

## INTEGRATED LEARNING AT SMA TERPADU DARUSSALAM RAJAPOLAH TASIKMALAYA

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### Abstract

*The purpose of this study was to obtain an overview, knowledge and describe about integrated learning in a pesantren-based school at SMA Terpadu Darussalam Rajapolah Tasikmalaya. The main result of this research is that integrated learning in a pesantren-based school at SMA Terpadu Darussalam Rajapolah Tasikmalaya uses an integrated one-lesson learning model that stands alone and integrates with the integrated curriculum, twenty-four hour parenting and learning time in the lesson schedule. The conclusion is that integrated learning in pesantren-based schools at SMA Terpadu Darussalam Rajapolah Tasikmalaya uses an integrated one-lesson learning model that stands alone and integrates with integrated curriculum, twenty-four hour parenting and learning time in the lesson schedule. Integrated learning emphasizes the integration of general learning which refers to the 2013 curriculum by integrating the salafi pesantren curriculum and KMI Gontor. Supported by an integrated 24-hour upbringing of students in Islamic boarding schools and schools, integration of learning hours, educators and integration of learning materials to foster the noble character of students.*

**Keywords:** *Integrated Learning, Islamic Boarding School-Based School, curriculum*

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## **A. Introduction**

The integrated high school of Darussalam Rajapolah Tasikmalaya is a pesantren-based school with its learning strategy applying integrated learning between general education and pesantren education. Through the salafi pesantren curriculum and the KMI Gontor curriculum which are integrated into learning in the 2013 curriculum, it is a strategy in appropriate learning in a learning environment to familiarize students with studying a material that is also linked from an Islamic point of view from Hadith and pesantren culture as an effort to achieve learning objectives, curriculum objectives and educational objectives.

Creative educators will seek and determine what methods, models and strategies will be given in learning so that learning becomes meaningful. This meaningful learning according to Ansari (2004) in Sukisno (2020:3), states that "if you want to capture meaning in learning, it must be done in the form of integration"(Sukisno, 2020). This means that the plan of every educational institution that wants to build students to be better and feel meaningful in their lives requires efforts to plan and implement learning that leads to meaningful learning, through integrated learning or integrated learning can easily provide meaningful learning meaning. obtained, so that it will also be easier to form students who are more meaningful as expected or planned together in the learning objectives.

The word integration has the same meaning as the word integrated. A union, amalgamation, or amalgamation, consisting of two or more objects. Many experts put forward integrated learning, including according to Hadisubroto in Trianto (2015: 56) which states that: Integrated learning is learning that begins with a certain subject or theme that is associated with other subjects, certain concepts are associated with other concepts, which are carried out spontaneously or planned, both in one field of study or more, and with a variety of children's learning experiences. learning becomes more meaningful (Trianto, 2015).

Furthermore, integrated learning according to Dewey quoted by Malawi, et al (2019:1), that: "Integrated learning is an approach to develop students' abilities in the formation of knowledge based on interactions with the environment and experiences in their lives" (Malawi,Ibadullah, 2019).

Like the Graduate Competency Standards (SKL), the learning objectives or targets include the development of the domains of attitudes, knowledge, and skills. The three domains of competence have different acquisition trajectories (psychological processes). Can be realized in learning through a scientific and integrated approach that is adapted to the characteristics of competencies and learners. This is revealed in Permendikbud number 22 of 2016 that: Competency characteristics and differences in the acquisition trajectory also affect the standard characteristics of the process. To strengthen the scientific approach (scientific), integrated thematic (thematic between subjects), and thematic (in a subject) it is necessary to apply disclosure/research-based learning (discovery/inquiry learning) (Permendikbud, 2016).

This implies that the learning process in primary and secondary education can be directed using integrated thematics between subjects as well as within one subject as well as a scientific approach. In fact, these are learning objectives which are divided into three domains. The three domains are Cognitive, which is a mental skill (regarding knowledge); affective, emotional side (about attitudes and feelings); and psychomotor, which relates to physical abilities (skills). So that in learning, integrating curriculum content in KTSP starting from the vision, mission, goals, structure and it will appear that learning is integrated with the pesantren curriculum, it is necessary for the creativity of teachers in concocting it.

However, the current reality is that not all pesantren-based schools manage their integrated learning optimally. Meanwhile, the purpose of pesantren-based school education in the educational process is to comprehensively and thoroughly integrate all aspects of basic values, intelligence, maturity, maturity with intact personality and intelligence aspects, namely spiritual, emotional and intellectual intelligence. Through integrated learning with local and global advantages in equipping students with manners, manners, religious observance, and wisdom towards local culture implied in each subject, reflecting the development of *hablumminannas*, namely establishing horizontal relationships between humans and fellow human beings and vertical relationships to God, with a series of worship to the Creator.

Pesantren-based schools are present and play a role in education which is an integral part of the national education system, through a formal education system that is culturally and institutionally integrated with pesantren so that education is integrated and guided for twenty-four hours every day, this is easy in coaching to achieve the goals set. It

is hoped that in the fulfillment of various sciences that can lead to happiness in the world and the hereafter. As according to Fathurrahman in Tafsir (2001:213), states that: The purpose of Islamic boarding school education is to maintain and develop the nature of students (santri) to be obedient and obedient to Allah SWT, prepare them to have Muslim personalities, equip them with various knowledges to achieve a perfect life, become good members of society and be happy physically and mentally, safe and sound. the world and the hereafter (Tafsir, 2001).

In order to be able to build and produce students who are ready to meet the demands of the times but still maintain their Islamic dignity. A planned and optimal effort is needed from educators to students through techniques, methods and learning models in a learning environment because learning is a process of interaction between students and educators with learning resources in a learning environment to achieve curriculum goals and educational goals.

## **B. Method**

This research uses a qualitative research approach with a descriptive type case study method. Then use the technique of observation, interviews and documentation studies. Interview techniques were carried out, among others, to the Principal, Deputy Principal, counselors, teachers, staff and others if needed. While observations were made on the subject, the subject's behavior during the interview, the subject's interaction with the researcher and other matters deemed relevant so as to provide additional data to the interview results to find preliminary data including the general description of the school, brief history, geographical location of the two schools, curriculum, school organizational structure, student condition, teacher condition, learning, condition of learning support facilities and infrastructure that are valid, specific, validity can be justified. Then the documentation studies in this research include documents I, II and III, school activity documents, books, magazines, school regulations at SMA Darussalam Rajappolah Tasikmalaya.

The data obtained from this documentation technique are used as additional data, complementary and explanatory data related to this research. Then the researchers conducted a study and collected data through references to books, articles, scientific journals and other sources regarding this integrated learning. After being researched, it

becomes clearer, collected, then reduced and presented and a conclusion is drawn.

## **C. Finding and Discussion**

### **1. Finding**

The integrated SMA Darussalam Rajapolah Tasikmalaya is a formal educational institution based on a boarding school with a boarding school model located in Kp.Narunggul Tanjungpura, Kec. Rajapolah, Kab. Tasikmalaya, West Java. Carry out the teaching and learning process (PBM) a full day for 6 days with an integrated learning strategy

Darussalam Terpadu SMA is under the auspices of the Indonesian Ministry of Education and Culture (Kemendikbud), by combining the general curriculum and the salafi pesantren curriculum and the KMI Gontor curriculum. Integrated learning is carried out using a learning model with stand-alone subjects that are integrated into three integrations. The first is integrated into the integrated curriculum (Salafi Islamic Boarding School curriculum, KMI Gontor curriculum and the Indonesian Ministry of Education and Culture curriculum), the second is integrated into 24-hour boarding school care, and the third is integrated into learning hours at school.

In the learning process by integrating three major curricula. The first is to integrate the Gontor KMI curriculum itself, the RI Ministry of Education and Culture curriculum, namely the 2013 curriculum and the Salafiah Islamic boarding school curriculum in one stand-alone subject. In integrated learning that is planned during PBM in class, each subject stands alone by integrating three major curricula in it. This integration is for three curricula all at one time and integrated in each subject. This means that in normal hours starting school, from morning until coming home from school, the three curricula are included in every subject that is delivered. Integrated learning model of a stand-alone subject by integrating the three major curricula in it is implemented and made by the teacher in the lesson plan (RPP) for learning during PBM in class.

Furthermore, integrated learning at the Darussalam Rajapolah Integrated High School Tasikmalaya, is integrated with a 24-hour parenting system or pattern. The parenting pattern used is a parenting pattern with more reference to the Gontor parenting system, namely

KMI which means Kuliatul Mualimin Al Islamiyah. There are two Gontor curriculum in it, namely KMI in its teaching system in schools and KMI in its parenting pattern. So that KMI for its teaching system in the classroom, and for outside the classroom, its parenting system is also implemented in Pondok where learning activities both schools and Islamic boarding schools will be integrated for 24 hours, this means that all students in Islamic boarding schools are planned to be collaborated so that they are integrated with the rest of the world. school program.

Then the next integrated learning is integrated at the time or hours of learning. This is stated in the lesson schedule for each class. At the Darussalam Rajapolah Integrated Senior High School, Tasikmalaya, Islamic boarding school learning and general learning are combined or combined in one learning time at school, starting from morning to evening after learning is finished. The lesson schedule is structured by including all the lessons in it, namely between general lessons, salafi pesantren lessons and KMI Gontor lessons plus tahfidz. This integration is a unique thing found by researchers because in one class, students can be given learning and meet directly with a teacher, ustadz or ajengan according to the planned lesson schedule.

## **2. Discussion**

After the researcher describes the research findings, the next researcher will present a research discussion about integrated learning in pesantren-based schools at SMA Terpadu Darussalam Rajapolah Tasikmalaya as follows:

The implementation of integrated learning in a pesantren-based school at the Darussalam Rajapolah Integrated High School in Tasikmalaya, based on the findings in the field, shows that integrated learning has been implemented using an integrated learning model of one stand-alone lesson by integrating the concept or culture of the pesantren in all subjects when learning is carried out. This indicates that integrated learning has been carried out in accordance with what was planned and the human resources have also implemented this integrated learning in accordance with their respective main tasks and functions. The results of the research at the Darussalam integrated high school show that the implementation of integrated learning emphasizes the integration of general learning which refers to the 2013 curriculum by integrating the salafi pesantren curriculum and KMI Gontor.

Supported by an integrated 24-hour upbringing of students in Islamic boarding schools and schools, integration of learning hours, educators and integration of learning materials to foster the noble character of students. As integrated learning implements as an effort to organize learning that builds on the character of students according to Zainuddin, (Zainuddin, 2010:3n.d.) which states that the concept of integrated learning includes:

a. Parenting integration.

Through parenting for students, which is known as the three educational environments, namely the school environment, family environment and community environment (Islamic boarding schools), this can allegedly build the character of students. Based on this, it is necessary to strive so that the three elements can synergize patterns foster in developing students.

b. Material integration.

Learning at the Darussalam Rajapolah Integrated High School Tasikmalaya which uses an integrated curriculum, it can be ascertained that there is an integrated learning, especially the integration in subject matter between world science (general) and religious science, thus learning at the Darussalam Rajapolah Integrated High School Tasikmalaya no longer separates science. world with religion. In the implementation of learning, the lesson plans have been prepared, materials and learning materials as well as the methods used as guidelines for the implementation of the learning process, so that the objectives can be achieved as expected.

In the implementation of integrated learning at SMA Terpadu Darussalam Tasikmalaya, the teaching and learning process has integrated learning with the mandate of the curriculum so that learning cannot be separated from the curriculum used, which is carried out by the school using an integrated learning model or integrated learning of one subject that stands intact or in one discipline. science to achieve meaningful learning.

- 1) Integrated learning in the integrated curriculum (Salafi pesantren curriculum, KMI Gontor curriculum and the Indonesian Ministry of Education and Culture curriculum)

In the implementation of integrated learning with the model integrating the salafi Islamic boarding school curriculum and the KMI Gontor curriculum in the curriculum content of the Indonesian Ministry of Education and Culture (2013 curriculum) in the classroom, namely how the concept of an integrated curriculum at Darussalam Islamic Boarding School combines the Curriculum of the Education Office, Salafiyah Islamic Boarding School, and 2013 curriculum. and the KMI Gontor curriculum into a single unit that can carry out learning according to the lesson schedule in the Teaching and Learning Process (PBM) that has been prepared and planned by the school. The implementation of integrated learning is applied by all subject teachers according to the concept of integration or planning made by the teacher through the Learning Implementation Plan (RPP).

In each subject, for example in Mathematics, there is a combination of the KMI curriculum, Salafiah Islamic boarding school, and the 2013 curriculum itself. This combination itself is to build students who have good morals. As stated during an interview with the Deputy Principal for curriculum, Mekarwati as follows;

For example, in the administration first, for example in the RPP. In the RPP, for example, the teacher wants to teach about the set of Mathematics. ... it was formed there, there was an integration of RPP with PAI in learning.. if it was a child, it means that besides being able to do general subjects, you can also have good morals.

In the lesson plans for the set material, it was found that when the teacher wanted to teach about the mathematical set, the integration could be seen that to explain the mathematical set, the teacher took some of the verses of the Qur'an that were related to the set, namely the collection of the Prophet who was Ulul Azmi, for example. anyone.

Learning begins also by looking for verses of the Qur'an about the set, there are words mahfudhot, pray, and so on. In this case, it



means that when students study according to the lesson schedule, they are learning mathematics about the set, but in essence they can also master the religious knowledge involved in it at one time. Besides being able to master general subjects, students can also master religious subjects. This means that the general knowledge possessed by students will always be based on religion so that their morals will be good and maintained. Through this integration, learning becomes more meaningful.

In implementing PBM in the classroom, starting from the introduction, core activities to closing, the teacher includes or integrates Islamic boarding school concepts sourced from the Qur'an and Hadith in addition to activities that have been determined and have become standards in the education of the Office.

In integrated learning, learning is usually carried out by indirect teaching, but at the Terpadu Darussalam Tasikmalaya Integrated High School, integrated learning is carried out by means of direct teaching.

This integrated learning can be carried out with the support of human resources and the improvement of adequate and relevant learning facilities in supporting PBM, by procuring: (a) learning aids consisting of: source books, teaching aids/media, sports equipment, -art tools, maps, globes, charts, additional practicum tools/materials, UKS equipment, extracurricular activities tools/materials, (b) school cleaning tools, (c) WC, mosque, laboratory room, skills room , Administration Room, Classroom, library, electrical installation, electronic equipment, duplicating machine, computer, lap top, LCD, tape recorder, TV, DVD/VCD player, sound system, school garden, classroom and office furniture. Although not all classes use LCD/ projectors, laptops or computers, according to Ashary Ramdhani, LCD/ projectors, laptops or computers are not so important for the continuity of this integrated learning. As in an interview with Ashary who stated that "Integrated learning is not so dependent on the procurement of LCD/projectors, laptops or computers"

Then in the next learning step, namely in core activities, each subject is according to the material to be taught, looking for material based on the concept or culture of Islamic boarding school in the

salafi curriculum and KMI that is suitable and can be integrated into the subject matter to be taught, so that any learning will appear meaning and breadth of knowledge. It can also be said that the extent to which general learning is studied, the pesantren culture will always guide and be integrated into every subject matter.

The core activity in this learning is carried out by direct teaching, how the material in the pesantren culture is integrated directly with the support of learning tools, teaching materials or teaching materials, syllabus and so on, which learning tools support the direction of integration, as Ashary Ramdhani said:

How can it be integrated, namely directly which is currently average because it requires teaching materials for syllabus teaching materials whose tools support it and to integrate it, such as differential calculus, especially since it has entered into Archimedes' theoretical physics. What religion is it from here? Explained the kinds of number patterns, all kinds of things, right or not?.

The next learning step is in the final or closing activity of learning, the integration of the pesantren culture which is included in the closing, including the conclusions of students, that students conclude the learning material by finding other examples that live in everyday life based on Al - Quran and Hadith as well as reading the Koran and reading the prayer at the end of the lesson. This integrated learning can be seen in the lesson plans in the attachment sheet.

The significance of this integrated learning is carried out so that students can come up with their strengths and weaknesses. This is a target for teachers to better understand students, this is where the following meaning emerges, as stated by one Mathematics teacher, as follows:

For example, when learning math...a child can catch it...some don't...when this child lacks math, but when he performs he can.. so what's wrong...children can read one by one, not only in addition to being able to recite the Koran, the language is good, the speech is good, the practice is good, it looks like the practice of managing the organization. For example in an environment, as a secretary in an environment so he can manage so he can

also speak a speech in crowds so mastering the stage his official language is also combined there ... for example integrated in Arabic, English can silat, can also perform, eh, so versatile multitalented.

Based on the interview above, through this integrated learning, it can be seen the abilities, shortcomings, interests, talents and potential of students. Of course, as a human, must have weaknesses and strengths in different fields.

In the integrated learning, it was found that when students studied mathematics, they did not master it or were weak, but when integrating, these students easily mastered the religious knowledge in the KMI curriculum and the salafi pesantren curriculum regarding the material in the mathematics lessons, making it easier to obtain meaning according to what is learned in the mathematics lesson. Thus, it will be easier to understand and achieve learning objectives. as well as in other lessons, because this integration combines learning in accordance with the pesantren culture in containing an integrated curriculum. Naeni explained about this combination in the following interview results:

If... the example is in the administration first, for example in the RPP. In the RPP, for example, the teacher wants to teach, for example, the set of Mathematics. So... there was an integration of RPP and PAI in learning.. If the previous one was a child, it means that besides being able to do general subjects, general subjects can also have good morals... with positive habits and activities That's right, so a child can't. The term is oh well, after reading my yellow book, oh, later, bada Isha, I'll practice KBB... oh well... this... this... so with positive activities... eh.... it can be general subjects, it can also be a boarding school, it can also read the Koran. Besides being a smart kid in class, he can also talk with a habit of once a week learning Muhadoro's speech, yes, it's like that.

In the interview above, it was found that in the integrated learning that will be implemented, the teacher provides learning according to the lesson plans that have been made. Learning is carried out according to what is in the RPP, for example in mathematics lessons, the teacher teaches about the set of

Mathematics, the set can be taken from the verses of the Qur'an, for example the collection of Rasul Ulul Azmi. This is carried out so that students in addition to mastering general subjects, can also have good morals, with positive habits and activities.

In SMA Terpadu Darussalam Tasikmalaya, the implementation of integrated learning, the syntax of the learning model is different from learning models in general, the steps (syntax) of integrated learning are more flexible because they can be adopted from various learning models such as direct instruction models, cooperative learning models ( cooperative learning) and problem-based learning models (problem based instruction) or a combination of learning models.

The implementation of the next learning uses a scientific approach that presents factual, conceptual and procedural knowledge, metacognitive, knowledge and skills by applying authentic assessments. At the learning implementation stage, classroom management has been carried out, where classes are divided into several groups, process activities, data recording activities and learning have discussions and collaborations so that integrated learning (syntax) is specifically implemented in this integrated learning.

The presentation of learning models is applied to models that support character education, such as PBL learning, PJBL, Discovery Learning, Inquiry Learning and so on. The learning approach using 4C/4K Reinforcement, namely 21st century skills or termed 4C (Communication, Collaboration, Critical Thinking and Problem Solving, and Creativity and Innovation) is the real ability to be addressed with the 2013 Curriculum.

The results of this study also show that the characteristics of this integrated learning can be developed at the education level of the Darussalam Rajapolah Integrated High School Tasikmalaya which consists of two elements of knowledge, namely religious knowledge and general science. General knowledge is contained in the subjects of Group A (mandatory), which is a group of subjects whose content and references are developed by the center, namely the subjects of Religious Education and Character Education, Pancasila and Citizenship Education, Indonesian Language,

Compulsory Mathematics, Compulsory Indonesian History and Languages English.

Then the subjects of Group B (mandatory), are a group of subjects whose content and references are developed by the center and can be supplemented with local content, namely the subjects of Cultural Arts, Physical Education, Sports, and Health, as well as Crafts and Entrepreneurship.

Furthermore, the subjects of Group C at SMA Terpadu Darussalam, with a specialization in Mathematics and Natural Sciences, are subjects consisting of specialization Mathematics, Biology, Physics and Chemistry. Meanwhile, Group D (Cross-interest) subjects are cross-interest subjects at Darussalam Terpadu Senior High School which are adapted to the existing education staff and the culture of Islamic boarding schools, namely Arabic and Geography subjects.

SMA Terpadu Darussalam contains Group E subjects filled with pesantren subjects with the content and references developed by the Darussalam Islamic Boarding School which is affiliated to the Salafiyah Islamic Boarding School and KMI Gontor. Salafiah Islamic Boarding School subjects are shown with the Yellow Book subject and are affiliated to Darussalam Gontor Modern Pondok which are shown with KMI Gontor subjects which consist of Durusul Lughoh Al-Arobiah/English Lesson, Muthola'ah / Reading comprehension subjects, Insha'/Composition, Imla'/Dictation, Mahfudzhot/Wise Word, Al-Khitobah/Preaching, Al-Muhadatsah Yaumiyah /Daily Conversation and Fathul Mu'jam/Opening of Dictionary subjects. Cultural Arts subjects are integrated with local content of Islamic boarding school culture and additional local content subjects are in accordance with the school's integrated curriculum.

This integrated learning is carried out to achieve meaningfulness. This meaningfulness is partly in accordance with the characteristics of integrated learning according to Malawi (2019: 4), except for point number 1, that:

- a) Learning experiences and activities are relevant to the developmental level and needs of primary school-age children.
- b) The activities selected in the implementation of integrated learning are based on the interests and needs of students.

- c) Selected learning activities that are meaningful and memorable for students so that learning outcomes can last longer.
- d) Emphasize the thinking skills of students.
- e) Presenting pragmatic learning activities in accordance with the problems that students often encounter in their lives.
- f) Develop students' social skills, such as cooperation, tolerance, communication, and responsiveness to other people's ideas (Malawi, Ibadullah, 2019).

The integration of the pesantren curriculum and KMI has been seen in every general subject and has included a verse of the Koran which is the reference for the themes to be discussed in each subject, as well as Salafi Islamic boarding school and KMI content, will be integrated in every subject taught in high school. Teradu Darussalam Tasikmalaya. This varied learning integration is in accordance with the theory put forward. According to Cohen and Manion (1992) and Brand (1991) quoted by Jamila (2019:1) that : "There are three possible variations of integrated learning with regard to education carried out in a progressive education atmosphere, namely the integrated curriculum, integrated day (Case et al., n.d.) and integrated learning (integrated learning)".

## 2) Integrated Learning With Time Or Lesson Hours .and the educators

The results of the research at the Darussalam Rajapolah Integrated High School Tasikmalaya also found that integrated learning was carried out with reference to the learning time, in the lesson schedule integrating it in each subject so that there was no separation between Islamic boarding schools, KMI Gontor and general lessons. The learning time is integrated and contained in the lesson schedule which includes general lessons, Islamic boarding school lessons and KMI content lessons in daily lessons.

The implementation of integrated learning is carried out in accordance with what is stated in the Unit Level Curriculum (KTSP) of SMA Darusssalam Rajapolah Tasikmalaya, namely that integrated learning is carried out with a model of integrating or combining lesson hours on all subjects independently so that there is no separation between all of them. As stated by Naeni Mekarwati in the results of her interview regarding this learning time as follows:

The three curricula are included in it, for example, in the first second hour of mathematics, the curriculum of the Ministry of Education and Culture in the third and fourth hours can be ajengan who enters, Safinah in the fifth and sixth hour of class, for example, cottage lessons for dhirosah Islamiyah, such as Islamic Tarih, Arabic and so on. ( Naeni Mekarwati, On 19-09-2021., 2021).

Based on the explanation from the interview above, this uniqueness can also be seen in the classroom during the implementation of learning. This indicates that learning is integrated with the time or hours of lessons and the educators during the learning process so that they meet with educators with different names. There are calls for teachers, ustad/dzah and ajengan as per the lesson schedule.

In the implementation of lesson hours with the 2013 curriculum, students learn by calling the term teacher for the designation called for educators who teach general learning, ustadz calls for educators who provide Islamic boarding school learning and ajengan is a call to educators who provide KMI Gontor learning.

Teachers, ustadz/ustadzah and ajengan are included in learning every day in a combination of time that is not separated from each other. Teachers, ustadz/dzah enter the class and mingle with the ajengans, the ajengans are usually arrogant but here they enter the class, even though in terms of what the term is, the way to dress is the same as the ajengan dress, namely the sarong. Ajengan enters the class looking like an Ajengan. This is in accordance with the results of an interview with the deputy head of the curriculum, Naeni Mekarwati on Sunday, September 19, 2021 at 11.49:

Studying the first to second hour can be salafiah or Ajengan, the yellow book is safinah, the lesson in this class is safinah, the lesson in this class is mathematics, in this class it is mutolaah from Gontor, so it's like that..(Interview with the Deputy Head of Curriculum, Naeni Mekarwati, S.Pd On 19-09-2021., 2021).

Based on the lesson schedule and the results of the interview, it shows that the integrated learning in the lesson schedule above shows that integrated learning is carried out according to the lesson schedule, still consisting of lesson hours from combining the three major curricula in it, which consists of the first hour to the last hour in their daily life containing hours of lessons from the KMI Gontor lesson, the salafiah pesantren curriculum, then general lessons from the 2013 curriculum of the Ministry of Education and Culture of the Republic of Indonesia with reference to eight national education standards but in the preparation of the curriculum it remains one, becoming the curriculum for the learning unit level of SMA Darussalam Rajapolah Tasikmalaya.

### 3) Integrated Learning with Islamic Boarding School Parenting for 24 hours

Integrated learning at SMA Terpadu Darussalam Rajapolah Tasikmalaya also uses an integrated model with twenty-four hours of parenting, in which learning time is added to time at dawn and part of Isha with time allocation per one hour lesson with a face-to-face learning load. 45 (forty) minutes with 52 learning hours for class X, 52 hours for class XI and 52 hours for class XII. This integration is also based on the use of English and Arabic as an introduction in the learning process, namely in the first year, 25% of English and Arabic, 75 Indonesian. then in the second year, 30% English and Arabic, 70% Indonesian. Then in the Third year 50, English and Arabic, 50% Indonesian.

In integrated learning at the Darussalam Rajapolah Integrated High School in Tasikmalaya, namely by integrating the subjects of the Gontor KMI curriculum and the Salafiyah curriculum and Arabic as local content, it can be taught in an integrated manner with local wisdom culture and Islamic boarding school and integrate it in learning time. For example, the first hour is filled with general subjects, then the next hour is filled with Islamic boarding school subjects and so on. Furthermore, integrated learning is also carried out by integrating the content of the pesantren curriculum in all subjects independently, but in it has been integrated with Islamic boarding schools.



Integration of twenty-four hours into the pattern of parenting of students during school hours combined with Islamic boarding schools in order to maintain the character of students, this is fostered through positive habits and activities that are carried out every day for twenty-four hours in a parenting pattern. the same thing, as expressed by Naeni in the following interview:

This means that besides being able to take a child in general. I practice KBB... oh well... this... this... so with positive activities... eeh.... like that, children can also study general subjects, cottage can also teach the Koran besides smart kids in class, they can also talk with a week of habituation once learning muhadoro's speech is like that (Interview with the Deputy Head of Curriculum, Naeni Mekarwati, S.Pd On 19-09-2021., 2021).

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Based on the lesson schedule and the results of the interview, it shows that the integrated learning in the lesson schedule above shows that integrated learning is carried out according to the lesson schedule, still consisting of lesson hours from combining the three major curricula in it, which consists of the first hour to the last hour in their daily life containing hours of lessons from KMI Gontor lessons, salafiah pesantren curriculum, then general lessons from the 2013 curriculum of the Ministry of Education and Culture of the Republic of Indonesia with reference to eight national education standards but in the preparation of the curriculum it remains one, becoming the curriculum for the learning unit level of SMA Darussalam Rajapolah Tasikmalaya.

### 3) Integrated Learning with Islamic Boarding School Parenting for 24 hours

Integrated learning at SMA Terpadu Darussalam Rajapolah Tasikmalaya also uses an integrated model with twenty-four hours of parenting, in which learning time is added to time at dawn and part of Isha with time allocation per one hour lesson with a face-to-face learning load. 45 (forty) minutes with 52 learning hours for class X, 52 hours for class XI and 52 hours for class XII. This integration is also based on the use of English and Arabic as an introduction in the learning process, namely in the first year, 25% of English and Arabic, 75 Indonesian. then in the second year, 30% English and Arabic, 70% Indonesian. Then in the Third year 50, English and Arabic, 50% Indonesian.

In integrated learning at the Darussalam Rajapolah Integrated High School in Tasikmalaya, namely by integrating the subjects of the Gontor KMI curriculum and the Salafiyah curriculum and Arabic as local content, it can be taught in an integrated manner with local wisdom culture and Islamic boarding school and integrate it in learning time. For example, the first hour is filled with general subjects, then the next hour is filled with Islamic boarding school subjects and so on. Furthermore, integrated learning is also carried out by integrating the content of the pesantren curriculum in

all subjects independently, but in it has been integrated with Islamic boarding schools.

Integration of twenty-four hours into the pattern of parenting of students during school hours combined with Islamic boarding schools in order to maintain the character of students, this is fostered through positive habits and activities that are carried out every day for twenty-four hours in a parenting pattern. the same thing, as expressed by Naeni in the following interview:

This means that besides being able to take a child in general. I practice KBB... oh well...this...this...so with positive activities...eeh...like that, children can learn not only general subjects but also boarding schools can also recite the Koran besides smart kids in class, they can also talk with a week of habituation once learning muhadoro's speech is like that (Interview with the Deputy Head of Curriculum, Naeni Mekarwati, S.Pd On 19-09-2021., 2021)(*Wawancara Dengan Wakasek Kurikulum, Naeni Mekarwati, S.Pd Pada Tanggal 19-09-2021., 2021*).

Based on the results of the interview above, it was revealed that the school hours that are incorporated with the Islamic boarding school are also an integration of twenty-four hours in the parenting pattern. Students recite the yellow book, bada perform the isha prayer following KBB exercises and so on. With such positive activities, they are able to teach general subjects as well as Islamic boarding schools, and can recite the Koran. Apart from being smart in class, they can also be smart outside the classroom, such as being good at speaking because of the once a week habituation in learning muhadoroh speech in four languages.

This integrated learning is carried out in the classroom during learning, also strengthened by the addition of integrated learning outside the classroom, so that this learning is more meaningful. At Darussalam Terpadu Tasikmalaya Senior High School, each component of the curriculum becomes one direction or pattern that is used in the daily activities of students and teachers from waking up to going back to sleep, as Mekarwati in an interview with researchers explained that:

So, then, for example, at dusk, there is a muta'alim talim, it is also scheduled in the school schedule, so once every 24 hours,

it doesn't come apart like that. The report card is a general report card and there is also a cottage report card, there is also a general report card, for example, fiqh, how many oral exams does it take, how much is it included in a single general report card (*Wawancara Dengan Wakasek Kurikulum, Naeni Mekarwati, S.Pd Pada Tanggal 19-09-2021.*, 2021).

Based on these interviews, it can be found that each component of the curriculum becomes one direction or one pattern that is used in the daily activities of students as a whole. It is also reinforced by the results of an interview with Riva, which states that:

If Duhur is the same as the room supervisor, the guardian of the santri, Duhur, Asr and the room supervisor, for example, Maghrib and Subuh at the mosque. If it's a boy in the men's hut. If it's Sunday, everyone is in the room with the guardian of the room in congregation so that they meet the guardian of the room. The guardian of the room is from Ustadz Darus, the teachers here. Duhur, Ashar, Isa are the same as supervisors (Ainon 2021).

It was also revealed that through the integrated care system of KMI Gontor for twenty-four hours by combining students' activities from waking up to sleeping again, there were parenting activities and activities in the classroom. The following is reinforced by the results of an interview with Toni, that:

The 24-hour parenting system is easier for us to take the Gontor parenting system, the KMI parenting system is a system because here the boarding school is 24 hours, it means all students in the boarding school how to apply what is the term program activity, yes, we collaborate like that. So, the students' activities from waking up until they go to sleep again, there are parenting activities in our class, right? As for the program of activities, here there are daily activities, what activities are there weekly, weekly, monthly and then semi-annual. In one semester, we like to have activities to arrange a calendar of collaborating cottage activities from schools, what service programs are synergized with, when is the exam, and so on. Then the cottage program, what cottage

activities, then it will be combined into one activity or cottage calendar that is used, that one calendar includes all activities, school, cottage and so on

(Regal n.d.).

Based on the results of the interview, it was revealed that the school activity program, whether it was daily activities, weekly or weekly activities, monthly or semiannual and annual activities, was arranged in a cottage calendar which was integrated with school activities or programs from the education office.

## **E. Conclusion**

Based on the results of the study, in general, integrated learning in pesantren-based schools at SMA Terpadu Darussalam Rajapolah Tasikmalaya uses an integrated one-lesson learning model that stands alone and integrates with the integrated curriculum, twenty-four-hour parenting and learning time in the lesson schedule. The implementation of integrated learning at the Darussalam Rajapolah Integrated High School Tasikmalaya shows the results that the implementation of integrated learning is by integrating an integrated curriculum (Salafi pesantren curriculum, Gontor KMI curriculum and the Indonesian Ministry of Education and Culture curriculum). The integrated learning process has been implemented by incorporating Islamic boarding school concepts in the pesantren culture which includes an integrated curriculum. In the integrated learning that is carried out, especially from preliminary activities, core activities to closing, the teacher tries to incorporate Islamic boarding school concepts sourced from the Al-Qur'an and Hadith in addition to activities that are determined and there are already standards in education.

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