

INTEGRATING ISLAMIC TEACHINGS AND THE NATIONAL CURRICULUM: A STRATEGY FOR DEVELOPING VALUE-BASED EDUCATION

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Abstract

Integrating Islamic teachings and the national curriculum in the context of developing value-based education is a strategic approach that aims to integrate Islamic values and principles into the formal education system that follows national curriculum standards. This process involves adjusting and harmonizing Islamic religious teachings with general learning materials, teaching methods and evaluation systems set by the government. The aim is to create a holistic education system that not only meets the academic and skill demands of national standards, but also strengthens learners' Islamic identity, moral character and spirituality. This approach seeks to bridge the gap between religious and general education, so as to produce graduates who are intellectually competent and have noble character in accordance with Islamic teachings. The research method in this study is literature. The results show that successful integration requires a holistic approach, involving balanced curriculum development, improved teacher competencies and support from various stakeholders. The main challenges were identified in terms of content adjustment, teaching methods, and learning evaluation. The study concludes that the integration of Islamic teachings with the national curriculum can result in a comprehensive education system, meeting students' academic needs while strengthening their moral and spiritual foundations.

Keywords: Islamic Education, National Curriculum, Value Integration, Educational Development, Value-Based Education

Introduction

Education is a key pillar in the development of a nation. In Indonesia, as the country with the largest Muslim population in the world, there are unique challenges in integrating Islamic values into the secular national education system. The national curriculum, which is designed to meet modern education standards and global needs, is

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often seen as paying little attention to the spiritual aspects and Islamic values that are an integral part of the identity of most Indonesians.

The national curriculum plays a vital role in a country's education system, including Indonesia. As the main frame of reference in the learning process, the national curriculum ensures uniform educational standards across the country. (Rathilal & Rathilal, 2022).. This is important to ensure that every learner, regardless of their geographical, social or economic background, has an equal opportunity to receive a quality education. The national curriculum also serves as a guide for educators in planning and implementing teaching and learning activities, so that the objectives of national education can be achieved effectively and efficiently. (Sitopu et al., 2024); (Guna et al., 2024).

Furthermore, the national curriculum plays an important role in shaping national identity and preparing the younger generation for global challenges. Through content that covers various aspects such as knowledge, skills and national values, the national curriculum helps instill a sense of unity and awareness of Indonesia's diversity. In addition, by being continuously updated according to the times, the national curriculum also serves as an instrument to equip learners with competencies that are relevant to current and future needs. These include critical thinking, creativity, communication skills and technological skills needed to compete in the global era. (Fitzclarence & Kemmis, 2020).

However, there is dualism in the education system, namely the gap between public schools that follow the national curriculum and madrasah or pesantren that focus more on Islamic education. This often leads to a dichotomy of knowledge between religious and general sciences. (Fogarty, 2022).

The national curriculum and the madrasa curriculum have some fundamental differences, especially in terms of their focus and learning content. The national curriculum, which is implemented in public schools, is designed by the central government through the Ministry of Education and Culture to be applied uniformly throughout Indonesia. It covers general subjects such as mathematics, science, social studies, Indonesian and English, with an emphasis on developing academic competencies and general skills. (Weirich & Churyk, 2021).. On the other hand, the madrasah curriculum, which is used in Islamic-based schools, is a blend of the national curriculum and the religious curriculum developed by the Ministry of Religious Affairs. In addition to general subjects, the madrasah curriculum gives a larger portion to Islamic religious subjects, such as Al-Qur'an Hadith, Akidah Akhlak, Fiqh, and Islamic Cultural History. (P. Putra & Aslan, 2019).

Another difference lies in the educational objectives and learning approaches. The national curriculum aims to develop learners' potential in general and prepare them to continue to higher education or enter the workforce. The learning approach tends to be more secular and oriented towards developing 21st century skills. (M. I. Putra et al.,

2022).. Meanwhile, the madrasah curriculum, in addition to aiming to develop academic competence, also has a special mission to form strong Islamic character and personality in students. The learning approach integrates Islamic values into each subject, so that spiritual and moral aspects become an integral part of the educational process. Thus, madrasah graduates are expected not only to have general knowledge equivalent to public school graduates, but also to have a deep understanding of Islamic teachings and be able to practice them in everyday life. (Fawait et al., 2024); (Syakhrani & Aslan, 2024).

Therefore, the combination of the national curriculum and madrasah is an integrative effort to combine the strengths of both education systems. In this approach, the basic structure of the national curriculum is maintained, covering general subjects such as Mathematics, Science, Social Studies and Language, but enriched with more in-depth Islamic religious content. Specialized subjects such as Al-Qur'an Hadith, Akidah Akhlak, Fiqh and Islamic Cultural History are included in the regular schedule, while Islamic values are also integrated into general subjects. (Park, 2022). The aim is to create graduates who are not only competent in academics and general skills, but also have a strong religious understanding and Islamic character. This combination allows students to develop intellectual, spiritual and moral skills in a balanced manner, preparing them to face the challenges of the modern world while adhering to religious teachings. (Asrin et al., 2024).

Thus, given the complexity of the problem, a comprehensive study is needed to develop an effective strategy for integrating Islamic teachings with the national curriculum. This is important to create a holistic education system that not only meets national and global academic standards, but also strengthens moral and spiritual values rooted in Islamic teachings.

Research Methods

In this study, researchers used the literature method. The literature research method, also known as library research or literature study, is a research method that uses written sources to collect data and information. (Firman, 2018); (Suyitno, 2021).

Results and Discussion

Compatibility between Islamic Teachings and the National Curriculum

Islamic education can be defined as a process of guidance and coaching that is carried out consciously and planned to develop the potential of students based on Islamic teachings and values. This education aims to form individuals who have a complete Muslim personality, namely individuals who not only have knowledge and skills, but also have noble morals and devotion to Allah SWT. Islamic education includes spiritual, intellectual, emotional, and social aspects, guided by the Qur'an and Hadith as the main source. (Ubudiyah et al., 2022)..

The main goal of Islamic education is to form a perfect human being in all aspects of his life in accordance with the teachings of Islam. Islamic education aims to develop human nature (potential) optimally, so that they can carry out their role as caliphs on earth properly. In addition, Islamic education also aims to instill Islamic values in learners, so that they can practice Islamic teachings in their daily lives, both in relation to Allah SWT, fellow humans, and the surrounding nature. Through Islamic education, it is hoped that students can achieve happiness in this world and in the hereafter. (Mubarok et al., 2023)..

The compatibility between Islamic teachings and the national curriculum is an important aspect of the education system in Indonesia, given that the majority of the country's population is Muslim. Basically, there is a lot of harmony between Islamic values and the objectives of national education contained in the curriculum. Both emphasize the importance of developing students' potential holistically, including intellectual, spiritual, emotional and social aspects. (Huckaby, 2020).

In the national curriculum, there is an Islamic Religious Education subject that specifically teaches Islamic teachings to Muslim learners. However, the compatibility between Islamic teachings and the national curriculum is not limited to this subject alone. Universal values taught in Islam, such as honesty, responsibility, tolerance and love for the country, are also integrated in various other subjects. For example, in Civic Education, students are taught about moral and ethical values that are in line with Islamic teachings (Fozdar & Martin, 2020). (Fozdar & Martin, 2020).

In addition, the learning approaches used in the national curriculum, such as active, creative and problem-solving-based learning, are also in line with Islamic teachings that encourage people to think critically and use their minds. Islam teaches the importance of seeking knowledge and developing one's potential, which is in line with the objectives of the national curriculum in preparing learners to face global challenges. (Abdillah & Munawwaroh, 2024).. Thus, it can be said that there is a harmonization between Islamic teachings and the national curriculum, which allows Muslim learners to develop themselves optimally without leaving Islamic values.

Strategies for Developing Value-Based Education

The strategy of developing value-based education is an important approach in the modern education system, which aims to shape the character and personality of students holistically. Value-based education does not only focus on the development of cognitive aspects, but also emphasizes the cultivation of moral, ethical and social values that are important for social life. This strategy requires a comprehensive and integrated approach in all aspects of education. (Moalosi et al., 2023).

One of the main strategies in developing value-based education is the integration of values into the curriculum and learning process. This means that values are not taught separately, but rather incorporated into various subjects and school activities. For

example, in history lessons, learners not only learn about historical facts, but are also invited to analyze the values of heroism, nationalism and tolerance. In science lessons, values such as honesty in research and responsibility for the environment can be integrated. (Nasir, 2020).

The second strategy is through the creation of a supportive school environment. This involves establishing a positive school culture where the values taught are reflected in the daily behavior of all school members, including teachers, staff and learners. Schools can implement special programs such as reward systems for good behavior, social and volunteer activities, and discussion forums on moral and ethical issues. (Muhidin et al., 2023)..

The third strategy is to involve parents and the community in the value-based education process. Cooperation between schools, families and communities is essential to ensure consistency in the cultivation of values. Schools can hold parenting programs, workshops, or joint activities that involve parents and the community in discussing and practicing the values taught at school. (Wyse & Manyukhina, 2024).. With this comprehensive approach, it is expected that value-based education can form a generation that is not only intellectually intelligent, but also has a strong character and positive values embedded in them. (Faradila, 2024).

The fourth strategy in developing value-based education is through the use of active and participatory learning methods. These methods encourage learners to not only passively receive information, but also actively engage in the learning process and moral decision-making. Techniques such as group discussions, role plays, case studies, and social projects can be used to help learners internalize the values taught. With this approach, learners not only understand the values theoretically, but also learn how to apply them in real situations (Wardany & Istikomah, 2012). (Wardany & Istikomah, 2022)..

Developing teacher competencies in value-based education is also a key strategy. Teachers need to be equipped with the necessary knowledge, skills and attitudes to be effective models and facilitators in values education. Continuous training, workshops and professional development programs can help teachers integrate values into their teaching more effectively. In addition, teachers also need to be encouraged to conduct regular reflection and self-evaluation related to their teaching practices in the context of values-based education. (Vaughan, 2021).

Comprehensive evaluation and assessment is also an important part of the strategy for developing value-based education. The evaluation system should not only measure academic knowledge, but also character development and the application of values in learners' daily lives. This could involve the use of portfolios, behavioral observation, self-assessment and peer assessment. It is important to ensure that these assessments are conducted holistically and continuously, not just at specific moments (Crowley, 2021). (Crowley, 2021).

In conclusion, the strategy for developing value-based education requires a comprehensive and integrated approach. Starting from the integration of values in the curriculum, the creation of a supportive school environment, the involvement of parents and the community, the use of active learning methods, the development of teacher competence, to a comprehensive evaluation system. All these elements work together to create an educational ecosystem that not only produces academically smart graduates, but also individuals with strong character, ethics, and ready to face challenges in society. With consistent and sustainable implementation, value-based education can be the key in shaping future generations who are not only able to compete globally, but also have integrity and care for others and their environment.

Implementation Model of Integration of Islamic Teachings and National Curriculum

The implementation model of integrating Islamic teachings and the national curriculum is an educational approach that aims to harmonize Islamic values with national education standards. This model seeks to create a balance between general knowledge and religious understanding, so that students can obtain a holistic and comprehensive education. (Judijanto et al., 2024); (Sartika & Fransiska, 2024).

One effective implementation model is through a thematic-integrative approach. In this model, general subject matter is integrated with relevant Islamic concepts and values. For example, in science lessons, teachers can connect scientific theories with relevant Quranic verses or hadith, so that learners can see the harmony between modern science and Islamic teachings. This approach not only enriches students' academic understanding, but also strengthens the foundation of their faith. (Hamka & Asmawi, 2022).

Another model that can be implemented is through the development of an integrated curriculum. In this model, schools design a curriculum that explicitly integrates general subjects with Islamic subjects. For example, national history lessons can be integrated with Islamic history, or economics lessons can be integrated with Islamic economic principles. This approach allows learners to understand various disciplines from an Islamic perspective, while at the same time meeting national curriculum standards. (Lubis, 2021).

The implementation of this integration model can also be done through extracurricular activities and self-development programs. Schools can design activities that integrate academic aspects, practical skills and Islamic values. For example, entrepreneurship programs that teach sharia-compliant business principles, or social activities that apply the concepts of zakat and sadaqah. In this way, students not only learn theory in the classroom, but also gain practical experience in applying Islamic teachings in the context of real life, while still developing the competencies expected in the national curriculum.

Challenges and Solutions in Integrating Islamic Teachings and the National Curriculum

The integration of Islamic teachings with the national curriculum faces several significant challenges. One of the main challenges is the different perspectives and interpretations of Islamic teachings among educators and education stakeholders. These differences can lead to difficulties in reaching consensus on appropriate teaching materials and methods. In addition, there are concerns that an overemphasis on religious aspects may detract from the focus on general subject matter that is important for students' academic competitiveness at national and international levels. (Telaumbanua et al., 2022)..

Another challenge faced is limited resources, both in terms of integrated learning materials and competent teaching staff. Many teachers may not have a strong enough background in Islamic science to integrate it effectively with general subjects. On the other hand, religious teachers may struggle to relate Islamic teachings to modern scientific or social concepts. This may result in superficial integration or even misconceptions in teaching. (Manullang et al., 2021); (Short, 2021).

To overcome these challenges, several solutions can be implemented. First, there is a need for intensive dialog and collaboration between education experts, scholars and the government to develop a clear and comprehensive framework for integrating Islamic teachings with the national curriculum. This could include developing integrated curriculum guidelines that can be adapted by different educational institutions according to their contexts and needs. (Durand & Asher, 2023).

Second, capacity building of teachers through training and continuous professional development is essential. Specific training programs can be designed to equip teachers with the necessary knowledge and skills to integrate Islamic teachings into various subjects effectively. In addition, the development of integrated teaching materials and learning resources should also be prioritized. (Ridlo, 2023). This could include textbooks, digital modules and other teaching aids that blend Islamic perspectives with national curriculum materials. With this systematic and comprehensive approach, the challenges of integrating Islamic teachings and the national curriculum can be gradually overcome, creating a more holistic and meaningful education system for learners (Gunawan et al., 2023). (Gunawan et al., 2023).

Another important step is to establish an evaluation and assessment system that is able to measure the success of the integration of Islamic teachings with the national curriculum. This system should be able to assess not only students' understanding of general subject matter, but also their ability to relate it to Islamic values and principles. The development of comprehensive assessment rubrics and innovative evaluation methods, such as problem-based projects that integrate Islamic perspectives, can help in this regard. (Anwar et al., 2023).

In addition, the active involvement of parents and communities in the curriculum integration process is also very important. Schools can organize workshops and seminars to educate parents about this integrated approach, so they can support and reinforce their children's learning at home. Collaboration with community leaders and local religious institutions can also enrich the learning process and provide a real context for students on how Islamic teachings can be applied in everyday life. (Taufik & Rindanigsih, 2024).

The implementation of technology can also be an effective solution in overcoming the challenges of curriculum integration. The development of digital learning platforms that combine national curriculum materials with Islamic perspectives can help provide rich and easily accessible resources for teachers and students. Technology can also facilitate collaborative learning and exchange of ideas between schools or even between countries that face similar challenges in integrating religious teachings with the national curriculum. (Feldman & Nation, 2022).

In conclusion, integrating Islamic teachings with the national curriculum does face various challenges, but with a holistic and strategic approach, this integration can be achieved effectively. The key is collaboration between various stakeholders, proper resource development, teacher capacity building and technology utilization. Through these efforts, the education system can produce a generation that not only excels in general knowledge but also has a deep understanding of Islamic teachings and is able to apply them in a modern context. Successful integration will create an education that is more meaningful, relevant and able to prepare students to face the challenges of the contemporary world based on strong Islamic values.

Conclusion

Integrating Islamic teachings with the national curriculum is a strategic step in the development of comprehensive value-based education. This integration aims to create an education system that not only meets national academic standards, but also instills strong Islamic values in learners. Through this approach, students are expected to develop a deep understanding of general science while still maintaining their Islamic identity and principles.

The implementation of this strategy requires close collaboration between various stakeholders, including the government, educational institutions, teachers, parents and communities. Integrated curriculum development, teacher capacity building, provision of appropriate learning resources and utilization of technology are key components in the success of this integration. The main challenge lies in how to balance the national curriculum materials with Islamic teachings without compromising the depth or quality of either.

Success in integrating Islamic teachings with the national curriculum will produce a generation that is not only academically proficient but also has a strong character and

high moral values. This value-based education is expected to prepare students to face global challenges while maintaining their Islamic identity. Ultimately, this integration aims to create a holistic education system that meets the intellectual, spiritual and moral needs of learners, while contributing to the development of a better society.

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