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THE ROLE OF THE INTEGRATIVE CURRICULUM IN STUDENT CHARACTER DEVELOPMENT IN MTS

Abstrak

Penelitian ini bertujuan untuk mengkaji peran kurikulum integratif dalam pengembangan karakter siswa di Madrasah Tsanawiyah (MTs) melalui metode literature review dengan pendekatan naratif deskriptif. Hasil analisis menunjukkan bahwa kurikulum integratif di MTs mencakup penggabungan mata pelajaran umum dengan nilai-nilai agama Islam, yang meliputi mata pelajaran umum diajarkan dengan perspektif Islam, mata pelajaran agama, dan kegiatan ekstrakurikuler berbasis nilai-nilai keagamaan. Kurikulum ini terbukti memiliki dampak positif terhadap pengembangan karakter siswa, termasuk peningkatan moralitas dan etika, kompetensi sosial, serta keseimbangan antara pengetahuan akademis dan pemahaman nilai-nilai agama. Meskipun demikian, implementasi kurikulum integratif menghadapi beberapa tantangan, seperti keterbatasan sumber daya dan kesulitan dalam mengintegrasikan materi umum dengan nilai-nilai agama. Peluang pengembangan kurikulum ini didukung oleh kebijakan pemerintah dan inovasi dalam metode pembelajaran serta penggunaan teknologi pendidikan. Penelitian ini memberikan kontribusi signifikan dalam memahami peran kurikulum integratif di MTs dan menyoroti pentingnya dukungan berkelanjutan dari pemerintah dan lembaga pendidikan. Penelitian ini juga merekomendasikan studi lanjutan dengan pendekatan empiris untuk memperoleh data langsung dari siswa, guru, dan kepala sekolah, serta mengeksplorasi lebih lanjut penggunaan teknologi dalam mendukung kurikulum integratif.

Kata Kunci: Kurikulum Integratif, Pengembangan Karakter, Madrasah Tsanawiyah

Abstract

This study aims to examine the role of an integrative curriculum in character development among students at Madrasah Tsanawiyah (MTs) through a literature review using a descriptive narrative approach. The analysis reveals that the integrative curriculum at MTs combines general subjects with Islamic values, including general subjects taught from an Islamic perspective, religious subjects, and extracurricular activities based on spiritual values. This curriculum has been shown to positively impact students' character development, including improvements in morality and ethics, social competence, and a balance between academic knowledge and understanding of religious values. However, implementing the integrative curriculum faces challenges, such as limited resources and difficulties in integrating general subject matter with spiritual values. Government policies and innovations in teaching methods and educational technology support opportunities for curriculum development. This study provides significant insights into the role of the integrative curriculum at MTs and highlights the importance of continuous support from the government and academic institutions. The study also recommends further empirical research to obtain direct data from students, teachers, and school principals and explore technology's use in supporting the integrative curriculum.

Keywords: Integrative Curriculum, Character Development, Madrasah Tsanawiyah

INTRODUCTION

Education is one of the essential pillars of nation-building (Anjaningsih et al., 2022; Hwang, 2022; Sukmawati et al., 2023). As one of the main components in education, the curriculum plays a strategic role in shaping students' character and personality (Ikhwan et al., 2020; Jamil et al., 2023; Amarta et al., 2023). In Indonesia, Madrasah Tsanawiyah (MTs), as

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one of the Islamic-based junior secondary formal education institutions, has a vital role in developing the character of students who are not only knowledgeable but also have noble character (Pratama et al., 2022; Malik, 2024; Ulhaq & Ustman, 2024). Therefore, developing an integrative curriculum that combines general science with Islamic religious values is very relevant.

Various studies have been conducted related to curriculum development and its influence on student character formation. For example, research by Susniwati et al. (2023) shows that a character-based curriculum can improve student integrity and responsibility. Another study by Siroz (2024) emphasizes the importance of integrating religious values into the curriculum to enhance students' morality in high school. In addition, research by Akbar (2024) found that an integrative curriculum that combines cognitive, affective, and psychomotor aspects can positively impact student character development.

Although many studies have examined the curriculum and character development of students, few specifically examine the role of the integrative curriculum in the context of MTs. For example, research by Fatoni et al. (2024) focuses more on curriculum development in public schools, while research by Nurfahma et al. (2024) highlights the implementation of the integrative curriculum in elementary schools. The lack of in-depth research on the integrative curriculum in MTs indicates that research gaps need to be filled.

Penelitian ini bertujuan untuk mengisi celah penelitian yang ada dengan mengeksplorasi secara mendalam peran kurikulum integratif dalam pengembangan karakter siswa di MTs. Berbeda dengan penelitian-penelitian sebelumnya yang lebih banyak dilakukan di sekolah umum atau sekolah dasar, penelitian ini akan fokus pada MTs sebagai lembaga pendidikan berbasis Islam. Dengan demikian, penelitian ini diharapkan dapat memberikan kontribusi yang signifikan dalam pengembangan teori dan praktik kurikulum integratif di MTs.

Pentingnya penelitian ini terletak pada upayanya untuk memberikan pemahaman yang lebih komprehensif tentang bagaimana kurikulum integratif dapat berperan dalam membentuk karakter siswa di MTs. Mengingat pentingnya pendidikan karakter dalam membangun generasi yang berintegritas dan bermoral (Alfiyanto et al., 2023; M. Ikhwan et al., 2023), hasil dari penelitian ini diharapkan dapat menjadi acuan bagi pengambil kebijakan, pendidik, dan peneliti dalam mengembangkan kurikulum yang lebih efektif dan relevan dengan kebutuhan zaman.

Tujuan utama dari penelitian ini adalah untuk mengkaji peran kurikulum integratif dalam pengembangan karakter siswa di MTs. Secara spesifik, penelitian ini bertujuan untuk 1) Mengidentifikasi komponen-komponen kurikulum integratif yang diterapkan di MTs; 2) Menganalisis pengaruh kurikulum integratif terhadap pengembangan karakter siswa; 3) Menilai tantangan dan peluang dalam implementasi kurikulum integratif di MTs; dan 4) Memberikan rekomendasi untuk pengembangan kurikulum integratif yang lebih efektif dalam membentuk karakter siswa.

METHOD

This study uses a literature review method with a descriptive narrative approach. This approach was chosen because it allows researchers to deeply and thoroughly examine various literature relevant to the research topic and develop a comprehensive understanding of the role of the integrative curriculum in the development of student character (Supriyadi et al., 2024), especially in MTs. The research stages used are 1) identification and selection of literature (data sources and selection criteria); 2) data collection, i.e., data collected through searches in academic databases, namely Google Scholar with keywords: "integrative curriculum," "student character development," "Madrasah Tsanawiyah," and "Islamic education"; 3) data organization, i.e., literature that has been collected is organized based on relevant themes and subthemes to facilitate further analysis; 4) Data analysis with a descriptive narrative approach, namely analysis is carried out by describing and analyzing the content of the selected literature narratively. The researcher describes the main findings, emerging patterns, and relationships between various concepts found in the literature; 5) identification of research gaps, i.e., researchers identify gaps or shortcomings in previous research that are the basis for demonstrating the newness of this research; and 6) synthesis and conclusion preparation, i.e. findings from various literature are synthesized to provide a comprehensive picture and compiled based on the results of literature synthesis, which includes the identification of the role

of the integrative curriculum, its influence on the character of students, and challenges and opportunities in its implementation.

RESULTS AND DISCUSSION

Result

This study has reviewed literature relevant to the integrative curriculum and character development of students in Madrasah Tsanawiyah (MTs). Here are the main findings from the analyzed literature:

1. Components of the Integrative Curriculum at MTs

An integrative curriculum is an approach in education that combines various disciplines and creates relationships between subjects (Bosko, 2024). At Madrasah Tsanawiyah (MTs), implementing an integrative curriculum is very important to create holistic learning that is relevant to student needs. Based on the literature, the integrative curriculum in MTs involves combining general subjects with Islamic religious values. The main components found include 1) General subjects such as mathematics, science, Indonesian, and United Kingdom taught from the perspective of Islamic values (Mansir, 2023; Sholihah et al., 2023); 2) Religious subjects such as the Qur'an, Hadith, Fiqh, and Moral Beliefs that are developed to form Islamic character (Ginanjari et al., 2024; Haluti et al., 2024; Surudin & Mahmudi, 2024); and 3) Extracurricular activities based on religious values that support the development of student's character (Hayati & Idin, 2024; Tarmizi et al., 2024; Triveni et al., 2024).

2. The Effect of the Integrative Curriculum on Student Character Development in MTs

An integrative curriculum combines various disciplines in the learning process so students can see the relationships between concepts and apply them in authentic contexts. In Indonesia's education context, this curriculum is expected to improve students' academic understanding and contribute to the development of their character. This article will discuss the influence of an integrative curriculum on student character development and the associated challenges and benefits.

Based on the literature analysis, the influence of the integrative curriculum on the development of students' character in MTs is as follows: 1) Improvement of morality and ethics. Literacy shows that students who follow an integrative curriculum tend to have better morality and ethics. They show an attitude of honesty, responsibility, and respect for others (Eslit, 2023; Ticha et al., 2024; Zemlina, 2024); 2) Development of social competence. The integrative curriculum helps students develop social competencies such as cooperation, leadership, and empathy (Hasanah et al., 2023; Nollmeyer & Wig, 2022; Uaikhanova et al., 2022); and 3) Balance between science and religious values. Students in MTs who follow an integrative curriculum show a good balance between academic knowledge and understanding of spiritual values (Abas, 2020; Ningsih et al., 2022; Purwati et al., 2023; Sahil et al., 2024).

3. Challenges in the Implementation of the Integrative Curriculum in MTs

An integrative curriculum is an educational approach that connects various disciplines to create a more holistic and relevant learning experience for students. At Madrasah Tsanawiyah (MTs), the implementation of this curriculum is faced with several challenges that need to be overcome so that educational goals can be achieved effectively. The challenges that need to be overcome are 1) Limited resources. Several pieces of literature mention that limited resources, such as competent teaching staff and appropriate teaching materials, make it challenging to implement the integrative curriculum. 2) There are difficulties in integrating materials. Integrating general materials with religious values often faces technical and conceptual difficulties (Anwar et al., 2023; Fajrin & Muqowim, 2020; Pradana et al., 2023).

4. Opportunities in integrative curriculum development at MTs

The integrative curriculum at Madrasah Tsanawiyah (MTs) is an essential topic in Indonesia's education world, especially in the context of developing students' character and improving the quality of learning. The curriculum combines a variety of disciplines with a holistic approach, allowing students to understand the relationships between concepts and the relevance of knowledge in everyday life.

Opportunities in the development of an integrative curriculum in MTs based on literature analysis, namely 1) Policy support, namely support from the government and educational institutions in the development of an integrative curriculum provide opportunities to improve

the quality of education in MTs (Azamatovna, 2020; Nasution et al., 2022; Tamam et al., 2023); and 2) Learning innovation, namely the use of educational technology and innovative learning methods can support the implementation of a more effective integrative curriculum (Safrudin & Wijaya, 2024; Scholes, 2022).

Discussion

The integrative curriculum in MTs has proven relevant in shaping students' character. Integrating religious values in general subjects enriches students' knowledge and forms solid morals and ethics (Maisaroh, 2022; Nisak & Mubarak, 2024). This aligns with the goal of national education, which is to create a generation with noble character and broad insight. This study highlights the role of the integrative curriculum in the context of MTs, which is still rarely discussed in the literature. The findings of this study make a new contribution by showing that an integrative curriculum can effectively develop students' character in MTs, which includes aspects of morality, ethics, and social competence. In addition, this study also identifies challenges and opportunities that have not been widely disclosed in previous studies.

The practical implications of this study are the need to increase resources and policy support for implementing the integrative curriculum. The government and educational institutions must work together to provide training for teachers, develop appropriate teaching materials, and innovate learning methods. In addition, using educational technology can be a solution to overcome several challenges in implementing an integrative curriculum.

Further research is suggested to conduct empirical studies by collecting direct data from students, teachers, and principals in MTs. This field study can provide deeper insights into the effectiveness and constraints of implementing the integrative curriculum. In addition, further research can also explore the use of technology in supporting the integrative curriculum and its impact on student character development.

CONCLUSION

This study examines the role of the integrative curriculum in the development of student character in Madrasah Tsanawiyah (MTs) through a literature review approach with a descriptive narrative. Based on the analysis of relevant literature, it was found that the integrative curriculum in MTs includes incorporating general subjects with Islamic religious values. The main components of this curriculum include general subjects taught with an Islamic perspective, religious subjects, and extracurricular activities based on spiritual values.

The integrative curriculum has been proven to impact the development of students' character in MTs positively. Students who follow this curriculum tend to have better morality and ethics, more developed social competence, and a balance between academic knowledge and understanding of religious values. However, implementing the integrative curriculum faces challenges, such as limited resources, competent teaching staff, and difficulties integrating general materials with spiritual values.

However, there are opportunities for development through policy support from the government and educational institutions and innovations in learning methods and educational technology. This support provides opportunities for improving the quality and effectiveness of implementing the integrative curriculum in MTs. This research contributes significantly to understanding the integrative curriculum's role in developing students' character in MTs. The findings show that the integrative curriculum can effectively shape the character of students with noble character and broad insight. Therefore, the government and educational institutions need to continue to support and develop an integrative curriculum that meets the times' needs. This study also suggests that further studies be conducted empirically to obtain direct data from students, teachers, and principals in MTs. This field study is expected to provide more in-depth insights into the effectiveness and constraints of implementing the integrative curriculum and further explore the use of technology in supporting this curriculum.

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