



Analysis of the Implementation of the All One System Curriculum and Correlated Curriculum in the Organization of the Islamic Religious Education Curriculum at SDIT Nurul Islam Pare

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The development of science in the era of globalization has had a major impact on the world of education in Indonesia. Globalization not only has a positive impact, but also has a negative impact on the nation's generation. One example of the negative impact of globalization is the degradation of character and morals. This moral degradation is also found among students today. This is of course the main focus of Indonesian education at the moment, where Indonesian education not only produces a generation that is intelligent but also has moral character and noble character. The current moral collapse of students makes the responsibility for Islamic religious education even higher. Therefore, Islamic education should be provided and applied to every aspect of learning activities or processes. Of course, the implementation of Islamic religious education in all these aspects must be well planned and organized in a school's curriculum. This research focuses on how the implementation of the Islamic religious education curriculum organization model occurs at SDIT Nurul Iman Pare. This research includes qualitative research using a descriptive approach. Data collection in this research uses interview techniques which will later be analyzed using interactive analysis according to Miles and Huberman. The results of this research explain that SDIT Nurul Islam Pare has organized the PAI curriculum well. This can be seen through the combination of two curriculum organization models, namely All in One System Curriculum and Correlated Curriculum. The aim of combining the two models is to make it easier for students to achieve learning goals. The implementation of these two models certainly requires good collaboration between teachers.

Key words: Curriculum organization, Islamic religious education, PAI.

INTRODUCTION

The increasingly rapid development of science and technology has led to changes in the curriculum in Indonesian education. The increasingly complex needs of students are also one of the driving factors in making curriculum changes. It is hoped that the curriculum changes will meet the needs of students and provide a platform for students to continue to maximize their potential.¹

The development of science in this era of globalization certainly has a big impact on students. Globalization does not only have a positive impact on the development of science. However, it cannot be denied that globalization also has negative impacts such as moral and moral degradation. Moral and moral degradation is a decline or decline in morals and morals experienced by the Indonesian generation. This moral degradation is also found among students today. This is of course the main focus of Indonesian education at the moment, where Indonesian education not only produces an intelligent generation but also has moral character and noble character.

Meanwhile, Islamic religious education, which is considered as one of the aspects that can overcome these problems, has in fact not been able to provide the best solution. The current moral collapse of students makes the responsibility for Islamic religious education even higher. However, one thing that needs to be remembered and underlined is that the formation of students' character and morals does not only focus on the role of Islamic Religious Education (PAI) teachers and Islamic Religious Education (PAI) subjects. Islamic religious education should not only be given during Islamic Religious Education (PAI) subject learning, but Islamic religious education must always be present in every process and learning activity of students at school, so that students can continue to adhere to morals and good morals in the midst of learning. very strong globalization. Therefore, the implementation of Islamic religious education in all aspects must be well planned and structured in a school's curriculum.

The implementation of Islamic religious education in the curriculum certainly requires good organization, so that this can help organize and manage the implementation of the Islamic religious education curriculum in schools. Amirullah explained that curriculum organization is one of the main aspects in developing a curriculum.² Therefore, the organization of the Islamic religious education curriculum in a school must be planned well so that it can facilitate the achievement of learning objectives.³

¹ Wahyu Aprilia, "Organisasi Dan Desain Pengembangan Kurikulum," *Islamika : Jurnal Keislaman Dan Ilmu Pendidikan* 02, no. 02 (2020): 221.

² Yoespie Amirullah Arief and Hamami Tasman, "Organization Anda Design of Development of Islamic Religious Education in Indonesia," *Jurnal At-Ta'dib* 15, no. 01 (2020): 20.

³ Aset Sugiana, "Proses Pengembangan Organisasi Kurikulum Di Indonesia," *El-Hikmah : Jurnal Kajian Dan Penelitian Pendidikan Islam* 12, no. 1 (2018): 91.

The application of Islamic religious education to every activity and learning process in class has been implemented by SDIT Nurul Iman Pare. In the formation of the PAI curriculum organization, SDIT Nurul Iman Pare involved all teachers so that Islamic religious education was not only obtained by students when studying PAI subjects, but they could receive Islamic religious learning in every activity and learning process they carried out at school. The PAI curriculum organization at SDIT Nurul Iman Pare is also unique, namely by combining two PAI curriculum organization models. Of course, this becomes more interesting to study in more depth.

This research focuses on how the implementation of the PAI curriculum organization model occurred at SDIT Nurul Iman Pare. Apart from that, researchers will also conduct an analysis of how PAI teachers collaborate with other teachers in delivering PAI material in each student's learning activity. It is hoped that the results of this research can become reference material for PAI teachers or parties involved in developing PAI curriculum organizations in schools.

Methods

This research includes qualitative research using a descriptive approach, where the author will explain the results of the analysis of the object of discussion studied descriptively. Data collection in this research used interview techniques. Meanwhile, data analysis from the results of this research uses interactive analysis according to Miles and Huberman, which includes data reduction, data presentation and drawing conclusions.⁴

Result

Model Pengorganisasian Kurikulum PAI

In achieving learning goals, curriculum organization has a very important role. Curriculum organization is useful as a guide in carrying out the learning process. This is because the curriculum organization also determines the aspects needed in the learning process. Apart from that, curriculum organization can also be used as a method or step to determine the learning experiences that an educational institution wants to implement.⁵

Curriculum organization can also be interpreted as a series of learning programs implemented to realize learning objectives.⁶ Curriculum organization is a curriculum design or pattern that is used to make it easier for students to accept and carry out the learning process so

⁴ Agus Zaenul Fitri and Nik Haryanti, *Metodologi Penelitian Pendidikan* (Malang: Madani Media, 2020).

⁵ Sukiman, *Pengembangan Kurikulum : Teori Dan Praktik Pada Perguruan* (Yogyakarta: Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga, 2013).

⁶ Sandi Aji Wahyu Utomo and Wida Nurul Azizah, "Analisis Organisasi Kurikulum Anak Usia Kelas Awal Sekolah Dasar (SD) Atau Madrasah Ibtidaiyah (MI)," *Jurnal Pancar* 02, no. 01 (2018): 20.

that learning objectives can be achieved.⁷ Apart from making it easier for students to achieve learning goals, curriculum organization also functions as a supporter of achieving the mission of an educational institution.⁸ From the several definitions above, if correlated with PAI, it can be concluded that what is meant by PAI curriculum organization is a pattern, structure and design of PAI learning which is used as a guide for implementing PAI learning in schools..

Struktur Organisasi Kurikulum PAI

In the PAI curriculum organization there are two structures, namely a horizontal structure and a vertical structure.⁹ The horizontal structure is the organizational structure of the curriculum which is related to the form of preparation of learning materials that will be delivered to students. Meanwhile, what is meant by vertical structure is the organizational structure of the curriculum which is related to the problem of the curriculum implementation system in schools.

Struktur Horizontal

The horizontal structure in a curriculum consists of several forms, such as: Separated Subject Curriculum (separate subject curriculum), Correlated Curriculum (correlated curriculum), All in One System (one unit curriculum) and Integrated Curriculum.¹⁰

Separated Subject Curriculum can be interpreted as a curriculum with separate PAI subjects, even though basically they are still in the PAI family. This curriculum has often been used in Islamic educational institutions from the past until now. For example, in madrasah institutions there are subjects of Al-Qur'an Hadith, History of Islamic Culture, Jurisprudence, Aqidah Akhlak. Basically all these subjects are included in the PAI family, but in the Separated Subject Curriculum these lessons stand alone and tend to have no connection with each other. This Separated Subject Curriculum has several advantages, including: the subject matter is arranged systematically, planning and implementation and evaluation of this curriculum can be done easily, the teacher only needs to study and deepen one lesson. Even though the Separated Subject Curriculum has long been used in organizing the PAI curriculum, it cannot be denied that this curriculum organization causes students not to know the correlation between PAI subjects because the material is given separately. Apart from that, this curriculum is subject centered which focuses on

⁷ Supriadi, "Pengorganisasian Kurikulum Pendidikan Agama Islam Dan Budi Pekerti SMA Negeri 8 Bermuatan Keilmuan Integrasi Interkoneksi," *Jurnal Liaison Academia and Society* 01, no. 01 (2022): 331.

⁸ Rasyid Alwani and Nailurrohmah Khoiri, "Model Organisasi Dan Desain Kurikulum PAI Si Indonesia," *Jurnal Ilmu Pendidikan* 05, no. 05 (2023): 1928.

⁹ Rofyatun and Afifurahman, "Organisasi Dan Struktur Kurikulum Pendidikan Islam," *Jurnal Ta'limuna* 09, no. 03 (2019): 29.

¹⁰ Ghamal Sholeh Utomo and Tasman Hamami, "Organisasi Dan Desain Kurikulum PAI," *Jurnal At-Takfir* 02, no. 02 (2020): 146–49.

the subject, so that the role of students becomes passive.

Correlated Curriculum can be interpreted as a correlated curriculum. The point is that this curriculum organization connects one subject with other related subjects. This Correlated Curriculum connects several subjects, both subjects included in the PAI family and other general subjects. However, even though the Correlated Curriculum combines several lessons that have a relationship or connection, this is done without losing the identity of each lesson. From this explanation, Correlated Curriculum can be categorized into two forms, namely systematic correlation and incidental correlation.¹¹ Systematic correlation is a relationship between subject matter carried out systematically and planned. For example, PAI teachers collaborate with mathematics teachers to plan collaboration regarding zakat calculation material. So, in mathematics lessons, mathematics teachers can present questions about zakat calculations. Likewise, regarding zakat calculation material, PAI teachers can teach students about mathematics material so that they can solve the problem. Meanwhile, what is meant by incidental correlation is that there is a relationship between one subject and another subject that is related and occurs by chance and is not planned beforehand. Correlated Curriculum can provide interrelated knowledge so that students can understand it well and are considered more efficient in terms of time and energy. However, curriculum planning in the Correlated Curriculum is a little difficult to do considering the large and dense material that will be presented.

The All in One System curriculum is a form of curriculum that consists of various subject branches presented in one subject. For example, lessons on Al-Qur'an Hadith, History of Islamic Culture, Fiqh, Aqidah Akhlak. This curriculum organization is often used in public schools such as elementary, middle, high school/vocational schools. The implementation of the All in One System curriculum in the learning process is considered to be much more efficient because several lesson branches will be combined into one lesson so that children's knowledge becomes more complete and not fragmented. This curriculum prioritizes understanding the meaning and principles of the subject matter. However, in practice, the All in One System curriculum requires teachers who can understand a lot of material from certain subject groups. Apart from that, the material presented is not very detailed when compared to the lesson material in the Separated Subject Curriculum curriculum organization.

Integrated Curriculum is a theme-based form of curriculum organization. This Integrated Curriculum combines all subjects which are focused on a certain theme so that the boundaries between subjects no longer exist. This curriculum organization has been used in schools today

¹¹ Rasyid Alwani and Nailurrohmah Khoiri, "Model Organisasi Dan Desain Kurikulum PAI Di Indonesia," *Jurnal Ilmu Pendidikan* 05, no. 05 (2023): 1930.

which are often known as thematic lessons, which are thematic which combines several subjects that have merged into one.

Struktur Vertikal

The vertical structure is the organizational structure of the curriculum which is related to the problem of the curriculum implementation system in schools. The curriculum organization is related to the vertical structure, namely :¹² First, the class system. The application of the curriculum in the class system can be carried out through several classes according to certain levels. For example, at the elementary school level, it consists of grades 1 to grade 6; At the junior high school level there are 3 classes, namely classes 7, 8, and 9; and at the high school and equivalent level there are also 3 classes, namely classes 10, 11, and 12. Using this class system can make it easier for teachers to plan curriculum organization because it can be adapted to classes at certain levels, so that lesson material can be arranged and delivered systematically. Second, time allocation for each subject, and the time unit system. This time allocation concerns the time allocated for each lesson. In the independent curriculum, PAI subjects have a time allocation of 3 JP per week or around 1 hour 45 minutes. This time allocation can also be adjusted to suit student needs. Third, the time unit system. This time unit system is known as the semester system. The semester system is divided into two, namely odd semester and even semester. In organizing the curriculum, you must pay attention to this time unit system because teachers must manage the time allocation for PAI lessons so that the material can be delivered completely to students before the semester ends.

Discussion

Implementasi Pengorganisasian Kurikulum PAI SDIT Nurul Islam Pare

In order to achieve learning objectives, the curriculum organization must be created and designed as well as possible. Curriculum organization is not only carried out in general, but curriculum organization must be carried out in each subject. Likewise with PAI subjects which also require curriculum organization so that PAI learning can run well, and learning objectives can be realized. In the PAI realm, there are two curriculum organization models that are often used in schools. The two models are Separated Subject Curriculum and All in One System.

Separated Subject Curriculum is more widely used in Islamic-based schools or madrasas. For example, the subjects Al-Qur'an Hadith, Aqidah Akhlak, Fiqh, SKI stand alone even though all these subjects are included in the realm of PAI. In contrast, the All in One System Curriculum is a curriculum organization that combines several related subjects into one subject. For example,

¹² Edo Alvizar Dayusman, "Pola Modern Organisasi Kurikulum Pendidikan Agama Islam," *Jurnal Idarah Tarbamiyah* 04, no. 02 (2023): 126–27.

the subjects of Al-Qur'an Hadith, Aqidah Akhlak, Fiqh, SKI will be included in one subject called PAI subjects. The All in One System is widely used in PAI curriculum organizations in public schools (SD, SMP, SMA). However, it does not rule out the possibility that other curriculum organization models will also be used in the PAI curriculum in schools. Where this can be found in the PAI curriculum organization used at SDIT Nurul Islam Pare.

Initially, SDIT Nurul Islam Pare only used one curriculum organization model, namely the Separated Subject Curriculum. So the PAI class lessons at SDIT Nurul Islam Pare are divided into several subjects, such as Al-Qur'an Hadith, Aqidah Akhlak, Jurisprudence, SKI. However, the PAI curriculum organization used at SDIT Nurul Islam Pare changed to a curriculum that collaborates two curriculum organization models, namely All in One System Curriculum and Correlated Curriculum. This is influenced by several factors, including: First, because SDIT Nurul Islam Pare is an Islamic elementary school, basically PAI learning is not only carried out during PAI subjects. However, there is a lot of familiarization that allows students to better understand PAI material. These habits include: Duha prayers, memorization, recitations, and other religious practices. Therefore, students' needs regarding PAI can be met with religious habits and practices outside PAI lessons. Second, if the PAI curriculum at SDIT Nurul Islam Pare continues to use the Separated Subject Curriculum and adds a lot of PAI familiarization that must be carried out, then the student's learning load will be higher. This causes students not to be able to participate in all learning well and optimally. Third, based on the results of surveys and interviews with parents/guardians of students, it can be concluded that PAI curriculum organizations should use the All in One System Curriculum rather than using the Separated Subject Curriculum. Using the All in One Curriculum System can reduce students' learning burden at school.

From the several factors above, it can be concluded that in an effort to reorganize the PAI curriculum, SDIT Nurul Islam Pare has made considerations using several curriculum organization procedures such as: procedures for student interests and needs, error study procedures, and survey and interview procedures. Due to several shortcomings in the implementation of the Separated Subject Curriculum and careful consideration, the PAI curriculum organization at SDIT Nurul Islam Pare was changed to All in One System Curriculum and Correlated Curriculum. The organizational changes to the PAI curriculum are also in line with the current independent curriculum, where the learning process must be more student-centered.

If viewed based on the horizontal structure, the PAI curriculum organization at SDIT Nurul Islam Pare uses the All in One System Curriculum and Correlated Curriculum. The aim of combining these two curriculum organization models is so that students can explore Islamic religious material in every learning process and activity at school even though various branches of

PAI subjects are only presented in one subject. The application of the All in One System Curriculum model in the PAI curriculum organization at SDIT Nurul Islam Pare is basically the same as other schools. However, the PAI materials are correlated with each other. The correlation of PAI material is not only carried out between materials in the PAI group (for example: fiqh material is correlated with SKI material), but this correlation is also used in other general subjects (for example: science with PAI). Therefore, for the sake of implementing the Correlated Curriculum, PAI SDIT teacher Nurul Islam Pare formed a curriculum organization design together with the principal, head of curriculum, and class teachers. So it can be concluded that SDIT Nurul Islam Pare uses a Correlated Curriculum in the form of systematic correlation because the correlation between subjects has been arranged and designed in such a way.

PAI correlation can be done between one PAI material and another PAI material. For example, in the Hajj chapter in the Islamic jurisprudence material, the teacher can correlate it with material from the Al-Qur'an, Hadith, Aqidah Akhlak, and SKI. The teacher can explain the arguments related to the Hajj chapter as a form of correlation with the Al-Qur'an hadith. The teacher can explain the etiquette that a Muslim must maintain when performing the Hajj as a form of correlation with the material on moral beliefs. The teacher can also explain the history of the order to perform the Hajj as a form of correlation with the SKI material. Apart from that, PAI material can also be correlated with other subjects. For example, in mathematics lessons the teacher can explain that many Islamic figures are experts in mathematics. In science lessons in the chapter on living creatures, for example, the teacher can explain that all living creatures are God's creation because God has the nature of al-Khaliq (Allah is the Creator). In the PKN lesson in the chapter on religious diversity in Indonesia, the teacher can explain that there are arguments that explain a Muslim's attitude towards religious diversity, as in Q.S. al-Kafirun : 6. In social studies lessons about social diversity, the teacher can explain the stories of the apostle and his companions who still respected each other despite social differences and diversity. In Indonesian language lessons, teachers can present Islamic literature that can be read by their students.

Based on the explanation above, it can be concluded that if we look at the horizontal structure of the curriculum organization, SDIT Nurul Islam Pare uses the All in One System Curriculum and Correlated Curriculum models in the PAI curriculum. If viewed based on the vertical structure (class system, time allocation and time unit system), the class system at SDIT Nurul Islam Pare has 6 class levels, starting from class 1 to class 6, consisting of around 20 students in each class. Each class consists of around 2-3 study groups. The time allocation for PAI subjects at SDIT Nurul Islam Pare consists of 3 JP with details of 2 JP for delivering PAI material and 1 JP for memorization and deposit activities. SDIT Nurul Islam Pare also uses this time unit system

for summative evaluation, namely the implementation of UTS and UAS. UTS and UAS are carried out using written tests and non-tests (practice according to the material).

Conclusion

SDIT Nurul Islam Pare has organized the PAI curriculum well. The organization of the PAI curriculum at SDIT Nurul Islam Pare has been based on and in accordance with appropriate procedures and steps. The organization of the PAI curriculum at SDIT Nurul Islam Pare really pays attention to the needs of its students. This can be seen through the combination of two curriculum organization models, namely All in One System Curriculum and Correlated Curriculum. The aim of combining the two models is to make it easier for students to achieve learning goals. The implementation of these two models certainly requires good collaboration between teachers. This collaboration can be done by inserting PAI material into every learning process at school. So it can be concluded that the values of Islamic religious education have been implemented in every activity and learning process at SDIT Nurul Islam Pare.

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