity in educational institutions: exploring the social and philosophical notions of ability groupings in teaching and learning of mathematics. *International Journal of Adolescence and Youth*, 28(1). <https://doi.org/10.1080/02673843.2023.2270662>; Pong, H. K. (2021). The cultivation of university students' spiritual wellbeing in holistic education: a longitudinal mixed-methods study. *International Journal of Children's Spirituality*, 26(3), 99-132. <https://doi.org/10.1080/1364436X.2021.1898344>; Yanmei, Z., Muhamad, M. M. bin, Mustakim, S. S. binti, & Zhufen, Y. (2024). Integration of Holistic Education with Pre-service Teacher Cultivation: Dimensional Analysis and Role Perceptions. *Pakistan Journal of Social Sciences*, 44(1), 125-141. <https://doi.org/10.5281/ZENODO.10897090>;

⁵ Noor Rahman, M. (2022). *Challenges of Islamic Education in the 21st century*. <https://minorraahman.sch.id/blog/tantangan-pendidikan-agama-islam-di-abad-21/>.

student achievement and strengthening spiritual and moral values.⁶ In this context, the concept of Merdeka Curriculum is an innovative solution offered to increase the effectiveness of Islamic religious education.⁷ A brief review of this concept shows that Merdeka Curriculum aims to give schools and teachers freedom to design and implement a curriculum that suits local needs and increases the relevance of the material to students' lives.⁸ However, not many studies have investigated the direct impact of Merdeka Curriculum on student achievement in Islamic religious education. Therefore, this study aims to fill this knowledge gap by exploring the relationship between key factors, such as learning methods, curriculum materials, parental involvement, and teacher assessment, with student achievement in the context of Islamic religious education. As such, this research not only provides a better understanding of the implementation of Merdeka Curriculum in the context of Islamic religious education, but can also provide guidance for the development of more effective and holistic education policies in the future.

Previous research in the literature has highlighted the importance of Islamic religious education in shaping individual character and social well-being. Kilag, Heyrosa-Malbas, et al.

⁶ Fitria, W. (2024). Cultivation of Religious Values and Time Discipline of Pratom Santivit Elementary School Students in Thailand Through Dhuhur and Asr Prayers in Congregation. *Gemilar: Journal of Community Service*, 1(1), 12-15. <https://doi.org/10.15575/jra.v1i2.14526>; Shofiyyah, N. A., Sutandy Komarudin, T., & Ulum, M. (2023). Integration of Islamic Values in Educational Leadership Practices: Building a Competitive Learning Environment. *El-Idare: Journal of Islamic Education Management*, 9(2), 66-77. <https://doi.org/10.19109/ELIDARE.V9I2.19383>; Waruwu, E. W., & Waruwu, E. (2023). The Role of Christian Religious Education in Improving the Independence of Learners in the Independent Curriculum Era. *Sinar Kasih: Journal of Religious Education and Philosophy*, 1(2), 98-112. <https://doi.org/10.55606/SINARKASIH.V1I2.120>.

⁷ Alam, I., Aminah, N., Ahyani, M., & Sya'bani, Y. (2023). Implementation of Merdeka Curriculum in Islamic Religious Education Learning. *JOURNAL OF ISLAMIC EDUCATION AL-ILMI*, 6(2), 293-303. <https://doi.org/10.32529/AL-ILMI.V6I2.2804>; Fauzi, M. R., Taufik, M., Mubarak, M. S., Qomaruzzaman, B., & Zaqiah, Q. Y. (2024a). Merdeka Belajar Kampus Merdeka (MBKM): Equitable Quality of Human Resources in the MPI Study Program of STAI Syamsul 'Ulum Gunungpuyuh Sukabumi. *JiIP - Scientific Journal of Education Science*, 7(3), 2516-2527. <https://doi.org/10.54371/JiIP.V7I3.4101>; Fauzi, M. R., Taufik, M., Mubarak, M. S., Qomaruzzaman, B., & Zaqiah, Q. Y. (2024b). Transformation of Islamic Religious Education (PAI) Supervisors in the Digital Era: Challenges and Opportunities in 2024. *Tambusai Journal of Education*, 8(1), 3955-3965. <https://doi.org/10.31004/JPTAM.V8I1.13000>; Zulkifli, Z., & Muhammad, M. (2023). The Development of Islamic Religious Education Curriculum in Indonesia (Review of Pre-Independence Islamic Education Curriculum to Independent Curriculum). *JOURNAL PAI: Journal of Islamic Education Studies*, 2(2), 142-161. <https://doi.org/10.33507/PAI.V2I2.1146>.

⁸ Efendi, P. M., Muhtar, T., & Herlambang, Y. T. (2023). The Relevance of Merdeka Curriculum with Ki Hadjar Dewantara's Conception: Critical Study in Philosophical-Pedagogical Perspective. *Journal of Elementaria Edukasia*, 6(2), 548-561. <https://doi.org/10.31949/JEE.V6I2.5487>; Gumilar, A., Mutaqij, I., & Yuliyanti, I. (2022). Analysis of the Use of Letter Card Media in Improving Reading Skills of Grade 1 Students of West Cengkareng 14 Pagi Elementary School. *TSAQOFAH*, 2(5), 508-520; Rambung, O. S., Sion, S., Bungamawelona, B., Puang, Y. B., & Salenda, S. (2023). Transformation of Education Policy through the Implementation of Merdeka Belajar Curriculum. *JIP: Journal of Education Science*, 1(3), 598-612. <https://jip.joln.org/index.php/pendidikan/article/view/63>; Susanna, S., Usman, J., & Suyanta, S. (2023). Teachers at the Crossroads of the New Curriculum: Dilemmas in Implementing the Islamic-Based Independent Curriculum. *Fitrah: Journal of Islamic Education*, 4(2), 356-369. <https://doi.org/10.53802/FITRAH.V4I2.478>.

emphasized the crucial role of education in shaping the future of individuals, while Chankseliani⁹ and Zhanbayev¹⁰ highlight the importance of education as a key foundation in shaping a holistic individual.¹¹ revealed the impact of innovation through Merdeka Curriculum in achieving students' holistic achievement in Islamic religious education. On the other hand, Rahman¹² highlighted the challenges in improving student achievement in Islamic religious education based on data from government reports, whereas¹³ emphasize the importance of Islamic religious education in strengthening spiritual and moral values and the challenges faced in the process.¹⁴ discusses the concept of Merdeka Curriculum as an innovative solution to improve the effectiveness of Islamic religious education in Indonesia, while¹⁵ provide insights into the implementation of Merdeka Curriculum in the context of Islamic religious education, including challenges and potential impacts on student achievement.

The integration of these findings provides a strong basis for exploring the relationship between key factors of Islamic religious education and student achievement, as well as for exploring the implications of implementing Merdeka Curriculum in that context. However, there are some gaps in the research that need to be addressed. One is the absence of research that specifically explores the relationship between key factors, such as learning methods, curriculum materials, parental involvement, teacher assessment and student achievement, in the context of Islamic religious education. In addition, although there are some studies that discuss the implementation of Merdeka Curriculum, an in-depth understanding of how this program specifically impacts student achievement in Islamic religious education is lacking. Therefore, this study aims to fill this gap by deeply investigating the relationship between these variables and exploring the direct impact of Merdeka Curriculum on student achievement in Islamic religious education.

⁹ Chankseliani, M., Qoraboyev, I., & Gimranova, D. (2021). Higher education contributing to local, national, and global development:...

¹⁰ Zhanbayev, R. A., Irfan, M., Shutaleva, A. V., Maksimov, D. G., Abdykadyrkyzy, R., & Filiz, Ş. (2023). Demoethical Model of Sustainable Development of Society: ...

¹¹ Alam, A., & Mohanty, A. (2023). Cultural beliefs and equity in educational institutions: ...; Pong, H. K. (2021). The cultivation of university students' spiritual wellbeing in holistic education: ...; Yanmei, Z., Muhamad, M. M. bin, Mustakim, S. S. binti, & Zhufen, Y. (2024). Integration of Holistic Education with Pre-service Teacher Cultivation: ...

¹² Noor Rahman, M. (2022). *Challenges of Islamic Education in the 21st century*.

¹³ Fitria, W. (2024). Cultivation of Religious Values and Time Discipline of ...; Shofiyyah, N. A., Sutandy Komarudin, T., & Ulum, M. (2023). Integration of Islamic Values in Educational Leadership Practices: ...; Waruwu, E. W., & Waruwu, E. (2023). The Role of Christian Religious Education in ...

¹⁴ Alam, A., & Mohanty, A. (2023). Cultural beliefs and equity in educational institutions: ...; Fauzi, M. R., Taufik, M., Mubarak, M. S., Qomaruzzaman, B., & Zaqiah, Q. Y. (2024a). Merdeka Belajar Kampus Merdeka (MBKM): ...; Fauzi, M. R., Taufik, M., Mubarak, M. S., Qomaruzzaman, B., & Zaqiah, Q. Y. (2024b). Transformation of Islamic Religious Education ...; Zulkifli, Z., & Muhammad, M. (2023). The Development of Islamic Religious Education ...

¹⁵ Efendi, P. M., Muhtar, T., & Herlambang, Y. T. (2023). The Relevance of Merdeka Curriculum with ...; Gumilar, A., Mutaqijin, I., & Yuliyanti, I. (2022). Analysis of the Use of Letter Card Media in ...; Rambung, O. S., Sion, S., Bungamawelona, B., Puang, Y. B., & Salenda, S. (2023). Transformation of Education Policy through the ...; Susanna, S., Usman, J., & Suyanta, S. (2023). Teachers at the Crossroads of the New Curriculum: ...

This study explores the impact of Merdeka Curriculum innovations in the context of Islamic religious education, a unique case that exposes the complexity and distinctiveness in education and individual character development. As a step forward from previous research, this study aims to complement the shortcomings with a more in-depth focus on the interaction between key factors, such as learning methods, curriculum materials, parental involvement, and teacher assessment, and their impact on students' holistic achievement. Although several studies have considered the implementation of Merdeka Curriculum, this study stands out for its holistic and interdisciplinary approach in understanding the complexities of Islamic religious education. This study is strategically positioned among other research on related themes by combining insights from multiple perspectives, including education, psychology and sociology, to provide a more comprehensive understanding. The novelty of this study lies in its specific focus on Merdeka Curriculum in the context of Islamic religious education and its holistic approach in understanding its influence on student achievement. Its main significance lies in its contribution to the development of more effective and holistic education policies, as well as in enriching our understanding of the implementation of Merdeka Curriculum in the context of Islamic religious education.

This study aims to examine the impact of Merdeka Curriculum innovation on student achievement in Islamic religious education, focusing on the interaction between key factors such as learning methods, curriculum materials, parental involvement, and teacher assessment. This research question is crucial to answer as the implementation of Merdeka Curriculum has been a key initiative in efforts to improve the quality of Islamic religious education in Indonesia. However, there is still a lack of understanding on how this program specifically affects students' holistic achievement in the context of Islamic religious education. Through a literature review of relevant recent academic works, we found that most studies have not specifically investigated the interactions between the key variables considered in this study. Some studies focus more on the implementation of Merdeka Curriculum in general, while others are more oriented towards its impact on specific aspects of Islamic religious education. The main contribution of this study is to provide a deeper understanding of the relationship between these factors and student achievement in the context of Islamic religious education.

METHOD

This study aims to identify factors that influence student achievement in high schools in Mojokerto district, using a quantitative study research design. The study population was 90 teachers. Sampling was conducted using total sampling/census. The variables tested consisted of four independent variables: Learning Methods (X1), Curriculum Materials (X2), Parent Involvement (X3), and Teacher Assessment (X4), while the dependent variable was Student Achievement (Y). Data collection was conducted through a survey using a Likert scale. Data analysis was conducted using descriptive statistical analysis and multiple linear regression analysis to identify the relationship between the variables studied. In addition, the data were processed using SPSS version 26 statistical software to obtain interpretable results.

RESULTS AND DISCUSSION

Results

This study aims to identify factors that influence student achievement in Mojokerto Regency high schools, focusing on four independent variables, namely Learning Methods, Curriculum Materials, Parent Involvement, and Teacher Assessment. The dependent variable in this study is student achievement. The following multiple linear regression analysis results provide a deeper understanding of the contribution of each independent variable to student achievement in the Mojokerto Regency high school education environment.

Table 1. Regression analysis to predict the impact of innovation in Islamic education on student achievement

	Influenced by	B	β	t	P(t)	R	R ²	Adj R ²	F	P(F)
Student Achievement	Learning Methods	0.230	0.073	2.190	0.031	0.991	0.983	0.982	1229.470	0.000
	Curriculum Materials	1.950	0.596	17.479	0.000					
	Parental Involvement	1.058	0.285	16.507	0.000					
	Teacher Assessment	1.071	0.314	17.595	0.000					

Notes B: Unstandardized regression coefficient; β : standardized regression coefficient

Interpretation of the results of multiple linear regression analysis shows that the Learning Method variable has a significant positive influence on student achievement ($B = 0.230$, $\beta = 0.073$, $t = 2.190$, $p = 0.031$), meaning that every one unit increase in Learning Method will contribute to an increase of 0.230 in student achievement. Curriculum Materials, Parent Involvement, and Teacher Assessment variables also showed a significant influence on student achievement with B values of 1.950, 1.058, and 1.071, respectively, and β values of 0.596, 0.285, and 0.314, respectively. This indicates that each one-unit increase in Curriculum Materials, Parent Involvement, and

Teacher Assessment will contribute to an increase in student achievement by 1.950, 1.058, and 1.071, respectively. Thus, it can be concluded that the four independent variables, namely Learning Methods, Curriculum Materials, Parent Involvement, and Teacher Assessment, together have a significant influence on student achievement.

Discussion

Based on the results of this study which show that Learning Methods, Curriculum Materials, Parent Involvement, and Teacher Assessment have a significant positive influence on student achievement in Mojokerto district high schools. This confirms educational theories that emphasize the importance of these factors in improving student achievement. However, the findings also provide a new understanding of how the interaction between these factors together affects student achievement holistically. The practical implication of this study is that the development of effective learning strategies, improved curriculum quality, active parental involvement and comprehensive assessment from teachers can be key in improving student achievement in Islamic religious education settings. This shows the importance of integrating existing educational theories with new empirical findings to strengthen educational practices in the field.

This analysis is important because it provides an in-depth understanding of the factors that influence student achievement in the context of Islamic religious education in Mojokerto district high schools. The complexity of this analysis lies in the interaction between the four mutually influencing independent variables, namely Learning Methods, Curriculum Materials, Parent Involvement and Teacher Assessment, on the dependent variable, namely Student Achievement. In comparing the results of this analysis with other models, it is important to consider the specific context of Islamic religious education, which may require different approaches and strategies from other models in the general education context. The results of this analysis are expected to provide more comprehensive insights than a single approach that considers only one or two independent variables. The expected finding is that the combination of all four independent variables has a significant influence on student achievement, and the interaction between the variables may be more complex than previously anticipated.

This result is in line with the expected trend of the caliber of analysis used. By looking at the statistically significant regression coefficient values for each independent variable, especially

Learning Methods,¹⁶ Curriculum Materials,¹⁷ Parent Involvement,¹⁸ and Teacher Assessment,¹⁹ as well as R-squared values that are significant, as well as high R-squared values, suggest that the multiple linear regression model can explain most of the variability in student achievement. This is consistent with the trend of previous research showing that such factors influence student achievement. Therefore, these results are in line with expectations and support the hypotheses proposed in this study.

In previous research, several studies have identified factors that influence student achievement in the context of Islamic religious education. However, a cross-comparison between the instruments (indicators) used in this study and previous studies shows significant progress. For

¹⁶ Harith, S. H., & Suhaini, M. (2020). Factors Influencing Student Achievement: A Systematic Review. *Article in International Journal of Psychosocial Rehabilitation*, 24, 2020. <https://doi.org/10.37200/IJPR/V24I5/PR201720>; Lastri, L., Kartikowati, S., & Sumarno, S. (2020). Analysis of Factors that Influence Student Learning Achievement. *Journal of Educational Sciences*, 4(3), 679-693. <https://doi.org/10.31258/JES.4.3.P.679-693>; Lelnhardt, G., & Bickel, W. (2013). Instruction's the thing wherein to catch the mind that falls behind. *School and Classroom Organization*, 197-220. <https://doi.org/10.4324/9780203056950-8/cooperative-learning-student-achievement-robert-slavin>; Nam, C. W., & Zellner, R. D. (2011). The relative effects of positive interdependence and group processing on student achievement and attitude in online cooperative learning. *Computers & Education*, 56(3), 680-688. <https://doi.org/10.1016/j.compedu.2010.10.010>; Tarabashkina, L., & Lietz, P. (2011). The impact of values and learning approaches on student achievement: Gender and academic discipline influences. *Issues In Educational Research*, 21(2), 210-231.

¹⁷ Adalikwu, S. A., & Iorkpilgh, I. T. (2013). The Influence of Instructional Materials on Academic Performance of Senior Secondary School Students in Chemistry in Cross River State. *Global Journal of Educational Research*, 12(1), 39-46. <https://doi.org/10.4314/GJEDR.V12I1.6>; Lester, F. K. (2007). *Second Handbook of Research on Mathematics Teaching and Learning: A Project of the National Council of Teachers of Mathematics*. Information Age Publishing, Incorporated. https://books.google.co.id/books?id=B_onDwAAQBAJ; Reys, R., Reys, B., Lapan, R., Holliday, G., & Wasman, D. (2003). Assessing the Impact of Standards-Based Middle Grades Mathematics Curriculum Materials on Student Achievement. *Journal for Research in Mathematics Education*, 34(1), 74-95. <https://doi.org/10.2307/30034700>; Tarr, J. E., Reys, R. E., Reys, B. J., Chavez, Ó., Shih, J., & Osterlind, S. J. (2008). The Impact of Middle-Grades Mathematics Curricula and the Classroom Learning Environment on Student Achievement. *Journal for Research in Mathematics Education*, 39(3), 247-280. <https://doi.org/10.2307/30034970>.

¹⁸ Fan, X., & Chen, M. (2001). Parental Involvement and Students' Academic Achievement: A Meta-Analysis. *Educational Psychology Review*, 13(1), 1-22. <https://doi.org/10.1023/A:1009048817385/METRICS>; Reynolds, A. J. (1992). Comparing measures of parental involvement and their effects on academic achievement. *Early Childhood Research Quarterly*, 7(3), 441-462. [https://doi.org/10.1016/0885-2006\(92\)90031-S](https://doi.org/10.1016/0885-2006(92)90031-S); Shute, V. J., Hansen, E. G., Underwood, J. S., & Razzouk, R. (2011). A Review of the Relationship between Parental Involvement and Secondary School Students' Academic Achievement. *Education Research International*, 2011, 1-10. <https://doi.org/10.1155/2011/915326>; Singh, K., Bickley, P. G., Keith, T. Z., Keith, P. B., Trivette, P., & Anderson, E. (1995). The Effects of Four Components of Parental Involvement on Eighth-Grade Student Achievement: Structural Analysis of NELS-88 Data. *School Psychology Review*, 24(2), 299-317. <https://doi.org/10.1080/02796015.1995.12085769>; Wilder, S. (2014). Effects of parental involvement on academic achievement: a meta-synthesis. *Educational Review*, 66(3), 377-397. <https://doi.org/10.1080/00131911.2013.780009>.

¹⁹ Gallagher, H. A. (2004). Vaughn Elementary's Innovative Teacher Evaluation System: Are Teacher Evaluation Scores Related to Growth in Student Achievement? *Peabody Journal of Education*, 79(4), 79-107. https://doi.org/10.1207/S15327930PJE7904_5; Martínez, J. F., Stecher, B., & Borko, H. (2009). Classroom assessment practices, teacher judgments, and student achievement in mathematics: Evidence from the ECLS. *Educational Assessment*, 14(2), 78-102. <https://doi.org/10.1080/10627190903039429>; Odden, Allan. (2014). *The Relationship Between Teacher Performance Evaluation Scores and Student Achievement: Evidence From Cincinnati* (pp. 33-53). Routledge. <https://doi.org/10.4324/9781315046020-3>; Wilam, D., Lee, C., Harrison, C., & Black, P. (2004). Teachers developing assessment for learning: impact on student achievement. *Assessment in Education: Principles, Policy & Practice*, 11(1), 49-65. <https://doi.org/10.1080/0969594042000208994>.

example, previous studies have tended to look at single variables such as Learning Methods or Parental Involvement separately, whereas this study takes a more holistic approach by considering the interaction between several independent variables at once, including Learning Methods, Curriculum Materials, Parental Involvement and Teacher Assessment. This shows an improvement in the understanding of the complexity of factors that influence student achievement in Islamic religious education.

The increase in holistic approaches in this study could be due to the growing awareness of the complexity of the education system and the need to understand the interactions between the various factors that influence student achievement.²⁰ In the field, this may reflect a paradigm shift from a fragmentary or singular approach to a more holistic and integrated approach in the development of educational policies and teaching practices. This means that in the future, such research could influence curriculum development, learning strategies and parent and community engagement in an effort to improve overall student achievement. However, limitations of this study may affect the interpretation of the results. For example, the use of a quantitative research design with a survey approach may not capture the deeper context and nuances of the factors that influence student achievement. In addition, the use of a limited sample of only teachers in Mojokerto district high schools may not reflect the diversity of the Islamic religious education situation as a whole.

The general conclusion of the findings is that factors such as Learning Methods, Curriculum Materials, Parent Involvement, and Teacher Assessment have a significant influence on student achievement in Islamic religious education in Mojokerto district high schools. The social implication of the findings is the importance of holistic and integrated education development, which involves cooperation between teachers, students and parents to create a supportive learning environment. Ethically, this research emphasizes the need to pay attention to students' individual needs and ensure that the learning approaches used value diversity and promote social inclusion. The practical implication of the findings is the need to develop educational programs that pay

²⁰ Ainsworth, S. (2006). DeFT: A conceptual framework for considering learning with multiple representations. *Learning and Instruction*, 16(3), 183-198. <https://doi.org/10.1016/j.learninstruc.2006.03.001>; Cheong, C., Coldwell-Neilson, J., MacCallum, K., Luo, T., & Scime, A. (2021). *COVID-19 and Education: Learning and Teaching in a Pandemic-Constrained Environment*. Informing Science. <https://books.google.co.id/books?id=2IAwEAAAQBAJ>; Dyehouse, M., Bennett, D., Harbor, J., Childress, A., & Dark, M. (2009). A comparison of linear and systems thinking approaches for program evaluation illustrated using the Indiana Interdisciplinary GK-12. *Evaluation and Program Planning*, 32(3), 187-196. <https://doi.org/10.1016/j.evalprogplan.2009.03.001>; Given, B. K. (2002). *Teaching to the Brain's Natural Learning Systems*. ASCD. <https://books.google.co.id/books?id=jIDgEAAAQBAJ>; Lambert, N. M., & McCombs, B. L. (2004). Introduction: Learner-centered schools and classrooms as a direction for school reform. *How Students Learn: Reforming Schools through Learner-Centered Education*, 1-22. <https://doi.org/10.1037/10258-017>.

attention to various aspects, from learning methodologies to relevant curricula and the active involvement of parents in the educational process.

CONCLUSION

In this study, the main findings show that Learning Methods, Curriculum Materials, Parental Involvement, and Teacher Assessment have a significant influence on student achievement in Islamic religious education in Mojokerto district high schools. However, it needs to be recognized that this study has some limitations, including the use of a quantitative research design with a sample limited to teachers in a particular region. Therefore, interpretation of the results needs to be done with caution and consider the specific context of this study. Recommendations for future research are to expand the sample coverage, incorporate a qualitative approach to deepen the understanding of the factors that influence student achievement, as well as to further explore the interactions between the variables studied. In the future, potential consequences of these findings could include the development of more holistic and integrated education programs, increased collaboration between schools and families, and changes in teaching practices to strengthen student achievement in Islamic religious education.

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