An Integrative Approach in Learning Islamic Religious Education at the Integrated Islamic Elementary School of Muhammadiyah Sindue

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ABSTRACT

ARTICLE INFORMATION

This research aims to understand how integrative strategies are used in Islamic learning at the Integrated Islamic Elementary School of Muhammadiyah Sindue, with a focus on its practical implications. The problem is how to implement an integrative approach, the success of its implementation, and the factors that influence the integrative approach in learning Islamic religion at the Integrated Islamic Elementary School of Muhammadiyah Sindue. This research uses a descriptive, qualitative approach, which describes events and phenomena that occur in the field and presents data systematically, factually, and accurately. Data collection was carried out using observation, interviews, and documentation techniques. The author uses triangulation techniques and sources to check the validity of the research data. Data analysis in this research uses four techniques: data collection, data reduction, data presentation, and conclusion. This research shows no fundamental difference in implementing the teaching and learning process using an integrative strategy with other strategy styles, only that the approach emphasizes applying moral values and different character traits. The teacher's successful implementation of the integrative approach was quite good, and the students' responses were good. The approach was constructive in the process, but there were still obstacles in the learning techniques, which could be seen from the students' responses that had yet to be fully achieved. The factors that influence the implementation of the Integrative Approach, namely the supporting factors, are the response of pretty good students and the teaching staff or, in this case, professional educators. In contrast, the obstacle is the relatively short duration of time, so in the learning process, the application of moral values becomes limited. An Integrative Approach to Learning Islamic Religious Education It is important to apply an approach emphasizing moral values or manners. Students get lessons following the existing curriculum and the bonus of instilling good Islamic values in their lives.

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1.   Introduction

Instilling moral values in elementary to middle school will be effective if there is a correlation (interconnection), connectivity (greeting to each other), and a synergistic relationship between religious education and other material. The material's content becomes broader and deeper with the integration of Islamic religious education between internal and external fields such as science, social sciences, and other sciences. Moral values can be instilled in teaching and learning activities quickly through an integrative approach through appreciation, understanding, and practice in everyday life.

An integrative approach is a learning approach that deliberately links intra- and inter-field aspects of study so that learning acquires knowledge and skills entirely and simultaneously in a meaningful context (Jamison, Kolmos, & Holgaard, 2014). An integrative approach can be interpreted as combining several elements into one process. Integrative research is divided into inter-field and between fields of study. Inter-field of study means that several aspects of one field are integrated. For example, listening is integrated with speaking-writing, writing is integrated with speaking-reading and linguistic material is integrated with language skills.

Each existing educational institution, whether formal or non-formal, has a structure as a basis for a learning program for students. Likewise, primary education institutions up to higher levels in Indonesia have a curriculum and are equipped with tools. In the integrative approach, guidelines are provided so that schools can carry out education systematically and in a controlled manner. Allah SWT says in the Qur'an surah al-Mujjadi verse 11 as follows:

يَٰٓأَيُّهَا الَّذِينَ ءَامَنُوٓا۟ إِذَا قِيلَ لَكُمْ تَفَسَّحُوا۟ فِى الْمَجَٰلِسِ فَافْسَحُوا۟ يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انْشُزُوا۟ فَانْشُزُوا۟ يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا۟ مِنْكُمْ وَالَّذِينَ أُوتُوا۟ الْعِلْمَ دَرَجَٰتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Translation :

"*O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allāh will make space for you.[1] And when you are told, "Arise,"[2] then arise; Allāh will raise those who have believed among you and those who were given knowledge, by degrees. And Allāh is Aware of what you do.*"

The quotation from the verse above is the basis for humanity to carry out the process of internalizing and transforming the two essential capitals in life, namely faith and knowledge. Spaciousness in scientific assemblies in general and the increasing status of believers in expanding these assemblies are inseparable. Integrated learning (general knowledge/science) with religion is mandatory (Mansour, 2015). General science presents conclusions from dynamic empirical phenomena, while religion presents conclusions from God's holy messages and is absolute. From this integration, values will be developed that lead to divinity. Thus, fulfilling basic human needs is necessary to build a new world prioritizing *rahmatan lil'alaminn*.

"Quality education is born from a good planning system with materials and a good governance system and delivered by good teachers with quality education components, especially teachers. According to Minister of National Education Regulation number 63 of 2009, quality of education is the level of intelligence in the nation's life that can be achieved by implementing the National Education System." From a proper perspective, education is an educational system that allows a person to direct his life by following Islamic ideals, allowing him to easily shape his life according to Islamic teachings.

Islamic Religious Education can be taught using an integrative approach. However, this approach will be more effective if it is supported by learning media. Sadiman et al., "Media is anything that can channel messages from the sender to the recipient to stimulate thoughts, feelings, attention, and interest." The emergence of several schools that take an integrative approach is in the context of an effort to improve student learning quality. Quality education is capable of maturing students' quality, which is developed by freeing students from ignorance, incompetence, helplessness, untruth, dishonesty, and bad morals and faith.

Efforts are being made at the Integrated Islamic Elementary School of Muhammadiah Sindue by adjusting the size of the Ministry of Education and Culture Curriculum. Integration

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includes lesson content, integration of theory with practice, and implementation of learning. The implemented curriculum is expected to integrate the desired output learning outcomes, namely, the integration of faith, science, and charity. This innovation movement is a form of balancing religious and general knowledge for students. The problem is that implementing an Integrative Approach requires integrated planning so that there is no overload in each hour of Islamic Religious Education subjects.

2. Literature Review

Understanding the Integrative Approach

An integrative approach can be interpreted as combining various components into one step (Fawcett, Aber, & Weiss, 2003; Zhang, 2007). Integrative is broken down into interfields of study and between fields of study. Interfield of study means combining multiple elements in one field of study. For example, listening is combined with speaking and writing. Writing is combined with speaking and reading. Linguistics is combined with language skills. Integrative between fields of study is a combination of material from various fields — for example, Mathematics with Indonesian or other fields of study.

Indonesian language education, integrative between fields of study, is often used. When providing lessons related to sentences, teachers indirectly offer students knowledge in the form of sentences but begin with reading or something else. The transition is arranged to be as smooth as possible. Teachers who are clever at combining the material presented can result in students not realizing a material change. Merger is very desirable in Indonesian language education. The combination is implemented following the basic abilities that students must have. Material is combined, or teaching materials should be a unit that must be conceptualized well. oncerning the integrative approach, it is separated into two parts or types:

a. Internal integration is the involvement formed from the learning material itself. For example, when language education involves the subject of our study, writing can be connected to

reading and listening (Horn, Scheffler, & Schiele, 2014).

b. External Integrative, namely involvement with other learning materials, such as language education and science with an environmental theme so that we can instruct students to compose or write poetry related to floods for language education and science education, it can link the theme of reforestation or also link it to polluted rivers (Koufteros, Vonderembse, & Jayaram, 2005).

The strategy for integrative education is a series of hypotheses containing views and thinking activities for making learning plans by combining knowledge, experience, and skills as a reference or point of reference in learning activities. Fogarty, in the book "How to Integrate the Curricula," explains this. The strategy in the integrative learning system is the design and mechanism or way of teaching and learning, which is carried out in determining topics, themes, experiences (Chenhall, 2005), and understanding of learning in an integrated manner. The integrated education system becomes a view and style of thinking or framework when teachers design learning implementation based on principles. Two principles underlying integrated learning. First, the teaching and learning process is linked to meaning proficiency, or experience in the language education process, both in pronunciation and writing, which is meaningful, functional, and absolute/realistic or accurate. Second, the teaching and learning process is linked to the students. This means that the learning planning part must consider the presence and context of the students' habits or culture.

Integrative Approach to Forming Islamic Character

Islamic character is character, morals, ethics, manners, or behavior that is Islamic. Islamic personality can be known as giving or cultivating intelligence in students to behave and think in line with the noble values that constitute their identity, carried out in correlation or relationship with God, themselves, each other, and their environment.

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Among the features and parameters used to determine students' Islamic character are:

a. Honesty
    Honesty is a match between what is said and what is done (Miller, 2017). When several things are said or conveyed, that is what happens; conversely, when several things are said or conveyed, that is what you want to do. Among the parameters of students is having an honest attitude, such as informing about things following the existing reality, being honest when carrying out exams, not falsifying existing information/data, and having the courage to admit mistakes made.

b. Discipline
    Discipline is a noble attitude of someone who obeys regulations or rules that have become a provision in religion or social life. A person can have discipline if they always carry out work in an orderly manner commensurate with the time and place, implemented with full awareness and perseverance (Hareli, Weiner, & Yee, 2006), and not forced by anyone or sincerely. Among the parameters of discipline are being on time in carrying out tasks, obeying predetermined regulations, and being focused and serious in carrying out tasks.

c. Trustworthy
    Trust is simply about being convincing or trustworthy. When entrusted with something, he then keeps it and returns it correctly, so he can be said to have an attitude of trust. Among the parameters of a trustworthy attitude are always being firm in promises, being open or transparent, and having an obligation to carry out your tasks.

d. Clean
    Islam is a hply religion and provides learning about cleanliness, so in the fiqh books, the first chapter discussed is the "*thaharah*," which discusses cleanliness. Islam teaches about cleanliness, whether it is cleanliness of the body, place, or clothes, so in Islam itself, cleanliness has become part of a sign of a person's faith. The parameters he said that a person has a clean nature include not just consuming whatever food is available, diligently washing hands both before and after eating, exercising diligently, not being a smoker, throwing rubbish in the right place, managing hair care, keeping nails short and clean, and wearing clothes, which is clean and tidy.

e. Politeness
    Politeness is a commendable attitude in which someone respects and obeys regulations (Locher, 2006). Be kind and always say nice things to anyone using more polite language. The parameters of politeness are: 1) Giving respect to people who are considered older, and 2) Disliking using words that are inappropriate, dirty, and rude. 3) Don't spit carelessly, 4) Don't just interrupt people's conversations, 5) Don't forget to say thank you when you get help from other people, 6) Behave (greeting, smile, say hello), 7) Say goodbye when you want to enter someone else's room or use something that isn't your personal property, 8) Considering other people similar to the way you want to be considered (Locher, 2006).

3. Methodology

This research adopts a qualitative approach. Qualitative research is characterized by collecting descriptive data, including the informants' words, actions, and feelings, who serve as the needed data sources (Nurdin & Pettalongi, 2022). The collected data is supported by textual and documentary data (files, audio, visual, audiovisual) that support the research. With this approach, the researcher aims to provide a detailed description of the phenomena occurring in the field, the nature of the phenomena, and all aspects related to the theme under investigation(Nurdin, Stockdale, & Scheepers, 2013).

This study is classified as a case study research. Case study research delves more intensively into the current situation to gather information (Nurdin, Scheepers, & Stockdale, 2022). In other words, the researcher must build good relationships with various individuals and entities to become sources of information within the environment, such as academic units, social groups, individuals, institutions, and communities. The researcher must also immerse

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themselves in the surrounding environment to gather as much data as possible.The research was conducted at a Integrated Islamic Elementary School of Muhamadiyah Sindue, Donggala regency, Centra Sulawesi, Indonesia.

4. Result and Discussion

Application of an Integrative Approach to Learning Islamic Religious Education

An integrative approach can be interpreted as an integrated approach that includes several areas in one procedure. Integrating various dimensions of education is needed, and various special techniques exist. For example, integrated strategies are a collection of assumptions that contain understanding and activities to express points of view when describing the Joint Education process integrating knowledge, expertise, and skills into the content area of learning activities.

The importance of integrated strategic procedures for teaching staff or teachers from several educational units in the Donggala Regency area, especially in the Sindue District area, one of which is the Integrated Islamic Elementary School of Muhammadiyah Sindue, can be seen from the teaching and learning mechanisms implemented by the teachers there, that the educators give freedom to the students to experience new knowledge and also the learning mechanisms implemented which sometimes focus on students are more encouraging in learning mechanisms, such as students having direct dialogue with other students regarding the ongoing learning.

In connection with the observations made by the author following what was found at the research location that the Integrated Islamic Elementary School of Muhammadiyah Sindue has used a teaching and learning system with an integrated approach, the following is an interview between the author and the head of the Integrated Islamic Elementary School of Muhammadiyah Sindue regarding whether it has been implemented and when is the actualization;

"We implemented learning with an integrative approach in 2012, even though we had experimented in previous years

and educators at our school felt that an integrative approach was appropriate to apply to motivate students' interest in learning."

In implementing an integrative approach, especially in learning Islamic religious education, Mrs. Sakinah, S.Pd., in her comments, said:

"The application of an integrative approach in Islamic religious learning places great emphasis on moral values or manners where students not only receive lessons following the existing curriculum learning but also get the bonus of instilling Islamic values that are good for their lives."

The integrative approach has a lot to do with language education. An integrated teaching and learning system is an effort to combine various parts of language learning. Some hypotheses emphasize that literary creators who understand language accurately and well will be more successful than those who understand language less. Likewise, with people who study language, the more they understand literature, the more pleasant and smooth it is to hear when spoken, and therefore, in every act of language, without realizing that humans are already acting out literature when communicating.

The mechanism for providing quality of character or morals at the education level of elementary education units up to the secondary school education level will be very effective if there is connectedness (correlation), greeting each other (connectivity), and synergy between fellow religious students and other religious students. This means that character or morals should not be packaged under the umbrella of Religious Learning or Civic Education but should also be integrated with other learning such as arts education, Indonesian language education, natural sciences, and other sciences emphasizing fundamental content and scope. If there is a connection, the responsibility for developing students' morals is not the responsibility of a teacher of religion and Civic Education alone but also falls on the shoulders of all educators and residents in other educational units.

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Strengthening students' morals is not only when cultivating character or morals carried out for teachers of religious learning and civic education but also requires support from other teachers in cultivating the quality of character or morals in every learning or education field. In this way, moral values are guaranteed to be instilled when all parties implement education with an integrated or integrative approach. Therefore, based on the discussion between the author and the Integrated Islamic Elementary School teaching staff in this educational unit, "The implementation of the integrative learning approach has been implemented in all existing classes, starting from class I to VI, with a total of 6 classes consisting of 1 classroom for each class."

Therefore, every lesson should not only contain substantial cognitive learning, but behind cognitive things, it should also contain various basic qualities that students should understand. In this case, science education includes learning honesty and accuracy when observing. A student who is careless when making observations and lies when reporting his observations cannot know events well. The implementation of education that is integrated or integrative also includes various things that can be taken into consideration, including the intentions and hopes desired by each part within the scope of the education unit so that it runs well and can be used as education that forms in every direction the part or psychomotor aspect, is effective, as well as cognitive aspects. Furthermore, it seems that the dream is a hope for the education unit during dialogue regarding the dream of the education unit in teaching and learning or education with an integrated strategy, namely so that each student not only understands general knowledge but students can also have good character or good morals so that they can implement it in life every day.

Successful of Integrative Approach in Learning Islamic Religious Education

Applying an Integrative Approach to Islamic Religious Education Learning focuses on moral and ethical education. Incidents of poor moral quality worry parents, leading them to blame the weakness of religious education in religious upbringing as the culprit. The emergence of various acts of violence can be a benchmark, where most parents of students so far still see that the institution that contributes to the implementation of the assignment of character development for students is religious learning. As a result, religious education is accused of being part of having a role and being the most responsible.

The concerns of the students' guardians above should be used as assessment material for teachers or teaching staff regarding improving the quality of religious learning to form good character for students in the future. The only thing that must be remembered is that the responsibility for developing students' morals should be collective, not just the responsibility of religious teachers and religious learning. Thus, all related elements, including all non-religious teachers, are also urged to play an active role in supporting the success or failure of character or morals in educational units. Apart from that, the support of all parents or students' families and the environment where students interact is necessary. In this case, it is clear that the participation of professional teachers is really needed, especially teachers in elementary, Islamic Junior High School, and secondary school education units, as well as lecturers in higher education so that they can produce education with good character through a correct strategy, including an integrated strategy or known as an integrative approach. Therefore, teachers must understand how integrated strategy techniques are carried out in the moral education mechanism to implement an integrated strategy.

Sourced from a dialogue with one of the teachers at the Integrated Islamic Elementary School of Muhammadiyah Sindue, he said: "The way teachers in schools apply integrative learning to students is that the teacher usually determines a theme according to the learning conditions and then makes lesson plans by referring to the syllabus and implementing moral education, for example, human relations are implemented by a teacher in the classroom, whether by a teacher borrowing a pen and also encouraging students to help a friend who is in trouble or needs help, for example, if a student's family is sick, we, from the teacher's side, instruct the students so that the students have a sense of empathy

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towards family and friends so that integrative learning can be carried out and applied."

Extraordinarily, the role of an integrative approach in educational units encourages the skills of teachers and teaches them how to carry out their responsibilities as their students dream. According to Mrs. Anita S.Pd, as an educator:

"The process of learning or school is a transformation that takes place in a person who has completed active learning, while the transfer of knowledge or education is a method, namely a way of organizing the area around students so that they can link and support students in carrying out the learning system."

Implementing an integrative approach is a teaching and learning strategy that focuses more on integrating teaching and learning and connecting the teaching and learning process from one material to another. Therefore, this strategy is very suitable for implementation in our educational unit. The view of one of the religion and character subject teachers, Sakinah, S.Ei, is that:

"The effectiveness of both moral learning and other learning can be measured from the concept of applying the approach used by the educator concerned. For example, implementing this integrative approach was effective because I saw that the student's responses were quite good. The students were not too bored during the learning process."

Learning is a bonding mechanism or procedure that links the teacher as a teacher and students as students to achieve previously planned achievements. In contrast to the principle of connectivity/integration above, we can emphasize that teachers outside of their religious studies subjects or qualifications can shape the subjects taught to cultivate good values. At the very least, teachers should express the quality of the education they hold to foster moral values in students.

Compared to the results of the author's dialogue with one of the teachers who works in the education unit, it relates to the mechanism for implementing learning or the teaching and learning process, starting from whether the teacher makes lesson plans before carrying out the teaching and learning process and how the learning is designed, implemented, and active at the end of the teaching and learning process. Selfin, S.Pd. stated that:

"Before carrying out learning, we as educators are obliged to make lesson plans, because preparation for integrative approach learning must be carried out or planned carefully because we have to prepare moral values in the implementation of learning, then at the end of learning an evaluation must be carried out both on the material taught and the implementation of these values that applied moral values." "The integrative approach must be implemented and planned carefully to succeed as expected, where educators must prepare themselves and provide what will be delivered to their students. Of course, without ignoring noble moral values and character."

In accordance with the results of the interview above, one of the teaching staff said that the teaching and learning system mechanism or education with an integrated strategy should be planned in-depth. Therefore, it is mandatory to design character quality in educational procedures. Through the results of the researcher's interviews, some of the teachers who were part of the research respondents were very clear about whether the teaching and learning process or integrative approach learning was successful or not in the Integrated Islamic Elementary School of Muhammadiyah Sindue, that the implementation carried out by the teachers was entirely improved. The students' responses were also quite good when implementing the strategy. Integrated, but there were some teachers that the researchers found in schools who thought that implementing this strategy was quite supportive; there were also those who argued that obstacles were also found in successful learning mechanisms, which were very clearly seen in the students' responses, which had not been fully achieved.

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5. Conclusion

The teaching and learning system with an integrated strategy is not very different from various other types of strategies or approaches; however, the mechanism of the approach implemented focuses on implementing moral values and other manners. The teaching and learning system with an integrated strategy is not very different from various other types of strategies or approaches; however, the mechanism of the approach implemented focuses on implementing moral values and other manners. Integrative approach learning in the Integrated Islamic Elementary School Muhammadiyah Sindue education unit shows that teachers' implementation is immensely improved, and students' responses are also quite good when implementing integrated strategies. Still, some teachers that researchers found in schools think that implementing this strategy is quite supportive. Some argue that obstacles are also found in successful learning mechanisms, which are clearly seen in the students' responses, which have not been fully achieved.

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