

## **Theoretical Study: Implementation of The Integrated Model In Islamic Religious Education Learning**

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**Abstract:** *The purpose of this study is to examine theoretically the implementation of the integrated model in learning Islamic Religious Education. This type of research is library research with a descriptive approach, the primary data source is a book entitled How To Integrate The Curricula Third Edition, by Robin Fogarty Foreword By Heidi Hayes Jacobs, published in California by Corwin A SAGE Company in 2009. The technique of analysis is content analysis. The result of the research is the implementation of an integrated model in PAI learning through three steps, namely the educator's step of designing a learning plan program by determining KD, determining the results. The second step is the implementation stage, at this stage the educator carries out three activities, namely opening, core and closing. The third step is the culmination by conducting an assessment through tests on students.*

**Keywords:** *Integrated Model, PAI Learning*

**Abstrak:** Tujuan penelitian ini adalah mengkaji secara teoritis mengenai implementasi model integrated pada pembelajaran Pendidikan Agama Islam. Jenis penelitian ini adalah kepustakaan atau library research dengan pendekatan deskriptif, sumber data primer adalah buku dengan judul *How To Integrate The Curricula Third Edition*, karya Robin Fogarty Foreword By Heidi Hayes Jacobs, diterbitkan di California oleh Corwin A SAGE Company pada tahun 2009. Teknik analisis dengan content analysis. Hasil penelitian adalah implementasi model integrated pada pembelajaran PAI melalui tiga Langkah, yaitu Langkah pendidik merancang program rencana pembelajaran dengan menentukan KD, menetapkan hasil. Langkah yang kedua adalah Tahap pelaksanaan, pada tahap ini pendidik melakukan tiga kegiatan, yaitu pembuka, inti dan penutup. Langkah ketiga adalah kulminasi dengan melakukan penilaian melalui tes pada peserta didik.

**Kata Kunci:** Model Integrated, Pembelajaran PAI

### **Introduction**

Education is crucial for broadening horizons, elevating one's status, and determining the quality of life. Therefore, teenagers and young adults, as

the next generation, should have a strong enthusiasm for learning to drive progress. This stage marks the transition from childhood to adulthood.

In the teaching and learning process, several factors can influence its success. One crucial factor is the role of the educator, which can optimize the learning process to achieve high-quality outcomes. Because of the importance of the educator's role, the skills they must possess are foundational for executing their profession effectively, serving as the cornerstone for successfully fulfilling their duties and responsibilities.

According to Darmadi, professional educators' skills can be divided into two main areas: the ability to design teaching programs by creating lesson plans and the ability to implement the teaching process using methods, media, and instructional materials, as well as encouraging and involving students in the learning process and conducting evaluations. Educators or teachers are the primary individuals who interact directly with students during the learning process, thus providing positive stimuli to help achieve educational goals.<sup>1</sup>

"Integrated" in English means integration. The integrated model is a teaching approach that combines several subjects by prioritizing the concepts, skills, and attitudes that can be integrated from each subject.

According to Daryanto, the benefits of the integrated model include: (1) making it easier for students to understand the connections between various subjects; (2) facilitating interdisciplinary understanding and appreciation of knowledge and skills; (3) motivating students.<sup>2</sup>

It can be concluded that the benefits of the integrated model include developing concepts coherently by linking all important curricular areas for students' education, deepening knowledge by encouraging multiple intelligences and enhancing students' critical thinking skills, and increasing motivation.

When planning instruction, thorough preparation ensures effective learning experiences for students. Daryanto outlines several steps that should be considered when designing an integrated model related to lesson planning, including: (a) selecting themes, which should be done through brainstorming to foster interest, motivation, and curiosity among students, while also considering school resources to ensure effective learning; (b) teachers determining the learning outcomes, including knowledge, skills, and attitudes; (c) creating topic networks that effectively integrate various subjects

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<sup>1</sup> Hamid Darmadi, *Kemampuan Dasar Mengajar* (Bandung: Alfabeta, 2010), p. 10.

<sup>2</sup> Daryanto, *Pendekatan Pembelajaran Saintifik Kurikulum 2013* (Yogyakarta: Penerbit Gava Media, 2014), p.120.

to support the main theme; (d) determining and developing learning activities that encompass cognitive, psychomotor, and affective domains; and (e) developing an assessment plan for knowledge, skills, and attitudes.<sup>3</sup> The general steps in implementing integrated learning include three stages of activities: (1) initial activities, (2) core activities, and (3) concluding activities. Based on observations, it is sometimes found that educators make mistakes in applying a particular learning model. To avoid this, research on the implementation of the integrated model in Islamic Education (PAI) has been conducted, so it can serve as a reference for educators in applying effective teaching methods.

## **Method**

The type of research in this thesis is a literature review, which is a part of qualitative research that examines literature from books. Sources are not limited to books but can also include transcripts or documents, such as recorded evidence, direct interviews with authors, and others. Another term for a literature review is Literature Study or Literature Research. Using a descriptive approach, the primary data source is the book titled "How To Integrate The Curricula Third Edition," written by Robin Fogarty with a foreword by Heidi Hayes Jacobs, published in California by Corwin, a SAGE Company, in 2009. The data collection technique used is the documentation method. This method is employed to find data related to the main discussion topics, such as biographies, classic books, journals, life histories, stories, newspapers, films, and so on.<sup>4</sup>

Qualitative data analysis involves working with data, organizing it, breaking it down into manageable units, synthesizing it, identifying patterns, discovering what is important and what has been learned, and deciding what can be shared with others. This analysis is inductive because it is based on the data obtained, which is then used to develop specific patterns of relationships or hypotheses. Further data is collected repeatedly to determine whether the hypothesis can be accepted or rejected based on the gathered data. If the hypothesis is accepted, it becomes a theory.<sup>5</sup> To determine the results of this research, the author used several steps, including Content Analysis. Content Analysis is a study and interpretation of the main ideas within a book, allowing for the revelation of these ideas and their meaningful relationships. These main ideas are related to the theme that forms the content of the book.

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<sup>3</sup> Daryanto, p.127.

<sup>4</sup> Sugiyono, *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif Dan R & D)* (Bandung: Alfabeta, 2015), p.329.

<sup>5</sup> Sugiyono, p.335.

In this thesis research, the researcher used the content analysis technique to analyze the content of discourse, classical texts, and literary works.<sup>6</sup>

Additionally, interpretation or analysis is employed. In this step, interpretation is used to analyze and synthesize the obtained data. Analysis involves breaking down an event or literature piece one by one, thus expanding the perspective of the events' facts and drawing conclusions from them. Meanwhile, synthesis means bringing together.

## Result and Discussion

Integrated learning has been developed by many experts with various objectives, but this diversity is related to one another. For example, John Dewey, he developed integrated learning to integrate the development and growth of students and their knowledge abilities. Integrated learning is the development of two educational figures, namely Jacob in 1989 with the concept of interdisciplinary learning and Fogarty in 1991 with the concept of integrated learning.<sup>7</sup>

In terms of terms, integrated learning is called integrated curriculum and integrated learning. An integrated curriculum is a curriculum that combines a number of scientific disciplines through a combination of content, skills and attitudes.<sup>8</sup>

Conceptually, integrated learning has been put forward by many experts, including the following.

First, John Dewey defined integrated learning as a learning approach that involves several subjects to provide meaningful experiences to students. It is said to be meaningful because in integrated learning, students will understand the concepts they learn through direct experience and connect them with other concepts they already understand.

Second, integrated learning is learning that begins with a particular subject or theme which is linked to other subjects, certain concepts are linked to other concepts which are carried out spontaneously or planned either in one or more fields of study, and with a variety of children's learning experiences. learning becomes more meaningful.

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<sup>6</sup> Sutrisno Hadi, *Metode Research* (Yogyakarta: Andi Offset, 1993), p. 37.

<sup>7</sup> Indriani, F., & Atiaturrehmaniah, A. Evaluation of the implementation of integrative thematic learning: A qualitative research approach phenomenology. *Jurnal Penelitian dan Evaluasi Pendidikan*, Vol.23, No.2, (2019) p.184-196.

<sup>8</sup> Satrianawati, dkk, *Pembelajaran Terpadu Berbasis Outcome-Based Education (OBE)*, (Yogyakarta: UAD Press, 2023), p.4-6

Third, integrated learning is a learning approach that links two or more relevant concepts from a family of subjects (intra) or several relevant concepts from a number of subjects (inter-subject).

Fourth, according to Oemar Hamalik, integrated learning is a comprehensive teaching system, which combines various learning disciplines that are centered on a problem or topic or project, both theoretical and practical, and combines school and out-of-school institutions that develop integrated programs based on needs. students, community needs and combining teaching and learning activities to achieve the goal of integrated student personality development.<sup>9</sup>

Based on the opinions of the experts above, it can be understood that integrated learning is an approach in which the learning process combines two or more subjects to provide meaningful learning to students by implementing an experiential learning and learning by doing learning system towards meaningful learning. These two learning systems attempt to encourage students to interact directly with learning resources in the surrounding environment.

Integrated learning is a learning system that allows students, both individually and in groups, to actively seek, explore and discover scientific concepts and principles in a holistic, meaningful and authentic way. Integrated learning is more focused on a student's learning process, whether in groups or individual. This form of learning is usually more about practical learning, with material that has been adapted to students' needs.

Integrated learning begins with a certain subject or theme that is linked to other subjects, certain concepts are linked to other concepts, which is carried out spontaneously or planned, both in one or more fields of study. Meaningful because integrated learning also improves scientific principles. Therefore, integrated learning is learning that combines not only one concept of thinking but many concepts that are combined in a lesson.<sup>10</sup>

According to Robin Fogarty, there are ten ways or models for planning integrated learning. The ten methods or models are: fragmented learning type, connected type, nested type, sequence type, integrated type, webbed type, immersion type (immersed), shared net type, threaded type, and networked type (logic and reasoning). From this quote, there are 10 models for developing integrated learning. These models are reviewed from the way they combine skill concepts and thematic topics.

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<sup>9</sup> Satrianawati, dkk, Pembelajaran Terpadu Berbasis Outcome-Based Education (OBE)

<sup>10</sup> Satrianawati, dkk, p.28-29

1. Integrated Curriculum is the result of a developmental process from existing curricula. The development of this curriculum has gone through and is based on several principles, namely:
2. Philosophical principles, which relate to the educational objectives consistent with the philosophy of the country.
3. Psychological principles, which take into account the child's factors in the curriculum, namely child psychology and learning psychology.
4. Sociological principles, which consider the state of society, its development and changes, human culture, the products of human work in the form of knowledge, and others.
5. Organizational principles, which consider the form and organization of the presented subjects.<sup>11</sup>

Through these principles, the developed curriculum can then be applied according to the needs of the existing educational institutions.

Implementation, or commonly referred to as application, is a process of applying ideas, concepts, policies, or innovations into practical actions, thus resulting in impacts, whether in the form of changes in knowledge, skills, values, or attitudes.<sup>12</sup> Implementation is not only seen as a process, but also as the application of an innovation or improvement. It can occur continuously over time and should bridge the gap between expected practices and reality. Curriculum implementation is influenced by the following three factors:

1. Curriculum characteristics, which encompass the breadth of new curriculum ideas and their clarity for users in the field.
2. Implementation strategies, such as professional discussions, seminars, workshops, curriculum book provision, and activities that encourage curriculum use in the field.
3. Characteristics of curriculum use, including teachers' knowledge, skills, values, and attitudes toward the curriculum, as well as their ability to actualize the curriculum in teaching.<sup>13</sup>

In its implementation, integrated curriculum has its own aspects and procedures. Quoting the opinions of several experts, it's stated that the implementation of integrated curriculum involves three stages or steps that must be undertaken: planning, execution, and evaluation. The following will present some aspects related to these steps.

1. Planning

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<sup>11</sup> S.Nasution, *Asas-asas kurikulum*, (Jakarta: Bumi aksara, 2011), p. 11.

<sup>12</sup> E.Mulyasa, *kurikulum berbasis kompetensi*, (Bandung: PT.Remaja Rosdakarya, 2005), p. 93.

<sup>13</sup> *Ibid*, p. 94.

Planning or preparation involves the arrangement of activities to achieve predetermined goals. Aspects to be planned in the implementation of integrated curriculum, as outlined by Maurer and cited by Syifuddin Sabda, include: (1) formulation of general objectives, (2) determination of general themes, (3) establishment of time frames, (4) structuring of material sequences, (5) application of learning strategy models, (6) determination of assessment methods. Realizing these aspects can be achieved through both written and unwritten planning.

## 2. Implementation

Implementation, this stage involves the execution of teaching and learning activities as the core element of the learning process, which is adjusted according to the guidelines outlined in the previous planning phase. Procedurally, the activities undertaken are divided into three steps as follows: first, initial activities, second, core activities, third, closing activities.

## 3. Evaluation

As the final stage of curriculum implementation, the completion of activities and the measurement of achieved results are demanded. Therefore, at this stage, evaluation activities are required. Evaluation/assessment is the determination of assessing a program and the determination of the achievement of a program's objectives. Assessment is a form of testing system in skill-based learning to determine the extent to which students have mastered the selected basic competencies set by the teacher in the learning process. According to Raka Joni as cited by Syaifudin Sabda, the form of evaluation in integrated curriculum is essentially not different from the evaluation form of conventional curriculum, or curriculum in general, except that evaluation in integrated curriculum, besides evaluating the process and learning outcomes, should be directed more towards evaluating accompanying impacts.<sup>14</sup>

Integrated model involves the integration of several topics from different subjects, but with the same essence within a specific topic. Evidentiary topics that originally exist in subjects such as Mathematics, Indonesian Language, Natural Sciences, and Social Sciences, to prevent

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<sup>14</sup> Asih nurjanah, Thesis: "Model kurikulum terpadu dalam pembelajaran pendidikan agama Islam (studi multi kasus di MAN 01 Malang dan SMAN 4 Malang)", (Malang: UIN Maulana Malik Ibrahim, 2016), p. 37-39.

curriculum overload, can be placed within specific subjects, such as Natural Sciences. Another example is in reading texts, which are part of the subject.<sup>15</sup>

The Integrated Model is an integration process that begins by incorporating different ideas, skills, and behaviors into various learning areas. Themes serve as frameworks in the learning process. This model presents interdisciplinary topics that reorganize overlapping topics and generate patterns and designs. The advantage of this model is the clear connection between subjects through the learning process. However, this model requires a broad perspective from teachers and sometimes neglects learning objectives due to excessive focus on the process.<sup>16</sup>

According to Trianto, this learning model is a holistic approach that employs interdisciplinary methods. The integrated learning type, known as Integration, combines various skill sets, concepts, and knowledge by integrating curriculum priorities. Integrated or holistic learning models have a distinct characteristic of blending several topics from different subjects while maintaining the same core topic. In this model, overlapping themes are the last aspect educators seek and select during the program planning phase. Initially, educators sift through concepts, skills, and attitudes taught within one semester across multiple fields of study. Then, they choose several interrelated and overlapping concepts, skills, and attitudes from various fields of study.<sup>17</sup>

The Integrated Model is an educational approach that emphasizes the integration of different ideas, skills, and behaviors into various areas of learning. This approach is based on the notion that effective learning should not be confined to one discipline but should encompass concepts and skills that cut across various subjects. In this way, the Integrated Model aims to create a more holistic learning experience, helping students understand the interconnectedness of concepts and apply them in real-world contexts.<sup>18</sup>

One key element of the Integrated Model is the effort to incorporate different ideas, skills, and behaviors into learning. This means that students not only learn concepts and facts within one subject but also need to identify connections and similarities between these concepts and other subjects. For

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<sup>15</sup> Margiyono Suyitno, "Model Kurikulum Pendidikan Terpadu Berbasis Nilai Keagamaan," *Journal of Educational and Language Research* Vol.1, no. 8 (2022): p.1197-1206, <https://doi.org/10.53625/JOEL.V1I8.1751>.

<sup>16</sup> Robin Fogarty Foreword By Heidi Hayes Jacobs, *How To Integrate The Curricula Third Edition* (California: Corwin A SAGE Company, 2009), p.15.

<sup>17</sup> Robin Fogarty Foreword By Heidi Hayes Jacobs, p.20.

<sup>18</sup> Margiyono Suyitno, "Model Kurikulum Pendidikan Terpadu Berbasis Nilai Keagamaan." p.19

example, in a lesson on environmental issues, students might learn natural science concepts, such as the water cycle, which are related to social concepts, such as environmental policies. This helps students understand that environmental issues cannot be understood from just one perspective but involve concepts and knowledge from various disciplines.<sup>19</sup>

The main advantage of the Integrated Model is that it enables students to develop a deeper understanding of the subject matter. Students learn to think across disciplines, identify connections between various concepts, and apply them in real-world situations. This helps them develop analytical, critical, and synthesis skills that are essential in daily life. Moreover, this model also prepares students to be lifelong learners who can recognize the interconnections between disciplines in career development and problem-solving in the future.<sup>20</sup>

However, the Integrated Model can also pose its own challenges. Effective integration requires strong collaboration among teachers from various subjects and more complex lesson planning. Teachers must have a good understanding of the concepts and content of their subjects as well as how to integrate them with concepts from other subjects. Additionally, this model also requires sufficient resources to support the development of integrated curriculum. Assessment in this model can also become more complex, as students are evaluated based on their understanding of concepts from various fields of study.<sup>21</sup>

Characteristics of integrated curriculum include:

- a. Based on the needs, interests, and developmental levels of the learners.
- b. Grounded in sociological principles.
- c. Supported by all available subjects.
- d. Delivery system utilizes both experiential units and subject-based units.
- e. The role of the teacher is equally as active as that of the learners.<sup>22</sup>

In the initial stage, teachers should form interdisciplinary teams to select concepts, skills, and attitudes to be taught in a specific semester for

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<sup>19</sup> Hakim Lukman et al., "Pendidikan Islam Integratif: Best Practice Integrasi Pendidikan Agama Islam," *Gestalt Media*, 2020, p.47

<sup>20</sup> Wafi Ali Hajjaj, "Integrasi Kurikulum Pesantren ke dalam Lembaga Pendidikan Formal (Studi Kasus di Madrasah Tsanawiyah Nurul Qarnain Sukowono Jember)." p.75

<sup>21</sup> Siti Nur Rahma and Hikmasanti Agustin, "Profil Implementasi Model Integrated pada Pembelajaran IPA di Indonesia (2012-2021)," *Jurnal Inovasi Penelitian Dan Pengabdian Masyarakat* Vol.1, no. 1 (2021): p.1-15, <https://doi.org/10.53621/jippmas.v1i1.1>.

<sup>22</sup> Udin Syaefudin, *Inovasi Pendidikan*, (Bandung: Cv ALFABETA. 2011), p. 115

various subjects. The next step involves choosing several concepts, skills, and attitudes that are closely interconnected and overlapping across different subjects. Integrated subjects may include mathematics, arts, language, and social studies. The focus of integration is on a variety of learning skills that a teacher aims to develop in their students during a unit of instruction to achieve the learning objectives. These learning skills encompass thinking skills, social skills, and organizing skills.<sup>23</sup>

The goals of integrated learning are:

- a. Enhancing understanding of concepts in a more meaningful manner.
- b. Developing skills to discover, process, and utilize information.
- c. Cultivating positive attitudes, good habits, and noble values necessary in life.
- d. Fostering social skills such as cooperation, tolerance, communication, and respect for others' opinions.
- e. Increasing interest in learning.
- f. Choosing activities that align with individual interests and needs.

The benefits of integrated learning include:

- a. Incorporating various topics in each subject with interconnected concepts for students' learning.
- b. Allowing students to utilize skills developed from understanding the interrelations among subjects.
- c. Training students to establish more connections within and between subjects, enabling them to process information according to their cognitive abilities and facilitating the development of conceptual networks.
- d. Assisting students in problem-solving and critical thinking, which can be developed through skills applied in real-life situations.
- e. Enhancing students' memory retention of learned material by presenting topics in diverse situations and conditions.
- f. Facilitating easy transfer of learning when instructional situations closely resemble real-life scenarios.<sup>24</sup>

The steps and stages in integrated learning using the integrated model are as follows:

1. Planning Stage

Educators design a learning program plan by exploring themes through brainstorming or idea sharing.

2. Implementation Stage

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<sup>23</sup> Robin Fogarty Foreword By Heidi Hayes Jacobs, p.77.

<sup>24</sup> Robin Fogarty Foreword By Heidi Hayes Jacobs, *How To Integrate The Curricula Third Edition*.

Activities include: gathering information, managing information through comparative analysis and synthesis, compiling reports through verbal, visual, audio, kinetic, and model-based methods.

### 3. Culmination Stage

Conducted through: presentation of reports in written, oral, demonstrative, or product form; assessment covering both process and product using formal and informal procedures with an emphasis on product assessment. This model represents integrated learning that employs an interdisciplinary approach by combining subjects, prioritizing curriculum, and identifying overlapping skills, concepts, and attitudes across multiple subject areas.<sup>25</sup>

The characteristics of integrated learning process include several points: learner-centeredness, as this process fundamentally allows learners the freedom, both individually and in groups. Learners can actively seek, explore, and discover concepts and principles of knowledge that need to be mastered according to their development.

Emphasizing understanding and meaningfulness, this means examining a phenomenon from various aspects that form a kind of network of schemas possessed by learners, thus impacting the meaningfulness of the material being studied. Tangible results are obtained from all concepts acquired and their connections with other concepts learned, resulting in learning activities becoming more meaningful. This is expected to result in learners' ability to apply their learning achievements to real-life problem-solving.

Learning through direct experience is emphasized. In integrated learning, it is programmed to directly involve learners in the concepts and principles being studied, enabling them to learn by engaging in activities directly with the facts and events they experience, rather than just receiving information from their educators. Teachers act more as facilitators guiding towards the intended goals, while students serve as active seekers of facts and information to develop their knowledge.

More attention is paid to the process rather than mere outcomes. This learning approach develops a guided discovery or inquiry-based approach involving active participation of learners in the learning process, from planning and execution to evaluation. Integrated learning is carried out by considering the desires, interests, and abilities of the learners, thus enabling continuous motivation for learning.

Requirement with interconnected content. It means focusing on observing and examining a phenomenon or event from multiple subjects

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<sup>25</sup> Robin Fogarty Foreword By Heidi Hayes Jacobs.

simultaneously, not from compartmentalized perspectives, thus enabling learners to understand a learning phenomenon from all aspects, which in turn will make learners discerning and wise in responding to or facing existing events.<sup>26</sup>

This learning model has several advantages.

It allows for the formation of interdisciplinary understanding, lessons can be well developed as they encompass many aspects, it can motivate learners to study, and it focuses on different areas of interest without requiring additional time to implement. However, the shortcomings of this model are that even though teachers have prepared concepts, attitudes, and skills well, their implementation in learning may be less than optimal. Additionally, integrating the curriculum with the concepts of each field of study requires many learning resources.<sup>27</sup>

### Islamic Religious Education

Islamic Religious Education is an education based on Islam or the guidance of the Islamic religion in fostering and forming Muslim individuals who are pious to Allah SWT, have love and affection for their parents and fellow human beings and also for their homeland as a gift given by Allah SWT.<sup>28</sup> besides that it can also be interpreted as a guidance carried out to form a Muslim personality who loves the homeland and fellow human beings. So it can be concluded that Islamic Religious Education is a conscious effort made by educators in order to prepare students to believe, understand, and practice Islamic teachings through guidance, teaching or training activities that have been determined to achieve the stated goals. The basis for implementing Islamic Religious Education is a legal or legal basis, religious and psychological. The main teachings of Islam include: faith, sharia, morals, and jihad.

The Islamic religious education curriculum for schools/madrasah functions as follows;

1. Development, namely increasing the faith and piety of students to Allah SWT which has been instilled in the family environment. Basically and first of all, the obligation to instill faith and piety is carried out by every parent in the family. Schools function to further develop in children through

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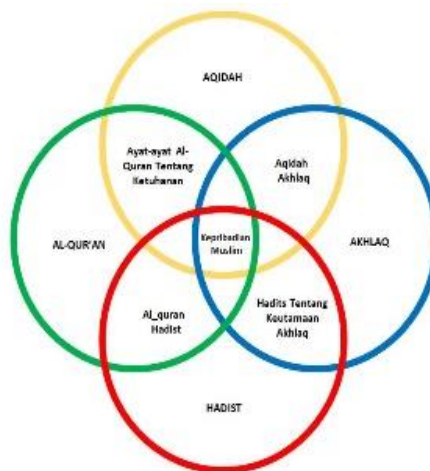
<sup>26</sup> Robin Fogarty Foreword By Heidi Hayes Jacobs.

<sup>27</sup> Yanti Fitria Widya Wanelly, *Pengaruh Model Pembelajaran Integrated Dan Keterampilan Berfikir Kritis Terhadap Hasil Belajar IPA*, (2019), p.30.

<sup>28</sup> Ahmad Tafsir, dkk, *Cakrawala Pemikiran Pendidikan Islam* (Bandung: Mimbar Pustaka, 2004) p.285

guidance, teaching and training so that faith and piety can develop optimally according to the level of faith.

2. Instilling values as a guideline for life to seek happiness in life in the world and the hereafter.
3. Mental adjustment, namely adjusting to the environment, both the physical environment and the social environment and being able to change the environment according to the teachings of Islam.
4. Improvement, namely correcting mistakes, deficiencies and weaknesses of students in beliefs, understanding and experience of teachings in everyday life.
5. Prevention, namely to ward off negative things from the environment or from other cultures that can endanger themselves and hinder their development towards becoming complete Indonesian people.
6. Teaching about religious knowledge in general, systems, and functions.
7. Distribution is to channel children who have special talents in the field of Islamic religion so that these talents can develop optimally so that they can be used for themselves and for others. In this research, the integrated material will be Islamic Religious Education, covering Aqidah, akhlaq, al-qur'an, and hadith. Below is a diagram illustrating the integrated model in Islamic Religious Education.



Picture 1. Integrated Model of PAI

The implementation of the integrated model in Islamic Religious Education can be carried out through three steps. The steps that educators need to take in the integrated model for Islamic Religious Education instruction are: In this step, educators design the learning program plan by exploring several themes, noting them down, considering and adjusting them

to the themes to be integrated, then determining and selecting the theme along with other elements, namely:

Determining the Basic Competencies

- a. Establishing outcomes, selecting a theme, for example, cultivating noble character
- b. Linking the Basic Competencies with indicators within the theme, for example, discussing virtuous character and hadiths about charity
- c. k. Lastly, in the planning stage, educators develop the Lesson Plan.
- d. The implementation stage of the integrated model in Islamic Religious Education instruction involves three activities:
- e. The first activity involves the opening, including greeting and addressing the students, praying together, taking attendance, and conducting an ice-breaking session to ease the atmosphere, followed by evaluating the previous material through a question-and-answer session.
- f. The second activity is the core, where educators communicate the learning objectives, deliver the material using various methods such as lectures, playing quizzes, and group discussions.

The third and final activity in the implementation of instruction is the closure, where educators conclude the lesson by providing positive motivation, praying together, and bidding farewell.

The culmination stage is carried out by assigning a written test, conducting oral tests, making personal notes, and assessing the students' abilities, particularly in terms of their Muslim character through religious activities. Educators perform three aspects of assessment, including knowledge, attitude, and skills.

## Conclusion

Based on the study above, it can be concluded that the implementation of the integrated model in Islamic Religious Education instruction can be carried out through three steps as follows: first, educators design the learning program plan by exploring several themes through brainstorming or group discussions. Second, the implementation phase involves activities: information gathering process, information management through comparative analysis and synthesis, and report preparation can be done verbally, visually, audiovisually, kinesthetically, and model-based. Third, the culmination stage is conducted through: presentation of reports either written, oral, performance demonstration, product; assessment includes both process and product using formal and informal procedures with emphasis on product assessment.

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