Integrated Curriculum Management Aligns IPAS and Ismuba Learning Implementation

Fridalifia Maharani Putri[1], Istikomah Istikomah[1*]

[1]Master's Program in Islamic Education Management, Universitas Muhammadiyah Sidoarjo, Sidoarjo, Indonesia

*Coressponding Author Email: istikomah1@umsida.ac.id

Abstract. General Background: Integrated curriculum development has become increasingly important in aligning interdisciplinary knowledge with character-based education in primary schools. Specific Background: At SD Muhammadiyah 4 Zamzam, curriculum integration is implemented by combining Natural and Social Sciences (IPAS) with Al-Islam, Kemuhammadiyahan, and Arabic Language (ISMUBA) to connect scientific concepts with Islamic values. Knowledge Gap: However, limited studies describe how integrated curriculum development between IPAS and ISMUBA is systematically managed and implemented using structured development models. Aims: This study aims to examine the management and implementation of integrated curriculum development between IPAS and ISMUBA at SD Muhammadiyah 4 Zamzam. Results: Using a Research and Development (R&D) approach with the ADDIE model, data were collected through interviews, questionnaires, and observations involving teachers and students. The findings show that teachers conduct a SWOT analysis in developing integrated learning, particularly in IPAS topics such as photosynthesis, which are linked with Qur'anic verses. Teaching modules are designed to connect scientific concepts with Islamic teachings, enabling students to understand the relationship between natural processes and religious values while fostering environmental responsibility and religious character. Novelty: This study presents an integrated curriculum development model combining IPAS and ISMUBA using the ADDIE framework and Qur'anic contextualization in teaching modules. Implications: The findings provide practical guidance for developing interdisciplinary curricula that integrate scientific knowledge with religious values to support character development and contextual learning in primary education.

Keywords: Integrated curriculum, IPAS learning, ISMUBA education;,ADDIE model, Islamic values integration.

1 Introduction

Muhammadiyah is one of the largest Islamic organizations in Indonesia, with charitable activities in the fields of education, health, and economics. In the field of education, Muhammadiyah has schools that aim to provide knowledge and services to integrate Islamic religious knowledge and general knowledge in Indonesia.One of Muhammadiyah's charitable endeavors in the field of education is SD Muhammadiyah

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4 Zamzam, which is under the auspices of the Muhammadiyah Sepanjang branch's Council for Primary, Secondary, and Non-Formal Education. In an effort to continuously improve the quality of education, the Muhammadiyah Directorate General of Primary and Secondary Education has developed the ISMUBA education program for both schools and madrasasMuhammadiyah, which includes the development of standards, competency standards, content standards, and standard processes and assessments. [2]

Teaching Al-Islam, Kemuhammadiyahan, and Arabic (ISMUBA) is a privilege and advantage for Muhammadiyah schools and madrasahs [3]. This shows that education at Muhammadiyah does not only focus on cognitive aspects, but also on affective and psychomotor dimensions, which are important for shaping the character of students. The development of this curriculum is expected to encourage and significantly improve the quality of Muhammadiyah schools, so that they can meet the needs of progressive and relevant education and skills.

The curriculum used at SD Muhammadiyah 4 Zamzam is a combination of the national curriculum and the Al-Islam, Kemuhammadiyah, and Arabic Language (ISMUBA) curriculum. In practical or general learning, it remains integrated with Islam in accordance with the school's vision. Therefore, all learning must be based on the ISMUBA Curriculum.

Science and Social Studies (IPAS) learning at SD Muhammadiyah 4 Zamzam not only refers to the national curriculum, but also integrates religious values through the Ismuba curriculum. This approach makes IPAS learning not only about delivering scientific and social material, but also a means of shaping the character and spirituality of students. For example, in the photosynthesis material in grade 4, this scientific concept is linked to verses from the Qur'an, such as Q.S Surat Al-Baqarah Verse 164, which means "Indeed, in the creation of the heavens and the earth, the alternation of night and day, and ships sailing the seas carrying goods beneficial to mankind, and what Allah sends down from the sky in the form of air, then revives the earth after its death and spreads all kinds of animals throughout it." This verse shows the relationship between air, life, and plants that play a role in photosynthesis.

The learning methods used include discussion, plant observation, and simple observation of the photosynthesis process. For example, an experiment is conducted by placing plants under light to see the change in leaf color. This approach helps develop the creativity and religiousness of students. With interactive learning methods, teachers help students understand the connection between photosynthesis and Islamic values.

IPAS learning integrated with Ismuba at SD Muhammadiyah 4 Zamzam is also supported by the development of teaching modules and learning objectives collaboratively prepared by the curriculum development team and teachers. In the learning activities, teachers create teaching modules that will be developed by the drafting team[4]. The modules created by teachers undergo dynamics in learning, which initially only developed in IPAS learning.

The management of curriculum development does not only focus on ISMUBA learning but has also developed in Indonesian Language, Pancasila Education, Mathematics, Fine Arts, PJOK, and English subjects.

This interconnection is realized through the integration of the national curriculum and the Muhammadiyah school's ISMUBA curriculum, as well as various extracurricular activities.

The curriculum is a component that must exist in educational institutions. According to Law Number 20 of 2003, the curriculum consists of a set of plans, regulations regarding content, teaching materials, and appropriate methods as guidelines in the implementation of the teaching and learning process[5].

Management is generally defined as governance or administration, which includes planning, organizing, implementing, and controlling. Management has several different but similar definitions, such as administration, management, governance, and other similar terms in the context of organizations.Therefore, it can be said that management is governance. This term has developed not only in the business world, but is also applied in various other fields, one of which is education[6]. states that management is a process involving four main activities, each of which is a basic function. These four activities, known in the world of management as POAC, are Planning, Organizing, Actuating, and Controlling[7].1) Planning: a very important initial stage in the development of an integrated curriculum. At this stage, the objectives of integrating IPAS chapter on photosynthesis and ISMUBA learning are determined. The goal is to teach the concept of photosynthesis in a context that is in line with Islamic values. This plan must also include teaching strategies, material to be delivered, and evaluation methods. By combining scientific concepts with religious values, students are expected to understand the importance of photosynthesis from both a scientific and spiritual perspective. The initial stage of curriculum development determines the objectives, strategies, materials, and evaluation methods in learning, including how the integration of scientific concepts and Islamic religious values is carried out. 2) Organizing involves arranging the resources, tasks, and roles necessary to achieve the integration objectives. Teachers must work together to develop an integrated curriculum. This includes arranging schedules in accordance with the academic calendar, dividing tasks, and compiling teaching materials covered in the Learning Objectives Flow (ATP) and Learning Outcomes (CP).and Teaching Modules. In this case, teachers will focus on the concept of photosynthesis from a scientific perspective and convey relevant religious values, such as the role of plants in God's creation and human responsibility towards the environment. 3) Actuating (Implementation) is the stage where the plans that have been prepared will be implemented in the classroom.

Teachers carry out learning that combines the concept of photosynthesiswith Islamicvalues.

For example, when teaching about the process of photosynthesis, teachers can link scientific explanations to verses from the Qur'an that discuss plants and nature, such as Qur'an Surah Al-An'am verse 99, which means, "And it is He who sends down rain from the sky, and We bring forth with water all kinds of plants, then We bring forth from the plants green crops. We bring forth from the green plants grains in abundance and from the date palm, clusters hanging low, and gardens of grapes, olives, and pomegranates, similar (in shape and color) but different (in taste). Observe their fruit when they bear fruit and (also observe) their ripeness. Indeed, in that are signs (of Allah's power) for people who believe. Interactive and participatory learning methods are highly recommended so that students can deeply understand the relationship between science and religious values. 4) Controlling is the evaluation and monitoring stage to ensure that the integration is going according to plan and achieving the desired goals. At this stage, teachers and the school need to evaluate the effectiveness of the learning that has been carried out. Evaluation can be done through tests and observation. The results of the evaluation are used to improve and refine the integration process in the future.

Curriculum development is an important process in education. The curriculum is one of the essential elements in teaching and learning activities. The curriculum development process includes the selection of educational materials, the development of teaching methods, and the evaluation of educational programs. The main objective of curriculum development is to ensure that students receive an effective education that meets their needs.

The principles of curriculum development play a significant role in determining the direction and objectives of the curriculum development itself. These principles aim to ensure that the curriculum meets the needs of students and the community and helps students achieve the expected outcomes. In addition, these principles also ensure that the curriculum development process is carried out collaboratively and based on existing evidence[8].

The first step in curriculum development is planning. There are three aspects that need to be developed in this process, namely objectives, materials, and institutional management. These three aspects require careful planning.

This planning involves three main activities: a) Strategic planning Strategic planning is an activity that aims to formulate competency standards, determine the content and structure of programs, and develop strategies for implementing the curriculum as a whole. In formulating competency standards, the task of curriculum developers is to determine the knowledge, attitudes, and skills that students are expected to have after completing the education program. The main sources in formulating these competency standards are the adopted philosophy, the vision and mission of the institution, community expectations, government regulations and policies on education, and the needs of the business and working world[9]. b) Program planning Program planning is a series of activities aimed at compiling basic competencies and determining the material or subject matter for each subject. The parties involved in this activity include the curriculum department, the principal, and several teachers selected based on their expertise in specific disciplines and their performance. According, like the vision, mission, and competency standards stated in a specific formulation, basic competencies must also be formulated in the form of statements. According to c) Planning learning activities (program delivery plans) involves a series of activities to

implement learning. These activities include developing competency achievement indicators, determining materials, selecting learning strategies, and establishing the evaluation tools to be used. The task of planning learning activities lies in the hands of teachers[10].

Essentially, science and religion are two inseparable things, and both are essential needs for human life, just as humans consist of body and soul. Science and religion must go hand in hand to create balance. Therefore, science and religion must be an integral part of life that supports each other. Developing science must be based on spiritual values so that future science can bring blessings and goodness to the whole universe.

Muhammadiyah has several important views regarding education. First, educating people to have awareness of God (spiritual knowledge), where God is an eternal entity who is always watching, in accordance with the concept of piety. Second, shaping individuals who are progressive with an ethos of renewal, intelligent thinking, broad insight, and alternative solutions. Third, developing the potential of independent individuals, with a work ethic of hard work, competitiveness, honesty, and entrepreneurship. Fourth, nurturing students to have life skills and skills in the social, technological, information, and communication fields. Fifth, guiding students to have a creative spirit creativity and the ability to create and appreciate works of art and culture. Sixth, forming association, community, and national cadres who are sincere, sensitive, caring, and responsible towards humanity and the environment.

The integration of ISMUBA in science in the Muhammadiyah school curriculum is partially implemented through ISMUBA and non-ISMUBA subjects, making Islam a source of inspiration and motivation for the development of science. These sources of inspiration include the Qur'an, Hadith, Fiqh, Worship, and History. ISMUBA functions as a value. The integration of value awareness in the curriculum has several levels: direct teaching, through other subjects, hidden curriculum, and external factors[11]. Thus, the focus of this study is on the pattern of the integrated curriculum model and the steps for curriculum development and management at SD Muhammadiyah 4 Zamzam.

Based on previous research by Dede Rosyada entitled "Integration of Religion and Science: Integrative Learning Models in Madrasahs." The results of this study show that the efforts currently being undertaken by several madrasahs in Indonesia are to integrate religion and science in the learning process. The program does not aim to prepare students to become religious experts or religious speakers in the community, but rather to enable students to think integratively about religion and science. One of the goals is for students to become religious professionals in mastering the integration of science and religion, or vice versa[12].

Febri Giantara,entitled "Integration of Science Learning in the Islamic Education Curriculum," shows that the relationship between science and religion in the Islamic perspective views religion and science as two inseparable and interrelated things. The implementation of science integration in the Islamic religious education curriculum is reflected in the process of integrating Islamic religious values into each science subject[13].

Fajrin Maulana entitled "Implementation of the Al-Islam and Kemuhammadiyahan Curriculum in Increasing the Religiosity of Students at SMK Muhammadiyah 2 Sragen" shows that students' awareness of religious teachings is still low. Therefore, to increase the level of religiosity of students at SMK Muhammadiyah 2 Sragen, Al-Islam and Kemuhamadiyahan education must be implemented. Previous studies show that the Al-Islam and Kemuhammadiyahan curriculum largely meets curriculum implementation standards. In the dynamics of modern education, Muhammadiyah, as an educational institution with a heritage of Islamic values and the spirit of Kemuhammadiyahan, considers it important to formulate a curriculum that not only teaches academic knowledge but also shapes character in accordance with Islamic teachings[14].

Thus, this study differs from previous studies because it not only explores the level of religiosity of students but also examines how the development of the Ismuba curriculum at SD Muhammadiyah 4 Zamzam can contribute to the integration of science and religion in learning. In other words, this study aims to provide a more comprehensive picture of the role of the Ismuba curriculum in shaping students who are not only academically intelligent but also have strong morals and spirituality[15].

2 Method

The research method used in the integrated curriculum development management between ISMUBA and IPAS is the Research and Development (R&D) method [16].This research follows the ADDIE development model, which consists of five main stages: needs analysis to identify the problems and needs of students and teachers, design to develop teaching modules that are in line with the curriculum and integrated with the values of the Qur'an, development to compile and validate teaching modules, implementation to test teaching modules in the classroom, and evaluation to assess the effectiveness of teaching modules in improving students' understanding and application of Islamic values.

Data was collected through interviews, questionnaires, and observations involving students and teachers as the main respondents to ensure that the teaching modules developed were relevant, applicable, and in line with student needs[17]

2.1 Analysis (Analysis Stage)

The purpose of the analysis is to clearly define the design related to the development of teaching modules, including: curriculum analysis, needs analysis, and teaching module development analysis.

2.2 Design (Design Stage)

Activities carried out in the design stage are: preparing references related to photosynthesis material and related to verses from the Qur'an related to this material. Compiling a teaching module requirements map, teaching module design, and assessment instrument design. [19]

2.3 Development (Development Stage)

The purpose of this stage is to modify the basic design of the product until it reaches its final version for use. The activities to be carried out include:
Writing the teaching module
Expert validation, which is done to obtain data on the strengths and weaknesses of the product, which will then be improved. The validators for this research are Dr. Anita Puji Astutik, S.Ag., M.Pd.I. as a learning material expert, Herman, S.Ag., M.Pd. as a Qur'an integration expert, and Anang Wijayanto, M.Pd. as a learning practitioner expert[20].
Revision, based on the experts' suggestions for improving the teaching module. If validated, the teaching module to be developed is ready to be tested in learning.

2.4 Development Testing

Testing is carried out after the product has been revised according to the validators' suggestions. Testing was carried out on fourth-grade students at SD Muhammadiyah 4 Zamzam with a total of 28 students in the 2025/2026 academic year. The development testing stage was carried out to determine the effectiveness of a product that was created.

2.5 Implementation

This stage aims to implement the development of the validated Ismuba integrated IPAS teaching module, which was then tested on fourth-grade students at SD Muhammadiyah 4 Zamzam for 2 x 35 minutes. This stage will analyze the accuracy of the teaching module design, the accuracy of the teaching module content, and the attractiveness and effectiveness of the developed teaching module[21]

2.6 Evaluation

The evaluation stage is carried out to determine the quality of the teaching module development product in accordance with the results of interviews and teacher response questionnaires as well as the opinions of experts. The evaluation is carried out during the collection of implementation data to measure the effectiveness of the integrated IPAS teaching module Ismuba[22].

3 Results and Discussion

The integrated IPAS teaching module developed by Ismuba has specifications in accordance with the provisions of in-depth learning teaching modules, ranging from product identity, design aspects, and material aspects. The teaching module developed from this research and development is an integrated IPAS module on photosynthesis for fourth-grade students at Muhammadiyah 4 Zamzam Elementary School. This research refers to the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The following are the results of the research and development of the

integrated IPAS teaching module Ismuba[23].

3.1 Expert Validation Results

Expert validation results are used to obtain data and suggestions from validators so that the validity of the learning modules produced by learning material experts can be determined. The expert validation results are presented in Tables 1, 2, and 3.

Table 1. Summary of Data on the Validation of Teaching Modules by Learning Material Experts

No	Aspect	Presentation Validity	Validity Level
1	Format	100	Highly Valid
2	Content	96.87	Very Valid
3	Language	100	Very Valid
4	Integration	87.5	Highly Valid
Average validity percentage		96.09	Highly Valid

Based on the calculation results listed in Table 1, the average assessment result by learning material experts is 96.06%. This value indicates that the development product is very valid and suitable for learning [24].

Table 2. Summary of Data on the Validation Results of the Teaching Module by Al-Qur'an Integration Experts

No	Aspect	Validity Presentation	Validity Level
1	The suitability of the Qur'anic verses with the material	100	Highly Valid
2	The meaning of the Qur'anic verse is systematically arranged	75	Valid
3	The verses of the Qur'an that are easy to understand	75	Valid
4	Ability to use Islamic values	100	Very Valid
5	Integrating verses from the Qur'an can increase the value of faith	100	Very Valid
6	The influence of material on students	100	Highly Valid
Average percentage of validity		91.66	Highly Valid

Based on the calculation results listed in Table 2, the average assessment result by the Qur'an integration expert is 91.66%. This value indicates that the developed product is very valid and suitable for use in learning.

Table 3. Summary of Data on the Validation Results of the Teaching Module by Learning Practitioners

No	Aspect	Validity Presentation	Validity Level
1	Display of the integrated IPAS teaching module Ismuba	95	Highly Valid
2	Relevance of the IPAS teaching module to learning outcomes	100	Very Valid
3	Quality of IPAS teaching module materials integrated with Ismuba	100	Very Valid
4	Language	93.75	Very Valid
5	Users (Teachers)	100	Highly Valid
Average validity percentage		97.75	Highly Valid

Based on the results of the calculations listed in Table 3, the average assessment score by learning practitioners was 97.75%. This score indicates that the developed product is highly valid and suitable for use in learning.

3.2 Results of Student Respondents in Large Group Tests

The next step is to implement the teaching module in the learning process at school. By conducting a trial, the following respondent results were obtained.

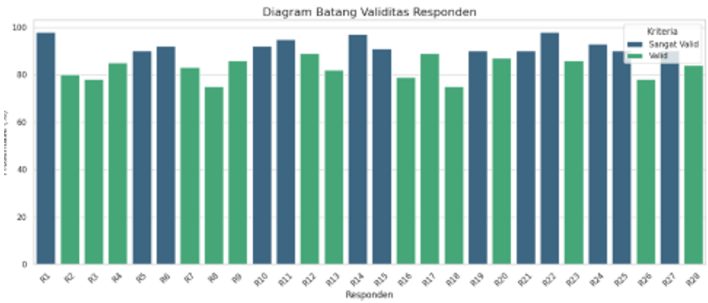

Fig.1. Student Respondent Results in Large Group Testing

Based on the trial involving large groups of students in Diagram 1, which involved 28

respondents, it was found that the integrated IPAS teaching module product was valid with a percentage of 86.14%.[24]

4 Conclusion

This research and development produced a product in the form of an integrated IPAS teaching module on photosynthesis for grade IV students at Muhammadiyah 4 Zamzam Elementary School. The development process used the ADDIE model developed by Dick and Carrey. Based on the research results, the teaching module has met the eligibility criteria for use in learning after being assessed by validators[25].

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