

## The Implementation of the Integration Curriculum on Religion and General

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### **ABSTRACT**

*The development of science and other aspects is always changing and developing at all times and adjusting to the circumstances of its time. The purpose of this study is to describe the application of a combination of religious curriculum (tahfidzul qur'an) and general curriculum in SMK Unggulan NU Mojoagung and describe the supporting and inhibitory factors in the application of a combination of religious curriculum (tahfidzul qur'an) and general curriculum in the school in 2021. and see the results of graduate students at the school. This research is included in qualitatively discrete research. Informant in this research is waka curriculum, teachers and students smk Unggulan NU Mojoagung. Data collection methods are observation, interview and documentation. This data analysis concerns three activities, namely data collection as well as data reduction, data presentation and conclusion or verification. The results showed that the school in applying a combination of religious curriculum (tahfidzul qur'an) and general curriculum is carried out by combining several curricula, namely the National Curriculum (KEMDIKBUD), Curriculum ministry of religion, as well as a special curriculum prepared by the institution or school by combining systematically and presented in the form of boarding school programs plus tahfidzul qur'an. Obstacles in the implementation of the curriculum is the dense activity of students, consistency of students in memorization less, as well as a few months of cut time with the existence of industrial practice activities in which the program must be implemented students who are in vocational school and the results or out put graduates smk Unggulan NU Mojoagung gave birth to students who excel and berakhlakul karimah in accordance with the reflection of the Qur'an , and can compete in the outside world in terms of skills, intellectuals and berakhlaq and not forget that students are able to continue the tahfidz program even though they have worked or studied.*

**Keywords:** Curriculum; Tahfidzul Qur'an; General.

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### **INTRODUCTION**

Education has a very important role in creating intelligent, intelligent, knowledgeable, democratic and moral human life, an educational institution always wants to produce graduates or outputs that are good, quality, and have good learning achievements. So that in the implementation of education and learning activities in every school, it must apply several different curricula for the realization of the ideals and vision and mission of the school itself, so it is not appropriate for schools to also have the characteristics of an additional curriculum in addition to implementing the curriculum from the central government (Zulfah & Abidin, 2018). One of the schools that usually implements several additional curricula, namely schools based on Islamic boarding schools or Madrasah Superior, usually the additional curriculum is in the form of a religious curriculum or Islamic boarding school curriculum, because these schools in addition to promoting broad knowledge must also be balanced with religious knowledge so that students participants are not only good at applying their knowledge but also applying morality and carrying out all religious commands and staying away from what is prohibited by their religion because basically a person is not enough just to have knowledge and if not accompanied by religious knowledge, it is useless to have knowledge (Fodhil & Azizah, 2021). knowledge, but the behavior or etiquette that he does does not reflect as someone who is knowledgeable, it can all happen because of the lack of basic religious values that he teaches (Lilawati et al, 2021).

Therefore, the researcher wants to study about schools or Madrasas that do not only apply the general curriculum but are also integrated with religious curricula, and how do school graduates who

apply the combination of the two curricula can create the next generation of people who are knowledgeable and have good morals, Vocational High School NU Mojoagung as the object of study regarding the combination of the religious curriculum with the general curriculum, the reason the researcher chose the Vocational High School NU Mojoagung is because the school has implemented a blend of religious curricula based on tahfidzul qur'an which is very rare for public schools and even vocational schools are very rarely found applying a blend of curriculum Tahfidzul Quran based religion. this research (Rifai, 2014).

## **METHOD**

This type of research is field research by looking at the problems studied by qualitative approach. Qualitative research starts from determining or selecting a research project and then asked with research questions related to research problems, then researchers collect data by making field records along with analyzing data (Sugiono, 2010). Data collection techniques are techniques that require a lot of time in research and this is one of the most important things in research. Such as interviews or interviews are a very good way, because research must be in accordance with what is happening in the school community or in the place or field being studied.

## **RESULT AND DISCUSSION**

### **Result**

In accordance with the results of the study on April 28, 2021, the Application of Religious Fusion Curriculum (tahfidz) and General Curriculum at SMK Unggulan NU Mojoagung. That in SMK Unggulan NU Mojoagung there is a program tahfid then about the application of the curriculum Tahfidz and also other curriculum, for other curriculum is somewhat different from the regular classes because in this tahfidz class the system uses a bimbel system (tutoring) just like in the lessons so the children learn alone. Then for the material that is not understood just asked to the teacher mapelnya, but for the main program is tahfidz in daily tahfidz, then after the deposit later after murojaah finished they learn independently other materials.

So in SMK Unggulan NU Mojoagung for program tahfid we have a class of its own, for the class tahfidz students - students prioritized many tahfidznya in addition to the students - students also get other mapel.eg in 1 week language I ndonesia which was 3 hours in the general class tahfidz class children - children only get 2 hours, as well as mapel mathematics 4 hours so 2 hours so that children tahfidz program runs on the other side of the general lesson can also be.

### **Discussion**

- Application of the combination of religious curriculum (tahfidzul qur'an) with the general curriculum in SMK Unggulan NU Mojoagung.

SMK Unggulan NU Mojoagung in implementing a combination of curriculum tahfidzul qur'an and formal curriculum is carried out by combining several curricula namely National Curriculum (KEMDIKBUD), Curriculum Ministry of Religion, as well as a special curriculum that is a curriculum prepared by institutions or schools by combining systematically and presented in the form of boarding school programs plus tahfidzul qur'an. Tahfidzul Qur'an, the practice of worship and Islamic religious education in SMK Unggulan NU Mojoagung more than schools in general, this can encourage students to be more disciplined in the general field, especially in the field of religion regarding the obligations that must be carried out. Curriculum Development in SMK Unggulan NU Mojoagung in the form of boarding school plus tahfidz qur'an can be said that the curriculum applied is a balanced mix of curriculum means to provide an equal portion of public and religious education. Which makes public education enriched with a religious perspective, and religious education enriched with public education. By combining the general curriculum and religion in a interweaving of teaching and learning activities, it is expected that students can understand the whole science and have skills in the field of work without abandoning the morals or adab that have been taught during the learning process that will later produce graduates who are creatively intelligent, innovative and have good faith and morality in competing in the outside world (Muqoyyadi, 2020).

Regarding the concept of curriculum development as an Islamic educational institution, SMK Unggulan NU Mojoagung provides a distinctive alternative in curriculum development and learning in other Islamic educational institutions in accordance with the school's vision. The initial concept of the establishment of the boarding school plus program is not to add teaching materials

and lesson hours that have been set by the Ministry of Education as in the curriculum, but additional school hours are used for enrichment of teaching materials delivered by creative and fun learning methods. The goal is to add insight and deepen the science, complete the task with the guidance of the teacher, as well as the mental, mental and moral coaching of the child.

In the application of boarding school curriculum plus tahfidzul qur'an in SMK Unggulan NU Mojoagung, to see the development of students conducted by evaluation. Evaluation is conducted on an ongoing, routine and programmatic basis which includes academic development and non-academic development. Academic development can be seen from the collection of individual and group assignments, works, activeness, and written tests (daily replays, general replays, all practicums and final exams) in each subject. Evaluation in the form of exams is intended to determine the level of absorption of students to the material that has been taught by the teacher, and also as the main consideration to give students grades on raport. While the evaluation of non-academic development is seen from the development of behavior (morality), which is done by giving the system points. In this case the school applies points to each subject, if the student commits an offence will be awarded points of violation or sanction. Accumulated violation points are used to determine warning criteria. The achievement of academic and non-academic achievements of students at SMK Unggulan NU Mojoagung is considered very good, this is seen from the raport scores and final exam results of schools that always reach the top ten and graduates who are accepted in state universities and able to compete in the world of work with the supplies that students receive during school at SMK Unggulan NU Mojoagung Non-academic achievements are achieved by SMK Unggulan NU Mojoagung both in the field of Religion Science and Sports.

Tahfidzul qur'an program must be planned properly and appropriately, so that a curriculum is needed in managing the program tahfidzul qur'an. The role of the curriculum in managing the program tahfidzul qur'an is very important and decisive in the achievement of educational objectives so that the curriculum has a strategic role. There are three very important curriculum roles, namely conservative roles, creative roles and critical/evaluative roles. The conservative role emphasizes that the curriculum can be used as a means to transmit the value of the cultural heritage of the past that is considered to be still relavan with the present to the young generas. In this case the students. This conservative role essentially places the curriculum oriented to the past. This role makes it very basic, adapted to the fact that education is essentially a social process. One of the educational tasks is to influence and foster student behavior in accordance with the value of social values that live in the community (Mayarisa, 2018).

The creative role of the development of science and other aspects always happens at all times the creative role emphasizes that the curriculum must be able to develop something new in accordance with the developments that occur and the needs of society in the present and future. The curriculum should contain things that help each student develop all the potential that exists in him to acquire new knowledge, new abilities, and new ways of thinking needed in life. The critical and evaluative role of this role is in the background by the fact that the values and cultures that live in society are constantly changing.

So the legacy of past values and culture to students needs to be adapted to the conditions that occur in the present. The phenomenon that is now happening in our national education seems to be the dualism of education between education labeled Islam sourced on the value system of Islamic teachings, which exist under the Ministry of Religion, with public education without using the Islamic label sourced from the Ministry of Education and Culture (Kemendikbud). The problem related to the Kemendikbud curriculum is the reduced content of religious education materials, because the curriculum content in the Kemenag curriculum has not been able to form students who understand religion ruhiah. The education system in madrasah that does not have identity so it has lost its historical roots, the existence of madrasah is not a continuation of pesantren because it has a curriculum content that is relatively the same as public schools.

- Supporting factors and inhibitions in the application of the blend of religious curriculum with the general curriculum in SMK Unggulan NU Mojoagung.

The supporting factors in implementing this curriculum are: (1) Many teachers are accompanying and the performance of the teaching staff is good. In a foundation that is engaged in education, of course there are administrators and educators who participate in developing the school. The totality of performance and dedication given by all the HR elements contained in the NU Mojoagung Superior Vocational School has produced very sweet results. Teachers who understand

their position and function as professional educators are always encouraged to grow and develop as a manifestation of feelings and attitudes that are not satisfied with education. (2) The condition of pesantren-based school policies. In Vocational High School NU in addition to implementing school policies in general, it also applies pesantren-based policies, this is where this school excels and policies in preparing curriculum and rules are similar to those in Islamic boarding schools so that students can do religious learning easily. On the other hand, madrasah principals have an important managerial and policy impact. The support from the head of the madrasa is fully given to the tahfidz teaching team. This policy makes the teaching team very enthusiastic and enthusiastic in implementing this curriculum blend. (3) The existence of a dormitory to continue the tahfidz program. Facilities that support the ability of students to memorize the Qur'an at the NU Mojoagung Superior Vocational School include boarding houses, halls, study rooms for memorizing deposits, prayer rooms. The clerics / clerics always provide motivation and advice to support the ability of students to memorize the Qur'an and instruct students to be diligent in tadarus. As for what he did himself to support the ability of students to memorize the Qur'an and instruct students to be diligent in tadarus. As for what they do themselves to hone the abilities of the students, they include doing tadarus every day at least 10 juz, performing night prayers, tadarus at night around 3 o'clock in the morning, and praying Sunnah (Zamai, 2016).

- The application of a combination of religious curriculum (tahfidzul qur'an) and general curriculum in SMK Unggulan NU Mojoagung experienced various obstacles faced. Some obstacles in the combination of religious curriculum (tahfidzl qur'an) and general curriculum at SMK Unggulan NU Mojoagung, delivered: (1) Dense student activities Educational activities in SMK Unggulan NU Mojoagung is a program that has been designed neatly and maximally in order to equalize and combine between tahfidz education and general science, so that students not only get Islamic religious education and Tahfidz al-Qur'an but also do activities n learn to teach in school. Activity activities in the school is a program conducted to combine the knowledge of students between the understanding of Religion with general science, so that students smk Unggulan NU Mojoagung in addition to having an understanding in religious sciences also master the general science such as science and technology.

Students in memorizing the Qur'an require special time and a lesson load that does not burden the memorizers who follow the Tahfi'ul Al-Qur'an program, with special time it will add students to concentrate more on memorizing the Qur'an. In addition, the division of time will be able to renew the spirit, motivation and will, eliminate boredom and boredom. With all of this, then a condition for memorizing the Qur'an is relaxed and full of concentration. (2) There is Industrial Work Practice Time for SMK students. In vocational high schools, there are indeed several months for students to do practical work or internships outside of teaching and learning activities at school. Vocational high school students are always required to practice skills and creativity because vocational high schools are different from ordinary high schools where vocational high schools have a vision and mission, students after graduating from school can immediately continue to work without any desire to continue in higher education because vocational students have trained in skills and creativity so that upon graduation the student can immediately have a career, therefore in vocational high schools are always given a few months for students to practice industrial work where students are told to practice in the field to apply the knowledge that has been obtained in accordance with their field during the learning process takes place, and at a moment like this, vocational students are waiting for them to practice their knowledge in the world outside of school and go directly to the field for practice.

From these industrial practice activities, it takes students' time in carrying out the tahfidz al-Quran program which can reduce students' memorization and concentration in implementing the tahfidz program. Because most students if they rarely read and muroja'ah will be able to cause negligence, especially in memorizing the Koran. (3) The consistency of students in memorizing is lacking. Problems in learning tahfidz in public schools are indeed very complex, one of which is students who are still not consistent in memorizing the Qur'an, this makes Muhafidz to be able to make the right policies so that the assistance carried out can run in balance without having to sacrifice other students . Muhafidz as a companion must work extra hard in understanding the characteristics of each student with different memorization methods, so that the planned memorization target can be achieved. Guidance is done to force students to learn, but look for problems that hinder students in learning, so that with this guidance students are helped to learn more

effectively and efficiently. Guidance activities have two goals, namely short-term goals and long-term goals. Short-term goals are intended so that during and after receiving guidance, students can achieve optimal development, namely being able to understand and help themselves, solve problems at hand, make choices, and be able to make adjustments to the environment according to the stage of development. While the long-term goal of guidance is that students who have received guidance can obtain learning success, especially with regard to optimal mental readiness for learning. Graduate Results : (1) Working in the company, graduates of SMK Unggulan NU Mojoagung many students - students who are accepted in the company - the company, one of which is in CJ Jombang, where many workers are from graduates smk Unggulan NU Mojoagung because the field of expertise in the school is very good for his expertise. from the field of engineering permesina, computer and network engineering. Not only in jombang but students are also many ketrima in companies .

Continuing to study at PTN/PTS: At the NU Mojoagung Superior Vocational High School, not only does it produce students who are reliable in their careers, but in this vocational school also many graduates who are competent in the world of lectures, because the principle of SMK is to produce a generation that can be versatile. immediately work or have a career and continue again in higher education. Graduates of NU's leading vocational high schools can compete with graduates of other schools who want to continue at well-known public or private universities, and graduates from NU's flagship vocational high schools have many graduates who are accepted in well-known public or private universities even with scholarships, especially in scholarships. tahfidz, which has been the flagship program at Vocational High School NU Mojoagung. (2) Continuing memorization and lectures (students of the tahfidz program), the next graduates produced by the NU Mojoagung Superior Vocational School are certainly competent hafidz / hafidzoh because tahfidz graduates at this NU flagship school are not only equipped with religious knowledge but also science and technology . Where the students are also many who are accepted at state and private universities.

## CONCLUSION

The curriculum is a set of plans and arrangements regarding the content and learning materials as well as the methods used as guidelines for the implementation of teaching and learning activities. Competency standards of graduates regarding the qualifications of graduates' abilities include attitudes of knowledge and skills, standards of educators and education staff. This understanding is then applied in the field of education. In Arabic, the curriculum is often referred to as al-manhaj, which means a clear path that is traversed by humans in the field of life, so from this understanding, the curriculum if associated with education.

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