

ABSTRACT

Suraijjah, NIM. 12.0351.0029: “The Development model of Integrating Islamic Education Subject and Good Character into Thematic Learning in Elementary Schools”, Supervisor I: Prof. Dr. H. Syaifuddin Sabda, M.Ag., Supervisor II: Dra. Inna Muthmainnah, M.A., Ph.D, Dissertation, Banjarmasin, Postgraduate UIN Antasari, 2019.

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The development of the 2013 curriculum today in Indonesia provides great opportunities for the society to meet the target of education which could give solutions to various problems in social lives, especially the problem of moral decadence. Based on this phenomenon, it is necessary to develop a curriculum that can overcome these problems. One of these solutions is the integration of Islamic elements into the curriculum because Islamic education emphasizes more on *akhlakul karimah* (good deeds) where children can be guided earlier in their young ages. The focuses of this study are ideas, material, syllabus, curricula, study plans, implementation and evaluation which are modeled in the development of the integration of Islamic education subject and good characters into thematic learning in elementary schools.

The type of this study is the research and development model. The fields of study took place in three state elementary schools, namely SDN-SN Pengambangan 5, Karang Mekar 1 and Kebun Bunga 4 which were considered as a representation of the condition of all elementary schools in the city of Banjarmasin. The Data was collected by observation, interviews and documentaries and then it is analyzed and validated using Aiken's V formula which is related to experts' judgments and presentations.

Based on the collected data, this study found that the model of the development of the integration of Islamic education subjects and good character into thematic learning in elementary schools could be categorized to be valid and applicable. This can be seen through ideas and designs developed from the validity results using the Aiken's V formula which are no improvement ranging from 0.781-1000.

The activities carried out were to test the validity of the module designs, readability of the devices, syllabus, lesson plans, student activities, and teaching materials. The result of experts' validation for module design in all aspects assessed is in the valid category with improvements in the range of 0.250 - 0.750. The module design is, then, corrected according to the advice given by the validators. The result of the validation of the readability of learning devices in all aspects assessed is in the valid category and some aspects are categorized as very valid which is in the range of 0.667 - 1,000. For the syllabus it is found that almost all aspects assessed are in the valid category with improvements in the range of 0.500 - 1,000.

The lesson plans assessed by the validators are also in the valid category with improvement in the range of 0.500-1,000. For the student activity instruments, all aspects assessed are in the valid category without improvement which are in the range of 0.750-1,000. The result of the teaching materials validation in all aspects assessed is in the valid category with improvements in the range of 0.583-000. Thus, all developed products that have been validated by experts can be categorized to be valid.

The numbers of practitioners who assessed were eight from first grade teachers and eight from fourth grade teachers. The activity carried out is to test the validity of the syllabus, lesson plans, student activities, and teaching materials. The result of practitioner validation for class I and IV syllabus in all aspects assessed is in the very valid category which is in the range of 0.720-1,000. The result of practitioners' validation for the lesson plans in the class I and IV in all aspects assessed is in the valid category with improvements in the range of 0.656-1,000. The improvements were, then, made to follow the advice given by practitioners in order to make the lesson plans perfect. For the student activity instruments, all aspects assessed are in the very valid category without improvement and they are in the range of 0.781-0.969. The result of the teaching materials validation in all aspects assessed is in the very valid category without improvement which is in the range of 0.781-1,000. Therefore, all developed products that have been validated by practitioners can be categorized to be valid.

Based on the results from the implementation model, it can be concluded that the model can give a chance for students to improve their learning achievement. For teachers, the positive impact is that they can increase their performance because they play an active role in designing and implementing this integrated curriculum model to students. The impact on student activities in learning is that students can increase their learning activities in the learning process as well as they can be easily to answer evaluations given to them. Meanwhile, the feasibility of the implementation model can be categorized to be feasible enough due to the readiness of teachers and students. Therefore, the benefit of this model for both teachers and students is categorized to be good because it supports the implementation of this integrated curriculum development model.

The advantages of this model are: 1) readability, it is easy to implement as it is merely a redesigning curriculum, 2) acceptance, it can be accepted by stakeholders and teachers, 3) relevance, it can give contribution, 4) flexibility, it gives teachers a chance to develop a curriculum, 5) feasibility, it increases the affective attitude of students. However, there are also disadvantages for this model, they are: 1) it is still in the form of a simple design, 2) it is only can be implemented once, 3) teachers have no experiences in implementing it.