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**Integrated Learning Model in Improvement
Learning Quality : The Qualitative study at SMP Negeri Aceh Besar**

Cut Nya'Dhin¹, Fuady², Basri³, Anwar⁴, Abubakar⁵

¹Cut Nya'Dhin adalah Dosen UIN Ar-Raniry, Banda Aceh, Indonesia

Email : cutnyadhin@ar-raniry.ac.id

²Fuady adalah Dosen Universiats Iskandar Muda, Aceh, Indonesia

Email : fuadyza45@gmail.com

³Basri adalah Dosen Universitas Ghafur, Sigli, Indonesia

Email : basri@unigha.ac.id

⁴Anwar adalah Dosen Universitas Serambi Mekkah, Banda Aceh, Indonesia

Email : anwar@serambimekkah.ac.id

⁵Abubakar adalah Dosen Universitas Serambi Mekkah, Banda Aceh, Indonesia

Email : abubakar@serambimekkah.ac.id

Abstract

This research aims to determine integrated learning policies and programs in improving the quality of student learning at SMPN 3 Ingin Jaya, The research method used is a qualitative method, Metode dalam penelitian yang digunakan adalah metode kualitatif, research procedures that use descriptive data in the form of written or spoken words from people and actors observed through observations and interviews. The research subjects were the principal, 2 teachers and 3 3rd grade students. The research results show: 1) policies implemented in schools SMP 3 Ingin Jaya Where every student is obliged to memorize Joz 30 and have noble character, The learning model used at SMPN 3 Ingin Jaya is for tahfiz learning using the Talqin model, Meanwhile, for early learning, the problem best learning model is used.

INTRODUCTION

Integrated learning programs in SMPN 3 Ingin Jaya there are two religious subjects, namely the Tahfiz subject and the Diniyah subject. Tahfiz subjects are subjects that teach students about the sciences of recitation and memorizing verses of the Al-Quran. Meanwhile, the diniyah subject is a subject that teaches all about religion, for example how to perform prayers. This integrated learning is able to help and provide a deep and detailed understanding of the Islamic religion.

Based on the results of observations, researchers found, At the SMPN level in Aceh Besar there are 20 schools that use SPT, while at the elementary level there are 43 schools. This integrated learning does not only focus on religious learning but also combines it with science.

Integrated science learning is learning that allows students to apply scientific concepts and think rationally and allows students to care and be responsive to the environment and culture around them. In science learning, teachers should be able to

design and prepare learning that can motivate students so that students can understand and ask questions. The main characteristic of science learning is that it starts with a question or problem and is guided by the teacher's direction in exploring information, confirming with the knowledge already possessed and directing towards goals what is not yet understood.

According to Kesipudin and Hikmawati (2008:17-22) The subject integration learning model can encourage teachers to develop creativity because of the encouragement and demands in understanding the relationship between one material and another. Teachers are also required to have accuracy, analytical abilities, categorical abilities in order to understand the interrelationships and similarities of material and methodology.

Specific objectives as integrated details of the general objectives color and determine the direction of education and teaching in the form of a curriculum as well as color and determine the entire concept of education in an integrated learning system.

In line with the goals in the Islamic education process, namely ideals containing Islamic values to be achieved in education based on Islamic teachings in stages. The aim of Islamic education is the depiction of Islamic values that will be realized in the human person of the student at the end of the educational process. This also refers to the aim of education, namely creating God-fearing people.

Improving the Quality of Student Learning

Improving the quality of integrated learning requires the implementation of learning management that is very effective and efficient in order to function as an effort or use of strategies to utilize it in achieving goals that have been well planned in advance. Fatkuroji in the Journal of Islamic Education (2012) Good school management has a big influence on the quality of education. The challenge faced in developing national education today is quality educational services that can be enjoyed by all students. The development of quality education will be able to produce quality human resources as well. In integrated learning, this is more about direct application or practice after what they get during the learning process. One example is that students have Islamic attitudes or character. And can influence within community groups.

To implement integrated learning effectively and efficiently in an educational institution, educators need to implement learning through models that suit students and learning. One of them uses a scientific model and is suitable for use with integrated learning in order to improve the quality of student learning.

This model really requires students to be actively involved in the learning process and develop students' character. Students here are guided in understanding learning because it includes activities of observing, asking, trying, thinking broadly or reasoning, and communicating contained in this model which will be applied to the results of the final evaluation of the learning that has been implemented.

Integrated Learning in improving the quality of student learning

This integrated learning focuses on optimal student development. This educational model encourages students to be more active and independent in learning. Through integrated learning, students gain more experience in the learning process.

So it is hoped that it can increase students' abilities and become stronger about what they get during the learning process. Integrated learning is also an educational innovation which can be said to be a learning approach that involves several subjects at school with the aim of providing a very meaningful experience to students. The meaning here is that students will understand the concepts they get during learning through direct experience and connecting them with other concepts they already understand. From the explanation above, it can be concluded that integrated learning is a teaching and learning approach that involves several subjects to provide experience and meaning to students so that it can be useful for their lives. Basically, integrated learning is a system that allows students to be active and creative in exploring and discovering scientific and meaningful concepts..

RESEARCH METHODS

This research uses descriptive qualitative research. Descriptive qualitative is a description of research that reveals facts, the state of problem phenomena in the field based on the results of analysis or conditions that occurred while the research was taking place. The research subjects were the principal, teacher and 3 grade 3 students. The key information in this research was the researcher. In accordance with the characteristics of a qualitative approach, one of which is as a key instrument, with that, researchers in the field are absolutely present or directly involved in conducting research.

The technique used by researchers in collecting data uses the following data collection techniques. observasi, wawancara, dokumentasi. In this case the researcher used observation sheets, interview sheets, and documentation sheets. To make it easier for researchers to carry out data analysis, researchers will carry out data reduction, presentation and drawing conclusions.

1. Data reduction, data obtained by grouping data and making categorizations according to what researchers get in the field.
2. Presentation of data, presentation of data in accordance with what is the answer or result of what has been obtained, such as from the results of observations, the researcher will sort the observations first to arrange the results of observations, interviews and documentation.
3. Drawing conclusions, existing conclusions can answer the entire research question that has been formulated from the start

HASIL PENELITIAN

1. Integrated learning policies and programs can improve the quality of student learning at SMPN 3 Ingin Jaya, Researchers will describe several sub-themes related to integrated learning policies and programs that can improve the quality of student

learning, including the planning stage, implementation stage, and evaluation stage. The sub themes are as follows:

a. Planning

The first question asked to the principal, tahfiz teacher and diniyah teacher was what policies did the principal implement so that integrated learning could improve the quality of student learning?

The first question asked to the principal, tahfiz teacher and diniyah teacher was what policies did the principal implement so that integrated learning could improve the quality of student learning?.

Headmaster: "follows the policies implemented by the regent such as making junior high schools on the same level as IT junior high schools that is, every child has memorized juz 30 and has good morals. For SMPN in Aceh Besar there are 20 schools that use SPT while for elementary schools there are 43 schools. And for the policies implemented at school follows the rules, as well as the selection of tahfiz and diniyah teachers Those selected must be truly competent."

Tahfiz teacher: "The policy implemented at this school is on discipline teacher, then when selecting new students the school has requirements The important thing is to be able to read the Koran." Diniyah teacher: "the policy made by the school is in accordance with The rule set previously is to have a minimum memorization target juz 30 and have akhlakul karimah."

Diniyah teacher: "The policy made by the school is in accordance with The rule set previously is to have a minimum memorization target juz 30 and have akhlakul karimah."

From the answers above it can be concluded that all integrated learning program policies made by the Regent of Aceh Besar have been implemented well. And the students were very enthusiastic about taking part in the program. It has been proven that many students excel and some have memorized several surahs to the point that some have memorized more than the target set. For example, there are 4 3rd grade students who have memorized more than one juz. 2 people memorized 2 juz, 1 person 3 juz and 1 person 5 juz.

From the answer above it can be concluded that in the first stage before learning begins there is a roster of diniyah and tahfiz. And implementation from morning to afternoon. Both teachers must have the teaching tools or curriculum references they use. Material taught for the Diniyah and Tahfiz programs. Furthermore, there is supervision of class visits. Then there are books and scriptures as teaching references.

4. Implementation Stage

Then the next question the researcher asked was: What must be prepared before implementing the planned integrated learning?, Principal: "As said before, there is a roster learning before the teaching and learning process is implemented, then there are

references to handbooks and books" Tahfiz teacher: "There is a tahfiz learning roster before learning and bringing the Qur'an"

Diniyah teacher: "What I prepare before learning is first there is a handbook or book. The book used is the book fardhuin".

From the answer above, it can be concluded that there is a curriculum, a learning roster before the teaching and learning process is carried out, then there are references to handbooks and books and the AlQuran. Then the next question the researcher asked was: What is the integrated learning model that has been planned before teaching?

Principal: "The model applied is based on which one is more easy for teachers to use or according to student needs in the process learn how to teach."Guru tahfiz :

"model pembelajarannya yaitu tajwid, tulis, hafal. untuk pembelajaran ini harus berdasarkan pada kemampuan siswa tidak bisa di paksakan untuk mencapai target yang ditetapkan akan tetapi siswa harus dengan tahap demi tahap seperti model nya Talqin yaitu seorang ustazah membaca ayat Al-Quran untuk kemudian diikuti oleh para muridnya"

"The learning model is recitation, writing, memorizing. For This learning must be based on students' abilities force to achieve the targets set, but students must step by step, like Talqin's model, namely an ustazah reading verses from the Koran for his students to follow."

Diniyah teacher: "a model that suits students' needs, here using the problem best learning model. Problem learning model best learning is a learning model that provides a problem for students related to the material discussed, then participants learn to solve the problem. This learning model helps students to think critically and students to easily remember the material.

From the answers above it can be concluded that the integrated learning model applied in these educational institutions is for tahfiz learning using the Talqin learning model, namely an ustazah or teacher reads verses of the Al-Quran then students follow the reading read by the ustazah, while for diniyah learning using the model Problem best learning is a learning model that gives students a problem related to the material being taught, then the students try to solve the problem and are assisted by the teacher.

Then the next question the researcher asked was: What is the process of implementing integrated learning in educational institutions?. Principal: "The implementation time is from morning to evening, however In this Covid pandemic there has been a change, namely implementation from the morning until noon. The tahfiz takes 4 hours and the diniyah takes 4 hours a week, each teacher gets an allocation of 3 lessons. So that's all. These Tahfiz and Diniyah teachers were recruited by the Education Department. "43. Tahfiz teacher: "now the implementation of integrated learning is only on during the day before the pandemic it was implemented until the afternoon" 44, Diniyah teacher: "When integrated learning is implemented only until noon due to the Covid pandemic factor".

From the answer above it can be concluded that "the implementation time during this pandemic has changed the schedule so the implementation is from morning to afternoon. Before the pandemic, the implementation was from morning to evening or

full day. Implementing 4 hours of tahfiz and 4 hours of diniyah lessons a week, each teacher gets 3 lessons.

a. Evaluation stage

From the answer above it can be concluded that "the implementation time during this pandemic has changed the schedule so the implementation is from morning to afternoon. Before the pandemic, the implementation was from morning to evening or full day. Implementing 4 hours of tahfiz and 4 hours of diniyah lessons a week, each teacher gets 3 lessons.

Principal: "that is by supervising the class then from deposits the values are memorized by the teacher and we know what the level of ability is child. And teachers give accurate grades. And those who can't yet, "It can't be made or isn't finished yet" Tahfiz teacher: "assessment is done by yourself, reading fluency. Al-Qur'an, Tajweed. The assessment is done like my own memorization deposit, then I listen.". Diniyah teacher: "The final result of student competency achievement is made like report sheet but not combined with knowledge scores general".

DISCUSSION

1. Integrated learning policies and programs can improve the quality of student learning at SMPN 3 Ingin Jaya

The Regent's policy regarding SPT is extraordinary and very beneficial for students so that it can improve student achievement up to district level. By implementing this integrated learning system program, the results for educational institutions and for the students themselves are extraordinary, especially in religious learning and it really helps children in learning the Koran so that they understand the science of tajwid, and the most important thing is the formation of morals. karimah, as well as teaching how to worship properly. And the hope of educational institutions is that this program will continue even if regents change. The results of this integrated learning are that children are now more competent in the field of religion, not only in the field of cognitive (knowledge), now the children's affective skills are extraordinary. There are several stages before implementing integrated learning.

There are several learning models, but the one used at SMPN 3 Ingin Jaya school is for tahfiz learning using a model, namely the Talqin learning model, namely an ustazah or teacher reads verses of the Koran then students follow the reading read by the ustazah, while for diniyah learning using the Learning model problem best learning. In the problem best learning model by Noly Shofiyah (2018), it is a learning model that introduces students to providing a problem for students to solve, and can build creativity and knowledge in solving problems.

Implementing 4 hours of tahfiz and 4 hours of diniyah lessons a week, each teacher gets 3 lessons. The implementation of integrated learning is now experiencing changes to the learning schedule, during this pandemic it is implemented from morning to afternoon. Before the pandemic, the implementation was from morning to evening.

All tahfiz teachers and diniyah teachers were recruited by the Aceh Besar education service.

In the early days of implementing integrated learning, there were problems, the problem was financing. It is very difficult to find competent teachers. And assistance from the regent is very minimal. Until finally looking for a way to implement the program, the principal looked for ideas with the committee and parents to find a solution together. To implement this program. And it helps with the support of the student's parents to find ustad, ustazah who are competent in teaching tahfiz learning and diniyah learning. However, for now there are no more obstacles because now Alhamdulillah has been funded by the department so it really helps the teacher. However, the current problem is that during the pandemic, children cannot study full day, parents and guardians hope that their children can study like before the pandemic.

This integrated learning program is very important for educational institutions, teaching staff and students. Religious learning really helps children in learning the Koran so that they already understand the science of recitation and can already understand several short surahs and even exceed the previously determined target. And the hope of educational institutions is that this program will continue even if regents change. The results of this integrated learning, children are now more competent in the field of religion, not only in the cognitive (knowledge) field, the affective field of children is also extraordinary.

Students at SMPN 3 Ingin Jaya have almost met the integrated learning targets set by the education office. For tahfiz learning, it has reached 40%-50%, while 80% of tahfiz learning has met the target. Because learning tahfiz takes time in the process of memorizing the Al-Qur'an and children's abilities also vary, it cannot be forced. Unlike the case with Diniyah learning, Diniyah learning does not only focus on the material but also provides practical examples to provide students with a full understanding of the material being taught. Procurement of facilities and infrastructure to support integrated learning at SMPN 3 Ingin Jaya is as in the early learning using the fardhuin book.

2. Opportunities and challenges for integrated learning in improving the quality of student learning at SMPN 3 Ingin Jaya

The opportunity with the implementation of an integrated learning system is firstly for students, namely that it can help students in providing full learning about the Al-Qur'an, secondly for teachers, namely that there are opportunities for teaching vacancies for ustaz or ustazah dayah who can teach at school so it will really help the teacher's economy. . Third, education can produce students who can read and memorize the Al-Qur'an and have Islamic character.

The challenge for educational institutions is to be able to maintain integrated learning so that it can continue to improve. This will influence the quality of educational institutions in the future so that it becomes better. Meanwhile, the challenge for teachers

is that each student has different abilities so it takes longer for students to understand. And during this pandemic, children's learning was very limited in face-to-face meetings and online so that their learning was not perfect.

CONCLUSION

Based on the results of research regarding the integrated learning model in improving the quality of student learning at SMPN 3 Ingin Jaya, the following conclusions can be drawn:

1. Integrated learning policies and programs can improve the quality of student learning at SMPN 3 Ingin Jaya, namely first: thoroughly following the policies that have been made by the Regent and the Education Department, such as making junior high schools on the same level as IT SMP, namely that every child has to memorize them. juz 30 and have good morals. Meanwhile, the policies made by the school principal for this institution are the policy of following regulations, discipline in work and the selection of selected tahfiz and diniyah teachers who must be truly competent.
2. Implementation of integrated learning policies in improving the quality of student learning at SMPN 3 Ingin Jaya, namely. Implementing 4 hours of tahfiz and 4 hours of diniyah lessons a week, each teacher gets 3 lessons. The implementation of integrated learning is now experiencing changes to the learning schedule, during this pandemic it is implemented from morning to afternoon. Before the pandemic, the implementation was from morning to evening. The learning model used at SMPN 3 Ingin Jaya school is for tahfiz learning using a model, namely the Talqin learning model, while for diniyah learning using the problem best learning model.
3. Opportunities and challenges for integrated learning in improving the quality of student learning at SMPN 3 Ingin Jaya, namely first: for students, namely being able to help provide learning about the Al-Qur'an as a whole, second: for teachers, namely the opportunity for teaching vacancies for ustaz or ustazah dayah who can teach at school so it really helps the teacher's economy. Third: namely, education can produce students who can read and memorize the Al-Qur'an and have Islamic character. The challenge for educational institutions is to be able to maintain integrated learning so that it can continue to improve, influencing the quality of educational institutions in the future so that it becomes better. Meanwhile, the challenge for teachers is that each student has different abilities so it takes longer for students to understand.

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