



## DEVELOPMENT OF INTEGRATED EDUCATION IMPLEMENTATION MODEL: INTEGRATION OF ISLAMIC VALUES, PANCASILA, LOCAL WISDOM AS A STRENGTHENER OF THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM

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### Abstract

*The National Education System in Aceh is organized in an Islamic and integrated manner to achieve educational goals. Initial research findings found several factors causing the less than optimal implementation of integrated education in Aceh, including: 1) minimal socialization, communication, and coordination between various stakeholders; 2) schools do not understand the concept of implementing integrated education; 3) there are no technical instructions; and 4) low participation of parents and the community with schools in supporting integrated education. Based on these problems, knowledge and skills are needed from schools in implementing an integrated education system based on Islamic, national and Acehnese values as an educational model in Aceh. The concept of an integrated education model was then developed into an educational model that can be used by all schools in Aceh. In order for these problems to be overcome, a priority scale is needed in building and making changes in various aspects as part of educational reform, namely in the regulatory, professional aspects; and management aspects.. The priority of qualitative data collection and analysis was carried out in the early stages (first year). Building on the results of the exploratory analysis in the first stage, the researcher continued the next stage with a quantitative method to test or generalize based on initial findings. The researcher then interpreted how the results of qualitative research were built by initial findings (qualitative data). The results of the study have produced recommendations for a more objective and applicable integrated education implementation model as input in the framework of formulating education policies. The novelty in the study is a model for implementing education based on Islamic values, Pancasila and local wisdom of Aceh as a reinforcement of the independent curriculum which culminates in the creation of humans who have the strength of NATIONALISM, IPTEKS and IMTAQ in supporting Advanced Indonesia so that it will produce intelligent, healthy, brave and highly competitive human resources in the 4.0 era. The output of this research in the first year was 1 (one) scientific paper in an accredited national journal and 1 (one) article in a reputable international journal and 1 (one) intellectual property rights (IPR) ownership in the form of a research report.*

**Keywords:** SWOT, NATIONALISM, SCIENCE AND TECHNOLOGY, IMTAQ

### 1. INTRODUCTION

The implementation of education in Aceh currently focuses on the implementation of education based on the values of Acehnese culture and Dinul Islam. The implementation of education that is able to develop abilities and character as well as a dignified, quality, characterful and competitive civilization and aims to become a knowledgeable and pious, creative, independent and responsible human being and pious to Allah SWT. The Acehnese people expect the integration of the values of monotheism in the entire educational process in public schools, such as the education system in dayah through educational materials on faith, worship, and morals. The educational material is delivered through exemplary behavior, advice, and habituation. The hope is to be able to develop abilities and form the character of thalabah in order to realize intelligent, Islamic, moral and dignified humans. To accommodate these needs, the implementation of Aceh education is guided by Law Number 11 of 2006 concerning the Government of Aceh with

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derivatives of Aceh Qanun Number 8 of 2014 concerning the Principles of Islamic Sharia, and Aceh Qanun Number 11 of 2014 concerning the Implementation of Education containing Islamic, Pancasila, and Aceh values. Article 5 Paragraph 2 states that the National Education System in Aceh is implemented in an Islamic and integrated manner to achieve educational goals. The National education system and the Islamic Aceh education system are not separate, but are an integration between the two that is adjusted to the socio-cultural values of the region and is contrary to Islamic law.

The direction of the implementation of Islamic education is oriented towards philosophical, sociological, cultural, and psychological foundations with the spirit of Islamic law. As expressed by Srimulyani (2013) that the reform of Islamic education or schools in Aceh is closely related to socio-political changes, especially regional autonomy policies and the implementation of Islamic law. This is a new direction for the implementation of Islamic education, so that the substance of the value of monotheism can inspire the entire education process. Of course, the new direction of Acehese education must refer to changes in quality management that focus on customers by involving all levels of school residents in making continuous improvements or repairs. As the results of Samsuddin's research (2012) which states that the new direction of Islamic education must refer to changes in Total Quality Management (TQM) including in the fields of curriculum, teacher and student recruitment, modernization of learning facilities and infrastructure and changing the traditional learning system to a modern one. The new pattern of Islamic education includes strengthening student-centered learning, student needs in the future, and developing teacher professionalism in accordance with Islamic values. service activities. The activity objectives and problem-solving plans are presented in this section. Relevant literature reviews and analysis of specific situations for service are included in this section.

## **2. IMPLEMENTATION METHOD**

### **A. Methodology and Strategic Values**

Field study research using the Mix Method approach using descriptive methods. The research stages were carried out by following The Exploratory Sequential Design. There is a sequence in the research stages, starting from qualitative research and continuing with quantitative. The priority of qualitative data collection and analysis is carried out in the early stages. Building on the results of the exploratory analysis in the first stage, the researcher continues the next stage with a quantitative method to test or generalize based on initial findings. The researcher then interprets how the results of qualitative research are built by initial findings (qualitative data).

The results of the study are expected to produce recommendations for a more objective and applicable integrated education implementation model as input in the framework of formulating educational policies. The novelty in the study is a model for implementing education based on Islamic values, Pancasila and local wisdom of Aceh as a reinforcement of the independent curriculum which leads to the creation of humans who have the strength of NATIONALISM, IPTEKS and IMTAQ in supporting Advanced Indonesia so that it will produce intelligent, healthy, brave and highly competitive human resources in the 4.0 era.

### **B. Roadmap**

Education policy is a series of activities that include formulation, analysis, implementation, monitoring and evaluation of educational problems that are applied in responding to educational challenges and are implemented periodically so that the desired educational goals can be achieved. The philosophy of education policy in Indonesia is basically inspired by the 1945 Constitution which is outlined in Law Number 20 of 2003 concerning the National Education System. One of the education policies in Aceh is the issuance of Aceh Qanun Number 11 of 2014 on the Implementation of Education. Article 5 Paragraph 2 of the Qanun states that the National Education System in Aceh is organized in an Islamic and integrated manner to achieve educational goals. This means that there is a strong



relevance between National policy and Aceh policy in terms of education policy. The Qanun is a reform of education implementation that is considered in accordance with the implementation of Islamic law in its entirety in Aceh. The implementation of Islamic law in the field of education (tarbiyah) as stated in Aceh Qanun Number 8 of 2014 concerning the Principles of Islamic Law Article 26 which stipulates that the implementation of education in Aceh must be based on Islamic education by accommodating the culture and customs in Aceh. These Qanuns in their preparation refer to the Qur'an and Hadith.

The relevance of RIRN 2017-2045, PRN 2020-2024, and the University Roadmap  
The Researcher's Height and Roadmap can be seen in Figure 1 below.

Figure 1. RIRN 2017-2045

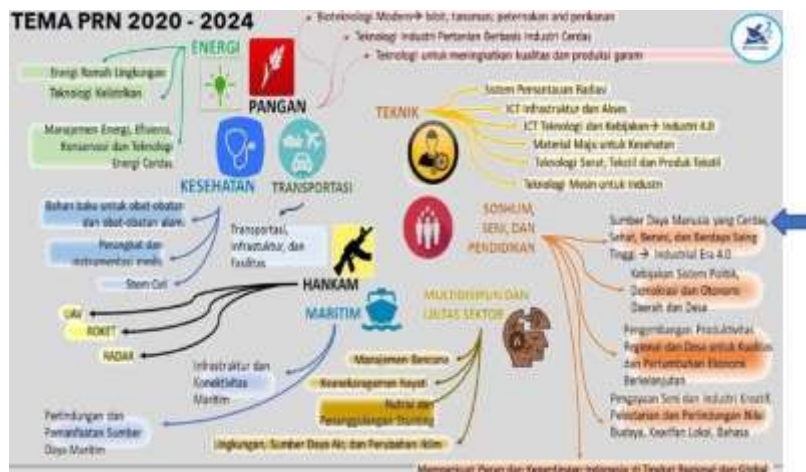


Figure 2. PRN theme Human resources  
Smart and Healthy Physically and Mentally



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Figure 3. Changes in Society in the Digital Revolution Era

**C. Research Implementation Period**

The stages in the first year by reviewing various literature, documents, research results, observations, in-depth interviews with various sources, and Focus Group Discussions. The data was then analyzed descriptively naturalistically and descriptively analytically. Data collection was carried out to identify the potential for integrated education, find an initial model and develop a model for organizing integrated education in Senior High Schools in Aceh Province.

This research was conducted at Senior High Schools in Aceh Province from May 2023 to March 2004. Data sources in this study were obtained from literature studies, and information from the field (community leaders, education experts, historians, cultural experts, school principals, teachers), elements of the Regency/City Government, Aceh Education Office, Islamic Sharia Office, Regional Education Council, and Aceh Customary Council. The data analysis technique used is the interactive model from Miles and Huberman (1994)

**3. RESULTS AND DISCUSSION**

**A. Research Implementation**

**a. Research Results and Analysis**

The direction of Aceh's education policy is the integration of nationality and Acehness with Islamic character in the implementation of education. The direction of this policy aims to develop abilities and character as well as a dignified, quality, characterful and competitive civilization and aims to become a knowledgeable and pious, creative, independent and responsible human being and pious to Allah SWT. The form of integration of national and Acehness values is by adopting the dayah (Islamic boarding school) education system. Dayah education functions to develop abilities and form the character of thalabah in order to realize students who are intelligent, Islamic, have good morals and are dignified.

The Aceh education system is stated in Qanun Number 23 of 2002, Aceh Qanun Number 5 of 2008, and refined into Aceh Qanun Number 11 of 2014, and Aceh Qanun Number 9 of 2015 concerning Amendments to Aceh Qanun Number 11 of 2014 concerning the Implementation of Education. These Qanuns are a depiction of the ideals of the Acehness people regarding the implementation of education that is considered in accordance with the enforcement of Islamic law. Education policy is a formulation and various ways to realize the goals of national education. The achievement of the constitutional message for education is described in various education policies. Various education policies are planned to be realized or achieved through social institutions or



social organizations in the form of formal, non-formal, and informal education institutions. In order to be in line with the goals of national education, the Aceh education system is implemented in an Islamic and integrated manner to achieve the goals of national education. Based on the presentation of the results of the individual case analysis, the research findings on the model of implementing integrated education based on Islamic values, Pancasila, and Acehese Local Wisdom in Senior High Schools in Bireuen Regency and Lhokseumawe City are presented in the following Table 1.

**Table 1 Comparison of Findings Across Cases of Policy Formulation**

No	Research Focus	High School in Bireuen Regency	High School in Lhokseumawe City
1	Policy formulation	<ul style="list-style-type: none"> <li>- Formulation organization education integrated by analyzing the needs, history, and lifestyle patterns of a society that upholds Islamic law.</li> <li>- Policy formulation follows the direction of Aceh's education implementation policy.</li> <li>- There is communication and consolidation with stakeholders. The principal acts as a leader who prioritizes the results of the deliberation.</li> <li>- Policy formulation through strategic analysis by looking at the strengths and weaknesses of the program.</li> <li>- Entrepreneurship programs are still limited to integration into teaching and learning activities.</li> <li>- The policy formulation model used is a combination of the system model and the rational model.</li> </ul>	<ul style="list-style-type: none"> <li>- Formulation policy implementation of integrated education by analyzing the needs, history, and lifestyle patterns of a society that upholds Islamic law.</li> <li>- Policy formulation is guided by the 4 basic values of the school, blueprint, statutes, and Aceh education policies.</li> <li>- Lack of communication and consolidation with stakeholders. The principal acts as a communicator, because the foundation has a dominant role.</li> <li>- Policy formulation through strategic analysis by looking at the strengths and weaknesses of the program.</li> <li>- Entrepreneurship programs have educated students in product production and marketing at school.</li> <li>- The policy formulation model used is mixed scanning (system, rational and incremental models).</li> </ul>

Source: Processed from research results (2023)

**Table 2 Comparison of Findings Across Cases of Policy Implementation**

No	Research Focus	High School in Bireuen Regency	High School in Lhokseumawe City
2	Implementation the policy	<ul style="list-style-type: none"> <li>- The existence of an implementation team at school as coordinator and supervising teacher who has full authority over the integrated education program.</li> <li>- Integration of Islamic, national and Acehese values in learning process activities.</li> <li>- cooperation with related parties regarding the implementation of integrated education programs.</li> </ul>	<ul style="list-style-type: none"> <li>- There is an implementation team at the school as the program leader, but they do not have full policy regarding the implementation of the integrated education program.</li> <li>- Integration of Islamic, national and Acehese values in learning process activities.</li> <li>- Lack of strengthening and cooperation with related parties regarding the implementation of education programs</li> </ul>
		<ul style="list-style-type: none"> <li>- <i>Brand</i>The school focuses on programs to strengthen Islamic character, Pancasila, and Acehese values.</li> <li>- Entrepreneurship programs are still limited to material reinforcement.</li> <li>- Religious principal leadership.</li> <li>- The policy implementation model used is the Edwards III model.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Brand</i>The school focuses on character formation based on Pancasila, Islam, and Aceh.</li> <li>- Entrepreneurship program in real practice.</li> <li>- The principal is managerial and administrative.</li> <li>- The policy implementation model used is the Grindle model.</li> </ul>

Source: Processed from research results (2023)

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**Table 3 Comparison of Findings Across Policy Evaluation Cases**

No	Research Focus	High School in Bireuen Regency	High School in Lhokseumawe City
3	Policy evaluation	<ul style="list-style-type: none"> <li>- Evaluation is carried out internally and externally.</li> <li>- Internally, the principal has collegial authority to jointly evaluate program policies.</li> <li>- Externally, the evaluation authority is administrative under the Aceh Education Office.</li> <li>- Control plantingnationality, Islam, and Acehnese as characteristics of the school community.</li> <li>- Using an evaluation model with outcome and process evaluation types.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation is carried out internally and externally.</li> <li>- Internally, the foundation and school director have full authority over all program policies related to education.</li> <li>- Externally, it is limited to conducting supervision and providing input to the school.</li> <li>- Supervision is carried out through direct attention, parental involvement, and the use of SISTO.</li> <li>- Using an evaluation model with outcome and process evaluation types.</li> </ul>

Source: Processed from research results (2023)

Based on research findings related to the model of implementing integrated education based on Islamic values, Pancasila and local wisdom, the following are:

1. The factors underlying the implementation of integrated education in two regencies/cities are the implementation of various religious activities, national spirit, love for the homeland, and love for the region have given positive impacts to teachers and students in forming noble character. Teachers and students carry out their daily activities with the characteristics of trustworthiness, sincerity and worship in various school programs.
2. The formulation of integrated education implementation policies in terms of communication, resources, attitudes of implementers and bureaucratic structures has been running well, namely teachers have known their duties and obligations so that they are more focused and make it easier to achieve common goals.
3. Principals must provide supportive and shared leadership structures for teachers to ensure positive integrated education and effective professional learning communities that impact school performance. Principals must work directly with teachers to create policies and procedures that provide teachers with leadership structures to directly impact school improvement through collaborative efforts with the community.
4. The religious and visionary leadership system of the principal has been running well, so that it has a positive impact on school performance. Fostering good relations between the principal, teachers, staff, students and the community is one of the efforts to maintain good cooperation and make it easier to maintain national and Acehnese values.
5. The implementation of national and Acehnese values in two districts/cities seeks to educate and provide religious understanding for all teachers and students to always comply with existing regulations and implement them based on their own awareness and not because of coercion.
6. The existence of an organizational structure shows that there is clarity in the division of tasks for all teachers, which aims to organize the work system and to determine the level of motivation, attitude, interpersonal relationships, and communication patterns and responsibilities of teachers.
7. The role of teachers is very large in the teaching and learning process, therefore it can be said that without teachers an educational institution will not be able to run as expected.



Teachers are educators who become figures, role models, for students and their environment. Therefore teachers must have certain personal quality standards, which include responsibility, authority, independence and discipline. Teachers must help students who are developing to learn something they do not yet know, therefore to achieve educational goals, qualified teachers are needed and have competencies that are in accordance with their fields.

The integration of national and Acehese values integrated into Islamic values in learning at Bireuen Regency High School has begun from the policy of school stakeholders, which is then followed by the commitment of school residents in implementing it. The policy is integrated into the creation of a conducive school environment, attitudes and behaviors, so that students have academic abilities, are skilled and have noble morals. To make it easier to understand how to implement the integrated implementation model in State Senior High Schools in Bireuen Regency and Senior High Schools in Lhokseumawe City, a framework of the empirical model (existing model) is presented as shown in Figure 7.

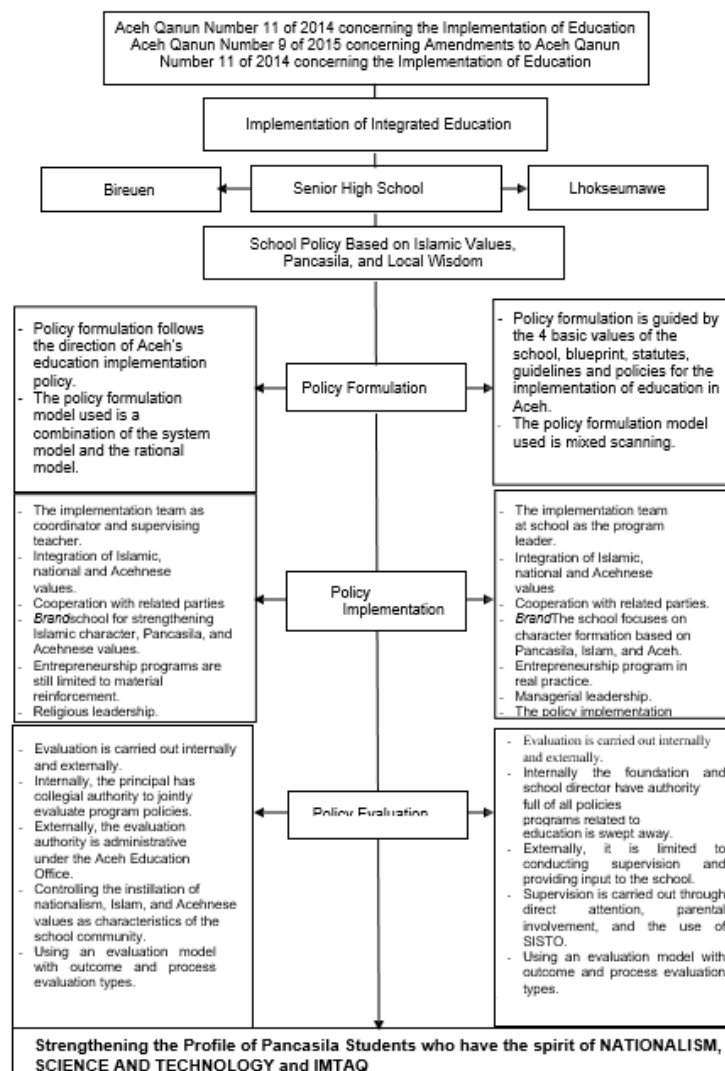


Figure 7. Existing Model of Integrated Education Delivery

After presenting data on the formulation, implementation, and evaluation of the integrated education model based on Islamic values, Pancasila and local wisdom in Senior High Schools in Bireuen Regency, the next step is to discuss cross-site analysis in detail and comprehensively.



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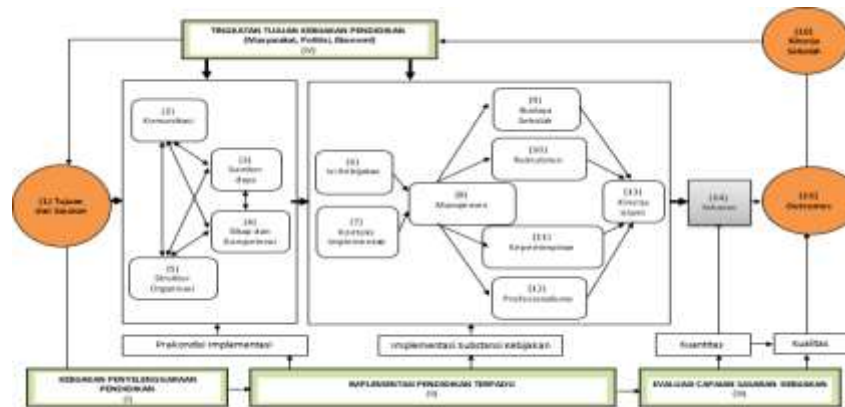
Cross-case analysis is carried out so that similarities and differences can be identified, as well as obtaining the characteristics of each case in detail and comprehensively by communicating with related theories so that the conclusions drawn can meet the criteria of righteousness and validity.

Previous research on the implementation of education policies in Aceh certainly still requires further studies on the most crucial variables based on the performance targets that have been set. Therefore, a study on the implementation of the policy of an integrated education model based on Islamic values, Pancasila and Acehese values in Senior High Schools in Aceh Province is a study that can complement and perfect previous relevant studies. The main variables that can influence the success of policy implementation are communication, resources, attitudes of implementers, bureaucratic structure, policy content, and policy environment. Some recommendations to improve the implementation of the integrated education model based on Islamic values, Pancasila, and Acehese values in Senior High Schools are as follows:

1. Revitalization of teacher duties and responsibilities which include: a) arrangement of internal resources competent in the field of religion; b) arrangement of monitoring and evaluation systems, which include work mechanisms, instruments, quality indicators, supporting resources; c) arrangement of selection systems; d) maximizing library services; and arrangement of a sustainable teacher resource development system.
2. Reform of teacher duties and responsibilities includes: a) maximizing all potentials in empowerment, facilitator, and professional educator according to Islamic teachings; b) exploring and understanding the differences in student character; and c) being able to organize education that combines Islamic, Indonesian, Acehese, and humanitarian values.
3. Revitalization of the principal's duties and responsibilities which include: a) structuring work mechanisms and arranging adequate resources in accordance with the duties and functions of teachers; b) visionary leadership as a determinant of changes in school organizations; c) teacher coaching and recruitment systems; d) deepening leadership in Islam; and e) program implementation policies in accordance with the Aceh Qanun with self-financing.

Based on the results of the analysis of individual case data and cross-case data analysis that have been previously stated, that the implementation of the integrated education model based on Islamic values, Pancasila and local wisdom is a derivative of Aceh Qanun Number 11 of 2014 concerning the Implementation of Education. However, in its implementation at the school level, principals and teachers experience obstacles because they have never participated in socialization, lack of communication, and the absence of technical instructions since the issuance of the Qanun on the Implementation of Education from 2002 to 2015. The conceptual model that can be used as a recommended model as an alternative model for the Aceh government and schools in encouraging the implementation of an integrated education model that is continuous improvement, namely ongoing efforts made to develop and improve the Qanun for more effective, efficient and professional education. For this reason, researchers recommend that the quality and professionalism of teachers be further encouraged through teacher capacity building programs combined with Islamic values.





**Figure 8. Recommended Model for Integrated Education**

## CONCLUSION

The integrated education implementation model is based on continuous improvement, namely ongoing efforts made to develop and improve the Qanun for the implementation of education that is more effective, efficient and professional and supports the implementation of the independent curriculum at the Senior High School level in Aceh Province which culminates in the creation of humans who have the strength of NATIONALISM, SCIENCE AND TECHNOLOGY and IMTAQ.

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