Integrated Curriculum Management in the Full Day School Program at SDIT Sahabat Quran Koba Central Bangka

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Abstract: The research aims to analyze integrated curriculum management in the full-day school program at SDIT Sahabat Quran Koba Central Bangka, which includes planning, organizing, implementing, evaluating curriculum activities, and supporting and inhibiting factors faced in implementing an integrated curriculum. The research carried out was a descriptive qualitative using interview and field observation methods. The results of this research show: 1) Planning for implementing an integrated curriculum consists of three stages, preparation, planning, and structural organization; 2) The implementation of the curriculum is divided into two levels, namely: implementation of the school-level curriculum and the typical content; 3) Organizing the curriculum consists of dividing teachers' teaching duties and dividing study hours; 4) The evaluation carried out includes curriculum evaluation and implementation evaluation. Implementation evaluation consisting of program evaluation, evaluation of social development and student attitudes, evaluation of learning achievements in class, and evaluation of the achievement of the typical content; 5) Supporting factors for integrated curriculum management in the Full Day School program include: good coordination between institutions, commitment to all school components, supportive school atmosphere and activities, and good communication between the school and the parents. Meanwhile, inhibiting factors for curriculum activities include: facilities and infrastructure that are still not neatly arranged, the density of material provided, the density of school programs and teacher changes that often occur in each new school year and the school not yet joining the Integrated Islamic School Network.

Keywords: Full Day, Integrated Curriculum, School Program

A. Introduction

The 2003 National Education System Law article 1 paragraph 19 states that curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve certain educational goals. Curriculum development is always

carried out by the world of education by the demands of technological developments and population dynamics carried out by an educational institution. Curriculum development is usually carried out by the Government in general, and by a school that wants to improve the quality of the educational institution itself.

In developing a curriculum, what must be considered first is the terminology in the curriculum itself. Dakir (2004) revealed that curriculum terminology includes: (1). Core Curriculum, core means core, in the curriculum it means learning experiences that must be provided both in the form of individual needs and general needs. (2). Hidden Curriculum means that the curriculum is hidden. What does hidden mean? Hidden means unable to be seen but not lost. So this hidden curriculum is not planned, not programmed, and not designed but has an influence both directly and indirectly on the output of the teaching and learning process.

Changes and development of this curriculum can be carried out by combining the curriculum in an educational institution issued by the Department of Education or the Ministry of Religion with the elementary school curriculum or subjects. An integrated curriculum between the educational curriculum and the Madrasah Diniyah curriculum or lessons can be implemented as an alternative form of parental concerns in responding to the above. With this combination of curriculum, the relevant educational institutions can provide general learning that is usually obtained by students and religious learning that is usually obtained in Islamic madrasas. In this way, students can obtain two lessons at once at school.

The Islamic education curriculum is a design related to Islamic lessons, objectives in the teaching and learning process, methods, approaches, and evaluation. Therefore, "what is meant by the Islamic religious education curriculum is a conscious and planned effort to prepare students to know, understand, appreciate and believe in and practice Islamic teachings in a kaffah (comprehensive) manner (Mujtahid, 2011). One of the schools that implements an integrated curriculum in its educational institutions is SDIT Sahabat of the Qur'an which is under the Sahabat of the Qur'an Foundation. Based on the results of preliminary observations carried out by the author at SD IT Sahabat Qur'an Koba, Central Bangka. Some information was obtained regarding the integrated curriculum management implemented at the institution. SD IT Sahabat Qur'an Koba applies the 2013 Curriculum which is integrated or integrated with the curriculum in Islamic learning with more compressed learning time in one week. Compressing lesson hours with an integrated curriculum is what can then be called full-day school. The implementation of a full-day school at SDIT Sahabat of the Quran does not fully comply with Minister of Education and Culture Regulation No. 23 of 2017 which confirms that learning in schools is carried out 8 hours a day for 5 working days. However, in this case, the system programmed in the full-day school still carries out 6 days of study time with times that have been adjusted to be effective.

Furthermore, as reported on the official news site detik.com, Jombang - Meila Dewi Setyorini (15), class X MIA 3 student at SMA Abdul Wahid Hasyim (AWH), Pesantren Tebuireng Jombang. This student from Perbon Village, Tuban District/Regency admitted that he was happy even though he spent almost 9 hours at school. Then the author tried to ask several parents about the reason they sent their children to an elementary school that implemented the Full Day School system because they thought it would be calmer to "leave" their children to school until the afternoon amid their busy lives as parents and the parents would not find their children bored when coming home from school.

This university has been implementing an integrated curriculum for the past five years, thus it is still being improved upon. To ensure more effective learning, this integrated curriculum is implemented as part of a full-day school program. This curriculum's integration focuses on subject content integration, particularly in Islamic religious themes. According to (Terry, 2014), the actuating (implementation) stage is also referred to as an action movement which includes forms of activities carried out based on planning and organizing so that the goals that have been set can be achieved.

After the researcher interviewed SDIT Sahabat Qur'an's head of curriculum, Tri Laksmi Juniarti, who said that curriculum development at SDIT Sahabat Qur'an was still in the development process, moreover, this school had not yet joined the Integrated Islamic School Network, which is the organization that oversees the school. Integrated Islamic Schools in Indonesia. In connection with the explanation above, the author is interested in finding out more about integrated curriculum management in the full-day school program implemented by the institution. So the author raised the title of the research with the title "Integrated Curriculum Management in the Full Day School Program at SDIT Sahabat of the Koran Koba, Central Bangka".

B. Methods

The research was conducted at SD IT Sahabat Qur'an Jalan Raya Koba, Koba sub-district, Central Bangka Regency. The research object or informant is a person who can provide the main information needed in the research. In social survey research, the object of this research is humans. Prastowo (2011) states that this research is to describe integrated curriculum management in the full-day school program at SDIT Sahabat Qur'an Koba Central Bangka, therefore the main data source for this research are people who are considered important for obtaining clear information and accuracy.

This research uses a descriptive qualitative approach, namely describing situations or events that are arranged systematically, factually, actually, and accurately

regarding the facts and phenomena being investigated or observed. This is the opinion of Dantes (2012) that "Descriptive research is research that describes a phenomenon or event systematically according to the facts in the field. Akbar & Usman (2011) state that qualitative descriptive research is research that describes at least three things, namely the characteristics of the perpetrator, activities or events that occur during the research, and the environmental conditions or characteristics of the place where the research takes place. The sample collection technique used was interview observation and documented case studies. According to Arikunto (2006), documentation is investigating written objects such as books, documents, regulations, diaries, and so on.

C. Results and Discussion

Integrated Curriculum Planning at the Sahabat of the Qur'an Integrated Islamic Elementary School, Koba, Central Bangka

Planning is a series of actions for the future. Planning aims to achieve a stable and structured set to obtain the desired results. Planning must be prepared before implementing other management functions (Hamalik, 2015). Meanwhile, Rusman thinks that curriculum planning is planning learning opportunities that are intended to guide students toward desired changes in behavior and assess the extent to which changes have occurred in students (Rusman, 2012). Therefore, a curriculum must contain things that must be done, such as when, where, and how to do them, which must be well managed, so that it can function as a guide or medium for governance to obtain the best results.

One of the most significant factors and the primary predictor of how school activities are conducted is the curriculum. The curriculum that has been developed governs and plans every activity that takes place in the classroom, from arriving to departing. Nata (2012) feels that the new educational paradigm defines curriculum as all actions that impact learning, not just what is recorded on paper. The needs of society, the demands of the times, and the opinions and expectations of the students must all be taken into consideration when developing curricula. This theory is used in curriculum planning to examine the requirements that students must meet in light of societal demands and current advancements. In the process of developing its curriculum, the Sahabat of the Qur'an Integrated Islamic Elementary School considers not only the requirements of its pupils but also the needs of society as a whole.

Meanwhile, according to Wahyudin (2014), curriculum planning is the process of determining educational goals, educational policy processes, budgets, and educational standards, to achieve goals. Fauzan (2017) that the curriculum planning process begins with developing guidelines or determining curriculum materials for

schools, namely setting objectives, identifying suitable materials, and selecting teaching and learning strategies. Thus, at the curriculum planning stage, curriculum components are needed which consist of objectives, materials, methods, and evaluation.

Every year before classes begin, the Sahabat of the Qur'an Integrated Islamic Elementary School in Koba, Central Bangka, plans its curriculum. The Foundation chairman, the principal, the deputy principal for curriculum, and the instructors are involved in curriculum planning. Routine curriculum planning is essentially done at the start of every school year. It is informed by the national curriculum as well as the usual school curriculum, but it is also tailored to the needs and resources of the school. In other words, curriculum planning focuses more on program plans and learning methodologies for the following year. The curriculum that is employed is not all that different from the curriculum that was designed in prior years. So the author can conclude that the integrated curriculum planning at SD IT Sahabat Qur'an uses 2 curricula simultaneously, namely the 2013 curriculum and the typical content of SD IT Sahabat Qur'an, namely an Islamic curriculum.

Organizing the Integrated Curriculum for the Full Day School Program at SDIT Sahabat Quran Koba, Central Bangka

Organizing is a process of classifying and dividing activities/work according to the expected goals of an organization, so organizing tasks and responsibilities can be divided among the administrators so that everything can run effectively (Putri et al., 2022). One of the functions of management is organizing. Management will not work or be successful without organizing and organizing will never work without humans. In the field of teaching, researchers interviewed the head of curriculum regarding the recruitment process between Al Qur'an teachers and thematic teachers jiand what the recruitment process was like. Researchers can conclude that thematic teachers do not only teach thematic subjects, there are additional hours of lessons such as English, Arabic, Aqidah, Sirah, and fiqh. So, the average number of teaching hours for thematic teachers is above 20 hours. Meanwhile, Al Qur'an teachers only teach tahfidz and tahsin, and the average number of hours they teach is 30 hours.

Implementation of Integrated Curriculum Management for the Full Day School Program at SDIT Sahabat Quran Koba

Since the curriculum serves as a roadmap for carrying out a program, curriculum management and development are crucial. To accomplish institutional and national educational goals, the curriculum is a collection of plans and arrangements about objectives, content, procedures, and methods of assessment. The curriculum is employed, keeping in mind each student's unique needs, to create appropriate

learning settings. Meanwhile, according to Anggraini et al. (2022), a Curriculum is a system of plans and arrangements regarding learning materials applied in teaching and learning activities.

The curriculum used at the Koba Sahabat of the Qur'an Integrated Islamic Elementary School, combines the national and combined school curricula, namely the 2013 curriculum and the typical SDIT Sahabat of the Quran curriculum. Among them are: Arabic, English, Tahsin of the Qur'an, Tahfidz, Siroh

The distinctive character of the school is expressed in various activities, programs, and infrastructure, namely: Implementation of School Level Integrated Curriculum Management. School activities that can support integrated curriculum management are as follows:

Implementation of Tahfidz and Tahsin of the Qur'an

To facilitate the implementation of the Tahfidz and Tahsin Al Qur'an programs and achieve the target of Tahfidz and Tahfidz Quran, an implementation system was created which includes halaqah distribution, time management, memorization time, and muroja'ah.

Establishment of Halaqoh

The number of students is 6 -10 students. Each halaqah is taught by a mudarris / mudarrisah. Students sit around the mudaris / mudarrisah making it easier to listen to the students' memorization.

Figure 1. Al Qur'an Halaqah Group

Timing

The time allocation for Tahfidz and Tahsin Al Qur'an is 15 hours of lessons a week (five school days). Thus, every day students have 3 hours of lessons (3 x 35 minutes).

For Tahfidz and tahsin Al Qur'an 3 hours of lessons (3 x 35 minutes). To manage this, the 3 hours of lessons are divided into 4 sessions or stages. The first stage, mudarris/ mudarrisah can start by reading together with the students/ the previously memorized verse or muroja'ah for approximately 10 – 20 minutes. This stage is referred to as the warm-up stage.

The second stage is the stage of memorizing the Al Qur'an with new memorization. For students in grades 1, 2, and 3, mudarris, mentally recite verse by verse to students over and over again until students have memorized them perfectly. Meanwhile, for students in grades 4, 5, and 6, Mudarris provides the opportunity for students to memorize independently according to their ability for approximately 15 minutes. This stage is called the memorization stage.

The third stage is the classical Al Qur'an tahsin stage. The fourth stage is the testing stage, namely the mudarris/ mudarrisah begins to listen to the student's memorization one by one in a series of memorization. And also find out the students' tahsin one by one in a series of memorization. If there is still time left, the mudarris/ mudarrisah can muroja'ah or throw a reading quiz to strengthen students' memories. For upper classes (4-6), mudarris/ mudarrisah may impose or determine memorization based on students' progress report notes/i.

Implementation of Integrated Thematic Learning

The Sahabat of the Qur'an Integrated Islamic Elementary School curriculum uses an integrated thematic learning approach from grades 1 to grade 6. Integrative thematic learning is a learning approach that integrates various competencies from various subjects into various themes. This integration is carried out in two ways, namely the integration of attitudes, skills, and knowledge in the learning process and the integration of various related basic concepts. The theme weaves together the meaning of various basic concepts so that students do not learn basic concepts partially. In this way, learning provides complete meaning to students as reflected in the various themes available.

In implementing integrative the matics, the themes chosen relate to nature and human life. For classes, I, II, and III, both provide substantial meaning to the subjects of Civics, Indonesian, Mathematics, Arts - Culture, and Crafts, as well as physical education, sports, and health. This is where basic competencies bind and develop Basic Competencies in other subjects. From a psychological point of view, students are not yet able to think abstractly to understand the content of separate subjects except 4, 5, and 6, they are starting to be able to think abstractly.

Based on research conducted by researchers at SDIT Sahabat Quran Koba, the teacher has prepared a learning program, which consists of Annual Program,

Semester Program, and Learning Implementation Plan all of which include typical character values. Integrated Islamic Elementary School. However, the obstacles to implementation include learning in the field, the large number of school activities, limited time, and the pursuit of material that must be completed during the semester, as well as other unforeseen obstacles in the field, which means that several programs are not implemented. Apart from that, the burden on teachers in teaching several subjects at once is also an obstacle to not conveying the material well. Based on information from Ustazah Rani Puspa Dewi: "Sometimes in one semester we only study 4 themes out of the 5 themes that should be taught. Sometimes, student projects that should have been completed that day, cannot be completed and must be continued the next day."

In the process of implementing an integrated curriculum with the typical content of SD IT Sahabat of the Qur'an, the role of teachers and parents is also inseparable. This supports the educational process, especially elementary school-level education. Because elementary school is the basis for forming a child's character. At the elementary school level, students can be moved in such a way by good school management. Therefore, cooperation between schools, teachers, and parents is needed to form good character in students. So that children receive character education that is in harmony between at home and school.

Parenting activities are also one of the mandatory programs held by schools at least once a year. This program aims to provide knowledge to parents of students about how to care for children according to Islamic principles so that it is in harmony between what is given by teachers at school and what should be done at home. This is supported by research that explains the importance of implementing parenting. Parenting programs are educational efforts carried out by families by utilizing the resources available in the family and environment in the form of independent learning activities. There are many ways in which parents can promote teaching about shared responsibility. Parents should educate their children first. Children are shaped by their parents' example when they witness their parents being compassionate, loving, and showing proper affection. The best instruction is the kind that involves modeling (Huda, 2021).

The research findings indicate that there is still room for improvement in the partnership between parents and schools. because parents and schools do not share a harmonious understanding. Parents are required to repeat lessons or commit them to memory at home because they recognize that they have entrusted their children to the school. To ensure that memory progresses more quickly and to the next letter, it should be the parents' duty to memorize letters or passages from the Qur'an and repeat them at home. Children will recall their memorization better if adults focus on their memorization skills. Thus, the school must socialize parents on what to do with their kids once they get home from school.

Evaluation of the Integrated Curriculum for the Full Day School Program at SD IT Sahabat Qur'an

To assess the goodness of a curriculum, a curriculum evaluation is held. A good evaluation is carried out comprehensively, covering all activity steps and curriculum components, starting from curriculum documents, implementation, results achieved, supporting facilities, as well as curriculum implementers.

Evaluation of the Implementation of the Integrated Curriculum in the Full Day School Program

Evaluation objectives

Based on interviews conducted with school principals, vice principals of curriculum, and teachers, the answer was that an evaluation was carried out on the implementation of curriculum activities to review how far each stage of curriculum activities carried out met the standards applied, knowing successes and shortcomings, both in the implementation of learning and activities or programs in the overall integrated curriculum to improve students' knowledge and morals.

The method used in the evaluation

Comparing conditions before and after the implementation of the integrated curriculum program based on several evaluation criteria related to improving students' knowledge and morals in learning and daily attitudes is how the effectiveness of the integrated education curriculum program is measured. To assess the integrated curriculum activities typical of SDIT Sahabat Qur'an Koba, from its inception as a school program to its execution as a coaching pattern to develop students' knowledge and morality, an instrument in the form of an interview was employed in this study.

Evaluation targets

The goal of putting the evaluation into practice is to enable SD IT Sahabat Qur'an graduates to fulfill the school's vision and objective, which is to produce a generation of leaders who are Tawheed, Rabbani, Inspirational, Persistent, and Reliable.

The study's findings lead to the conclusion that students' assessments of character education are viewed through the lens of the institution's goals and objectives. In this instance, SDIT Sahabat of the Qur'an graduates can embody the school's vision, mission, and goals namely, morality, faith, piety, and intellectual, spiritual, and social intelligence.

Regular teacher evaluations are held once a month (the fourth Sunday of every month, usually on Saturday). In this evaluation, learning evaluation is discussed, for example, the learning design plan. Apart from that, in this evaluation, reports from teachers who specialize in the Al-Quran are also presented regarding the progress of the Al-Qur'an program and there also thematic teachers can study the Al-Quran so that they can increase the thematic teacher knowledge about the Al-Qur'an.

Figure 2. Routine teacher evaluation

Evaluations at the end of each semester are also carried out to discuss readiness for the start of the school year, as well as to find solutions to deficiencies that occurred in the previous semester. It also discussed conveying the aspirations of the teachers regarding what they need for program renewal which will later be taken into consideration by the head of the Foundation as the person who approves or cancels the program proposals submitted by the teachers.

Evaluation was also carried out online with the Ummi Foundation because the Ummi Foundation funds the Al Quran program. Students' accomplishments in a variety of activities are evaluated in the field of the Qur'an; this is evident from the student agenda book, which includes daily monitoring of murajaah sheets. In addition, the SD IT Sahabat Qur'an Koba students demonstrate the accomplishment of the vision and mission through a variety of Grand Graduation events. These events take place after each year and include graduation processions for students who have memorized passages from one to five juz. The end-of-year evaluation is carried out comprehensively on what has been done by the entire school community. carried out by the chairman of the Foundation in a hidden manner including curriculum, infrastructure, and so on.

The Full Day School program is highly consistent with SD IT Sahabat Qur'an Koba Central Bangka. It is evident from the information on the student's report card, which details their accomplishments in the subjects of the Qur'an and general knowledge. This aligns with Hasan (2014) which posits that educators evaluate

learning outcomes to determine students' comprehension of the content, their capacity to assimilate and apply what they have learned, and their potential for personal growth as a result of the teaching and learning process and all assigned activities. In line with this statement, student progress reports in the field of general knowledge and the field of the Qur'an are carried out twice in one semester, namely, Mid-Semester Assessment, and Final Semester Assessment in each semester. Reports on students' social development and attitudes are filled in directly by the class teacher for general knowledge and the Al-Qur'an teacher fills out Al-Quran report cards. Each teacher informs each parent about the content of the child's development so that they can discuss the child's development with the parents together so that parents and teachers can work together for the child's progress.

Supporting and Inhibiting Factors of the Integrated Curriculum in the Full Day School Character Program at the Sahabat of the Qur'an IT Elementary School, Koba, Central Bangka

The supporting and inhibiting factors can be classified as follows:

Supporting factors

Good coordination between institutions

The success of the institution itself depends on effective inter-institutional coordination—good communication between the administrative staff, teachers, curriculum deputy principal, school principal, and foundation. Good outcomes will arise when all components collaborate and support one another in line with their primary roles and responsibilities, according to what the researcher saw when conducting the study. The institutions' coordination is fairly strong, and everything works to better promote the integration of the curriculum into full-day education programs for students, from short-term to long-term.

Commitment of all school members

The dedication to implementing the typical school curriculum with the national curriculum starts from foundations, school principals, teachers, TU staff, and parents who are involved and carry out their roles well. This is because everyone is realizing the importance of instilling morals and knowledge through the planning of various school programs.

Supportive school atmosphere and activities

Researchers characterize the school's state as having an Islamic undertone due to the building's unusual green paint job. The pleasant ambiance is further enhanced in the

morning by the sound of Islamic music. There are numerous huts where students can practice memorization of the Qur'an. Additionally, the Mission vision board is prominently displayed for everyone to see. The classrooms, schoolyard, and other spaces all appear incredibly neat and orderly.

Communication between the school and the student's parents

Every day, kids receive remarks via the "Mutaba'ah" link book, which is based on the researcher's findings. This allows the guardians of the children to be aware of how well each child is memorizing information. Children must study with their parents if there is any remaining memorization that has to be repeated. Parents of pupils who are already proficient are also required to read the information on the next page. so that parents and kids can communicate effectively with one another. Apart from that, information about the development of general knowledge is also provided to parents using each class teacher routinely returning the assessment results and it must be signed by the parents. At the beginning of the year, parents of prospective grade 1 students are given socialization regarding the integrated curriculum so that parents understand and understand and are willing to bear the consequences of all costs and their children's home hours being different from other public schools.

Obstacle factor

Facilities and Infrastructure

The infrastructure and facilities that are now in place at SDIT Sahabat Quran are not yet ideal for supporting the integrated curriculum, according to the findings of the researcher's observations. For instance, there is currently no scientific lab at this school. Although it exists, the computer laboratory area is untidy. During their lunch break, pupils take to sleeping in the classroom. The extracurricular activities are not supported by any discernible sports infrastructure. You can only see a football field, and even that is not up to standard.

Solid learning material

Teachers who assign homework or classes struggle to find enough time and materials for their students because of the limited amount of study hours and the conflict with the learning objectives that students have to meet in a semester. This makes it challenging for teachers to help students learn beyond the assigned material. Every semester, Mrs. Rani Puspa, the fifth-grade teacher, claims that one theme is missing from her lessons. In a semester, he was expected to teach five themes; on average, he was only able to finish four. He just included the most

important information for each of these four subjects. This indicates that not every topic is covered by all of these categories.

The density of the school program

The dense program of student activities makes it difficult to see whether the program reaches the students' aims and objectives or is just ceremonial or implementation because in one semester there are lots of activities ranging from commemorating national holidays, and competitions, to other school activities.

Change of teacher

The frequent and large number of teachers who change or resign is a task for school principals to make teachers quickly adapt to the school curriculum. Schools have not yet joined Integrated Islamic School Network to obtain information about the integrated education system. So far, schools have only implemented programs from previous programs.

D. Conclusion

Integrated curriculum management planning. The Full Day School Program implemented at SDIT Sahabat Quran consists of three stages, namely, planning objectives, curriculum planning, and the process of planning curriculum activities. The implementation of the integrated curriculum at SDIT Sahabat Qur'an Koba, Central Bangka is divided into two levels, namely the implementation of the national curriculum and the typical SD IT curriculum. The implementation of the national curriculum refers to the 2013 curriculum and the typical curriculum refers to the program that has been prepared by the Foundation. Organizing the integrated curriculum at the Sahabat Qur'an Koba Integrated Islamic Elementary School consists of organizing staff and organizing the curriculum. The employee recruitment process starts with interview selection and looks at educational background and qualifications. The organization of the curriculum can be seen from the distribution of study hours between the national curriculum content and the typical content of SD IT Sahabat of the Qur'an. The evaluation carried out includes curriculum evaluation and implementation evaluation. Implementation evaluation consisting of program evaluation, evaluation of social development and student attitudes, evaluation of learning achievements in class, and evaluation of the achievement of the typical content of SD IT Sahabat of the Qur'an. Supporting and inhibiting factors; Supporting factors for integrated curriculum management in the Full Day School program include: good coordination between institutions, commitment to all school components, supportive school atmosphere and activities, and good communication between the school and the parents. Meanwhile, inhibiting factors for curriculum activities include: facilities and infrastructure that are still not

neatly arranged, the density of material provided, the density of school programs and teacher changes that often occur in each new school year and the school not yet joining the Integrated Islamic School Network.

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