



CURRICULUM INTEGRATION IMPLEMENTATION MODEL: INDEPENDENT CURRICULUM DINIYAH

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Abstract:

Efforts to integrate the curriculum were a strategy to combine various learning materials into subject units. This study investigates the curriculum implementation model employed the Nahdlatul Ulama Elementary School (SDNU) Banat Banin Lamongan which successfully combined the independent curriculum, the madrasah diniyah curriculum, and the Al-Qur'an for pre-elementary school or Taman Pendidikan Al-Qur'an (TPQ) curriculum for their instruction. Meanwhile, the research design employs descriptive qualitative method, the data were obtained through interview, observation and documentation and then processed using qualitative interactive analysis through the stages of data condensation, data exposure and drawing conclusions. The research results show that the curriculum integration implementation model carried out by SDNU Banat Banin Lamongan includes 3 models; first, the school curriculum is a combination of the implementation of the independent curriculum plus the Madrasah Diniyah curriculum and the Al-Qur'an for pre-elementary school; second, implementing curriculum integration in the form of combining various learning materials into a learning theme; third, the use of interactive learning methods and media applied by teachers in the instruction.

Keywords: *Internal Quality Assurance System, Pesantren, Education Unit Accreditation Instrument*

INTRODUCTION

In an effort to create a quality generation, the Ministry of Education and Culture launched an independent learning curriculum program which began through the independent learning prototype program in 2020. This independent learning curriculum focuses on giving teachers freedom to plan the curriculum according to what students need. The concept of independent learning makes teachers as educators who can create a comfortable learning atmosphere and can stimulate students' enthusiasm for learning so that they are not burdened by the material provided by the teacher. Teacher creativity is greatly encouraged because he has to create learning by utilizing various learning methods and media so that students feel free in carrying out learning. (Sumarmi, 2023, pp. 95–96) The more creative the teacher, the more interesting and enjoyable learning will be. Of course, the choice of learning methods and media also greatly influences students' ability to understand the material provided by the teacher.

Implementation of the Merdeka Curriculum in educational institutions focuses on relevant learning materials and fosters the development of soft skills and character through projects and strengthening the profile of Pancasila Students. (Rajani, 2023) Strengthening the Pancasila Student Profile is an inseparable part of the Implementation

of the Independent Curriculum. This aims to create Pancasila students who have behavior in accordance with Pancasila values, namely faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical reasoning and creativity.(Clowdy Tumembouw, S.Pd., 2023) The provision of education in private institutions often combines the national curriculum with the curriculum that is characteristic of the institution concerned

Curriculum renewal which involves integrating many learning materials into learning packages can be traced to various research results which have inspired various models of Islamic boarding school curriculum moderation in the form of formal education.(Takdir, 2018) This is the basis for curriculum integration in school and madrasah institutions. From a dichotomous view between religious knowledge and general science where the differences can be on an ontological, epistemological and axiological level.(Bahrisalim, 2021) With various terms, integrated school, natural school, integrative school, all of which show the alignment of school administration in implementing the integration of the national curriculum and a curriculum with institutional characteristics. Therefore, it is important to integrate the national curriculum with the Islamic curriculum in order to combine religious education with general education. Referring to the dynamics of Islamic boarding school education which was studied by Mastuhu, he stated that the reform of Islamic boarding school education is experiencing rapid dynamics. This statement strengthens Petter Burg that curriculum integration is an effort to combine learning materials from various subjects.(Abror, 2020)

Current developments explain that many state elementary schools combine the national curriculum with the Al-Qur'an education curriculum on the basis of policies implemented by their respective regional governments. For example, Lamongan district, East Java, stipulates that elementary school children must memorize short letters in the Koran. Through Lamongan Regent's Regulation number 5 2013 concerning reading the Koran for students in Lamongan Regency.(Peraturan Bupati (PERBUP) Kabupaten Lamongan Nomor 5 Tahun 2013 Tentang Baca Al-Qur'an Bagi Peserta Didik Di Kabupaten Lamongan, 2013) This integration is important because it will introduce students to character development based on the Al-Qur'an which is the main foundation in forming students' character. With this integration, the quality of education can be improved, especially in developing the character and morals of students because these two things are included in graduate competency standards based on the Pancasila student profile, one of which is having noble morals.(Rizky Satria et al., 2022)

Facts on the ground show that in implementing the independent curriculum there are obstacles faced by schools and teachers. As a school leader, the principal is the person responsible for the school transformation process.(Faruq & Fathurrahman, 2020, p. 15) In reality, there is uncertainty in implementing the independent curriculum. Likewise, teachers who experience a lack of readiness in understanding the independent curriculum and implementing it in the learning process, teachers also have limitations in their ability to use technology.(Agus, 2022)

SD NU Banat Banin Lamongan is an educational unit organized by a ma'arif educational institution located in the city of Lamongan which has been able to provide solutions to implement the independent curriculum by providing strengthening and development of religious materials and Al-Qur'an learning to achieve successful implementation of the curriculum. Freedom as expected by society and the government. Mr. Zaim Fahmi as the Principal said that even though SD NU Banat Banin is a private school which has the motto of flying with prayer, it is ready to compete with state schools and madrasahs in the city of Lamongan. According to Zaim Fahmi, the advantage that NU Elementary School has is in implementing the integration of the independent curriculum which is combined with the Madrasah Diniyah curriculum and the Al-Qur'an educational park curriculum into one full day school learning package at NU Elementary School Banat Banin Lamongan.

RESEARCH METHODS

The research approach uses qualitative with a descriptive type that reveals the

implementation of curriculum integration by SDNU Banat Banin Lamongan. The qualitative approach follows Bogdan & Biklen's suggestion which states that the qualitative approach will produce descriptive data in the form of expressions or writing about the phenomena observed as a whole and comprehensive. This choice is reinforced by the assumption that qualitative research originates from the constructivist philosophy which assumes that an event or event has various dimensions of meaning, not just a single meaning. The research instruments were interviews, observation and documentation that interviews aim to explore data using structured and unstructured techniques. Next, observation is used to further deepen the information and data that has been obtained through interviews. It is possible for observation activities to provide data in the form of field notes which makes it easier for researchers to understand phenomena in the field. The next instrument is documentation, with this instrument you can get a complete picture of curriculum integration implementation activities at SDNU Banat Banin Lamongan.

Research data analysis follows the modeling developed by Miles, Huberman, & Saldana through; carrying out data condensation, then data display, and ending with the drawing conclusion process. The data condensation process is carried out to sort and select data that is in accordance with the research focus and leads to research results. The condensation process is simultaneously with the data exposure or data display process. This activity was also carried out based on facts obtained by researchers from the field as well as an effort to explore and present them in the discussion. Researchers also triangulated data based on the characteristics and characteristics of data obtained from the field to obtain more valid and reliable data. Next, the researcher carries out the process of drawing conclusions based on the results of the data condensation and data display in order to obtain conclusions on a series of research processes.

RESULTS AND DISCUSSION

Based on research conducted by researchers, it is stated that SD NU Banat Banin has a curriculum that is integrated into one. The curriculum includes an independent learning curriculum combined with religious lessons and recitation of the Koran or learning the Koran. The findings stated that SD NU Banat Banin Lamongan, in implementing the independent curriculum, used the independent change option which was supplemented by the Madrasah Diniyah curriculum and Al-Qur'an education. The next finding was that the teacher integrated various lesson materials into learning theme units. Furthermore, through the independent change option, teachers and schools will be highly prepared to use IT-based learning methods and media with an emphasis on student differentiation.

Meanwhile, for religious studies, there is additional material that is applied to the habit of reading lay aqidatul (tauhid) as capital to strengthen students' faith, the habit of reading the Qur'an, the habit of reading short prayers, the habit of behaving cleanly and healthily and the habit of shaking hands as a tribute to Teacher. Banat Banin Elementary School has a distinctive way of shaking hands, namely that the left hand is placed under the right hand. Then the teacher places his hand on the student's right hand and then the student kisses the teacher's hand.

In learning the Al-Qur'an, namely by reading makharijul letters, learning how to read the Al-Qur'an fluently, memorizing short surahs to motivate students who have an interest in memorizing the Al-Qur'an. The most important thing at this point is to always pay attention to Bu Nyai Mahmudah's dawuh and know clearly the sanad contained in the teaching of the Qur'an, where the sanad continues from teacher to teacher up to the Prophet Muhammad

The implementation of curriculum integration at SD NU Banat Banin is carried out by including the curriculum in the overall learning program. The benefit of curriculum integration is to provide provisions to students, not only the national curriculum package, moreover, Islamic boarding school model learning. This integration is important and is expected to be beneficial for teacher development and student graduate competency.(Wall & Leckie, 2017) The curriculum integration implemented by

SD NU Banat Banin is based on the values and philosophy that underlie the organization of educational institutions.

The NU ma'arif educational institution which oversees or manages the NU Banat Banin Elementary School is affiliated with the Nahdlatu Ulama organization where providing education is the task of developing Ahlussunnah Wal Jama'ah Islam. As stated by Kiai Faqih Arifin. This school was originally the Banat Banin madrasa which was founded in 1951 by KH. Master Asnawi. The aim of its establishment is to develop Ahlussunnah Wal Jama'ah Islam by prioritizing Islamic and national values. Kiai Faqih further said that the founders in their teachings prioritized women's education. Therefore it was named Madrasah Banat Banin or madrasah for women and men. Because of the founder's view that education must start from a mother.

Relevant to the underlying goals and values, the conception of curriculum integration at NU Banat Banin Elementary School was carried out in accordance with Relan and Kimpston's suggestions, which stated that curriculum integration must be based on a systematic methodological, philosophical analysis of objectives with the structure of scientific disciplines up to the creation of an implementation scheme. In connection with the context of implementation, relationships between disciplines must be made explicit, especially for subjects that have similarities in structure. (Relan & Kimpston, 1991) In fact, integration can be done well when lessons based on the national curriculum, the Diniyah curriculum and the Al-Qur'an reading curriculum are built together. strengthen.

According to Zahris Zaman, the school board, said that for the implementation of the independent curriculum, teachers were provided with training to strengthen teacher capacity, which was presented by the Head of curriculum for the Lamongan district education office, Nur Kholis., M.Pd, with independent curriculum material combined with the second speaker, national education consultant, Dr. Syaifulloh who conveyed about learning technology and the use of IT for teachers. Meanwhile, the basic education supervisor of Lamongan district provided material related to technical learning design creation, learning implementation techniques, and learning evaluation techniques in accordance with the standards for implementing educational supervision carried out by elementary school supervisors. Strengthening the curriculum material was also provided by Kiai Faqih Arifin as the representative of the founder of basic philosophy and religious rules as well as Al-Qur'an subjects at NU Banat Banin Elementary School. Strengthening teachers for curriculum integration can refer to Hani Atwa and Gouda's studies. Curriculum integration seeks to break down barriers between subjects in order to provide students with better learning opportunities and facilitate the development of relevant and meaningful knowledge as well as providing in-depth studies to be able to accept changes, updates and developments. self in the process of learning throughout life (Atwa & Gouda, 2014).

The implementation of curriculum integration is also routinely supervised by the Lamongan district elementary school education supervisor. From this research, teachers are prepared to be able to plan learning well, understand the characteristics of students and be able to carry out evaluations according to independent curriculum standards. This supervisor's direction is related to the ease of measuring learning success which is usually the task of school supervisors, namely academic supervision. Where routine academic supervision activities are carried out by supervisors once every three months to ensure teachers carry out their duties well. The implementation of this supervision is in line with the aim of supervision, which is not only to develop a good learning situation but also to strive for improved learning aimed at achieving learning goals in educational institutions. (Wahyudi et al., 2023) Therefore, it is considered important by SD NU that in curriculum integration efforts school supervisors are also present to strengthen the curriculum implementation process and implementation of learning.

Implementation of the curriculum combination is carried out with systematic implementation planning and implementation strengthening. If planning is done well, it will help achieve learning goals and improve the quality of learning. Planning a lesson is important because with a design, curriculum integration can be implemented well. This

is in line with Rochmawati's opinion that learning planning is the main milestone in implementing the learning process in order to realize the desired learning goals. The better the learning planning an educator has, the better impact it will have on the learning process.(Rokhmawati et al., 2023)

In implementing the curriculum, it is necessary to understand students because later the curriculum will be adjusted to the students' abilities. One of the benefits if teachers understand the character of students is that the teaching and learning process takes place better. The characteristics between one child and another child are different. Nur Kholis' curriculum direction emphasizes the importance of teachers understanding student characteristics and learning differentiation. Thus, the design and learning models developed by teachers in implementing an independent curriculum that is integrated with religious education must be adjusted so that students can learn optimally.

Teachers have a central role in achieving learning goals. (Subekhi et al., 2022) Teachers are the pioneers of the success or failure of students' learning process, where the teacher's ability greatly influences the quality of learning, especially in an effective and efficient learning process for students. Strengthening the methods and use of learning media for teachers in implementing the independent curriculum is important, so that schools present the above educational figures. Because the estuary of increasing teacher competence is the development of an effective, efficient learning atmosphere. Where teachers pay attention to differences in student learning based on student characteristics consisting of social status, interests, cognitive development, initial abilities, learning styles, motivation, emotional development, social development, moral and spiritual development, and motor development.(Estari, 2020)

The findings in the field also convey the importance of teacher ability in conducting learning evaluations. That teacher competence in carrying out evaluations is a strategic component in order to observe and further utilize the student learning process based on learning achievements recorded from the learning evaluation process.(Khotimah & Hidayat, 2023) Therefore, teachers are expected to be able to carry out evaluations, especially in accordance with independent curriculum standards. In the independent curriculum, learning evaluation focuses on efforts to create a deep understanding for students, real application of knowledge, development of character and positive attitudes. Evaluation of Independent Curriculum Learning) (Malang: Litnus, 2023).] Furthermore, it can be seen in the research report that the existence of professional teachers who are characterized by having personal, pedagogical, professional and social competencies is the main requirement for achieving educational success. Success in education is being able to develop all students' abilities, both physical and spiritual, to create character, maturity and a complete human person.(Fathurrahman & Asyhari, 2021)

Based on observations, it was also found that strengthening the religious curriculum at NU Elementary School was carried out by implementing habituation for students. Habit is an activity that is done repeatedly so that something can become a habit. Habituation is anything that is done continuously to get an individual used to behaving and thinking correctly. Character conditioning activities for students can be carried out by getting used to positive behavior that has been determined in everyday life. Habituation is the process of forming attitudes and behavior through repeated learning processes, whether carried out individually or in groups.(Anis Ibnatul Muthoharoh, Tijan, 2013)

Further, SD NU Banat Banin has various kinds of habits, including the habit of reading lay aqidatul (tauhid) as capital to strengthen students' faith, the habit of reading the Qur'an, the habit of reading short prayers, the habit of behaving cleanly and healthily and the habit of shaking hands as respect for teachers at SD NU Banat Banin is committed according to the hadith of Rasulullah SAW to teach students about three things, namely loving their prophet, loving their family, and loving reading the Koran.(Fathurrahman & Rozi, 2022) The Koran needs to be introduced to students from an early age as a guide for their future life. Developing the religious character of students

where religious character is a character related to God which includes a person's pattern of thought, speech and behavior which is based on divine values or religious teachings. By introducing the Al-Qur'an, students will feel a sense of love for God and His Messenger, their family and their religion. (Purba & Maturidi, 2019) This is in accordance with the hadith of the Prophet which reads as follows:

عن علي بن أبي طالب قال : قال رسول الله صلى الله عليه وسلم : أدبوا أولادكم على ثلاث خصال : حب نبيكم وحب أهل بيته وقرأة القرآن فإن حملة القرآن في ظل الله يوم لا ظل ظله مع أنبيائه وأصفيائه

“Educate your children with three things, love your Prophet, love the Prophet's family, and read the Koran.” (H.R. Ath-Thabrani)

Even though currently the phenomenon of tahfidz houses in Indonesia is very mushrooming, SD NU Banat Banin is committed to providing provisions to its teachers so that as Al-Qur'an teachers they receive Al-Qur'an education which continues directly from the Prophet.

The impact of curriculum integration implemented by SD NU Banat Banin improved the public trust and interest which relate to the increase in the quantity of students every year. More the students graduated from SD NU Banat Banin Lamongan continue their education at Islamic boarding schools compared to continuing their education at SMPN 1 SMPN 1 and 2 Lamongan as the favorite schools in Lamongan city. The success of this curriculum integration has also led to SD NU Banat Banin Lamongan becoming a reference school for public and private elementary schools in Lamongan city and for basic education within the NU Ma'arif educational institution in Lamongan district.

CONCLUSION

Based on the previous description, it can be concluded that the implementation model for curriculum integration at SDNU Banat Banin Lamongan is carried out by combining three curricula including the independent learning curriculum, the diniyah curriculum, and the Al-Qur'an education curriculum. The three of them go hand in hand and complement each other. The independent curriculum at this school uses an independent and changing independent curriculum. The research findings state that the integration model includes; The implementation of the independent curriculum uses a modified independent option which is supplemented by the Madrasah Diniyah curriculum and the Al-Qur'an educational park. The second, the integration is carried out by combining various themes and learning materials into one learning theme that is delivered to students. The third, the independent change option chosen by the school contains the consequences of high readiness for the school and teachers in the use of learning technology as well as an introduction to the characteristics of students based on differences in learning styles.

Implementation of curriculum integration at SD NU Banat Banin is carried out by including the curriculum program in the Education Program Design (RPP). Teachers are prepared to be able to plan learning well, understand the characteristics of students and be able to carry out evaluations according to independent curriculum standards. Strengthening the religious curriculum of SDNU Banat Banin Lamongan is carried out by implementing habits for students, including the habit of reading aqidatul lay (tauhid) as capital to strengthen students' faith, the habit of reading the Koran, the habit of reading short prayers, the habit of behaving cleanly and healthily and the habit of shaking hands from top to bottom as respect for the teacher.

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