

## Implementation of Integrated Islamic School network curriculum management in forming the character profile of Pancasila students

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### ABSTRACT

This research focuses on how the Indonesian Integrated Islamic School Network (JSIT) Curriculum can shape the Pancasila Student Profile Character to improve the quality of the learning process in accordance with the ideals of national education. The aim is to find out the application of the Indonesian Integrated Islamic School Network Curriculum, to find out the strengths and weaknesses of the Indonesian Integrated Islamic School Network (JSIT) curriculum, to find out the effectiveness of the Indonesian Integrated Islamic School Network (JSIT) curriculum in shaping the Pancasila Student Profile Character in improving the quality of the learning process according to with the ideals of national education. This study uses a descriptive method that describes the implementation of the Integrated Islamic School Network curriculum management in forming the Pancasila Student Profile Character. Judging from previous research that is similar to this research, it can be concluded that the implementation of Curriculum Management of the Indonesian Integrated Islamic School Network can shape the profile character of Pancasila students.

### 1. Introduction

JSIT Indonesia or the Integrated Indonesian Islamic School Network is an organization that links and coordinates Islamic schools that implement an integrated curriculum. Its mission is to organize a quality school that combines educational values with Islamic teachings, which combines the national curriculum and Islamic values so as to form a curriculum fabric. This organization seeks to offer development in the intellectual, spiritual and moral aspects of students. The curriculum implemented by the Integrated Islamic School under the umbrella of the Indonesian JSIT organization aims to provide a comprehensive education that integrates Islamic teachings with mutant national and local curricula in accordance with regional conditions. This is in line with the current mission of the Independent Curriculum which aims to shape the profile character of Pancasila students.

The Indonesian Integrated Islamic School Network (JSIT) also always makes changes in accordance with the demands of developments in the world of education. Ismail wrote that the JSIT curriculum is a curriculum that combines the National curriculum and the curriculum of the Integrated Islamic School Network. This is in line with Muhab. In the JSIT curriculum, all subjects are required to include Islamic values in it. It was further said that in accordance with the school's mission, goals and strategy, the Integrated Islamic School Network also developed process standards that referred to the uniqueness of JSIT. The standard process is based on the integrated Islamic school learning principles that have been adjusted. Not only that,

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Ramadhani, Marini, & Sumantri Islamic-based education is learning that is directed into two parts, namely in the management of Islamic-based education and the formation of children's personalities in accordance with the teachings of Islam with good character. Thus the good character expected by the Integrated Islamic School Network Curriculum can be in accordance with the Character Profile of Pancasila in accordance with the objectives of the current independent curriculum.

## 2. Literature Review

Rojii, Istiqomah, Kairunnisa and Imam show that the curriculum design of the Integrated Islamic School Network emphasizes the internalization of Islamic values in every content of the national curriculum, without neglecting the national curriculum that has been established by the ministry of education. Process assessment is the main goal that is created in the learning environment as well as the content of teaching materials that are loaded with Islamic values. Meanwhile, the purpose of the curriculum design is for students to have a strong foundation of religious education, which leads to the strength of aqeedah and moral perfection. So based on the above opinion, it can be concluded that actually the Indonesian Integrated Islamic School Network Curriculum should also be able to form a Pancasila Student Profile.

The Ministry of Education and Culture as the ministry that oversees the world of education, has designed efforts and policies to improve the world of education, one of which is the idea of the Mobilization School which will embody the Characteristics of the Pancasila Student Profile. The characters in question are noble, independent, critical thinking, creative, cooperative and global in diversity. These six things are referred to as indicators of the Pancasila student profile (Ministry of Education and Culture, 2020).

The Ministry of Education and Culture in the form of this student profile has conveyed the indicators of the Pancasila Student Profile. This profile is an indicator used to measure how the criteria for Indonesian students are in accordance with Pancasila which was initiated by the Center for Character Strengthening of the Ministry of Education and Culture. Rusnaini, Raharjo, Anis Suryaningsih, Widya Noventari In his study of the Pancasila Student Profile which contains characters that refer to Pancasila, it has implications for student personal resilience, where the Pancasila Student Profile directs students to become individuals with character according to Pancasila which is summarized in a Pancasila Student Profile That with this Pancasila Student Profile, in the writer's opinion, is an ideal student target in accordance with Pancasila. So in this case the author wants to know more deeply and prove that the Integrated Islamic School Network Curriculum can shape the character profile of this Pancasila student.

Based on the delivery of the arguments above, in this study the author discusses how the curriculum of the Indonesian Integrated Islamic School Network (JSIT) can shape the Character Profile of Pancasila students as the goal of the independent curriculum which is currently being studied by academics. In addition, this research also focuses on how the Curriculum of the Indonesian Integrated Islamic School Network (JSIT) can shape the Pancasila Student Profile Character to improve the quality of the learning process in accordance with the ideals of national education.

## 3. Methodology

The type of research used in this research is descriptive research. Descriptive research is a type of research whose purpose is to present a complete picture of social or intended settings for exploration and clarification of a phenomenon or social reality, by way of describing a number of variables related to the problem with the unit under study between the phenomena being tested.

The data analysis technique used consists of three types, namely: data reduction, data reduction, namely reducing data so that it is presented in narrative form. Presentation of Data, Presentation of data, namely presenting data that has been reduced by certain models with misinterpretation of the data. The second important flow of activity analysis is the presentation of data. By limiting a "presentation" as a collection of information that gives the possibility of drawing

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conclusions and taking action. Data Verification, Data verification is retrieval conclusions from the authors of the data. The third important analysis activity is drawing conclusions and verification.

#### **4. Results and Discussion**

The curriculum of the Integrated Islamic School Network (JSIT) can shape the character of Pancasila student profiles through character analysis expected by the integrated Islamic school network curriculum and the Merdeka curriculum, namely the formation of Pancasila student profile characters. The theory used in this study is the curriculum theory put forward by Dakir in Panzola and Nila Frisca that curriculum is an educational program that contains various teaching materials and learning experiences that are programmed, planned and systematically designed on the basis of applicable norms and used as guidelines in learning process for educators to achieve educational goals. Based on Darkir's statement, the curriculum is all programs that support the learning process to achieve educational goals through the learning process both intracurricularly and extracurricularly.

Islamiani and Safitri that the curriculum in the development of an Integrated Islamic School plays an important role in the process of depicting the concept of integration. All integrated Islamic schools spread across Indonesia have a unique integrated Islamic school curriculum. The curriculum in the integrated Islamic school is called (Integrated Islamic curriculum). And it is already a curriculum that has been formulated by the central board of JSIT through a national meeting, and has been approved by the supervisory board which can then be continued or must be implemented by all schools that join the Integrated Islamic School Network. The formulation of the character set by the JSIT Curriculum is having a clean faith, true worship, a mature, independent, intelligent and knowledgeable person, healthy and strong, earnest and disciplined. Based on the specified character formulation, the Pancasila Student Profile character is aspired by the Government through an independent curriculum, namely Faith and piety to God Almighty, independence, mutual cooperation, global diversity, critical thinking, creative.

#### **5. Conclusion**

The Ministry of Education and Culture, in the form of a Pancasila student profile, has conveyed the character indicators of the Pancasila Student Profile. This character is an indicator used to measure how the criteria for Indonesian students are in accordance with Pancasila which was initiated by the Center for Character Strengthening of the Ministry of Education and Culture. In the study of the Pancasila Student Profile which contains characters that refer to Pancasila, it has implications for student personal resilience, where the Pancasila Student Profile directs students to become individuals with character according to Pancasila which are summarized in a Pancasila Student Profile. This character is also one of the hopes of the Integrated Islamic School Network curriculum. In the writer's opinion, this is an ideal student target as also expected by the JSIT curriculum, so it can be concluded that the Integrated Islamic School Network Curriculum can shape the profile character of this Pancasila student.

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