



Integration of Islamic Values in Competency-Based Curriculum (Case Study of Kindergarten Al Iman Jombang)

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Abstract:

This research examines the implementation of a competency-based curriculum that is integrated with Islamic values at the Early Childhood Education (ECE) level, especially at Al Iman Kindergarten in Jombang. (ECEP), especially at Al Iman Kindergarten in Jombang. Islamic values, such as obedience to worship, honesty and responsibility, are integrated through experiential learning and habituation approaches. experiential learning and habituation approaches. The research uses a qualitative method with a case study approach, involving observation, in-depth interviews, and curriculum document analysis. The result of the research showed that the integration of Islamic values not only serves as a moral foundation, but also supports the formation of character, intelligence and moral foundation, but also supports the formation of children's character, intelligence, emotional intelligence, and children's skills in facing the demands of globalization. The curriculum at Al Iman Kindergarten is designed to create active and relevant learning, with the vision of building a human being who is relevant, with the vision of building Islamic, creative, and integrity people. The implementation strategy involves habituation methods, integration of Islamic values in daily activities, and values in daily activities, and the support of all stakeholders. This research contributes to the development of ECEP curriculum curriculum development based on Islamic values as a holistic education model that supports children's children's growth in spiritual, intellectual, and moral aspects.

Keywords: *Integration; Islamic Values, Curriculum*

INTRODUCTION

Education is one of the most important things for every individual in the world today. Through education, every individual must develop their potential and meet the demands of an increasingly advanced era. Along with the increasing quality of education, the desire of society to become a national development engine is also increasing. Even today, education is considered a very effective means of developing children's intelligence and personality. Therefore, education is currently continuing to develop to produce a generation that meets expectations. To produce the desired generation, educational practices must be evaluated and continuously improved. The government has changed the curriculum so that students become more proficient in their skills over time. The increasing education budget reflects the government's determination to improve the quality of education. However, behind the increasing quality and results of



education in Indonesia, there are still murky social aspects. Although many graduates and school graduates are intellectuals, their actions are not in line with the goals of education.

In this era of globalization, instilling character, values, and norms is a very important thing to teach children so that in the future they can become the next generation that the nation expects. Through education designed in the curriculum, this character education can be integrated into learning activities. In the context of Islamic education, the formation of morals and spirituality based on Islamic values is a specific educational goal in order to be able to produce individuals who excel in competence and have strong moral integrity amidst the demands of the globalization era.

Early childhood education has a strategic role in shaping children's character and self-concept.¹ Kindergarten Al Iman Jombang is one of the institutions that places Islamic values as the core of its curriculum. In the context of competency-based education, the integration of Islamic values not only serves as a moral foundation, but also as a driver of character formation and emotional intelligence of children.

The development of a curriculum based on Islamic values must start from the most basic educational unit, namely the Early Childhood Education Programs (ECEP). Character education based on Islamic values is more appropriate to be applied in ECEP because at an early age, children are in a development phase called the golden age, which is a period when children's ability to absorb moral and spiritual values is very high. Islamic values such as obedience to worship, honesty, responsibility, tolerance, respect, politeness can be taught through a simple but effective approach, such as Islamic stories, play activities, or examples from teachers. This is in accordance with the guidelines for implementing a competency-based curriculum which states that the implementation of Kindergartens and Raudhatul Athfal is focused on laying the foundations for developing attitudes, knowledge, skills, and creativity in accordance with their growth and development. Kindergartens and Raudhatul Athfal are not required levels to enter elementary school education.²

Based on the results of previous research on the integration of science and faith in the school curriculum, it is mostly done at the Elementary School level. The integration of Islamic values at the Early Childhood Education Programs level has not been done much. In addition, the results of the study show that integration strategies in the curriculum vary greatly between educational institutions. The form of integration is still limited to the curriculum as a whole such as planning, making teaching materials, and implementing curriculum evaluations.³ This study aims to describe the implementation of a competency-based curriculum that integrates Islamic values in programmed learning and habituation activities at Kindergarten Al Iman Jombang. This study complements previous studies that were still limited to the elementary school education level.⁴ In addition, this research adds references regarding the integration of competency-based curriculum with Islamic values in other educational institutions, both those with Islamic and general characteristics.

METHOD

This study uses a qualitative approach with a case study method. Bogdan and Taylor define qualitative methods as research procedures using descriptive data in the form of written or spoken words from people and observed behavior.⁵ This research was conducted at Kindergarten Al Iman Jombang East Java. The reason the researcher

studied the location of this research was based on the consideration that in the school there is an integration of Islamic values in the curriculum applied. The subject of the research is something that is studied, either people, objects or institutions (organizations). The subject of the research is basically what will be subject to the conclusions of the researcher's results.⁶ Data were obtained through observation, in-depth interviews with the principal, curriculum vice principal, teachers, and parents, and analysis of curriculum documents. Data analysis was conducted descriptively with a focus on the implementation of Islamic values in the curriculum and learning process.

RESULTS AND DISCUSSION

Curriculum is a set of concepts that include plans and agreements on objectives, content and teaching materials, as well as methods that serve as guidelines for organizing learning to achieve certain educational goals.⁷ In a narrow sense, the curriculum is defined as a number of lessons that must be taken by students at school. For a broader understanding, it is not only in the form of subjects but also in the form of learning guidelines in an educational unit. The position of the curriculum in education is very important because it is a set of plans to implement learning to achieve educational goals.⁸ According to Law No. 20 of 2003 on the National Education System, the curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as methods used as guidelines for organizing learning activities to achieve certain educational goals.⁹ In this understanding it is explained that in the education unit must prepare a set of plans as a guideline in organizing learning in the education unit. The curriculum becomes a tool to achieve learning objectives.

Competency-based curriculum (CBC) is an approach to curriculum development that is oriented towards achieving certain competencies by students. Competence is defined as a combination of knowledge, skills, attitudes, and values needed to achieve success in personal, social, and professional life. Theoretically, this approach is based on constructivism theory, which emphasizes that learning is an active process in which students build knowledge based on experience and interaction with their environment.¹⁰ In practice, CBC integrates cognitive, affective, and psychomotor aspects in its learning design. This is in line with Bloom's taxonomy theory which emphasizes the need to achieve competencies in the domains of knowledge, attitude, and skills. In addition, CBC is also supported by the systems approach proposed by Ralph Tyler, which emphasizes the importance of the relationship between objectives, materials, methods, and evaluation in curriculum development.¹¹

In the context of education based on Islamic values, CBC can be integrated with religious values to form students who are not only intellectually intelligent, but also have strong moral character. This is in line with the paradigm of Islamic education which emphasizes the formation of *insan kamil*, namely individuals who are balanced in worldly and hereafter aspects. Thus, CBC becomes an important framework for realizing meaningful, relevant, and holistically oriented learning for student development.

Islamic values are the principles of Islamic teachings that serve as guidelines for individuals and society in living their lives. These values are derived from the Qur'an, Hadith, and the life practices of the Prophet Muhammad saw. which include three main dimensions: *akidah* (belief), *sharia* (rules), and *akhlak* (morality). *Akidah* includes belief in Allah Swt, His messengers, holy books, angels, the last day, and *qadha'* and *qadar*. *Sharia* regulates the procedures for worship and *muamalah*, while *akhlak* reflects noble

behavior that is in line with Islamic values.¹²

The implementation of Islamic values in the curriculum aims to create a learning environment that encourages students to apply Islamic teachings in everyday life. These values are taught through explicit approaches, such as religious-based teaching materials, and implicit approaches, such as teacher role models, school culture, and practical experiences in the educational environment. Thus, Islamic values are not only guidelines, but also the basis for the formation of Islamic, integrity-based, and beneficial student characters for society.

Kindergarten Al Iman Jombang is the first Islamic Educational Institution at the Early Childhood Education Programs level in Jombang that implements a competency-based curriculum. Based on the school's digital documents, this competency-based curriculum is integrated with Islamic values. In the Kindergarten Al Iman Curriculum, there are development areas that emphasize religious content, technology, Leadership, and character 18 noble attitudes in building children's self-concepts whose teaching and learning process stands alone or is integrated into all development areas by implementing integrated aspects of material on self-development skills, cognitive, character and maturity of students' personal development. Instilling in 18 noble attitudes as special characters the foundation of education in Kindergarten Al-Iman: Quality, Respect, Honesty, Cleanliness, Compassion, Patience, Gratitude, Sincerity, Discipline, Responsibility, Devotion, Diligence, Positive Thinking, Friendly, Humble, Istiqomah, Taqwa, Qona'ah.¹³

Islamic values are integrated through learning activities carried out by all stakeholders of Kindergarten Al Iman Jombang. The principles of the school's operational curriculum include: Child-centered: Learning must meet the potential, developmental needs and learning stages, and interests of students. The Pancasila Student Profile is always a reference at all stages in the preparation of the school's operational curriculum; Contextual: Shows the uniqueness and is in accordance with the characteristics of the educational unit, socio-cultural and environmental context, as well as the world of work and industry; Essential: All important/main information elements needed by stakeholders about the curriculum used in the educational unit can be obtained in the document. Contains clear and meaningful language; Accountable: Can be accounted for because it is data-based and actual; Involving various stakeholders: Curriculum development involves the educational unit committee and various stakeholders including parents, organizations, under the coordination and supervision of the Education Office; Realizing noble morals towards the creator, others, and the environment; Responsive to developments in science, technology, and art; Relevant to the needs of life and able to compete in society and the country; Comprehensive and sustainable, and; Lifelong learning.

This attitude is instilled through daily habits and Islamic practices. School Vision and Mission: The school's vision, "Islamic Play and Learning Forum, and Care for the World of Education and the Environment," is realized through a mission that includes Islamic character building, a learning approach through play, and introducing children to the culture of society and the surrounding environment. Implementation strategies by applying habituation methods, meaningful play, and integration of Islamic values in all activities. This curriculum continues to be developed to meet national education standards and children's needs. This is in accordance with the principle of competency-based curriculum put forward by Eve Krakow, who states that competency-based

teaching is all about active learning where teachers help students learn how to learn rather than just cover content.¹⁴

Learning activities at Kindergarten Al Iman Jombang are carried out with an Active Learning approach, namely students learn with full creativity and dynamics, namely learning while doing with teachers as facilitators. In the competency-based curriculum, PBM places students truly as subjects who learn consistently and proportionally.¹⁵ Various programs that support the integration of Islamic values include the habit of reading the Asmaul Husna, praying fervently, shaking hands perfectly, learning midday prayers in congregation, daily infaq, Hajj rituals, commemoration of religious holidays, etc. The curriculum in Islamic Education must have several characteristics, including: (1) Designed to shape the Islamic personality of students; (2) Able to develop a view of life and thinking that is in accordance with the teachings of the Qur'an and Sunnah; and (3) Mastery of the development of knowledge, skills and expertise.¹⁶ In addition, the curriculum has an integration function, which means that the curriculum is an educational tool that is able to form students who have complete personalities, not only intellectual strength but also spiritual strength.¹⁷

The integration of Islamic values in the competency-based curriculum at Kindergarten Al Iman shows that religious values can be a strong foundation for building children's character from an early age. The integrated approach allows children to understand and internalize Islamic values naturally through relevant learning experiences. In addition, the school's vision and mission support the creation of an Islamic, creative, and child-friendly learning environment.

CONCLUSION

The integration of Islamic values in the competency-based curriculum at Al Iman Kindergarten Jombang emphasizes the importance of holistic education from an early age, which includes moral, spiritual, and intellectual aspects. The curriculum at Al Iman Kindergarten is designed to develop various dimensions of child development through a competency-based approach that integrates Islamic values, such as obedience, honesty, responsibility, and discipline. These values are instilled through habits, active learning activities, and daily Islamic practices, such as praying together, daily alms, and learning to pray in congregation. The vision and mission of Al Iman Kindergarten support the formation of strong Islamic character through an Islamic, creative, and fun learning environment. This approach also reflects the relevance to the principle of lifelong learning, where children are taught not only to be academically intelligent but also to have high moral integrity. The active and integrated learning strategy ensures that children are able to internalize Islamic values naturally and applicatively, so that they are ready to become individuals who are balanced in intellectual and spiritual aspects in accordance with the principle of insan kamil. The implementation of this curriculum provides a significant contribution to Early Childhood Education Programs in Jombang, as well as being a model that can be applied by other educational institutions to integrate Islamic values in competency-based learning.

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