# Implementation Of An Integrated Islamic School Network Curriculum In Strengthening Religious Character

**Bahktiar Siregar [1], Abd. Mukti [2], Siti Halima [3]**

[1,2,3] Universitas Islam Negeri Sumatera Utara Medan
*Corresponding Author: bachtiar.siregar27@gmail.com*

## ABSTRACT

The aims of this research are 1) to find and describe the similarities and differences in curriculum planning for the Integrated Islamic School Network in the Formation of Religious Character at SMP It Al-Hijrah, SMP IT Jabal Noor and SMP IT AL Khansa Deli Serdang, and 2) to find and describe the similarities and differences in the implementation of the Integrated Islamic School Network curriculum in the Formation of Religious Character at SMP It Al-Hijrah, SMP IT Jabal Noor and SMP IT AL Khansa Deli Serdang. This research approach uses qualitative research. This research is classified as a type of field research, where the research objects and studies are carried out in the field. The results of this research are 1) Curriculum planning at SMP IT Al Hijrah, the curriculum is designed to not only focus on general subject matter but also intensively align Islamic values into every aspect of learning. This includes not only classroom lessons but also extracurricular activities, all of which aim to support the development of consistent Islamic character. And 2) The implementation of the curriculum at SMP IT Al Hijrah includes the integration of Islamic values in every subject as well as actively involving parents and the community in the educational process, creating a supportive environment. Jabal Nur IT Middle School implements a religious routine every morning and a structured Islamic Personal Development program, ensuring that Islamic character education permeates students' daily activities. At Al Khansa Khalifah IT Middle School, the focus is more on daily religious practice activities and the integration of Islamic values in each subject, with extracurricular activities that support strengthening these lessons.
**Keywords: Curriculum, Integrated Islamic School, Character**

## A. INTRODUCTION

An integrated Islamic school is an educational institution that prepares a curriculum with the aim of optimally combining religious knowledge and general knowledge. This integration is clearly visible in the learning process in the classroom, where the noble values of Islam are integrated into every subject through innovative approaches and various learning models. Along with the rapid development of science and technology, the quality of teaching has also improved through the use of innovative methods. This condition requires educational institutions to continue adapting their curriculum to remain relevant and effective. (Mukodi, 2010:12).

The component that has a strategic role in the education system is the curriculum. The curriculum is a learning program system that aims to achieve institutional goals in educational institutions, so that the curriculum plays an important role in creating quality schools. (Kurnaengsih, 2015). The curriculum occupies a central position in the entire educational process. As a guide, the curriculum directs all forms of educational activities to achieve the goals that have been set (Kurniawan, 2020:32).

Integrated Islamic schools try to pave the way in building quality education by creating balanced teaching between science and Islamic values. This effort is carried out by integrating various components of Islamic activities to form education with strong and effective character. (JSIT Indonesia, 2017:76)

The integrated Islamic school curriculum provides a positive response to the formation of religious character, which includes a person's character, character, morals or personality which is formed through the internalization of various values and principles based on religious teachings. The formation of religious character involves serious efforts to educate and train the various spiritual potentials that exist within humans. (Muhjanah et al., 2023:43)

Moral quality is a very important aspect in human life. Morals influence a person's personality, both on an individual scale, as well as in the context of society and the nation. The fall, glory, prosperity and destruction of a nation are directly related to the level of morals possessed by the individuals within it. In the Koran, Alah SWT in surah Al-Ahzab/33:21: Indeed, in the Messenger of Allah there is a good example for you, especially for those who hope for Allah's mercy and the arrival of the Day of Judgment and remember Allah much. (Q.S AL-Ahzam ayat 21).

The Integrated Islamic School (JSIT) not only acts as a communication platform between Integrated Islamic Schools (SIT), but also has a broader vision. This vision is to become the driving and empowerment center for SIT in Indonesia. JSIT aims to advance SIT

so that it becomes an effective, high-quality school and is able to form religious character in its students. Thus, JSIT is not only a place to communicate, but also acts as an agent of change that encourages improvements in quality and religious values in the Islamic education system in Indonesia.

The Integrated Islamic School Network (JSIT) functions as a forum for communication between Integrated Islamic Schools (SIT). JSIT also has a vision to continue to be the center for driving and empowering SIT in Indonesia towards schools that are effective, quality and form religious character (Misbakul Munir, 2023:8). The development of Integrated Islamic Schools in North Sumatra, especially in Deli Serdang Regency, has had a very important impact on the development of JSIT. The growth of Integrated Islamic Schools in North Sumatra, especially in Deli Serdang Regency, has a very important or meaningful impact in the context of education and community development. "Based on the explanation above regarding the importance of curriculum integration in the educational process, including the formation of religious character based on the Al-Quran, Hadith, and the opinions of Muslim scholars, prospective researchers tend to pay attention to the JSIT curriculum in their observation process."

Thus, researchers conducted observations at several Integrated Islamic Schools in Deli Serdang Regency, including: Al-Hijrah IT Middle School on Jalan Perkomunikasi, Laut Dendang, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra 20371; Jabal Noor IT Middle School on Jalan Mencirim, Deli Serdang Regency, North Sumatra 20371; and Al-Khanza IT Middle School on Jalan Binjai KM.12, Deli Serdang Regency, North Sumatra 20223.

The IT school above has special characteristics in character building, which can be seen from several activities that take place, such as: every morning all students are gathered in the field to take tests on reading and memorizing the Al-Quran; when entering the school environment, students are required to greet and greet their ustadz and ustadzah; Before studying, we pray together, perform the Dhuha prayer, and wear Islamic clothing. (Kurniawan, 2020:41)

Thus, based on the phenomena and explanations that have been presented, researchers are very interested in comprehensively investigating information and data regarding 'Implementation of the Integrated Islamic School Network Curriculum in Strengthening. Religious Character in the Integrated Islamic School District. Deli Serdang.

The aim of this research is to discover and describe in depth the implementation of the JSIT curriculum in the formation of religious character, with a focus on: 1) Finding and

describing the similarities and differences in curriculum planning for the Integrated Islamic School Network in the Formation of Religious Character at SMP It Al-Hijrah, SMP IT Jabal Noor and SMP IT AL Khansa Deli Serdang, and 2) Find and describe the similarities and differences in the implementation of the Integrated Islamic School Network curriculum in the Formation of Religious Character at SMP It Al-Hijrah, SMP IT Jabal Noor and SMP IT AL Khansa Deli Serdang.

## B. METHOD

This type of research uses descriptive qualitative. Qualitative Methods are research procedures that produce descriptive data in the form of written or spoken words from people and observable behavior (Lexy J. Moleong, 2009: 157). John W. Creswell states that qualitative data collection is more than just deciding whether you will observe or interview someone. There are five steps in the qualitative data collection process, namely identifying participants and places, gaining access, determining the type of data to be collected, developing data collection forms, and managing the process in an ethical way. (John W. Creswell, 2012: 204). This type of research uses a multi-site study, which aims to describe a particular reality, object or event in detail and depth. Case/site studies are research that aims to study intensively a particular social unit, which includes individuals, groups, institutions, and so on. (Hasiara, 2018:17) This research can produce detailed information that may not be obtainable through other types of research.

## C. RESULT AND DISCUSSION
### History of Al Hijrah Deliserdang IT Middle School

The history of the establishment of the Al-Hijrah Integrated Islamic Middle School (IT) in Lau Dendang is a continuation of the establishment of the Al-Hijrah IT Elementary School which previously existed in 2005. Four years after its operation, there were many requests from parents of students to establish a Middle School, so that in 2009, Al-Hijrah IT Middle School was founded with only ten students in the first class. The following year, the number of students dropped to five, and in the third year, the middle school almost closed. Thanks to long discussions between the foundation and parents, this school was finally resumed and the third generation saw an increase in the number of students to 15 people.

Al Hijrah IT SMPS in Percut Sei Tuan District is part of the Al Hijrah Deli Serdang Foundation, which manages three levels of education at once, namely Kindergarten, Elementary School and Middle School. Al Hijrah Foundation was founded in 2005, and SMP began

operating in 2009. Initially, this foundation rented buildings and land on Jl. PBSI next to the IAIN-SU campus. In 2011, the Al Hijrah foundation moved to Jl. Transportation of Laut Dendang Village in Percut Sei Tuan District.

The location of Al Hijrah school is strategically located, easily accessible to students and the surrounding community. Even though the environment is not yet very cool due to the new building and plants still growing, efforts have been made to plant many plants and flowers to beautify the school grounds. The number of students at Al Hijrah IT Middle School, Percut Sei Tuan District is 214, consisting of 104 male students and 109 female students. Classes are separated by gender based on an agreement between the Principal and the Teachers. SMP has 12 classes, each consisting of 4 classes VII, 4 classes VIII, and 4 classes IX.

**History of Jabal Nur Deliserdang IT Middle School**

Jabal Nur Deliserdang IT Middle School, which was founded in 2011, is a private junior high school located on Jl. Sei Characterizes Gg. Abadi, Sunggal District, Deli Serdang Regency, North Sumatra. This school was founded based on a Decree of Establishment and has obtained an operational permit which was last renewed in 2019. By using the Independent Curriculum, SMP IT Jabal Nur Deliserdang shows adaptation to educational developments that are more flexible and in line with student needs.

**Al Khansa Khalifah Deliserdang IT Middle School**

Khansa Khalifah IT Middle School was established based on a Decree and officially started operating on March 6 2017. This school was inaugurated with approval by the Ministry of Education and Culture represented by the Head of the Deli Serdang District Education Office. The establishment of this school is a real step in realizing education that does not only focus on academic achievement, but also the character and spiritual development of students. Throughout its journey, Khansa Khalifah IT Middle School continues to strive to adapt the curriculum and teaching methods to be relevant to the needs of the times. This school integrates information technology in the learning process, in line with its name which contains the phrase "IT" or information technology. This shows the school's commitment to preparing its students to face the challenges of the digital era.

**Finding and describing similarities and differences in curriculum planning for the Integrated Islamic School Network in the Formation of Religious Character at SMP It Al-Hijrah, SMP IT Jabal Noor and SMP IT AL Khansa Deli Serdang**

Matrix table covering Sites I, II, and III, with explanations of Cross Sites and Site Propositions to clarify comparisons between sites in the context of curriculum planning for the Integrated Islamic School Network (JSIT) for the formation of religious character:

Table 1. Matrix

| Elemen | Situs I: SMP IT Al Hijrah Deliserdang | Situs II: SMP IT Jabal Nur Deliserdang | Situs III: SMP IT Al Khansa Deliserdang | Cross Situs | Proposisi Situs |
|---|---|---|---|---|---|
| **Curriculum Objectives** | Integration of Islamic values in all aspects of education. | Balance high academics with religious character. | Practical application of Islamic values in everyday life. | All sites emphasize the integration of Islamic values, but with different focuses and application. | The effectiveness of the integration of Islamic values varies depending on each site's curriculum approach. |
| **Learning methods** | Discussion, familiarization, extracurricular. | Innovative, combination of national and Islamic curriculum | Applicative learning of Islamic values. | Method of integrating classroom and extracurricular activities to support religious goals. | Innovative and applicable methods are more effective in internalizing Islamic values. |
| **Extracurricular activities** | Study, social activities. | Activities that deepen understanding of Islam. | Activities based on Islamic values. | All sites use extracurricular activities to reinforce religious learning. | Extracurricular activities that are consistent with |

| | | | | | Islamic values strengthen character formation. |
|---|---|---|---|---|---|
| **Evaluation and Feedback** | Regular evaluation for suitability of activities to objectives. | Periodic evaluation for curriculum adjustments. | Structured evaluation for value integration | Emphasis on evaluation as a tool to improve teaching and curriculum. | Structured and ongoing evaluation is essential to maintain curriculum effectiveness. |

This matrix table provides a structured and comprehensive view of how each JSIT site approaches the goal of forming religious character through various aspects of education. Cross Sites and Site Propositions offer comparative and conclusive insights into the effectiveness and focus of each site in implementing Islamic values in their education.

**Find and describe the similarities and differences in the implementation of the Integrated Islamic School Network curriculum in the Formation of Religious Character at SMP It Al-Hijrah, SMP IT Jabal Noor and SMP IT AL Khansa Deli Serdang**

The following is a matrix table covering Sites I, II, and III of SMP IT in Deliserdang, with an explanation of Cross Sites and Site Propositions regarding the implementation of the Integrated Islamic School Network curriculum in the formation of religious character:

Table 2. Matrix

| Aspek | Situs I: SMP IT Al Hijrah Deliserdang | Situs II: SMP IT Jabal Nur Deliserdang | Situs III: SMP IT Al Khansa Khalifah Deliserdang | Cross Situs | Proposisi Situs |
|---|---|---|---|---|---|
| **Curriculum Objectives** | Formation of religious character through the integration of Islamic values in every subject. | Formation of religious character with emphasis on the application of Islamic values in daily practice. | Character formation with a focus on religious understanding and practice through an integrated curriculum. | All sites emphasize the formation of religious character, with different approaches to the integration of Islamic values. | The effectiveness of the integration of Islamic values in the curriculum significantly influences the formation of religious character. |
| **Learning methods** | Teaching is integrated with the application of values in each subject. | A more practical approach with the application of values in daily activities. | A holistic approach with learning that combines science and religious values. | All sites use approaches appropriate to their context to integrate Islamic values | A holistic and practical approach may be more effective in instilling values in |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | students' lives |
| **Extracurricular activities** | Activities that support religious values such as religious studies and social activities. | Extracurriculars focus on the practical application of Islamic values such as religion-based social activities. | Extracurricular activities include activities that increase religious understanding such as intensive Islamic studies. | All sites offer extracurriculars that support the vision of religious character formation. | Rich and varied extracurricular activities support the development of effective religious character. |
| **Evaluation and Feedback** | Continuous evaluation of the integration of values in lessons. | Evaluation of value practices in students' daily activities. | Holistic assessment includes academic and religious aspects. | Assessments at all sites include components of religious values and practices. | Comprehensive and ongoing evaluation is vital to ensure the positive impact of the curriculum on student character. |

## D. CONCLUSION

The conclusions of this research are: 1) Curriculum planning at SMP IT Al Hijrah, the curriculum is designed to not only focus on general subject matter but also intensively align Islamic values into every aspect of learning. This includes not only classroom lessons but also extracurricular activities, all of which aim to support the development of consistent

Islamic character. Jabal Nur IT Middle School, on the other hand, adopts a more holistic approach by integrating Islamic values through the National and Merdeka curriculum, trying to balance modernity and tradition in forming student character. Meanwhile, Al Khansa Khalifah IT Middle School prioritizes a comprehensive approach, using a structured Prota and Prosem structure to ensure that each learning segment emphasizes spiritual and moral development. And 2) The implementation of the curriculum at SMP IT Al Hijrah includes the integration of Islamic values in every subject as well as actively involving parents and the community in the educational process, creating a supportive environment. Jabal Nur IT Middle School implements a religious routine every morning and a structured Islamic Personal Development program, ensuring that Islamic character education permeates students' daily activities. At Al Khansa Khalifah IT Middle School, the focus is more on daily religious practice activities and the integration of Islamic values in each subject, with extracurricular activities that support strengthening these lessons.

**REFERENCES**

Hasiara, L. O. (2018). Penelitian Multi-Kasus Dan Multi Situs. CV IRDH.

JSIT Indonesia. (2017). Standar Mutu Kekhasan Sekolah Islam Terpadu. Tim Mutu JSIT Indonesia.

———. 2020. Boarding School Perguruan Tinggi Islam (Kajian Berbasis Data Penelitian Lapangan). PKBM AL-AMIN.

———. 2022. "Observing the Development of the As-Sunnah Islamic College." WARAQAT: Jurnal Ilmu-Ilmu Keislaman 7 (1): 134–49.

———. 2019. "Sejarah Dinasti Bani Umaiyyah Dan Pendidikan Islam." WARAQAT: Jurnal Ilmu-Ilmu Keislaman 4 (2): 21.

..., Muhammad Sapii Harahap, Dkk. 2022. Book Chapter "Sistem Finansial Pendidikan."

Atabik, A.. Manajemen pengelolaan wakaf tunai di Indonesia. ZISWAF: Jurnal Zakat dan Wakaf, 2016. 1(1), 1-26.

Harahap, Muhammad Sapii, and Al Misry. 2022. "Strengthening Teacher Responsibility towards Islamic Education In Ibtidaiyah Madrasah at Kasih Sayang Foundation." Community Development Journal 6 (2): 44–47.

Harahap, Muhammad Sapii, and Isnawati Isnawati. 2021. "Teachers'perceptions Of Reward And Punishment And Its Implementation In Learning At Smp It Khairul Imam Medan." In Proceeding International Seminar of Islamic Studies, 2:185–92. Medan: Faculty of Islamic Religion, Muhammadiyah of Sumatera Utara.

http://jurnal.umsu.ac.id/index.php/insis/article/view/6235/0.

Harahap, Muhammad Sapii, Benny Munardi, Zulham Effendi, Daryanto Setiawan, Fian Triadi, Dasa Syawal Syahputra, and Junaidi Junaidi. 2022. "Learning Al-Quran and Arabic at the Orphanage." Al-Arkhabiil: Jurnal Pengabdian Masyarakat 1 (1): 19–31.

Kurnaengsih. (2015). Konsep Sekolah Islam Terpadu, (Kajian Pengembangan Lembaga Pendidikan Islam di Indonesia). Risalah, Jurnal Pendidikan Dan Studi Islam, 2(1), 78–84. https://doi.org/10.31943/JURNAL_RISALAH.V2I1.14

Kurniawan, R. (2020). Sekolah Islam Terpadu Prespektif Multidisipliner. Mamba'ul 'Ulum, 16(1), 40–51. https://doi.org/10.54090/MU.4

Lexy J. Moleong. (2012). Metodologi Penelitian Kualitatif. PT. Remaja Rosdakarya.

Misbakul Munir. (2023). Sistem Pendidikan Di Sekolah Islam Terpadu. AL-WASITHOH: Jurnal Ilmu Agama Islam, 5(2), 128–146. https://www.journal.staiicdemak.ac.id/index.php/alwasithoh/article/view/56

John W. Creswell, 2012. Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, Fourt Edition, (Boston: PEARSON).

Harahap, Muhammad Sapii, Nunzairina Nunzairina, Isnawati Isnawati, and Zamiat Subari. 2022. "The Effectiveness Of Using Audio-Visual Aids To Improve The Listening Skill Of Second Year Secondary Students At The Institute Of Islamic Education Al-Hadith Bagan Batu Riau." In Proceeding of International Conference on Islamic Education (ICIED), 477–87.

Harahap, Muhammad Sapii, Nunzairina Nunzairina, Zamiat Subari, and Eka Yusnaldi. 2022. "The Meanings Of The Al-Fitnah And Its Derivatives In The Holy Quran." In International Seminar and Conference on Islamic Studies (ISCIS). Vol. 1.

Muhjanah, F., Mashudi, M., & Witarsa, W. (2023). Implementasi Kurikulum Mata Pelajaran Ekonomi Di Sma Islam Terpadu Al-Fityan Kubu Raya. Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK), 12(5), 1340–1348. https://doi.org/10.26418/JPPK.V12I5.62782

Mukodi. (2010). Pendidikan Islam Terpadu: Reformulasi Pendidikan di Era Global. Magnum Pustaka.

Harahap, Muhammad Sapii, Salsa Ikhlasiyah, and Nunzairina Nunzairina. 2022. "Eksistensi Motivasi Dalam Meningkatkan Potensi Personal Dalam Perspektif Al-Qur'an Dan Hadis." Al-Liqo: Jurnal Pendidikan Islam 7 (2): 128–41.

Harahap, Muhammad Sapii, Sopian Sinaga, Dwi Wulandari, Lailatul Maghfirah, Syafiqa Ashikin, Ummul Husna, and Yamila Azzahrah. 2023. "Religious Social Program:

Tahsin Qira'ah for Parents and Children in Medan Marelan." Al-Arkhabiil: Jurnal Pengabdian Masyarakat 3 (1): 40–55.

Harahap, Muhammad Sapii, Wahyudin Nur Nasution, Neliwati Neliwati, and Nunzairina Nunzairina. 2023. "History-Based Islamic Education Management at Madrasah Aliyah Private Islamic Boarding School Mawaridussalam, Batang District Quiz.(Learning Planning Study)." Edukasi Islami: Jurnal Pendidikan Islam 12 (01).

Harahap, Muhammad Sapii. 2019a. "Pelaksanaan Pendidikan Boarding School Di Sekolah Tinggi Agama Islam As-Sunnah Deli Serdang." Universitas Islam Negeri Sumatera Utara.

Muhammad Sapii Harahap. 2022. Sejarah Pendidikan Islam. As-Sunnah Press.

Sapii, Muhammad, and Isnawati Isnawati. 2022. "Melatih Motorik Halus Anak Melalui Kegiatan Meronce Studi Kasus Lembaga Pendidikan Islam Di Aceh Tengah." Bunayya: Jurnal Pendidikan Guru Madrasah Ibtidaiyah 3 (2): 164–83.