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Integration Learning Model of Islamic Religion Education (IRE) and Indonesian Language Subjects at Muhammadiyah 08 Elementary School, Dau, Malang Regency

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Abstract. This study was intended to describe the implementation and integration model of IRE and Indonesian language subjects learning at Muhammadiyah 08 Elementary School, Dau. This study implemented a qualitative approach with a case study type of research. The data collection method was carried out by interviews, observation, and documentation which were then analyzed using a qualitative descriptive analysis method. The results of the study showed that Muhammadiyah 08 Elementary School Dau has fully participated in integration learning, especially in the IRE and Indonesian language subjects by mapping each of the allied Basic Competencies, then combining them into one group by adjusting the existing theme. The evaluation was administered in written forms according to the integrated subjects, through thematic approaches, and K-13 as the referral.

Keywords: integrated learning model; IRE and Indonesian language subjects.

INTRODUCTION

Islamic Religion Education (IRE) in elementary schools is a separate subject from other subjects. IRE is a subject that stands alone, meaning it is not put in the same theme as other general subjects such as Indonesian, Science, Social Sciences, Cultural Arts and Crafts (SBdP) which mostly becomes one theme.

This phenomenon gives the impression that religious education does not need the support of general knowledge because it is still dominated by normative, ritual, and doctrinal issues regarding the last day, while general knowledge is still not touched by religious knowledge. This dichotomous pattern still exists and continues to this day, both among general people and even among intellectuals.

This pattern of thinking lasted a long time among Muslims. They think that religious knowledge is oriented toward the afterlife, while general science is worldly-oriented. Therefore, some Muslims think that the knowledge that has to be learned is

religious sciences, while general knowledge is not necessarily needed (Daulay 2014). The same thing is conveyed by Abdullah, stating that society still views religion and science as two different entities. The two of them have different subject areas and do not intersect with each other. This view gives rise to the notion that Islam and science cannot be combined, which later constructs a dichotomist mindset, especially in the field of education (Abdullah et al 2003).

It is undeniable that IRE is one of the subject matters that are urgent to shape the personality and morals of students at school. IRE becomes a moral stronghold for students. In the National Education System Law Number 20 of 2003 Chapter I, the general provisions of Article 1 explain that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by him or herself, the community, the nation, and the state (Education Data and Information Centre n.d.).

Based on the affirmation of the National Education System Law, IRE as a subject taught in schools is expected to make a valuable contribution to shaping the morale of students and contribute to the formation of Indonesian people who are faithful, pious, intelligent, and skilled so that they can live well in society, nation, and country. Therefore, IRE has to be able to color or become the "spirit" in all subjects taught at school, so that it is reflected in the daily lives of students. Religious education should try to integrate and synchronize with non-religious education. Religious education cannot run alone but must synergize with non-religious education programs so that it has relevance to social changes that occur in society. Without synergy with other subjects, students' knowledge is limited to aspects of religious values only (Soedjatmoko 1996).

Therefore, IRE learning has to be integrated with general subjects so that students have broad knowledge and can think holistically. Integration is a unified whole, not divided nor distracted (Muspiroh 2016). Integration is defined as the completeness of the components in order to form a correlated unity. In line with what was stated by Peorwadarminta, which was quoted by Trianto, integration is a process of alignment and unification into one unified whole or undivided (Trianto 2017). Integration is the unification, merging, and combination of several objects into one unit. From some of the descriptions above the meaning of the word, integration is an effort to harmonize by combining several different components and then forming a unit to create an understanding that synergizes with each other to unify and strengthen each other.

The general subject at the Elementary School (ES)/MI level which forms the basis of all learning is the Indonesian language subject (Farhrohman 2017) because the Indonesian language subject has the objectives as stated in the National Education Standards Agency, namely; *first*, communicate effectively and efficiently by applicable ethics, both orally and in writing. *Second*, respect and be proud to use Indonesian as the language of unity and the language of the state. *Third*, understand Indonesian and use it appropriately and creatively for various purposes. *Fourth*, use Indonesian to improve intellectual abilities as well as emotional, and social maturity. *Fifth*, enjoy and utilize literary works to broaden horizons, refine character, and increase knowledge and language skills. *Sixth*, appreciate and be proud of Indonesian literature as the cultural treasures and intellectuals of Indonesian people (Abdurrahman 2010). Therefore, learning Indonesian places more emphasis on text or reading. This is as conveyed by Khair, that learning Indonesian at the ES/MI level in the 2013 curriculum is text-based,

where text is a complete expression of human thoughts which includes situations and contexts (Khair 2018).

Starting from text-based learning, the scope of the Indonesian language subject is fulfilled. The scope of the Indonesian language subject includes components of language ability and literary ability that cover aspects of reading, writing, speaking, and listening (Abdurrahman 2010).

Based on that scope, learning Indonesian becomes very easy to integrate into all subjects, especially in IRE subject. IRE subject is inseparable from texts that come from Quran verses and hadiths, as well as texts that come from aqeedah, morals, jurisprudence, and history. Therefore, the implementation of the integration of IRE and Indonesian language learning is very possible to apply to all educational institutions.

From the explanation above, the problems formulated in this study were how to implement the integration of IRE and Indonesian language learning, and what was the integration model for learning the IRE and Indonesian language subjects. The research objective was to find out the implementation and integration model of IRE and Indonesian language learning at Muhammadiyah 08 Elementary School, Dau.

|| METHOD

Judging from the type of research, this study was included in a case study, while the approach was using a qualitative method. According to Moleong, the qualitative method is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Fadli 2021).

The research data was obtained from the deputy head of curriculum, IRE teacher, and Indonesian teacher using data collection techniques through observation, interviews, and documentation. Observation is a complex process, which is arranged based on various kinds of biological and psychological processes. Then the interview is a medium of data collection in the form of direct communication. Documentation is a record of events that have occurred either in writing, drawings, or monumental works of someone (Sugiyono 2017).

Based on the type of data in this study, the analysis used was a descriptive qualitative data analysis technique. The data analysis was carried out during the data collection process. For this reason, the data analysis technique in this study was stated by Miles and Huberman (in Sugiono, 2019) which includes three activities, namely (1) data reduction, (2) data presentation, and (3) conclusion (Sugiyono 2019).

|| RESULTS & DISCUSSION

1. Implementation of Learning Integration of IRE and Indonesian Language Subjects at Muhammadiyah 08 Elementary School, Dau.

Learning is an educational effort to develop a student's potential to become actual (Hartono 2011). Meanwhile, integration learning according to Forgyat in Sunhaji is an approach model in learning that deliberately links several aspects in the integrated subjects (Sunhaji 2014). In this case, the role of the teacher determines the success of students in achieving learning goals. As professional teachers, it is hoped that they will be able to carry out learning integration so that the process of teaching and learning activities becomes more effective.

The implementation of the integration of IRE and Indonesian Language learning at Muhammadiyah 08 Elementary School, Dau, based on the results of

observations (2022 n.d.), was carried out in accordance with the learning implementation plan (Lesson Plan). The teacher started the learning activity by opening the lesson, presenting the material, and closing the lesson which was done systematically.

The teacher opened the lesson by greeting, leading the prayer, taking attendance, and apperception. Afterward, not to forget the teacher asked how the students were and their readiness to follow the lesson.

The presentation of learning material was carried out by an IRE teacher or an Indonesian language teacher. The teacher presented the learning material by explaining the main material and verses of the Quran for Indonesian material. Teachers used a combined approach between the teacher center and the student center. The teacher tried to optimize the role in learning activities in a balanced way. After the teacher explained the learning material, the students then worked on assignments, both individual and group assignments.

The learning strategies applied were contextual, expository, and cooperative learning strategies, where students were invited to be able to see real situations and conditions that existed in society which were preceded by delivering material verbally, and in the end, students were expected to be able to work together in all things. Therefore, the learning process did not only take place in the classroom, but also outside the classroom, around the school environment, and in places of worship. With these activities, it was expected that students were provided with direct experience of the learning process so that the cognitive, affective, and psychomotor aspects developed holistically. Learning emphasized the balance between textual and contextual so that students after receiving learning material could practice it in everyday life.

The methods used were varied starting from the lecture method, question-and-answer, discussion, and assignment. The lecture method was considered significantly relevant in the learning process because it could foster cognitive and affective domains. The question-and-answer method was used to explore the potential of students, thereby making students more active in the learning process. The discussion/group work method was expected to be a means of exchanging ideas and a means of peer tutoring. The assignment method was exercised to stimulate students to actively learn (Interviews with the IRE teacher 2022).

The learning media used was adjusted to the material to be delivered. These media include print media in the form of books, visual media such as pictures, and photos that show how something looks like, audio-visual media in the form of the use of LCDs and laptops used to play videos, as well as movies or PowerPoint slides. The use of media other than books made it easier for students to absorb learning material so each class had an LCD installed.

After completing the process of presenting the material, then proceed with closing the lesson. This activity began by reinforcing the material that was presented or discussed and integrated with the verses of the Qur'an and Indonesian language material texts. The teacher provided conclusions about what students had learned during the lesson. The teacher provided a summary of the important points regarding the material studied at the meeting. To determine the extent to which the success of the teaching and learning process, there had to be an evaluation. The evaluation was conducted in written format. Students worked on worksheets that

were provided by the teacher, meanwhile, they were also required to answer the IRE and Indonesian language questions separately.

2. Learning Integration Model for IRE and Indonesian Language Subjects at Muhammadiyah 08 Elementary School, Dau.

For teachers to conduct integrated learning optimally, they were requested to master integration models from experts, so that students acquired complete knowledge and skills, and learning became meaningful and effective. The integration model according to Rubiyanto and Dany Haryanto is far more effective in efforts to increase the understanding and practice of values, rather than the conventional monolithic approach (Rubiyanto and Haryanto 2010).

Robin Forgyat in Romelah claims that there are 10 learning integration models, namely fragmented, connected, nested, sequenced, shared, webbed, threaded, integrated, immersed, and networked models (Romelah 2020). Of the 10 integrated learning models, there is several classification types namely; (1) the connected type that is the integration model of inter fields of study, for example, Physics, Chemistry, and Biology subjects (the natural sciences group of subjects); (2) webbed type that is a thematic learning model with a theme approach in inter-subjects; and (3) integrated type (integrated model between subjects) (Sunhaji 2014).

In addition to these learning models, teachers should also pay attention to the steps followed by each learning model. Hadisubroto in Trianto said teachers in designing integrated learning should determine: objectives, materials/media, develop learning scenarios, and determine evaluation (Trianto 2017). Prabowo in Trianto provides a simpler form through three (3) stages, namely, the planning stage begins by determining Basic Competencies, indicators, and learning outcomes, the implementation stage, and the evaluation stage (Trianto 2017).

Starting from the learning integration model and the steps (syntax), the learning integration model for IRE and Indonesian language subjects at Muhammadiyah 08 Elementary School, Dau, as a result of the interview with the Deputy Head of Curriculum (2022), was described that the implementation of learning was based on themes in the curriculum. Specifically, IRE has not yet entered the theme, but the school is an Islamic school, IRE subjects had to be able to color all general subjects, in this case, the Indonesian language. Furthermore, allied material can be combined with existing themes, so that learning can be effective and efficient. Apart from that, it can also be anticipated that if one of the teachers, both the IRE or the Indonesian language teacher takes a leave, the other teacher might substitute to avoid empty hours.

The integration model found for learning IRE and Indonesian language subjects were the integrated type. It was in the form of integration of learning on several topics from IRE and Indonesian language which had similar essence. For example, Indonesian language material "digging messages (moral messages) in non-fiction texts" was combined with IRE material "imitating the stories of the Prophets" (Dokumentation in the form of lesson plans n.d.).

The steps taken by the teacher in integrating the learning of IRE and Indonesian language lessons were through three stages:

- a) Planning, by determining Basic Competencies, indicators, and learning outcomes. Mapping basic competencies that were allied then formulating indicators, and making lesson plans.

- b) Implementation, namely putting more emphasis on teaching and learning process activities by carrying them out in accordance with what was planned in the lesson plans.
- c) Evaluation, which placed more emphasis on evaluating results; focused more on mastering concepts according to predetermined indicators. At the end of each lesson, a written evaluation was carried out by working on the worksheets provided by the teacher (Interview with the Indonesian language teacher 2020).

|| CONCLUSION

The teachers in implementing the integration of IRE and Indonesian language subjects were very systematic, meaning that the stages were under what has been planned in the learning implementation plan. Starting from opening the lesson, then presenting learning material using a balanced approach between teacher and student-centered learning. The strategies, methods, and media used varied widely, such as using contextual, expository, and cooperative learning strategies. The methods used were lectures, questions and answers, discussions, and assignments. Learning media implemented were in the form of print media, visual media, and audio-visual media. The closing activity of the lesson was with providing reinforcement of the material followed by evaluation.

The learning integration model exercised the integrated type of learning integration on some topics from IRE and Indonesian subjects which had the same essence. The steps (syntax) carried out by the teacher in integrating the learning of IRE and Indonesian language subjects consisted of three stages, namely, planning, implementing, and evaluating.

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