Boarding School's Integral Education Curriculum In Secondary School

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ABSTRACT

The multidimensional crisis that has hit the State and nation is quite serious, without a paradigm of change and renewal of education, it will not be possible for this Country to advance and develop. Education renewal is a consequence of education that can be prepared and carried out by education stakeholders. And can improve the quality of education in Indonesia in accordance with the mandate of the established laws. Education is a strategic basis in the achievement of full human resources. Education is a benchmark for educating the nation's life, functioning the human brain to work, think and think, cleanse the heart, teach the Quran and hadith. Islamic educational institutions only teach sciences based on revelation which can only give birth to scholars who are experts in the field of religion. In the era of modernization is getting faster and faster, the development of educational thinking is getting stronger, the dichotomy between general science (science) and religious science. The challenges of Islamic education are getting stronger, the marginalization of Islamic education from its source and the increasingly rampant thought of educational secularism. The puberty and association of junior high school children cannot be directed due to the influence of gadgets. There is a change in the perspective of formulating educational objectives as a reference for teaching and learning in educational institutions, the curriculum that has not been optimally implemented has changed and the curriculum that has not been developed and evaluated for a long time. This will have an impact on the results of achieving institutional goals and intrucsional goals in education. This study aims to determine the integral educational curriculum initiated by Muhammad Abduh and the curriculum implemented by SMPIT al-Multazam Kuningan and can analyze the two curricula. The method used in this study is library research by tracing data sources from various readings, both primary and secondary, then analyzed using content analysis (countent analysis), which is descriptive analytics. The results of the research that the author found were the integral education curriculum at the first level of the school level (SMP), Muhammad Abduh's concept of an integral education curriculum, namely combining general science or science with religious science. The method conveyed in his learning with memorization method, discussion method, question and answer method, darmawisata method, practice and simulation method and exemplary method. The implementation of the integral educational curriculum of SMPIT al- Multazam is an integrated curriculum between the government curriculum and the pesantren curriculum.

Keywords: curriculum, integral education, leadership.

INTRODUCTION

Education is a major issue that concerns the fate and future of the nation and the State. Therefore the demands for political, economic, social, human rights, governmental and agrarian reforms will not produce good results without the reform of a good education system in the country. The multidimensional crisis that has hit the State and nation is quite serious, without a paradigm of change and renewal of education, it will not be possible for this Country to advance and develop. Education renewal is a consequence of education that can be prepared and carried out by education stakeholders. And can improve the quality of education in Indonesia in accordance with the mandate of the established laws.

In line with the National Education law, it educates the life of the nation and aims to develop the potential of human beings who have faith and devotion. Education became a barometer in all lines of national and state life. The quality of education is the subject of study and even the main agenda in improving the quality of education. Education is not just a cultural and civilizational activity in the style of a humanitarian business that is social, noble and non-profit, but has turned into an activity of a business nature, as one ofthe kom oditas traded, liberalization of education. Education can compete and come out as the winner in the competition. Each country in the world is looking for strategic keys in order to strive for quality education (Kuntoro, 2019).

Education is a strategic basis in the achievement of full human resources. Education is a benchmark for educating the nation's life, functioning the human brain to work, think and think, cleanse the heart, teach the Quran and hadith.

Muhammad Abduh said that among the factors that brought about the decline of the Islamic world was the existence of a dichotomous view among Muslims between revelation-based science and science. Islamic educational institutions only teach sciences based on revelation which can only give birth to scholars who are experts in the field of religion. Meanwhile, general education institutions only teach sciences, which can produce experts in the field of science and technology who do not have the right religious vision and insight (Kuntoro, 2019).

In the era of modernization is getting faster and faster, the development of educational thinking is getting stronger, the dichotomy between general science (science) and religious science. The challenges of Islamic education are getting stronger, the marginalization of Islamic education from its source and the increasingly rampant thought of educational secularism. The puberty and association of junior high school children cannot be directed due to the influence of gadgets. There is a change in the perspective of formulating educational objectives as a reference for teaching and learning in educational institutions, the curriculum that has not been optimally implemented has changed and the curriculum that has not been developed and evaluated for a long time. This will have an impact on the results of achieving institutional goals and intrucsional goals in education.

The curriculum is one of the components of education that greatly determines the success or failure of educational programs that have been planned by policymakers. In language, curriculum is a word born from the world of athletics, namely curir or courier, which means to run, run, or can also be interpreted as the distance that a running athlete must travel, from the starting line to the finish line. This term is then brought to the world of education and makes its meaning turn into a lesson or material that a student must take to get recognition or appreciation from his

educational process (Rojii, Istikomah, Aulina, & Fauji, 2019).

Education is part of the pattern of learning and teaching that is mandated by Allah through the Quran. Learning is looking for knowledge to be learned and understood and implemented in everyday life. Teaching is educating, guiding or nurturing learners to be better and to be a conscious effort to improve people to become more righteous. Teachers are educators, teachers in children's education both in the school or formal, and non-formal education pathways. Teacher is a job that requires knowledge, skills, abilities, expertise and determination to create students who are able to have behaviors that meet expectations (Sauri, 2021).

Educators strive to add knowledge, history has proven that the progress achieved by the Abbasid Daulah, especially in the field of science, is the pencak of Islamic glory throughout history. At this time, world-class Islamic scientists were born. Such as Abu Hanifah, Imam Malik, Imam Shafi'i and Imam Ahad bin Hambal in the science of fiqh, Imam Abu Al-Asy'ari and Imam Abu Mansur Al-Maturidi in the science of aqidah. Imam Al-Thobari and Imam Al-Rozi in the science of tafsir, Imam Al-Ghozal in the imu of Sufism, Imam Bukhri and Imam Muslim in the science of hadith (Ramayulis, 2012).

Building human civilization starting with knowledge with continuous and continuous education will be able to increase a person's degree in extracting knowledge. Piere Borfman, a German research scientist said "The success of Muslims in all scientific and cultural fields has colored the world" (As-Sirjani, 2011).

According to Mahmud Yunus and Martinus Jan Langeveld, education is an effort that is deliberately chosen to influence and help children aimed at improving science, physique and morals so that they can slowly lead children to their highest ideals and goals (Wardhana, 2021). So that the child gets a happy life and what he does can benefit himself, society, nation, state and religion. In addition, education is an effort to help children to be able to perform their life tasks independently and responsibly and education is an effort by adult humans in guiding immature humans to adulthood.

Ki Hajar Dewantara as the father of Indonesian National Education said, education is a demand in the life of children's growth, guiding all the nature that exists in children so that they can achieve safety and happiness (Budiana et al., 2022). According to H. Fuad Ihsan, explaining that education is "Human efforts to grow and develop the potentials of carrying both physical and spiritual in accordance with the values that exist in society and culture". Efforts are made to instill these values and norms and pass on to the next generation to be developed in life and life that occurs in an educational process as a human effort to preserve his life (Fuad, 2005).

Education is a conscious and planned effort in the process of guidance and learning for individuals to grow into independent, responsible, creative, healthy-minded and noble human beings (Adri, 2020). The education system always faces new challenges along with the emergence of new needs and to face them requires renewal of education by improving the system. The renewal that occurred included the juridical foundation,

curriculum and supporting tools, educational structure and education personnel.

Integrated Islamic Education is a school whose curriculum integrates Islamic values, skills with the national curriculum. Along with the efforts to develop education that are more towards the integrality of education, there are certainly many criticisms in the education system in Indonesia, one of the most questionable criticisms is about the content of the curriculum, the dissatisfaction is directed at the national education system.

Integral education is an educational concept that combines intellectual, moral, and spiritual in learning so that students not only have cognitive abilities, but also have psychomotor and spiritual abilities in fostering a better tomorrow, in this world and in the hereafter (Yatimin, 2006).

Integral education according to Muhammad Natsir is not partial education, but universal education, there is a balance between intellectual and spiritual aspects, between spiritual and physical nature. There is nootomic dik between the branches of science (Bastoni, 2008).

Integration is a union in order to become a whole. Integration is defined as the process of combining certain values with another different concept so that it becomes a coherent unity and cannot be separated or processed renewal until it becomes a whole and round whole. In the discourse of scientific integration, integration in its generic sense is intended as an effort to combine two different entities (general science and Islamic religious science) in one scientific umbrella. This concept of scientific integration among Muslims has become more popular with the term Islamization of science (Tia, 2018).

Educational renewal is a fundamental one, renewal is focused on the juridical foundation, because the juridical foundation is directly related to matters that are fundamental to all educational implementation activities, such as educational structure, curriculum, management, supervision, and employment. In the renewal of education, it is inseparable from quality educational institutions in accordance with educational standards.

Muhammad Abduh is a reformer in the field of education and science. Therenewal of Islamic education according to Muhammad Abduh includes the curriculum, educational objectives, education system, educators and students, as well as integrating science and religious science.

The history of the renewal of educational thought has been rolling since the 18th century or the beginning of the 19th century which was driven by Muahmmad Abduh andcontinued by his student Rasyid Ridha. In contemporary records or literature, Rasyid Ridha is described as a Muslim warrior who is not much different from Muhammad Abduh. Muhammad Abduh considered that there is no most effective path for the achievement of renewal in the Islamic world except through politics is the shortest path, while renewal through education and teaching even takes a long way but the results are steady and lasting. Therefore, between the two paths is actually very related (Hasan, 2004). According to Rasyid Ridha, the renewal of education must be done absolutely, because without it, Muslims are always in the cheese and will become displaced people. He saw that the decline of

Muslims and their weaknesses were due to the fact that they no longer hold and practice the true teachings of Islam (Harahap, Nurliza, & Nasution, 2020).

Modern Western civilization according to Rasyid Ridha is based on advances in science and technology. In this field, Rasyid Ridha is very enthusiastic about supporting Muhammad Abduh's program to import general knowledge into educational institutions owned by Muslims (traditional Islamic schools or madrasahs). That's because science and technology do not conflict with Islam. For progress, Muslims must be willing to accept the existing Western civilization (science and technology). Even Rasyid Ridha sees it mandatory for Muslims to study modern science and technology, as long as it is used in terms of goodness (Ismail & Islam, 1997).

Pesantren is an integral educational ingredient that can grow people with moderate spirits (Washatiyah). The change in the learning system in Islamic boarding schools occurred due to the impetus of the current of globalization that reached the resilience of the learning style of students. The additional skills that began to be pioneered were new thoughts driven from the unrest of modern society where the question arises whether their children can work after graduating from pesantren? Therefore, then additional skills gradually emerge to answer their concerns (Asifa, 2018). With integral education in Pesantren and an integrated curriculum containing religious education and general education or science and technology. More and more people are introducing their children into islamic boarding schools because they see their contribution in improving their knowledge.

Muslims in classical times can achieve progress because they are willing to advance, learn and use their wits to learn science. The West is advancing because it is willing to take the science developed by Muslims. Thus, taking modern Western science means taking back the science that Muslims once had.

In achieving the goal of national education, namely educating the nation's life, an integral education system is needed, namely science and religious science. Like the education system that has been running in several modern islamic boarding schools, namely integrating science and religious science. Pesantren is a forum that can implement an integral education curriculum in an effort to achieve national education goals, the author tries to study and research in this dissertation research with the title "Intergral Education Curriculum for Junior High School (SMP) level".

RESEARCH METHODS

Research methods are a requirement in conducting research in looking for the results of a goal. Each research has a certain purpose and use, in general, there are three kinds of research objectives, namely discovery, proof, and development. The discovery because the data obtained from the results of the study was completely new and had never existed before. Proof means that the data obtained is used to prove the existence of doubts about certain information or knowledge. development, the result of research is the deepening and expansion of existing knowledge. In this study, the author develops from the results of the findings and proofs of those that have been studied in the form of writings from books or journals that have been published.

Data collection methods are techniques or ways that can be used by researchers to collect data. In this study, the authors acted as data collectors. The perosedur used is through documentation. This technique is a way or method of collecting data by classifying written materials related to the research we do whether the source is from scientific journals, books, or writings sourced from the internet.

RESULTS AND DISCUSSION

A. Kuriculum Pendidikan Integral Kepesantrenan Tlevel P ertama High School (SMP)

1. Definition of Integral Education

The inegral education curriculum is a blend of religious curriculum and general or science curriculum. Imam Shafie, in the journal tarbiyah, on the nature and concept of integrated education revealed that, normatively, the paradigm of education in Islam is integrated education. When viewed from this point of view there is no dichotomy between general education and religious education, or in other words, there is no dichotomy between the interests of the world and the interests of the afterlife and this can be seen in the initial process of human events (Shafi'ie, 2002).

Integral education according to Muhammad Abduh is the union of science and Islam. Dualism in the educational context is the existence of dualism in educational materials and educational practices. As a modernist theologian, Abduh felt convinced that science and islam could not possibly contradict. He stated that

religion and scientific thought work on different levels.

In achieving ideal and measurable educational success in the integral education curriculum at the junior high school level, the author analyzes the integral educational curriculum, namely integral educational goals, integral educational materials, integral educational methods and integral education evaluation.

2. Objectives of Integral Education at the Junior High School Level

The objectives of national education have been formulated based on Pancasila and the 1945 Constitution. Pancasila as the foundation of the idiil and the 1945 Constitution as the constitutional foundation. In The Constitution 945 Chapter XIII, article 31 states that "Every citizen has the right to be taught, the government strives and organizes a national teaching system regulated by law (Syaiful, 2014).

In the law of the Republic of Indonesia No.2 of 1989 Chapter IX, article 39, paragraph 1 states "The content of the curriculum is a composition of study materials and lessons to achieve the objectives of implementing the education unit concerned in order to achieve national education goals." Then in paragraph 2 it is stated that the content of each type, path and level of compulsory education contains pancasila education, religious education and civic education (Syaiful, 2014).

Zaenal Arifin stated that the purpose of education was formulated directly by the government as a guideline for the development of more specific educational goals. Institutional goals are goals that every educational institution wants to achieve, both formal and non-formal education

(Arifin, 2021). The hierarchy of educational goals as a whole can be seen in the curriculum from 1975 to the 1994 curriculum which is goaloriented, while in the 2004 curriculum or competency-based curriculum (competency based curriculum) it is known as the Graduate Competency Standard (SKL), competency standards (SK) subjects, Basic Competencies (KD) and indicators. The difference is that the goals must be achieved by students, while competencies must be curated by students.

Hilda Taba gave some instructions on how to formulate goals, which were quoted by Zaenal Arifin, namely: (Arifin, 2021).

a. That goal should be two-dimensional, process-dimensional and product-dimensional. In the process dimensions include analyzing, intertaking, remembering and so on. While what is included in the product dimension is the materials contained in each subject.

b. Analyze goals that are general and complex in nature and become specific goals so that the expected form of behavior is obtained.

c. Gives clues about what experiences are needed to achieve that goal.

d. A goal can't always be achieved immediately, sometimes it takes a long time.

e. Goals must be realistic and translatable in the form of activities or certain learning experiences.

f. The goal must be comprehensive, that is to say, it includes all the goals to be achieved in the school not only the delivery of information, but also the skills of fiction, social relations, attitudes towards the nation and state, and so on.

The purpose of education can be realized if all the consequences can be carried out. The success of education is the result of the achievement of the goals carried out, in accordance with islamic concepts, namely the Quran and al-Sunnah prophet Saw. Muhammad samsul Rijal stated in his journal that, In Islamic thought there are various concepts of "ideal man" that can and should be used as formulation material for educational goals at the praxis level. Among these concepts are: man as caliph, kamil person, shaleh person, mu'min-muttaqin, berakhlakul- karimah, servant (self) who has faith, knowledge, charity, and Islamic ummah (Rizal, 2014).

The education of reason according to Muhammad Abduh is as a tool to instill thinking habits that can distinguish between good and bad, between those that bring benefits and those that bring mudharat. The education of reason is the most important goal of education. Muhammad Abduh argued that the education of reason can make a person avoid ignorance and prevent him from being servitude to gods who have no right to be worshipped, so that he can distinguish which is good and which is bad, which is beneficial and which is harmful (Rizal, 2014). Meanwhile, soul education is to instill abilities and traits in the soul of the protégé, even fulfilling them with the main traits, distancing oneself from ugly traits and following social norms (Rizal, 2014).

In a curriculum an educational institution has two objectives, namely; (Hidayat, 2020)

a. Goals achieved as a whole. These objectives usually include aspects of knowledge (cognition), skills (psychomotor), attitudes (affection) and values that are expected to be possessed by the graduates of the educational institution concerned. (institutional

purpose)

b.   Goals to be achieved by each field of study. This goal is usually referred to as the curricular goal. This objective is the elaboration of institutional objectives which include the curriculum and instructional objectives contained in the syllabus of each subject (curricular objectives).

Muhammad Fauzi Abdul Maqsud explained about the purpose of education according to Muhammad Abduh in his book al-Fikru al-Tarbawi Muhammad Abduh, that the Goal is the starting point for planning educational work, both in the short and long term. And that goal is a way to limit the elements of ducational science to each other, and to clarify the relationship between them, that clarity of purpose means realizing the relationship between goals and means (Ummu, 2019). According to Muhammad Abdu, seven urgent objectives in carrying out education, namely: preparing the spiritual or soul, strengthening the education of reason, belief and knowledge (faith and knowledge), preparing the physical, preparing to be a good citizen, preparing practices in real life and strengthening the social ties of society.

Of the various objectives of the educational curriculum delivered by several educational experts about the purpose of education and also the goals conveyed by Muhammad Abduh. The author analyzes from the two objectives of the intergral education curriculum of Muhammad Abduh and the education of SMPIT al-Multazam according to the following table:

Table. 6 Integral Educational Objectives of Muhammad Abduh and SMPIT al-Multazam Brass

Muhammad Abduh	SMPIT al-Multazam	Result
1. Preparing the spiritual or soul 2. Strengthening the education of reason 3. Confidence and knowledge (faith and science) 4. Preparing physical 5. Preparing to be a good citizen. 6. Preparing for practice in real life. 7. Strengthening the social ties of the community.	1. Have faith and piety in God Almighty, have a noble character, and have a noble personality 2. Knowledgeable, capable, critical, creative, and innovative 3. Healthy, independent, and confident, and tolerant, socially sensitive, democratic, and responsible.	1. Strengthen putting forward reason, soul and skills 2. Reflects the three domains of cognitive, affective and psychomotor

Seeing and analyzing the educational objectives conveyed by Muhammad Abduh and SMPIT al-Multazam, basically both of them almost have the same goal. Muhammad Abduh emphasized faith, religious values, intellectuals, health and fitness in activities and citizenship. Meanwhile, SMPIT al- Multazam emphasizes faith and devotion, religious, intellectual, health, independence and social values. Smpit al-Multazam, however, did not appear to be a goal about citizenship.

Of the seven goals conveyed by Muhammad Abduh above, they can be interpreted in real life and can be implemented in Islamic educational institutions or Islamic boarding schools. If applied in modern times, this can help improve the quality of Islamic education and can help realize the goals of national education.

SMPIT al-Multazam is an integrated Islamic junior high school under the auspices of the al-Multazam Husnul Khotimah Kuningan foundation. SMPIT al-Multazam was founded in 2002, with the aim of forming a genarasi that has a good personality, in accordance with the vision of SMPIT al- Multazam, namely the realization of a generation that is quranic, noble morals, achievements, skilled in language and cares for the environment.

The objectives applied to SMPIT al-Multazam serve as guidelines for the development of specific goals (objecttives), learning activities, curriculum implementation, evaluation to get feedback (feedbeck). The goal can also strengthen the development of reason and intellectual abilities, improve the quality of faith and devotion. SMPIT al-Multazam makes reason, spritual and skill the basis for strengthening the educational curriculum, whether through institutional goals, curricular goals or intrusive goals.

Objectives of Integral education of Muhammad Abduh in cognitive, affective and psychomotor educational competencies in the following table :

Table. 7 The integral educational goals of Muhammad Abduh and SMPIT al-Multazam
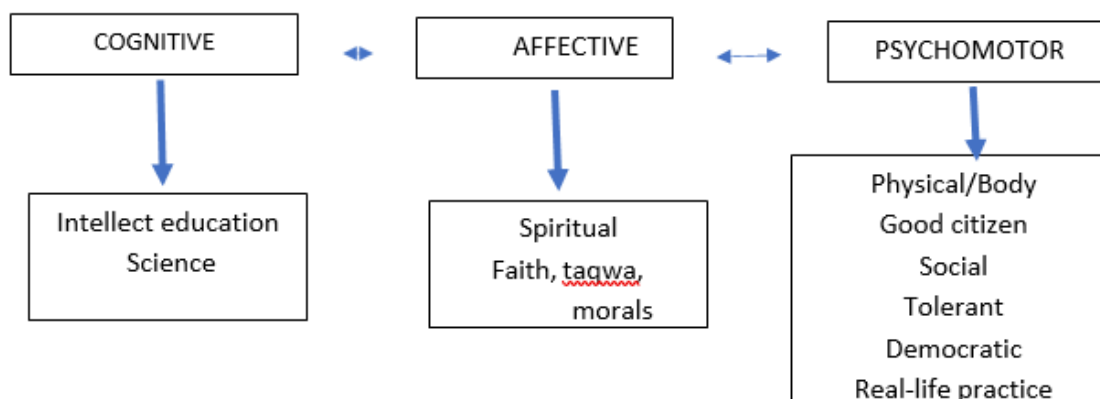
3. Integral Education Material for Junior High School Level Leadership

Material is a component designed to achieve the goal component. What is meant by the material component is a study material consisting of science, values, experiences and skills developed into the learning process in order to achieve the goal component. The student learns in the form of interaction with his environment, the environment of people, tools and ideas. The main task of a teacher is to create such an environment, to encourage students to have

productive interactions and provide designed in a teaching plan. Learning materials are arranged logically and systematically, in the form of: (Hidayat, 2018)

a. Theory; a set ofconstructs si or interconnected concepts, definitions or prepositions, which present a systematic opinion about symptoms by specifying the relationships between variables with the intention of explaining and foreseeing the symptoms.
b. Concept; an abstraction formed by the organization of specificities, is a brief definition of a group of facts or symptoms.
c. Generalizations; general conclusions based on specific matters, sourced from analysis, opinions or proofs in research.
d. Principle; that is, the main idea, the pattern of schemes present in the material that develop the relationship between several concepts.
e. Procedure; that is, a series of steps that are sequential in the subject matter that the learner must perform.
f. Facts; a certain amount of information in the material that is considered important, consisting of terminology, people and places and events.
g. New and special terms, treasury words introduced in the material.
h. Examples/illustrations, i.e. things or actions or processes that aim to clarify a description or opinion.
i. Definition: that is, an explanation of the meaning or understanding of a thing/word in its outline.
j. Prepositions, that is, the means used to convey the subject matter in an effort to achieve curriculum goals.

In the law of the Republic of Indonesia No.2 of 1989 Chapter IX, article 39, paragraph 2, it has been stated that the subject matter consists of, Pancasila education, religious education, and civic education. While in paragraph 3 it consists of the following materials: (Rohman, 2019)
a. Pancasila education;
b. Religious education;
c. Civic education;
d. Indonesian;
e. reading and writing;
f. mathematics (including counting);
g. introduction to science and technology
h. Earth sciences;
i. National history and general history;
j. Crafts and arts;
k. Physical education and health;
l. drawing;
m. English.

Curriculum material is essentially all activities and experiences that are developed and compiled in order to achieve educational goals. In general the content of the curriculum it can be grouped into three parts ; First, logic is the knowledge of right and wrong, Second, ethics, that is, the knowledge of both an bukruk and Third, aesthetics is the knowledge of beautiful and ugly, for which there is the value of art.

Ronal C.Doll stated several creterias of curriculum material selection quoted by Zaenal Arifin, namely:
a. Validity and significance of the material
b. The existence of a material equilibrium
c. The suitability of the material to the needs and interests of the pupil
d. The steadiness of the material, in the sense that it does not quickly become obsolete
e. The relationship between the material and the main idea and concepts
f. The ability of learners to learn the material
g. The possibility of explaining the material with data from other disciplines.

Formal education curriculum, in general, the organization of curriculum materials is prepared in the form of courses and / or fields of study contained in the curriculum structure in accordance with their respective institutional goals. In the structure, it is arranged on the allocation of time given to each field of study or subject on a weekly basis. Zaenal Arifin, in his book the concept and model of curriculum development, put forward the curriculum structure: (Zainal Arifin, n.d.)

a. General education
    An educational program that aims to nurture students to become good citizens. Such as subjects, religious education, citizenship, sports, arts, English and Indonesian.

b. Academic education
    Educational programs aimed at developing intellectual abilities so that it is expected that students acquire functional knowledge qualifications that according to the demands of their respective imu disciplines, such as subjects ; Science, Social Studies, Mathematics, and English.

c. Life skills education
    Educational programs that aim to acquire certain skills and skills, as a provision for the life of students in society, the nature of temporary education is that each student chooses skills according to their respective talents and interests, such as skill subjects; in the fields of services, agriculture, fisheries, workshops and others.

d. Vocational education
    A program that prepares students to acquire certain skills or jobs according to the type of school they are taking. Such as vocational schools in engineering, economics and others.

Learning from some educational curriculum materials in general can be understood and has been realized by all educational institutions but not in accordance with the expected learning outcomes. In this case, the author conveys the material of the integral educational curriculum for junior high school level leadership as the basis for the reference for junior high school level educational institutions, as in the following table:

Table. 8 Curriculum Structure of Secondary Education Muhammad Abduh

No.	Science Science	Religious Sciences
1	Physical sciences	Mantiq science
2	Chemistry	Aqidah Science
3	Biological Sciences	Moral Science
4	The science of numeracy	History of prophets and companions
5	Sports	Quran
6		Hadith
7		Arabic

Table. 9 Curriculum Structure of SMPIT al-Multazam Brass

No.	Pesantren subjects	General Subjects
1	Aqidah	Islamic Religious Education
2	Morals	Pancasila Education
3	Fiqh	Civic Education
4	Siroh Nabawi	Indonesian
5	Tahsin al-Quran	Mathematics
6	Tahfidz al-Quran	IPA
7	Hadith	IPS
8	Arabic	English
9		Cultural arts
10		Sport
11		Sundanese

The curriculum structure or field of study material applied by Muhammad Abduh to secondary education and SMPIT al- Multazam Kuningan mentioned above is an integrated material that is intergralized between general material or science and religious material. The material of the field of study presented by Muhammad Abduh is pure science material in the form of natural sciences (physics, biology, chemistry), numeracy and sports sciences are integral to religious sciences such as aqidah, akhlak, fiqh, Islamic history, the Quran and hadith. Muhammad Abduh tried to combine these materials in order to produce the expected goal of strengthening faith, reason, soul and health and being able to deliver students to become government or military workers.

The subject matter at SMPIT al-Multazam Kuningan consists of general knowledge subjects and religious subjects. SMPIT al-Multazam combines general material with contemporary material is an intergral or integrated material, among the general materials are Islamic religious education, Pancasila Education, civic education, science, social studies, Indonesian, English, Mathematics, Sundanese, cultural arts, and sports. And the material of religious observance or maeri is aqidah, akhlak, fiqh, hadith, quran (tahsin and tahfidz) and Arabic. The integrality of general science or science materials with religious or religious materials at SMPIT al-Multazam can produce students who are in accordance with constitutional goals or intrucsional goals. But from these materials, students only get theoretical knowledge material, either material for general knowledge of science or material of religion or religion.

Looking at the material presented by Muhammad Abduh and SMPIT al-Multazam, the author analyzes the integral educational material of junior high school level, with the structure of the material as per the table:

Table. 10 Curriculum Material for Secondary Level Leadership Education (SMP)

No.	SCIENCE MATERIALS	RELIGIOUS MATERIALS

1	Mathematics Natural Sciences Social	Aqidah
2	Sciences PPKN	Morals
3	Indonesian English	Fiqh Worship
4	Arts and Culture Sports	History of prophets and companions
5		Tahfidz al-Quran
6		Tahsin al-Quran
7		Tafsir juz 30
8		Hadith
9		Arabic

The materials above are materials that can be implemented for junior high school (SMP) education in Islamic education institutions or in Islamic boarding schools. Science and religious materials are materials that can be integrated according to the domain, cognitive (knowledge), (spiritual affective) and psychomotirk (skills). As in the following table :

Table. 11 Examples of integral educational materials for junior high school level leadership

No.	Material	Cognitive	Affective	Psychomotor
1	Mathematics	Material on the set	QS.al-An'am :128	Resolving contextual issues
2	Indonesian	Understand about the information in the discussion text	QS.an-Nahl : 125	Carry out the discussion process calmly and communicatively
3	IPS	Understanding indonesia's natural state	QS.ali-Imran : 190	Addressing the problems in climate change
4	PPKN	Understanding the formulation of Pancasila as the Basis of the State	QS. Saba : 15	Carrying out the grains of pancasila in daily life
5	Cultural Arts	Knowing the kinds of Flora and Fauna	QS.al-An'am ; 38	Drawing a tumbahan
6	Sports	Understanding health functions	The 8th Hadith of al-Arbain	Perform regular exercise
7	PAI	Understanding the characteristics of a person of faith	QS. Al-Anfal : 2	Remembering Allah and reciting the Quran

4. Integral Education Method of Junior High School Level

The method of education can be understood as a way of conveying educational values effectively and efficiently. However, in a broader sense, the educational method is a strategy, plan, and pattern used in compiling the curriculum, regulating educational materials and providing instructions to educators in educational settings or other matters related to the educational process. One of the

educational models is a method or way of delivering educational material.

Method comes from the Greek (Methodos) which means way, way. In general, a method is defined as a way of doing things. In particular, the learning method can be interpreted as a distinctive way or pattern in utilizing various basic principles of education. In addition, methods are also various techniques and other related resources so that the learning process occurs in learners (Kasmar & Anwar, 2021).

According to Syahidin, who was quoted by Yadi Purwanto in his journal, he stated that in essence the learning method is a form of process where educators are able to create a good environment so that optimal teaching and learning activities occur. This is done by arranging a set of values and beliefs that color their views on the surrounding reality (Purwanto, 2015).

From several understandings of learning methods according to experts, that in principle the learning method is a way to teach the material to the students. The author analyzes two methods, namely the muhammad abduh learning method and the smpit al-Multazam brass learning method, as follows:

Table. 12 The learning methods of Muhammad Abduh and SMPIT al-Muazam

Muhammad Abduh	SMPIT al-Multazam	Result
Memorization methods	Ceraamah method	Ceraamah method
Discussion methods	Discussion methods	Discussion methods
Question and answer method	Demonstrator methods	Group work methods
Methods of tourism	Group work methods	Exercise and Simulation Methods
Methods of practice and demonstrators		Rihlah method
Practice and simulation methods		Story Method
		Exemplary meode
		Iqob method

Of the several methods presented by either Muhammad Abduh or SMPIT al-Multazam at the level of the perama high school, there are basically some differences. Muhammad Abduh is more applicable and implementative in narrating learning methods to students. Meanwhile, the method applied by SMPIT al-Multazam still produces many theories not up to the applicative and implementative of the curriculum.

From the materials above, the author's analysis can already provide an integralization between general science and religious science. Holistic education has taught that education must be comprehensive according to the needs and abilities of learners from basic education to higher education. The above middle level curriculum materials can be implemented by civil service education or Islamic educational institutions and public schools with a boarding school system.

Learning methods in education are integral to the junior high school level leadership curriculum with fun methods according to the needs of students and the shrewdness of educators. The method that

needs to be applied to junior high school level education is the following method:

1) Memorization method, namely students to memorize the subject matter and then be tested by the teacher.
2) Discussion method, which is a method where students can actively speak and express opinions.
3) Lecture method, which is a method delivered by educators to students by delivering material or lectures.
4) Demonstration method, where students can demonstrate their work delivered to other students and assessed by their teachers.
5) Exemplary methods, namely educators must be role models for their students, in order to be able to apply what they exemplify.
6) The method of the story, which is to convey the stories of the prophet in the Quran and the stories of the Prophet Muhammad Saw.
7) The rihlah or darmawisata method, which is a method to eliminate boredom, fatigue in learning, entertain students by studying and understanding the verses of the kauniyah or universe.
8) The 'Iqob (punishment) method, which is a method, aims to provide stress to learners when committing violations in learning at school.

5. Evaluation of integral education at the junior high school level

a. The Urgency of Evaluation in the educational curriculum

Evaluation is a description of the English "evaluation" which is interpreted as an assessment or assessment (Curtis & Winsor, 2006) Nurkancana states that evaluation is an activity carried out in connection with the process of etermining the value of something. While Raka Joni explained that evaluation is a process to consider something, thing or symptom by considering various factors which are then called Value Judgment.

Therefore, the above understanding, it can be concluded that evaluation is the process of determining the value for a thing or object based on certain references to determine certain goals. In a company, evaluation can be interpreted as a process of measuring the effectiveness of the strategy used in an effort to achieve the company's goals. The data obtained from the results of such measurements will be used as an analysis of the situation of the next program.

Evaluation is an activity or process that is systematic, continuous, and comprehensive in the context of controlling, guaranteeing and determining the quality (value and meaning) of various learning components based on certain considerations and creteria. Evaluation aims to determine or make decisions to what extent teaching goals have been achieved (Farida, 2017)

Evaluation has several kinds of functions that can be described as follows:

1) Success Measurement Function
   Measuring the success of an activity or program is the most important evaluation function. The measurement of the success rate is carried out on various components, including the methods used, the use of means, and the achievement of goals.
1) Selection Function
   Through selective functions, evaluation activities can be used to select a person, method, or tool according to predetermined standards. An example is in deciding whether or not a person is worthy of being accepted for work, promotion, and so on.

2) Diagnosis Function

Evaluation can also be used to find out the advantages and disadvantages of a person or a tool in a certain area of competence. An example of the diagnostic function of an evaluation activity is to find out the advantages and disadvantages of a student in the subject he is studying.

3) Placement Function

The evaluation process serves to find out the best position for a person according to the capabilities and capacities he has. By conducting an evaluation, the company's management can put each employee in the most appropriate position so as to produce optimal performance.

Evaluation has several types in terms of learning and measuring learning success, including ;

Formative Evaluation, is an assessment of the results that have been achieved during the running of an activity or work program. Generally, the time in the implementation of this evaluation is carried out regularly such as per month or per year, in accordance with the information needs of the assessment results. And the benefit is to provide feedback to the program manager related to the progress of the results that have been achieved and what obstacles are encountered during the course of an activity or work program.

1) Summative Evaluation, is an assessment of the results that have been achieved during the implementation of an activity or work program, as a whole from the beginning to the end of the activity. The time for the implementation of the results of this evaluation itself is held at the end of the activity in accordance with the time period that has been set by an activity or work program.

b. Evaluation Objectives

a. Evaluation as an Academic Study

The field of academic studies is a field that many academics in universities are involved in. They discuss various philosophical, theoretical aspects, approaches, procedures, and curriculum evaluation models. They discussed it in lecture halls that became their work areas but it is not uncommon for them to be implementers of curriculum evaluation and engage with various matters related to the coefesiencies of curriculum evaluation. Therefore, it is not surprising that many of them are also members of the evaluation profession.

b. Evaluation as a Profession

The professional field of curriculum evaluation is a field that is engaged in by evalutors who think, work, and carry out evaluations in the field. They are also a group of people who carry out thoughts regarding the philosophy, goals, approaches, procedures, models and ethics of evaluation. Sometimes they devote more attention, time and energy to carrying out an evaluation activity than thinking about aspects, philosophical, theoretical, and model development. They are very attached to the ethics of the profession in performing their duties.

1) Evaluation as Public Policy

The field of public policy is mainly concerned with the legal efforts of academics, professional holders, and decision makers to fight for policies regarding curriculum ebaluation. They work in the fight for legal status for curriculum evaluation. The existence of legal provisions relating to the obligation to use evaluation for a public accountability of an effort to develop a curriculum is a product produced by those who work for the curriculum as a public policy. The birth of various provisions regarding the evaluation of educational units, the educational process and educational outcomes stipulated in Law No. 20 of 2003, for example, is an example of a legal product that places evaluation as a matter of public policy.

2) Evaluation as a Measurement & Test tool

A test is a data collection tool specifically designed:

the designed answer pattern must meet the appropriate set of criteria.

Evaluation of integral education at the junior high school level is a scientific study that is closely related to the curriculum development process. Curriculum evaluation without a curriculum has no meaning, on the contrary, a curriculum without evaluation will not get maximum results both in the curriculum construction process and in the curriculum implementation process.

The evaluation that can be realized in the integral education of junior high school (SMP) is by evaluating the daily assessment carried out by the teachers of their respective fields of study, evaluating the midterm assessment and evaluating the end of the semester, as in the following chart:

Chart 1. Evalausi integral education at the junior high school level.
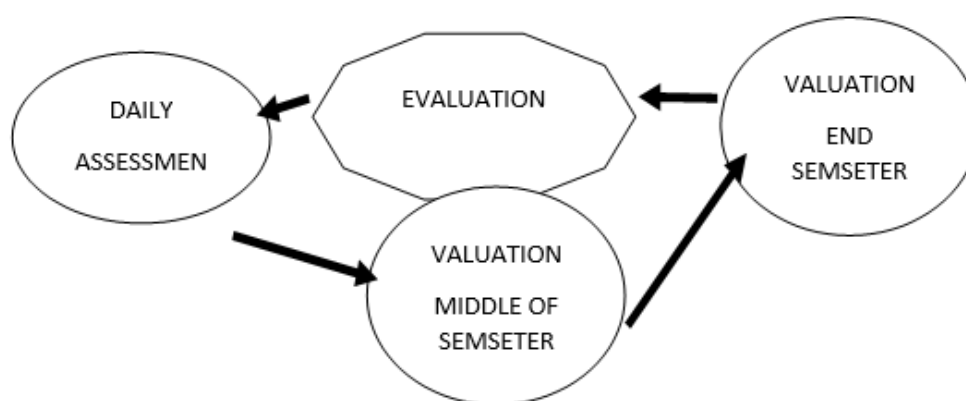
Evaluation of the results of teaching and learning activities can be made and designed by the principal through the field of curriculum with the required stages. Educator evaluation can be evaluated by students through questionnaires or questionnaires with the term teacher evaluation by students (EGOS). Educational institutions will look at the results of the evaluation of educators, whether students in learning are fun, easy to understand, can learn well and others.

CONCLUSION

After conducting studies and research on the integral education curriculum at the Junior High School (SMP) level, the author can draw the following conclusions:

The Integral Education Curriculum according to Muhammad Abduh is a curriculum that combines cognitive, affective and psychomotor or reason, soul and skills. The education of Reason and the education of the soul or the spritual moral education that became the foothold of Muhammad Abduh in reforming education. Muhammad Abduh always connected the goals of education between one goal and another, both institional and intrucsional goals. The main objectives are based on the objectives of the school and the objectives of the instructional are based on the objectives of the learning. It lists at the

intermediate level covering material; aqidah, mantq science, morals, fiqh and history. The method carried out in muhammad Abduh's middle level education uses memorization methods, discussion methods, question and answer methods, tourism methods, practice and simuasi methods, and exemplary methods. Muhammad Abduh in carrying out his education is inseparable from evaluations, both daily assessments, midterm assessments and semester assessments.

The integral education curriculum of the islamic junior high school (SMPIT) al-Multazam Kuningan level is an integrated or integral curriculum between the government curriculum and the pesantren curriculum. The integrality of such curricula with cognitive, affective and psychomotor. SMPIT Al-Multazam contains a curriculum unit, namely the 2013 Curriculum which is charged with IQRA. Iqra curriculum is a curriculum based on Islamic values by integrating the 2013 curriculum and the typical curriculum of al-Multazam integrated islamic boarding school integrally with a focus on strengthening the dimensions of IQRA (Intelligent, Qur'ani, religious and Attitude), The curriculum is a curriculum that has been initiated by the curriculum team in improving and linking qura'ani intelligence, religious-based and can be implemented in everyday life.

The integral education curriculum at the Junior High School (SMP) level is an integration between the curriculum initiated by Muhammad Abduh and the curriculum of SMPIT al- Multazam Kuningan. The integration that produces cognitive, affective and psychomotor in implementing education. A curriculum that can integrate objectives, materials, methods and evaluations. The integral method of Muhammad Abduh and SMPIT al-Multazam is a balance that can be implemented in Islamic educational institutions or Islamic boarding schools.

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