School Education System and Integrated Based Curriculum

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Abstrak

Ada kecenderungan selama ini guru mengemas pengalaman belajar siswa terkotak-kotak dengan tegas antara satu bidang studi dengan bidang studi yang lainnya, pembelajaran yang memisahkan penyajian mata pelajaran-mata pelajaran secara tegas hanya akan membuat kesulitan belajar bagi siswa karena pemisahan seperti itu memberikan pengalaman belajar yang bersifat artifisial. Penelitian ini menggunakan pendekatan kualitatif dengan menggunakan metode deskriptif. Adapun teknik pengumpulan datanya menggunakan wawancara mendalam, observasi, dokumen, dan angket. Hasil penelitian menunjukkan bahwa 1. Pendidikan terpadu yang dilaksanakan yaitu mengintegrasikan antara pendidikan pondok pesantren dan pendidikan di sekolah yang mengacu pada kurikulum khas Pondok Pesantren Salafi Terpadu Darussyifa Al-Fithroh Kabupaten Sukabumi. 2. Adapun kurikulum berbasis keterpaduan yang ada Perguruan Islam Yaspida Sukabumi yaitu kurikulum yang mengintegrasikan antara kurikulum pesantren dan sekolah dengan komponenkurikulum berbasis keterpaduan, kurikulum berbasis kemasyarakatan, kurikulum berbasis kompetensi, dan kurikulum berbasis amaliah ibadah.

Kata Kunci: Sistem Pendidikan Sekolah, Kurikulum Berbasis Keterpaduan

Abstract

There is a tendency for teachers to package student learning experiences firmly compartmentalized between one field of study and another, learning that separates the presentation of subjects firmly will only make learning difficult for students because such separation provides an artificial learning experience. This research uses a qualitative approach using descriptive methods. The data collection technique uses in-depth interviews, observations, documents, and questionnaires. The results showed that 1. The integrated education carried out is to integrate Islamic boarding school education and education in schools which refers to the typical curriculum of the Integrated Salafi Islamic Boarding School Darussyifa Al-Fithroh, Sukabumi Regency. 2. The integration-based curriculum that exists at Yaspida Sukabumi Islamic College is a curriculum that integrates the pesantren and school curriculum with components of an integrated-based curriculum, community-based curriculum, competency-based curriculum, and amaliah worship-based curriculum.

Keywords: School Education System, Integration-Based Curriculum

Introduction

There is a tendency so far for teachers to package student learning experiences strictly compartmentalized between one field of study and another, learning that separates the presentation of subjects strictly will only create learning difficulties for students because such separation provides a different learning experience. are artificial. Meanwhile, in elementary schools, especially in the lower grades, students more fully appreciate their learning experience in totality, students experience difficulties with the separation of learning experiences like that. In accordance with the Gestalt learning concept which prioritizes the knowledge possessed by students starting from the whole and then moving on to the parts. In other words, in the eyes of students, they see themselves as the center of the environment which is a whole whose elements are unclear with a holistic meaning that departs from the concrete. Selection of learning models or methods that are in accordance with curriculum objectives and potential are the basic abilities and skills that must be possessed by teachers. (Syaodih Sukmadinata, 1997) explains that the curriculum is an inseparable part of education and teaching. Therefore the teacher as an educator must have the potential to choose a learning model that can be used according to the characteristics of students and the demands of the curriculum. The Integrated Curriculum is a curriculum that enables students both individually and classically to actively explore and discover concepts and principles in a holistic, meaningful and authentic way. Through these considerations, there are various views and opinions about integrated learning, but all of them emphasize how to deliver meaningful lessons by involving students in the learning process. Through integrated learning it is hoped that students will gain overall knowledge by linking one lesson to another.

The Darussyifa Al-Fitrat Sukabumi Islamic Education and Social Foundation (YASPIDA), is one of the educational institutions in Sukabumi, of course open to existing educational issues or problems. The Darussyifa Al-Fitrat Sukabumi Islamic Education and Social Foundation (YASPIDA), which houses the Darussyifa YASPIDA Sukabumi Islamic Boarding School, also has school components namely SD IT Yaspida, SMP IT Yaspida, MTs Plus Yaspida, MA Plus Yaspida, Yaspida Integrated High School, Integrated Vocational School 1 Yaspida and Integrated Vocational School 2 Yaspida, and tertiary institutions namely IAIS at the YASPIDA Sukabumi Islamic college which are all integrated based.

Methods

This study uses a qualitative approach using descriptive methods (Moleong, 2012). This research was conducted by explaining or analyzing data obtained from the Darussyifa Al-Fitrat Sukabumi Islamic Social and Education Foundation (YASPIDA). The data collection technique uses in-depth interviews, observation, documents, and questionnaires. In this study, the research object or informant was the Darussyifa Al-Fitrat Sukabumi Islamic Education and Social Foundation (YASPIDA). Reduction, classification and triangulation are carried out so that the information displayed can be accounted for (Sugiyono, 2022).

Results and Discussion

School Education System

The term system comes from the Greek *"system"*, which means a set of subsets or components that are connected to each other on a regular basis and form a whole. The term system is used to denote a set of ideas or ideas that are structured and organized so as to form a logical unit.

The system is a unit consisting of components or elements or elements as sources that have regular, not just random, functional relationships that help each other to achieve a result. Education is a system that has elements of educational goals or

objectives, students, education managers, structure or levels, curriculum, and equipment/facilities (Fuad, 2003, p 107). In a general sense, the education system is the sum total of its parts that work together to achieve the expected results based on predetermined needs. Every system must have a goal and all the activities of all components or parts are directed to achieve that goal. Therefore, the educational process is a system known as the education system (Hasbullah, 2017, p. 123).

The components found in the education system are as follows:

1. Objective
2. Educator
3. Learners
4. Educator tools

The national education system is an integrated whole of all educational units and activities related to each other to strive for the achievement of national education goals. The national education system is a supra system, namely a large and complex system, which includes several parts which are also systems.

In the national education system, students are all citizens, meaning that every existing education unit must provide opportunities to become students to all citizens who meet certain requirements according to their specificities, without distinction of social, economic, religious status, ethnicity and so on. In the National Education System Law No. 20 of 2003, educators are distinguished from educational staff. Educational personnel are members of the community who are dedicated and appointed to support the implementation of education. While educators are educational staff who are qualified as teachers, lecturers, counselors, tutors, widyaiswara, tutors, instructors. Facilitator, and other designations in accordance with their specificity and participation in organizing education.

Indonesia now adheres to a national education system. However, the national education system still cannot be implemented as it should. There are several education systems in Indonesia that have been implemented, including:

1. Value-oriented Indonesian Education System
   This education system has been implemented since elementary school. Here students are taught honesty, tolerance, discipline, etc. This value is conveyed through Civics lessons, even this value is also conveyed at the secondary and tertiary education levels.
2. Indonesia adheres to an open education system.
3. According to this education system, students are required to be able to compete with friends, think creatively and innovatively.
4. Diverse education systems.
   Indonesia consists of various tribes, languages, regions, cultures, etc. As well as Indonesian education which consists of formal, non-formal and informal education.
5. Efficient education system in time management.
   In teaching and learning activities, the time is arranged in such a way that students do not feel burdened with the subject matter presented because the time is too short or vice versa.
6. An education system that is adapted to the changing times.
   In this system, the Indonesian people must adjust the curriculum to the current situation. Therefore, the curriculum in Indonesia often changes from time to time.

The current education system in Indonesia:

1. Funding. The budget for education in Indonesia continues to increase, but it still has to be used for the right things. The BOS (School Operational Fee) funding that is currently being implemented is indeed quite helpful, but it is also necessary to pay close attention to the distribution and objectives of this funding. In certain areas a student (from any background,

both rich and poor) can be free from tuition fees from public elementary schools to state senior high schools, but in other areas this has not yet been implemented.

2. Method problems in the National Education System where teachers who act actively feed knowledge to students who only act passively. During the 2009 national meeting in Jakarta on October 29, 2009, President SBY criticized this, "I remind the Minister of National Education, try since kindergarten, elementary, junior high, and high school, the methodology is not to be an active teacher, passive students, and just chasing exams and report cards. If that is chosen, then school children will not develop their creativity, innovation and entrepreneurial spirit.

3. Teaching Attitude Values and Not Pursuing Report Values.

Education Management, the authority to make principal policies in the field of education in Indonesia is still held by the central government. This means that the local government has not dared to take the authority to determine the period of basic education or the style of uniform in formal schools. Thus the standardization of education anywhere in Indonesia should be the same. In Jakarta or in Manokwari, the standard of education for the elementary school level should be the same. However, it should be considered that access to education in different parts of Indonesia is not the same.

The Concept of Integrated-Based Curriculum

The concept of integration refers to the whole, unity, roundness, completeness, complex which is characterized by the interaction and interdependence between its components. An integrated curriculum is a curriculum that eliminates boundaries between various subjects and presents learning materials in the form of units or as a whole (integrated curriculum). The curriculum is designed based on an integrated system that considers input, process and product components. First, the input component, in this component the curriculum focuses on logical and systematic subjects so that students master certain knowledge structures. Second, the process component, in this component the curriculum is focused on forming thinking concepts and ways of learning and the third is the product component, in this component the curriculum is focused on forming specific behaviors (Sabdarifanti et al., 2021). The characteristics of the integrated curriculum organization form are:

1. Based on the educational philosophy of Pancasila democracy.
2. Based on Gestalt learning psychology and field theory.
3. Based on sociological and socio-cultural foundations.
4. Based on the needs, interests and developmental level of student growth.
5. Supported by all existing subjects or fields of study.
6. The delivery system uses a unit teaching system, namely experience units and subject units.
7. The role of the teacher is as active as that of the students, even the role of the students is more prominent.

The integrated curriculum has advantages, including that everything that is learned is closely related, in accordance with modern ideas about learning, allows close relationships between schools and the community and is easily adapted to the interests and abilities of students.

The integration-based curriculum is interrelated, namely the input sub-system, namely students, the process sub-system, namely methods, materials and society, the product sub-system, namely graduates, which are linked to evaluation and feedback components. Each component is interrelated, influencing one another in order to achieve goals (Asrudifah et al., 2022) Characteristics of an integrated curriculum organizational form: based on the Pancasila democratic education philosophy, based on Gestalt learning

psychology (Muhibbin, 2010), based on sociological and socio-cultural foundations, based on the needs, interests and developmental levels of student growth, supported by all existing subjects or fields of study, the delivery system uses a unit teaching system, namely experience units and subject units and the teacher's role is as active as the participant's role students, even the role of students is more prominent and the teacher tends to act as a guide or facilitator

The integrated curriculum is a form of curriculum that eliminates the boundaries between various subjects and presents learning material in the form of units or as a whole. Thus, the integrated component integrates the subject components so that the boundaries of these subjects are no longer visible, because they have been formulated in the form of problems or units (Sa'ud, 2018). The characteristics of the integrated curriculum organizational form include: (a) based on the philosophy of Pancasila democracy education, (b) based on gestalt learning psychology and field theory (c) based on sociological and socio-cultural foundations, (d) based on needs, interests, and level of development the growth of students, (e) supported by all existing subjects or fields of study, (f) The delivery system uses a unit teaching system, namely experience units and subject units and (g) The role of the teacher is as active as the role of students, even the role students are more prominent and teachers tend to act as mentors and facilitators. The advantages or benefits of an integrated curriculum include: (a) Everything that is learned in units is closely related, (b) This curriculum is in accordance with modern ideas about learning, (c) Allows for a close relationship between schools and the community, (d) in accordance with democratic understanding, (e) easily adapted to the interests, abilities and maturity of students. The integrated curriculum that is widely used in the field consists of connected, webbed, and integrated models. This curriculum is seen as an effort to improve the quality of education at the basic level, especially in order to compensate for

the symptoms of crammed curriculum that often occur in the implementation of the learning process in schools. The connected model or connectedness model in principle strives for a link between concepts, skills, topics, ideas, activities in one field of study. The webbed model or cobweb model is a model using a thematic approach, only then sub-themes are developed by taking into account its relation to related fields of study. The integrated model or cohesiveness model is a model that sets curriculum priorities and finds skills, concepts and attitudes that overlap in several fields of study, and this model is difficult to fully implement considering the difficulty of finding material from each field of study that really overlaps in one semester (S Maryati, 2020).

The advantages or benefits of an integrated curriculum include: (a) everything that is learned in units is closely related, (b) this curriculum is in accordance with modern ideas about learning, (c) allows a close relationship between the school and the community, (d) in accordance with democratic understanding, (e) easily adapted to the interests, abilities, and maturity of students (Suherman, 2011).

To carry out this form of integrated curriculum organization, (Fogarty, 1991), introduced ten integrated learning models which are grouped into three types, the three types are: First, the type of integrated learning in one discipline, namely fragmented, combined and nested. Second, the types of interdisciplinary integrated learning are sequenced, shared, webbed, threaded and integrated. Third, the type of integrated learning that prioritizes the integration of student factors, namely immersed and networked.

Integrated-Based Curriculum Development Procedures

At present there is a tendency for teachers to package student learning experiences strictly compartmentalized between one field of study and another, a curriculum that separates the presentation of subjects strictly will only make it difficult for students, because such separation will

provide a learning experience that is artificial. Meanwhile, at the elementary school level, especially students in the early grades, they more fully appreciate their experiences in totality, this will invite learning difficulties with these artificial divisions of experience (Hamalik, 2005, p. 32).

In accordance with the Gestalt theory which puts forward the knowledge that students have starting from a new whole to the parts. Students at the primary school level are most dominant in living their experiences, still thinking as a whole, they are still difficult to deal with artificial selection (separately). This means that low grade students in elementary schools see themselves as the center of the environment which is a whole whose elements are unclear with a holistic meaning starting from the concrete.

Through this thought, an integrated curriculum departs from the general plan and is carried out in the form of unit teaching. The intended general plan is a curriculum organization that is centered on specific problem areas, ideas, cores or themes that can be used to carry out a teaching unit. In other words, resource units are units that are ready to be made and arranged in a general, complete and extensive manner and are a reservoir for the development of unit learning (Sari et al., 2021).

Implementation of Integration-Based Curriculum at Darussyifa Al-Fithroh Integrated Salafi Islamic Boarding School, Sukabumi Regency

The concept of integrated education in question is integrating Islamic boarding school education and education in schools that refer to the typical curriculum of the Darussyifa Al-Fithroh Integrated Salafi Islamic Boarding School, Sukabumi Regency. The curriculum is a guideline that becomes a guide for caregivers or teachers/ustadz to train their students in developing knowledge, skills and attitudes in everyday life. The curriculum of Darussyifa Al-Fithroh Sukabumi Integrated

Salafi Islamic Boarding School in general refers to 4 integrated curricula, namely:

1. Integrated-Based Curriculum
   A totality system consisting of components that are interconnected and interact both components with components and between components between components as a whole, in order to achieve predetermined goals. The integrated curriculum provides learning opportunities and possibilities for students' students. These learning opportunities are designed and implemented as a whole by taking into account influential matters, therefore it is necessary to control, guide so that the learning process is directed at achieving the expected ability goals. Its implementation at the Darussyifa Al-Fithroh Integrated Salafi Islamic Boarding School, Sukabumi Regency, is an integration between learning in Islamic boarding schools and schools.

2. Community-Based Curriculum
   A community-based curriculum in which the materials and objects of study are policies and regulations carried out in the regions, adapted to the conditions of the natural, social, economic, cultural environment and adapted to the needs of regional development that students need to learn in the area. For students, it is useful to provide the possibility and habit to be familiar with the environment in which they live. Another possibility is preventing environmental alienation, getting used to local culture and customs and trying to love the environment. Its implementation at the Darussyifa Al-Fithroh Integrated Salafi Islamic Boarding School, Sukabumi Regency, namely the practice and habituation of what is needed in the community. For example, in the religious field, students are taught tawasul, reading sholawat al barzanji, procedures for managing corpses (bathing, shrouding, praying, and burying).

3. Competency Based Curriculum
   Competency-based curriculum (KBK) is a set of plans and arrangements regarding competencies and learning outcomes to be achieved by students, assessments, teaching and learning activities, and empowerment of educational resources in the development of curriculum for Islamic boarding schools and schools. This curriculum is oriented towards: (1) the results and impacts that are expected to appear on students' students through a series of meaningful learning experiences, and (2) diversity that can be realized according to their needs. The application of KBK is oriented towards mastery learning. The competency-based curriculum contains competency standards and basic competencies in each subject. Competency standards are defined as the completeness of knowledge, skills, attitudes, and levels of mastery that are expected to be achieved in studying a subject. Its implementation at the Darussyifa Al-Fithroh Integrated Salafi Islamic Boarding School, Sukabumi Regency, includes activities to strengthen the potential talents of students' skills through activity units outside of school hours and Islamic boarding school recitation activities. The activity units are Islamic religious organizations, youth mosques, development activity units, water, cooperatives, animal husbandry, agriculture, cooking. Here, students are free and measurable to choose one unit of activity for the development and strengthening of their talents, interests and potential*skill*her.

4. Worship Amaliyah-Based Curriculum
   The amaliyah worship-based curriculum is a curriculum that contains theories of aqidah, fiqh, tajwid, short verses, daily prayers and practicum related to muamalah which is the obligation of a Muslim. Its implementation is at the Darussyifa Al-Fithroh Integrated Salafi Islamic Boarding School, Sukabumi Regency, namely students besides being taught about obligatory acts of worship are also taught about sunnah services such as hajat prayers, istikhoroh prayers, repentance prayers, tasbih prayers, repelling reinforcements, praying lihifdzil faith, birrul walidain prayers, fasting on Mondays and Thursdays, and other sunnah services which are of course in accordance with the teachings of Islamic law.

Of these four types of curriculum, they become a reference source for determining the classification of teaching materials and the material presented in various methods of implementing the curriculum. The method of implementing the curriculum at the Darussyifa Al-Fithroh Integrated Salafi Islamic Boarding School, Sukabumi Regency, is divided into two, namely the method of implementing the Islamic boarding school curriculum and the method of implementing the school curriculum. Then the method of implementing the curriculum in schools, of course, there are many methods that can be used.

Among these methods are the lecture method, discussion method, demonstration method, plus lecture method, recitation method, experimental method, study tour method, skills training method, team teaching method, peer teaching method, problem solving method, project method, taleren method, and global methods.

1. Lecture method
   The lecture learning method is an oral explanation of learning material to a group of listeners to achieve certain learning goals in relatively large numbers, through lectures, several goals can be achieved. With the lecture method, teachers can encourage inspiration for their listeners.

2. Discussion Method
   The discussion learning method is the process of involving two or more participants to interact with each other, exchanging opinions, and or mutually

defending opinions in solving problems so that an agreement is obtained between them.

3. Demonstration Method

The demonstration learning method is a very effective learning method for helping students find answers to questions such as: How do you organize it? How does the process work? How does the process work. Demonstration as a learning method is when a teacher or a demonstrator (an outsider who is intentionally asked) or a student shows the whole class a process. For example, the operation of an automatic washing machine, how to make cakes, and so on.

4. Lecture Plus Method

The Lecture Plus Learning Method is a teaching method that uses more than one method, namely the lecture method combined with other methods. There are three kinds of plus lecture methods, including: the lecture plus question and answer method and assignments; lecture method plus discussion and assignments; lecture plus demonstration and exercise method (CPDL).

5. Recitation Method

Recitation Learning Method is a teaching method by requiring students to make a resume with their own sentences.

6. Experimental Method

The experimental learning method is a way of managing learning in which students carry out experimental activities by experiencing and proving something they are learning for themselves. In this method students are given the opportunity to experience themselves or do it themselves by following a process, observing an object, analyzing, proving and drawing their own conclusions about the object they are studying.

7. Study Tour Method (Study Tour)

The study tour method is a teaching method by inviting students to visit an object in order to broaden their knowledge and then students make reports and discuss and record the results of the visit accompanied by an ustadz/teacher.

8. Skill Training Method

The skill training method (drill method) is a teaching method by providing repetitive skill training to students, and inviting them directly to the skill training area to see the process of the purpose, function, use and benefits of something (eg making a bag out of mute). This skill training method aims to form habits or patterns that are automatic in students' students.

9. Team Teaching Method

The team learning method is a teaching method where there are more than one educator, each of whom has a task. Usually one of the educators is appointed as the coordinator. How to test it, each ustadz/teacher makes questions, then combines them. If it is an oral exam, every student who is tested must directly deal with the ustadz/teacher team.

10. Peer Theaching Method

The Peer Teaching method is the same as teaching fellow friends, which is a teaching method that is assisted by his own friends.

11. The problem-solving method, also known as PBL problem-based learning, is a learning model based on the principle of using problems as a starting point for the acquisition and integration of new knowledge (M Aditya Firdaus, 2022).

12. The problem solving method is not just a teaching method, but also a method of thinking, because in problem solving one can use other methods that start with searching for data to draw conclusions. The problem solving method is a method that stimulates thinking and uses insight without looking at the quality of the opinions conveyed by students' students. An ustadz/teacher must be very clever at

stimulating his students' students to try to express their opinions.

13. Project Method

The Project Method is a design method which is a teaching method by asking students to design a project to be studied as an object of study. PJBL is highly recommended by (Muhammad Aditya Firdaus et al., 2023) because it can improve cognitive learning outcomes.

14. Tailoring Method

The Tealeren Method is a teaching method using parts, for example verse by verse and then connected again with other verses which are of course related to the problem.

15. Method Global (entire method)

The Global Method is a teaching method in which students are told to read the entire material, then students summarize what they can absorb or take the essence of the material.

The subject matter in schools refers to subjects that have been determined by the ministry of education. For the SD, SMP/MTs levels, they include Religious Education, Citizenship Education, Indonesian Language, Mathematics, Science, Social Studies, English, Cultural Arts, Physical Education, Skills, Local Content, and Self-development. As for the senior high school, high school, MA, vocational school levels, it is adjusted to the majors taken by each student of the Darussyifa Al-Fithroh Integrated Salafi Islamic Boarding School, Sukabumi Regency. In general, the activities of the students of the Darussyifa Al-Fithroh Integrated Salafi Islamic Boarding School, Sukabumi Regency, can be seen from the following activity structure

Table 1 Activities of students at the Darussyifa Al-Fithroh Integrated Salafi Islamic Boarding School

No	Activity time	Information
1	03.30 – 04.30	Qiyamul Lail
2	04.30 – 05.30	Congregational Morning Prayer, Wirid and Reading of Surat Yasin
3	05.30 – 06.30	Classical Studies
4	06.30 – 07.30	Bathing, Eating and School Preparation
5	07.30 – 08.00	Tadarus and Dhuha Prayer
6	08.00 – 12.00	KBM School
7	12.00 – 12.45	Congregational midday prayer
8	12.45 – 14.10	KBM School
9	14.10 – 15.30	Extracurricular
10	15.30 – 15.45	Congregational Asr Prayer
11	15.45 – 17.00	General Asr Stadium Recitation
12	17.00 – 17.45	Afternoon meal
13	17.45 – 18.30	Maghrib Congregational Prayer, Wirid and Hajat Prayer
14	18.30 – 20.30	Evening Classical Recitations and Congregational Isha Prayers
15	20.30 – 21.00	Rest
16	21.00 – 03.30	sleep

After looking at the fields of study and the books taught, the researcher believes that there is

a balance between religious studies and general studies as stated (M Aditya Firdaus & Fauzian, 2018; Muhammad Aditya Firdaus, 2020) that

pesantren must balance religious knowledge and general knowledge. Basically, pesantren has the right to maintain its main function, namely as a place for tafaqquh fiddin (religious deepening). However, the Darussyifa Al-Fithroh Integrated Salafi Islamic Boarding School, Sukabumi Regency, has an integrated education concept so that students besides studying and deepening religion also learn related to general learning. with the existence of a balanced learning of science between religion and general, it can empower students' thinking to develop more broadly.

In addition, the Darussyifa Al-Fithroh Integrated Salafi Islamic Boarding School in Sukabumi Regency provides religious teachings whose graduates are able to provide comprehensive answers, options, solutions to life's problems

Conclusion

Based on the research data and discussion, it can be concluded that integrated education is implemented, namely integrating Islamic boarding school education and education in schools that refer to the typical curriculum of Darussyifa Al-Fithroh Integrated Salafi Islamic Boarding School, Sukabumi Regency. The integration-based curriculum at Darussyifa Al-Fithroh Integrated Salafi Islamic Boarding School, Sukabumi Regency, is a curriculum that integrates the curriculum of Islamic boarding schools and schools with integrated curriculum components, community-based curriculum, competency-based curriculum, and worship practice-based curriculum.

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