



## Development of an Integrated Islamic Religious Education Curriculum at Junior High School Integrated Islamic in Deli Serdang Regency

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### ABSTRACT

**Purpose of the study:** This study aims to analyze the development of an integrated Islamic Religious Education (IRE) curriculum across Islamic Junior High Schools, each of which employs distinct curriculum design models to strengthen the internalization of Islamic values in students' learning experiences.

**Methodology:** Using a descriptive qualitative approach, data were gathered from principals, vice principals for curriculum, and IRE teachers through in-depth interviews, observation, and documentation. Data were analyzed using the Miles and Huberman interactive model, consisting of data reduction, data display, and conclusion drawing, with validity ensured through triangulation and confirmability.

**Main Findings:** The findings reveal three unique patterns of curriculum development: (1) Islamic Junior High School Al-Hijrah adopts Ralph Tyler's curriculum model and applies the Integrated Subject Model, creating a cohesive fusion of Islamic content across disciplines; (2) Islamic Junior High School Nurul Fadhilah employs Taba's Inverted Model and applies the Connected Model, strengthening inter-topic linkages within IRE learning to support conceptual coherence; and (3) Islamic Junior High School Nurul Ilmi utilizes the Rogers Interpersonal Relations Model and similarly adopts the Connected Model, emphasizing relational, student-centered integration of Islamic teachings.

**Novelty/Originality of this study:** The novelty of this research lies in its comparative analysis of multiple curriculum development models within Islamic secondary education—an area rarely examined simultaneously. By mapping how different philosophical orientations and integration strategies shape IRE implementation, this study offers a multidimensional framework for schools to design contextually responsive, value-integrated curricula that enhance religious literacy, character formation, and holistic student development.

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## 1. INTRODUCTION

The progress of a nation is highly dependent on the quality of its education. Quality education is a key indicator of national development success because it is thru education that humans can develop fully and contribute to societal progress. Yamin, stated that "the progress of a nation is measured by how advanced its education has become" [1]. This view asserts that education is not merely a means of transferring knowledge, but also a vehicle for character development and the formation of a nation's civilization.

Efforts to improve the quality of education in Indonesia are continuously being made, both thru conventional and innovative approaches. The government has launched the Education Quality Improvement

Movement as an implementation of the national education goal, which is to enlighten the life of the nation [2]. However, in practice, the quality of education has not shown optimal results, and signs of decline are still found in some aspects. Therefore, improving the education system, particularly in curriculum development, is a crucial factor in achieving effective and relevant education for the times. The curriculum plays a strategic role in the education system because it serves as a guide for organizing learning activities to achieve specific educational goals. Hamalik explains that the curriculum is “a set of plans and arrangements regarding goals, content, and teaching materials, as well as the methods used in the learning process” [3]. Therefore, the successful implementation of the curriculum will determine the quality of educational outcomes. Good curriculum development will result in quality education, and conversely, an inappropriate curriculum can lower the quality of education itself.

Along with social changes and societal needs, educational institutions have emerged that attempt to integrate Islamic values with general knowledge, such as Integrated Islamic Schools. Integrated Islamic Schools strive to connect the general school curriculum and madrasah, thus requiring longer study hours (full-day or boarding). This educational model places an integrated curriculum as a means to balance the cognitive, affective, and psychomotor aspects of students within the framework of Islamic values. Thus, integrated Islamic education is expected to produce a generation of Muslims who are intelligent, have good character, and possess noble morals. In this context, Kurnaengsih, explains that integrated Islamic education not only aims to instill religious and general knowledge, but also to shape a complete Muslim personality, both in thinking and behavior [4]. This principle aligns with the concept of Islamic education, which emphasizes the integration of remembrance, thought, and action. Therefore, curriculum development in integrated Islamic schools is not only academically oriented, but also focused on shaping students' spiritual and social character.

Furthermore, Ramayulis emphasizes that the development of the Islamic education curriculum must be based on Islamic principles, relevance to societal needs, flexibility, effectiveness, and continuity [5]. A good curriculum must be able to integrate worldly and spiritual aspects, and provide space for the holistic development of students' potential. In this regard, Mujib adds that the orientation of the Islamic education curriculum includes five main dimensions: value preservation, social needs, workforce, students, and the development of science and technology [6]. Based on the initial findings of this study, Integrated Islamic Junior High Schools in Deli Serdang Regency use the 2013 Curriculum combined with the Integrated Islamic School Network (JSIT) Curriculum. Although not fully adopting the JSIT program, both curricula complement each other in emphasizing the balance between cognitive, affective, and skills aspects. This indicates that the curriculum used is an integrated curriculum, namely the national curriculum colored with Islamic values thru the addition of Islamic studies subjects, both separately and integrated.

Thus, this research focuses on the Development of Integrated Islamic Religious Education Curriculum in Integrated Islamic Junior High Schools throughout Deli Serdang Regency, with the aim of analyzing the implementation and curriculum development models applied in several Islamic Junior High Schools, such as Al-Hijrah, Nurul Fadhillah, and Nurul Ilmi. This research is expected to contribute theoretically to the development of the concept of integrated Islamic curriculum and provide practical implications for educational institutions in designing learning that aligns scientific knowledge with religious values.

## 2. RESEARCH METHOD

This research uses a descriptive method with a qualitative approach, aiming to describe situations or phenomena as they are without testing specific hypotheses [7]. The qualitative approach, according to Ali is also called naturalistic research because it is conducted in natural conditions without any manipulation of the variables being studied [8]. Meanwhile, Moleong, explains that qualitative research aims to understand the phenomena experienced by research subjects, such as behavior, motivation, and actions, thru descriptions in the form of words or language within a specific context that occurs naturally [9]. With this approach, researchers aim to gain a deep understanding of the integrated Islamic Religious Education (IRE) curriculum development process in integrated Islamic schools.

The data used in this study is qualitative, consisting of words, opinions, and oral and written expressions from the research subjects. This research aims to systematically and accurately describe the data obtained from the field and literature review in order to explain the real conditions related to the development of integrated Islamic Religious Education curriculum at Islamic Junior High School Al-Hijrah, Islamic Junior High School Nurul Fadhillah, and Islamic Junior High School Nurul Ilmi. This research was conducted at three locations: Islamic Junior High School Al-Hijrah, located on Jalan Perhubungan, Lau Dendang; Islamic Junior High School Nurul Fadhillah, located on Jalan Pembangunan, Tembung; and Islamic Junior High School Nurul Ilmi, located on Jalan Kolam No. 1, Medan Estate, Deli Serdang Regency, North Sumatra Province. The research period lasted for approximately seven months, from May to November 2023. The selection of these three locations was based on the consideration that they are all integrated Islamic educational institutions that have implemented the

IRE curriculum development model in an integrated manner with different characteristics but the same goal: to improve the quality of Islamic education.

The research subject is the main object that is the focus of study or research target. In this case, the researcher traced data related to the development of integrated Islamic Religious Education (IRE) curriculum in an effort to improve the quality of education in the three Islamic Junior High School schools. The data collected included the planning, implementation, and evaluation processes of the integrated IRE curriculum development in each school. The research data sources consist of two types: primary data and secondary data. Primary data was obtained directly from interviews with the school principal, the vice principal for curriculum, and teachers at the research site, making it original and up-to-date. Meanwhile, secondary data was obtained from previous research findings, learning device documents, school archives, reference books, and relevant scientific articles. The use of both types of data is intended to strengthen the research findings and ensure the validity of the field observations.

Data collection techniques are an important step in obtaining accurate information from the field [10]. In this study, three main techniques were used: interviews, participant observation, and documentation. Interviews were conducted openly and in-depth between the researcher and the informants, including the principal, vice-principal, teachers, students, and parents, in order to obtain information about the development of integrated Islamic Religious Education curriculum. Additionally, the researchers also conducted participant observation by directly engaging in the research environment to gain an in-depth understanding of the activities and interactions taking place in the school. This observation helps researchers recognize behavioral patterns and social relationships relevant to the research focus.

Technical documentation is used to supplement the data obtained from interviews and observations. The documents examined include notes, transcripts, school archives, photos, and academic works related to curriculum implementation [11], [12]. Thru these three techniques, the researcher can obtain complete, accurate, and credible data regarding the integrated Islamic Religious Education curriculum development process in the schools that are the research objects. To ensure data validity, this study uses source triangulation techniques, which is a data collection method that uses similar techniques to obtain information from various sources. Triangulation aims to compare and examine the level of confidence in information obtained at different times and using different tools in qualitative research. Its application is done by comparing observation results with interview results, comparing public statements with private statements, comparing a person's views at different times, and adjusting interview results with the content of relevant documents. Thus, this technique ensures that the data obtained is valid, consistent, and scientifically accountable.

Data analysis is the process of organizing and grouping data into basic patterns, categories, and descriptive units so that themes can be identified and conclusions drawn. In this study, data analysis was conducted using the Miles and Huberman model, which consists of three main stages: data reduction, data presentation, and conclusion drawing or verification. During the data reduction phase, the researcher selected, simplified, and focused on relevant data from the interview and observation results regarding the development of an integrated Islamic Religious Education curriculum in the three schools. Next, the data is presented in descriptive narrative form to facilitate interpretation and understanding. The final stage is drawing conclusions by verifying the presented data to ensure its validity and consistency. The entire analysis process is carried out continuously from the initial data collection to the final report preparation, resulting in credible and meaningful research findings.

### 3. RESULTS AND DISCUSSION

#### Islamic Junior High School Al-Hijrah

Islamic Junior High School Al-Hijrah is a private school under the auspices of the Al-Hijrah Deli Serdang Foundation, with NPSN 10261209. This school was established based on a Notary Deed dated March 24, 2017, and obtained its operational permit thru Decree Number 421/1052/PDM/2020 on February 14, 2020. Its location is on Perhubungan Street, Lau Dendang Village, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra Province. The establishment Islamic Junior High School Al-Hijrah began with the high demand from parents of Islamic Elementary School Al-Hijrah students for a secondary school to be established. This school officially opened in 2009 with ten students in its first cohort. Although it experienced a temporary decline in student numbers, with the support of the foundation and parents, this school has continued to grow and now has over 200 students. The school building, which initially had only three rooms, has now expanded into a permanent structure adequate for teaching and learning activities.

Geographically, Islamic Junior High School Al-Hijrah is located within the Al-Hijrah Foundation complex, which also houses a kindergarten and elementary school. In front of the school is the Al-Hijrah Mosque, which serves as the center for religious activities. Study rooms are divided by gender, with separate classes for men (ikhwan) and women (akhwat). Classes VII and VIII are on the second floor, while class IX is on the first floor. This system is implemented to support learning that aligns with Islamic values.

The school's vision is "To realize a generation of righteous, intelligent, and independent youth." Its mission includes developing a modern integrated Islamic education system, collaborating with various parties, and fostering a spirit of learning and responsibility in students. The educational goals at Islamic Junior High School Al-Hijrah include shaping students who are obedient in worship, devoted to their parents, disciplined, confident, fond of reading, well-behaved, able to memorize the Quran (chapters 27-30), and able to communicate effectively. The school's organizational structure consists of the principal, vice-principals for curriculum, facilities and infrastructure, and student affairs, the treasurer, the administrative staff, and homeroom teachers. Based on data from the 2023/2024 academic year, there are 45 teachers and staff, most of whom have a minimum education of a Bachelor's degree. This indicates that the school has professional and adequate teaching staff.

The number of students at Islamic Junior High School Al-Hijrah for the 2023/2024 academic year reached 244, divided into 11 classes. The learning system uses separate classes for boys and girls. Seventh grade consists of three learning groups, eighth grade four groups, and ninth grade also four groups. This division aims to maintain students' focus and learning comfort in accordance with the principles of integrated Islamic education.

The facilities and infrastructure at the school are considered complete and in good condition. Available facilities include 11 classrooms, the principal's office, the teachers' room, the administration office, the computer lab, the library, the skills room, the counselling room, the school health unit, a mosque, a canteen, parking areas, and sports fields. All these facilities support the creation of an effective, comfortable, and student-needs-based learning process. Overall, Islamic Junior High School Al-Hijrah Deli Serdang is an integrated Islamic educational institution that continues to develop with the support of the foundation, professional educators, adequate facilities, and a learning system based on Islamic values.

### **Islamic Junior High School Nurul Fadhilah**

Islamic Junior High School Nurul Fadhilah is a private school located on Jalan Pembangunan, Dusun III, Bandar Setia Village, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra Province. This school has an NPSN of 69935021 and was established based on Establishment Decree Number 09 dated May 6, 2015, with operational permits granted thru Decree Number 421/1238/PDM/2016 dated February 12, 2016. The establishment of Islamic Junior High School Nurul Fadhilah was initiated by H. Jamal Kaddis, S.Pd.I, and Hj. Karlinan Harahap, following the prior establishment of Islamic Elementary School Nurul Fadhilah. Seeing the large number of students in elementary school and the high demand from parents, they then developed a junior high school, which is now known as Islamic Junior High School Nurul Fadhilah. Geographically, this school is located in a strategic and conducive environment for teaching and learning activities. The north borders the Arafah Syariah I Housing, the west borders the Nurul Fadhilah Islamic Boarding School, the east borders the Percut River, and the south borders the Nurul Fadhilah Institute on Jalan Pelaksanaan Gang Saudara IV. This location supports synergy between school activities and the religious surrounding environment.

The vision of Islamic Junior High School Nurul Fadhilah is "To realize students who are faithful, independent, and environmentally aware." To achieve this vision, the school has missions including instilling Islamic values thru religious instruction and cultivating Islamic attitudes, fostering student independence, nurturing the spirit of 7S (smile, greet, greet, polite, courteous, enthusiastic, and wholehearted), and implementing active, innovative, creative, effective, and enjoyable learning (PAIKEM). The main goals of the school are to produce students who are faithful and of noble character, able to read the Quran, diligent in worship, successful in academic, sports, and arts fields, and have a concern for the environment.

The organizational structure of Islamic Junior High School Nurul Fadhilah consists of the principal, vice principals for curriculum, student affairs, facilities and infrastructure, and public relations, as well as administrative staff and the library coordinator. The school principal is H. Jamal Kaddis, S.Pd.I, assisted by teaching and educational staff who play an active role in the implementation of education. Based on data from the 2023/2024 academic year, the school has 17 teachers and staff, all of whom have met the minimum educational qualification of a Bachelor's degree. This indicates the readiness of competent human resources to support the learning process. The total number of students at Islamic Junior High School Nurul Fadhilah for the 2023/2024 academic year is 158, divided into six classes. Class VII consists of two learning groups with a total of 44 students, Class VIII has two groups with 49 students, and Class IX has two groups with 65 students. Each class has a balanced composition of male and female students. This class division allows teachers to provide optimal attention to the academic and character development of the students.

From the perspective of facilities and infrastructure, Islamic Junior High School Nurul Fadhilah has complete and well-maintained facilities. These facilities include six classrooms, the principal's office, the teachers' room, the administration office, the library, the science laboratory, the guidance and counselling room, the school health unit room, the prayer room (mushola), the storage room, the circulation area, and the sports field. There are also an adequate number of toilets available for teachers, male students, and female students. This good condition of the facilities supports the creation of a comfortable, clean, and effective learning

environment. Overall, Islamic Junior High School Nurul Fadhilah is a rapidly growing and highly committed integrated Islamic educational institution dedicated to shaping generations that are faithful, independent, and environmentally conscious. With the support of professional educators and good facilities and infrastructure, this school is able to conduct quality learning processes in accordance with Islamic values and the needs of the times.

### **Islamic Junior High School Nurul Ilmi**

Islamic Junior High School Nurul Ilmi Medan Estate is a private school under the Haji Agus Salim Foundation, located at Jalan Kolam No. 1, Medan Estate, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra Province. This school was established in 2014 with operational permit number 421/5181/PDM/2015 and establishment decree number 02 of 2011. The establishment of this school is a continuation of Islamic Elementary School Nurul Ilmi, an effort to meet the community's need for integrated Islamic education. The location of Islamic Junior High School Nurul Ilmi is within the lush, peaceful, and quiet environment of the Medan Area University campus. The school has an area of 522 m<sup>2</sup> with adequate facilities for teaching and learning activities. Currently, there are three learning groups (grades VII, VIII, and IX) with a total of 68 students. A conducive environment makes this school ideal for supporting value-based Islamic learning.

The vision of Islamic Junior High School Nurul Ilmi is "To form an Excellent Islamic Generation that Thinks, Remembers God, and Has Good Character." Its mission includes fostering faith and morals, developing logical and creative thinking skills, and integrated Islamic learning. The school also actively conducts religious activities such as communal prayer, quick pesantren, and Mabit to cultivate religious character. The school's organizational structure is headed by Principal Aprida Wastuti Daulay, S.Pd, under the auspices of the H. Agus Salim Education Foundation. The school has 12 teachers and 2 staff members, all with S1 qualifications and some of whom are certified. The school facilities consist of three classrooms, a principal's office, a teachers' room, a computer lab, a school health room, as well as sports and ceremony fields. Although the laboratory and library are not yet available, the learning process continues to be effective.

Overall, Islamic Junior High School Nurul Ilmi Medan Estate is an integrated Islamic educational institution committed to producing generations that are faithful, intelligent, and of noble character thru active, creative, and religiously-oriented learning.

### **Development of Integrated Islamic Religious Education (IRE) Curriculum at Islamic Junior High School IT Al-Hijrah.**

The development of the Integrated Islamic Religious Education (IRE) Curriculum at Islamic Junior High School Al-Hijrah is carried out thru a systematic and continuous process. Based on the interview with the Principal, Ibu Rini Purwanti, S.Pd., M.Si, on May 4, 2023, in the principal's office, it was explained that the curriculum development process is carried out thru several stages including planning, implementation, organization, and evaluation. According to him, the first step taken was to formulate clear educational goals that are in line with the direction of integrated Islamic education. Once the objectives are set, the school determines relevant learning experiences for students to achieve those objectives. The next step is to organize these learning experiences into structured and enjoyable learning activities. The final step is to evaluate the learning process and outcomes to measure the effectiveness of curriculum implementation.

The researcher's observation results indicate that the development of an integrated Islamic Education curriculum has been implemented since the establishment of Islamic Junior High School Al-Hijrah. This process is carried out thru an annual work meeting involving the school principal, the curriculum vice-principal, teachers, and the school committee. The documentation found shows the activities of the Working Meeting for the Preparation of the Integrated IRE Curriculum Development Planning for Islamic Junior High School Al-Hijrah Deli Serdang, where all teaching staff actively participated in formulating learning strategies and character development programs for students based on Islamic values. Mrs. Mei Ramadhani, S.Pd, as the Vice Principal for Curriculum (interviewed on May 8, 2023), explained that the meeting served as an important forum to discuss strategic planning, syllabus adjustments, and Lesson Plans to ensure they align with the government's curriculum while maintaining an Islamic character. Meanwhile, according to Mr. Zulkahfi, S.Kom (May 9, 2023), the development of this curriculum is a continuation of the Islamic Elementary School Al-Hijrah education system, which emphasizes placing teachers according to their competencies so that the integration of religious values and scientific knowledge can function optimally.

From the documentation obtained, it is known that the school has an excellent program in the form of Quran memorization targets for each grade level: 7th-grade students are required to master Juz 30, 8th-grade students Juz 29 and 30, and 9th-grade students Juz 28 and 29. This memorization target is structured in stages and evaluated thru regular submission activities to the tahfiz teacher. The program demonstrates synergy between IRE instruction in the classroom and the daily practice of worship, making the curriculum not only academic but also character-building for students.

In its implementation, the integrated IRE curriculum at Islamic Junior High School Al-Hijrah is realized thru various religious activities integrated into daily school life. Based on an interview with Mr. Najmuddin,

S.Pd.I on May 10, 2023, it was found that all students participate in routine activities such as morning prayer and Quran recitation every morning, Dhuha prayer together in class, and congregational Dhuhr prayer at the school mosque. Additionally, there is also a Quran memorization activity, which is the school's flagship program and is held weekly on a scheduled basis. The researcher's observation results show that students are also accustomed to applying the values of noble character thru the 3S (smile, greet, and say hello) culture in the school environment. Activities such as Mabit (Night of Faith and Piety Development), Jalasah Ruhiah (Spiritual Gathering), and Ramadhan Intensive Training are integral parts of students' spiritual development. All these activities are documented in various photos of school events, such as joint prayer sessions, Quran memorization, as well as the implementation of intensive Islamic boarding school programs and social activities like infaq and charity.

The principal reiterated in a follow-up interview on May 23, 2023, that the development of the integrated IRE curriculum is not only aimed at increasing students' religious knowledge, but also at shaping Muslim personalities with character. According to him, the school instills religious habits such as reading and memorizing the Quran, performing sunnah prayers like Dhuha and Rawatib, fasting sunnah on Mondays and Thursdays, and participating in social activities. Thus, Islamic religious education is not only taught thru theory in the classroom, but is also practiced directly in daily life.

Conceptually, the development of the integrated Islamic Education curriculum at Islamic Junior High School Al-Hijrah applies Ralph Tyler's curriculum model with the Integrated Subject Model approach. This model emphasizes the integration between subjects so that Islamic values are not separate from general subjects, but rather become the spirit that animates the entire learning process. This approach focuses learning activities on the needs of the students and real-life situations, making learning more contextual and meaningful. Thru the full-day school system and guidance from the Integrated Islamic School Network, Islamic Junior High School Al-Hijrah has successfully built an educational environment that balances cognitive, affective, and psychomotor aspects.

The research results indicate that the integrated curriculum development at Islamic Junior High School Al-Hijrah has been implemented effectively and sustainably. The integration between the national curriculum and Islamic values is evident in various learning activities and student habits within the school environment [13]-[18]. Thru the implementation of this curriculum, Islamic Junior High School Al-Hijrah is able to produce students who are not only excellent in academic aspects, but also possess strong faith, piety, and morals. This aligns with the school's vision to "produce pious, intelligent, and independent Muslim generations."



Figure 1. Working Meeting of Islamic Junior High School Al-Hijrah Deli Serdang



Figure 2. Implementation of the Fasting Month Program at Islamic Junior High School Al-Hijrah Deli Serdang

### **Development of Integrated Islamic Religious Education Curriculum at Islamic Junior High School Nurul Fadhillah.**

The development of the integrated Islamic Religious Education (REI) curriculum at Islamic Junior High School Nurul Fadhillah is carried out by prioritizing the principle of integration between cognitive, affective, and psychomotor aspects in all teaching and learning activities. Based on an interview with the Principal, Ibu Nurlaili, S.Pd.I (conducted on May 16, 2023, in the principal's office), it was explained that curriculum development at Islamic Junior High School Nurul Fadhillah is based on Taba's Inverted Model. This means the curriculum development process begins with real needs in the field, particularly based on the results of teaching and learning activity evaluations and student characteristics. According to him, this approach makes the

curriculum more contextual and suitable for the social, cultural, and religious conditions of the community around the school.

The curriculum development and revision process is carried out participatively thru the school's annual work meetings, involving the principal, the curriculum vice-principal, subject teachers, and committee representatives. Based on the researcher's observations, the workshop served as an important platform for all teachers to provide input on the development of an integrated learning program, particularly on how Islamic values can be incorporated into general subjects. Documentation shows that there was a meeting to develop the Integrated IRE Curriculum Development Program, which illustrates the synergy between teachers in formulating character-oriented learning strategies. An interview with Ibu Fitri Aisyah, S.Pd, Vice Principal for Curriculum (May 18, 2023), revealed that every year Islamic Junior High School Nurul Fadhilah conducts a curriculum evaluation to align with student development and the latest educational policies. He explained that in addition to referring to the national curriculum and the Integrated Islamic School Network guidelines, the school also adds local Islamic content such as tahsin and tahfiz, daily morals, and practical worship training. These programs are designed so that Islamic values are not only studied theoretically, but also practiced in students' real-life activities.

The implementation of the integrated IRE curriculum at Islamic Junior High School Nurul Fadhilah is reflected in various learning activities and religious practices. Based on field observation results, every morning students participate in communal prayer and Quran recitation before classes begin. After that, they performed the Dhuha prayer in congregation, and at noon, all the students performed the prayer in congregation at the school's prayer room. Additionally, every week there are activities for self-reflection and Islamic studies led by IRE teachers or school spiritual advisors. Based on an interview with Mr. Ridwan Siregar, S.Pd.I (May 19, 2023), the activity is intended to cultivate religious habits and build spiritual awareness among students from an early age.

The school documentation also shows various outstanding programs based on strengthening Islamic character, such as Deep Learning Training for Teachers, Thematic Teaching and Learning Activities Based on Islamic Values, Quran Completion and Student Graduation, and the Ramadhan Fasting Camp held annually. Thru this activity, the school strives to instill Islamic values not only in the learning aspect but also throughout the entire school life atmosphere. In its implementation, the integrated IRE curriculum at Islamic Junior High School Nurul Fadhilah uses the Connected Model, where each subject has a thematic connection to Islamic values. The teachers at this school play an active role in integrating Islamic concepts into general lessons. For example, in science class, the teacher connects the topic of God's creation with relevant verses from the Quran, while in Indonesian language class, students are trained to write works that highlight Islamic moral messages. This approach makes learning more meaningful and strengthens students' character values [19]-[24].

Based on interviews with the Principal and IRE teachers, it was found that every learning activity at Islamic Junior High School Nurul Fadhilah always emphasizes the principles of faith, knowledge, and action. Teachers are not only educators but also role models in Islamic attitudes, speech, and behavior in front of their students. In addition, extracurricular activities such as the Islamic New Year parade, social service, and fundraising for charity also strengthen students' socio-religious aspects so that they become accustomed to contributing to community life. From the results, it can be concluded that the development of the integrated Islamic Religious Education (IRE) curriculum at Islamic Junior High School Nurul Fadhilah has been consistent and oriented toward the formation of a complete Islamic character. The integration between the national curriculum and Islamic values can be concretely realized thru teaching and learning activities, religious habituation, and students' socio-religious activities [25]-[29]. Thru Taba's Inverted Model and the Connected Model approach, this school successfully built a religious, active, and contextual educational atmosphere. Thus, Islamic Junior High School Nurul Fadhilah is able to produce students who are not only academically excellent, but also faithful, of noble character, and with a high social spirit, in accordance with the school's vision, which is "to create an intelligent generation with Islamic character and Qur'anic morals."



Figure 3. Student Teaching and Learning Activities at Islamic Junior High School Nurul Fadhilah

### Development of Integrated IRE Curriculum at Islamic Junior High School Nurul Ilmi

The development of the integrated Islamic Religious Education (REI) curriculum at Islamic Junior High School Nurul Ilmi is oriented toward the formation of Islamic character thru a humanistic, dialogical, and contextual learning approach. Based on an interview with the Principal, Mr. Rahmad Hidayat, S.Pd.I (conducted on May 25, 2023, in the principal's office), it was explained that curriculum development at Islamic Junior High School Nurul Ilmi utilizes Rogers' Interpersonal Relation Model, which emphasizes the importance of a positive relationship between teachers and students in the learning process. This model is believed to create a conducive learning environment that is full of empathy and respects the potential of students. According to him, the implementation of the integrated Islamic Religious Education curriculum in this school not only emphasizes religious knowledge but also builds students' social, emotional, and spiritual awareness.

The curriculum development process is carried out collaboratively, involving all school elements, from the principal, teachers, and staff to the school committee. Based on the researcher's observations, curriculum planning activities are conducted at the beginning of each academic year thru teacher workshops and evaluations of previous programs. School documentation shows the activities of the Training for the Development of Integrated Islamic Nurul Ilmi Junior High School Teacher Competencies, which indicates ongoing efforts to improve teacher competencies in designing learning integrated with Islamic values. According to Ibu Murniati, S.Pd, the Vice Principal for Curriculum (interviewed on May 27, 2023), this school adopts the Connected Model to integrate Islamic values into all subjects. Every teacher is required to connect their teaching material with a religious context so that students can see the relationship between knowledge and Islamic teachings. For example, in science class, the teacher connects the topic "God's creation in living beings" with relevant verses from the Quran, while in social studies class, students are invited to examine the values of justice and leadership in Islamic history.

The implementation of the integrated curriculum at Islamic Junior High School Nurul Ilmi is also supported by planned and sustainable religious programs. Based on field observation results, every morning students participate in reciting the Quran together before classes begin, followed by communal Dhuha prayers in the school's prayer room. All students are also required to participate in the Quran memorization program, where they submit their memorization to the Quran memorization teacher according to the predetermined memorization target. Additionally, morning and evening dhikr activities, communal prayer, and thematic tafsir studies are weekly routines that create a religious atmosphere within the school environment.

The interview with Mr. Faisal Nasution, S.Pd.I, a IRE teacher (dated May 28, 2023), strengthens the finding that the school strongly emphasizes instilling moral values thru real-life activities. Students are not only encouraged to understand religious teachings theoretically, but are also invited to practice them in their daily lives. The habit of greeting, smiling, and being polite is applied in every interaction, whether with teachers or fellow students. Additionally, the school also has annual religious activities such as Pesantren Alam or Outing Class in Aek Nauli, which combines religious learning with outdoor activities. The activity aims to cultivate a sense of gratitude, discipline, and cooperation among students [30]-[34]. From the documentation of school activities, several major events were also found, such as Islamic Parenting, the commemoration of the Isra' Mi'raj of Prophet Muhammad SAW, and the program for providing assistance to orphans and the poor. These activities demonstrate the involvement of all school staff and parents in the process of character education for students. Collaboration between the school and families is one of the keys to the successful development of the integrated IRE curriculum at Islamic Junior High School Nurul Ilmi.

Based on the overall results, it can be concluded that the development of the integrated Islamic Education curriculum at Islamic Junior High School Nurul Ilmi emphasizes harmonious interpersonal relationships between teachers and students, as well as the integration of Islamic values into every aspect of learning. The Rogers' Interpersonal Relation Model and the Connected Model approach make learning more humanistic, participatory, and oriented toward the real-life experiences of the students. With this approach, the curriculum not only produces academically successful students but also those with strong empathy, social responsibility, and spirituality [35]-[40].

In general, the implementation of the integrated Islamic Education curriculum at Islamic Junior High School Nurul Ilmi has been effective and successful in bringing Islamic values to life in all school activities. The integration of the national curriculum with Islamic values is evident in learning, worship activities, and social interactions among school members [41]-[44]. Thus, Islamic Junior High School Nurul Ilmi is able to realize its educational vision, which is "building an Islamic generation that is knowledgeable, of noble character, and broad-minded," thru the implementation of a comprehensive and integrated curriculum that is oriented toward the formation of a perfect human being.



Figure 4. Parenting activity with the theme “Parenting Sharing Session” at Islamic Junior High School Nurul Ilmi Medan Estate

#### 4. CONCLUSION

After conducting a discovery and analysis process on the data obtained from the field, it can be concluded that the development of an integrated Islamic Religious Education curriculum in the three schools has different approaches and models according to the characteristics of each school. Islamic Junior High School Al-Hijrah uses the Ralph Tyler curriculum model, which emphasizes the stages of goal planning, determining and organizing learning experiences, and evaluation. In its development, the school also applies the principles of effectiveness and efficiency to ensure the achievement of learning objectives. The integration of Islamic Religious Education is carried out thru an integrated subject model, where IRE material is taught separately but still linked to themes in other subjects. Meanwhile, Islamic Junior High School Nurul Fadhliah is developing an integrated curriculum using Taba’s Inverted Model, which includes steps for needs diagnosis, educational goal formulation, selection and organization of learning experiences, evaluation, and implementation. The integration of Islamic Religious Education in this school is done thru the Connected Model, which involves linking IRE concepts with concepts within a single subject in a more detailed and systematic manner. As for Islamic Junior High School Nurul Ilmi, it implements the Rogers Interpersonal Relation Model, which focuses on the active participation of educators, the development of student competencies, and parental involvement thru various school activities such as parenting programs. Similarly to Islamic Junior High School Nurul Fadhliah, the integration of Islamic Religious Education at Islamic Junior High School Nurul Ilmi also uses the Connected Model, which links IRE concepts with the material within a single subject in detail, thus creating learning that is relevant, contextual, and aligned with students' needs and the school's vision.

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