

## **Implementation of The Integrated Islamic School Network Curriculum at SMP IT Darul Hasan Padangsidimpuan**

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### **ABSTRACT**

The curriculum serves as the foundation for the implementation of learning in integrated Islamic schools under the auspices of JSIT. Darul Hasan Integrated Islamic Junior High School (SMP Islam Terpadu Darul Hasan) in Padangsidimpuan is one of the integrated Islamic educational institutions under JSIT. Accordingly, Darul Hasan Integrated Islamic Junior High School implements the JSIT curriculum. The purpose of this research is to describe how the JSIT curriculum is implemented at Darul Hasan Integrated Islamic Junior High School in Padangsidimpuan and to identify any obstacles in its implementation. The research methodology used in this study is a qualitative research method, involving observations and structured interviews with research informants as data collection techniques. The results of this study conclude that the implementation of the JSIT curriculum at Darul Hasan Integrated Islamic Junior High School is carried out in accordance with the guidelines provided by the Integrated Islamic School Network. Fortunately, so far, the implementation of the JSIT curriculum at Darul Hasan Integrated Islamic Junior High School has not encountered any significant obstacles.

**Keywords: Implementation, Curriculum, Integrated Islamic School Network (JSIT), Integrated Islamic School**

## **A. INTRODUCTION**

The essence of education is to teach all the contents of Islam (the Qur'an and Hadith) as a unity of 'the knowledge of Allah'. (Asnandar Abubakar 2019). Islamic religious education is closely related to the vision, mission and main goal of Islam, which is to bring people to have faith, piety, and noble character, which is reflected in individual piety and social piety. (Abuddin nata 2020). Initially, the scope of religious education in educational institutions or religious colleges included Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah, Madrasah Diniyah, Religious Teacher Education, Islamic Boarding Schools and Islamic religious colleges both public and private. (Zakiyah Daradjat 2017). In the history of Islamic education, the education system is based on Islamic values with distinctive characteristics. His philosophy refers to the value of monotheism. All educational systems, starting from goals, curriculum, and others, must be based on this principle. An education system that combines all aspects of education in one complete goal, namely in order to serve Allah SWT and become a caliph (manager and prosperer) of this earth. This thought is the forerunner of the birth of the Integrated Islamic School (SIT) in Indonesia. (Ahmadi Lubis 2018).

The integrated Islamic school education system starting from the objectives, curriculum, educators, and others is based on this principle, which is an education system that combines all aspects of education in one complete goal, namely in order to create a generation that serves Allah SWT and becomes the caliph on earth. (Retno Wahyuningsih 2014). Integrated Islamic schools are now growing rapidly in Indonesia. Until now, it is estimated that there are a thousand integrated Islamic schools throughout Indonesia. Then to maintain the quality and quality of integrated Islamic schools, a number of practitioners and observers of Islamic education formed a forum called the Integrated Islamic School Network. The Integrated Islamic School Network (JSIT) is one of the educational institutions consisting of integrated Islamic schools in Indonesia. The establishment of integrated Islamic schools cannot be separated from the strong political affiliation and Islamic ideology, which is the background for the establishment of JSIT in Indonesia. (Zainal Abidin 2022). Basically, a curriculum is a plan and activity that is organized and organized by the school both inside the classroom and outside the classroom, so that the planned goals are achieved. (Anim Purwanto 2022). The curriculum is a system of learning programs to achieve institutional goals in educational institutions, so that the curriculum plays an important role in realizing quality schools. Curriculum in terminology, according to Zainal Arifin, is defined as one of

the tools to achieve educational goals as well as a guideline in the implementation of learning at all types of educational levels. (Arif Rahman Prasetyo dan Tasman Hamami 2020). The curriculum is also interpreted as the entire body of lessons that must be presented in the educational process in an educational institutional system. (Ahmad Taufik 2019).

Integrated Islamic Schools offer an integrated educational model between religious education and general education. But of course, Integrated Islamic Schools remain part of the national education system. (Suyatno 2015). The Integrated Islamic School Network Curriculum is a curriculum that combines the national curriculum and the integrated Islamic school curriculum. (Ismail 2018). Integrated Islamic education is a concept that in the implementation process is carried out with an integrated approach. The integration that is designed or built is a combination of religious and general education in one curriculum. In this approach, the subjects presented are integrated with each other, as well as existing extracurricular activities and are inseparable from the scope of Islamic values. (Nurman Ginting 2020). Darul Hasan Integrated Islamic Junior High School, is one of the integrated Islamic educational institutions in Padangsidempuan. SMP IT Darul Hasan is located in Sabungan Jae, Hutaimbaru, Padangsidempuan, North Sumatra. SMP IT Darul Hasan adheres to two educational systems, namely the boarding school system (*Boarding School*) and school system *Non-Dormitory (Full Day School)*. Based on the results of initial observations made by researchers in the third week of August 2023, researchers found that SMP IT Darul Hasan Padangsidempuan also implements the JSIT curriculum in the implementation of its learning.

Implementation by language is implementation or application. (Tati Hartati 2020). Meanwhile, in general, implementation is a process to carry out new ideas, processes or sets of activities in the hope that others can accept and make adjustments in the bureaucratic body in order to create a goal that can be achieved with a reliable network of implementers. (Ali Miftakhu Rosyad 2020). In connection with the above background, the researcher raised a study entitled "**Implementation of the Integrated Islamic School Network Curriculum at SMP IT Darul Hasan Padangsidempuan**". This research will focus on how to implement the Integrated Islamic School Network curriculum at SMP IT Darul Hasan Padangsidempuan. Especially the curriculum in Islamic Religious Education in grade VIII. Of course, the determination of the focus of this research is also based on considerations. The determination of the curriculum of Islamic Religious Education subjects in grade VIII as a focus is to adjust to the field of expertise developed by researchers, namely Islamic Religious Education.

## **B. METHOD**

The type of research in this study uses qualitative research, namely research using data collection techniques without using numbers, or other fractional nominals, because this requires field conceptuality. Then this research was collected more and was in the form of information or information obtained based on informants. Qualitative research is methods to explore and understand the meaning of a number of individuals or groups of people who are considered to come from social or humanitarian problems. This qualitative research process involves important efforts, the researcher asks questions and procedures, draws specific data from the participants, analyzes the data inductively from specific themes to general themes, and interprets the meaning of the data. The final report for this study has a flexible structure or framework. (Piano et al., n.d.).

This research was conducted at SMP IT Darul Hasan Padangsidempuan. The determination of SMP IT Darul Hasan as a research location is of course based on considerations. Considering that SMP IT Darul Hasan is one of the favorite junior high schools in the city of Padangsidempuan, researchers are interested in researching more about SMP IT Darul Hasan. The informants in this study are primary data informants (basic data), namely the principal of SMP IT Darul Hasan and the deputy principal of SMP IT Darul Hasan. And secondary data informants (additional data) are teachers at Darul Hasan Integrated Islamic Junior High School.

The data collection techniques chosen by the researcher in this study are observation, interviews and documentation. The data analysis technique that will be used in this study is qualitative descriptive. Namely through data analysis which will try to provide a clear and detailed picture based on the reality found in the field through observation, interviews, documentation and/or literature studies which will then draw conclusions. The data analysis technique in the study follows the steps put forward by Burhan Bungin, namely, data reduction, data presentation, and conclusion drawn. (Burhan Bungin 2003).

## **C. RESULT AND DISCUSSION**

### **Findings**

In this section, the researcher will present the results of interviews with various informants who are considered to be able to elaborate on the implementation of the Integrated Islamic School Network (JSIT) curriculum at Darul Hasan Integrated Islamic Junior High School. The researcher also conducted an interview with Mrs. Asma Edi

Hasan, M,Pd as the principal of Darul Hasan Integrated Islamic Junior High School and Mrs. Laila Sari S,Pd, Gr as the deputy principal for curriculum at Darul Hasan Padangsidempuan Integrated Islamic Junior High School.

Darul Hasan Integrated Islamic Junior High School is one of the Integrated Islamic educational institutions under the auspices of the Darul Hasan Padangsidempuan Foundation. The Darul Hasan Foundation was established on September 20, 2007 at 13.47 WIB under the leadership of H. Edi Hasan Nasution, Lc. Initially, this foundation only had one educational unit, namely Madrasah Diniyah Taklimiyah Anak, Darul Hasan which at that time was still located at the residence of H. Edi Hasan Nasution, Lc. which was located at Jln. Sutan Soripada, Gg. Ikhlas, Coat. Padangsidempuan.

The birth of the Integrated Islamic Elementary and Junior High School at the Darul Hasan Foundation is one of the official proofs of the existence of the Darul Hasan Foundation. In 2015, Yayasan Darul Hasan officially received a Decree (SK) from the local government, or about nine years ago. Until the end of 2017 there was a change in the name of the foundation, from the Darul Hasan Foundation to the Darul Hasan Islamic Integrated Foundation of the city of Padangsidempuan until now.

Along with the operation of the Darul Hasan Padangsidempuan Integrated Islamic Junior High School, this junior high school also immediately joined the realm of the Integrated Islamic School Network (JSIT). Thus, the curriculum applied in the Darul Hasan Integrated Islamic Junior High School is the Integrated Islamic School Network (JSIT) curriculum developed by the Integrated Islamic School Network (JSIT). This was conveyed by Mrs. Laila Sari, S,Pd, Gr, as the vice principal for curriculum at the Darul Hasan Integrated Islamic Junior High School. He mentioned:

*"Darul Hasan Integrated Islamic Junior High School has implemented the Integrated Islamic School Network (JSIT) curriculum since the establishment of the school in 2015, we have been included in the realm of the Integrated Islamic School Network (JSIT). Automatically from the beginning there has been an implementation."*

The implementation of the Integrated Islamic School Network (JSIT) curriculum is carried out in accordance with the implementation guidelines provided by the Integrated Islamic School Network (JSIT). Starting from the teaching and learning process, the determination of extracurricular activities, to evaluation or assessment referring to the guidelines that have been provided by the Integrated Islamic School Network (JSIT). Mrs. Laila Sari, S,Pd, Gr, stated:

*"For its implementation, we carry it out in accordance with the guidelines provided by the Integrated Islamic School Network (JSIT). In every learning process, assessments and also extracurricular activities, we race to the guidance given"*

Meanwhile, what distinguishes the Integrated Islamic School Network (JSIT) curriculum from other curricula, especially in subjects developed by Islamic Religious Education researchers, is the addition of Islamic Personal Development organized by Darul Hasan Integrated Islamic Junior High School. This was conveyed by Mrs. Laila Sari, S,Pd, Gr, where she mentioned:

*"In the curriculum of the Integrated Islamic School Network (JSIT), there are additions such as Islamic Personal Development which is an addition to Islamic Religious Education (PAI) which may be rare in public schools. This Islamic Personal Development can later be in the form of a worship routine that is carried out in our junior high school."*

Of course, the implementation of the Integrated Islamic School Network (JSIT) curriculum at Darul Hasan Integrated Islamic Junior High School has a positive impact on the learning process of Darul Hasan Integrated Islamic Junior High School. This was stated by Mrs. Laila Sari, S,Pd, Gr, where she said:

*"So far, what can be seen is a positive impact, yes. Because the point is that it all boils down to how to form students who have faith and Islamic character, then skills and abilities are in accordance with what is expected now in this era."*

Fortunately, the implementation of the Integrated Islamic School Network (JSIT) curriculum has so far been running smoothly in accordance with the guidelines that already exist in the Integrated Islamic School Network (JSIT) curriculum. As long as it is still adhering to the guidebook, the implementation of the Integrated Islamic School Network curriculum at Darul Hasan Integrated Islamic Junior High School has not encountered obstacles in its implementation, Mrs. Laila Sari, S,Pd, Gr stated:

*"So far, the implementation or application of the Integrated Islamic School Network (JSIT) curriculum in our schools is still running normally. There are no obstacles and it is running in accordance with the guidelines provided by the Integrated Islamic School Network (JSIT)."*

Until now, the number of educators at Darul Hasan Integrated Islamic Junior High School is 34 people with S1 educational background. All of these teachers are also in the

fields that are in accordance with the subjects presented. This was conveyed by Mrs. Laila Sari, S.Pd, Gr as the deputy principal for curriculum.

*"We have 34 teachers here and all of them are SI graduates, yes. For clear data, you can ask for data from Mr. TU."*



Figure 1. Photo of the researcher's interview with the Resource Person.

### **Analysis/Discussion**

In this discussion, the researcher will describe the results of the research found by the researcher during the research at the Darul Hasan Integrated Islamic Junior High School, Padangsidempuan related to the formulation of the problem in this study. More specifically, the researcher will explain the results of the observations made by the researcher, interviews with various informants who are considered able to provide information about the implementation of the Integrated Islamic School Network curriculum at the Darul Hasan Padangsidempuan Integrated Islamic Junior High School. The informant in question is the principal and deputy head of curriculum at the Darul Hasan Padangsidempuan Integrated Islamic Junior High School.

Darul Hasan Integrated Islamic Junior High School is located on Jln. Ompu Huta Tunjul, Hutaimbaru, Hutaimbaru District, Kot. Padangsidempuan, Prov. North Sumatra, 22701. As for the geographical location, it is bordered by rice fields to the north, bordered by Hutaimbaru village to the south, bordered by rice fields and housing to the east, and bordered by rice fields as well to the west. The Darul Hasan Integrated Islamic Junior High School building is a privately owned building of the foundation.

Darul Hasan Integrated Islamic Junior High School is one of the integrated Islamic educational institutions located in Padangsidempuan. Darul Hasan Integrated Islamic Junior

High School was established nine years ago, 2015. Darul Hasan Integrated Islamic Junior High School is in the realm of the Darul Hasan Foundation which was founded by Alm. H. Edi Hasan Nasution, Lc who is now led by his wife Hj. Ihwani Batubara, S.Pd.I. As one of the integrated Islamic educational institutions, Darul Hasan Integrated Islamic Junior High School is also under the auspices of the Integrated Islamic School Network (JSIT).

### **1. Implementation of the Integrated Islamic School Network curriculum at Darul Hasan Padangsidempuan Integrated Islamic Junior High School**

The Integrated Islamic School Network (JSIT) is one of the educational institutions consisting of integrated Islamic schools in Indonesia. The establishment of integrated Islamic schools cannot be separated from the strong political affiliation and Islamic ideology, which is the background for the establishment of JSIT in Indonesia. The JSIT curriculum is actually a national curriculum that adds Islamic values to it.

The JSIT curriculum always follows the development of the government curriculum and adjusts to educational conditions every year. The JSIT curriculum is annually prepared together with educational conditions in accordance with the distinctiveness curriculum that has been determined in accordance with the objectives of the JSIT distinctiveness program, each teacher is asked to formulate graduation competency standards that are associated in the program and effective learning activities that are student-centered. The JSIT curriculum is prepared every year together with educational conditions in accordance with the distinctiveness curriculum that has been determined in accordance with the purpose of the JSIT distinctiveness program.

As one of the institutions that is already in the realm of JSIT (Integrated Islamic School Network), the Darul Hasan Islam Integrated Foundation also implements the JSIT curriculum in its learning. Likewise with SMP IT Darul Hasan, all educational institutions at the Darul Hasan Foundation implement the JSIT curriculum. The implementation of the Integrated Islamic School Network curriculum at Darul Hasan Junior High School has been carried out since this junior high school first operated, namely in 2015. This happened because Darul Hasan Integrated Islamic Junior High School has been part of the Integrated Islamic School Network (JSIT) since then. Implementation refers to the process of implementing a curriculum plan in the form of learning that involves interaction between students and teachers, both in the classroom and outside the classroom, in the context of the school environment.



The implementation of the Integrated Islamic School Network curriculum at Darul Hasan Integrated Islamic Junior High School is carried out in accordance with the guidelines from the Integrated Islamic School Network (JSIT). Starting from the teaching and learning process, the determination of extracurricular activities, to evaluation or assessment referring to the guidelines that have been provided by the Integrated Islamic School Network (JSIT).

The Integrated Islamic School Network (JSIT) curriculum has a pattern that integrates the national curriculum with the JSIT curriculum, with an emphasis on Islamic values. The approach applied to the JSIT curriculum is to adopt the values contained in the Qur'an and adapt to the subjects taught. Although the competency standards and basic competencies remain in accordance with the National Curriculum, there is an addition to the indicator, namely adding the JSIT curriculum. The curriculum developed is also in line with the vision and mission of national education and Islamic education.

Mrs. Laila Sari, S.Pd, Gr as the vice principal for the curriculum of the Darul Hasan Padangsidempuan Integrated Islamic Junior High School explained that in the learning process, students are introduced to Islamic values so that the material taught can be connected to the Qur'an and Sunnah. Not only in general subjects, but also in Islamic Religious Education subjects. One example is the holding of Islamic Personal Development (BPI) at the Darul Hasan Padangsidempuan Integrated Islamic Junior High School.

Bina Pribadi Islam (BPI) is one of the superior programs of Integrated Islamic Schools (SIT) under the auspices of the Integrated Islamic School Network (JSIT) in order to strengthen the development of students' Islamic character. One of the tangible forms of Islamic Personal Development (BPI) which is carried out at the Darul Hasan Padangsidempuan Integrated Islamic Junior High School based on the researcher's observation is the worship routine. Starting from congregational prayers, reading the Qur'an together, dhikr together, to mabit was also carried out.

This is in line with what was conveyed by JSIT regarding the methods used in the learning process of Islamic Religious Education.

"The method used in the learning process of Islamic Religious Education is prioritized the use of an exemplary approach, besides that the use of methods is adjusted to the teaching material to make it easier for students to understand the learning material. The learning approach of Islamic Religious Education is explained in the PAI JSIT Education curriculum as follows: (1) example, (2) habituation, (3) advice, (4) attention, (5) rewards

and punishments. To measure the achievement of learning outcomes, assessment is carried out continuously and comprehensively, not only formal tests, but also observations of behavior, attitudes, daily worship, recitation, and tahfizul Qur'an, and various observations, especially about extreme behavior or growth activities, followed by guidance and communication steps of the school with parents." (JSIT 2006).

Educators, who are also one of the aspects of the curriculum, are also a concern at the Darul Hasan Padangsidimpuan Integrated Islamic Junior High School. The importance of education and discipline does not only apply to students. But also for the educators at the Darul Hasan Padangsidim Integrated Islamic Junior High School. The qualifications for teaching staff are to have a S1 bachelor's degree and meet the requirements according to their respective fields of expertise. The purpose of holding this qualification is to maintain performance, professionalism, and responsibility as educators.

## **2. Obstacles in the implementation of the curriculum of the Darul Hasan Padangsidimpuan Integrated Islamic School Network**

Based on information obtained by the researcher through an interview with Mrs. Laila Sari, S.Pd, Gr as the vice principal for curriculum at the Darul Hasan Integrated Islamic Junior High School, she said that so far the implementation or implementation of the Integrated Islamic School Network (JSIT) curriculum at the Darul Hasan Padangsidimpuan Integrated Islamic Junior High School has run smoothly and in accordance with the guidelines or guidelines provided by the Integrated Islamic School Network (JSIT).

He also mentioned that during the implementation of the curriculum of the Integrated Islamic School Network at Darul Hasan Integrated Islamic Junior High School, there have been no significant obstacles. This shows that Darul Hasan Integrated Islamic Junior High School is able to overcome the problems that arise well. As long as it is guided by the guidebook, every problem can be faced properly.

## **D. CONCLUSION**

Based on the presentation of the findings of the above research, the researcher can conclude several things, namely the following: The implementation of the Integrated Islamic School Network (JSIT) curriculum at Darul Hasan Integrated Islamic Junior High School is carried out by adding Islamic values in each learning. This can be in the form of adding an Islamic Personal Development program in schools, one of which is by holding a worship routine at the Darul Hasan Padangsidimpuan Integrated Islamic Junior High

School. In addition, the implementation of the Integrated Islamic School Network (JSIT) curriculum is also carried out in accordance with the guidelines that have been provided by the Integrated Islamic School Network.

Regarding the obstacles in its implementation, based on the results of the information from the deputy principal for the curriculum of the Darul Hasan Integrated Islamic Junior High School, there have been no significant obstacles. This shows that Darul Hasan Integrated Islamic Junior High School is able to solve problems or obstacles that arise carefully.

## **E. SUGGESTIONS AND ACKNOWLEDGMENTS**

The suggestions that will be conveyed by researchers are as follows:

1. It is hoped that the Darul Hasan Padangsidempuan Islamic Middle School can utilize the results of this research as a contribution to thinking or benchmarks in making decisions or policies regarding the implementation of the Integrated Islamic School Network (JSIT) curriculum.
2. To researchers, it is hoped that this research can broaden researchers' horizons. As well as increasing knowledge about education in accordance with the field of expertise developed by researchers, namely Islamic religious education.
3. It is hoped that future researchers, who research the same object, namely the Integrated Islamic School Network curriculum, can make the best use of this research as a reference.

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