

INTEGRATION OF ISLAMIC RELIGIOUS EDUCATION AND SCIENCE LEARNING IN ELEMENTARY SCHOOL

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Abstract

The focus of this article is to discuss the implementation of the integration of Islamic religious education and science in learning at the Nabdhatul Ulama Elementary School, Padomas, Jember Regency. The type of research used is qualitative with a case study approach. Sources of data obtained from primary data and secondary data. Data collection techniques are observation, interviews and documentation. The results of this study are the integration of Islamic Religious Education and Science in learning at SD Nabdhatul Ulama Padomasan, Jember Regency, which is divided into three stages, a) Learning planning is prepared before carrying out learning, identifying basic competencies (KD) and then pouring them into a lesson plan. b) The teacher conducts preliminary activities, then conveys to students what activities will be carried out according to the theme, students are directed to explore and find out for themselves what they are learning. c) Evaluation is carried out after each lesson by providing LKPD, mid-semester evaluation and end-semester evaluation.

Keywords: *Islamic Religious Education; Integration of Islam and Science; Elementary School.*

Abstrak

Fokus artikel ini ialah implementasi integrasi pendidikan agama Islam dan sains dalam pembelajaran di Sekolah Dasar Nabdhatul Ulama Padomasan Kabupaten Jember. Jenis penelitian yang digunakan adalah kualitatif dengan pendekatan study kasus. Sumber data diperoleh dari data primer dan data sekunder. Teknik pengumpulan data yaitu observasi, wawancara dan dokumentasi. Hasil dari penelitian ini adalah Integrasi Pendidikan Agama Islam dan Sains dalam pembelajaran di SD Nabdhatul Ulama Padomasan Kabupaten Jember terbagi menjadi tiga tahapan, a) Perencanaan pembelajaran disusun terlebih dahulu sebelum melaksanakan pembelajaran, mengidentifikasi KD kemudian menuangkannya dalam RPP. b) Guru melakukan kegiatan pendahuluan, kemudian menyampaikan ke peserta didik kegiatan apa yang akan dilakukan sesuai dengan tema, peserta didik diarahkan untuk mengeksplorasi dan menemukan sendiri apa yang dipelajari. c) Evaluasi yang dilakukan setiap selesai pembelajaran dengan memberikan LKPD, evaluasi tengah semester dan evaluasi akhir semester.

Kata Kunci: *Pendidikan Agama Islam; Integrasi Islam dan Sains; Sekolah Dasar.*

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INTRODUCTION

Teachers currently encounter many problems, including the subject of Islamic Religious Education (IRE) which is still limited to imagination without being associated with real life. This is the cause of students still having difficulty in understanding the concept of learning in IRE learning (Pakpahan & Habibah, 2021; Sunhaji, 2016). The problems he mentioned above can be an indication that the learning that teaches divinity and religion that is given in schools is still far from successful. Taking into account these problems, it is necessary to improve the quality of religious learning in personal, group and group environments. Learning about Islam requires collaboration between students, teachers and parents. These components will affect the type of behavior and character of each student (Apriliani & Justitia, 2021; Bolandhematan, 2019).

Thowaf and Siti Malikhah in (Chanifudin & Nuriyati, 2020) argue that in their research the shortcomings of Islamic Religious Education in the study area are: 1) the tendency to use a normative approach, meaning that religious learning provides good concepts in the abstract so that students do not understand and practice these concepts. grow and develop in everyday life 2) IRE subject sets taught by educational institutions are made by the majority emphasizing minimal abilities, unfortunately the education staff are not too familiar with it so that in the varied learning process they do not grow and develop. 3) As a result of these situations and conditions, the IRE subject educators have not made much effort to find various methods or variations that might be used as religious education so that in the implementation of IRE learning there tends to be no variation due to the limited lack of institutional capacity in providing tools or materials needed for learning.

The explanation above shows that the low quality of IRE in schools is due to several factors including the IRE learning method being more centered on memorization as well as lecturing, limited facilities, and IRE is a form of learning material that is closely related to small- scale environments and large-scale environments (Lestari et al., 2021; Nurjannah et al., 2021). IRE learning activities that use contextual processes can be practiced by starting from designing learning activities, implementing the learning process to assessing the results of learning activities. This problem can be overcome by doing IRE learning that uses an approach so that it can make it easier for students when doing IRE learning activities well, not just understanding or memorizing material. One of the methods that can be applied is the integrative learning model (Kamal & Junaidi, 2018; Nazihah & Maulana, 2020).

The integrative scientific approach is an IRE learning activity that discusses methods and frameworks of thinking, so the steps of the learning process provided by educators must be comprehensive so that they are mutually sustainable and collaborated between one science and another (Adawiyah, 2016; Cayamodin, 2019). IRE and science can be integrated. Science is a combination of biological sciences and physical sciences. The language of science comes from the word nature of science which is a translation of natural science. Science is a science that is used to study nature both through observation and controlled experiments (Billa, 2011; Khoiri et al., 2017).

The integrative learning model is a learning model that utilizes a combination of several scientific fields. The integrative learning model combines several main subjects to determine the psychomotor, affective, and cognitive must be continuous in learning activities (Abdullah, 2014; Das et al., 2016). Understanding integrative IRE learning invites students to study thoroughly, thus making IRE a subject that is really needed by students. What has been mentioned above can be minimized if the understanding of IRE is separate or not integrated with science, this situation can give rise to the image that religion is only related to the Creator and the hereafter, while current scholarship is only about worldly things. Anxiety and anxiety about the disintegration effect can be avoided using integrative learning measures (Ma'arif, 2017; Prasetya, 2013).

Schools that have held educational learning using an integrative model in IRE and science subjects, one of which is the Nahdhatul Ulama' Padomasan Elementary School. Nahdhatul Ulama Elementary School 'Padomasan which is located in Padomasan village, Jombang district, Jember district. Based on the results of the author's interview on Tuesday, March 8, 2021 with Elok Aini, as one of the teaching staff said that the Nahdhatul Ulama 'Padomasan Elementary School in its learning activities always presents learning using one theme, every day there are new themes. The

theme presented is a theme adopted from the basic competencies contained in the K-13 curriculum, the teaching staff always presents learning activities in an integrated and sustainable manner, not separated like other schools, at the Nahdhatul Ulama' Padomasan Elementary School always linking learning with other things. Islamic or Islamic Religious Education.

One example is related to the nature of liquids, solids and gases, the learning process that is practiced in conducting experiments by boiling water, followed by making hot drinks, for example making warm tea together. The experiment was carried out by adding tea, sugar, then stirring until blended and mixed, based on the process and the experiment, learning and the process can be taken, namely objects that are initially separated can be soluble and some are soluble in water and those that are not soluble in water, the next process participants Individual students make a form of reporting related to the results of the experiment and write it down in chronological or narrative writing. Then students gain an understanding of the customs or culture of fellow Muslims and non-Muslims. It can also explain that a Muslim may mingle as long as he knows the rules that have been set by religion (soluble objects and insoluble objects), at the peak of the learning process which is connected with the verses of the Qur'an about differences, namely: with the letter al-Kafirun which contains no compromise in terms of mixing religions. Those were just a few examples of learning that was applied at the Nahdhatul Ulama 'Padomasan Elementary School.

Based on the explanation above, the authors have an interest in carrying out research related to integrative learning carried out by the Nahdhatul Ulama 'Padomasan Elementary School. Nahdhatul Ulama Elementary School 'Padomasan which is located in Padomasan village, Jombang district, Jember district.

METHODOLOGY

The article is a field research using qualitative research and the approach used is a case study. The place of research conducted by the author is at the Nahdhatul Ulama Elementary School, Padomasan Village, Jombang District, Jember Regency. Sources of data that can be used for research purposes at the Nahdhatul Ulama' Elementary School, Padomasan Village, Jombang District, Jember Regency are: 1) The leader of the Ahlussunnah Wal Jama'ah Islamic Foundation of Padomas' Nahdhatul Ulama Elementary School, Mr. H.Sulthon Aziz., is expected to be an informant able to find out the data information expected by the author in depth about the background or setting of the Nahdhatul Ulama Elementary School 'Padomasan H.Sulthon Aziz was also used as a key informant in this study. 2) Principal, Moh. Baits Sulthon, M.Pd.I this is because he also plays an active role in managing the Nahdhatul Ulama' Padomasan Elementary School. 3) Some of the Nahdhatul Ulama' Padomasan Elementary School teachers were selected not in their entirety, namely: Mariyati, S.Pd.I, Siti Zulaiha, S.Pd.I, Itsna Nuroh Hasbiyah, S.Pd.I, Elok Aini, M. Pd., Nafisatul Khorida, S.Pd., several teachers were taken as informants because they were teachers who were directly involved in learning in the classroom. In fact, it becomes an important part because it goes directly to the classroom where the author is careful in the implementation of integration learning at the planning, implementation, and evaluation stages. Data collection techniques with indept interviews, interviews and documentation.

RESULTS AND DISCUSSION

The Nahdhatul Ulama' Padomas Elementary School has 4 pillars which are the main objectives or also called the outcomes of the Nahdhatul Ulama' Padomas Elementary School, namely: first, akhlakul karimah or it can also be called (character building) to build and shape good or commendable behavior, second logic of thinking (logic thinking). of thinking) think sensibly in accordance with reality and plausibility is not just imagination, the three leaderships (leadership) are expected to build a leader spirit that makes students able and aware of their potential to lead themselves and others wisely and fourthly entrepreneurship (entrepreneurship) "Able to be independent and entrepreneurial so that they can adapt in various conditions without depending on others.

So that these 4 pillars can be realized and not just become slogans, at the Nahdhatul Ulama' Padomas Elementary School using an interesting learning model, one of which is integrating education or not standing alone, namely collaborating between religion and science that applies the use of the surrounding environment (nature) to become learning resources, facilities as well as infrastructure as well as learning laboratories, students not only learn but also have learning experience (learning experience). The effectiveness of integrative learning carried out at the Nahdhatul Ulama' Padomasan Elementary School is it true that it has good effectiveness in the implementation of education both related to religious education and science or science which is expected to be one of the forming characteristics of students who have good morals or morals as well good knowledge of science. Therefore, in this thesis the author conducts research related to this matter and this thesis is entitled Integration of Islamic Religious Education and Science in Learning at the Nahdhatul Ulama Elementary School 'Padomasan, Jember Regency.

Integration of IRE and Science Learning in Planning

The learning implementation plan carried out by SD Nahdhatul Ulama Padomasan is a combination of thematic LP (lesson plan) with the addition of propositional references and IRE learning both *aqidah*, *fiqh*, *dates* as well as the Qur'an and Hadith.

Learning activities started at 07.00 with religious habituation activities for praying *dhuha* in congregation and guidance on reading the Qur'an using the *tilawati* method, and the *tahfidzul Qur'an* program. Teaching and learning activities are carried out from 08.00 to 13.00. The congregational *dhuhur* prayer is held at 12.00. There are several unique things in the preparation of the LP in this integrative learning, namely mentioning references to verses from the Qur'an, so every exploratory learning there is always a verse of the Qur'an that is raised. So that the Qur'an is truly grounded. In addition to displaying the verses of the Qur'an, it also mentions the moral targets that must be achieved, this is done so that students always improve morality.

Integration of IRE and Science in the Implementation of Learning

Kegiatan atau Pembiasaan sebelum Kegiatan Belajar Mengajar dimulai. Pada jam 06.45 peserta didik mulai berdatangan ke sekolah ada yang jalan kaki karena rumah sangat dekat dengan sekolah, ada yang naik sepeda, ada yang diantar oleh orang tuanya dengan sepeda motor ada juga yang naik mobil inventaris sekolah kedatangan mereka disambut oleh bapak dan ibu guru di pintu masuk/gerbang sekolah ini dilakukan dengan tujuan untuk memberikan motivasi dan penyemangat kepada peserta didik karena peserta didik yang baru saja melakukan perjalanan dari rumah masing-masing.

Sholat *Dluha Berjama'ah*: Pada jam 07.00 tepat semua dewan guru mengarahkan peserta didik untuk segera siap-siap melaksanakan kegiatan sholat *dhuha berjama'ah*, kegiatan ini dilakukan setiap hari didampingi guru masing-masing kelas. Yang menjadi imam pada saat sholat *dluha* adalah salah satu peserta didik laki-laki akan tetapi tetap didampingi secara intens oleh guru. Sholat *dluha* dilakukan sebanyak empat *roka'at* dua kali salam. Setelah selesai sholat *dluha* mereka membaca *do'a*, *dzikir* dan sholat secara bersama-sama.

Mengaji: Setelah selesai melaksanakan sholat *dluha berjama'ah* peserta didik melaksanakan kegiatan rutin mengaji atau bimbingan baca Al-Qur'an dengan metode *tilawati*. Pembiasaan ini setiap pagi dilaksanakan, bimbingan baca Al-Qur'an dilakukan oleh semua guru dimana semua guru diwajibkan mengikuti bimbingan baca Al-Qur'an dengan metode *tilawati* juga pada setiap bulan oleh pembimbing yang sudah bersertifikat dari *tilawati* pusat. Setelah mengaji kemudian dilanjutkan dengan setoran hafalan *jus 30*.

Kegiatan mengulang kembali hafalan (*muroja'ah*) merupakan salah satu pembiasaan yang terdapat di Sekolah Dasar Nahdhatul Ulama Padomasan. Pembiasaan hafalan surat pendek dan *muroja'ah* dilakukan setelah sholat *dluha berjama'ah* selesai. Guru mengkondisikan masing-masing peserta didiknya untuk berkumpul kemudian mereka menghafalkan surat-surat pendek. Setelah itu siswa mengaji al-Qur'an satu persatu kepada guru sesuai dengan bacaan dan ayat terakhir yang mereka baca pada hari sebelumnya. Guru memantau dan membimbing bacaan siswa serta mencatatnya dalam kartu.

Semua kegiatan pembiasaan diatas dilakukan sebelum pandemi, pada saat pandemi karena keterbatasan dalam kegiatan yang harus memenuhi protokol kesehatan covid-19 maka kegiatan-kegiatan tersebut dilakukan di rumah masing-masing, agar memenuhi standar protokol kesehatan covid-19 maka pembelajaran dilakukan dengan daring (online) dan luring (tatap muka) di tiap kelompok belajar yang telah dibentuk oleh guru kelas . Kegiatan pembelajaran luring dilakukan tiga kali dalam seminggu, guru hadir ke rumah atau tempat yang disepakati untuk dijadikan tempat belajar dengan pembagian kelompok yang sudah di sepakati tetap dengan mematuhi protokol kesehatan yang telah ditentukan.

Learning Actifity

The purpose of integrative learning is to make learning more unified, whole, holistic, and meaningful so that it is easier for students to capture learning. This activity is carried out from 08.00 to 13.00 the teacher conditions the children, in carrying out teaching and learning activities are divided into three parts; introduction, core, and evaluation. The following are some examples of IRE and Science integrative learning activities carried out by SD Nahdhatul Ulama Padomas. The explanation is as follows.

At exactly 08.00 the teacher conditions the students to prepare for learning. Currently, the learning is being carried out at the house of one of the students, namely Alex's class VI, in the lesson 9 exploring outer space, sub-theme 1, the amazing order. Prior to the discussion of theme 9, the teacher reminded the previous lesson which was themed exploring outer space, namely the solar system chapter, the teacher also held a reflection on this activity, namely when Prophet Ibrahim AS was looking for God, including observing the stars in the sky, after observing the stars. Then the stars in the sky, Allah sent guidance to Prophet Ibrahim AS. After finishing reviewing the previous lesson, then proceed with activities with a different learning theme, namely trading.

The teacher starts the lesson by explaining the history of the Prophet Muhammad. Where the Prophet when he was born orphaned, he was left by his father Abdullah, when he was 6 months pregnant. After the apostle was 6 years old his mother. Aminah died. When the apostle was 8 years old, his grandfather Talib left at the age of 12, he was already doing a service business, namely herding goats. At the age of 20, he has become a very rich man, because the apostle in trading is honest, smiles a lot when receiving customers. Be kind in his words, because of that the apostle was nicknamed al-Amin which means people who are trusted. So many people believe that buying from the trade of the Prophet Muhammad SAW.

After that the teacher explained how to trade the Prophet Muhammad SAW, where the prophet never reduced in the measure or scales, because if you cheat in the measure you will be put in hell on the Day of Judgment as in Surah al-Muthaffifin verses 1-5 (Al-Qur`an, 2010):

وَيْلٌ لِّلْمُطَفِّفِينَ ۝ ١ الَّذِينَ إِذَا أَكْتَالُوا عَلَى النَّاسِ يَسْتَوْفُونَ ۝ ٢ وَإِذَا كَالُواهُمْ أَوْ
وَزَنُوهُمْ يُخْسِرُونَ ۝ ٣ أَلَا يَظُنُّ أُولَٰئِكَ أَنَّهُمْ مَبْعُوثُونَ ۝ ٤ لِيَوْمٍ عَظِيمٍ ۝ ٥

“A big accident is for those who cheat, (ie) those who when they receive a dose from someone else they ask for it to be filled, and when they measure or weigh for someone else, they reduce it. resurrected, one great day”.

Students are asked to read one by one in turn, then one of them is appointed to read the translation of the verses 1-5, then the teacher explains the interpretation of the verse in detail about the details. Here, the teacher reminds that when trading or conducting buying and selling activities, you must be honest, you must not cheat, both in terms of measurements and scales. After that, the teacher relates the material to other materials, namely what potential can be sold in the area around the village of Padomas, both from agricultural and plantation products, namely rice, sugar cane, sengon trees, bananas and coconut trees that have economic value starting from the roots to the leaves.

The teacher explores the benefits of coconut trees through questions, what are the uses of coconut trees, students answer stems, coconuts, leaves, shells, sepets, coconut leaves, pondoh besides coconut trees there are also banana trees that can be used from the roots to the leaves.

Then the teacher explained that we have to be useful people who have a thousand benefits, learn about the philosophy of coconut trees and banana trees. Suddenly one of the students asked: what is philosophy, ma'am? Then the teacher answered:

Philosophy is learning from the knowledge gained from coconut trees and banana trees, just look at coconut trees, for example, the roots can be used for fuel, the trunk is for building houses, the leaves are for making diamonds, the sticks are for brooms, the fruit is for eating and making nata de coco, water. coconut to drink.

What the facilitator did was very good and good at responding to students who were curious about something too, the facilitator also appreciated students who were critical and who still didn't understand. After that, explaining about the banana tree, the teacher explained that if you cut down a banana tree, you have to go to the bottom, because if you don't go to the bottom, no more children will appear. Then the teacher issued a reading text about the history of the banana tree, then the students took turns reading the text. When one reads the other listens carefully and solemnly. After finishing reading, the facilitator then explained the history of the existence of banana trees.

After the lesson was finished, the teacher gave an evaluation for this lesson, namely by giving the LKPD sheet (Student Worksheet) consisting of essay questions and they worked on the questions enthusiastically. From this integrative learning, it can be seen that there are 5 materials, namely Islamika, science and technology, socio culture and fine art, language and business and tourism. The learning this time is really integrative and the teacher in exploring uses a lot of questions and answers. In learning Islamics, the focus is on the history of Islamic culture and the Qur'an, in learning the history of Islamic culture the teacher tells many stories about how to trade the Prophet Muhammad SAW which is inserted with questions continuously for exploration, so that it will foster the creativity of students. In learning the Qur'an, students are asked to read alternately and then for interpretation, it is explained by the teacher and is associated with a trade explanation.

The implementation of integrative learning carried out by SD Nahdhatul Ulama Padomasan, the authors found there were similarities and differences in the implementation of learning presented in Permendikbud Number 81a of 2013 which is listed in chapter II, namely the steps of a scientific approach (scientific approach) in the learning process including observing, asking, collect, associate, and communicate results (Fives et al., 2014). The similarity is SD Nahdhatul Ulama Padomasan in the learning process is that at first students observe the object being studied, after that they are asked with questions that can add to the basis for seeking further and varied information, according to what has been observed and seen.

What the authors find in this case is different from that in Permendikbud Number 81a of 2013 is first, the things that are observed are always real objects that take advantage of the natural surroundings, not just pictures let alone shadows, besides observing directly students can also directly come into contact with the learning object. so that learning will be more authentic, effective, and meaningful. Second, every time there is learning there is always a reflection that will be linked to the morals of everyday real life, this means that students can apply and practice the knowledge that has been learned in real everyday life in their respective homes, Third, at the end of the lesson always there is an evaluation that can be in the form of a test or a portfolio related to the learning that has been done (Abidin, 2017; Demirel Ucan & Wright, 2019).

IRE and Science Learning Integration Evaluation

In order to measure and monitor the progress of students, periodic evaluation is needed, after the evaluation, the results will be reported to parents, here the author will present the evaluation and reporting in SD Nahdhatul Ulama Padomasan.

Teachers as learning agents are required not only to be able to design lesson plans and implement what is planned, but teachers are also required to be able to prepare evaluation tools that must be carried out to measure and assess student learning outcomes. The assessment will be reported to parents on a regular basis. The results that are reported to the guardians of the

Nahdhatul Ulama Elementary School Padomasan themselves, consist of report cards, numbers and narration.

Various methods and instruments are used in the assessment to gather information. The information collected concerns all changes that occur both qualitatively and quantitatively. Assessment can be carried out during the learning process (process assessment) and after the learning is completed (outcome/product assessment). The assessment is in the form of teacher comments given/spoken during the learning process. When a student answers the teacher's questions, when a student or several of the students ask questions to the teacher or friends, or when a student comments on the answers of the teacher or other students (Dunmade, 2019; Rosfiani et al., 2019).

Evaluation is an activity carried out by classroom teachers to determine the level of students' understanding of certain themes, subthemes, and or materials (El-Bassiouny et al., 2011). The evaluation carried out by SD Nahdhatul Ulama Padomasan includes several assessment activities. LKPD (Student Worksheet) LKPD is a student worksheet at SD Nahdhatul Ulama Padomasan which consists of observation reports, activity reports, which are carried out every day after completion of exploration activities. LKPD is made by itself according to the lessons that have been learned.

Weekly assessment is used to evaluate the learning for one week to the learning that has been done. Portfolio is a collection of students' work or work arranged in such a way by the teacher so that it becomes an interesting book to listen to. The contents of the portfolio include LKPD that has been done, a collection of exploration and experimental results equipped with photos of exploration and experiments carried out, drawings, writings, handicrafts, in two-dimensional form and photos of crafts in two dimensions and the work of other students.

Mid-semester assessment which in the KTSP curriculum is called Mid-Semester Examination is an activity carried out to measure the achievement of student competencies after carrying out 8-9 weeks of learning activities. The scope of the mid-semester assessment includes all themes that present all basic competencies for that period. Mid-Semester Assessment is a test that is conducted every 3 months (in addition to the semester test). So SD Nahdhatul Ulama conducts evaluations 4 times a year.

The end of semester assessment which in the KTSP curriculum is called the Final Semester Test is an activity carried out to measure the achievement of student competence at the end of the semester. End of semester coverage includes all indicators that represent all themes for the period. As with PTS, Semester Final Assessment is carried out after 3 months from PTS. The semester test format is almost the same as PTS.

Since it was decided by the minister of education and culture, Mr. Nadiem Makarim, that the national exam in 2020 is the last year for the implementation of the national exam, the national exam has since been abolished at the elementary, junior high and high school levels. Each school or education unit only carries out the final school exam (UAS) where the implementation is completely left to the school.

The final school exam is an activity carried out to measure the achievement of student competence as an acknowledgment of learning and completion of an educational unit in an effort to adjust and acknowledge in the exam held in the final semester of class VI. After the teacher conducts an assessment and records all student progress regularly, objectively, and systematically, then the teacher's obligation is to compile reports on student learning outcomes that will be given to parents.

CONCLUSION

Learning planning is prepared in advance before carrying out learning activities. Integrative learning planning is based on a certain theme. Based on this theme, it is used to combine several subjects that are related and overlap with each other. To find out the material that is interrelated with one another, the teacher needs to identify (Basic Competencies) which are in the K-13 curriculum. Once identified then poured in the LP (lesson plan).

In the implementation of learning at SD Nahdhatul Ulama Padomasan applying according to what is in the LP, the teacher conducts preliminary activities first to create effective learning that allows students to follow the lesson well. After that, the teacher conveys to students about learning activities that students must take in studying integrative learning themes or materials. Learning activities taken by students in integrative learning are prioritized in the occurrence of a high-activity learning process. Learning is oriented to the activities of students, while the teacher acts more like a teacher who provides facilities for students to learn. Students are directed to explore and find out for themselves what they have learned. In this case, the teacher must try to present teaching materials with varied teaching strategies, which encourage students to make new discoveries. The activity ends with a reflection on the learning that has been done, related to the behavior change process. After that carry out a written assessment using the Student Worksheet. Evaluations carried out by SD Nahdhatul Ulama Padomasan include Student Worksheets which are carried out after each lesson, weekly assessments, mid-semester assessments, and end-of-semester assessments. After that, the results will be submitted to the parents or guardians of students in the form of report cards.

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