Management of Integration Education Curriculum Integrated at Insan Qurani Mulia Islamic Integrated Middle School

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Abstract

Ideally, education should not only produce intellectually intelligent individuals but also contribute positively to their social environment. One of the causes of the low impact of education on the social environment is the moral degradation that occurs among students. In response to this condition, the Integrated Islamic School is present as an alternative educational institution that is able to integrate mastery of science and technology with a strong foundation in religious education. This study aims to describe the management of integrated education curriculum integration at the Integrated Islamic Junior High School Insan Qurani Mulia in terms of program and activity management, human resources, and facilities and infrastructure. This research is a descriptive qualitative study with data collection using interview, observation, and documentation methods. Data analysis uses data reduction, data presentation, and drawing conclusions. The results show that in the aspect of program and activity management, planning begins with an annual meeting to determine the integration model and its objectives, followed by organization with the preparation of a schedule and implementation of integrated learning based on Islamic values, and supervision through direct evaluation, performance reporting, and assessment of learning outcomes. In human resource management, planning is focused on identifying human resource needs and development, organizing through task division and coordination, implementation through selection, probation, training, mentoring, and assignments, and supervision through routine evaluations, discussion forums, and coaching. In the management of facilities and infrastructure, planning is carried out to identify the required facilities, organization includes data collection, budgeting, and scheduling of procurement and maintenance, implementation of multifunctional facility utilization with an integrated system, and supervision through periodic checks and repairs. Researchers can conclude that the curriculum integration management carried out at SMPIT Insan Qurani Mulia is packaged in an integrated curriculum by collaborating the Al-Quran curriculum, the National curriculum and the Special Curriculum of Integrated Islamic Schools. The management is carried out through four main management functions, namely planning, organizing, implementing and supervising.

Keywords: Management; Curriculum Integration; Integrated Education

Introduction

The progress of a country is largely determined by its education system in preparing intelligent human resources, both scientifically, emotionally and spiritually. This is in line with the objectives of National Education as stated in Law No. 20 of 2003, Article (3) concerning the National Education System, namely that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation, aiming to develop the potential of students to become people who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Education in Indonesia places moral education as one of its primary missions (Soedijarto, 2009). Moral education is the cultivation, development, and formation of noble morals within an individual. Moral education is a behavioral virtue that must be practiced by an individual, cultivated, and cultivated from childhood to adulthood. A person's morals can be nurtured and developed to a perfect level of development through the educational process (Surur, 2020).

According to worldtop.org in terms of *world best education system*, education in Indonesia ranks 67th out of 203 countries in 2024, referring to the influence of the education system on economic development and the social environment. One factor contributing to the still low impact of education on the social environment is the moral degradation that often occurs among students. According to Al-Majid (2019), moral degradation is a serious problem currently experienced in the world of Indonesian education. Social deviations ranging from small things, such as wearing inappropriate clothing for students, arriving late, drinking alcohol, promiscuity, drug use, brawls, violence, to major things such as the occurrence of murder cases in the world of Indonesian education today can be easily seen through various media.

In response to the above conditions, educational institutions in Indonesia continue to make improvements to minimize the rampant moral degradation that is occurring through reforming the education system. The Indonesian education system has historically experienced a dichotomy between religious and general knowledge in schools, resulting in educational institutions in Indonesia being unable to produce graduates with well-rounded personalities. This is known as the dualism of the national education system (Yusuf et al., 2021). In response to this situation, Integrated Islamic Schools (SIT), under the auspices of JSIT (Integrated Islamic School Network), emerged as an alternative educational institution capable of integrating mastery of science and technology with a strong foundation in religious education.

In the implementation of education, Integrated Islamic Schools have a distinctive characteristic, namely a curriculum that combines (integrates) science and technology and religious knowledge in balanced portions. Laying the foundations of religious education is the responsibility of parents and also of teachers, the community, and the government through various educational institutions. Through Integrated Islamic Schools, moral improvement using a Quran-based educational approach is not only part of the process of developing noble character, but is also expected to serve as a primary foundation for enhancing the dignity and standing of students as children of the nation (Hakim, 2014).

Insan Qurani Mulia Integrated Islamic Junior High School (SMPIT IQM) is one of the formal educational institutions in Central Lombok Regency which organizes an integrated education system by directly integrating three curricula, namely the government curriculum, the special curriculum of the integrated Islamic school network and the Al-Quran curriculum. This integrated learning can create a comprehensive understanding for students in studying a subject, both from a religious and science-technology perspective (Gade, 2020). This study describes how the integrated education curriculum is managed at Insan Qurani Mulia Integrated Islamic Middle School, in terms of program and activity management, human resource management, and facility and infrastructure management.

Research Methods

This research uses a descriptive qualitative approach with a case study method. The research procedure begins with problem identification, theoretical review and conceptual framework development, research method determination, data collection, data analysis and interpretation, and research report preparation (Sugiyono, 2019). The type of data collected is qualitative, consisting of primary and secondary data. Data collection techniques were carried out through observation, interviews, and documentation studies. Data analysis was carried out using techniques developed by Miles et al. (2014) through the stages of data reduction, data presentation, and conclusion drawing. Data validity was checked by meeting four criteria: credibility, transferability, dependability, and confirmability (Guba and Lincoln, 1985).

Results and Discussion

A. Program and Activity Management

The word management etymologically comes from Old French, namely "management".*mĕnagement*" which means the art of implementing and organizing. The term management actually refers to the process of carrying out activities that are completed efficiently with and through the empowerment of others (Rahman and Zulkhairi, 2019). The planning management process at SMPIT IQM is carried out systematically, participatory, and continuously to meet the needs of students, teachers, and all school stakeholders. SMPIT IQM has formulated a general educational policy direction with an Islamic values approach as the core, which is then integrated into the national and religious curriculum. This is in line with the theory put forward by Terry and Leslie (2025), namely, Planning are steps that are arranged based on thought and used to achieve goals. This means that planning involves preparing various needs, carefully estimating any obstacles that may be faced, and to achieve goals, it is necessary to formulate a form of activity implementation.

Planning has a significant impact on the success or failure of an activity. Therefore, good work is work that is planned and executed according to plan (Sabila and Rahmalia, 2024). The foundation, together with school management, develops strategic planning through an annual deliberation forum involving the principal, curriculum team, and teacher representatives. This plan includes an integrative vision, program achievement indicators, and synergy between academic, spiritual, and character aspects. All program and activity planning involves identifying challenges and analyzing actual needs, both academic and non-academic, and is outlined in the Annual Work Plan (RKT) document, which serves as a reference for implementation and periodic monitoring and evaluation.

In its organization, SMPIT IQM established an integrated coordination structure between the foundation, principal, curriculum team, Islamic boarding school supervisors, and parents. The coordination pattern between the foundation, school, and Islamic boarding school is both vertical and horizontal. The foundation provides strategic direction and evaluation, while the school and Islamic boarding school translate these directions into daily technical programs that include a daily schedule of activities. Coordination is carried out periodically through monthly meetings, performance reports, and supervision of Islamic boarding schools and schools.

The implementation of programs and activities at SMPIT IQM prioritizes the integration of academic aspects and Islamic values. Teachers not only teach subject content but also incorporate the values of monotheism, morality, and worship into the learning process. A distinctive feature of academic learning at SMPIT IQM is the integration of Islamic values into every aspect of teaching and learning. Before beginning the lesson, a series of activities is conducted *recitation* (read) or *cereal'ah*(repeating) the memorization of the Qur'an, first by both students and teachers. This is then followed by providing

motivation sourced from the Qur'an, Hadith, *Siroh*(history) or other sources of Islamic values. During the learning interaction, good communication etiquette and permission-seeking, as dictated by Islam, are also emphasized. Even within the learning content, efforts are made to incorporate Islamic values, whether in the form of figures, language, culture, or other elements, all of which are integrated with the subject matter being discussed. At the end of the meeting, teachers are also required to provide a conclusion linking the learning to Islamic values applied in everyday life. Teachers not only teach, but must also be able to position themselves as character educators for their students. This is one form of character education through intracurricular activities (Lisnawati, 2016).

Program monitoring and evaluation at SMPIT IQM includes direct observation, teacher performance reports, student learning outcomes, and classroom and dormitory supervision activities. These evaluations serve as the basis for program revisions, strategy improvements, and teacher capacity building. Program implementation evaluations are conducted periodically by the school and the foundation. The principal, along with the school's quality control team, conducts weekly monitoring of the learning process, both in the classroom and in the boarding school. The foundation plays a strategic role in maintaining the quality of the integrated program by conducting visits, program evaluations, and providing input in coordination meetings.

Based on an analysis of the four POAC functions, the implementation of programs and activities at SMPIT IQM has been planned, organized, effectively implemented, and systematically supervised. Its primary strength lies in the combination of modern management and the instilling of Islamic values, enabling the school to consistently implement its flagship programs and adapt to changing conditions.

B. Human Resource Management

Human Resource Management (HRM) is a systematic process within an organization related to the planning, management, and development of human resources to ensure optimal performance in achieving organizational goals. HRM encompasses all aspects of the workforce, from recruitment and training to development, to compensation and maintaining good employee relationships (Akilah, 2018). HRM aims to improve employee efficiency, productivity, and job satisfaction, while ensuring the organization has the right workforce to meet its strategic needs (Efendi and Sulistyorini, 2021).

Human resource management at SMPIT IQM begins with a selective and structured recruitment process. Prospective teachers and education staff are assessed not only on academic and professional competencies, but also on spirituality, morals, and commitment to the vision of integrated education. This process involves administrative selection, in-depth interviews, a Quranic recitation test, a trial period, and the signing of an employment contract. This is done to ensure the alignment of the values and work ethic of the students with the school's culture.

Human resource organization at SMPIT IQM includes clear task allocation and role allocation among all school elements. A school will be able to achieve its vision, mission, and goals if all school components can carry out their respective roles effectively (Risdianto et al. 2023). Interviews indicate that the recruitment, training, and monitoring of Islamic boarding school supervisors is carried out in stages, taking into account aspects of spirituality and caregiving skills. This process is supported by regular training and coaching from the school and foundation. Education and training are essential elements of human resource management in educational institutions.

In terms of implementation, it was found that teachers and Islamic boarding school supervisors at IQM Islamic Junior High School received training relevant to the development of an integrated curriculum. This training covered not only pedagogical aspects but also the strengthening of Islamic values, the integration of teaching materials, and active learning skills. Islamic boarding school supervisors were also provided with training on Islamic educational values and student development methods, as they are crucial in consistently shaping student character. Teachers were assisted in the

development of lesson plans (RPP) or integrated learning modules, both through internal workshops, curriculum clinics, and supervision by the curriculum team. This assistance ensured that the integration of Islamic values was not symbolic but substantial in every aspect of learning. This is as conveyed by Junaidi et al. (2023) that teachers and administrative staff need to continuously improve their competencies through training programs, seminars, workshops, and other skills training to address the ever-changing challenges of education.

Supervision in this context involves evaluating, supervising, and providing feedback on the performance of teachers, educational staff, and Islamic boarding school supervisors at IQM Islamic Junior High School. The foundation has a performance evaluation system that encompasses aspects of spirituality, pedagogical competence, and professionalism. Evaluations are conducted periodically, involving the principal, the curriculum team, and even the school committee. Sahertian (2008) states that supervision aims to provide services and assistance to improve the quality of teacher teaching, which in turn improves the quality of student learning. Academic supervision is carried out in the form of classroom observations, written feedback, and post-learning reflections. These activities aim to strengthen teacher competence and align the learning process with the goals of integrated education.

C. Facilities and Infrastructure Management

Prioritization of the procurement or development of facilities and infrastructure is carried out by considering the urgency of learning needs, long-term benefits, and budget availability. According to Nawawi (2011), good management will ensure that facilities and infrastructure can be utilized optimally and sustainably. The Foundation, together with school management, sets priorities based on input from the principal, teachers, and Islamic boarding school supervisors, and the results of annual evaluations. Minimum facility standards deemed essential to support an integrative curriculum include conducive learning spaces, multifunctional laboratories, representative places of worship, and digital tools that support cross-disciplinary learning. An integrative curriculum demands synergy between academic, spiritual, and social aspects, so each facility is expected to support these three dimensions holistically. Space and facility utilization policies have been directed to support integrative cross-disciplinary activities. Classrooms, halls, and mosques are used for integrated academic, spiritual, and social activities. For example, halls are used for tahfidz (memorization of the Quran) activities, religious seminars, and leadership training.

The available facilities accommodate teaching media and technology to support the integrated curriculum. Some classrooms are equipped with LCD projectors, and simple digital applications such as Canva and other learning websites are utilized. However, the availability of devices remains limited and uneven. According to Arikunto (2012), adequate facilities and infrastructure can increase the efficiency and productivity of an institution or organization. In education, for example, the availability of resources such as books, laboratories, and computers can improve the quality of learning (Mulyasa, 2013). *Boarding school* plays a central role in supporting students' holistic lives. The boarding school environment is designed to be comfortable, educational, and spiritual through clean and tidy spaces, a structured daily activity schedule, and the strengthening of religious programs such as *Qiyamul Lail* (night prayers), Quran memorization, and Islamic studies. Efforts to improve this are being made gradually.

Supervision and control of the use of facilities and infrastructure at Insan Qurani Mulia Islamic Middle School is carried out in stages, starting with the foundation, the principal, and the Islamic boarding school supervisors, as well as the infrastructure team. Routine inspections are scheduled to repair any detected damage or to prioritize future infrastructure needs. The school committee is actively involved in the procurement and development of infrastructure. The committee acts as a strategic partner to the foundation in fundraising, providing input, and monitoring program implementation. Synergy between the foundation, the school, and the committee is a crucial pillar in infrastructure management.

Conclusion

The curriculum integration management implemented at SMPIT Insan Qurani Mulia is packaged by combining three curricula: The Al-Quran curriculum, the National curriculum, and the Integrated Islamic School Curriculum into an Integrated Education Curriculum. Its management is carried out through four main management functions: planning, organizing, implementing, and supervising.

Program and Activity Management: Planning begins with an annual meeting attended by foundation, school, and boarding school administrators to determine the curriculum integration model and the goals to be achieved. Organization is then carried out by analyzing the format of programs and activities and developing a schedule. Activities are implemented using an integrated learning method, where all processes are guided by Islamic values. Supervision is carried out through direct evaluation, performance reporting, and learning outcomes.

Human Resource Management (HR), planning begins with an annual meeting attended by the administrators of the foundation, school, and boarding school to identify HR needs, recruitment targets, and development models. Then, organization is carried out by determining coordination patterns, establishing a structure of responsibilities, and dividing tasks. HR activities are carried out in several stages, namely initial selection, probationary activities, training and mentoring, and after being declared ready, permission is given to accompany students in school or boarding school learning. Supervision is carried out through regular evaluations, discussion forums, and weekly coaching.

Facilities and Infrastructure Management (Sarpras), planning begins with an annual meeting attended by the foundation, school, and boarding school administrators to identify needed facilities. Then, organization is carried out by collecting data, budgeting, and creating a schedule for procurement, maintenance, and repair of facilities, as well as an integrated facility utilization policy. The utilization of facilities is multifunctional, which is carried out by optimizing all existing facilities with a systematic and structured schedule for integrated activities. Supervision is carried out by routinely conducting checks, repairs, and even procurement through collaboration and cooperation, especially with parents.

Based on the findings of the research conducted at SMPIT Insan Qurani Mulia, the researcher recommends that the existing curriculum integration management can be maintained and continuously improved and can become a reference for implementing integrated education in accordance with the needs and developments in the dynamics of education, especially in Indonesia, which currently emphasizes character education, morals and a complete personality.

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