

Integrative Approach in Islamic Religious Education Learning in SDIT Muhammadiyah Sindue

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ABSTRAK

This study aims to find out how the Integrative Approach in Learning Islamic Religion Education at SDIT Muhammadiyah Sindue. The formulation of the problem in this study is how to apply the integrative approach, the success of its application and the factors that influence the integrative approach in learning Islamic religious education at SDIT Muhammadiyah Sindue. This research is a descriptive study with a qualitative approach, namely by describing and describing events and phenomena that occur in the field and presenting data in a systematic, factual and accurate manner regarding the facts or phenomena that occur in the field. Data collection was carried out by observation, interview and documentation techniques.

The results of this study indicate that the application of integrative learning approaches does not differ fundamentally from other approaches, it's just that in the process the approach taken emphasizes the application of moral values and other morals. The success of implementing the integrative approach carried out by educators is quite good and the response of the students was also good where in the process the approach taken was very helpful, it's just that there were still obstacles in the teaching-learning process seen from the responses of students who had not been fully achieved.

Integrative Approach in Learning Islamic Religious Education It is very important to apply where the approach taken places great emphasis on moral values or manners where students not only get lessons in accordance with the existing learning curriculum, but also get a bonus.

1. Introduction

The role of education is very important in building the nation and state as well as for each person. Because education is believed to be one of the basic needs for humans to be able to survive and the resilience of their offspring and to be able to answer the challenges of the times. Law No. 20 of 2003 concerning the National Education System states that education is a conscious and planned effort in creating a learning environment and learning process so that students or students actively

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develop their abilities to have religious spiritual strength, self-control, personality, intelligence, noble character and the skills needed himself, the people of the nation and the State. (UU RI no 20 Tahun 2003)

For this reason, it is necessary to have a learning approach that can touch all domains in students both cognitive, affective and psychomotor, so that learning is carried out not only as mere knowledge but implementation in everyday life. Among the efforts made by Islamic religious education teachers to be able to touch all of these areas, implement Islamic Religious Education learning with an integrated approach, called an integrative approach.

Learning Islamic Religious Education with an integrative approach that is implemented not only pays attention to the cognitive aspects, but fosters affective and conative-volitive aspects, namely the will and determination to practice the values of religious teachings. so that Islamic religious education does not only transfer knowledge to students but is internalized with moral norms and values to form attitudes (affective) and act as a controller of behavior (psychomotor) so that there is no attraction between knowledge and practice, between gnosis and practice in the life of religious values (Buchori:2000)

The emergence of several schools that carry out an integrative approach is in the framework of an effort to improve the quality of learning and learning for students. Quality education is education that is able to carry out the process of maturing the quality of students which is developed by freeing students from ignorance, incompetence, powerlessness, untruth, dishonesty, and from bad morals and faith There are efforts made at SDIT Muhammadiyah Sindue with size adjustments to the Ministry of Education and Culture's Curriculum. Integration includes lesson content, integration of theory with practice and implementation of learning. The implemented curriculum is expected to produce the integration of the desired output learning outcomes, namely, the integration of faith, science and charity. This innovation movement is a form of balancing religious and general knowledge for students (students). The problem is, the application of an Integrative Approach requires integrated planning so that there is no overload in every hour of Islamic Religious Education subjects.

Based on the initial observations made by the author, SDIT Muhammadiyah Sindue is one of the schools in the Sindue sub-district, Donggala Regency, which carries out an integrative approach to Islamic religious learning with a learning approach that can touch all domains in students, both cognitive, affective and psychomotor, so that learning that is carried out is not only knowledge but is implemented in everyday life. From the description above, the researcher is interested in researching this institution by raising the title: "Integrative Approach in Learning Islamic Religious Education at SDIT Muhammadiyah Sindue"

2. Literature Review

2.1 Definition of Integrative Approach

An integrative approach can be interpreted as an approach that combines several aspects into one process. Integrative is divided into inter-fields of study and inter-fields of study. Interfields of study means that several aspects in one field of study are integrated. For example, listening is integrated with speaking and writing. Writing is integrated with speaking and reading. Linguistic material is integrated with language skills. Integrative between fields of study is the integration of material from several fields of study. For example, Indonesian with mathematics or with other fields of study. (Mansoer:1991)

2.2 Characteristics of an Integrative Approach

The characteristics of an integrative approach in Zuchdi include: (a) learner-centred, (b) Provide hands-on experience to children (c) Separation between fields of study is not so clear, (d) Presenting concepts from various fields of study in one learning (e) process, Flexible, and (f) Learning outcomes can develop according to the interests and needs of children. (zuchdi:1997)

The integrative approach has a lot to do with language learning. Integrative learning in this case is an effort to integrate aspects of language teaching. Several assumptions exist that emphasize that literary creators who master the language well will be more successful than those who master the language only half-heartedly. Likewise, people who learn languages, if

they master literature, their language will be more refined and pleasant to hear, because in every language activity, humans unconsciously play the role of literature in communication. (Syafi'ie :2001)

2.3 Learning Stages with an Integrative approach

The Integrative Approach can be implemented with Steps (syntax) which includes three stages, namely the planning stage, the implementation stage, and the evaluation stage. the syntax of an integrative approach can be fluid and flexible. This means that the syntax in an integrative approach can be accommodated from various learning approaches known as setting or reconstructing. (Trianto:201) Learning with an integrative approach can be carried out through the following stages: (a) At this stage activities are carried out connecting the initial conception, expressing questions from the previous material which is a prerequisite concept. (b) Exploration Stage. At this stage students express temporary conjectures about the concept they want to learn. Then students explore, investigate and find their own concepts as answers to the temporary conjectures put forward in the previous stage, through direct object manipulation (c) Concept Discovery At this stage students find the concept of the results of the investigation and their findings, then students communicate. at this stage the teacher also becomes a facilitator in accommodating and helping students make class agreements, namely agreeing or disagreeing with the opinions of other groups and motivating students to express the reasons for the agreement through question and answer activities.(d) Concept app At this stage students are directed to apply the conceptual understanding that has been obtained through learning at that time through doing assignments.

2.4 An Integrative Approach Forms Islamic Character

Islamic character is character, character, morals, ethics or behavior that is Islamic in nature. Islamic character can be understood as an effort to cultivate intelligence in students in thinking, behaving and behaving in accordance with the noble values that become their identity, manifested in interactions with their god themselves, each other and their environment (Haidar:2016).

2.5 Scope and Definition of Islamic Religious Education

Discussions about Islamic Religious Education are often associated with Islamic Education. Some people understand that between Islamic Education and Islamic Religious Education have the same meaning and significance. In fact, Islamic education is more widely understood as a subject in school, which is formally given to all students who are Muslim. Islamic education has a different meaning from other education.

Islamic Education is the name of activities or efforts in educating Islam. Formally, Islamic Religious Education is understood as subjects given to students in each educational unit. In the curriculum structure at school, the subject of Islamic Religious Education has an equal position with other subjects, such as social studies, science, Indonesian, and other subjects.

2.5 Basis and Objectives of Islamic Religious Education

In terms of terminology, a foundation is something that is used as a foundation for standing on, and it is from there that all activities that stand on it will be inspired and colored. According to Ahmad D. Marimba, the basic understanding is analogous to "a part of a building which is a source of strength and stability for the establishment of the building".

From the description above it is clear that what is meant by the basis of education is a foundation that is used as a guide in carrying out education that is oriented towards his view of life and his philosophy of life. The basis of Islamic religious

education is identical to the sources of Islamic teachings, because both are sourced from the Al-Qur'an and Al-Hadith. At the next level, the understanding of the scholars with their views is developed in the form of recognized qiyas syar'i and Ijma', ijihad and correct interpretation in the form of comprehensive thoughts about the universe, humans, society and the nation, human knowledge and morals, and this opinion solely refers to the basis of Islamic Education, namely the Al-Qur'an and Al-Hadith. Therefore the values in the two sources of Islamic law must be instilled in students. Thus, every education is based on the best human formation.

2.6 Problems of Islamic Religious Education Materials

Islamic Religious Education Materials in schools have also become a big problem in learning so far. The amount of material coverage that is not balanced with the number of hours of study at school is the beginning of incomplete material eference. It is not surprising that every Islamic Religious Education material is based on general assumptions in the form of the arguments of the Quranic Hadith resulting from ijihad (ijma-qiyas) and language rules with a deductive-normative approach. This can be seen in the literature books used. The preparation of Islamic Religious Education material certainly features bayani construction in the form of texts and fiqh legal norms and mutakallimin kalam rules. A topic about hajj, for example, certainly displays a material structure in the form of the arguments/texts of the Quran Hadith, the conditions and pillars of the obligatory pilgrimage and things that are forbidden. A bayani reasoning that has been going on for centuries, while irvani's epistemology in the form of a spiritual life experience (living experience) does not appear in the reading material. Likewise, burhani epistemology, which is characterized by sociological, anthropological and humanist phenomena and facts that are empirical in nature, receives less attention.

3. Methodology

The type of research used in this research is descriptive research. Namely the provision of descriptions and explanations based on the results of the analysis of published data on the subject under study. According to Maleong, descriptive research is research that is meant to make an orderly, factual and accurate description of a situation in a certain area, certain phenomenon. Research or descriptive research aims to obtain current information and see the relationship between existing variables. (maleong:2005)

3.1 Research design

The research design used is qualitative research. According to Sugiono, a qualitative research method is a research method or research used to examine the condition of natural objects, where the researcher is the key instrument, data collection techniques are carried out in a triangulation (combined) manner. Data analysis is inductive in nature, and the results of qualitative research emphasize meaning rather than generalization. (Sugiyono:2009)

3.2 Location and Research Schedule

Research location is a place where researchers will conduct research, especially in raising phenomena or events that actually occur from the research object under study in order to obtain accurate research data. In determining the research location, the best way is to take it by considering the substantive theory and exploring the field and looking for conformity with the reality in the field. Meanwhile, geographical and practical limitations such as time, cost, manpower need to be taken into consideration in determining the location. This research was conducted at SDIT Muhammadiyah Sindue. The selection of research locations will pay attention to several aspects such as the reach of researchers, sources of funds, and resources owned by researchers. With these considerations, this research or research is carried out at the Institute, which is considered relevant to the object of research by looking at the facts that exist, in accordance with the title of the study that the researcher proposed. While the research time describes how long the research process was carried out. So that this description becomes the basis for determining research planning for researchers in determining research schedules and research or research activities. The time to be used in this research is 3 (three) months, starting from the time this proposal was approved.

3.3 Presence of Researchers

The presence of researchers according to Moleong that in qualitative research the presence of researchers themselves or the help of others is the main data collection tool. So in this case the presence of a researcher has a very important and primary role. Researchers as people who make observations observe carefully the object of research. To obtain data about this study, the researchers went directly to the field. The presence of the researcher in this study acts as a key instrument that acts as a non-participant observer, where the researcher goes out of his way not to involve himself directly in the life of the research object. In accordance with the characteristics of a qualitative approach, one of them is a key instrument. With that researchers in the field are required to attend or directly involved in conducting research. In this regard, in collecting data the researcher tries to create good relationships with the informants who are the source of the data so that the data obtained is truly valid.

3.4 Data collection technique

A process of procuring primary data for research purposes. Data collection is a very important step in obtaining the scientific method, because in general the data collected is used, except for exploratory research, to test the hypotheses that have been formulated. The data collected must be valid enough to be used.

Data collection methods are techniques or methods that can be used by researchers to collect data, and data collection instruments are tools used and selected by researchers in their activities to collect data so that these activities become systematic and easier.

3.5 Data analysis technique

Data analysis is also called data processing and interpretation. Data analysis is an effort to systematically search for and organize records of observations, interviews and others to increase the researcher's understanding of the case under study and present findings as findings to others. Meanwhile, to increase this understanding, it is necessary to continue by trying to find meaning.

The data analysis used in this research or research is the data analysis technique from Miles and Huberman in Sugiyono, namely the activity in data analysis is carried out interactively and continues continuously until complete, so that the data is saturated. After reviewing, next is data reduction, data presentation, and drawing conclusions.

4. Results and Discussion

Discusses several Integrative Approaches with SINTAX Theory by Trianto 2010, namely: Seeing how the Application of an Integrative Approach in Islamic Religious Education Learning How to Successfully Apply an Integrative Approach in Islamic Religious Education Learning, As well as what are the Factors Influencing the Integrative Approach in Learning Islamic Religious Education.

5. Conclusion

Application of an Integrative Approach in Islamic Religious Education Learning

- (1) The integrative learning approach does not differ fundamentally from other approaches, it's just that in the process the approach taken emphasizes the application of moral values and other manners.
- (2) The Success of Applying an Integrative Approach in Islamic Religious Education Learning The learning of an integrative approach at SDIT Muhammadiyah Sindue schools that the implementation carried out by educators is quite good and the student's response is good when applying an integrative approach, but not a few educators that the author met at school thought that applying this approach was quite successful and helpful. There are also those who think that obstacles also exist in the teaching and learning process which is evident in the responses of students who have not been fully achieved.
- (3) Supporting and Inhibiting Factors for the Application of an Integrative Approach in Learning Islamic Religious Education Supporting Factors Among the supporting factors for implementing an integrative approach at SDIT Muhammadiyah

Sindue schools include: (a) The response of the students was quite good and the students were not too bored during the learning process. (b) Professional and adequate teaching staff. (c) Short learning time. (d) Limited application

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