



## Integrated Islamic School Curriculum Analysis Investigated from The Perspective of Students' Skill in The Industrial Revolution 4.0 Era

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**Abstract.** The industrial revolution 4.0 progressively evolves and eventually evokes significant changes within the education field. Advanced technology and information drive the education field towards the digitized direction. The 21<sup>st</sup> century demands students to possess skills of the 4C's which scopes the critical thinking, collaboration, communication, and creativity skills. Consequently, the rapid development of science and technology in the 21<sup>st</sup> century set out the field to more complicated challenges, such as inevitable curriculum changes. Integrated Islamic School Curriculum is the embodiment of scientific and religious knowledge combination as its distinctive characteristic. Simultaneously, the advanced era of the industrial revolution 4.0 requires the curriculum to undertake adjustments. Henceforth, this research strives to discover and analyze the ability of integrated Islamic schools in accommodating challenges and demands of the industrial revolution 4.0 era.

**Keywords:** Industrial revolution 4.0, Integrated Islamic School Curriculum, the 4C's

**INTRODUCTION** ~ Education in life has such an important role in preparing a generation that is ready to face this era of challenges and demands. Ideally, education is able to optimize the abilities and skills in forming the values, attitudes and character of each individual that is balanced with the times. In fact, education in Indonesia is so sad. Considering the rapid development of the times in the era of the industrial revolution 4.0, education in Indonesia often gives birth to a generation that is fussy and stuttering; technological stuttering, social stuttering and moral stuttering (Yusup, 2017). Trilling & Fadel (2009) in their research shows that high school graduates, diplomas and higher education are still less competent in terms of communication, critical thinking and problem solving, team work and collaboration, working in group differences, accessing technology, and management and leadership.

The development of the industrial revolution will bring increasingly significant educational changes and bring education in an all-digital way. Entering this 21<sup>st</sup> century, when human resources become an important issue for a nation (Suwardana, 2017), the ability to think critically is necessary for humans to adapt and solve problems (Ghiffar et al, 2018; Asviangga, Sunardi & Trapsilasiwi, 2018). Three pillars of human resources also played an important role in the development of the 21<sup>st</sup> century, namely literacy, skills and character (Ibda, 2018). In fact, along with the development and advancement of technology and information has an impact on the character and patterns of human interaction that change easily accessing all available information (Iswan & Herwina, 2018; Hudi, 2017; Ngafifi, 2014).

Based on concerns over the failure of education, the Integrated Islamic School was founded by Muslims who were able to



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combine general knowledge and religious values (Alaydroes, 2017). In fact, to establish communication between Integrated Islamic Schools, an Integrated Islamic School Network (JSIT) was formed, whose management has spread throughout Indonesia, around 1,000 Integrated Islamic Schools incorporated in the JSIT network and 10,000 Integrated Islamic Schools that are structurally united under JSIT (Hisham) , 2012). The combination of general and religious subjects characterizes the curriculum structure (Raafi, 2018; Sa'dun, 2016; Suyatno, 2013), in other words the curriculum used is basically a curriculum adopted from the curriculum of the Ministry of Education and Culture with various modifications which is balanced and in accordance with the times. Moreover, now the world has entered the 21<sup>st</sup> century, namely the industrial revolution 4.0 era.

Integrated Islamic schools are essentially schools that implement the concept of Islamic education based on the Qur'an and As Sunnah. The term "integrated" in the SIT is intended as an amplifier (taukid) of Islam itself, the intention is a complete whole Islam. In its application SIT is defined as a school that adopts an implementation approach by combining general education and religious education into one interwoven curriculum. SIT also emphasizes integration in learning methods, so that it can optimize the cognitive, affective and conative domains. The implication demands on the

development of a varied learning process approach and using extensive media and learning resources (Muhab, et al, 2010).

The curriculum of the Integrated Islamic School aims not only to develop knowledge and equip them with vocational abilities, but more important for them is to instill religious moral values and strengthen their belief in the Islamic religion, so that they are committed to preaching (Suyatno, 2013). According to him, this is claimed to be a manifestation of the word "integrated" in the school system which is believed to be the foundation for forming Muslim leadership.

As the pattern of human life changes due to the rapid growth of technology and information, human resources are required to have more skills to succeed in the face of fierce competition in the 21<sup>st</sup> century. This is a challenge and its own educational demands that need to be addressed. Education indirectly emphasizes skills and life skills (Rahman, 2019). Regarding this, what skills should students have in order to become superior human resources and able to compete? The characteristics of 21<sup>st</sup> century human resources identify that students in the 21<sup>st</sup> century must be able to develop competitive skills, critical thinking, problem solving, communication skills, information and communication technology literacy and media literacy (Basuki & Hariyanto, 2014). A study shows that the skills that are the focus of competence in the 21<sup>st</sup> century are skills in mastering information and technology



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media (ICT) (Wijaya, Sudjimat & Nyoto, 2016).

Not separated from the human resource skills that are required to develop, the consequences of the magnitude of the challenges to be faced will affect the educational curriculum that will change as well. The curriculum is required to adjust to the times in the 4.0 industrial revolution (Ellahi, Khan & Shah, 2019). Without realizing that the structure and governance that exists in the curriculum contribute to its development (Short, 1983). Integrated Islamic education is education held in one group and managed in an integrated manner both from the aspects of the curriculum, learning, teachers, facilities and infrastructure, management and evaluation, so that it becomes an effective and quality education (Syarifudin, 2010). Of course, in this millennial era there are still limited findings on the religion-based curriculum as a form of innovation from curriculum development itself and an important role for human survival in the 21st century (Mualimin, 2017; El Jurdi, Batat, Jafari, 2017; Sa`dun, 2016; Suyatno, 2013). Moving on from the goal of the Integrated Islamic School which is believed to be the foundation to form Muslim leadership that will be able to carry out its leadership duties (Suyatno, 2013; Muhab et al, 2010), the purpose of this study is to find out and analyze the extent to which the Integrated Islamic School is able to accommodate challenges and demands of the

development of the industrial revolution era 4.0.

## METHOD

This research is a descriptive study using a qualitative approach. Qualitative research is known to intend to understand the phenomena experienced by research subjects (Moleong, 2017). This study uses a qualitative approach so that all forms of information about the design and contents of the Integrated Islamic School-based curriculum accommodate students' skills in facing the industrial revolution 4.0. The research method used in this study is the study of literature studies, because this study describes the findings in the field viewed from the content of the Integrated Islamic School curriculum that reviews the skills of 21st Century students in facing the industrial revolution 4.0. The subject of this study was the curriculum of an Integrated Islamic School in one of the private KB / TKIT schools in Bandung.

## RESULTS

The learning model in the Play Group (KB) / Integrated Islamic Kindergarten (TKIT) school uses the BCCT model or what we are more familiar with the center learning model. Being a faithful and pious person requires the introduction of religious education from an early age which is assembled in the curriculum itself (Sa`dun, 2016). Preparation of learning designs in the curriculum uses the center rotation, namely the preparation center, the center of natural materials, the art center, the MOT center, the role playing center, the



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beam center and the lmtaq center, where children's skills can be seen in a variety of different activities in each center.

### **Critical Thinking Skills.**

Critical thinking skills describe the ability to access, analyze, and analyze information that can be learned, trained and mastered (Redecker et al, 2011; P21, 2007). Referring to the curriculum development design in the Integrated Islamic School, critical thinking skills can be seen from the ultimate goal of learning and assessment available at the school. The ability of children is seen when he is able to argue, argue and refute what educators have said, it is one form of children showing critical thinking.

If examined in this annual Integrated Islamic School program, in each round of centers there are several important objectives that emphasize that children are required to show critical thinking, and if analyzed further it turns out critical thinking skills can not be released with problem solving skills, because basically in The curriculum includes several activities that require children to think critically which are fundamental skills in problem solving.

### **Collaboration Skills.**

Collaboration and teamwork can be developed through experience in school, between schools and outside school (P21, 2007). Students can collaborate collaboratively in various activities, one of which is on project activities or working in groups. If seen and examined in the

curriculum of the Integrated Islamic School, there are several activities in each center that require children to collaborate collaboratively.

### **Communication Skills.**

Good communication skills are valuable skills for children's development. Indirectly communication is an activity of channeling information, both verbally and in writing. These communication skills are seen in all the activities listed in the SIT curriculum. This can be examined when every child activity is required to provide a response, it is also seen in the authentic assessment system used by the school. In the aspect of language development, it will be seen when children accept and express language verbally or body language of the child, because most children who are in the KB or TK A level have obstacles in expressing written language.

### **Creativity Skills.**

The ability to create and renew is where the ability to develop the creativity it has to produce various innovative breakthroughs (P21, 2007). Basically, creativity is the ability to develop and convey new ideas to the public. For children, creativity can be interpreted as the work he does. In this Integrated Islamic School curriculum, if examined more deeply, activities that support children to be creative are so diverse. Children are required to be creative and create new things, especially in the arts center it will be seen that the design of activities can



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develop different levels of children's creativity and these activities depend on the theme being studied.

## DISCUSSION

The main objective of this research is to find out and analyze how far the Integrated Islamic School curriculum is able to accommodate the development of the era in terms of the curriculum of the level of play groups (KB) and integrated Islamic kindergartens (TKIT). Paradigms and approaches in the curriculum are consciously carried out from an early age, where children are in the golden period (Muhab et al, 2010). The golden period occurs in the 0 - 6 years age range, where children experience a sensitive period and a critical period to receive various stimuli in a significant increase in development and responsiveness to stimulation from the environment (Mulyasa, 2014; Wahyudin & Agustin, 2012; Berk, 2003; Santrock, 2002). The results of the study showed that the curriculum of the Integrated Islamic School in its design and compilation was in accordance with the times that were growing rapidly. Changes and curriculum development are caused by the times in a certain period of time (Short, 1983). The compilation of a curriculum that accommodates the challenges of the times can improve student skills in learning and children's experiences at the beginning of the child's school year (Loizou, 2018).

## CONCLUSION

Preparing students who have skills in the era of the 4.0 era is a challenge and a great demand for education. The curriculum plays an important role in formulating education so that students are able to optimize their skills in facing this 4.0 industrial revolution. The curriculum of the Integrated Islamic School seems to be able to accommodate the demands of the times seen in several curriculum documents, ranging from the design of the annual, semester, weekly to daily programs. Although there are still some improvements in some activities and there are still many updates to the curriculum.

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