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THE ROLE OF TEACHER KNOWLEDGE, PEDAGOGY, AND DIGITAL COMPETENCE IN HOLISTIC STUDENT DEVELOPMENT WITHIN INTEGRATED ACADEMIC-HAFAZAN CURRICULA IN MALYSIAN ULUL ALBAB SCHOOLS

O PAPEL DO CONHECIMENTO DO PROFESSOR, DA PEDAGOGIA E DA COMPETÊNCIA DIGITAL NO DESENVOLVIMENTO INTEGRAL DOS ALUNOS DENTRO DOS CURRÍCULOS ACADÊMICO-HAFAZAN INTEGRADOS NAS ESCOLAS ULUL ALBAB MALAIAS

EL PAPEL DEL CONOCIMIENTO DOCENTE, DE LA PEDAGOGÍA Y DE LA COMPETENCIA DIGITAL EN EL DESARROLLO INTEGRAL DEL ALUMNADO DENTRO DE LOS CURRÍCULOS ACADÉMICO-HAFAZAN INTEGRADOS EN LAS ESCUELAS ULUL ALBAB DE MALASIA

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ABSTRACT: This study investigates the influence of teachers' knowledge, pedagogical strategies, and digital competence on holistic student development within integrated academic-hafazan curricula under the Ulul Albab framework in urban Malaysian schools. Using a mixed-methods approach, data were collected from 180 students through structured questionnaires and from 10 teachers via semi-structured interviews and classroom observations. Findings reveal that teachers' mastery of subject content, Qur'anic literacy, culturally responsive pedagogy, and ICT proficiency significantly enhance students' academic achievement, Qur'anic memorisation, moral character, and intrinsic motivation. Quantitative analyses indicate that teacher knowledge and pedagogical approaches are strong predictors of holistic outcomes, while qualitative insights highlight the importance of teachers' empathetic engagement, role modelling, and adaptive instructional strategies. The study underscores the necessity of ongoing professional development, effective curriculum integration, and digital literacy to optimise student learning in multicultural urban settings. Implications extend to curriculum design, teacher training, and policy development for sustainable, values-based Islamic education.

KEYWORDS: Teacher knowledge. Pedagogical strategies. Digital competence. Holistic student development. Integrated academic-Hafazan curriculum. Ulul Albab framework.

RESUMO: Este estudo investiga a influência do conhecimento dos professores, das estratégias pedagógicas e da competência digital no desenvolvimento holístico dos alunos dentro dos currículos acadêmico-hafazan integrados sob o quadro Ulul Albab nas escolas urbanas da Malásia. Utilizando uma abordagem de métodos mistos, os dados foram coletados de 180 alunos por meio de questionários estruturados e de 10 professores por meio de entrevistas semiestruturadas e observações em sala de aula. Os resultados revelam que o domínio dos professores sobre o conteúdo das matérias, a alfabetização corânica, a pedagogia culturalmente responsiva e a proficiência em TIC aumentam significativamente o desempenho acadêmico dos alunos, a memorização do Alcorão, o caráter moral e a motivação intrínseca. Análises quantitativas indicam que o conhecimento dos professores e as abordagens pedagógicas são fortes preditores de resultados holísticos, enquanto insights qualitativos destacam a importância do engajamento empático dos professores, do modelismo e das estratégias instrucionais adaptativas. O estudo destaca a necessidade de desenvolvimento profissional contínuo, integração eficaz do currículo e alfabetização digital para otimizar a aprendizagem dos alunos em ambientes urbanos multiculturais. As implicações se estendem ao desenho curricular, ao treinamento de professores e ao desenvolvimento de políticas para uma educação islâmica sustentável e baseada em valores.

PALAVRAS-CHAVE: Conhecimento do professor. Estratégias pedagógicas. Competência digital. Desenvolvimento integral do aluno. Currículo acadêmico integrado e Hafazan. Estrutura Ulul Albab.

RESUMEN: Este estudio examina la influencia del conocimiento del profesorado, de las estrategias pedagógicas y de la competencia digital en el desarrollo holístico del alumnado dentro de los currículos académico-hafazan integrados bajo el marco Ulul Albab en escuelas urbanas de Malasia. Utilizando un enfoque de métodos mixtos, se recopilaron datos de 180 estudiantes mediante cuestionarios estructurados y de 10 docentes por medio de entrevistas semiestructuradas y observaciones en el aula. Los resultados revelan que el dominio del profesorado sobre el contenido de las asignaturas, la alfabetización coránica, la pedagogía culturalmente responsiva y la competencia en TIC fortalecen significativamente el rendimiento académico del alumnado, la memorización del Corán, la formación moral y la motivación intrínseca. Los análisis cuantitativos indican que el conocimiento docente y los enfoques pedagógicos son sólidos predictores de resultados holísticos, mientras que los aportes cualitativos destacan la importancia del compromiso empático del profesorado, del modelado y de las estrategias instruccionales adaptativas. El estudio subraya la necesidad de desarrollo profesional continuo, integración curricular eficaz y alfabetización digital para optimizar el aprendizaje del alumnado en contextos urbanos multiculturales. Las implicaciones se extienden al diseño curricular, a la formación docente y al desarrollo de políticas orientadas a una educación islámica sostenible y basada en valores.

PALABRAS CLAVE: Conocimiento del profesorado. Estrategias pedagógicas. Competencia digital. Desarrollo integral del alumnado. Currículo académico integrado y Hafazan. Marco Ulul Albab.

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INTRODUCTION

Education is increasingly recognised as a multidimensional endeavour that integrates intellectual, moral, and spiritual formation. In urban and multicultural societies such as Malaysia, schools are expected to cultivate values-based competencies alongside academic excellence, particularly for Muslim learners (Nik Abdullah & Yusnan., 2020). Integrated educational models that combine conventional academic curricula with Qur'anic memorisation have thus gained prominence, with the Ulul Albab framework representing a systematic effort to harmonise *'aqli* and *naqli* knowledge within a single pedagogical structure (Wan Kamaruddin et al., 2020; Haron et al., 2025). The framework operationalises holistic student development through curriculum integration, character formation, and spiritual refinement.

The success of these programmes, however, depends on teachers' expertise, pedagogical strategies, and technological readiness. Teachers function not only as instructors but also as *murabbī* and mentors, whose competence in pedagogy, cultural sensitivity, and digital literacy shapes student achievement in both academic and *hafazan* domains (Mohd Fakhruddin et al., 2021; Mufid et al., 2025). Digitalisation further transforms the landscape of Islamic education by enabling personalised instruction and enhancing pedagogical efficiency, but it demands advanced teacher competence, equitable access, and sound instructional planning (Abdullah, 2021; Zamri et al., 2024). Understanding the interplay between teacher knowledge, pedagogical practices, and digital integration is therefore critical to realising the holistic objectives of the Ulul Albab curriculum.

BACKGROUND OF STUDY

Contemporary education in multicultural urban contexts requires pedagogical approaches capable of integrating diverse learner needs within complex curricular structures (Shulman, 1987; Darling-Hammond, 2000). In Malaysia, teacher professionalisation is guided by national standards that emphasise pedagogical knowledge, classroom management, and holistic student development (Ministry of Education Malaysia, 2017). This is particularly pertinent for integrated programmes that combine academic subjects with Qur'anic memorisation, where teachers must navigate socio-cultural diversity, curriculum demands, and spiritual formation (Gay, 2018; Said et al., 2022).

The Ulul Albab framework exemplifies this aspiration by combining *'aqli* and *naqli* knowledge with co-curricular and character-building initiatives. Teachers are central to this model and function as instructional leaders, spiritual mentors, and facilitators of *hafazan* (Mohd Fakhruddin et al., 2021; Mohd & Mohamad, 2022). Empirical evidence indicates that teacher

knowledge, curriculum integration, and technology-enhanced instruction are crucial determinants of student outcomes in this context (Haron et al., 2025; Kaimin et al., 2025). Parallel developments in Turkey and Indonesia further demonstrate the importance of professional development and adaptive pedagogy for sustaining integrated Islamic education (Tabassum et al., 2024; Fajar Sidik et al., 2024).

Problem statement

Islamic education seeks to cultivate learners who embody intellectual excellence, moral integrity, and spiritual depth, aligned with Malaysia’s National Education Philosophy (Ghazi Ahmad, 2025). Yet rapid digitalisation and parental emphasis on academic achievement often marginalise holistic and spiritual dimensions in urban schooling (Izzah & Layyinnati, 2025). Teachers are thus required to fulfil complex pedagogical roles encompassing academic instruction, *hafazan* facilitation, and spiritual mentorship (Habibie et al., 2025).

However, empirical studies highlight persistent challenges in professional development, pedagogical skills, and technology integration among teachers in integrated academic–*hafazan* schools (Fajar Sidik, et al., 2024; Arif et al., 2025). These gaps hinder the realisation of the Ulul Albab agenda and compromise the holistic development of learners (Kaimin et al., 2025; Abdullah, 2021). Although research in Malaysia and comparative contexts acknowledges the potential of integrated Islamic curricula (Nurfaisal et al., 2024), limited studies systematically examine the mediating role of teacher knowledge, pedagogical practices, and technological readiness in shaping student outcomes.

This study therefore investigates how teachers’ pedagogical competence, Qur’anic literacy, and digital capabilities influence student development within the Ulul Albab framework in urban Malaysian schools. Understanding these dynamics is essential for strengthening integrated curriculum implementation, advancing teacher effectiveness, and achieving the holistic aims of Islamic education.

Aims and objectives

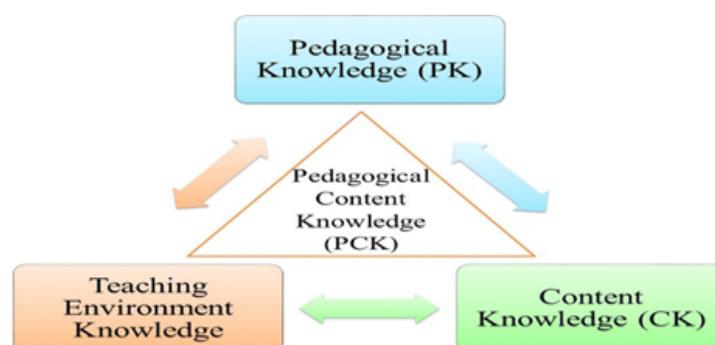
This study aims to critically examine how teachers’ disciplinary knowledge, Qur’anic literacy, pedagogical approaches, and technological competence, as conceptualised within Shulman’s (1986) Pedagogical Content Knowledge (PCK) framework, strengthen the implementation of the integrated academic–*hafazan* curriculum in Ulul Albab schools. Guided by the model presented in Diagram 1, the research investigates: (i) how teachers’ mastery of subject matter and Qur’anic memorisation supports effective knowledge transmission; (ii) how

pedagogical strategies and classroom practices enhance student achievement and memorisation performance; and (iii) how technology integration reinforces students' cognitive, spiritual, and self-regulated learning competencies.

By positioning these teacher capabilities as the core drivers of student excellence, the study seeks to provide empirical and theoretical insights that advance the Ulul Albab model, strengthen teacher development, enrich curriculum design, inform policy formulation, and ensure the nurturing of academically competent, spiritually grounded, and future-ready learners who are aligned with national and global aspirations for equitable and high-quality education in diverse and dynamic educational contexts (Grossman, 1990; Wan Kamaruddin et al., 2020; Said et al., 2022; Abdullah, 2021; Hussin et al., 2022; Zamri et al., 2024; Haron et al., 2025)

Diagram 1

Model of the relationship between teacher capability and building student excellence



Note. Pedagogical Content Knowledge Shulman (1986).

LITERATURE REVIEW

Education, particularly within Islamic contexts, functions not only to impart knowledge but also to cultivate ethical and spiritual values, aligning intellectual growth with moral and spiritual development (Nik Abdullah & Yusnan, 2020; Wan Kamaruddin et al., 2020). In Malaysia, the integration of Qur'anic memorisation (*hafazan*) with the formal academic curriculum, exemplified by the Ulul Albab programme, represents a pedagogical approach that emphasises holistic student development (Haron et al., 2025; Fakhrudin et al., 2021). This approach responds to contemporary educational demands by fostering learners who are simultaneously competent in academic subjects and deeply grounded in Islamic ethical and spiritual values (Budiman & Isnaeni, 2025; Kaimin et al., 2025).

The teacher's role in integrated academic–hafazan curriculum

Teachers are pivotal in ensuring the effective integration of academic learning with Qur'anic memorisation. Their knowledge spans disciplinary content, pedagogical strategies, and mastery of Islamic sciences, including Qur'anic principles (Grossman, 1990; Fajar Sidik et al., 2024). Empirical studies in Ulul Albab schools indicate that teachers' proficiency in both tajwid and *hafazan* management directly influences students' memorisation outcomes and academic achievement (Haron et al., 2025; Ibrahim, 2023). Moreover, teachers function as *qudwah* (role models), demonstrating ethical conduct and spiritual commitment, which enhances student motivation and identity formation (Abdullah & Yusnan, 2020).

Pedagogical understanding and curriculum implementation

Effective curriculum integration requires teachers to possess PCK that accommodates both academic and religious objectives (Grossman, 1990). Malaysian case studies show that successful Ulul Albab implementations rely on structured teaching strategies, including scaffolding, differentiated instruction, and iterative assessment of *hafazan* alongside academic performance (Wan Kamaruddin et al., 2020; Said et al., 2022). Integration strategies involve linking Qur'anic themes with core academic subjects, thereby reinforcing comprehension, ethical reasoning, and critical thinking (Tabassum et al., 2024; Nurfaizal et al., 2024).

Digital competence in tahfiz and academic integration

The rise of educational technology has transformed the teaching and monitoring of *hafazan* in integrated settings. Teachers' digital competence enables efficient tracking of student progress, interactive learning, and personalised feedback, which are critical in managing large cohorts of urban or multicultural students (Abdullah, 2021; Hussin et al., 2022). Technology-assisted *hafazan* learning supports retention, pacing, and self-regulated study, complementing traditional recitation and assessment methods (Zaidi & Jaafar, 2024). The strategic use of ICT thus strengthens the alignment between academic curriculum goals and Qur'anic memorisation objectives (Zamri et al., 2024).

Holistic student development through integrated curriculum

Integrated academic–*hafazan* programmes aim to produce students who are academically competent, spiritually literate, and ethically grounded (Nik Abdullah & Yusnan, 2020; Kaimin et al., 2025). Research in Malaysian Ulul Albab schools demonstrates that structured integration promotes mastery of Qur'anic memorisation (*hafazan*), reinforces cognitive skills,

and fosters *akhlak* (moral character), leading to holistic student outcomes (Haron et al., 2025; Mohd Fakhruddin et al., 2021). Teacher knowledge and pedagogical expertise are central to achieving these outcomes, highlighting the interdependence between instructional quality, religious literacy, and academic excellence (Nur Intan et al., 2025; Said et al., 2022).

Teacher professional development and sustained competency

Continual professional development is essential for teachers to maintain proficiency in integrated academic–*hafazan* curricula. Training programmes, such as the Ulul Albab Teacher Training Model, enhance teachers' mastery of both pedagogical strategies and *hafazan* assessment, equipping them to foster student excellence in dynamic educational contexts (Fakhruddin et al., 2021; Haron et al., 2025). The sustained competence of teachers in curriculum integration, ethical guidance, and ICT utilisation ensures that students consistently achieve balanced academic and spiritual development (Abdullah, 2021; Zamri et al., 2024).

METHODOLOGY

This study employed a mixed-methods design that integrated quantitative surveys with qualitative interviews and observations, allowing for both breadth and depth in data collection. The research was conducted at IMTIAZ Secondary School, an institution recognised for its Ulul Albab integrated curriculum situated in an urban Malaysian context. This site provided an ideal case for examining how teachers balance academic instruction with *hafazan* in diverse, multicultural classrooms. For the quantitative strand, a structured questionnaire was administered electronically to 180 students, capturing their perceptions of teacher knowledge, pedagogy, motivation, and support across academic and *hafazan* domains. The data were analysed using descriptive and inferential statistics, including t-tests and ANOVA, to identify key trends and differences.

Complementing this, the qualitative component comprised semi-structured interviews with 10 teachers and classroom as well as extracurricular *hafazan* observations. The interviews explored teacher knowledge, pedagogical strategies, ICT integration, and approaches to managing diversity, while observations contextualised these perspectives by documenting real-time classroom dynamics. Data from both strands were first analysed separately and then integrated to develop a comprehensive interpretation, with quantitative results identifying trends and qualitative findings explaining the practices and values underpinning those trends. Ethical approval was secured from school authorities, and informed consent was obtained from all participants. Confidentiality was safeguarded through anonymisation, and particular care was taken to respect socioeconomic sensitivities within the research site.

FINDINGS AND DISCUSSION

Teachers' Understanding and Its Impact on Student Development

The findings from this study highlight the significant influence of teachers' knowledge and understanding in fostering comprehensive student development within the integrated academic and Qur'anic memorisation (*hafazan*) curriculum. Quantitative evidence indicates a statistically significant positive correlation between teacher understanding and student outcomes, with consistently high mean scores across multiple questionnaire items.

Item 14, "The social role shown by my teacher in the learning process motivates my interest in integrating knowledge", recorded a mean of 4.68 (SD = 0.69), suggesting that students perceive their teachers' social engagement as a major motivational factor. This finding aligns with Bandura's (1977) Social Learning Theory, which asserts that observational learning and social interactions are crucial in shaping students' motivation and cognitive engagement. Teachers' social roles extend beyond knowledge transmission; they function as role models (*qudwah*), instilling values and learning dispositions vital for urban learners navigating complex social environments (Bandura, 1977; Nasr, 2015).

The data further demonstrate that students positively respond to pedagogical approaches that integrate academic content with Qur'anic elements. Mean scores ranging from 4.27 to 4.68 across items measuring teacher knowledge and pedagogical strategies indicate robust endorsement of this integrated model. This supports prior research demonstrating that Qur'anic integration in education fosters moral internalisation, motivation, and holistic development (Fairuz et al., 2020). The reciprocal relationship between Qur'anic memorisation and academic understanding is evident in item 10 ("I find it easier to understand academic knowledge as my Qur'anic memorisation improves," mean = 4.62, SD = 0.70), empirically supporting the Ulul Albab framework that emphasizes synergy between spiritual and intellectual growth (Ibrahim, 2023).

Regression analysis further substantiates these findings, with a positive beta coefficient ($\beta = 0.241$, $p < 0.001$), indicating that teachers' depth of understanding is a significant predictor of student achievement. This aligns with Hattie's (2009) meta-analytic synthesis, which identifies teacher knowledge and pedagogical competence among the most influential factors affecting student learning. These findings emphasize the need for educators in urban and multicultural settings to maintain high subject mastery and employ culturally responsive pedagogies to address diverse learner needs (Gay, 2018).

From a pedagogical perspective, teachers' abilities to provide systematic explanations (item 4, mean = 4.27) and promote critical thinking by linking academic concepts to real-world contexts (item 8, mean = 4.36) exemplify constructivist teaching approaches (Vygotsky, 1978).

These strategies enable students to actively construct knowledge through meaningful and contextually relevant learning experiences, particularly in urban environments with diverse sociocultural challenges (Ladson-Billings, 2014). The frequent teacher encouragement for Qur’anic revision (item 9, mean = 4.68) highlights the importance of sustained cognitive and spiritual discipline, which supports students’ resilience and commitment to long-term holistic development (Fairuz et al., 2020).

Qualitative data complement these findings, revealing that teachers not only deliver content knowledge but also embody empathetic and socially responsive roles, facilitating learner engagement through culturally sensitive pedagogy and moral exemplification. Such approaches are particularly crucial in urban educational settings, where supportive adult relationships enhance students’ sense of identity and equitable learning opportunities (Nieto, 2013).

The results demonstrate that teachers’ comprehensive knowledge and understanding, integrated with their social and pedagogical roles, act as foundational catalysts for student motivation, knowledge integration, and balanced development. These findings underscore the importance of ongoing teacher professional development emphasizing content mastery, pedagogical innovation, and socio-emotional competencies, especially within integrated curricula that combine academic rigor with spiritual cultivation. Teachers thus emerge as central agents in promoting educational equity and excellence in increasingly diverse and urbanized learning contexts (Darling-Hammond, 2017; Ladson-Billings, 2014).

Table 1
Teachers’ Understanding

No.	Survey Item	Mean	Standard Deviation (SD)
1	The teacher has a good understanding in delivering knowledge and integrating hafazan.	4,35	0,67
7	The teacher consistently reminds students to relate academic learning to the Qur’an.	4,48	0,72
9	The teacher encourages students to regularly revise their Qur’an memorization.	4,68	0,69
10	Increasing Qur’an memorization helps me better understand academic knowledge.	4,62	0,70
14	The social role demonstrated by the teacher during learning motivates my interest in integration of knowledge.	4,68	0,69

Note. Elaborated by authors.

Teacher's approach

The findings of this study indicate that Teacher's Approach has a substantial and statistically significant positive effect on Student Development within the integrated academic and Qur'anic memorisation (*hafazan*) curriculum. Quantitative data collected through the questionnaire show consistently high mean scores, demonstrating that students perceive their teachers' pedagogical strategies and instructional practices as highly effective in promoting learning and holistic development.

For instance, Item 13, "The teacher often provides additional exercises as reinforcement and demonstrates problem-solving methods," recorded a mean of 4.67 (SD = 0.66). This suggests that consistent reinforcement and explicit demonstration of problem-solving strategies are critical for student mastery. This aligns with Cognitive Load Theory, which posits that scaffolding and guided practice reduce extraneous cognitive load, thereby strengthening schema acquisition and problem-solving skills (Sweller et al., 2011). Structured reinforcement is particularly important in urban, multicultural classrooms, where students may have varied prior knowledge and learning needs (Darling-Hammond et al., 2020).

Similarly, Item 8, "The teacher uses a thoughtful approach to create an enjoyable learning experience," recorded a mean of 4.57 (SD = 0.75), highlighting the affective dimension of teaching. Research in educational psychology shows that affective engagement enhances intrinsic motivation, attention, and academic persistence, especially in contexts where socio-economic and environmental challenges can undermine engagement (Fredricks et al., 2004; Reeve, 2013).

Descriptive analysis (Table 1) further shows that students recognize a range of teacher competencies, including diverse teaching methods (Item 1, mean = 4.28), proficiency in educational technology (Item 2, mean = 4.23), effective use of teaching aids (Item 4, mean = 4.18), and clear and patient explanations (Items 11 and 17, means = 4.53 and 4.46, respectively). These multidimensional skills reflect Shulman's (1987) PCK framework, which emphasizes the importance of both subject expertise and the ability to translate content into accessible learning experiences tailored to student needs.

The high score for Item 9, "My teacher's teaching in multiple languages for each subject is easy to understand" (mean = 4.40), reflects the multilingual nature of Malaysian classrooms. Research supports that bilingual or multilingual instruction enhances comprehension, promotes cultural inclusivity, and reduces barriers to learning in diverse educational contexts (Cummins, 2000).

Gender-related trends also emerged: female teachers were perceived as more patient (Item 23, mean = 3.85), whereas male teachers were perceived as more confident in using teaching equipment (Item 24, mean = 4.46). This aligns with studies showing that female

educators often adopt relational and nurturing approaches, while male educators tend to demonstrate higher confidence in technological and equipment use, contributing to complementary strengths within the classroom (Jelasa & Dahan, 2010).

Regression analysis (Table 2) confirms that Teacher's Approach significantly predicts Student Development outcomes, with a beta coefficient of 0.445 ($p < 0.001$), indicating a moderate to strong effect. This finding aligns with meta-analyses highlighting that teacher instructional quality is among the most impactful factors on student achievement (Hattie, 2009). Effective teaching, therefore, requires a multifaceted approach that integrates method variation, technological use, affective engagement, and continuous reinforcement to promote cognitive and socio-emotional growth.

In the context of an integrated academic–*hafazan* curriculum, teachers' approaches must simultaneously address intellectual and spiritual growth. The findings reinforce previous research showing that holistic pedagogical strategies foster academic excellence, moral development, and intrinsic motivation (Yusup et al., 2025). This underscores the need for continuous professional development programs that enhance teachers' adaptive, culturally responsive, and technologically proficient practices to support student development in increasingly diverse urban educational settings.

Table 2
Teacher's approach

No.	Survey Item	Mean	Standard Deviation (SD)
1	The teacher uses a thoughtful approach to make learning enjoyable.	4,57	0,75
2	The teacher often provides additional exercises as reinforcement and demonstrates problem-solving methods.	4,67	0,66
3	The teacher teaches patiently, kindly, and builds students' confidence.	4,46	0,69
4	Female teachers are more patient than male teachers during teaching and learning sessions.	3,85	0,83
5	Male teachers are more confident using teaching equipment during teaching and learning sessions.	4,46	0,87

Note. Elaborated by authors.

CONCLUSION

This study highlights the critical role of teachers in fostering holistic student development through an integrated academic curriculum combined with Qur'anic memorisation (*hafazan*). Teachers' mastery of subject content, pedagogical skills, and affective engagement

enhances students' academic performance, spiritual growth, moral character, and intrinsic motivation

Teachers' ability to adapt to urban and multicultural contexts, including technological proficiency, diverse instructional strategies, and supportive learning environments, reinforces the Ulul Albab philosophy, which emphasizes a balance between intellectual and ethical education. The reciprocal relationship between *hafazan* progress and academic understanding demonstrates the synergistic potential of integrated curricula to simultaneously support cognitive, affective, and spiritual development

In conclusion, teachers serve as central agents in realizing the Ulul Albab vision, where their expertise, pedagogical approaches, and technological engagement are essential for producing students who excel intellectually, spiritually, and morally. The success of such integrated curricula requires a strategic focus on teacher expertise, innovative pedagogy, technological competence, and collaboration with parents as well as communities.

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