

Implementation of Integrated Curriculum Development at Muhammadiyah Plus North Klaten Junior High School

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Abstract

This study aims to examine how the innovation of curriculum system development in educational institutions is carried out by integrating several curriculum references in improving the quality of education. Educational institutions are required to provide a wide space to facilitate students in developing competencies broadly to face increasingly complex problems. In the digital era, every individual is required to always adapt to social conditions and environmental changes that are accelerating. The curriculum must be adapted to the evolving situation and conditions and become a step, direction and process to achieve educational goals. This research was conducted using a field descriptive qualitative research method. The location of the research is in the Muhammadiyah Plus North Klaten Junior High School. The results of the study show that there is an integrated curriculum development in SMP Muhammadiyah Plus Klaten Utara by combining three curricula that are a reference in academic development. Integrating the curriculum of officials, organizations, and pesantren which is carried out through student learning activities.

Keywords: Implementation; Development; Integrated Curriculum.

Abstrak

Penelitian ini bertujuan untuk mengkaji bagaimana inovasi pengembangan sistem kurikulum di lembaga pendidikan dilakukan dengan mengintegrasikan beberapa referensi kurikulum dalam meningkatkan kualitas pendidikan. Lembaga pendidikan dituntut untuk menyediakan ruang yang luas untuk memfasilitasi mahasiswa dalam mengembangkan kompetensi

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secara luas untuk menghadapi permasalahan yang semakin kompleks. Di era digital, setiap individu dituntut untuk selalu beradaptasi dengan kondisi sosial dan perubahan lingkungan yang semakin cepat. Kurikulum harus disesuaikan dengan situasi dan kondisi yang berkembang dan menjadi langkah, arah, dan proses untuk mencapai tujuan pendidikan. Penelitian ini dilakukan dengan menggunakan metode penelitian kualitatif deskriptif lapangan. Lokasi penelitian berada di SMP Klaten Utara Muhammadiyah Plus. Hasil penelitian menunjukkan bahwa terdapat pengembangan kurikulum yang terintegrasi di SMP Muhammadiyah Plus Klaten Utara dengan menggabungkan tiga kurikulum yang menjadi acuan dalam pengembangan akademik. Mengintegrasikan kurikulum pejabat, organisasi, dan pesantren yang dilaksanakan melalui kegiatan pembelajaran siswa.

Kata Kunci: Implementasi; Pengembangan; Integrated Kurikulum.

A. Introduction

In the era of globalization and digitalization continues to develop, educational institutions are faced with great challenges to prepare a generation capable of facing the complexities of the modern world. Education no longer only focuses on the achievement of academic knowledge, but must also be able to create a learning environment that can build students' character, skills and adaptability at the same time.

The curriculum is the main element in answering these challenges because the curriculum is not just a technical document, but a strategic guide in designing meaningful learning experiences for students. The diverse

needs of modern society have raised the demand for a curriculum that is flexible, relevant, and able to integrate local values with global standards. Therefore, educational institutions are required to adapt their curriculum to the increasingly complex needs of society (Siregar, Anwar, & Munte, 2024).

Education must not only provide students with academic knowledge, but must also be able to build character so that they can adapt to technological, social, and cultural changes (Sinaga, 2023). The curriculum as the main foundation of the educational process plays an important role in achieving these goals. A relevant solution to improve the quality of education is a curriculum that

combines various academic, religious, and local elements (Kusumawati & Nurfuadi, 2024).

One form of integrated curriculum implementation is found in SMP Muhammadiyah Plus North Klaten which combines the curriculum of the official service, Muhammadiyah organization, and pesantren. These three curricula are designed to provide a holistic learning experience, emphasizing not only academic competence, but also Islamic values and life skills.

This kind of innovation is still rarely applied optimally in schools, especially at the private junior high school level, creating a practical gap between the needs of the community and the implementation of education in the field.

Previous research has addressed various aspects of curriculum innovation in various contexts, but there are still gaps that need to be filled (Kailani, 2022), highlights the development of a competency-based curriculum as a response to global education demands. While (Narti, Ratmiati, & Husaini, 2021). The influence of the integration of religious values in learning. However,

these studies only focus on one dimension of the curriculum without touching how to integrate other dimensions simultaneously in learning in schools.

This article offers scientific novelty in several aspects, one of which is a systematic approach to the integration of three curriculum elements, namely the official curriculum, organizations, and pesantren. This approach is designed to create a holistic education by balancing academic needs, religious character development, and student skills. This novelty has not only contributed to the development of a values-based curriculum, but also to educational practices in modern Islamic schools.

The flexibility of integrated curriculum design is also one of the innovative aspects of this research. This research shows how Muhammadiyah Plus North Klaten Junior High School is able to adjust the curriculum design to the needs of the times without sacrificing Islamic values.

In addition, this research can contribute significantly to the development of modern Islamic

education in Indonesia. The integrated curriculum model studied not only creates students who excel academically but are also able to face global challenges with strong Islamic character. Thus, this research not only fills the gaps in the literature but also provides practical guidance for the implementation of an integrated curriculum in Islamic-based schools.

Based on this background, this study aims to explore the implementation of the integrated curriculum in SMP Muhammadiyah Plus Klaten Utara including the design, implementation, and challenges faced. This research is expected to make a significant contribution to the development of Islamic education based on curriculum integration in Indonesia.

B. Research Methods

This research uses a qualitative method that is field-based. The research site is at Muhammadiyah Plus North Klaten Junior High School, Klaten Regency. The research was conducted on October 14-31, 2024. Researchers collect data through observation, interviews, and documentation.

In the observation process, the researcher made observations at the Muhammadiyah Plus North Klaten Junior High School educational institution and the school environment. One of the observations made in terms of activities in the school is the process of academic activities.

After the observation process was carried out, an interview process was conducted with several educator informants at SMP Muhammadiyah Plus Klaten Utara. Some of the teachers who were selected to be informants in reviewing more deeply related to the objectives of the research carried out include; Ustadz Sudarwanto as the principal and Ustadz Abdul Halim as the vice principal for school curriculum development.

Data analysis uses an interactive model consisting of four steps, namely data collection, data condensation, data presentation, and conclusion drawing (Miles, Huberman, & Saldana, 2014). After data processing, the findings are presented in a descriptive form. Conclusions are formed from the data using source triangulation and method triangulation.

C. Results and Discussion

The implementation of the curriculum is the main implementation of the direction of the expected educational process in accordance with with educational goals (Kailani, 2022). The curriculum has an impact on students as consumers who feel the process, not only educators. Therefore, the curriculum design was formed, of course, from the results of considerations from various parties.

Based on the results of the observations made by the author at SMP Muhammadiyah Plus Klaten Utara, there are unique designs and innovations in assembling the curriculum at the level of educational units. There is an innovative pattern of curriculum integrated development in answering the needs of the community. In the process, the curriculum carried out is indeed based on the official curriculum (Ministry of Primary and Secondary Education), but innovation is carried out by collaborating and integrating the two curricula.

From the results of the interview conducted by the researcher with Ustadz Sudarwanto as the principal of Muhammadiyah Plus North Klaten

Junior High School, he emphasized that to achieve the vision and mission of the school, the curriculum is carried out by combining three curricula. He emphasized that the school has the character of an Islamic school environment with a global perspective. That is why SMP Muhammadiyah Plus Klaten Utara flexibly and freely develops the educational curriculum pattern in achieving the goals or visions and missions that have been formulated.

The combination of curriculum carried out by the official curriculum, the organization curriculum, and the pesantren curriculum. The use of the official curriculum is because the Muhammadiyah Plus North Klaten Junior High School is under the auspices of the Ministry of Primary and Secondary Education. The curriculum of the organization is the Muhammadiyah organization because the school was developed under the auspices of the Muhammadiyah Branch Executive of North Klaten in the field of education. The pesantren curriculum is a formulation of the Muhammadiyah Plus North Klaten Junior High School to strengthen the atmosphere and Islamic

school environment by bringing out the characteristics of the pesantren.

Tabel 1. Curriculum at Muhammadiyah Plus North Klaten Junior High School

Types of Curriculum	Supporting Activities	Subject
Dinas	P5 (Pancasila Student Profile Strengthening Project)	Mathematics Bhs Indonesia English Bhs IPA IPS PKN Physical Education
Persyarikatan	Progressive Islamic Students Project	Kemuhammadiyah Al-Islam Bhs Arab
Pesantren	Dauroh Tahfidz	Hafalan Do'a BTQ Hafalan Hadis Tafhim Tahfidz

From the results of the interview with Ustadz Abdul Halim as the vice principal for curriculum development, he affirmed that the Muhammadiyah Plus North Klaten Junior High School is able to carry out *an integrated curriculum* that unites three curricula into one. Then he gave his argument that uniting the three curricula into a school innovation in answering the increasingly complex needs of the community. In addition, there are not many schools at the junior high school level that are classified as private combining the three curricula.

However, if observed from the innovation of curriculum development, it has an impact on the high quality of education and the more advanced. Researchers at the time of observation in the school environment that is *a full day school*, there are not many schools that implement three curricula only limited to the official and organizational curriculum. In SMP Muhammadiyah Plus Klaten Utara, the researcher found the characteristics of the integration of three curricula through all subjects.

In every subject from the official curriculum, organizations, and pesantren must be followed by students and is not something that is used as an elective extracurricular or specialization subject. If viewed from other schools, it is likely to be allocated to extracurricular development of interested students only. The results of the researcher's observation in the school environment are the provision of space or time given for each subject according to the needs of students.

1. Integration of three curricula as educational innovations

The integration of three curricula in SMP Muhammadiyah Plus Klaten Utara

is a strategic effort to create a holistic education. The official curriculum is used as an academic basis in accordance with the standards of the Ministry of Education (Wahyudin et al., 2024), while the curriculum of the Muhammadiyah organization instills progressive Islamic values. The pesantren curriculum complements learning with an emphasis on strengthening spirituality through programs such as Tahfidz and BTQ (Farisi, 2024). These three elements are designed to complement each other so as to produce graduates who excel intellectually and have Islamic character.

This merger is based on the community's need for an education that not only focuses on academic achievement, but also the formation of values and character. Shaari and Matore (2019) through their theory that individual intelligence must be developed in a multidimensional manner according to *Multiple Intelligences*. The integration of these three curricula is a concrete step to accommodate the cognitive, spiritual, and social intelligence of students (Suharyo, Subyantoro, & Pristiwati, 2024). This makes the educational model in Muhammadiyah Plus Junior High

School have an advantage over conventional educational approaches that tend to be fragmented.

This integration phenomenon is also supported by the flexibility of curriculum design that allows adjustments to the needs of students. This is in line with the findings of Kailani (2022) who emphasized the importance of a competency-based curriculum model to answer the demands of global education. With this integration, students are not only trained to face national exams, but also equipped with critical thinking skills and an understanding of Islamic values.

However, the success of this integration is not separated from challenges. One of them is how to ensure that each element of the curriculum can be implemented evenly without sacrificing any aspect (Wahid & Hamami, 2021). This challenge is an important concern because it will determine how effective the integrated curriculum is in improving the quality of education in the school (Kamza & Yusrizal, 2024). The success of education in educational institutions is the main factor is the curriculum.

Overall, the integration of these three curricula proves that Islamic education can be designed in such a way as to answer the needs of the times without losing its religious roots. This model makes a real contribution to the development of Islamic education in Indonesia, especially in creating a young generation that is highly competitive and has Islamic character (Cahyani & Masyithoh, 2023).

2. Effectiveness of integrated curriculum implementation

The effectiveness of the implementation of the integrated curriculum at SMP Muhammadiyah Plus can be seen from the proportional allocation of time and supporting programs that support holistic learning. Programs such as the Pancasila Student Profile Strengthening Project (P5) are designed to train students in critical, creative, and collaborative thinking (Khalifatun et al., 2024), while Dauroh Tahfidz focuses on strengthening the spiritual aspects of students. With this program, every student gets the opportunity to develop comprehensively.

Research shows that this support program has a positive impact on student

involvement in the learning process. This is reinforced by Vygotsky's theory of *scaffolding* where a supportive learning environment helps students reach their maximum potential (Haryanto, 2023). Programs such as P5 create a dynamic and interactive learning atmosphere so that students are more involved in the learning process (Fatkhurrozy, 2024).

However, this effectiveness also depends on the quality of teachers who implement the curriculum. Teachers must be able to integrate the three elements of the curriculum harmoniously, ensuring that Islamic values are not separated from academic learning. Research by Amini and Wiyani (2024) shows that an integrative approach in education requires continuous training for teachers to optimize learning outcomes.

The flexibility of curriculum implementation is also a supporting factor for success (Prasetyo & Hamami, 2020). SMP Muhammadiyah Plus is able to adjust the schedule and program according to the needs of students without sacrificing academic standards. This provides an example that value-based education can run in tandem with modern academic demands.

Overall, the effectiveness of the implementation of this integrated curriculum shows that this model can be an innovative solution in Islamic education, creating academic, spiritual, and social excellence in students.

D. Conclusin

Educational institutions have a curriculum that provides space for students to improve their knowledge, abilities and competencies. The development of the curriculum with various innovations in it needs to be adjusted to the needs of students, one of which is by implementing *an integrated curriculum* in educational institutions. This aims to enable students to have a meaningful and relevant learning experience in real life.

SMP Muhammadiyah Plus Klaten integrates three curricula into the student learning system. With this, students are able to develop knowledge and skills in academic and spiritual matters so that they can be implemented by students in their daily lives and are able to deliver students to become intelligent individuals, moral, obedient to religious teachings, able to adapt to

scientific advances, and later be able to play a role in the scope of society.

Thus, the implementation of *the integrated curriculum* at SMP Muhammadiyah Plus Klaten is carried out by combining various subjects with their own characteristics. Apart from this, as an educator, teachers are also required to improve their competence related to the implementation of an integrated curriculum so that the implementation of learning can run optimally and be able to contribute to improving the quality of educational institutions.

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