



# Implementation of Bible Integration in Integrated IPS Learning in The Kurikulum Merdeka at Christian Junior High School, Surakarta City

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**Abstract.** The purpose of this research is to find out the application of the actualization of Bible integration through Integrated Social Studies learning using the Freedom to Learn Curriculum. This type of research uses a qualitative approach. In contrast, the approach uses a phenomenological design that attempts to reveal events under the actual conditions, so it depends on 1) perception, 2) comprehension, 3) understanding, and 4) a person's assumptions. The implementation of this research took place in several private Christian schools in the city of Surakarta. As students in Christian schools with diverse backgrounds, building multiculturalism must be guided by the teachings of the Christian faith through implementing the Bible. Association and cooperation with people of different ethnicities, cultures, customs, habits, perspectives, ways of thinking, and religions are expected to further strengthen faith in God. The task of Christian education is to guide students to God's purposes for humans, character, and the divine (Howard, 2008, p. 2). This then becomes the basis of Christian education, namely Jesus Christ and His word. "For no one can lay any other foundation than that which has been laid, which is Jesus Christ" (1 Corinthians 3:11). Christian schools have a Christian philosophy that determines the variety and quality of existing educational presentations. This Christian philosophy will also show the values that the school applies. Values are a set of principles, standards, or qualities considered to be useful or necessary. Education grows out of philosophy; in true education, philosophy is rooted in biblical theology. In other words, true education is built on the values found in the word of God (the Bible). So, Christian schools need to build the implementation of Christian education learning values that originate from the Bible. This is biblical integration in subjects (BBI: Bible-based Integration). The key informants were Integrated Social Studies subject teachers from each school, while additional informants were students as research subjects. Data collection techniques were used: observation and interviews, while data analysis techniques used interactive models from Miles and Huberman, including 4 (four) components: (1) data collection, (2) data reduction, (3) data presentation, and (4) concluding/verification. As for testing the validity of the data, the credibility test was used either through triangulation or checking with members/members checking.

**Keywords:** Bible Integration, Kurikulum Merdeka Belajar, Multicultural Values, Christian Schools

## 1 Introduction

Diversity is an inevitable necessity in society. Forgetting diversity in education is an unnoticed gap that brings social problems. Thus, multicultural education becomes an important gap that brings about dialogical maturation, not only of each individual but of the entire society itself. In efforts to develop Indonesia, the idea of multiculturalism has become a strategic issue which is a non-negotiable demand. The reason is that Indonesia is a nation born with multicultures where culture cannot be seen only as wealth (which is exalted) but must be placed in relation to survival as a nation. "A friend shows love at all times, and is a brother in trouble" (Proverbs 17:17). Geographical, cultural and ethnic reality, this archipelago is inhabited by hundreds of tribes with diverse cultures as well as different beliefs and religions. This fact encouraged the pioneers of independence in the era of idealization of struggle to adhere to the understanding that a nation is a group of people who have the same historical background, fate, goals and aspirations. This formula unites all ethnic groups in Indonesia into one nation. And it was this formulation that empirically succeeded in bringing the Indonesian nation to the gates of independence (Soemitro, 1994:32).

The development of education in Indonesia often experiences changes and improvements to the curriculum, as this is planned or drafted by the central government to be implemented in every school. "Listen to instruction, and you will become wise; do not neglect it" (Proverbs 8:33). In essence, social studies learning in schools (SMP) which is integrated aims to make this subject more meaningful for students so that the organization of learning materials is adapted to the environment, characteristics and needs of students (Sapriya, 2009). In this way, students can master the dimensions of learning at school, namely: "mastering knowledge, skills, attitudes and values and action" (Sapriya, 2009). The integrated learning approach in social studies is often called an interdisciplinary approach. The integrated learning model is essentially a learning system that allows students, both individually and in groups, to actively seek, explore and discover concepts and principles holistically and authentically (Depdikbud, 1996:3).

Based on this view, social studies learning in the classroom today needs to foster student motivation. The use of technology-based learning media can help memory and effectiveness in Social Studies learning which contains various abstract and complex social concepts and phenomena, so that the use of various learning resources can concretize all abstract concepts, in order to facilitate students' understanding of the material covered. delivered by the teacher. The use of Bible implementation to increase the value of multiculturalism through Integrated IPS learning certainly has its own challenges when implemented using the Free Learning Curriculum and is interesting to study.

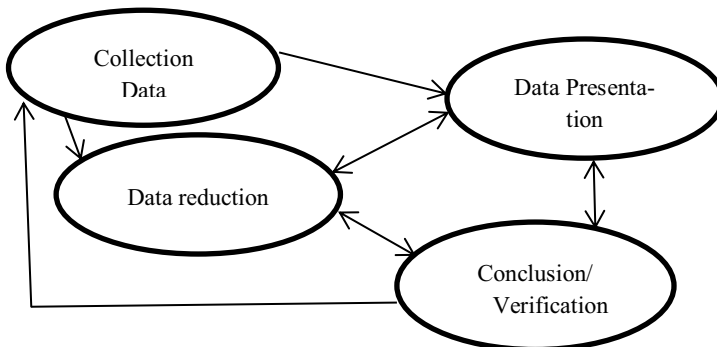
## 2 Methodology

This type of research uses a qualitative approach, while the approach uses a phenomenological design which attempts to reveal events that are in accordance with the actual

conditions, so it really depends on: 1) perception; 2) understanding; 3) understanding; and 4) a person's assumptions (Bungin, 2008).

This research is of a descriptive qualitative type, where this research is research that explores a problem and creates an in-depth understanding of important phenomena. The data collected is based on words obtained from a small group of individuals so that the point of view of the research participants can be known. Researchers build a holistic and complex picture through analysis of data collected in natural situations. Qualitative research is research that explores a problem to develop a detailed understanding of the phenomenon that is the topic. Data is collected from a small group of data sources that describe the whole phenomenon. The data is then analyzed to obtain an interpretation with a broader meaning about a research result (Borg et al., 2003), (Creswell, 2012). Qualitative research includes interpretive and naturalistic approaches to the subject of study, seeking to understand things in their natural context. Qualitative research includes the collection of various empirical data such as case studies, personal experiences, introspection, interviews, observation results, document studies that describe the meaning of a research subject (Denzin & Lincoln, 2009). This type of research is considered appropriate to use because this research aims to explore a phenomenon in depth by using key data sources. The phenomenon to be observed is about the actualization of Bible integration instilled in Integrated Social Studies learning at Christian Middle Schools in Surakarta City to strengthen the multicultural values of students. The results of the research conducted are in the form of general descriptive data.

Data analysis was carried out through interactive model analysis. The interactive model is a series of processes consisting of three types of interconnected process stages, namely; data reduction, data presentation, and verification or conclusion. Data reduction is the process of simplifying data from all data collected using an anticipatory mechanism to eliminate data that is not very relevant to the problem in the research. Strict selection was carried out on the data that had been collected through the process of summarizing data, coding data, formulating themes, grouping data, and writing data in narrative form. Then the data presentation process is a process of constructing solid, structured and easy-to-understand information so that the data can then be analyzed to draw conclusions. Then the last is verification or drawing conclusions, where interpretation of the data presented is carried out, determining the meaning of the data presented, confirmation by triangulation, cross-checking the findings, and then following up on existing findings (Creswell, 2012. Huberman & Miles, 2009).



**Fig. 1.** Interactive Model Qualitative Analysis Techniques (Hubberman & Miles, 1992:20)

### 3 Research Results and Discussion

This research uses data from several informants, respondents, places, activities, documents and archives related to the actualization of Bible integration in Integrated Social Studies learning in several private Christian schools in Surakarta City through the Merdeka Belajar Curriculum which is implemented in each school to strengthen values, multiculturalism in students. The Junior High School (SMP) level is in the Phase D stage (Junior High School level 13-15 years). In Phase D, the elements of religious morality are mapped which can be seen in the following table:

**Table 1.** Flow of Religious Moral Elements

Elements of Knowing and Appreciating Culture Phase D (Junior High School Level 13-15 years)	
Sub-element	End of Phase D
Know and love God Almighty	Understanding God's presence in everyday life and linking their understanding of God's qualities or attributes with the concept of humans' role on earth as responsible creatures of God.
Understanding religion/belief	Understand the meaning and function of the main elements of religion/belief in the Indonesian context, read the holy book, and understand the teachings of religion/belief related to the relationship between humans and the universe.
Implementation of Worship Rituals	Carrying out worship regularly and independently in accordance with religious/belief guidance, as well as participating in celebrations of major holidays.

Source: Tim Penyusun. Naskah Akademik Profil Pelajar Pancasila (Rev. 01-11-2021). 2020. Jakarta: Badan Penelitian dan Pengembangan dan Perbukuan Kementrian Pendidikan dan Kebudayaan

**Table 2.** Flow of Elements of Development of the Dimensions of Faith, Fear of Almighty God, and Noble Morals

Elements of Personal Morals Phase D (Junior High School Level 13-15 years)	
Sub-element	End of Phase D
Integrity	Dare and consistently convey the truth or facts and understand the consequences for yourself and others.
Take care of yourself physically, mentally and spiritually	Identify the importance of maintaining a balance of physical, mental and spiritual health and strive to balance physical, social and religious activities.

Source: Tim Penyusun. Naskah Akademik Profil Pelajar Pancasila (Rev. 01-11-2021). 2020. Jakarta: Badan Penelitian dan Pengembangan dan Perbukuan Kementrian Pendidikan dan Kebudayaan

**Table 3.** Flowchart of Development of the Global Diversity Dimension

Elements of Knowing and Appreciating Culture Phase D (Junior High School Level 13-15 years)	
Sub-element	End of Phase D
Explore culture and cultural identity	Understand cultural change over time and according to context, both on a local, regional and national scale. Explaining self-identity which is formed from national culture.
Explore and compare cultural knowledge, beliefs and practices	Understand cultural dynamics that include everyday understandings, beliefs and practices in personal and social contexts.
Foster a sense of respect for cultural diversity	Understand the importance of preserving and celebrating cultural traditions to develop Indonesian personal, social and national identity and start working on preserving culture in everyday life.

Source: Tim Penyusun. Naskah Akademik Profil Pelajar Pancasila (Rev. 01-11-2021). 2020. Jakarta: Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan dan Kebudayaan

Based on data found in the field, the implementation of Bible integration is contained in teaching modules where there are inserted Bible verses that are relevant to the learning material being taught. Educators are also greatly helped by the Platform Merdeka Mengajar (PMM) where educators can learn and upload the results of their real work on this platform. The Merdeka Mengajar Platform is a technology platform provided for teachers and principals in teaching, learning and creating. To access the features/menus on the Merdeka Mengajar platform, users need to log in with a Learning Account ([belajar.id](https://belajar.id)).

Currently, the Merdeka Mengajar platform has features/menus that can help develop teacher competency and support teaching and learning activities. Among them are: a) Merdeka Curriculum, which contains information on introducing the basic principles and concepts of new student-centered learning paradigms, as well as information on implementing the curriculum by studying Pancasila student profiles and learning outcomes in the Merdeka Curriculum, b) Student Assessment, which contains a collection of packages diagnostic assessment questions based on certain phases and subjects, to help you get information about student learning processes and outcomes, c) Teaching Toolkit, which contains various teaching materials to support your teaching and learning activities, such as teaching materials, teaching modules and project modules, d) Independent Training, which contains various short training materials, so that you can carry out training independently, anytime and anywhere, e) Community, which contains various kinds of learning communities throughout Indonesia and can be used by teachers to share good practices and learning facilities as well as joint discussions with other teachers, f) Inspiration Videos, which contain a collection of inspirational videos made by the Ministry of Education and Culture and experts, as a reference for improving your competence as an educator, and g) Evidence of Work, which functions as a place to document work You are to describe the performance, competence and achievements achieved while carrying out the profession of teacher or school principal ([kemendikbud.go.id](https://kemendikbud.go.id)).

## 4 Conclusion

As students in Christian schools with diverse backgrounds, building multiculturalism must be guided by the teachings of the Christian faith through the implementation of the Bible. Association and cooperation with people of different ethnicities, cultures, customs, habits, perspectives, ways of thinking and different religions are expected to further strengthen faith in God. Based on this view, social studies learning in the classroom today needs to foster student motivation. The use of technology-based learning media can help memory and effectiveness in Social Studies learning which contains various abstract and complex social concepts and phenomena, so that the use of various learning resources can concretize all abstract concepts, in order to facilitate students' understanding of the material covered. delivered by the teacher. The use of Bible implementation to increase the value of multiculturalism through Integrated IPS learning certainly has its own challenges when implemented using the Free Learning Curriculum.

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