

# An Integrative Islamic Education Learning System in Khairul Imam Junior High School, Medan

Akrim

University of Muhammadiyah Sumatera Utara  
akrim@umsu.ac.id

**Abstract.** The purpose of this study is to analyze the implementation of integrative Islamic education learning system. It is a qualitative research conducted at the integrated Islamic Junior High School of Khairul Imam Medan. Data were collected through observation, interviews, and documentation, and analyzed using a descriptive method. Findings showed that integrative Islamic education was implemented in various activities, including prayer practice, tilawah (studying Qur'an), tahsin (Qur'an reading improvement), tahfidz (memorization) of Qur'an and hadith, akidah akhlak (morality), mufrodat (vocabulary learning), muraja'ah (repetition), and tausiyah (religious sermon). The implementation of integrative Islamic education was found useful in developing students' abilities, enrich learning experiences, construct knowledge, and help students solve some problems in real life based on Islamic values.

**Keywords:** *learning, Islamic education, integrative*

## INTRODUCTION

The learning process of Islamic education in many schools needs improving, particularly in terms of curriculum, teachers, teaching models and methods, facilities and infrastructures, and evaluation [1]. In this case, integrated Islamic Schools make their efforts to provide a strong foundation for their students to help them improve and develop their Intelligence Quotient, Emotional Quotient, and Spiritual Quotient by promoting the use of recent innovations [2].

The implementation of Islamic education in the Integrated Islamic Junior High School in Khairul Imam Medan has its own characteristics and uniqueness compared to the Islamic education model in other public schools. This is inspired by the primary purpose of the early establishment of this school, that is, to produce a generation of intelligent and intelligent character. Also, this is in line with its motto: preparing graduates who display Islamic values, good character traits, and civilized.

Integrative learning mostly emphasizes students' engagement in active learning. This is based on the constructivist learning theory, which states that students should learn according to their experiences. The active participation of students can be in the form of co-curricular activities such as *prayer practice, tahsin*

(*practice reading Qur'an with proper pronunciation, tahfiz (learning verses by heart), tausiyah (delivering a religious sermon), etc.*), which make students have direct experience in developing knowledge of Islamic religion which is very beneficial for their lives.

Several previous studies on Integrative Islamic Education have been carried out, such as Islamic education integrated with Science [3], integration of character values in the learning material contained in the Arabic Language module [4], and Integrative learning of Islamic education in Islamic Boarding Schools [5]. What distinguishes this research from the previous ones is that this study discusses student activities that are integrated into Islamic Education subjects.

## METHOD

This study took place in Khairul Imam Islamic Education Foundation located at Jalan STM Ujung/Suka Teguh No.1 Suka Maju Village Medan District Johor City Medan, North Sumatera Utara, Indonesia. This is qualitative research [6], and the participants were Islamic education teachers at Khairul Imam Junior High School. Data were collected using interview, observation, and documentation, and analyzed in three steps: data reduction, data presentation, and data verification. The researcher also used data source triangulation for data validity [7].

## RESULT

The results of the research on the implementation of Integrative Islamic education learning at Khairul Imam Junior High School through various Islamic activities contained in the co-curricular activities program, namely:

### **Prayer practice**

One of the activities included in the Islamic education at Khairul Imam Junior High School is the practice of daily prayer, including Duha prayer, Tahajud (midnight) prayer, and Asar prayer. The congregation prayers were in Khairul Imam Mosque, a school facility provided for prayers and the integrative Islamic Education. This activity also aims to see the students' ability to perform Islamic rituals such as wudlu (ablution), tayammum (dry ablution using purified sand or dust), wajib (obligatory) prayers, sunnah (subsidiary) prayers (e.g., for the funeral).

The aims of this prayer practice activity are: a) to train students' discipline, b) to teach proper praying

rituals, c) to create a sense of unity and togetherness, e) to practice cleanliness, and f) to practice the habit of covering the aurah (intimate parts).

At the beginning of this activity, the teacher prepared a notebook to monitor the prayers performed by the student. There were specific guides and schedules that must be followed by the students. Otherwise, they would get punishments. When practicing these Islamic rituals, students were required to perform them in order, starting from performing wudhu, arranging the shaf (rows in prayer), and performing prayers in congregation. An exam was also conducted to evaluate students' mastery. The exam was carried out individually to assess if the students perform prayers with proper movement and good recitation according to the guideline.

### **Tilawah (studying Qur'an)**

Tilawah is a Qur'an reading activity. The reading activity was held 15 minutes before the first session of the class began, guided by the teacher who taught in the first session. The purpose of this activity was to create the habit of reading and studying Qur'an along with its meaning, and educating students to love the Qur'an.

The implementation of tilawah activities at Khairul Imam Junior High School began with preparing a tilawah achievement book and set the goals of how many ayat (verses) to recite. The students were guided by a teacher and assessed each week using the student achievement book. The assessment includes proper tajwid (pronunciation) and fluency in reading the Qur'an.

### **Tahsin (Qur'an reading improvement)**

Tahsin activity carried out at Khairul Imam Junior High School aimed to improve the students' Qur'an reading by encouraging correct tartil (articulation) and tajwid (pronunciation) and build the habit of reading the Qur'an daily.

For this activity, the teacher not only guided the students but also designed the tajwid materials and assessment indicators, and arranged the exam schedule. The program was held every day at noon before study break, and the exam was to evaluate the students' tajwid (mad, qalqalah, idhgam) to see if they performed the right reading of the Qur'an.

### **Tahfidz (memorization) of Qur'an and Hadith (the words & actions of prophet Muhammad)**

This activity aimed to a) improve the students' ability in memorizing Qur'an and hadith, b) teach the students the content and meaning of Qur'an and hadith, c) produce students with Qur'an morality

The teacher designing tahfidz materials, designed easy and appropriate memorization methods, organized the timetable for tahfidz activities and made assessment indicators for mentoring activities. The tahfidz activity was carried out daily, but the mentoring was held only on Thursday and Saturday.

During the tahfidz activity, the teacher gave an example of how to read Qur'an & hadith correctly. After that, the teacher chose a student with good Qur'an

reading ability to lead the recitation of the Qur'an/hadiths, which was followed by other students reading it together. As for the assessment, the accuracy of student reading, the amount of memorization, and the understanding of the contents were evaluated.

### **Akidah Akhlak (morality)**

Akidah Akhlak is one of the best materials in the integrative Islamic education at Khairul Imam Junior High School. The learning objectives were: a) fostering and developing a robust Islamic foundation, b) avoiding misleading behavior, d) increasing the faith of students in Islam, which should be manifested in their morality, through the provision of knowledge, appreciation, practice, and experience, e) increasing the students' quality of faith and piety to Allah SWT, noble character traits, f) serving the community, nation, and state through continuous learning

The teacher designed learning materials according to the students' grade by referring to the syllabus and curriculum, planned the learning activities, designed suitable learning methods, chose the instructional media to support the learning, arranged the learning schedule, and designed the assessment. The learning activity involved both theory and practice, where the theory was taught the classroom according to the schedule, and the practice was by evaluating students' behavior on a daily basis based on teacher observation.

### **Mufrodat (vocabulary learning)**

At Khairul Imam Junior High School, the mufrodat activity was conducted every morning, where students were given new Arabic vocabularies to be memorized and practiced in everyday life. An examination was conducted by the language team to determine the achievement of student learning outcomes. The primary purpose of this activity was to improve students' ability and skills to communicate in Arabic.

For this activity, the teachers compiled mufrodat materials, chose suitable methods of memorizing Arabic vocabulary, and organized the schedules and memorization targets.

In this mufrodat learning activity, the students were given five Arabic new vocabularies used in sentences. There were many advantages of this co-curricular activity, such as increasing students' interest in learning Arabic and increasing their vocabulary to speak in Arabic. The evaluation was carried out at the end of each activity and on the weekend by asking students to use their memorized vocabularies in sentences. The learning technique used was imla (dictation), speaking, conversation, asking questions, and writing. The final examination assessed the accuracy in pronunciation, the number of vocabularies that had been memorized, the accuracy in interpreting the Arabic words, and the ability to make sentences.

### **Muraja'ah (repeating the memorized Qur'an verses and chapters)**

The muraja'ah activity at Khairul Imam Middle

School was conducted every afternoon after the class. The learning was categorized based on the students' grades. This activity was guided by a muraja'ah teacher and a class teacher. The purpose of this activity was to help the students to memorize Qur'an verses or chapters, particularly juz (part) 30.

The teachers selected muraja'ah materials and designed suitable activities for effective learning in order to achieve the learning goals. The activity was carried after the regular class was over. The teacher gave an example of proper and correct reading, then a student with good reading ability would be selected to lead muraja'ah, then followed by others. The teacher also kept a record of students muraja'ah assessment.

#### **Tausiyah (sermon)**

The tausiyah activity was held every Friday. In this activity, the students practiced delivering a religious sermon with a specific theme in front of their friends. It aims to: a) increase the students' confidence, b) teach the students to deliver messages to the public, c) teach public speaking, d) accommodate the talents and interests of the students in the field of syiar Islam (Islamic preach).

In this case, the teachers prepared the theme, then the students developed it into tausiyah materials and delivered their speech in front of their friends on the prepared podium. The examination evaluated the method used by the students in giving tausiyah, the content of the tausiyah, the ability to communicate, the fluency, and the confidence.

#### **DISCUSSION**

In general, the materials used in the activities of integrative Islamic education learning at Khairul Imam Junior High School support one another. The method used in the integrative Islamic education at Khairul Imam Junior High School is lecturing, demonstration, question and answer, habituation, as well as giving examples and advice. Viewed from the cognitive aspect, the integrative Islamic education learning activities provide students with spiritual insights and better ability in reading Qur'an. From the affective aspect, students have discipline and awareness in covering their aurat, performing prayers, and are motivated to read Qur'an regularly. In terms of the psychomotoric aspect, students are able to pray correctly and be tidier according to the

Islamic teachings, more obedient to school rules, and more motivated to carry out religious activities.

#### **CONCLUSION**

The integrative Islamic education at Khairul Imam Junior High School includes several co-curricular activities, namely prayer practice, Qur'an recitations, tahsin, tahfidz, akidah akhlah, mufrodat, muroja'ah, and tausiyah. All of these activities have a specific schedule, relevant materials according to the curriculum, appropriate methods, set regulations, competent educators, and suitable assessments to evaluate the expected learning outcomes.

Overall, the integrative Islamic education has been well implemented at Khairul Imam Junior High School. It has been useful in developing students' abilities, enrich their learning experiences, develop their knowledge, and provide a solution for real-life problems based on Islamic norms. There may be some obstacles in the implementation, but they can be easily overcome through good learning management.

#### **REFERENCES**

- [1] Daulay, NP., *Islamic Education in Educating the Nation*. Jakarta: Rineka Cipta, 2012.
- [2] Muhaimin, *Reconstruction of Islamic Education; From the Development Paradigm, Institutional Management, Curriculum to Learning Strategies*. Jakarta: Rajawali Press, 2013.
- [3] Sunhaji, "Integrative Learning Model of Islamic Education with Science," *Insania*, vol. 19, no.2, pp. 344–358, 2014.
- [4] A. Setiyawan, "Integration Value of Character Education in Learning Arabic at the Language Development Center of UIN Sunan Kalijaga," *Nadwa J. Educator. Islam*, vol.9, no.2, pp.127–144, 2015.
- [5] Mukni'ah, "Integrative PAI in Islamic Boarding Schools Based on Islamic Boarding Schools," *Phenomenon*, vol. 17, no.1, pp. 37–44, 2014.
- [6] JW Creswell, *Research Design: Qualitative, Quantitative and Mixed Method Approaches. Ed. 4. Cet. 2*. Yogyakarta: PT Pustaka Pelajar, 2017.
- [7] M. Idrus, *Social Sciences Research Method*. Jakarta: Erlangga, 2000.