



Integration of Islamic Values in Independent Curriculum Learning at State Primary School (SDN) 41 Sungai Ambawang

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi integrasi nilai-nilai Islam dalam pembelajaran Kurikulum Merdeka di Sekolah Dasar Negeri (SDN) 41 Sungai Ambawang. Menggunakan pendekatan kualitatif dengan desain studi kasus, penelitian melibatkan dua guru, satu kepala sekolah, dan dua puluh siswa kelas IV dan V sebagai partisipan. Data dikumpulkan melalui wawancara mendalam, observasi kelas, dan diskusi kelompok terfokus (FGD), yang dirancang untuk mendapatkan perspektif komprehensif mengenai penerapan nilai-nilai Islam dalam praktik pembelajaran. Wawancara semi-terstruktur digunakan untuk menggali pandangan guru dan kepala sekolah, sementara observasi kelas dilakukan untuk menganalisis interaksi dan metode pengajaran yang diterapkan. Hasil penelitian menunjukkan bahwa integrasi nilai-nilai Islam dalam pembelajaran di SDN 41 Sungai Ambawang memberikan dampak positif terhadap karakter siswa dan motivasi belajar. Meskipun demikian, tantangan dalam implementasinya, seperti dukungan orang tua dan pemahaman guru, masih perlu diperhatikan. Penelitian ini menggarisbawahi pentingnya pendidikan yang tidak hanya berfokus pada aspek akademis, tetapi juga pada pembentukan karakter melalui nilai-nilai yang relevan dalam kehidupan sehari-hari. Analisis data dilakukan secara tematik, dan validitas penelitian dijamin melalui triangulasi data serta member-checking untuk memastikan akurasi temuan. Melalui metode ini, diharapkan penelitian dapat memberikan wawasan mendalam tentang integrasi nilai-nilai Islam dalam pembelajaran dan dampaknya terhadap perkembangan karakter siswa di SDN 41 Sungai Ambawang.

Kata kunci : Integrasi, Nilai-Nilai Islam

Abstract

This study aims to explore the integration of Islamic values in Merdeka Curriculum learning at State Elementary School (SDN) 41 Sungai Ambawang. Using a qualitative approach with a case study design, the research involved two teachers, one principal, and twenty students in grades IV and V as participants. Data were collected through in-depth interviews, classroom observations, and focus group discussions (FGDs), designed to gain a comprehensive perspective on the application of Islamic values in learning practices. Semi-structured interviews were used to explore the views of teachers and principals, while classroom observations were conducted to analyze the interactions and teaching methods applied. The results show that the integration of Islamic values in learning at SDN 41 Sungai Ambawang has a positive impact on student character and learning motivation. However, challenges in its implementation, such as parental support and teachers' understanding, still need attention. This research underscores the importance of education that focuses not only on academic aspects but also on character building through values that are relevant in daily life. Data analysis was done thematically, and the validity of the research was guaranteed through data

triangulation and member-checking to ensure the accuracy of the findings. Through this method, it is hoped that the research can provide in-depth insight into the integration of Islamic values in learning and its impact on students' character development at SDN 41 Sungai Ambawang.

Keywords: Integration, Islamic Values

Introduction

Education has a very important role in shaping the character and morals of the younger generation. In Indonesia, Islamic Religious Education (PAI) functions not only as an introduction to religious knowledge, but also as an ethical and moral foundation for students. In this context, the Independent Curriculum provides ample opportunities to integrate Islamic values into various subjects in primary schools. The State Elementary School (SDN) 41 Sungai Ambawang as one of the educational institutions in the region has the responsibility to educate students in a contextual and relevant way. Through the Independent Curriculum approach, teachers can adapt learning to better suit the needs and potential of students, while still maintaining essential religious values.

The integration of Islamic values in learning at SDN 41 Sungai Ambawang is expected to increase students' understanding of Islamic teachings while forming a positive attitude that will be useful in daily life. Through teaching that combines cognitive, affective, and psychomotor aspects, students are not only taught subject matter, but also equipped with strong moral values. This study aims to examine how teachers at SDN 41 Sungai Ambawang integrate Islamic values in learning the Independent Curriculum. This research focuses on how teachers understand and attitude in integrating Islamic values into the learning of the Independent Curriculum at SDN 41 Sungai Ambawang, what are the Islamic values that are integrated in learning at SDN 41 Sungai Ambawang, and how to integrate them, and what are the challenges faced in the process of integrating Islamic values in the Independent Curriculum at SDN

41 Sungai Ambawang. This research is expected to provide new insights into effective and relevant educational practices, as well as contribute to the development of a better curriculum in elementary schools. Thus, the integration of Islamic values in learning can have a positive impact on the development of students' character and society as a whole.

Research Methods

This study uses a qualitative approach with a case study design to explore the integration of Islamic values in the learning of the Independent Curriculum at State Elementary School (SDN) 41 Sungai Ambawang. The study participants consisted of two teachers, one principal, and twenty students in grades IV and V. Data were collected through in-depth interviews, class observations, and focus group discussions (FGDs) to obtain a comprehensive perspective on the application of Islamic values in learning practices. Semi-structured interviews aim to explore the views of teachers and principals, while classroom observations are conducted to observe the interactions and teaching methods used.

Data analysis was carried out thematically, starting from the transcription of interviews and discussions which were then coded to identify emerging themes. The validity of the research is guaranteed through triangulation of data from various sources and member-checking to ensure the accuracy of the findings. Through this method, it is hoped that the research can provide in-depth insights into how Islamic values are integrated in learning at SDN 41 Sungai Ambawang, as

well as its impact on the development of students' character.

Results and Discussion

The integration of Islamic values in learning at SDN 41 Sungai Ambawang reflects an effort to build students' character through morality-oriented education. This research includes three main problem formulations. First, understanding the teacher's understanding and attitude regarding the integration of Islamic values in the Independent Curriculum. The indicators used include the level of knowledge about Islamic values, attitudes towards integration, and the frequency of training followed. Data were collected through questionnaires, interviews, and observations.

Second, the research also identifies Islamic values that are integrated in learning and methods of integration. Indicators here include the type of Islamic values taught, the integration methods used, and students' acceptance of those values. The data collection methods used are interviews, analysis of learning documents, and observation. Third, the challenges faced in the process of integrating Islamic values are also the focus of the research. Challenge indicators include the identification of curriculum and facility constraints, student responses, and obstacles in teaching. Data was collected through interviews, group discussions, and questionnaires.

The observation results showed that the teacher's understanding of Islamic values was very good, with a score of 5. This indicates that teachers have strong knowledge and the ability to relate Islamic values in learning, which is very important to shape the character of students. According to Muhtar (2020), a good understanding of the values taught by teachers can affect the effectiveness of integrating these values into the curriculum.

The enthusiastic attitude of teachers is also a key factor in the successful integration of Islamic values. Teachers' enthusiasm can increase student motivation and create a positive learning environment (Huang, 2019). With the support and positive attitude of teachers, students are more likely to accept and apply the values taught. However, although the methods used in the integration of Islamic values are relatively good, there is still room for improvement. This is in line with constructivist learning theory, which states that teaching methods must continue to be adapted to the needs of students and changing contexts (Brusilovsky & Millán, 2019). Therefore, further training for teachers on various integration methods can improve the quality of learning.

Students' acceptance of good Islamic values shows that students can feel the relevance and benefits of these values in their daily lives. According to Sidik (2021), students' involvement in the learning process of moral values can improve their understanding and encourage the application of these values outside the classroom.

The challenges faced, such as the lack of parental support and facilities, reflect broader issues in education, where environmental support and adequate resources are critical to the success of value education programs (Epstein, 2018). Therefore, collaboration between schools, parents, and communities needs to be strengthened to address these challenges and support the integration of Islamic values more effectively.

In interviews with teachers, it was revealed that they used teaching methods such as group discussions and collaborative projects to teach important values such as honesty and discipline. This approach is particularly relevant to the principles of constructivism, which emphasizes that

students learn more effectively when they are actively involved in the learning process and interact with their peers (Brusilovsky & Millán, 2017). Collaborative methods not only facilitate academic understanding, but also help students develop the social skills necessary to interact with others in social and professional contexts.

The positive response of students, which shows a change in attitude to be more respectful and disciplined, reflects that the integration of values in learning can have a significant impact on the development of students' character. Research by Durlak et al. (2017) confirms that educational programs that integrate social-emotional teaching can improve overall student well-being and reduce negative behaviors in schools. This shows that the teaching of Islamic values, if implemented correctly, can support the formation of a positive character.

However, the main challenge faced is the lack of support from parents. Research shows that parental involvement has a profound effect on students' academic success and behavioral development (Fan & Chen, 2018). Therefore, the strategy implemented by teachers to involve parents through regular meetings is the right step. This not only builds better communication between school and home, but also educates parents about the importance of the values taught in school.

Furthermore, parental involvement can create a more supportive environment for students. According to Hill and Tyson (2018), active parental involvement can motivate students to learn and participate more in school activities. Additionally, research by Epstein (2019) shows that schools that have strong partnerships with parents tend to experience improvements in academic achievement and student satisfaction. The principal's statement regarding the importance

of integrating Islamic values in the curriculum reflects a deep understanding of how education can shape the character of students. This integration serves not only to provide academic knowledge, but also to instill strong moral values, which are very important in the context of education in Indonesia. As expressed by Mustari (2020), character education through the integration of religious values in the curriculum can help students develop good attitudes and behaviors in daily life.

The steps taken by the school, such as the preparation of materials containing Islamic values and character education programs, are very relevant. According to Sari and Indratno (2021), integrating religious values in education can increase students' awareness of the importance of morals and ethics. This is in line with efforts to create a generation that is not only academically intelligent but also has good character. However, the challenge of understanding the right way of integration and the limited time in learning are obstacles that need to be overcome. Research by Rahman (2020) shows that limited time in the curriculum is often an obstacle to the effective implementation of character education. Therefore, the need for support from schools to provide training to teachers in implementing the integration of Islamic values effectively is very important.

The principal hopes that students can apply Islamic values in their daily lives, which can create a harmonious school environment. As expressed by Nasution (2019), a positive environment in schools greatly contributes to the success of integrating values in learning. Thus, the integration of Islamic values will not only affect the character of students but also create

a conducive and respectful learning atmosphere among students.

Satisfaction

Overall, the integration of Islamic values in learning at SDN 41 Sungai Ambawang shows a positive impact on students' character and learning motivation, although the challenges in its implementation still need to be considered. With the support of teachers, principals, and parents, this process can run more effectively and sustainably. This research underscores the importance of education that not only focuses on academic aspects, but also on character building through relevant values in daily life

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