

# Integration of The Science Plus Senior High School Curriculum Baitul Qur'an Boarding School Sragen

Syarifah<sup>1\*</sup>, Daaimatul Ifadah<sup>2</sup>

<sup>1</sup>Universitas Darussalam Gontor 1; syarifah@unida.gontor.ac.id

<sup>2</sup>Universitas Darussalam Gontor 2; ifaifadah98@gmail.com

DOI: <https://doi.org/10.32528/issn.v2i2.254>

\*Correspondence: Syarifah

Email: syarifah@unida.gontor.ac.id

Published: Mei, 2023



**Copyright:** © 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

**Abstract:** This study explores the integration of the national curriculum and the Senior High School Program at Science Plus Baitul Qur'an Boarding School, aiming to develop an integrated system that emphasizes academics, religion, morals, responsibility, and other aspects. The research used qualitative descriptive methods, including observation, interviews, and documentation. The study found that the integration of the curriculum combines the K-13 character curriculum with the Science Plus Baitul Qur'an curriculum, including Physical Science, Life Science, and other programs such as tahfidz, language, and Turats study books. The integration occurs in the core curriculum, intra-curriculum, and extra-curriculum. However, the study identifies inhibiting factors for the integration, such as a lack of resources for religious studies, limited reference sources, and limited use of technology. Conversely, supporting factors include complete facilities, a favorable learning environment, guidance and training, science olympiad activities, and full support from the school and Islamic boarding schools. In conclusion, this study provides insights into the integration of the curriculum in a unique educational setting and highlights the importance of resources and support for successful integration.

**Keywords:** Integration of Curriculum, SMA Science, Baitul Qur'an Boarding School material

## INTRODUCTION

The existence of this curriculum is very vital among other educational components because the curriculum is the heart of education (Triwiyanto, 2015). Just as the function of the heart in humans is to pump and circulate blood throughout the body in humans so that oxygen can be fulfilled, the curriculum also acts as energy for other educational components. Energy that supports the success of the goals of each educational component to achieve educational goals. Quality education will be realized if the curriculum that is compiled and developed is also of high quality. Given the importance of a curriculum in education, it is necessary to develop a curriculum that is dynamic and flexible in accordance with the demands and changes that occur in society and also adapted to the conditions of the students.

One of the programs in Indonesia is the Boarding School. Boarding School is a school system with dormitories, where students as well as teachers and school administrators live in dormitories within the school environment for a certain period of time, usually one semester alternated with a one-month vacation until they finish school. Life in the dormitory (boarding) is intended to streamline the process of internalizing Islamic values into the attitudes and behavior of students or students, which are now widely adapted by madrasas or schools. This increases the teaching materials delivered in formal schools to focus more on cognitive elements, the transfer of knowledge. In fact, to change students' attitudes and behavior, a continuous learning process is also needed and that can only be done with the boarding school program (Boarding School) (Mahmud, 2006).

Educating is very important. Parents are worried because of the moral decline caused by eroding western culture and the negative influence of gadgets causing more children to be negligent at home. So that

parents choose to send their children to schools with a boarding system while still prioritizing technological advances without abandoning character and religious education.

One of the schools that uses the Boarding School program is the Science Plus Baitul Qur'an Boarding School High School which is located in one of the cities of Central Java, namely Sambirejo Sragen by using an integrated education system between Islamic boarding schools and schools, namely by means of students having to live in hostels and follow the educational pattern 24 hours a day and night under the guidance of caregivers, asatidz boards and ustadzah.

Furthermore, it is very interesting for researchers to understand more about the integration of the Sragen Science Plus Baitul Qur'an Boarding School High School curriculum by linking the national curriculum with the program integration by the The Senior High School Science Plus Baitul Qur'an Boarding School. The program is expected to be an effort to improve the quality of graduates of the The Senior High School Science Plus Baitul Qur'an Boarding School in the future so that the public knows that the output of this School is capable of providing something better and a brighter future than other schools. others, at the same time wanting to know what supporting and inhibiting factors are faced by The Senior High School Science Plus Baitul Qur'an Boarding School in implementing its programs.

Taking into account the background above, it is necessary for the author to raise a study with the title " The Senior High School Science Plus Baitul Qur'an Boarding School Academic Year 2021-2022". The following are the goals of the study:

1. To learn more about the SMA Science Plus Baitul Qur'an Boarding School Sragen's integration of the curriculum.
2. To determine the factors that support and inhibit curriculum integration at Sragen High School's Science Plus Baitul Qur'an Boarding School.

The benefits expected from the results of this study, both in terms of theoretical benefits and practical benefits, are as follows:

1. Theoretically Speaking, this research can be useful for expanding one's knowledge base, particularly when it comes to integrating the curriculum in alternative education. This study can also serve as a basis for other studies of a similar nature. As a result, it is anticipated that this study's findings will be able to enhance other investigations into the issue.
2. Practically The following are the practical advantages of this study's findings:
  - a. For Researchers The benefit for researchers is that the findings of this study may provide insight into curriculum integration as well as a means to apply lecture-based knowledge to real-world issues.
  - b. For Teachers The results of this curriculum application can be used as a reference for teachers, schools, and Islamic boarding schools to carry out learning in order to take advantage of the benefits of an integrated curriculum and eliminate deficiencies and obstacles in the process of teaching and learning.

For Schools and Islamic Boarding Schools The findings of this study are anticipated to serve as a model for other schools and Islamic boarding schools looking to improve the quality of their education by incorporating this curriculum model into their teaching and learning processes.

## METHOD

### Research design

This research is a type of qualitative research, which means it uses a method that collects written or oral data from the people and actors being observed to collect descriptive data. The research is descriptive, i.e., it only aims to describe the state or status of phenomena in particular circumstances.

Research in research is needed. Therefore according to the title of this thesis, the author uses qualitative research with a qualitative descriptive approach. According to Bogdan and Taylor define qualitative methods

as research procedures that produce descriptive data in the form of written or spoken words from people and observable behavior (Margono, 2006).

Researchers use qualitative research because they have three reasons, namely: first, it is easier to make adjustments to the reality which has multiple dimensions. Second, it is easier to propose directly the nature of the relationship between research and research subjects. Third, having sensitivity and ability to adapt to the many influences that arise from the patterns of values encountered. While using a descriptive approach, because it is not intended to examine hypotheses, but only describes a symptom or condition that is studied as it is and is directed to describe facts, events in a systematic and accurate manner (Arikunto, 2002). So, through this descriptive research the researcher is able to describe the Integration of the Curriculum for The Senior High School Science Plus Baitul Qur'an Boarding School Sragen.

The research location was carried out at the Science Plus Baitul Qur'an Boarding School Sragen High School, which is one of the schools that implements a boarding school-based high school curriculum and requires all high school students to memorize 30 chapters before graduating from the school. And in the high school it combines the curriculum of the Islamic boarding school, the science curriculum, and the national curriculum.

Baitul Qur'an Science Plus High School is located in Garut Hamlet, Dawung Village, Sambirejo District, Sragen Regency, Central Java. The Islamic boarding school is included in the category of boarding educational institutions or (Boarding School) in which there are other formal and non-formal lessons, this Islamic boarding school also prints memorization of the Al-Qur'an for its students. In which there are other institutions starting from the Baitul Qur'an SDIT, Baitul Qur'an Middle School Boarding School to Science Plus Baitul Qur'an Boarding School High School. In the learning process students are required to share their time as well as possible, because they have to divide between memorizing the Al-Qur'an and formal schooling.

#### Data Collection Techniques

Data is raw material that researchers collect from research fields. Data is a specific material in conducting analysis (Moleong, 1990). To obtain valid data, in this study the authors used data collection as follows:

1. Observation

According to Suharsini Arikunto, observation or observation includes the activity of paying attention to an object by using all the senses. Observing can be done through sight, smell, hearing, touch and taste. Observations can be made with tests, questionnaires, recorded images, and recorded sound (Arikunton, 2002). Observation is a method of collecting data by means of systematic observation of existing phenomena (Hadi, 1987). From this technique the authors used it to obtain data about the environmental conditions of SMA Science Plus Baitul Qur'an Boarding School Sragen. The types of observations made in this study are Participant and Non-Participant Observation

2. Interview

Interview is a question and answer process orally that brings together two or more people and occurs face to face. In this case the researcher did not only observe from the outside, but also asked directly the parties involved in making the policy such as; school principals, head of acceleration organizers, teachers and students.

There are two types of interview guidelines in data collection procedures, namely: structured and unstructured interviews. Because this research is not a quantitative research, but a qualitative research, the researcher chose to use unstructured interviews, namely interviews in which the draft questions only contain an outline of the problems to be explored. With unstructured interviews, interviews can be as flexible as possible, and the question and answer process will run as a daily conversation (Moleong, 1990).

3. Documentation

No less important than other data collection techniques is documentation. Documentation is looking for data about things or variables or notes on transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, posters, agendas and others (Arikunto, 2002).

The main consideration for taking this technique is to make it easier to obtain the required data in a short time, because usually this data has been properly structured and stored. This technique, for example, is used to obtain data on educational institution profiles, number of teachers, number of students, and other documents.

#### 4. Data Analysis Techniques

Data analysis is the process of simplifying data into a form that is easier to read and interpret. In this qualitative research using abstractive comparative logic analysis, namely a logic that uses a comparative method. conceptualization, categorization and description were developed on the basis of incidents obtained during field activities (Boengin, 2001).

This research analysis was carried out continuously from the beginning of the research and then throughout the research. So since obtaining data from the field either from observations, interviews or documentation directly studied and summarized, reviewed and analyzed until the end of the study. Furthermore, the flow of data analysis that the author uses is:

1. Data Collection. The first stage that must be carried out by researchers is data collection. In this stage the researcher will collect all the data needed in accordance with the research guidelines that have been prepared previously. Data collected by researchers through interview data collection techniques, observation, and documentation will be used in the next data analysis stage.
2. Data reduction. Data reduction is a process of selecting, focusing, abstracting and transforming raw data from the field. This process lasts as long as the research is conducted, from the beginning to the end of the research. Reduction is part of the analysis. Its function is to sharpen, classify, direct, remove unnecessary, and organize so that interpretations can be drawn.
3. Data Presentation. After going through the data reduction process, the next step is displaying the data. In this study, researchers will present data in the form of brief descriptions, charts, relationships between categories, drafts and so on. Researchers display data with the aim of making it easier to understand what happened and plan further activities based on what has been understood.
4. Conclusion (Verification). Conclusion drawing or data verification, based on data reduction which is the answer to the problems raised in this study. Data reduction, data presentation and drawing conclusions are activities that occur together as well as cyclical processes and interactions. Drawing conclusions is an analysis of a series of management in the form of symptoms and cases obtained in the field. The conclusion in this study found new findings that did not exist before. Findings can be in the form of a description or description of an object that was previously dim or dark so that upon examination it becomes clear.

Thus the work of collecting data for qualitative research must be immediately followed by the work of writing, editing, classifying, reducing, and presenting data, as well as drawing conclusions by comparing as qualitative data analysis (Muhajir, 1996).

In qualitative research, it generally looks more at the process than the product of the research object. In addition, the conclusions from qualitative data will not be in the form of numbers but presented in the form of verbal words, the processing of which, from editing to presenting in a concise manner, is carried out in the field.

---

## RESULTS AND DISCUSSION

### A. Theoretical Basis

#### 1. Curriculum

Traditionally, the set of classes that students have to take in school is referred to as the curriculum. In his book "Modern Elementary Curriculum", William B. Ragan wrote the same thing. In the past, the subject matter taught in schools or subjects was referred to as the "curriculum". Stenhouse's belief that the school curriculum is a planned integrated effort to direct student learning towards predetermined learning outcomes is consistent with this definition. Curriculum is a set of subjects or knowledge that students must acquire to reach a certain level or diploma. In addition, the curriculum is seen as a planned lesson plan with various educational goals (Syarifah, 2019).

According to Syarifah, the curriculum is a set of plans and arrangements for the use of learning activities and learning materials. Curriculum is an educational program that is planned and implemented to achieve educational goals that require creativity and development. As a result, the curriculum is constantly changing to meet the needs of students. This is because society and the people who study change (Syarifah, 2016).

Curriculum as a learning experience. The other formulations/understandings of the curriculum are somewhat different from previous notions which emphasize that the curriculum is a series of learning experiences. One of the supporters of this view states "Curriculum is interpreted to mean all of the organized coursesm activities and experiences which pupils have under the direction of the school, whether in the class room or not" (Hamalik, 1995).

Oemar Hamalik emphasized that the curriculum is seen as a tool to achieve educational goals. According to this understanding, the curriculum itself is a collection of plans, regulations, and ways of organizing teaching and learning activities in order to achieve educational goals. As a result, continuing education places a significant emphasis on curriculum (Hamalik, 1995).

From some of the meanings above, it shows that curriculum activities are not limited to the classroom, but also include activities outside the classroom. There is no difference between intra and extra curriculum in an education. So that every activity that provides a learning experience for students is essentially a curriculum. The curriculum is a set of plans and arrangements regarding the content of learning materials and the methods used as guidelines for organizing teaching and learning activities. The content of the curriculum is the composition and study materials and lessons to achieve the goals of an education concerned in the context of efforts to achieve national education goals (Silahuddin, 2014).

The stipulated National Education Standards (SNP) basically encourage educators, administrators, lecturers, teachers and the general public to pay more attention to improving education. We face difficulties in curriculum design, resource fulfillment, competence of human resources and lecturers, and quality of educational output/outcome despite the demands of educational globalization. Given all these facts, curriculum development is even more challenging for educational institutions.

Without a curriculum, it is very difficult, even impossible, for educational planners to achieve the intended educational goals. Curriculum is an important component of all educational models. Every aspect of education management, especially educators or teachers, needs to have a deep understanding of the curriculum given the importance of its role in the success of teaching and learning programs.

Teaching through radio, television, distance learning systems through modules, computers, and the internet, as well as other technological advances, are constantly changing curricula<sup>6</sup> and teaching methods in an effort to improve education, particularly with regard to quantitative changes to science and technology. . However, teacher progress must continue. For example, in the module, the teacher's role as a tutor is very important. The teaching plan for radio education still needs to be prepared and made by the teacher (Sudjana, 1991)

The curriculum is very important for the success of the learning process of educational institutions. Because it directs all educational activities to achieve educational goals, the curriculum

occupies a central position in the educational process. The educational process is guided by the educational design provided by the curriculum. A well-developed and regulated curriculum will produce students who are in line with national education goals.

Curriculum is the concept and heart of education from learning in formal and non-formal institutions, from the curriculum to the learning process starting from the start and finishing. From the distance to being a student output.

## **2. Islamic Education Curriculum**

When we talk about curriculum development, many people want to know how the curriculum is used. The books and other documents that teachers use during the teaching and learning process form the curriculum. The process for producing a product that students are expected to complete is another way to think about curriculum. The two are linked together.

In addition, the curriculum can be seen as something that must be updated regularly to keep up with the times. Also, what students actually do in class can be interpreted as curriculum. Because classroom interactions always produce spontaneous and inventive outcomes that can be anticipated in advance, a fully planned curriculum is impossible. In this scenario, the teacher has a better chance of becoming a class curriculum developer. Last but not least, curriculum fuels educators' efforts to instill highest ideals and values into the behavior of their students. This curriculum has a strong link with the teacher's personality (Nasution, 2003).

The curriculum has always evolved over time, moving from simple, traditional, and narrow understandings to broader, sophisticated, and contemporary meanings. Because it only discusses the issues of knowledge or teachings that will be conveyed, the Islamic education curriculum can be categorized as simple or traditional. However, when viewed in terms of the knowledge to be conveyed, it can be said to be very comprehensive, in-depth and up-to-date because it does not only cover religious knowledge but also knowledge related to religious intellectuals. development, skills, emotional, social, and other aspects, among others (Nata, 2016).

The bright path taken by educators and students to develop knowledge, skills, and attitudes is what is referred to as *manhaj* in Islamic education (Subhi, 2016).

Although Imam Al-Ghazali did not explicitly state what is meant by an Islamic education curriculum, he explained that the curriculum was based on two religious tendencies and Sufism, in which religious sciences primarily function as a means of self-purification from influences. from life in the world. Then, the pragmatic tendency shows that science can be beneficial to humans now and in the future. Therefore, the curriculum must contain information that is easily understood and presented sequentially (Nisrokh, 2017).

The most important objective of the Islamic education curriculum is to properly educate the youth, encourage them to open and develop their various wills, talents, strengths and skills, and adequately prepare them to carry out their duties as worldly caliphs. In other words, the aim of the Islamic education curriculum is not only to make people happy in this world, but also in the hereafter. Apart from enlightening the faith and cultivating a balanced spiritual, moral and noble character, this includes developing aspects of intellectual insight and physical skills (Yudi, et al., 2020).

## **3. High School Curriculum**

The concept of curriculum content in the form of subjects, their location in the curriculum, their distribution in semesters or years, the learning load per subject, and the learning load per week for each student are all outlined in the curriculum structure. The idea of organizing learning content and content in a learning system is also practiced in the curriculum structure. The semester system is used to regulate the content in the learning system, and study hours per semester are used to regulate the learning load.

The 2013 curriculum is the actualization of the curriculum in learning to build the competence and character of students. The 2013 curriculum intends to develop students' potential towards the ability to think reflectively to solve social problems in society. The aim of the 2013 curriculum is to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative and affective and can contribute to the life of society, nation and state.

According to Defantri (2013) SMA/MA curriculum structure consists of :

- a. Compulsory subject groups are group A and group B. Group A are subjects that provide competency orientation more to cognitive and affective aspects while group B is subjects that emphasize more affective and psychomotor aspects.
- b. The Specialization Subject Group consists of 3 (three) groups, namely Mathematics and Science Specialization, Social Specialization, and Language Specialization.
- c. Inter-interest Elective Subjects, namely subjects that can be taken by students outside the Specialization Subject Group they choose but are still in other Specialization Groups. For example, students who choose the Language Specialization Group can choose subjects from the Social Specialization Group and/or the Mathematics and Science Specialization Group.
- d. Deepening Subjects are intended to study one of the subjects in the Specialization group for preparation for college.
- e. Inter-interest Elective Subjects and Deepening Subjects are optional, you can choose both or one of them.

#### 4. Science Education Plus curriculum

Science education is the process of obtaining a multifaceted understanding of natural science so that it can respond to issues related to natural developments through critical thinking activities. In today's age, science education plays a critical role in preparing students for a future that is increasingly influenced by technology (Kartimi, 2021).

In order for students to acquire a scientific mindset and master knowledge, facts, concepts and principles, as well as the process of discovery, science is one of the subjects that requires systematic research on nature. Science in education does not only focus on two aspects, namely process and product, but also, more importantly, with the hope that it can inspire individuals to engage in a scientific attitude through the process.

The terms "science as a way of knowing", "epistemology and sociology", and "values and beliefs" are all used in the context of "The Nature of Science". What science is, how it is done, and who does it are all aspects of science (Russel & Weaver, 2011).

In addition to the two process and product aspects involved in science education, it is hoped that the process aspect can also inspire individuals to be involved in science (Carin & Sund, 1993).

An activity known as a process includes: evaluating measurement data, making hypotheses, planning and carrying out experiments, observing, and so on. A person's behavior involving self-confidence, assessing something objectively and honestly, delaying a decision to consider new data, responding to criticism or other opinions, and so on is considered to have a scientific attitude. The process produces products in the form of: laws, theories, concepts, and principles. If a learning environment is provided that encourages learning, then the objectives of learning science will be achieved. The success and motivation of student learning is greatly influenced by the learning environment created by the teacher (Bektiarso, 2016).

We Muslims need knowledge that is sourced from Islamic material, has methods and processes that are in accordance with the spirit of Islamic values, and is carried out solely for the

pleasure of Allah. In the context of Islamic ethics, this kind of knowledge will be able to meet the demands of Muslims and collaborate. This science must be very different from Western science in terms of nature and style (Nasim, 2001).

In the field of science, this type of knowledge is often referred to as Islamic science, namely knowledge whose study does not conflict with Islamic teachings or law. because knowledge itself is used to worship the Owner of the Almighty Knowledge. Islamic science will be used to create an atmosphere that brings back memories of Allah, encourages behavior that is in accordance with the Shari'a, and helps us remember the conceptual values of the Qur'an (Lailiyah, 2018).

##### 5. **Curriculum Integration of SMA Science plus Baitul Qur'an Boarding School Sragen.**

Starting from a program for the Regeneration of Da'i Hafidz Al-Qur'an which was fostered by K.H DR Muslih Abdul Karim, MA. In 2004, the idea arose to establish an umbrella organization for these programs, which later gave birth to the Baitul Qur'an Indonesia Foundation which was inaugurated based on a Notary Deed on February 5, 2008 (BEQI, 2019).

Along with the passage of time and the development of the Baitul Qur'an Indonesia Foundation, coupled with the increasing needs of the community. Thus a demand was born that the Baitul Qur'an Indonesia Foundation could become a formal and independent educational institution. Then start processing yourself to be able to open SMPQ (Qur'an Junior High School) and SMAQ (Al-Qur'an Senior High School) as well as a boarding school program (Boarding School) which is oriented towards tahfidz Al-Qur'an (BEQI, 2019).

The Baitul Qur'an Islamic Boarding School which is located in Dukuh Garut Rt. 4 Dawung Village, Sambirejo District, Sragen Regency, Central Java. The Baitul Qur'an Islamic Boarding School in Sragen was established in 2010 led by Ustadz Sudir, S.Pd, M.Pd. The Baitul Qur'an Islamic Boarding School consists of several formal institutions that have been accredited A, namely Baitul Qur'an SDIT, Bitul Qur'an Middle School Boarding School, and Baitul Qur'an Science Plus High School Boarding School (BEQI, 2019).

The Baitul Qur'an Sragen Islamic Boarding School was established in 2010 with 10 students and only providing tahfidz and Islamic boarding school education, in 2011 the foundation agreed to establish the Baitul Qur'an Boarding School Middle School (BQBS Middle School). Then in 2012 he founded the Baitul Qur'an Elementary School, and in 2015 the foundation agreed to establish the Science Plus Baitul Qur'an Boarding School High School (BEQI, 2019).

Currently the concentration of education cared for by the Baitul Qur'an Islamic Boarding School is focused on prioritizing Al-Qur'an-based education and character-based education which means making students human beings with Qur'anic character with the results to be achieved are students who civilized people who are able to adapt and dialogue with the times without having to let go of their monotheistic identity (BEQI, 2019).

At the Baitul Qur'an Islamic Boarding School Science High School, the Tahfidz Curriculum is implemented in the first year. During the period of one year and two semesters, students are required to memorize according to a predetermined target using the Wafa' method. Then, in the second and third years, BEQI uses the K-13 Curriculum both in Core Curricular, Intra-Curricular and Extra-Curricular activities.

The Wafa learning method is a method founded in 2012 which was developed by the Indonesian Syafa'atul Qur'an Foundation (YAQIN) with founder by KH. Muhammad Shaleh Drehem. This method is very different from other learning methods. Because the Wafa method is comprehensive, easy and fun. This method includes 5T namely recitation, Tahfidz, Tarjamah, Tafhim, and Tafsir.



The Wafa method was born with the vision of producing al-Qur'an experts as civilization builders of the Qur'anic community in Indonesia. By expert, what is meant is good reading, lots of memorization, understanding of reading, and good morals (Team Wafa, 2013). Until this vision raises the whole method, namely the existence of a curriculum and goals (Iqipedia, 2022).

a. Curriculum Applied at SMA Science Plus Baitul Qur'an Boarding School Sragen

Based on the results of interviews with the Director of Baitul Qur'an. It was conveyed that the curriculum applied at SMA Science Plus Baitul Qur'an Boarding School Sragen is the K13 curriculum, Science Plus curriculum, and tahfidz curriculum. The curriculum implemented at SMA Science Plus Baitul Qur'an Boarding School Sragen pays attention to the following matters:

- 1) Increased faith and piety and noble character
- 2) Centered on the potential, development, needs and interests of students and their environment
- 3) Respond to developments in science, technology, and art
- 4) Relevant to the needs of life
- 5) Comprehensive and continuous
- 6) Lifelong learning

Baitul Qur'an Boarding School Sragen Science Plus High School integrating the K-13 Curriculum with their own Science Plus Curriculum. The Science Plus Curriculum consists of various programs specifically designed to achieve the vision and mission as well as the objectives of the Baitul Qur'an Educational Institution

b. **The program integrated at SMA Science Plus Baitul Qur'an Boarding School Sragen**

Based on the results of observations made at Sragen Science Plus Baitul Qur'an Boarding School High School, researchers can conclude that the programs implemented at Sragen Science Plus Baitul Qur'an Boarding School High School are as follows:

**1) Tahfidz Program and Sharia Studies**

Based on the results of observations made at Science Plus Baitul Qur'an Boarding School High School, it can be concluded that every day the students will meet musrif and musrifah because every day they have to deposit the memorization obtained with musrif and musrifah.

Memorization activities are carried out in three meetings every day, namely morning, evening and night. In the morning the students deposit the new memorization obtained in the evening, then in the afternoon the students roll up the deposit made in the morning, this is done to strengthen the memory so that the memorization obtained is remembered in the memory of the students for a long period of time.

**2) Tahfidz Acceleration Program**

Based on the observations that have been made, it can be concluded that this program is implemented at the beginning of the new school year in class X semester one. This program is expected to speed up the memorization of students up to 30 juz, so far students participating in the program have been able to complete memorization of 30 juz in class X on average.

Tahfidz acceleration activities are carried out in five meetings every day which are carried out after the Fajr prayer, at Dhuha time, after the midday prayer, after the Asr prayer, and after the Isha prayer.

**3) Turast Study Program**

Based on the author's observations that have been made, it can be concluded that this study was delivered by teachers who are competent in their fields. The material presented includes, hadith, interpretation, sirah nabawiyah, monotheism.

Turast book study activities are carried out every Sunday evening every week which are carried out after the Isya prayer and this turast book study activity program can introduce students to hadith, interpretation, sirah nabawiyah, and monotheism.

#### 4) Baitul Qur'an Language Institute Program

Based on the author's observations that have been made, it can be concluded that the students are targeted to master two foreign languages namely Arabic and English to form students skilled in Arabic and English. LBBQ makes several interesting programs, namely:

a) Language Month

The language month is held at the beginning of the new academic year, namely when students first enter Baitul Qur'an. In this language month program, students of SMA Science Plus Baitul Qur'an Boarding School Sragen learn English and Arabic for one full month. This language month program is expected to form language skills.

b) Muhadah

Muhadara is a two-language speech program, this program aims to make students dare to speak in public using Arabic and English properly and correctly. Muhadara is carried out in two stages, namely the first is carried out every Sunday evening after the Isya prayer and is carried out every week, in which each student is required to come forward one by one to make speeches in Arabic and English. The second is collaboration where muhaarah is carried out collaboratively between one student and another using Arabic and English which is done once every semester.

c) Mufradat

Mufradat is a program to add new vocabulary at SMA Science Plus Baitul Qur'an Boarding School Sragen which is held every day. This program aims to make students rich in vocabulary in Arabic and English. Mufradat activities are carried out every day during language lessons before language lessons begin, namely Arabic lessons and English lessons.

d) Language Final Test

LFT is the final language test for class XI students that tests students' language skills. The material tested includes, lessening test, writing test, reading test, and speaking test. LTF activities are carried out by class XII which coincide at the end before graduation and these LFT activities are to find out the extent to which class XII students are able to speak Arabic and English.

e) Extracurricular Program

Based on the observations made by the researchers, it can be concluded that extracurricular activities at SMA Science Plus Baitul Qur'an Boarding School Sragen include scouting, archery, nasyid, Youth Scientific Work (KIR), and photography.

Extracurricular activities consist of mandatory extracurriculars and specialization extracurriculars. Compulsory extracurriculars are divided into two, namely self-defense which consists of tekondo and karate, while extracurriculars for specialization have several choices, namely scouting, archery, nasyid, Youth Scientific Work (KIR), and photography.

#### c. Science Plus Baitul Qur'an Boarding School Sragen High School lessons

Table 2. Science Plus Baitul Qur'an Boarding School Sragen High School Lessons

SUBJECTS	I'DAD CLASS	X CLASS	XI CLASS	XII CLASS
Sains	-	Chemistry Biology Physics	Chemistry Biology Physics	Chemistry Biology Physics

<b>Arabic Language</b>	Arabic language Shorof Hadist Nahwu Akhlak Fikih	Arabic Language Fikih Hadist Nahwu U. Fikih Shorof	Balaghah Nahwu Fikih U. Fikih Arabic Language	Nahwu Mustalah Hadist Fikih Balaghah Arabic Language
<b>K-13</b>	Ekonomi	Compulsory Folder Specialization Map Economy Indonesian Language English Language English literature physical education	Compulsory Folder Specialization Map Economy Indonesian Language English Language English literature physical education	Compulsory Folder Specialization Map Economy Indo Language English Language English literature Indo history

From the table above, it can be seen that Sragen Scince Plus Baitul Qur'an Boarding School subjects from class I'dad to class XII consist of Science, Arabic, and K-13 subjects.

### CONCLUSION

The results of the integration of the curriculum applied at Scince Plus Baitul Qur'an Boarding School Sragen High School combines the K-13 character curriculum with the Science Plus Baitul Qur'an curriculum which consists of Physical Science and Life Science and also several other programs, namely tahfidz, science, study books Turats, Language Program, and several programs implemented in the core curriculum, intra curriculum, and extra curriculum.

The inhibiting factors for the integration of the Sragen Science Baitul Qur'an Boarding School Sragen High School curriculum can be seen from the human resources for teachers in the field of religion, extensive learning materials, limited reference sources, limited use of technological facilities, and allotment of time. The supporting factors for the integration of the Senior High School Program at Science Plus Baitul Qur'an Boarding School curriculum are complete facilities, learning environment and resources, guidance and training, science olympiad activities, and full support from the school and Islamic boarding schools.

From the results of the research above, the researcher provides suggestion to institutions regarding the integration of the Science Plus Baitul Qur'an Boarding School Sragen High School curriculum, including:

- a. the school conducts training to improve the ability and knowledge of the teacher council to improve the quality of teaching in the field of religion.
- b. schools increase the number of references related to material in both the fields of religion and science.

Increasing the use of facilities and infrastructure in the field of technology.

### REFERENCES

- Arikunto, S. (2002). *Prosedur penelitian: Suatu pendekatan praktek*. Jakarta: Rineka Cipta.
- Bektiarso, S. (2016). Peran Pendidikan Sains Dalam Membangun Literasi Yang Berorientasi Budaya Bangsa Indonesia. *Jurnal Pembelajaran Fisika Universitas Jember*, 4(5), 611-622.
- BEQI. (2019, October 12). *Profil BEQI Sragen 2019*. [Video]. BEQI TV. Retrieved from <https://youtu.be/o3rsR2Xrd-c>
- Boengin, B. (2001). *Metodologi Penelitian Sosial*. Surabaya: Airlangga.

- Carin, A. A., & Sund, R. B. (1993). *Teaching Modern Science*. United States of America: Macmillan Publishing.
- Defantri. (2013). *Struktur Kurikulum 2013 SMA*. Retrieved from <https://www.defantri.com/2013/06/struktur-kurikulum-2013-sma.html>
- Hadi, S. (1987). *Metodologi research*. Jakarta: Rineka Cipta.
- Hamalik, O. (1995). *Kurikulum dan Pembelajaran*. Jakarta: Bumi Aksara.
- Iqipedia. (2022, July 21). *Metode Wafa: Metode Belajar dan Menghafal Al-Qur'an*. Retrieved from <https://iqipedia.com/2022/07/21/metode-wafa-metode-belajar-dan-menghafal-al-quran/>
- Kartimi. (2021). *Landasan Pendidikan Sains*. Cirebon: CV. Zenius Publisher.
- Lailiyah, S. (2018). Pentingnya membangun pendidikan sains yang relevan dengan ajaran Islam. *SPEKTRA: Jurnal Kajian Pendidikan Sains*, 4(2).
- Mahmud. (2006). *Model-Model Kegiatan di Pesantren*. Tangerang: Mitra Fajar Indonesia.
- Margono. (2006). *Metodologi Penelitian Pendidikan*. Jakarta: PT Rineka Cipta.
- Moleong, L. J. (1990). *Metode penelitian kualitatif*. Bandung: Remaja Rosdakarya.
- Muhajir, N. (1996). *Metode Penelitian Kualitatif*. Yogyakarta: Rake Sarasia.
- Nasim, B. (2001). *Sains dan Masyarakat Islam* (Diterjemahkan oleh Masdar Hilmy dari Buku Science and Muslim Society). Bandung: Pustaka Hidayah.
- Nasution, M. A. (2003). *Asas-asas kurikulum*. Jakarta: Bumi Aksara.
- Nata, A. (2016). *Ilmu Pendidikan Islam*. Jakarta: Prenada Media.
- Nisrokh. (2017). Konsep Kurikulum Pendidikan Islam (Studi Komparatif Pemikiran Al-Ghozali Dan Ibnu Miskawaih). *Jurnal Madaniyah*, 1, 154-173.
- Russell, C. B., & Weaver, G. C. (2011). A Comparative Study of Traditional, Inquiry-Based, and Research-Based Laboratory Curricula: Impacts on Understanding of The Nature of Science. *Chemistry Education Research and Practice*, 12, 57-67.
- Silahuudin, S. (2014). Kurikulum dalam Perspektif Pendidikan Islam (Antara Harapan dan Kenyataan). *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam*, 4(2), 331-355.
- Subhi, T. A. (2016). Konsep dasar, komponen dan filosofi kurikulum PAI. *Qathruna*, 3(1), 117-134.
- Sudjana, N. (1991). *Dasar-Dasar Proses Belajar Mengajar*. Bandung: Sinar Baru.
- Syarifah, S. (2016). Manajemen Kurikulum Kulliyatul Mu'allimin Al-Islamiyyah di Pondok Modern Darussalam Gontor. *Jurnal At-Ta'dib: Journal of Pesantren Education*, 11(1), 53-72.
- Syarifah. (2019). Active Learning Teach Like Finland. Qiro'ah: *Jurnal Pendidikan Agama Islam*, 9(1), 85-99.
- Yudi, C. H., Wikanti, I. J., & Hendro, W. (2020). Konsep kurikulum dan kurikulum pendidikan Islam. *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam*, 10(1), 34-44.