

# Integrated Curriculum Implementation In Education Quality Improvement

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**Abstract**—The curriculum is the spearhead in the implementation of education which is implemented in learning, so it is necessary to evaluate and improve continuously. Efforts of students do not feel heavy because of the dichotomy of the lesson, it needs an integrated curriculum. So, students can understand the learning material more completely and perfectly. The object of research is SDIT Cahaya Bangsa Mijen Semarang. Data analysis uses interactive analysis models namely: data collection, data reduction, data presentation and drawing conclusions or verification. To obtain the level of trust (validity) of the data obtained is done by the technique of credibility, transferability, dependability and confirmability. The results of observations are teaching skills in class and classroom management. The teacher carries out the learning process well, even though there are deficiencies. The disadvantage is that the facilities and infrastructure are incomplete to support the learning process. The results of interviews with school principals, that the implementation of an integrated curriculum in the form of a blend of Islamic values in every subject taught to students so that it appears with an Islamic character or personality in students. According to PAI teachers, the implementation of an integrated curriculum in the teaching and learning process can run well, because students are more active and creative in the learning process and students more easily understand the material presented. The strategy of school principals and teachers in improving the quality of education are synergized to maximize teacher competencies, especially pedagogic and professional competencies, and principals and teachers always upgrade the world of education.

**Keywords:** Integrated Curriculum, Education Quality

## I. INTRODUCTION

Education is essentially a conscious effort made to develop human personality that takes place both at school and outside of school. Education also means the process of helping individuals both physically and spiritually towards the formation of the main personality (qualified person). In the context of Islam, education means guidance for spiritual and physical growth according to Islamic teachings and the wisdom of directing, teaching, training, nurturing and supervising what is taught in Islam. From this meaning, it shows that guidance carried out in steps forms a perfect human being. As stated by Tohirin (2007: 5), educational efforts are

essentially an effort to form higher quality human beings.

Education as a forum for continuous and regular guidance in learning under the supervision of an authorized institution. While the component that has a strategic role in the education system is the curriculum. The curriculum is a system of learning programs to achieve institutional goals in educational institutions, so that the curriculum plays an important role in realizing quality schools. Without a good and appropriate curriculum, it is difficult to achieve the goals and objectives of education that you aspire to (Ahmadi, 2013: 3).

An idea that promotes human development as a whole, does not only lead to one aspect, but must develop all aspects of human resources in the present era. The biggest problem of Islamic education today in facing the challenges of modern life are three problems, namely: first, the dichotomy problem, or the separation of religious and general scholarship. Second, the goals and functions of Islamic educational institutions. Third, is a matter of curriculum and subject matter (Tajab, 2014). These three problems can be answered in an integrated curriculum. The government supports this reform program because it is in accordance with the objectives of national education as an effort to prepare the people and generation as the successor of the Indonesian nation capable of developing a stable democratic life in entering the current era of globalization and reform.

School is a formal institution that is appropriate in implementing the curriculum. The curriculum must be dynamic, because the needs of humans in each generation are different, so it takes a generation that is competent in certain fields that experience rapid development in their era. For this reason, schools need to develop smart, creative and innovative ideas in anticipating these challenges. Development of an integrated school that combines the national curriculum with the Islamic curriculum towards the integration of the school system to achieve excellence, both in academic and non-academic aspects. Integrated schools create a generation with character, strong personalities, strong and steady in students. This is one of the alternative answers in facing the globalization era. What is presented at school is adjusted to the life of children outside of school, so that lessons at school

help children in dealing with various problems outside of school.

The integrated curriculum is essentially a curriculum to make it easier for students to understand and solve problems that are centered on one subject, so that it can enable students to understand the material more quickly. Based on the above background, it is necessary to conduct a more in-depth study of the implementation of an integrated curriculum such as what has been implemented by SDIT Cahaya Bangsa, which has realized the goal of an institution that will provide general education services and Islamic education in a balanced manner to students. Therefore, the researcher conducted a special study on the implementation of the integrated Islamic elementary school curriculum, which in particular the author chose to conduct research at the Cahaya Bangsa Mijen Integrated Islamic Elementary School, Semarang.

## II. METHODS

This study uses a qualitative method with a phenomenological approach which describes the implementation of an integrated curriculum in a situation which will be a major part of its description. Data obtained through direct observation, where the researcher functions as an inseparable instrument with the research subject to conduct in-depth interviews, continuous observation and documentation study.

The data analysis technique used is an interactive analysis model which is carried out through four main activities, namely: data collection, data reduction, data presentation and drawing conclusions or verification. To obtain a level of confidence (validity) on the data obtained, credibility, transferability, dependability and confirmability techniques are used. Then the data is elaborated based on theories that are relevant to education experts, especially those related to the implementation of an integrated curriculum and the quality of education.

This inductive qualitative research is conducted with a phenomenological approach, so this approach demands the intensity of the researcher with the object and research subject. The active involvement of researchers is important in order to be able to fully appreciate and understand reality as it is. The phenomenological approach to this research, indeed departs from the empirical reality about the implementation of an integrated curriculum at the SDIT Cahaya Bangsa Mijen Formal Education Institute which is the focus of the research.

Empirically this research wants to examine the implementation of integrated curriculum education that is implemented both in the classroom and outside the classroom at SDIT Cahaya Bangsa

Mijen Semarang. In accordance with the purpose of this study is to examine the implementation of an integrated curriculum in improving the quality of education. As for the data that will be collected regarding; implementation of an integrated curriculum in improving the quality of education, including: curriculum planning, grouping of subjects, implementing an integrated curriculum, and evaluation. After that the data is processed based on the triangulation analysis method by synergizing the three tools used in data collection. So that the results are more accurate and reliable.

## III. RESULTS AND DISCUSSION

The development of the educational philosophy requires many changes in learning and lesson planning, as well as in curriculum development. The latest curriculum development demands a student-oriented approach (student center). In addition, a change in the paradigm of regional autonomy in which the implementation of education from centralized to decentralized encourages changes and reforms in several aspects including the curriculum.

Curriculum references based on Law No. 20 of 2003 on National Education System article 36 paragraph (2) emphasize that curricula at all levels and types of education are developed with the principle of diversification according to educational units, regional potential and students. With this basis in mind, it is necessary to develop an Education Unit Level Curriculum. The Education Unit Level Curriculum is an operational curriculum prepared by and implemented in each educational unit. In accordance with the mandate of the Government of the Republic of Indonesia Number 19 of 2005 that the Education Unit Level Curriculum at the primary and secondary education levels refers to content standards and graduate competency standards and is guided by the guidelines of the National Education Standards Agency.

Cahaya Bangsa Integrated Islamic Elementary School Education Unit Level Curriculum was developed as a form of the primary and secondary education curriculum. This curriculum was prepared by a drafting team consisting of school and school committee elements under the coordination and supervision of the Semarang City Education Office and with the guidance of expert education and learning resource persons from UNNES lecturers.

Optimizing the quality of cognitive, psychomotor and affective is the concentration of education in this institution. An integrated education system, quality resources and a systematic curriculum are applied to form quality individuals. SDIT Cahaya Bangsa aims to form a person who has noble qualities. To print a person who has a clean faith, is correct in worship, has noble character, is

intelligent and broad in knowledge and has noble deeds.

- a. Principles of Curriculum Development  
Principles of Curriculum Development SDIT Cahaya Bangsa Mijen:
  1. Centering on the potential, development, needs and interests of students and their environment
  2. Diverse and integrated
  3. Responsive to developments in science, technology and art
  4. Relevant to the needs of life
  5. Comprehensive and continuous
  6. Lifelong learning
  7. Balance between national interests and regional interests
- b. Principles of Curriculum Implementation.  
In implementing the curriculum in each educational unit, use the following principles.
  1. The implementation of the curriculum is based on the potential, development and condition of students to master competencies that are useful for themselves. In this case students must get quality educational services, as well as have the opportunity to express themselves freely, dynamically and pleasantly.
  2. The curriculum is implemented by upholding the five pillars of learning, namely: (a) learning to believe and fear God Almighty, (b) learning to understand and appreciate, (c) learning to be able to implement and act effectively, (d) learn to live together and be useful to others, and (e) learn to build and find self, through an active, creative, effective, and fun learning process.
  3. The implementation of the curriculum allows students to receive services that are improvement, enrichment, and / or accelerated in accordance with the potential, developmental stages and conditions of students while still paying attention to the integration of the personal development of students with divine, individual, social and moral dimensions.
  4. The curriculum is implemented in an atmosphere of relationship between students and educators who accept and respect each other, are friendly, open, and warm, with the principles of *tut wuri handayani*, *ing madia mangun karsa*, *ing ngarsa sung tulada* (behind giving power and strength, in the middle of building passion and initiative, in front of providing examples and examples).
  5. The curriculum is implemented using a multistrategic and multimedia approach, adequate learning resources and technology, and utilizing the surrounding environment as a learning resource, with the principle of being a teacher (everything that happens, unfolds and develops in society and the surrounding environment and the natural environment is

made into learning resources, examples and examples).

6. The curriculum is implemented by utilizing natural, social and cultural conditions as well as regional wealth for the success of education with an optimal content of all study materials.
7. A curriculum that includes all components of subject competence, local content and self-development is organized in a balanced, connected, sustainable, suitable and adequate between classes and types and levels of education.

#### **Analysis of Integrated Curriculum Planning at SDIT Cahaya Bangsa Mijen Semarang**

Curriculum planning is the cornerstone of the SDIT Cahaya Bangsa journey because it will facilitate implementation. Certainty in the direction of school education can be seen from curriculum planning. Integrated curriculum planning at SDIT Cahaya Bangsa is carried out by the curriculum preparation team at SDIT Cahaya Bangsa. In preparing the curriculum, the principal is assisted by the vice chairman of the curriculum as a curriculum developer. Curriculum planning is carried out in several stages.

*First, set educational goals.*

*Second, determine the vision and mission of the school*

*Third, establish educational programs with an integrated curriculum goal direction*

The performance proclaimed in curriculum planning is reflected in the vision and mission that can account for its performance as quality assurance to students, parents and society. At the curriculum planning stage, there are several factors that can influence curriculum implementation.

Curriculum planning analyzes the internal conditions of SDIT Cahaya Bangsa, namely the conditions of students, educators, education personnel, financing, facilities and infrastructure, health, organizational security and school administration systems. While the external condition is the community environment around the school, as well as stakeholders. Students as the first object in an educational institution need to receive primary attention, such as the characteristics of the students at SDIT Cahaya Bangsa so that they can determine the direction of the curriculum to be implemented.

From the vision of SDIT Cahaya Bangsa "To produce a generation of Muslims who are smart, creative and have noble character towards the glory of the nation", that shows SDIT Cahaya Bangsa has a curriculum planning that leads to achieving the vision by carrying out the mission that has been set.

### **Analysis of Curriculum Implementation at SDIT Cahaya Bangsa Mijen**

Implementing the curriculum can be validated through various learning activities, developing educational activities, increasing the capacity of implementing resources and fulfilling curriculum support. Hunkins in Ahmadi, explains that the implementation of the curriculum carries out the planned learning plan. According to Beauchamp in Ahmadi, explaining curriculum implementation is to make the curriculum work.

Implementation of learning is the process of determining the success of a curriculum, including: opening of learning, learning process, and closing learning. Based on the results of the researchers' observations, the opening of learning was carried out by starting with greetings, istighfar, prayer before learning and prayer for the heart, Appersepsi and pre-test, and attendance.

The research on the opening stages of learning is more clear as follows:

- Greetings are the greetings used at the beginning of a meeting both in class and outside of class. Students at SDIT Cahaya Bangsa Mijen are accustomed to meeting saying greetings and shaking hands.
- Istighfar is a sentence asking for forgiveness, which aims to forgive all mistakes of students so that they are easy to accept lessons. The number of istighfar that is pronounced is unlimited, at least 20 times.
- Pray before studying, aiming as a request for additional knowledge of students to Allah SWT.
- Pray for the light of the heart, aiming to broaden the chest in receiving knowledge.
- Apperception and pre-test are carried out by asking questions to students and describing teaching materials that will be delivered and what has been. Aims to find out the intellectual state of students in understanding and remembering past lesson materials as well as understanding the learning material to be delivered.
- Attendance is not carried out continuously for every subject, because there is a written note on the attendance board regarding the daily attendance of students which is managed by the homeroom teacher and the respective class teacher.

The second stage, in the implementation of learning is the learning process, which is the essence of learning. At this stage the teachers at SDIT Cahaya Bangsa provide material with various methods and strategies. The methods often used are lectures, questions and answers, recitations or assignments, demonstrations, and discussions. Several methods such as lectures,

question and answer, and recitation, all of these are always in every subject of study. While, for demonstrations and discussions, it is used only for certain teaching materials. Special discussion is usually used at the upper level class. The strategy used focuses on students or student centers. The use of media and learning resources is tailored to the subjects and material being taught. For example, in the science subject on the theme of animal breeding, the teacher uses pictures and video media. The learning resources come from the teacher's handbook.

The third or final stage of the learning process is closing. At SDIT Cahaya Bangsa Mijen, in the closing stage of the activity, several things were done, namely conveying conclusions on the material being taught, posttests, assignments, istighfar, and prayers after learning. In the post test, the teacher gives questions to several students as a measure to determine the level of understanding that students get. Then, students are given homework assignments either in the form of questions related to the material that has been studied or and materials to be studied in the next discussion.

Istighfar that is read in closing learning is the same as the stages of opening learning. For the prayer that is read, of course, it is different, namely prayer after learning, closed with handallah and greetings.

School efforts to create teaching effectiveness are carried out by using the full day school system and applying quantum teaching, learning and multiple intelligence models which direct the need to appreciate and appreciate that each individual has a unique intelligence.

SDIT Cahaya Bangsa builds alignment of supporting factors in curriculum implementation. The supporting factors are in the form of the role of the principal's function in spurring the teaching staff by supervising the administration of learning and teaching and learning activities in classes, as well as facilitating the needs of media, teaching aids and other learning resources.

Supporting factors in improving the quality of education are the role of foundations and support for training programs, as well as facilitating media, facilities and infrastructure, and parents who are always cooperative for the progress of their children. The inhibiting factor for the presence of teacher personnel still thinks of the old paradigm, namely teaching only the transfer of knowledge, and facilities that are still far from ideal.

The efforts made by the principal in improving the quality of education and learning

include direct and indirect supervision, motivating and sending teachers to self-development activities for teaching and learning activities. In addition, conducting learning innovations such as outdoor learning activities, activities that support the educational process outside of the subject matter, and most importantly in learning, teachers combine Islamic values in each subject being taught so that it becomes an Islamic character or personality. and the teacher's personality continues to be improved so that it becomes more Islamic in attitude, thoughts and actions.

The success or failure in implementing the curriculum is the participation of the principal and teachers, as explained Mulyasa, that the success or failure of implementing the curriculum in schools is very dependent on the principal and teachers, because these two figures are the keys that determine and drive the various components and dimensions.

According to the Waka of the SDIT Cahaya Bangsa curriculum, the impact of the curriculum in improving the quality of education is that the quality of education is influenced by various factors, one of which is the ability of teachers to improve their competencies, especially their pedagogical and professional competencies. The teacher's strategy will be in line with the quality of education.

#### IV. CONCLUSION

Education is a necessity of life for every human being. But in reality that need is not as long as it can provide solutions to problems that arise in this life. Advancing or retreating human civilization in a nation is very dependent on education. If education is able to produce human beings with physical and mental qualities, the nation will be developed, peaceful, and prosperous. The spearhead of a nation's progress is in its educational advancement. Conversely, if the education of a nation is stagnated, it will affect all areas of its decline.

Quality in education that focuses on outcomes in this case is the student and the process that is carried out in learning. Without a good process it is impossible to achieve a quality school.

Accurate benchmarks for quality education can be seen from the products. Quality

products are used as a reference in determining choices when entering an educational institution.

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