IMPLEMENTATION OF AN INTEGRATED ISLAMIC CURRICULUM AND EDUCATIONAL ENVIRONMENT IN IMPROVING LEARNING OUTCOMES

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Abstract
Integrated Islamic primary schools are seen to act as Anasirit Taghyiir (gene change), escorting and directing social and cultural change. In this case, researchers are interested in conducting research on Primary schools. The research methods that will be used are descriptive, qualitative, and empirical approaches to the theory of " development " as the primary basis theoretical. This research includes qualitative research because the nature of the data collected is qualitatively patterned. Techniques used are observations and interviews. Based on the results of research and discussion, we can conclude that: First, the model curriculum SDIT consists of a curriculum that comes from the Foundation of education providers and curriculum development themselves, sourced from interest SDIT Smart Syahida, coupled with the curriculum habituation sourced from School Network Islam. as well as the curriculum used SDIT Syahida Smart curriculum combines mone, more curriculum and curriculum Foundation; and Second, Model integrated Islamic school environment Smart Syahida. Have their standards for support learning take place to achieve maximum success in learning. Third, student learning outcomes are excellent. They are viewed from the cognitive, affective, and psychomotor. By implementing the environmental education curriculum, Islam has produced good learning success.
Keywords: *Curriculum, Education, Improving, Learning, Implementation*

INTRODUCTION

The general understanding of curriculum is a process of planning, building, implementing, and evaluating learning opportunities, which are expected to produce changes in learning (Gunawan, 2013). Based on this theory, curriculum development is a way to plan and execute the educational curriculum in an academic unit to create an ideal operational (implementable) curriculum that suits the characteristics and needs of the educational unit and each region. A curriculum like this is then known as the academic unit-level curriculum. Because of the direction and form the nation's education and life will take in the future, much is determined and depicted in the

nation's education curriculum. Along with the development of science and technology, the government continues to make various efforts to improve the curriculum or educational program materials to move quickly in line with the ever-changing demands of the world of work and people's lives. One is that the 1968 curriculum was changed to the goal-oriented 1975/1976 curriculum, which was refined in 1984 and 1994 (Mulyasa, 2005)**.**

Islamic schools come in various shapes and sizes that are different from each other. One must understand the diversity of Islamic schools in Indonesia to realize that there is no one-size-fits-all term to describe Islamic education. One model of elementary school management in Indonesia, apart from those managed conventionally in general, is the integrated Islamic Elementary School (SDIT). As a new form of elementary school, an integrated Islamic elementary school (SDIT) is an Islamic elementary school that combines the elementary school curriculum with a religious curriculum and superior schools.

SDIT is an educational institution that can compete and contribute to accelerated efforts to improve the quality of human resources in general. Educational innovation is needed to enhance better academic outcomes. Innovation is implementing new ideas by turning creative concepts into reality. In this regard, an effective and efficient curriculum implementation strategy in schools is needed, especially to optimize the quality of learning. No matter how good a curriculum is, its effectiveness is determined by its implementation in schools, especially in the classroom. The curriculum used and implemented in SDIT schools is an integrated one that synergizes the national education curriculum (Kemendikbud), religious curriculum (Al-Islam), and local content curriculum using a full-day school system.

The activities are hectic and must be undertaken by students and teachers at SDIT using the whole day school program, so automatically, students in religious studies and generally at the same level; there are even superior programs in the spiritual fields of tahsin tahfidz and languages, especially in the fields of language, tahsin, tahfidz to form a highly intellectual character with good morals. In general, integrated Islamic education aims to produce students with clean aqidah, correct worship, mature, independent, intelligent and knowledgeable, healthy and robust, severe and highly disciplined individuals (Yunanto, 2005)**.**

Having a full-day program in the learning process at school will automatically greatly influence students' physical and psychological well-being and creative discipline and morals, significantly improving achievement and learning success. Currently, knowledge and technology are experiencing very rapid development. Humans, with all their problems and activities, are dynamically required to adapt and solve them. Of course, intelligence, creativity, and wisdom are needed to solve all issues so that solving problems does not cause more complex problems. To create quality human beings is indeed inseparable from the world of education. Because education is a vehicle and a place to give birth to a quality and independent generation. Children

need creativity. The definition of creativity is the ability to create new combinations based on data, information, or existing elements. Therefore, education is also required to have good quality.

Consequently, it is essential to have creative learning to help children become successful if we are not with them. Creative learning is a crucial aspect of our efforts to help students better handle and direct their learning so that learning success can be achieved optimally with full awareness. And creative learning can also bring great satisfaction and pleasure.

METHODS

Based on the problem studied, namely the SDIT Superior Curriculum, the research method used is a qualitative descriptive method with an empirical approach with the theory of "development" as the primary theoretical basis. Development is development progress on innovation. Description is a method for researching the status of a human group. , an object, a system of thought, or a case of events in the present; the aim is to create a systematic, factual, and accurate picture regarding the facts, properties, and relationships between the phenomena being investigated. This research is included in qualitative research because the nature of the data collected is qualitative, not quantitative, and it uses measuring tools (Moleong, 2002).

This research was conducted in a natural situation or setting without manipulation, experimentation, or tests. In other words, the data sources in this research were taken in natural situations by considering the context in which the phenomenon occurred. The object of this research took place at SDIT Smart Syahida Tangerang.

This research is not intended to produce generalizations, as quantitative research applies the principles of research results universally to all cases. However, this research aims to form a theory that is interconnected between the data found and based on the findings produced. Researchers can use it according to the situation and conditions related to the researched problem, namely the superior curriculum at SDIT Smart Syahida. Hence, this research only describes the information according to the variables studied without using hypotheses. There are efforts to define, record, analyze, and interpret the problem under study (Nazir, 1998).

Based on this qualitative research, the following points are presented related to the implementation of research concerning data sources, data collection techniques, and data analysis. Reducing data means summarizing, selecting the main points, focusing on the important points, and looking for themes and patterns. The data the researcher obtained through observation, interviews, and documentation has been selected to explain the implementation of the superior integrated Islamic primary school curriculum.

The data that has been obtained in the field through observation, interviews, and documentation is increasing in number; after the data is explained, the contents are

about the curriculum, vision, and mission of the Smart Syahida integrated Islamic elementary school because the data obtained through observation, interviews, and documentation is still mixed up, the data is it needs to be reduced, summarized, sorted, essential things are taken to look for themes or patterns. Raw reports obtained in the field are organized into a more systematic form through this data reduction process so that they are easy to control. In this reduction process, the selection is carried out to select relevant and meaningful data that leads to problem-solving finding meaning to answer research question.

RESULTS AND DISCUSSIONS

The work program planning for the new academic year begins six months in advance to ensure a high-quality program. The results of the initial meeting are documented in the school's work program for the following year. Additionally, before the start of the new school year, the teacher council holds a working meeting to develop future programs further. A curriculum must be relevant in two ways: it must align with the demands, needs, conditions, and developments of society, and there must be coherence between curriculum components such as content, objectives, process, and evaluation. Therefore, SDIT Smart Syahida aims to plan programs for students and the teacher council to provide quality education and serve as a platform for religious education. The school holds programs for the teacher council to increase their knowledge of spiritual teachings per its vision and mission. Into the field of religion through the vision and mission of the SDIT school.

The educational environment is the most critical factor in the learning process. It is from the environment that conducive learning will be created or vice versa. A conducive environment is an environment that can arouse enthusiasm for learning and become a driving factor that can provide unique attraction in the learning process. However, sometimes, the government needs to pay more attention to the educational environment around the school itself, which will be the forerunner to the success of a nation. In environmental education, these factors exist outside the child, have meaning for the developer, and always influence him. This suggests that the existing culture in South African schools will have an essential influence on implementing the curriculum. From the results of research that has been studied, the educational environment of integrated Islamic schools is very conducive, considering that the school's location is very strategic and easily accessible from every direction. Because apart from being located in the middle of the city, it is far from the main road. So that the learning process can be carried out comfortably, safely, and orderly.

The Smart Syahida integrated Islamic school is a bona fide and reasonable school known to be expensive, so only rich and well-off people can send their children to this school. Because their economy is relatively above average, students want to show off their respective wealth. For example, if their parents pick them up, they always want to

use the car. Children's facilities tend always to be complete, luxurious, and expensive. The parents dare to criticize the teacher council on any issue. They are related to learning activities at school.Most of their parents are workers and are always busy outside. So the children are looked after by servants at home. So, it hurts his child. They find it difficult to concentrate on studying because school has become a place for them to play.

Some of them take part in activities outside of school, such as private tutoring. Finally, they think that their success is due to participating in tutoring and private activities; they admire their respective private teachers more than their teachers at school. And they can afford to pay for tutoring or private lessons outside. In this modern era, communication and information tools are sophisticated. So that students can easily access any information; that way, they will feel they know more details than their teacher. From a positive perspective, it is a good thing for those updating information. However, from a negative perspective, they feel more intelligent than their teachers. For example, many have carried out the Umrah and traveled abroad. However, some of the teachers still need to implement it. That way, they have more accurate knowledge than the teacher. They are more contextual, but the teacher is only theoretical.

It is essential to address the negative aspects of the integrated Islamic school educational environment and work on improving them. Positive activities should be enriched and developed further, while negative issues require remedial action. The solution lies in enhancing the capabilities of teachers and providing them with more insight. Additionally, the school should organize programs regularly.

The research findings from SDIT Smart Syahida Cikupa Tangerang indicate that the school faces significant challenges in terms of both external and internal factors. However, there are opportunities as many people are aware of and interested in sending their children to the school. The school's strengths include a well-tested education system and programs, and a curriculum model focused on shaping dedicated and morally upright individuals. SDIT Smart Syahida's tertiary Islamic school aims to shape genuine Muslim personalities by creating a conducive learning environment. This involves physical and non-physical aspects, supporting the development of excellent and clean lifestyles and producing satisfactory student learning outcomes.

CONCLUSION

The author has concluded that the integrated Islamic school curriculum model and educational environment support the learning process, enabling children to achieve their maximum potential. SDIT Smart Syahida, a part of JSIT, is superior to other elementary schools. This conclusion is supported by several pieces of research evidence, as outlined below: Educational institutions use a similar integrated curriculum model. The curriculum at SDIT Smart Syahida combines the Ministry of National Education curriculum, the Ministry of Religion curriculum, and the Foundation Curriculum. The school also operates on a full-day system, aiming to produce well-

rounded graduates with strong moral values. The curriculum integrates both general and religious material.

The integrated Islamic school's educational environment adheres to specific physical and non-physical standards. Physical standards involve complete infrastructure, while non-physical standards include positive social interactions within and outside the classroom. This sets it apart from other schools and produces positive educational outcomes, emphasizing quality and quantity. SDIT Smart Syahida students' learning outcomes are notably strong. This is attributed to the implementation of a curriculum supported by various activities aimed at bolstering exceptional achievements. Students can achieve impressive learning outcomes with a balanced, integrated curriculum covering general and religious subjects, coupled with a highly supportive school environment.

Students' activities significantly influence factors that support or inhibit improving their learning outcomes. The school's educational environment also serves as a crucial supporting factor for student success. Students' activities influence supporting and inhibiting factors in improving their learning outcomes. The school's educational environment is also a supporting factor for student success.

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