

**THE INTEGRATION OF ISLAMIC EDUCATION CURRICULUM
INTO CURRICULUM K13**

THESIS

Submitted by

HAFIDHAH
NIM. 160203232

**Student of *Fakultas* Tarbiyah dan Keguruan
Department of English Language Education**



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2021 M/1442 H**

THESIS

Submitted to Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirments for the Degree
Bachelor Degree of Education in English Language Teaching

By:

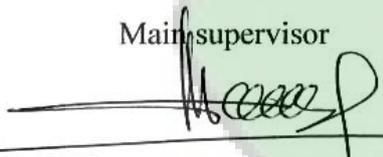
HAFIDHAH
NIM. 160203232

Student of Fakultas dan Keguruan
Department of English Language Education

Approved by:

Main supervisor

Co-supervisor


Dr. Muhammad AR, M.Ed


Habiburrahim, MS., Ph.D

Date: 19/ Januari/2021

Date: 15/ Januari/2021

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for Bachelor of Education Degree in English Language Teaching

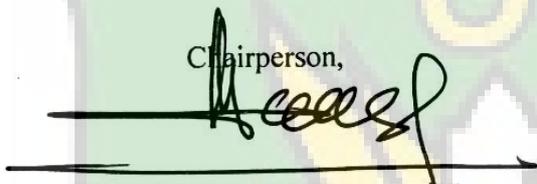
On:

Saturday, 30 January 2021 M
17 Jumadil Akhir 1442 H

In Darussalam, Banda Aceh

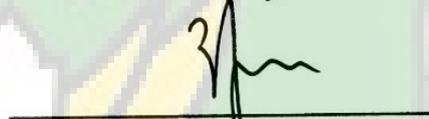
Board of Examiner,

Chairperson,



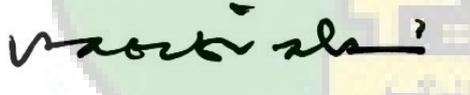
Dr. Muhammad AR, M. Ed

Secretary,



Muhammad Reza. M. Si

Member,



Habiburrahim, M.Com., MS., Ph.D

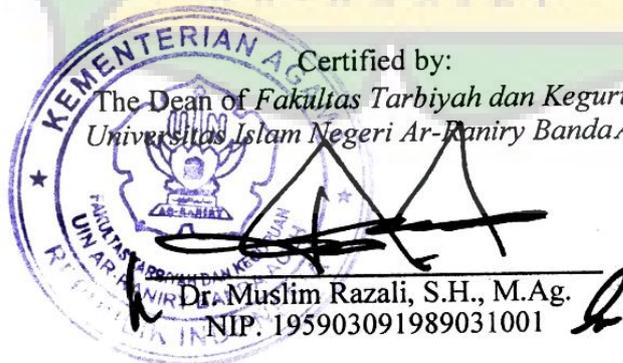
Member,



Drs. Amiruddin. M. Pd

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Dr. Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001

**SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)**

Saya yang bertanda tangan dibawah ini:

Nama : Hafidhah
NIM : 160203232
Tempat/ Tanggal Lahir : Krueng Sabee, 20 Agustus 1998
Alamat : Dusun Teladan, Panton, Aceh Jaya.

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:

The integration of Islamic education curriculum into curriculum K13

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 14 Januari 2021



Saya yang membuat pernyataan,


Hafidhah

ACKNOWLEDGMENT

In the name of Allah, the beneficent and the merciful. All praises belong to the Almighty Allah Azza Wa Jalla, the most Gracious and the Most Merciful. He is the lord of the world, the king of the king, the creator of everything in this universe. Because of this guidance, blessing, and love, I could finally finish this thesis and my study at the English Education Department UIN Ar-Raniry. Peace and salutation be upon to our prophet Muhammad PBUH, along with his family and companions who have brought enlightenment into human life and guide the ummah to the right path.

I would like to express my gratitude to Dr. Muhammad AR, M. Ed and Habiburrahim, M.Com, MS.,Ph.D as my supervisor who have helped, guided, advised, and motivated me in completing this thesis. I want to thank all the lectures and staff of English education who have lectured, inspired, and encouraged me during my studies in this department. May Allah make all things easier for you and reward you His heaven.

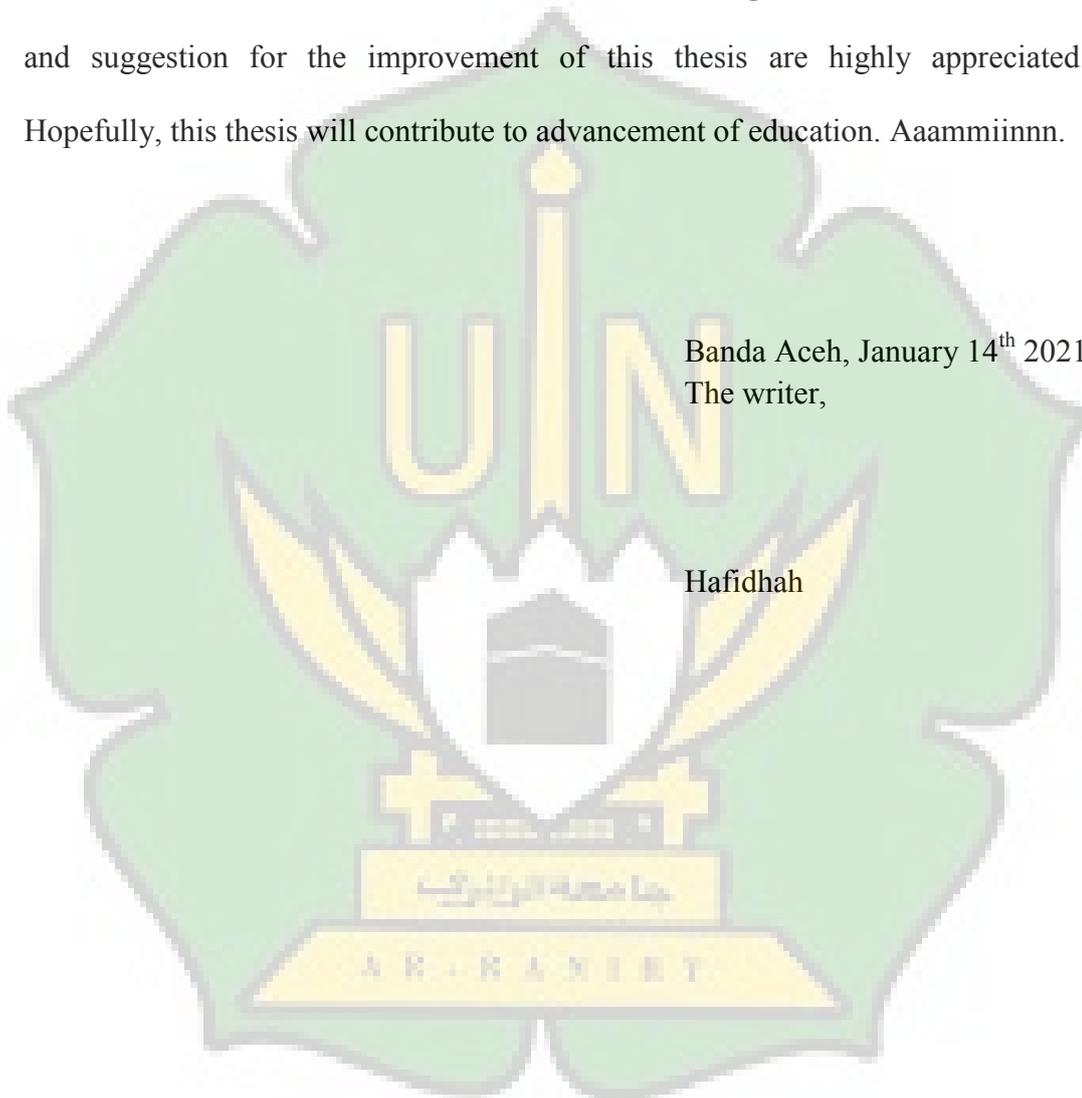
The most prestigious thanks and love go to my mother and my father, the most meaningful people of my life. Annisa, Aulia rizkina, Desi silvia, Zakila pobriana and Zarul aswady, thank you for always loving and motivating me, praying for me, and supporting me emotionally. I always know that they believe in me and what are the best for me. I also must thank my beloved sister and brother, Raudhatul Husna and Najmus Tsaqib, who support me and love me. My appreciation and gratitude are dedicated to my beloved friends Rasyidah, Munira

rizkina, Dea savira, Yuniar, Unit 07, TEN 2016. And all of my friends whom I cannot mentioned one by one who support me and inspires me. Massive thank you and May Allah bless you and reward you His heaven.

Last but not least, I realize this thesis is far from perfect. As such, criticism and suggestion for the improvement of this thesis are highly appreciated. Hopefully, this thesis will contribute to advancement of education. Aaammiinnn.

Banda Aceh, January 14th 2021
The writer,

Hafidhah



ABSTRACT

Nama : Hafidhah
NIM : 160203232
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Education
Thesis working title : The integration of Islamic education curriculum into curriculum K13
Principle supervisor : Dr. Muhammad AR, M. Ed
Co-supervisor : Habiburrahim, M.Com. MS., Ph.D
Keywords : Integrated curriculum, Islamic curriculum, Curriculum K13.

This research was conducted at Darul'Ulum boarding school Banda Aceh to investigate the integration of Islamic education curriculum into curriculum K13. The purposes of this study is to identify the integration of Islamic curriculum and curriculum K13 and the challenges of integrating Islamic education curriculum into curriculum K13 in boarding school. The data collection process was carried out by document analysis through English lesson syllabus of Islamic curriculum and curriculum K13, and interviewing the English teachers in Darul'Ulum boarding school. The data obtained from the interviews and document analysis were transcribe and analyzed using Miles and Huberman models. The research participants were chosen by using purposive sampling with two criteria. The result of the research revealed that the integrated of Islamic education curriculum and curriculum K13 is designed by teacher that related to the students' needs. The material of Islamic education included into curriculum K13 through English club lesson, where the material discusses about commemorating 1 Muharram. The teacher faced various challenges of integrating Islamic education curriculum into curriculum K13 at Darul 'Ulum boarding school. This study provided new information for teachers to be more selective in integrating of Islamic education curriculum into curriculum K13.

TABLE OF CONTENT

DECLARATION OF ORIGINALITY	i
ACKNOWLEDGEMENT	ii
ABSTRACT	iv
TABLE OF CONTENTS.....	v
LIST OF APPENDICES	vii
CHAPTER I INTRODUCTION.....	1
A. Background of Study	1
B. Research Questions	4
C. The Aims of Study	4
D. Significant study	4
E. Terminology.....	5
CHAPTER II LITERATURE REVIEW	8
A. Curriculum Integration.....	8
B. Integrated curriculum concept.....	10
C. Islamic curriculum.....	10
1. The characteristic of Islamic curriculum.....	13
2. Component of Islamic education curriculum	14
3. Curriculum planning	18
4. Curriculum implementation	18
5. Curriculum evaluation.....	18
D. Curriculum K13	19
1. The characteristic of curriculum K13	21
2. Component of curriculum K13	22
3. Curriculum planning	26
4. Curriculum implementation.....	27
5. Curriculum evaluation.....	28
E. Previous Study.....	29
CHAPTER III RESEARCH METHODOLOGY	31
A. Research Design.....	31
B. Research Location.....	31
C. Research Participant.....	31
D. Method of data collection	32
E. Technique of data Analysis.....	34
CHAPTER IV FINDINGS AND DISCUSSIONS.....	36
A. Research Findings	36
B. Discussions	43

CHAPTER V CONCLUSION AND SUGGESTIONS.....	46
A. Conclusions	46
B. Recommendations	47
REFERENCE	52
APPENDICES	



LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter from Darul ‘Ulum boarding school
- Appendix C Confirmation Letter from Darul ‘Ulum boarding school
- Appendix D Interview Transcribed
- Appendix E Letter of Consent



CHAPTER I

INTRODUCTION

A. Background of study

Curriculum is one of the essential tools in education. It becomes a guide in the process of determination assessment of academic activities. The curriculum is dynamic, open, and adaptive. According to Habiburrahim (2019), the curriculum is a means to delineate the philosophy, objective, teaching materials, teaching and learning approach, and assessment of a specific educational program. Thus, the curriculum becomes a fundamental aspect in education, from the perspective of national education policy. It can be seen in the law of the national arrangements, regarding objective, content, and learning materials, as well as ways it is used as guidelines for the implementation of learning activities to achieve the educational goals. The curriculum encompasses what happens in the school and includes academic as well as arts, physical education, extracurricular activities, and support services and programs, and curriculum is an important issue and a part of the educational program.

The integrated curriculum is the most popular way of designing the curricula of primary education. The research shows that learners become more active and interested in the learning process by using an integrated curriculum. This curriculum ensures learning that is connected and relevant to the life of the learners. Throughout this curriculum, there are several essential concepts and skills that can be taught meaningfully and interestingly to the learners. An

integrated curriculum is an educational approach that prepares children for lifelong learning. An integrated curriculum involves a combination of subjects and establishes a relationship among concepts and emphasizes on projects and utilizes sources that go beyond the textbook. Brown (2016, p.123) also states that curriculum integration “engages students as active learners who make the most of the decision about what they study”.

Numerous researchers have conducted a study in this area for example, Ade (2020) carried out a study under the title “Integrated of Islamic curriculum into curriculum K13” in SMK Al-Munawwir Krapyak Yogyakarta. This qualitative study focused on how to integrate the Islamic curriculum into Curriculum K13. The study explored the integration of Islamic curriculum in Curriculum K13 at Munawwir Vocational school in Krapyak Yogyakarta by increasing the content of Islamic division in Islamic subjects. The integrated model implemented at Al-munawwir Krapyak Yogyakarta Vocational school is the first model of the integration model into the curriculum package (Ade, 2020).

Nowadays, Islamic boarding school institutions cannot be separated from Muslim life in Indonesia. This Islamic institution has been known since Islam was introduced in the seventh century. However, the existence and development of the institution became popular in the sixties century. In Aceh itself, many boarding schools implement both curricula, Islamic curriculum, and curriculum K13. Government curriculum, both religious department and national education department adapted with an education level in Islamic boarding school, a curriculum that includes academic-based competence established by the

directorate of religious education and Islamic boarding school, and directorate of social education. This curriculum involves several lessons such as Islamic tenet, Islamic education, Indonesian Language, Math, Physics, Biology, English, etc.

While the curriculum that includes skill-based competence as a local content curriculum and the lesson in the boarding school curriculum can be Al-Qur'anic Recitation, Arabic Language, Fiqih, Nahwu, Sharaf. Muhammad (2013) ascertains that the modern dayah curriculum focuses or emphasize not only in religious studies only, but also in science as well. The dayah also uses foreign languages, including Arabic and English its teaching and learning process. The integration of Islamic boarding schools shows positive trend, in which some of Islamic boarding schools use 50% Islamic boarding school related teaching materials and 50% national related teaching contents. In other words, both curricula are Islamic curriculum and curriculum K13 applied in a balanced way. It is expected that the curriculum integration should not only affect the arrangement of lesson plans but also serve as a curriculum design that enhances the possibility of personal and social interactions related to important topics and problems (Beane, 2016).

In this study, the researcher focuses on assessing the subject materials contained in Islamic education curriculum and curriculum K13, whether there is integrated or not. Through this study, the researcher intends to discover significant information on the integration of Islamic and K13 curriculum with the title "The integration of Islamic education curriculum into Curriculum K13.

B. Research Questions

From the discussion above, the research problem is about the integration between the Islamic curriculum and the formal curriculum. Then, the researcher formulates the research questions relating to the problem in this research. The questions are:

1. How to integrate the Islamic education curriculum and the curriculum K13 at Darul 'Ulum boarding school?
2. What are challenges of integrating Islamic curriculum into curriculum K13 at Darul 'Ulum boarding school?

C. Research Aims

Based on the research problem, the aims of this research are to seek scientific answer of both research questions above. As such, the purposes of this research are divided into two:

1. To identify the integration of Islamic curriculum and K13 curriculum in Darul 'Ulum boarding school.
2. To identify the challenges of integrating Islamic curriculum into K13 curriculum at Darul 'Ulum boarding school.

D. Significance of the study

This study focused on the curriculum integration between the Islamic curriculum and curriculum K13. This study also attempts to identify the integrated subjects both of Islamic curriculum and curriculum K13. The result of this study could be useful for the researcher, readers, and other potential stakeholders. For

researcher, the output of this research would enrich her knowledge on the concept of curriculum integration, particularly between the Islamic curriculum and curriculum K13. For potential readers, the researcher hopes that they know about Islamic education curriculum role in curriculum K13.

E. Terminology

To anticipate any potential misunderstanding regarding the research terms used in this study, the researcher needs to clearly explain the following words or terms:

a. Integrated curriculum

The integrated curriculum has many different meanings. Everyone has his or her definition of an integrated curriculum. According to Malik and Malik (2011), integration as the organization of teaching matter to bring subjects together that usually taught separately. An integration curriculum prepares children for lifelong learning. Students can link their experience in the classroom to the real world and make sense of experience from their life (Mustafa, 2011). An integration curriculum has many benefits. Because of integration teaching, students develop many learning skills and also in English lessons.

b. Islamic curriculum

According to Muhammad (2013) *Dayah* is the traditional Islamic school, which provides knowledge and instruction in Islamic tenets. Traditional *dayash* are institutions that follow the old methodology in teaching Islamic studies. *Dayah* is the most famous Islamic traditional school (system) in which practical and theoretical religious instructions are given. In other parts of Indonesia this

institution is known either as *dayah* or *pesantren*. Traditional *dayah* still uses the classical curriculum of Islamic studies. This is evident from all the classical books (*kutub*), which are still being taught. The curriculum of *pesantren* mostly restricted to the faultless reading of Qur'an and other religious texts. None of the secular subjects taught in the public school system were included. It is an Islamic boarding school curriculum that must given the student without discrimination both curricula, and assuming that one is better than the other. Both curricula must be learned and mastered by student for their future needs.

c. Curriculum K13

There are three assessment aspects of Curriculum 2013: cognitive, affective, and psychomotor. Character education, integration of subject, and the lesson delivery and thematic topic also make this curriculum distinct from the previous one. The implementation of the new curriculum has been criticized, among other things concerning the preparation of putting the new curriculum into practice in the real classroom. Moreover based on Kemendikbud (2014), the formula of curriculum 2013 is dealing with several learning styles; a) learning by doing; b) integrated learning knowledge, skill, and attitude; and c) learning with a scientific approach.

d. Limitation

The limitation of this research is discussing about integrated of Islamic education in English subject materials in the curriculum K13, in English course at Darul 'Ulum boarding school. The researcher focuses only on one of curriculum

component that is material, how the materials of Islamic education are integrated into curriculum K13.



CHAPTER II

LITERATURE REVIEW

In this study, the researcher reviews several theories or literature related to the area of course.

A. Curriculum integration

Integrated curriculum is an effort to develop a curriculum with combining religious curriculum and formal curriculum K13 in the learning process integrated education value into each subject matter. McDowall and Hipkins (2019) mentioned the curriculum integration provides opportunities that used the different learning areas connections. The purpose is to develop greater curriculum efficiency in curriculum delivery, and offer a more coherence learning experience. Curriculum integration potentially provides a means for showing the student how the same skill or capability could be used across multiple learning areas. Integration curriculum was usually part of a more comprehensive suite of pedagogical approaches such as student-led inquiry; personalized learning; play-based learning; term teaching; flexible use of time and space; and multilevel/age classes or groups. Curriculum integration has long been associated with primary school teaching and learning. The subject has been under discussion for the last half-century, with a resurgence occurring over the past decade.

An integration curriculum is more about the organization of learning experiences to ensure a good connection between subjects (Murdoch, 2015). This view supports the nation of curriculum integration as a way of making education

more meaningful. Its concerns about national achievement levels and high dropout rates have spotlighted any educational change that can lead to increase student success. In addition, the realization of curriculum integration may be a significant element in making education both manageable and relevant. Then it has a primary learning theorist who advocated a constructivist view of learning. Then, Akib (2020) supported that an integrated curriculum is an educational approach that prepares students to face lifelong learning. In curriculum integration, every school must view education as a process of developing the abilities needed in life, especially in facing a 21st-century life challenge, not a discrete subject that is divided into different fields.

There is a strong belief among those who support curriculum integration that schools must look at education as a process for developing abilities required by life in the twenty-century, rather than discrete, departmentalized subject matter. Integrated curriculum can be done through the local content curriculum following existing rules and still refers to the National Education Standards. An integrated curriculum can be a different meaning for different educators. It can be as simple as relating one aspect of a subject area to that of another or as complex as engaging all disciplines in a learning activity to illustrate their relationship or draw from different subject areas to solve a problem. Then in Long et al. (2010), curriculum integration is an organized approach to learning and instruction. It refers to a range of structure and practices which consequently vary its meaning. An integrated curriculum is a curriculum that connects different areas of study by cutting across lines of subject content and by emphasizing unifying concepts.

Integration focuses on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life.

B. Integrated curriculum concept

It is a concept that works under cross-subjects matter lines because it means more than one subjects at a time. In integrated curriculum, teachers help student see the connections and relevance between the subjects, it is student-centered approach to teaching, teaching with an interdisciplinary approach that means collaboration of different subjects. Make the subject inherently more meaningful as a concept to be a learning approach that involves several subjects to provide meaningful experience to student. Curriculum integration is one of the concepts, which has been discussed for years, telecollaborative. Projects, which employ elements of distance learning, provide opportunities for putting the idea into practice (Gajek, 2017)

C. Islamic curriculum

The educational philosophy advocated by Al-Faruqi was derived from the ideal of the Qur'an and Sunnah, reflecting the core and the essence of Islamic worldview that constituted its paradigm and outlook on the nature of education. His philosophy of education and its principle idea was formed of tawhidic that provides significant concept and framework and central meaning for education, as envisioned by Islam: "By Education," we do not mean the Western secular systems n Muslim states, which are instituted and managed by the governments of the land. The fundamental ideal and philosophy of education advocated by Al-Faruqi were aspired to provide free

education for all that will be continuing and lasting for life. The policy and framework of education implementation in the International Institute of Islamic Thought (IIIT) reflected the idea and aspiration of Al-Faruqi. His lasting influence in the intellectual and educational reform undertaken by the institute, was essentially illustrated by Ibrahim (2013) in his keynote address at the symposium on “Reform of Higher Education in Muslim Societies” Organized by the International Institute of Islamic Thought (IIIT) on December 9-10, 2013: “In formulating a new prescription for Muslim one can do no better than to echo the calls made in the tradition of the International Institute of Islamic Thought on the Islamization of Knowledge as pioneered by al-Marhum Islamil al-Faruqi.

To come to some agreement regarding the purpose of Islamic education, it may be beneficial to firstly elicit a definition of education and Islamic education. Based on Zarkasyi (2015), the Modern system is used: that is to say, modern Pesantren are having modified curriculum to fit with school curriculum emphasizing the subject of Islamic studies and employing a full modern method of instruction. According to Kazeem and Balogun (2013), education is complete and comprehensive as “it encompasses all sciences, either secular and religious”. In elaborating this point, passionately whispered that Islamic education aimed at the balanced growth of the total personality of man through the training of man’s spirit, intellect, rational self, feeling, and bodily senses.

A curriculum of Islamic education that is being implemented well in the Education System help produce student individuals who are spiritually,

physically, intellectually and emotionally healthy and balance for a more dynamic and progressive generation. For this purpose, the said curriculum needs to be well planned, requiring comprehensive preparation while paying careful attention to details and the practicality aspects. The curriculum of Islamic Education based on unit-level is not expected to Islamic Education purposing but also as an education that is born from the religion of Islam. The unprecedented philosophy of education by Al-Faruqi has significantly geared to the establishment of a higher institution of learning in the Muslim world that embodied his idea and approach (Rahman, 2015).

Silahudin (2014) states that the national education primary concept is also applied to Islamic education as well. In Islamic terms, curriculum is a set of the program teaching and learning activity in a systemic and dynamic of Islam's spirit. The curriculum in the Islamic view is integrated into the subject in the education system. The curriculum is the design of entire activities provided to achieve education purposes has a central function, at least in personality enrichment (Shalilin et al., 2019). The developing era of information currently is not possible to be denied (Syukron, 2017). It is because based on the reality as written above, it takes a constructive solution in order to organize or to reconstruct the fundamental component of Islamic education. Reformulated, or in other words, the realignment of Islamic education is not just a modification or patchy, but it requires a reconceptualization and reorientation. Therefore, Islamic education can provide a significant contribution to achieving the take-off stage. An overview of Islamic education today is some constructive offer, which can be

used as the best alternative in the formulation of Islamic education in order to have the inclination and ability to compete in the era of information transformation. Waghid (2014) sustainable development within Islamic education must formulate the Islamic education essence to become a modern paradigm. The function is to overcome several problems of life faced by the Muslim, reformulating the beginning of reviewing or even changing the essence of Islamic education. The urgency of a “look” of traditional face-conventional into Islamic education with a more modernist performance and can solve the various problem faced by Muslim. The challenges of educational reform and modernization facing Indonesia’s Pesantren coincide with difficulties confronted by Muslim institutions worldwide (Rosyad, 2020).

1. Characteristic of Islamic education curriculum

In this context, it must be understood that the characteristic of the Islamic education curriculum always has an inseparable relationship with the principle that have been laid by Allah SWT. This concept is what distinguishes the Islamic education curriculum from the general education curriculum. Soleha and Taba (2012) stated that the characteristic of the Islamic education curriculum can be briefly mentioned:

- a. Islam rejects the dualism of the curriculum system and secularism. The existence of the two different educational systems in turn leads to the dualism of knowledge of knowledge contained in every educational curriculum. And this is what causes the decline of the world of Islamic education.

- b. Emphasizing religious and moral objectives on various purposes, contents, methods, tools, and techniques. Everything that is taught and practiced in a religious and moral environment is based on the Al-Qur'an, As-sunnah and the treasures of the thought of previous people.
- c. Widespread attention and thoroughness of its ingredients. A curriculum that truly reflects the spirit, thoughts and teachings is a broad and comprehensive curriculum in its attention and content.
- d. The characteristic of the relative balance between the curriculum content of the science and arts, or the necessities of various experiences and activities. The curriculum in Islamic education as it is known for it through attention and content is also concerned with achieving a comprehensive, complete and balance between people and society.
- e. Tendency to fine arts, physical education activities, technical knowledge, vocational training, foreign languages, even on an individual basis and also for those who have the willingness and talents for these matters and have a desire to learn and train themselves in these matters.

2. Component of Islamic education curriculum

The curriculum as a whole system, which has components that are interrelated with one another, namely: objective, goals, method, material, and evaluation. These components, either individually or collectively are the main basis efforts to develop a learning system.

- a. The Objective

Teaching of Islamic education is not like the teaching of other subjects in number of ways. The definition of curriculum in a modern view is an educational program provided by school that is not only limited to the field of study and learning activities, but includes everything that can affect the development and personal ordering of student in accordance with educational goals which are expected to improve the quality of life, which implementation is not only at school but also outside of school. The objective component is a curriculum component that becomes the target that must be achieved from implementing a curriculum. This component is very important, because through the objectives, process and evaluation materials can be controlled in the interests of achieving the intended curriculum goals.

b. Goal

The purpose of Islamic education is different from other educational goals, for example the purpose of education according to pragmatism, which emphasizes the use of human life in the world. The standard measure is very relative, depending on the culture or human civilization. And if it is related to Islamic philosophy, then the curriculum must of course be integrated (integral) with the teaching of Islam itself. The goal that the Islamic education curriculum will achieve is to form students to have noble morals in relation to the nature of human creation. In education to this Islamic education curriculum in a broad interpretation the curriculum contains material for lifelong education.

The goals of Islamic religious education in general is an explanation of the curriculum objectives in order to achieve the national goals are forming students

into human beings who believe and have faith to God Almighty and with noble character, through giving and fostering knowledge, appreciation and practice of students about Islam, so that we become a Muslim who continues developing faith and devotion.

c. Method

Strategy and method are the third component in curriculum development. This component has a significant role because it relates to curriculum implementation, how good. Ideally, the goal must be achieved without a proper strategy to achieve it, and then the goal cannot possibly be achieved. The process includes plans, methods, and tools of activities planned to achieve specific goals. Learning strategies are a plan of action (a series of movement), including to use methods and utilization of various resource/internal strength learning. Strategies are structured to achieve certain goals. That is, the direction of all strategic decision is the achievement of goals.

d. Material

Learning material is a component that focused more on the learning experience that student must have in the learning process activities. The content of the curriculum should contain all aspects related to cognitive, affective and psychomotor aspect contained in the content of each subject that is delivered with the learning process activities. Material components are designed to achieve the objective component. What is meant by material components is study materials

consisting of knowledge, values, experience, and skills developed into the learning process in order to achieve the objective component.

e. Evaluation

Evaluation is one of components of the curriculum. In a limited sense, curriculum evaluation is intended to check the level of attainment of educational goals to be realized through the curriculum in question. Curriculum evaluation is intended to examine the overall curriculum performance in terms of various criteria. The performance indicators that are evaluated are not only limited to effectiveness, but also program relevance, efficiency and feasibility. Curriculum evaluation plays an important role, both for determining educational policy in general and for making decision in the curriculum itself. The result of the curriculum evaluation can be used by education policy holders and curriculum developers in selecting and establishing policies for developing the education system and developing the curriculum model used. According to Hamdan (2014), evaluation is a control tool to find out how much the curriculum goals were achieved as a program. The evaluation component is to assess a curriculum as an educational program to determine the level efficiency, effectiveness, relevance and program productivity for achieving educational goals.

In evaluation, usually educators will evaluate with the material or subject matter that has been taught. This evaluation component does not only show the extent achievement of students only, but also as a source of input for school as an effort to repair and renew a curriculum.

3. Curriculum planning

According to Hamalik (2012), curriculum planning is a planning learning that are meant to foster student or learners towards the desired behavioral change and assessing the extent to which changes have occurred in oneself students and learners. Islamic religious education is a form of business systematic in guiding and developing potential students to achieve self-quality in accordance with Islamic values.

4. Curriculum implementation

One form of curriculum implementation is the implementation of learning. The implementation of learning refers to the learning program that prepared by the teacher, including in the form of a learning implementation plan (RPP). The RPP component must include planning all learning implementation activities based on predetermined objectives. In implementing curriculum, it required all parties to be involved, such as principal support, teacher and support internal in the classroom. The role of the teacher in implementing the curriculum in school is very decisive. However good the facilities and infrastructure education, if the teacher does not carry out her duties properly then implementation of the curriculum will not be maximally successful.

5. Curriculum evaluation

Curriculum evaluation is an activity to provide an assessment of the success or failure of the curriculum used which includes: the design used, the aspects or components in the curriculum being designed and its implementation. Curriculum evaluation is one of the curriculum components that must be mastered

by teachers as curriculum implementers. As a teacher, they must fully understand why a curriculum should be evaluated and the purpose of curriculum evaluation.

D. Curriculum K13

Curriculum K13 has started since 2013/2014. According to the circular letter of the Education and Culture Ministry of Indonesia Republic Numbers: 156928/ MKK.A/KR/2013. This curriculum refers more to the attitude, knowledge and skill competence. The students hoped to have high manners and discipline. The tendency direction made the curriculum also know as a character-based curriculum. The curriculum is the planned interaction of pupils with instructional content, material, resources, and processes for evaluating the attainment of educational objectives. In other definition, a curriculum is the total learning experience provided by a school. It includes the content of courses (the syllabus), the method employed (strategies), and other aspects, like norms and values, which related to the way the school organized.

Indonesian curriculum changes every decade. It is because by many factors such as the changes in society needs, the new insight into the teaching-learning process, political issues, development of industry, and technology. Based on Hawanti (2014), Indonesian curricula have changed several times. The position of English Language subject remains as a compulsory subject. The main aim of this change is to improve the quality of the teaching-learning process and learning design at school. Mulyasa (2013) says that the implementation of the 2013 curriculum is independent that learners can be increased to use their knowledge,

assess the value of the right character to exhibit positive attitudes in their daily life. Curriculum 2013 is characterized in three assessment aspects; cognitive, affective, and psychomotor. Character education, integration of subject, and the lesson delivery in thematic topics also make this curriculum distinct from the previous one. Hasan (2013) also states that the curriculum of 2013 offers a concept of the curriculum that includes a balance between hard skills and soft skills starting from many standards such as the standard competence, content, process, and assessment. The specific character of the 2013 curriculum is to motivate the teachers to improve their abilities in looking for new knowledge as much as possible. It is because nowadays the students have been easier to look for information by using technology. On the other hand, students are motivated to be more responsible and critical for thinking to their character and become productive, creative, innovative, and effective generation.

English language subject is a foreign languages subject which is compulsory to be taught at school, starting from the junior high school to the university. English plays an essential role in proficiency, and can be observed through the person's skill using the language in both spoken and written ways. Shahzad et al. (2011) analyze that the student and learning English as a compulsory subject faced difficulties in English language usage. They found that the English learning situation displayed an outdated and efficient course and teaching methods. According to Kemendikbud (2013), there are three objectives of the English subject in senior high school.

1. The students can develop their competence in the informational literacy level.

2. The students can be aware of the essence and significant of English to enhance the competitiveness in the global society.
3. Students can develop their understanding of the relation between language and culture.

Kaimuddin (2014) also states that the Indonesian curriculum today as a curriculum K13 is implemented to cultivate character values within the student, shown through vertical and horizontal integration between subjects.

1. The Characteristic of Curriculum K13

The characteristic of curriculum K13 as stated in Minister of Education and Culture Regulation number 59 (2014:3) as follows:

- a. Developing the balance among spiritual aspect, social attitude, knowledge and skill. The students are expected to implement those aspects at school and at their environment.
- b. Placing the school as the institution, which provide learning experiences so that student are able to implement the experience and their society and make society as learning resource.
- c. Providing sufficient time to develop student's attitude, knowledge and skills.
- d. Developing the competence that is stated in core competence and broke them down into basic competence of each instruction.
- e. Developing the core competence and learning process are developed to get core competence.
- f. Developing basic competence based on accumulative principle, reinforce and enrich inter-subject and inter-level of education.

2. Curriculum Component

There are some main components of the curriculum from the definition of *UU No 20 the year 2003 PP No 19 the year 2005*. The curriculum is a set of plan and adjustment about the goal, content, and materials of the lesson, including the way which is used as guidance in organizing a learning process and achieving particular educational goal". In that description showed that curriculum has four main components: purpose, process, and evaluation. All components are important in the development of curriculum, and it influences each other.

a. Objective

The objective of the curriculum is the purpose of each education program that will give to pupils. This factor becomes essential because aimed at teaching activities and influence other components. The objectives of the curriculum have to be established before arranging and establishing the content of the curriculum because it determines the style of education activities, an indicator to know the success in educational implementation, and it becomes a reference in doing activities of education. The objective and the function of the curriculum K13 specifically refers to Indonesian Law No. 20 in the 2013 year about the National Education System mentioned that the function of curriculum is developing ability, forming character and the prestige culture of the nation for educating the nation life. Amiavianigrum (2016) stated that the purpose of curriculum K13 as follows:

- a. To improve the quality of education by balancing hard skills and soft skills through attitudes, skills, and knowledge in order to face global challenges in which continue to grow.

- b. To establish and improve productive, creative, human resources as the capital of national and state of Indonesia.
- c. To relieve teachers in presenting the material and prepare the tracking administration.
- d. To increase the participant of central and local governments and citizens equally in determining and controlling the quality of implementation of the curriculum at the unit level.
- e. To increase competition between the academic unit about the quality of education to be achieved. It is because the schools give some freedom to develop the curriculum in 2013 by the conditions of the academic unit. Then, it needs the learners and the potential of the region.

Curriculum objective has an essential role because the objective is directed to the whole teaching and learning activities and also the other components of the curriculum. Curriculum objectives are the goals to be achieved by a course of study. The formulation of the curriculum objectives based on the categorization of educational goals associated with the fields of study. The instructional goals or teaching and learning goals are the goals to be achieved after the completion of the conveying the teaching and learning process. Moreover, it can determine or plan as the subject matter/material.

b. Goal

In developing a curriculum, the first thing that should be determined is its goal. The educational goal of a country is a clarification from country's goal because education is a tool to achieve the national goal. There are two kinds of

curriculum's goal seen from its scope, namely general goal and impressive goal. The presence of curriculum K13 also participates in realizing the goals of educational goals consist of four things, namely national education goals, institutional goals, curricular goals, and instructional goals.

c. Material

Learning material is as the content of the curriculum. Materials or subject matters, which gives in the school commonly classified into three categories of science; they are science, social science, and humanity. Not all of the materials can be put into the curriculum because the curriculum limited, not only timing for pupils to study learning materials but also to achieve them. Therefore, choosing learning materials has a vital role in accommodate to pupils capability, society demand, and learning materials importance. Curriculum material is all activity and experience, which compose to gain the educational goal. According to Arifin (2012), generally, the content of the curriculum classified into three parts as follow:

1. Logic. Knowledge about true or false grounded on the scientific procedure.
2. Ethic. Knowledge about the good or bad value and morality.
3. Aesthetics. Knowledge about beautiful or not which related to art.

In formal education, the content of the curriculum arranges in the form of subject lesson or discipline, which poured in the form curriculum's structure and appropriated with the institutional purpose. For example, the material divides into some subject such as; Mathematics, English, Science, Civic education.

d. Method

When the teacher makes the material sequence, they have to think the appropriate strategy in teaching learning process to convey the material made. The method components include plans, method, and tools that are planned to achieve certain goals. In the curriculum K13, educators have room to develop creative and innovative learning methods in delivering subjects that allow student to be able to carry out their learning process actively, creativeness. The selection or creation of method or strategies in carrying out the curriculum that has been made must be in accordance with the material to provide and the objectives to be achieved.

e. Evaluation

The curriculum evaluation program is not only evaluating the pupils learning outcome and teaching-learning process, but also design and curriculum implementation, teacher capability and activity. As a system, the curriculum has the competence of parts that support each other and form an inseparable unit. The curriculum provides broad opportunities for students to experience the process of education and to learn the achievement of the goals in the national education and the goals of Islamic education. In the curriculum, there are some components that cannot be separated because the components are interrelated. In the teaching and learning process, an educator must be able to create a conducive atmosphere and be able to bring out the motivation of the student. Teaching strategies govern all components, both principal and supporting in the teaching system.

Evaluation is an effort to know the effectiveness of the curriculum and to determine the quality of education. It is not easy because there are many aspects, which should be evaluated, and this process also involves many people.

Curriculum evaluation intended to assess curriculum as an educational program to establish the efficiency, effectiveness, relevance and productivity of the program to achieve the objective of education. It heads for preparing and completing the program of education for pupils and strategy how the program has done.

3. Curriculum planning

Talking about curriculum implementation will not neglect from learning implementation plan (RPP), RPP prepared by the teacher for teaching and learning activities must be prepared as best as possible for smoothness of the Permendikbud class no. 65 in 2013. Policies regarding the efforts the teacher can make in the classroom.

- a. The teacher adjusts the seating arrangement of students accordingly goals and stones the learning process.
- b. The volume and intonation of the teacher's voice in the learning process must be able to be heard well by students.
- c. The teacher is obliged to use polite, straightforward, and easy to relate words learners.
- d. The teachers adjusted in learning materials at speed and learners learning abilities.
- e. At the beginning of each semester the teacher explains to students the eye syllabus lesson.
- f. The teacher is polite, clean, and neat.

4. Curriculum implementation

The essence of the implementation curriculum is translated into forms implementation of the learning process in school. The implementation of the

teaching and learning process in KTSP refers to Permendikbud No. 103, year 2014 concerning guidelines for learning implementation. Operating procedure learning includes planning the learning process, implementation learning process, assessment of learning outcomes, and process supervision learning for the implementation of an effective learning process and efficient. The implementation of the curriculum K13 based on competence and character must involve all components (stakeholder), including the components of the education system itself. Character education in the curriculum K13 expected to improve the quality of educational processes and outcomes. Then, it leads to the formation of intact and balance character and noble character of students by competency standards at every level of education. A perfectly designed curriculum is meaningless otherwise applied, the application of the curriculum implementation. The curriculum applies to the world of education in schools. The curriculum will implement in school in a series of learning.

5. Evaluation Curriculum

Curriculum evaluation is an overall evaluation process, whether macro or broad scope (ideal curriculum) in the micro scope (actual curriculum) in the form of learning. Curriculum evaluation activities are activities to obtain information about the extent to which the curriculum programs are implemented. The parties who are ever engaged in evaluation curriculum are;

1. Teachers are most evident in taking a role in evaluating. However, they often only work alone in evaluating the curriculum. The teacher is wake-up planner,

namely the teacher makes plan and preparation before carrying out teaching and learning activities.

2. Evaluator is a person who plays a significant role in the development and implementation of the curriculum, which is a team that is in charge of designing and collecting data as a body of policymakers in decision-making by school central officials.

3. Curriculum experts can come from the Ministry of Education and Culture, the Provincial Education Office, and the District or City Education Office. These Curriculum experts are bodies that make program policies and can be used as executors of evaluation of policies that have been created.

4. School committee has a role as a provider of considerations in determining and implementing education policies, supporting finance and personnel in the delivery of education. It was controlling in the context of transparency and accountability of administration.

Curriculum evaluation is the joint responsibility of the parties involved in the education process, such as teachers, school principals, school committee, parents, and even students themselves. Besides being the primary responsibility of research and development institutions. The evaluation is carried out at the end of curriculum development. This assessment activity is often called summative evaluation. In some instances, evaluators often work as a part of the development team; the assessment results information improves ongoing innovations.

E. Previous study

Ali (2020) focused on the integration of Islamic education and Multicultural education in Indonesia, which is curriculum K13. It is a qualitative approach, which investigate an overview of integration of Islamic education in Indonesia. This research was qualitative approach of library research. The result of this study indicates curriculum K13 national system of Indonesia, Islamic education as a main subject in high school along with the purpose of national education that the aimed at the development of potential learners in order to become a man of faith and piety to God Almighty. National system of education today, the subject of Islamic education has urgent role to achieve educational purpose in culvating attitude, knowledge, and skill within student behavioral. (Rosyad, 2020).

Besides, Meti (2018) focused on how the concept of Islamic curriculum at boarding school, which is they also focus on how student education with Islamic studies, and have a powerful spirit in implementing English course. Every academic education should internalize the education system into the school's curriculum, and even it is to be integrated into each lesson. The result shows that moral education must be based on the concept of Islam. Placing morals in science is a shared responsibility, and Muhammadiyah Islamic boarding school makes morality the basis of education with an internalization process, including integrating general and religious subject curricula (Meti, 2018).

CHAPTER III

RESEARCH METHODOLOGY

A. Research design

In this research, the researcher uses the qualitative research method by using document analysis. According to Cresswell (2014), qualitative research is an approach to explore and understand the meaning of individuals or groups describes the social or human problem. Furthermore, the researcher will analyze and identify Islamic education into curriculum K13 in English learning material, to know how the integrated of Islamic education into curriculum K13. Thus, the interview and document analysis are used as a method to obtain the data.

B. Research location

The researcher was conducted in Darul 'Ulum Boarding school (YPUI). Located in Jl. Syiah Kuala, Kampung Keuramat. Kec. Kuta Alam, Kota Banda Aceh. Darul 'Ulum boarding school is one of modern boarding schools in Banda Aceh. Darul 'Ulum boarding school is a school that was applied Islamic curriculum and Curriculum K13. Therefore, this school is chosen as a place to obtain the data of this research.

C. Research participant

Reid (2011) defines that the term of the participant is those of them who are getting involved in helping to find out the study result. The participants of this research are the teachers in boarding school, specifically the teachers who teach English courses in curriculum K13, and teachers who teach English courses in

Islamic curriculum. In selecting the sample, the researcher uses purposive sampling. Bryman (2012) states that a purposive sampling technique is used to select people, organization, documents, department, and others with direct reference to the research question being asked. Purposive sampling refers to intentionally chosen representative according to the needs of the study. It means the researcher select the participants because they have indicated their willingness to participate in the study. Also, this strategy enables the researcher to collect relevant and useful information for answering the research question.

D. Method of data collection

Based on Sugiyono (2013), data collection techniques are the most strategic step in the research because the main goal of the research is to obtain the data. The data collection method was a proper and effective method that could be used by the researcher. The purpose of collecting data is to gain information related to the research question. The researcher used two ways to collect data. They are Interview and Document analysis.

1. Document analysis

To support this research, the researcher also uses document analysis as a method to collect data. Document analysis is a systematic procedure for reviewing or evaluating document-both printed and electronic material. That is curriculum K13 and Islamic curriculum. Document study, namely conducting an assessment of document that supports the research result. Document analysis conducted to collect data sourced from archive and document whether it is inside or outside, that is inside the research. According to Owen (2014), documents can provide

background information prior to designing the research project, for example, prior to conducting interviews. In this research, the researcher only focuses on analyzing learning material of English subject in curriculum K13 that uses Islamic education into the material itself.

In collecting the data through document analysis, the researcher employed several steps. First, the researcher purposively selected the participants. The participants were English teachers. Second, the researcher only focuses English learning material.

2. Interview

The type of this research interview was utilized in this research is a semi-structured interview. An interview is a conversation between researcher and person interviewed, whether direct or indirect, to achieve certain purposes (Arifin, 2012). In this study, the researcher creates a question about how the integration of Islamic education curriculum into Curriculum K13, based on teacher's views in an integrated curriculum at boarding school. Moreover, in this interview, the interviewer predetermined the question, and it can be clarified and added during the interview session for getting the intended information (Griffe, 2012). The questions were made to find the answer of research question. Before interviewing the research respondents, the question has been prepared, and the researcher used a mobile phone as a media to record while the interview occurs. This method is used to obtain responses, opinions, and explain verbally from the informant. Each interview took about 5-10 minutes.

E. Technique of Data Analysis

1. Document Analysis

As stated above, the data are collected from interview and document analysis. According to Miles and Huberman (1994, p. 10) Analysis can be defined as consisting of three current flows of activity that is data reduction, data display, and conclusion drawing/verification. There are three steps to do; they are:

1. Data reduction

Data reduction is the process whereby the mass of qualitative data may obtain interview is reduced and organized, for example, coding, writing, summarizing, and discarding irrelevant data.

2. Data display

According to Sugiyono (2010), the presentation can be done in brief descriptions, charts, and relationships between categories. Data display will be easier to understand what happened, and the planned work based on what has been understood. In data display, apart from narrative text it can be graphs, matrices, and network. In the process of reducing and displaying the data, it was based on the formulation of the research problem. The formulation of the research problem is 1). How is the integration between the Islamic curriculum and curriculum K13 at boarding school? 2). What are challenges of integrating Islamic curriculum into curriculum K13 at boarding school? This step is carried by presenting a set of information that has been structured because the data obtained during the process of qualitative research usually in the form of narrative, thus requiring simplification without reducing its content.

3. Drawing and verifying conclusion

In this process, an analysis should allow the writer to begin to develop a conclusion regarding the study. These initial conclusions can be then be verified, which their validity examined through references to the existing field notes or further data collection. Also, document analysis was conducted to obtain specific information about the Islamic curriculum and curriculum K13. The researchers employed a document analysis approach to analyze the document which focused on the English subject of both curriculum and how they integrated each other subject of curriculum and whether between subjects support each other or not. So, the result of analyzing the subject of both curricula will identify the role of Islamic education curriculum into curriculum K13.

Therefore, the technique of data analysis used in this study was descriptive analysis. The collected data of the interview were analyzed and concluded narratively, the writer analyzed the data by reading and analyzing it several times. This aims to develop a deeper understanding of the information supplied by participants. In additions, document analysis was conducted to obtain specific information about the Islamic education curriculum into curriculum K13.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discussed the finding and discussion of the research to answer the research questions mentioned in chapter I. The data were obtained through two research instruments. The document analysis was employed to answer the first question while the interview was conducted to answer the second research question.

A. Findings

This chapter elaborates the findings and discussion based on the English lesson syllabus of Islamic curriculum and curriculum K13. Interviews were carried out to fulfill the study aims. The participant consisted of six teachers; they are 3 (three) males and 3 (three) females. The aim is to identify the integrated of Islamic curriculum and K13 curriculum at boarding school and to know the challenges of integrating of Islamic education curriculum into K13 curriculum at Darul ‘Ulum boarding school.

There were several steps used in the process of analyzing the data. The first step was to organize and prepare the data to be analyzes. I Started by analyzing the document. The source in document analysis is from Darul ‘Ulum boarding school and the syllabus from the school and Dayah teaching sections.

The next step is interviewing the participants, transliterating the result of the interview, and arranging the data depending on the study’s purpose. The

interview was conducted by asking six participants. The answers from the participants were recorded by using audio recorded. The questions were designed on purposes of easily understood by participants.

B. Document analysis

The current curriculum in Darul ‘Ulum boarding school is curriculum K13 based on the Ministry of National Education and the Ministry of religion curriculum for the Dayah curriculum. Dayah modern Darul ‘Ulum YPUI Banda Aceh is an Islamic boarding school that collaborates with Islamic education and general education. Besides the Ministry of Religion and the Ministry of Education and culture curriculum, Darul ‘Ulum also applies the “PLUS” curriculum. Therefore, there is a syllabus of 3rd Grade Junior High School and Dayah syllabus.

D. Analysis of interview

Analysis of the research question was divided and addressed into two sections. They are: 1), the integration of Islamic education curriculum into curriculum K13, and 2), the teacher challenges of integrating Islamic education curriculum into curriculum K13.

1. Teachers perception about the integrated curriculum

According to all the teachers in this research, almost all teachers had the same opinion toward the integrated curriculum. The answer is based on their understanding. Teachers 4 said:

“Integrated curriculum is a very good and important to practice in an educational institution because it can make it easier both in terms of students and teachers. Especially when we have found an integrated curriculum is right to practice in boarding school. Integrated curriculum

is a combined subject of both curricula which Islamic education curriculum and curriculum 2013, even important to do in order to facilitate both parties in the teaching and learning process.”

And teacher 1 argued:

“Integrated curriculum is combinations of two or more subjects in both curricula. And provides a good guide in boarding school.”

In brief, based on the participants' explanation above, it can be concluded that there is some definition of an integrated curriculum based on the teacher's opinion. And although their answer is different. However, the whole conclusion and the point of the answer are the same.

2. The implementation of integrated curriculum in Darul ‘Ulum

The implementation of an integrated curriculum is an effort with combines Islamic curriculum and curriculum 2013. In the learning process, integrated educational values into every subject matter. The teachers 2 said:

“Well. We are in an Islamic boarding school, which has Dayah and a general school. So, we already integrate both curricula, and the implementation is great, according to the rule of implementation itself. Because we can see the result is also good and student have a very high score in their education”.

From the statement above, the researcher concluded that the implementation of an integrated curriculum in Darul ‘Ulum is going well. And has a good impact on implementing it. The teacher 5 said:

“The implementation of an integrated curriculum in Darul ‘Ulum, in the morning, is school. In the afternoon is Dayah activities and in the evening is specialization in Tahfiz and language”.

Then teacher 6 also said:

“The implementation of the integrated curriculum in Darul ‘Ulum is not all of the materials, depending on the subject. For example, we teach them about a narrative text, and we included Islamic stories like fasting moth.

Because the teacher follows the curriculum K13, we cannot put Islamic education into all English subject material”.

From the teacher's answer above, the researcher concluded that most of the teacher's answer, the implementation of the integrated curriculum is going well according to the role which has been determined by Darul' Ulum boarding School. With directed timing, the teachers can apply the learning subject material of the integrated curriculum.

3. With the Integrated of both curricula, how are the teacher efforts in selecting the material

Teachers 2 said:

“In selected the material, of course, easy. I think with curriculum integration by having this both curricula. And because here is modern boarding schools that provide the syllabus of each curriculum. For example, the material about present past tenses, or present tenses. That also done they learn in Dayah with the context is Islamic education. It will be easier because the student has known in general school”.

In short, I can concluded that the integration of both curricula does not bother the teacher in selecting the material to be taught and even easier. However, basically, it also follows with Islamic curriculum syllabus and syllabus curriculum K13. Also teacher 1 said:

“Well, in selecting the material is easy, according to the Islamic education curriculum and curriculum K13” during the guidelines.

From the teacher's answer, the researcher concluded that mostly the teachers easy in selecting the material because the student also has learned the material in Dayah. However, because now the situation is not effective for learning, the teachers have to select the learning material carefully.

4. The integrated of Islamic education make easier for teacher to teach English materials

The material is one component of the curriculum. The teachers must be in charge of selecting the material because the success of learning as a whole is very dependent on the success of the teacher in designing learning material. Dinil (2017) The material of learning is one of the most important that must exist in learning. The preparation of this material must be an agreement of educational operates based on curriculum applicable in Indonesia. Therefore, the material of learning should be easily understood and absorbed by the students and become capital in continuing higher education and practice in their daily life. The teacher 2 said:

“I think with integrated curriculum by having this both curricula it easier for teacher to choose the material. For example we teach them about present tense “we go to mosque on 04:30 in every morning for subuh prayer. It’s related their activity in boarding school. That’s why easier the teacher to select the materials, that related to their surrounding”. But, because now is covid pandemic, we are not free to choose all the material.

The statement above concluded that in selecting the material, the teacher must look for the topic first. And after that, the teacher included the material about Islamic education. Then teacher I said:

“As I said earlier, in selecting the material. For example, there is a Mauled, we mention it Mauled in material, and they have known that before. Because now we can’t do much during a covid pandemic, we adjust it to the existing situation. The time is minimal. So, the development of the material cannot be free. If we spend time here, it will be a lot of material that will not be overtaken”.

Based on teacher responses above, it could be interpreted that Islamic education can be integrated into English materials. The teachers easy when teaching English material that is related to Islamic education. The student has known the material and background knowledge of the material that they learned in Dayah, and the teacher is easier to teach the materials.

5. Islamic education curriculum in Darul ‘Ulum has an impact on student in understanding English material

The teachers 4 said:

"I think this is related to the practice of the curriculum that has been made. People's existence related to this curriculum implementing this curriculum will certainly be carried out well and must be implemented. The impact of the integrated curriculum is very good so that all parties related to implementing this curriculum must carry it out well".

In similar way, teachers 1 said:

"That will be a huge impact on student and teacher because the material has an impact on being one and also right on target. And the material has thought about what aspects are needed by the student. So, the teaching material taught to the student are more targeted and quality in terms of maximum absorption cause there are not many things that need not be learned".

The teacher 2 argued:

"The impact is fine, while we're teaching the material of Islamic education. The students also have a good impact on their learning".

From the explanation above, the researcher concluded that all of the answers positively impact English learning material. In preparing the material of the Islamic curriculum, it has also paid attention to things that can achieve the result of the outputs expected by students.

6. What are teacher challenges of integrated Islamic education into curriculum K 13.

In this last question, the teacher has some challenges integrating Islamic education into curriculum K13. Their responses are explained below. The teachers 1 said:

“However, the problem here is that there are so many subjects that their time for learning is limited because this has a target on how to make them understand about the Islamic education into English learning material. There are many English subjects, and it difficult to make them understand all of the subjects, and they are overwhelmed. They can’t master and more to the practice time, the number of the lesson. A lot of material that must memorize simultaneously, that impact is less profitable”.

Then the teachers 2 said:

“There are a lot of challenges to look for the grade student itself. What kind of Islamic education we moved into English learning material that matches their grades, and before that teacher should first understand both curricula. It gives more homework to the teacher. I think that is the challenge we find in teaching English by using an integrated curriculum. And also when we don’t cross-check the material with teacher school, whether it has been taught or not, that must be one of the challenges of integrating both curricula”.

The teachers 4 suggested:

"The challenges for a teacher in practicing the integrated curriculum. I think how to ensure this curriculum runs as expected because it must be right on target. Must be following the student's abilities and need to be required, and this curriculum must bring convenience for all parties, such as teachers, students in delivery materials.

From the teacher's answer above, the researcher concluded that the teacher faces various challenges. As teacher one said, the main challenges are many subjects and because in boarding school. Teachers' challenges are more complicated to integrate with. The teacher should fully understand that a new approach to education is truly by Islamic teaching and simply appropriate to pass it on to others. Maimun and Ismail (2009) teacher's involvement should make

them ready to take up the challenges. It is perceivable that they should have a clear understanding of Islam and a laudable personality to achieve integrated education.

D. Discussion

As discussed in Chapter 1, this research aims to know how to integrate the Islamic education curriculum into curriculum K13. The researcher focused on two aims: to identify the integration between the Islamic curriculum and the K13 curriculum in boarding school and to identify the challenges of integrating the Islamic curriculum into the K13 curriculum at boarding school on the English lesson syllabus.

In this research, there were six informants; three females and three males. In collecting the data, the researcher used document analysis and semi-structured interviews. Document analysis is the instrument to answer the first research question, while a semi-structured interview is an instrument used to answer the second research question. In this discussion part, the researcher elaborated on the findings based on each research question.

For the first research question, the researcher used syllabus as a document analysis to analyze the integrated Islamic education curriculum and curriculum K13. According to Thesaurus (2015), the implementation of integration manifests itself at the syllabus, skills, resources, and efforts level. From the table of both syllaby, the researcher found that there is no one of the material from both curricula that are integrated each other.

For the second research question, the researcher found some challenges of integrating the Islamic education curriculum into curriculum K13 at boarding school. Based on the teachers' answers, it is clear that the first thing that the teachers need to do at the pesantren is to ensure that the curriculum runs as expected to achieve the teaching and learning targets. In delivering its materials, in addition, the curriculum should also be adjusted to meet the students' needs, should be convenience to all parties, including teachers, students, and other stakeholders. Second, the integration of curriculum at boarding schools has brought significant implication on students, in which students have to study so many subjects. This integration, to some extent, is less effective because students have to study and memorize a lot of materials simultaneously. Third, when we integrate the teaching and learning materials, we must look at the grade first. What kinds of material match their educational qualification. In this case, the teacher should understand more on such the integrated materials. Third, sometimes there are communication gaps among teachers, school leaders, and intended materials that need to be covered and taught. Often time students got and studied the same materials both from their teachers teaching during the school normal time and during the boarding time as part of the teaching and learning enrichment.

Therefore, it needs to integrate more Islamic education in English subject materials, as an important aspect for the student to know more Islamic education in English subject materials. The findings also showed that each informant has a different way in facing challenges of the Islamic education curriculum integration. They have already implemented the integration of Islamic education in boarding

schools. For example, through English club class, the teacher provides the learning materials about Islamic education; fasting, Maulid, Isra' Mi'raj in reading text, as well as through the events of competitions held at boarding school.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

After conducting the research, doing the analysis, and presenting the results, this chapter presents the conclusion and offers some suggestions. This chapter is divided into two parts. The first part aims to conclude this research to identify the integration of the Islamic education curriculum into K13. The second part presents suggestions for further research on the related topic.

A. Conclusion

1. The current curriculum implemented in Darul ‘Ulum boarding school is the curriculum under the management of the ministry of education and culture and the ministry of religious affairs. The syllabus is in accordance with the curriculum K13, and the Dayah syllabus is designed by teachers that relate to the students’ needs. The integrated curriculum of Islamic educations aims to develop the whole potential of students in a holistic, balanced, and integrated manner encompassing intellectual, spiritual, emotional, and physical aspects. In the applications of integrated Islamic education, the curriculum is defined as the school implementing management approach combining general education and religious education into the combinations of one curriculum.

2. Although based on the syllabus, the Islamic education curriculum is not included in curriculum K13, the teachers included the Islamic material through an English club lesson, where the material discusses Maulid, Fasting, Isra’ Mi’raj. Through narrative text, namely a story about how to fast, commemorating 1

Muharram, the implementation of Maulid, English debate, Speeches, the teacher integrates the Islamic teaching issues into curriculum K13.

B. Recommendations

Based on the result and discussion of this research, there are some limitations to this study. As such, the writer recommends some critical suggestions for future research. One of the limitations of this study is concerning the data collection. Due to the limitedness of stakeholders involved in this study, it is recommended that the future researchers involve more qualified and experts having sufficient competence in curriculum integration. The writer also suggests that the future researchers to expand the analysis of the Islamic education curriculum. Since the writer did not analyze all of the curriculum components, the future researchers who are interested in analyzing the integration of the Islamic curriculum may conduct future research focusing on the integrated Islamic education subjects at SMK N schools.

REFERENCES

- Ade, P.W. (2020). Integrasi kurikulum pesantren dalam kurikulum 2013 di SMK Al- Munawwir in Krapyak Yogyakarta. *Jurnal Al-fahim*. II(1), 20-34.
- Akib, E., Imran. E., M. Mahtari. S., Mahmud. R., M. Prawiyogy, G., A. Supriatna, I., & Ikhsan, H. (2020). Study on implementation of integrated curriculum in Indonesia. *International Journal of Recent Educational Education*. I(1), 39-57.
- Amanda, W. & Alisa, L. (2017). Curriculum integration: An overview. *Current Issues in Middle Level Education*. 22(1), 36-40.
- Amivianingrum, H. (2016). The implementation of scientific approach in English teaching in SMP N 1 Boyolali. Sebelas Maret University Surakarta.
- Arifin, Z. (2011). *Konsep dan metode pengembangan kurikulum*. Bandung: Remaja Rosadakarya.
- Arifin, Z. (2012). *Penelitian pendidikan: metode dan paradigm baru*. Bandung: PT Remaja Rosdakarya Offset.
- Beane, J. A., (2016) *Curriculum Integration Designing the Core of Democratic Education*. NewYork: Teacher collage press, Columbia University.
- Braun, V. (2011). Thematic analysis. International Qualitative Health Research Workshop: Challenges and Issues in Qualitative Studies, 1-42.
- Brown, D. F. (2016) Curriculum integration: In S.B. Martens, M. Caskey& N.flowers (Eds.). *The encyclopedia of middle grades education (2nd Ed)*. Information Age Publishing.
- Bryman, A. (2012). Social research methods. United States: Oxfords University.
- Buyung, S. (2017). "The contextualization of Islamic education: Reformulation the essence and urgency in the Islamic education in information transformation era". *Jurnal Pendidikan Islam*. 6(1), 36-46.
- Cresswell, J. W. (2014) *Research design qualitative, quantitative, and mixed method approaches (four edition)*. Sage publication.
- Dinil, A. S. (2017). The learning strategy of Islamic education in upgrade of learning quality. *TA'DIB journal*. VI(1), 26-31.

- Ditchburn, G. M. (2012) The Australian curriculum: Finding the hidden narrative?. *Critical Studies in Education*. 53(3), 347-360.
- Gajek, E. (2017). Curriculum integration in distance learning at primary and secondary educational levels on the example of etwinning projects. *Education Science*. 8(1), 1-15. Doi: 103390/educsi8010001.
- Griffe, D.T. (2012). *An introduction to second language research methods: Design and data*. TESL-EJ Publications.
- Habiburrahim. (2019). A review of department of English language education curriculum development. *Englisia: Journal of Language, Education, and Humanities*. 6(1), 1-14.
- Hamalik, O. (2012). *Manajemen pengembangan kurikulum*. Bandung: Remaja Rosdakarya.
- Hamdan. H. (2014). *Pengembangan kurikulum pendidikan agama Islam (PAI): teori dan praktek*. IAIN Antasari Press.
- Hasan, H. S. (2013). History education in curriculum 2013: A new approach to teaching history. *HISTORIA: International Journal of history Education*, 14(2): 163-178.
- Hawanti, S. (2014). Implementing Indonesia's English language teaching policy in primary schools: The role of teachers knowledge and beliefs. *International Journal of Pedagogies and Learning*. 9(2), 162-170.
- Ibrahim, A. (2013). The Reform of Muslim education and the quest for intellectual renewal. Keynote Address, Symposium on "Reform of Higher Education in Muslim Societies," organized by the International institute of Islamic Thought (IIIT), Dec 9-10, Woodrow Wilson International Center for Scholars, Washington. DC.
- Kaimuddin. (2014). Implementasi pendidikan karakter dalam kurikulum 2013. *Dinamika Ilmu*. 14(1), 47-64.
- Kazeem, S. A., & Balogun, K. Y. (2013). Problem facing Islamic Education: Evidence from Nigeria. *Journal of Educational and Social Research*. MCSER Publishing. 3(9), 108-119.
- Kemendikbud. (2013). *Kerangka Dasar Kurikulum 2013*. Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Dasar. Jakarta.

- Kemendikbud. (2014). *Konsep dan implementasi kurikulum 2013*. Jakarta: Kementerian Pendidikan.
- Long, J., Moran, W., & Harris, J. (2010). Following the Yellow Brick Road: Interdisciplinary practices in the Land of Oz. *Issues in Integrative Studies*. 28(1), 28-68.
- Maimun, A., L. & Ismail, S., W. (2009). Integrated Islamic education in Brunei Darussalam: The hopes and challenges. *International Journal of Education Studies*. 1(2), 148-150.
- Malik, A. & Malik. R. (2012) Twelve tips for developing an integrated curriculum. *Medical Teacher*. 33(2), 99-104.
- Meti, F. (2018). Concept of Islamic education curriculum: A study on moral education in Muhammadiyah boarding school, Klaten. *Didaktika religia*. 6(3), 191- 206.
- Miles, M, B & Huberman, A, M. (1994). *Qualitative data analysis: An expanded sourcebook (2nd Ed)*. Thousand Oaks, California Sage.
- Muhammad, AR. (2013). Students' attitude toward the teachers in Islamic traditional school. *Englisia: Journal of Language, Education, and Humanities*. 1(1), 28-48.
- Mulyasa. (2013). *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: PT. Remaja Rosdakarya.
- Mustafa, J. (2011). Proposing a model of integration social issue in school curriculum. *Action in Teacher Education*. 18(1), 82-84.
- Owen, G. T. (2014). Qualitative methods in higher education policy analysis: Using interview and document analysis. *Georgia Institute of Technology*, 9(26), 1-19.
- Rahman, A. B., Yusof, W., S. Rashid, M. Z., & Amir, N., A. (2015). Al-Faruqi's Fundamental Ideas and Philosophy of Education. *Dinamika Ilmu*. 15(2), 235-244.
- Reid, D. H. (2011). *Training staff and parents: Evidence-based approaches*. In: Matson J. L, Sturmey P, editors. International handbook of autism and pervasive development disorders. New York: Springer.
- Rosyad, A. M. (2020). The integration of Islamic education and multicultural education in Indonesia. *Al-Afkar Journal of Islamic Studies*. 3(1), 164-169.

- Shahzad, S., Ali, R., Hukamdad., Qadeer, Z., M. & Ullah, H. (2011) Identification of the causes of student low achievement in the subject. *EnglishAsian Social Science*. 7(2), 168-171.
- Shalihin, R. Fitrotin B. & Wantini. (2019). The implementation of qauniyah verses based on unification curriculum in SMA tresains. *Jurnal Manajemen Islam*. 4(2), 7-77.
- Soleha & Taba. (2012). *Ilmu Pendidikan Islam*. Bandung: Alfabeta.
- Sue, M., & Rosemary, H. (2019). *Curriculum Integration: What is happening in New Zealand School?*. New Zealand: New Zealand Council for Education Research.
- Sugiyono. (2010). *Metode penelitian pendidikan*. Bandung: Alfabeta.
- Sugiyono. (2013). *Memahami penelitian kualitatif*, Bandung: Alfabeta.
- Suprpto. (2018). Kebutuhan guru pendidikan Agama Islam di sekolah. *EDUKASI: Jurnal Pendidikan Agama dan Keagamaan*. 16 (2). Doi: 10.32729/edukasi.v16i2.485.
- Thesaurus, E. (2015). *Communities of practice: Learning, Meaning and Identity*. New York: Cambridge University Press.
- Waghid. Y. (2014). Islamic education and cosmopolitanism: A Philosophical Interlude. *Studies in Philosophy and Education*. 33(3), 329-342.
- Zakaria, G. (2010). Pondok Pesantren: Change and its future. *Journal of Islamic and Arabic Education*. 2(2), 45-52.
- Zarkasyi, H. F. (2015). Modern pondok pesantren: maintaining tradition in modern system. *Tsaqafah: Jurnal Peradaban Islam*. 2(2), 223-248.

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-6647/UN.08/FTK/KP.07.6/07/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 Juni 2020
- Menetapkan** :
PERTAMA :
Menunjuk Saudara:
1. Dr. Muhammad AR, M.Ed
2. Habiburrahim, MS., Ph.D
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Hafidhah**
NIM : **160203232**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The integration of Islamic Education Curriculum into Curriculum K13**
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Juli 2020

An. Rektor
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



**KEMENTERIAN AGAMA UNIVERSITAS
ISLAM NEGERI AR-RANIRY FAKULTAS
TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-12361/Un.08/FTK.1/TL.00/11/2020

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala MTsN Darul 'Ulum YPUI Banda Aceh
2. Pemimpin Dayah Darul 'Ulum YPUI Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **HAFIDHAH / 160203232**

Semester/Jurusan : IX / Pendidikan Bahasa Inggris

Alamat sekarang : Darussalam Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Integration of Islamic Education Curriculum into Curriculum K13*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 13 November 2020
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Dr. M. Chalis, M.Ag.

Berlaku sampai : 13 November
2021

AR-RANIRY

Nomor : 146/YPUI-DU/11/2020
Lampiran : -
Perihal : **Izin Penelitian**

Kepada Yth,

**Dekan Bidang Akademik dan Kelembagaan
UIN Ar Raniry – Banda Aceh**

di –

Tempat

Berdasarkan surat permohonan saudara Nomor : B-12361/Un.08/FTK.1/TL.00/11/2020 tanggal 13 November 2020 perihal Penelitian Ilmiah Mahasiswa, maka Pimpinan Dayah Modern Darul ‘Ulum YPUI Banda Aceh menerangkan bahwa :

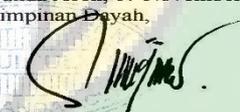
Nama : **HAFIDHAH**
NIM : 160203232
Fakultas/Jurusan : Tarbiyah dan Keguruan/Pendidikan B. Inggris
Judul Penelitian : *The Integration of Islamic Education Curriculum into Curriculum K13*

Telah kami setuju untuk dapat Melakukan Penelitian dan Mengumpulkan Data pada Lembaga Pendidikan Dayah Modern Darul ‘Ulum YPUI Banda Aceh yang kami pimpin dengan ketentuan :

- a. Tidak menyelewengkan data yang telah diberikan sehingga dapat merusak nama baik Dayah Modern Darul ‘Ulum YPUI Banda Aceh.
- b. Menyerahkan 1 Eks Hasil Penelitian, sebagai Arsip dan bahan perbaikan kami.

Demikian surat ini kami sampaikan, dan atas kerjasamanya kami mengucapkan terima kasih.

Banda Aceh, 17 November 2020
Pimpinan Dayah,


Ust. Luqmanul Hidavat, M.Ag

AR-RANIRY

INTERVIEW GUIDELINE

Project : The integration of Islamic education curriculum into curriculum K13

Interviewer : Hafidhah

Interviewee : Participant 1

1. Q: What do you think about integrated curriculum?

A: Integrated curriculum is a combinations of two or more subjects in both curricula. And provides as a good guide in boarding school.

2. Q: How is the implementation of integrated curriculum in Darul 'Ulum?

A: We are in Islamic institutions. English is indeed oriented towards religious, although not directly but must direct there. For example, you should understand about Islamic education.

3. Q: Do you think with the integrated of Islamic education, how is the teacher efforts in selecting English learning material?

A: Well, in selecting the material is easy. According to Islamic education curriculum and curriculum K13, during the guidelines.

4. Q: Do you think the integrated of Islamic education make easier for teacher in teaching English material?

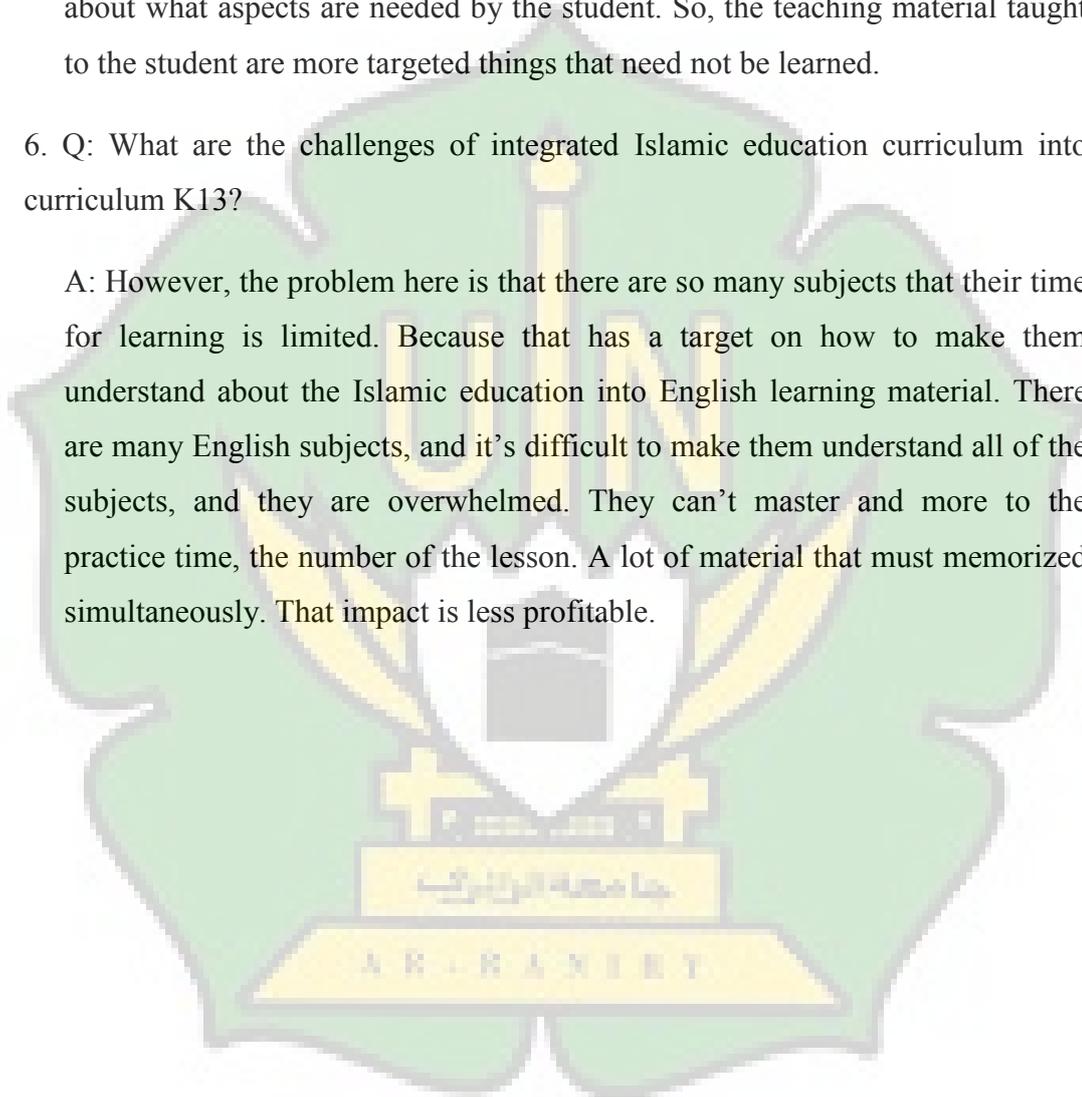
A: As I said earlier, in selecting the material. For example, there is a Mauled, we mention it Mauled into English material. And they have known that before. Because now we can't do much during covid pandemic, we adjust it to the existing situations. The time is minimal. So, the development of the material cannot be free, if we spend time here, it will be a lot of material that will not be overtaken.

5. Q: Do you think the Islamic education in Darul ‘Ulum has an impact on English learning material?

A: That will be a huge impact on student and teacher. Because the material has an impact on being one and also right on target. And the material has thought about what aspects are needed by the student. So, the teaching material taught to the student are more targeted things that need not be learned.

6. Q: What are the challenges of integrated Islamic education curriculum into curriculum K13?

A: However, the problem here is that there are so many subjects that their time for learning is limited. Because that has a target on how to make them understand about the Islamic education into English learning material. There are many English subjects, and it's difficult to make them understand all of the subjects, and they are overwhelmed. They can't master and more to the practice time, the number of the lesson. A lot of material that must memorized simultaneously. That impact is less profitable.



INTERVIEW GUIDELINE

Project : The integration if Islamic education curriculum into curriculum K13

Interviewer : Hafidhah

Interviewee : Participant 2

1. Q: What do you think about integrated curriculum?

A: Well, curriculum integration is a good thing, because people can makes both Islamic curriculum and also curriculum K13. So, when we mixed and we add both curricula into one kind of curriculum. I believe it can increase knowledge, the result of education.

2. Q: How is the implementation of integrated curriculum in Darul ‘Ulum?

A: Well. We are in an Islamic boarding school, which has Dayah and a general school. So, we already integrate both curricula, and the implementation is great, according to the rule of implementation itself. Because we can see the result is also good and student have a very high score in their education

3. Q: Do you think with the integrated of Islamic education, how is the teacher efforts in selecting English learning material?

A: In selected the material, of course, easy. I think with curriculum integration by having this both curricula. And because here is modern boarding schools that provide the syllabus of each curriculum. For example, the material about present past tenses, or present tenses. That also done they learn in Dayah with

the context is Islamic education. It will be easier because the student has known in general school.

4. Q: Do you think the integrated of Islamic education make easier for teacher in teaching English material?

A: I think with integrated curriculum by having this both curricula it easier for teacher to choose the material. For example we teach them about present tense “we go to mosque on 04:30 in every morning for subuh prayer. It’s related their activity in boarding school. That’s why easier the teacher to select the materials, that related to their surrounding”. But, because now is covid pandemic, we are not free to choose all the material.

5. Q: Do you think the Islamic education in Darul ‘Ulum has an impact on English learning material?

A: The impact is fine, while we're teaching the material of Islamic education. The students also have a good impact on their learning.

6. Q: What are the challenges of integrated Islamic education curriculum into curriculum K13?

A: There are a lot of challenges to look for the grade student itself. What kind of Islamic education we moved into English learning material that matches their grades, and before that teacher should first understand both curricula. It gives more homework to the teacher. I think that is the challenge we find in teaching English by using an integrated curriculum. And also when we don’t cross-check the material with teacher school, whether it has been taught or not, that must be one of the challenges of integrating both curricula.

INTERVIEW GUIDELINE

Project : The integration of Islamic education curriculum into curriculum K13

Interviewer : Hafidhah

Interviewee : Participant 3

1. Q: What do you think about integrated curriculum?

A: Very good, especially in Islamic boarding school. So, they feel the material is contextual and easy to understand.

2. Q: How is the implementation of integrated curriculum in Darul 'Ulum?

A: Its applications. I have made material for the English club. The material there does not fully use the integration curriculum. But, there is a little in the religious curriculum. So, its application maybe like the material discusses religion (Mauled).

3. Q: Do you think with the integrated of Islamic education, how is the teacher efforts in selecting English learning material?

A: Choosing the material is a bit difficult, because if we take it from several books. For example, we use the Longman book and the sentence is not close to the students. So, it must be reproduced by the teacher.

4. Q: Do you think the integrated of Islamic education make easier for teacher in teaching English material?

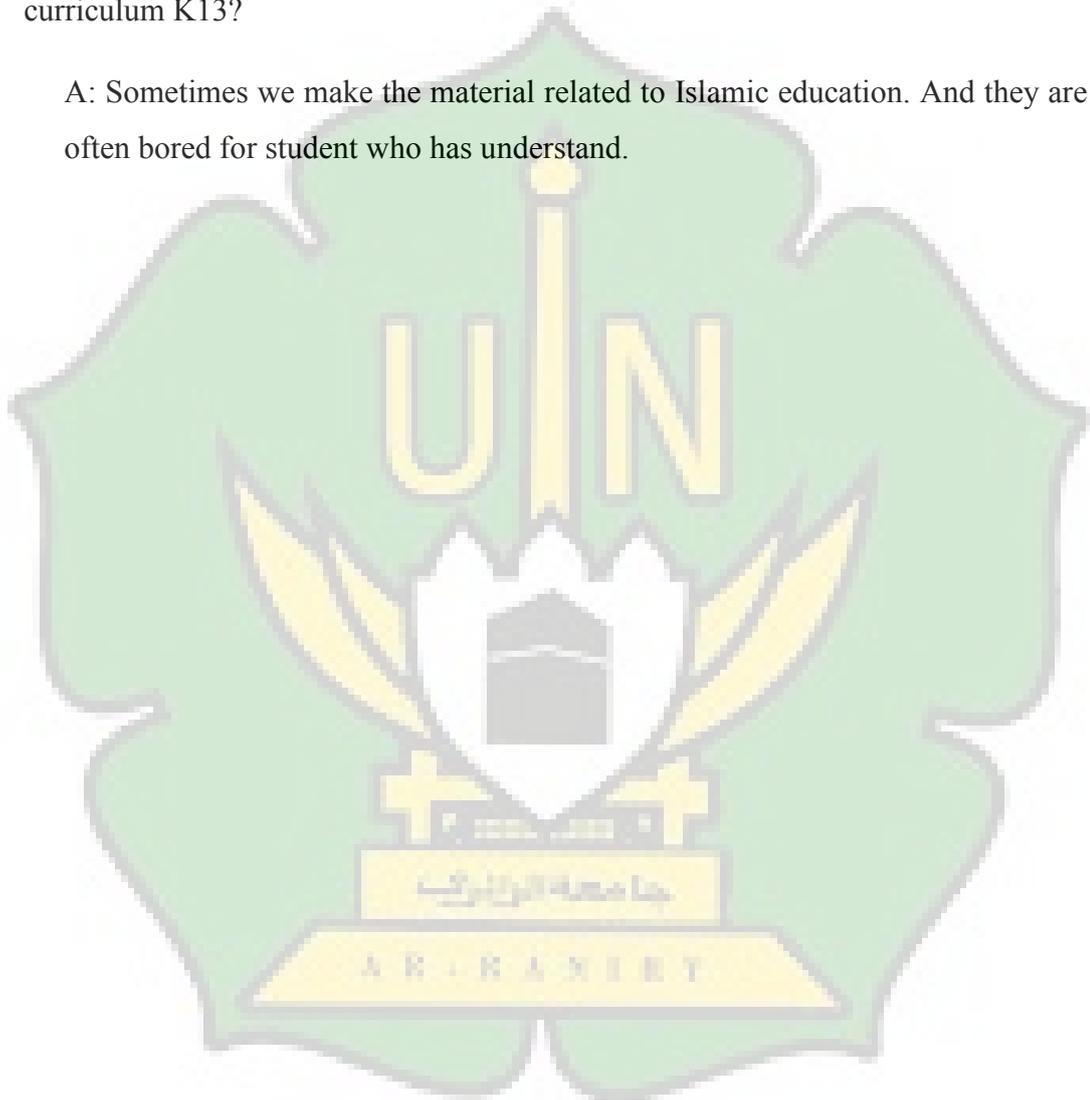
A: Yes, make it easier.

5. Q: Do you think the Islamic education in Darul 'Ulum has an impact on English learning material?

A: Very impactful, because sometimes students learn in school not to focused. Because the student is much and the teacher difficult to determined which student already understand.

6. Q: What are the challenges of integrated Islamic education curriculum into curriculum K13?

A: Sometimes we make the material related to Islamic education. And they are often bored for student who has understand.



INTERVIEW GUIDELINE

Project : The integration of Islamic education curriculum into curriculum K13

Interviewer : Hafidhah

Interviewee : Participant 4

1. Q: What do you think about integrated curriculum?

A: Integrated curriculum is a very good and important to practice in an educational institution because it can make it easier both in terms of students and teachers. Especially when we have found an integrated curriculum is right to practice in boarding school. Integrated curriculum is a combined subject of both curricula which Islamic education curriculum and curriculum 2013, even important to do in order to facilitate both parties in the teaching and learning process.

2. Q: How is the implementation of integrated curriculum in Darul 'Ulum?

A: The implementation of integrated curriculum is going well.

3. Q: Do you think with the integrated of Islamic education, how is the teacher efforts in selecting English learning material?

A: Selecting the material is easy, because here is the institutions which has Islamic curriculum and curriculum K13.

4. Q: Do you think the integrated of Islamic education make easier for teacher in teaching English material?

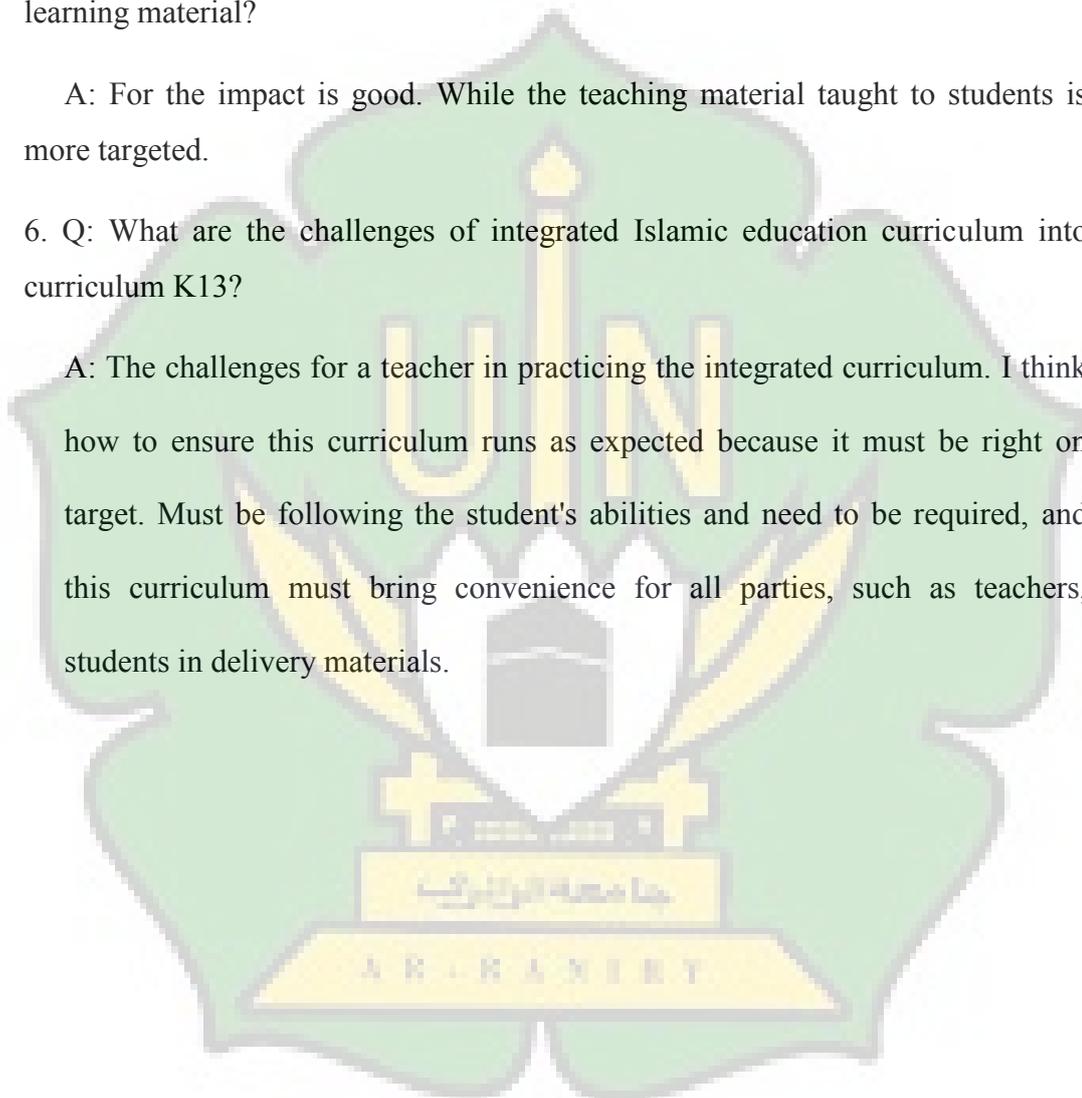
A: Yes, because integrated curriculum is felicitous on target. The preparation is very much in accordance with what is needed. So, teacher directed in teaching English material.

5. Q: Do you think the Islamic education in Darul 'Ulum has an impact on English learning material?

A: For the impact is good. While the teaching material taught to students is more targeted.

6. Q: What are the challenges of integrated Islamic education curriculum into curriculum K13?

A: The challenges for a teacher in practicing the integrated curriculum. I think how to ensure this curriculum runs as expected because it must be right on target. Must be following the student's abilities and need to be required, and this curriculum must bring convenience for all parties, such as teachers, students in delivery materials.



INTERVIEW GUIDELINE

Project : The integration of Islamic education curriculum into curriculum K13

Interviewer : Hafidhah

Interviewee : Participant 5

1. Q: What do you think about integrated curriculum?

A: That's very good. There is a mix of school and dayah, Islamic curriculum and curriculum K13.

2. Q: How is the implementation of integrated curriculum in Darul 'Ulum?

A: The implementation of an integrated curriculum in Darul 'Ulum, in the morning, is school. In the afternoon is Dayah activities and in the evening is specialization in Tahfiz and language.

3. Q: Do you think with the integrated of Islamic education, how is the teacher efforts in selecting English learning material?

A: In selecting the material is based on student needs.

4. Q: Do you think the integrated of Islamic education make easier for teacher in teaching English material?

A: In one side is yes, sometimes the difficulty is the student lack of time in school assignment.

5. Q: Do you think the Islamic education in Darul 'Ulum has an impact on English learning material?

A: The impact is the time, there is no disturbing significant change.

6. Q: What are the challenges of integrated Islamic education curriculum into curriculum K13?

A: The challenges is sometimes the teacher does not understand the situations in dayah. And collides with the rules in dayah.



INTERVIEW GUIDELINE

Project : The integration of Islamic education curriculum into curriculum K13

Interviewer : Hafidhah

Interviewee : Participant 6

1. Q: What do you think about integrated curriculum?

A: As a guide, the teaching more focused. Integrated curriculum makes teaching very easy.

2. Q: How is the implementation of integrated curriculum in Darul 'Ulum?

A: The implementation of the integrated curriculum in Darul 'Ulum is not all of the materials, depending on the subject. For example, we teach them about a narrative text, and we included Islamic stories like fasting month. Because the teacher follows the curriculum K13, we cannot put Islamic education into all English subject material.

3. Q: Do you think with the integrated of Islamic education, how is the teacher efforts in selecting English learning material?

A: selecting the material is more difficult during covid pandemic

4. Q: Do you think the integrated of Islamic education make easier for teacher in teaching English material?

A: Yes, make it easier.

5. Q: Do you think the Islamic education in Darul 'Ulum has an impact on English learning material?

A: Very impactful.

6. Q: What are the challenges of integrated Islamic education curriculum into curriculum K13?

A: Don't have any challenges.



Appendix G: Letter of Consent

Title : The integration of Islamic education curriculum into curriculum K13
Resourced by : Hafidhah

Consent form for Participant in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions

Please
initial box

I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with any research materials, and will not be identified or identifiable in the report or reports that results from the research.

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, maybe used in any conference presentation, report or journal article developed as a result of the research I understand that no other use will be made of the recording without my written permission and that so no one outside the research team will be allowed access to the original recording.

I agree that my anonymized data will be kept for the future research purpose such as publications related to this study after the completion of the study.

I agree to take part in this interview:

Participant's Name _____ Date _____ Signature _____

Researchers's Name _____ Date _____ Signature _____

If you have any further questions or concerns about this study, please contact:

Name of researcher : Hafidhah
Domicile : Darussalam, Banda Aceh
Telp : 082161080378
E-mail : hafidhah166@gmail.com