

Effectiveness Of Implementation Of Integrated Curriculum At SMA IT Fadhilah Pekanbaru

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ABSTRACT

The curriculum is the main foundation in the education system that directs the teaching and learning process and the development of students. This study aims to determine the effectiveness of the implementation of the integrated curriculum at SMA IT Pekanbaru in achieving effective and efficient learning objectives. The method used is a qualitative descriptive approach. Data were collected using interview and documentation techniques. Data sources were taken from the results of interviews with the principal and curriculum representatives as well as written records, information from school documents. The analysis technique used data reduction, data presentation and drawing conclusions. The main findings of the study prove that the implementation of the integrated curriculum has been implemented effectively with the support of collaboration between parents and teachers and active involvement of students. Collaboration between schools and parents is very important in improving discipline and the application of theory in students' daily lives. This study recommends the need for a more comprehensive evaluation of the curriculum implementation process to identify areas that need to be improved. This study is expected to contribute to the development of the curriculum in other schools and enrich the literature on integrated curriculum-based education.

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INTRODUCTION

The curriculum is one of the important components in organizing education to achieve educational goals. The curriculum is a plan that functions as a guideline for teaching and learning activities. To achieve educational goals, the curriculum functions as a guideline for teaching and learning activities. The curriculum is a plan and organization related to the objectives, content, teaching materials, and methods used. To meet the demands of education, the curriculum has developed along with the times. In addition, curriculum modification is an effort to improve the quality of education and produce a generation of human resources that are able to compete with other countries (Hairunisa Jeflin, 2020).

SMA IT Fadhilah has implemented a strategy in implementing the education curriculum by implementing the religious curriculum and the service curriculum in the Islamic religious education learning process. The curriculum designed by this school institution shows the intellectual and spiritual intelligence of students needed for current developments, in Islamic religious education learning in this school not only delivers material compiled by the service curriculum but is supported by the religious curriculum as a forum for student imtaq development activities. Many activities are

arranged in the religious curriculum program and support students' understanding in learning material about the theory of Islamic religious education in the service curriculum (Fahmi, F., & Bitasari, 2021).

SMA IT Fadhilah is a school whose existence is in demand by the community because it is one of the schools that combines the education curriculum with an integrated Islamic curriculum. This high school has several differences with other public schools, including the Dhuha Prayer in Congregation, One day one verse, Zuhur Prayer in Congregation, to having a class with a Tahfidz major, although it has Islamic programs, this school does not leave the program from the education curriculum. SMA IT Fadhilah students are very interested in this curriculum, seen from their comfort when facing learning, even many of these students have achievements in the field of Islam and in the general field. SMA IT Fadhilah also has a class major that they named the Tahfidz major class, in this tahfidz major class, students are more and focus on memorizing the Qur'an and Hadith (Hari Prabowo, 2019). Related to the many achievements in the general and integrated Islamic fields and even having a special class for tahfidz students, a study is needed to see how schools develop curriculums, which adopt the civil service and Islamic curriculum (Adipratama, Z., Sumarsono, R. B., & Ulfatin, 2018). The curriculum is one aspect that influences the success of learning in national education. In addition, 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 (Ahmad Dhomiri, Junedi Junedi, 2023)

METHODS

This research is a qualitative descriptive study. A qualitative approach is a research and understanding process based on a methodology that investigates a social phenomenon and human problems. A qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from respondents. This research was conducted at SMA IT Fadhilah Pekanbaru and students were the objects of the study. The data in this study have two main data sources, namely primary data sources and secondary data. Primary data was taken from two informants, namely the principal and the head of the curriculum field. While secondary data is in the form of school curriculum documents such as general and Islamic curriculum learning devices, evaluation reports and learning activity records (Rini, A. P., Firmansyah, N. F. ., Widiastuti, N. ., Christyowati, Y. I. ., & Fatirul, 2023).

Data were collected using interview and documentation techniques. Interviews were conducted with two informants, namely the principal and the head of the curriculum field. Data on learning outcome records, learning devices, and evaluation report results. Data analysis techniques use data reduction, data presentation and drawing conclusions. The validity of research data and information is carried out by triangulation. Source triangulation is a stage to re-check the data obtained by asking the informants in depth.(Syahza, 2021)

RESEARCH RESULTS AND DISCUSSION

A. The Process of Implementing the Integrated Curriculum at SMA IT Fadhilah Pekanbaru

According to the findings of the interviews, observations, and documentation, the process of implementing the integrated curriculum is not just carried out; it also requires taking into account the community's needs and interests, which must be tailored to the circumstances of the school, its teachers, and its students. Planning, implementing, and evaluating are the three steps in the integrated curriculum's implementation process (Lailatul Maulina, 2022).

These steps begin with the elaboration of the vision and mission of the initial steps in determining the integrated curriculum so that the direction and targets in implementing the integrated curriculum are clear (Ismail, 2022). Then, namely through a meeting at the director level of the institution. Furthermore, by considering the needs of the community, the principal holds a meeting at the school level involving the curriculum section and teachers at the school (Elisa, 2017). Then the implementation can be carried out by teachers, namely in addition to the Merdeka curriculum teachers, there are also subject teachers according to their fields. Finally,

there is an evaluation carried out by the principal who is assisted by the deputy curriculum, the aim is to find shortcomings in the implementation of the curriculum in this school, so that solutions can be sought together for these shortcomings. In addition, evaluations are carried out to complement deficiencies and maximize learning so that it continues to be better in the future (Suyatno, 2015).

So in the process of implementing the SMA IT Fadhilah curriculum, it is in accordance with the theory of Udin & Sutisna (2020) that in general the curriculum implementation process includes the planning, implementation and evaluation stages (Ujang Cepi Barlian, Siti Solekah, 2022). First, the planning stage which aims to outline the vision and mission or develop the implementation objectives to be achieved. Second, the implementation stage which aims to implement the detailed framework that has been prepared in the planning by using techniques and utilizing existing resources and has been determined in the previous planning stage. At this stage it is carried out by an integrated team to achieve the activity objectives that have been set in the planning (Ali Sudin, 2021). And the third stage of the ongoing implementation evaluation as a control task which aims to see the curriculum implementation process, whether the evaluation implementation has been in accordance with the plan or if there are deficiencies during the process so that there is a function of improvement and the achievement of results can be seen (Nur Kasanah, Irwan Faturrahman, 2022)

B. Effectiveness of Integrated Curriculum Implementation at SMA IT Fadhilah

In the results of the implementation of the integrated curriculum at SMA IT Fadhilah Pekanbaru so far it has been quite effective and adequate, because there is communication and cooperation between the school and the parents of students. Seeing the success of children in their education is influenced by both of them who support each other in terms of discipline and the application of theory by students in everyday life. The results of the implementation of the integrated curriculum can not only be seen from the value of knowledge, but can also be seen from the attitudes shown by students along with the skills possessed by students. assessed in terms of knowledge, students at this school already have high knowledge skills, this is based on the values obtained by students. In terms of visible attitudes, students at this school already have good manners. In terms of skills it is also good, this can be seen from the results of student work assigned by teachers in the classroom (Udin, S. & Sutisna, 2020).

In addition, the results of the values of knowledge, attitudes and skills are directed and in accordance with religious values. the success of the implementation of the integrated curriculum at SMA IT Fadhilah Pekanbaru is greatly influenced by the background of each student, the ability of teachers and discipline in carrying out existing programs. With the tahfidz program which is the flagship in this school, it makes children closer to the Qur'an, forms noble character and morals, increases spiritual intelligence, improves academic achievement, fosters a spirit of learning, prepares an independent generation, a holistic learning environment. Thus, the integrated curriculum is an effective strategy to develop students into intelligent individuals, with noble morals, and ready to face the challenges of the times (Syaibani, Khamim, 2021).

So the effectiveness of the implementation of the SMA IT Fadhilah curriculum is in accordance with Saiful Jazil's theory (2023) that there are several aspects that prove the effectiveness of the curriculum on students' academic achievement such as increasing student involvement, increasing understanding of learning concepts, increasing student participation in discussions, increasing the use of technology in the learning process and positive responses from students and parents.3 Faktor Pendukung dan Penghambat dari Implementasi Kurikulum Terpadu di SMA IT Fadhilah Pekanbaru (Rahma, S. N., & Hindun, 2024).

In all processes of implementing an integrated curriculum, there are definitely supporting and inhibiting factors. In SMA IT Fadhilah, supporting factors can be found in the form of cooperation and communication between the school and parents. With this cooperation and communication, it is easier to successfully control students. With this control, schools can find out how far the success of learning for students is (Ghufran Hasyim Achmad, 2021). The

solution to overcome inhibiting factors in implementing an integrated curriculum is through coordination and communication with parents so that they control their children at home, often remind them and also accompany monitoring and evaluation activities, and the willingness of teachers to continue learning in maximizing learning in the classroom. This is in accordance with the theory that states that the integrated Islamic curriculum always cares about teaching and learning activities, so that it has learning activities that are easy to understand, useful, and in accordance with the needs of students. This can be achieved by having a process or content that is relevant to student behavior. Although there are several inhibiting factors, the facilities and infrastructure at SMA IT Fadhilah tend to be adequate if managed properly (Kobandaha, I. M., & Sidik, 2021).

However, it should be noted that the stability of the internet network and the reliability of the operation of information technology equipment still need to be improved to ensure that the learning process runs smoothly (Pane, M., & Aly, 2023). Therefore, to ensure that the facilities and infrastructure are adequate, SMA IT Fadhilah must conduct routine evaluations of its infrastructure and provide additional training for its teachers to improve the operational capabilities of its technological equipment. Supporting and Inhibiting Factors of the Implementation of the Integrated Curriculum at SMA IT Fadhilah Pekanbaru are in accordance with Mondang's theory (2020) that the determining factor for the success of the curriculum is the suitability of the Competencies of Educators and Education Personnel (PTK) with the curriculum and textbooks. And supported by the availability of books as teaching materials and learning resources that integrate curriculum-forming standards, strengthening the role of government in coaching and supervision and strengthening school management and culture.

CONCLUSION

The purpose of this study was to determine the extent to which the integrated curriculum of SMA IT Fadhilah Pekanbaru has been implemented. Based on data analyzed from interviews with the principal, vice principal of the curriculum, and related documents, it can be concluded that the implementation of the integrated curriculum has gone well. The key to achieving the expected learning objectives requires active student participation and collaborative support from parents and teachers. Research findings show that effective communication between parents and schools has a significant impact on student behavior and the practical application of theory. Furthermore, it has been shown that student participation in the learning process improves their understanding and abilities.

Although this study indicated a number of areas that need improvement, particularly in relation to the assessment of the curriculum implementation process, it is recommended that schools conduct a more comprehensive assessment to identify the difficulties encountered and develop appropriate development plans. Overall, it is hoped that the results of this study will increase knowledge about integrated curriculum-based education and assist in curriculum development in other educational institutions. The long-term effects of implementing an integrated curriculum on children's academic performance and character development require further investigation.

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