Islamic Education Curriculum Development: Robin Fogarty's Integration Model

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Abstract*: The need for curriculum integration is due to the demands of society and the development of science and technology. This step is also an opportunity for students to learn to understand various problems that exist in life. This paper discusses the development model of Islamic Education curriculum integration in educational institutions based on Robin Fogarty's theory. The results showed that: 1) Robin Fogarty classifies curriculum integration models into three, namely: integration of one discipline (fragmented, connected, and nested models), integration of several disciplines (sequenced, shared, webbed, threaded, and integrated models) and integration within and between disciplines (immersed and networked models). 2) There are five stages in the implementation of an integrated curriculum, namely: selection, filtering, reduction, modification, and adaptation. However, in its implementation, this model also has advantages and disadvantages.

Keywords: Curriculum Development; Integration; Islamic Education

Abstrak: Kebutuhan terhadap integrasi kurikulum disebabkan oleh adanya tuntutan kebutuhan masyarakat dan perkembangan IPTEK. Langkah ini sekaligus menjadi peluang bagi peserta didik untuk belajar memahami berbagai permasalahan yang ada dalam kehidupan. Tulisan ini membahas tentang model pengembangan integrasi kurikulum PAI pada lembaga pendidikan berdasarkan teori Robin Fogarty. Hasil penelitian menunjukkan bahwa: 1) Robin Fogarty mengklasifikasikan model integrasi kurikulum menjadi tiga, yaitu: integrasi satu disiplin ilmu (model fragmented, connected dan nested), integrasi beberapa disiplin ilmu (model sequenced, shared, webbed, threaded dan integrated) serta integrasi di dalam dan antar disiplin ilmu (model immersed dan networked). 2) Tahapan yang dilakukan dalam pelaksanaan kurikulum terintegrasi ada lima, yaitu: seleksi, filterisasi, reduksi, modifikasi dan adaptasi. Namun, dalam pelaksanaannya, model ini juga memiliki kelebihan dan kekurangan.

Kata kunci: Integrasi; PAI, Pengembangan kurikulum

I. INTRODUCTION

Education is a human process to accept various kinds of situations in order to achieve goals that empower him [1] In Islam, the educational process is an effort to develop human nature in order to actualize the purpose of creation as *abdullah* and *khalifatullah* [2] The implementation of Islamic education in educational institutions is formulated through the curriculum as one of the milestones of success and achievement of educational goals [3]

The term "curriculum" etymologically comes from the Greek *"curir"* which means a place to race [4] In Latin, *"currere"* means running race field [5] In French, "courier" means running (to run) [6] In Arabic, the curriculum is termed "*manhaj*" which means a teaching plan [7] or a bright path that humans take in their field of life [8], [9] According to the KBBI, the curriculum is defined as a set of subjects taught at an educational institution or a set of courses on a particular field of expertise [10].

In the context of education, the curriculum is defined as a circle of instruction, which is a teaching circle with teachers and students involved in it [11]. Saylor, Alexander, and Albertycs define curriculum as a school effort to influence the learning process of students

at school and outside school [5]. Experts have various definitions related to the curriculum, meaning that the curriculum is not limited to a number of subjects but is comprehensive in nature for every learning experience that students receive [12]. So, broadly speaking, it can be interpreted as a plan that is prepared to support the course of the learning process under the responsibility and supervision of educational institutions [13], [14].

The term development refers to activities to produce a new tool or method in addition to conducting evaluations to perfect the tool or method [15]. As for integration, it comes from the English "integrate," which means to combine or unite. So, the integration is a combination of character, nature, and style between sciences that are integrated in all their dimensional unity. This requires the interconnection or interconnection of one science with another with a pattern of mutual respect [16]. The concept of integration, according to Sanusi, is a whole unit, not divided and divorced [17].

The need for curriculum integration is due to the demands of society and the development of science and technology. The integration of various disciplines of religion and general science is what gave birth to the idea of the Islamization of science [6]. Integration terminology is often used by curriculum education experts such as Drake (1993), Robin Fogarty (1991), and Jacobs (1989) [18].

Integration is created by focusing learning on a particular problem and requiring materials or materials from other disciplines [4]. According to Robin Fogarty, there are ten models of integrated learning when viewed from the perspective of integrating concepts, skills, topics, and thematic units, namely: fragmented, connected, nested, sequenced, shared, webbed, threaded, integrated, immersed, and networked [19].

II. METTHOD

This research is included in qualitative research in category library research. The data sources used come from documentation in the form of books, journals, articles, and so on [20]. The object of this research is the integration model of the Islamic education curriculum according to Robin Fogarty's integration theory and the implementation of an integrated curriculum in educational institutions. The data analysis technique uses descriptive analysis techniques, namely describing the research subtopics, which are then analyzed to get conclusions [21].

III. RESULT AND DISCUSSION

A. Robin Fogarty's Model of Curriculum Integration

Integrated curriculum is more concerned with the fact that a subject matter must be integrated as a whole. This integration can be achieved through the concentration of lessons on one particular problem with alternative solutions through various disciplines or subjects needed so that the boundaries between subjects can be eliminated [12], [22].

In his book *The Mindful School: How to Integrate the Curriculum,* Robin Fogarty classifies curriculum integration into three groups: 1) curriculum integration in one discipline using fragmented, connected, and nested models. 2) curriculum integration of several disciplines with sequenced, shared, webbed, threaded, and integrated models. 3) multidisciplinary and interdisciplinary integration with immersed and networked models [19].

Based on Fogarty's classification of integration, curriculum development in one discipline (intradisciplinary) is a model of integrating material, subject matter, sub-subject matter, concepts, sub-concepts, skills, or values that exist in one discipline. In this case, the integration does not involve other disciplines. While

the development model of several disciplines (interdisciplinary) integrates material, subject matter, sub-subject matter, concepts, sub-concepts, skills, or values that exist in two or more disciplines [23].

Furthermore, the ten models of integrated curriculum developed by Fogarty (fragmented, connected, nested, sequenced, shared, webbed, threaded, integrated, immersed, and networking) can be implemented in a curriculum model that combines science and technology with *imtaq* in educational institutions, as follows:

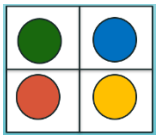

Figure 1. Fragmented model

According to Fogarty, the fragmented learning model is "the traditional model of separate and distinct disciplines, which fragments the subject areas" [19]. In accordance with the term used, fragmented means fragments, and this form of curriculum organization is also a form of strict separation between the various fields of study [23]. This model can be applied to the development of academic competence and professionalism as a tool to hold vocational or expert positions or personnel in certain fields or professions.

The advantage is deep mastery in one field of study. The disadvantage is that the more specialized this model is, the more it will lead to the disintegration of knowledge [24]. For example, religious studies, mathematics, science, social studies, languages, and so on.

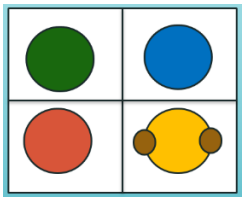

Figure 2. Connected model

The assumption underlying the connected model, as Fogarty argues, is that "within each subject area, course content is connected topic to topic, concept to concept, one year's work to the next, and relates ideal(s) explicitly" [19]. This model emphasizes the need for integration between the fields of study themselves. So that the linkage of content or topics in the existing subject areas can be umbrellaed in one particular parent subject. For example, the material of *Akidah* and morals (Akidah akhlak), Al-Qur'an and Hadith (Al-Qur'an Hadith), *Nahwu* and *Sharf* (Arabic Language), *ilmu bayan, badi'* and *ma'any (Balaghah)*, and so on.

The advantage of this model is that the teacher's task is to link one lesson with another so that the learning experience of students is broader and more comprehensive. This model rejects the concept of fragmented model disintegration. The characteristics of the shortcomings of the connection learning model include that even though it seems that one topic is integrated with another, it still appears separate [24].

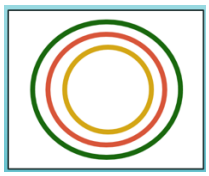

Figure 3. Nested model

The nested model means that "within subject areas, the teacher targets multiple skills: a social skill, a thinking skill, and a content-specific skill" [19]. This model combines thinking skills, social skills, and content-specific skills. This model enriches teachers' skills to design curriculum (lessons); one lesson can be integrated (combined) and is flexible, so it can be applied to science, social science, language, religion, and so on [24].

For example, a lesson to develop cognitive, affective, and psychomotor aspects can be done in various ways. In

learning Islamic cultural history on the theme of the dynamics of Islamic education to develop cognitive skills, the teacher focuses on the development of Islamic education institutions in the classical, mediaeval, and modern periods. For affective development, students work on tasks in groups, not individually (cooperative learning), and for skill development, students make drawings (charts or schemes) related to the lesson.

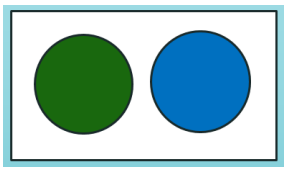

Figure 4. Sequenced model

Based on the origin of the word "sequenced," it is a series, sequence, or level [24].This model tries to integrate by making sequences in each of the two subject areas that will be connected based on the similarity of ideas or concepts to then be presented in parallel or concurrently at the same time or close together [18].

The advantage is that teachers can rearrange the order of topics without having to follow the order of the book author. The disadvantage is that it requires continuous collaboration and flexibility from all parties involved in achieving learning objectives [24]. For example, consider the theme of the origin of human creation. In Islamic education (PAI) lessons, teachers can explain the process of human development in the Qur'an: *nutfah*, *alaqah*, *mudghah*, *idzam*, *lahm*, and *nasy'ah khalqan akhar*. Then a detailed scientific explanation of fertilization, embryogenesis, embryo rank, and fetus rank can be explained in biology subjects.

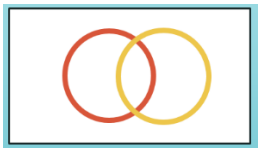

Figure 5. Shared model

As Fogarty explains, the shared model is "shared planning and teaching take place in two disciplines in which overlapping concepts or ideas emerge as organizing elements" [19]. This model is a form of integrating learning due to overlapping concepts or ideas in two or more subjects [23], [25].

The advantage of the shared model is that it is the first step towards an integrated learning model that includes interdisciplinarity, where science is increasingly specialized in modern times. The disadvantage is that this model requires the commitment of pairs (between teachers) to work together in the initial phase, or, in other words, to find overlapping concepts [24]. For example, the integration of the topic of learning reproduction (biology) with the topic of learning the concept of marriage in jurisprudence [23]. The theme of commendable behavior in civics discusses respecting the rights and obligations of fellow religious people, while in Islamic education, tolerance between religious people is a manifestation of *hablu minannas*.

Figure 6. Spider web model (webbed)

The webbed model is an integrated learning model that uses themes, topics, and ideas as the basis of learning by integrating multi-disciplines or various subjects bound by one theme (thematic model) [19]. Determining the theme can be done by the teacher or students. After the theme is agreed upon, it is continued with the selection of sub-themes by paying attention to their relation to other subjects [6]. For example, consider the theme of cigarettes. It can be studied in various fields. Aspects of economic

financing for smokers (economics), the dangers of smoking for health (biology), the chemical content of cigarettes (chemistry), radioactive elements (radon) in tobacco leaves (physics), and the law of smoking (Islamic education).

The advantages are that there is a motivational factor resulting from selecting themes that are of high interest, which is relatively easier for inexperienced teachers to do, and easier planning for teamwork to develop themes in all subject content areas. The disadvantages are that it is difficult to select themes, and teachers focus more on activities than concept development [25].

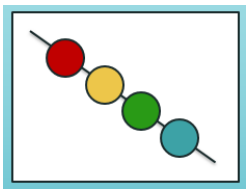

Figure 7. Threaded model

Fogarty suggests "this threaded mode of curriculum integration focuses on the meta curriculum that supersedes or interests the very heart of any and all subject matter content" [19]. The threaded model is a learning model that focuses on the meta curriculum (which is the heart or core of all subject matter) by developing main ideas that are the common thread of several disciplines [13]. Or learning skills (thinking skills, social skills, and multiple intelligences) that are stretched across several disciplines.

For example, the theme of diversity is: writing down religious differences in Indonesia (language), *Bhineka Tunggal Ika* as the basis of unity (civics), appreciating diversity in social life (social studies), and understanding diversity as evidence of God's power (Islamic education).

The advantage of the threaded model is that students gain a variety of learning skills that can be transferred into life. The disadvantages are that the relationship of content or meaning across subject areas is not clearly explained, and teachers need more understanding and skills in order to use the meta curriculum through lesson content.

Figure 8: Model of Integration (integrated)

Integrated learning is a type of integrated learning that uses an inter-study approach, combining subject areas by setting curricular priorities and finding overlapping skills, concepts, and attitudes in several subject areas [19]. The focus of integration lies on a number of skills that some teachers want to train their students in a learning unit for the achievement of learning materials (content) [25], which include thinking skills, social skills, and organizing skills [24].

For example, in some biology themes about ecosystems, humans as Indonesian citizens must pay attention to the preservation of a balanced life, especially in the Indonesian nation, which has abundant natural resources, so students are given the spirit and motivation to feel more ownership of this Indonesian nature as part of their lives for the future and future generations.

In Biology, students learn about the concepts and functions of human ecosystems and the environment in detail and their impact on their personalities as citizens. Or also with religious values, how students study the sub-human anatomy, which is a gift of nature created by Allah, such as how students should be grateful for seeing the unique and extraordinary anatomical system of the body (Islamic education), so that students will be more able to appreciate what they have and what they get now to be maintained and cared for both their limbs

and the behavior that must be done in social life (social science) [22].

In Islamic education, students learn about the purpose of human creation, which is to worship. Furthermore, students describe the kinds of worship in Islam (language) related to the benefits of systematic prayer studied in biology, and in social life, worship is realized in the form of *shadaqah, zakat,* helping victims of natural disasters, protecting and caring for nature, and so on.

Figure 9. Immersed model

The literal meaning of the word immersed is immersion [24]. Immersed-type integrated learning is learning that uses an interdisciplinary approach, where students can integrate all data or information from each field of science and produce thoughts according to their field of interest to be applied in everyday life [19]. The advantage is that the integration takes place within the lesson itself. The disadvantage is that it can narrow the learner's focus.

For example, consider the theme of halal food. In Islamic education, we learn about the laws of halal and *tayyib* food. Furthermore, science discusses the benefits of healthy food for the body. Social studies discuses the marketing of halal products to the public. Mathematics learns about the comparison of measurements in the process of making food. The language discusses the procedures for making halal food.

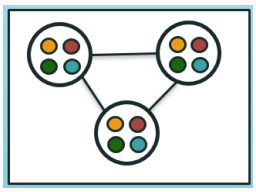

Figure 10. Network model

The networked model is a collaboration between students and an expert (expert) in searching for data, information, or others in connection with subjects that are favored or of interest. Therefore, this model allows for changes in conception, forms of problem solving, and demands for new forms of skills after students conduct field studies in different situations, conditions, and contexts [23]–[25]. The advantages are that it is proactive; the learner is stimulated by new information, skills, or concepts. The disadvantage is that it can distract the learner, making the effort ineffective.

For example, the theme of humans in Islamic education is humans as servants of God who have an obligation to worship Him *(hablu minallah and hablu minnas).* In science, humans are described as one of the living organisms with a very perfect creation. In social studies, it discusses humans as social beings who have reciprocal relationships with other humans, and society is seen as a living organism.

B. Implementation of the Integrated Curriculum

The implementation of the curriculum is realiZed in the teaching and learning process in accordance with the principles and demands of the curriculum that has been developed for a given level of education. Integrated learning is essentially a learning system that allows students, both individually and in groups, to actively seek, explore, and discover concepts and principles holistically and authentically. When examined again, the stages of integrated curriculum development can be described through the spiral cycle model of the integrated curriculum process as follows [22]:

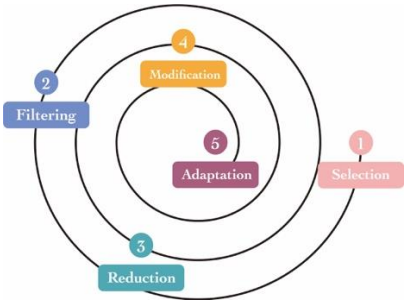

Figure 11. The Spiral Cycle Model of Integrated Curriculum

In accordance with the picture above, the stages carried out in the implementation of an integrated curriculum are five, namely:

1. Selection, namely the selection of disciplines that are considered related or complementary, provides a useful and comprehensive perspective on the theme or topic of the learning that will be given in class.
2. Filtering is the process of filtering the study of each other's disciplines that are considered complementary in order to focus the study on the theme or topic that has been determined so as not to widen and get stuck on other sub-disciplines that are not needed.
3. Reduction, which is a follow-up process of filtering by ignoring, discarding, and peeling off non-substantive studies from other disciplines, so that it becomes clearer what substantive content is needed from other sciences for the study of predetermined topics,
4. Modification, namely the formation of an integrated curriculum model that is flexible and on target with the vision, mission, and goals of the educational institution,
5. Adaptation, which is the determination of a ready-to-use integrated curriculum in the form of a curriculum document to be implemented in learning.

However, in its implementation, the integrated curriculum has advantages and disadvantages. Specifically, they are as follows:

1. Fun because it departs from the interests and needs of students.
2. Provides experiences and teaching-learning activities that are relevant to the level of development and needs of students.
3. Learning results can last a long time because they are more memorable and meaningful.
4. Develop students' thinking skills in accordance with the problems faced.
5. Growing social skills through cooperation
6. Have an attitude of tolerance, communication, and responsiveness to other people's ideas.
7. Presenting activities that are real in accordance with the problems faced in the environment of students [24].

Integrated thematic learning has shortcomings, especially in its implementation, namely in the design, implementation, and evaluation, which require more teachers to conduct process evaluations and not only evaluate the direct learning impact. Some of the shortcomings are as follows:

1. The teacher aspect is required to be broad-minded, have high creativity, reliable methodological skills, high self-confidence, and dare to package and develop materials. academically.
2. The aspect of students demands the learning ability of students who are qualified both in academic ability and creativity. This happens because the integrated learning model emphasizes analytical ability (parsing), associative ability (connecting), and explorative and elaborative ability (finding and exploring).
3. Aspects of learning facilities and resources require reading materials or sources of information that are many and varied, including internet facilities. All this will support, enrich, and facilitate the development of insight. If these facilities are not fulfilled, the implementation of

integrated learning will also be hampered.

4. The aspect of the curriculum that must be flexible and oriented towards achieving the completeness of students' understanding (not on the achievement of material delivery targets) Teachers need to be given the authority to develop materials, methods, and assessments of students' learning success. If the learning carried out by the teacher is only center on the subject matter (content) without paying attention to the needs of students, the development of the curriculum according to the context of socio-technological progress, industry, and the character of students, then the implementation of the teacher does not remain on target.

5. The assessment aspect requires a comprehensive assessment method, namely determining the success of students' learning from several related fields of study that are combined. In this regard, teachers are not only required to provide techniques and procedures for implementing comprehensive assessment and measurement but are also required to coordinate with other teachers if the subject matter comes from different teachers [24].

CONCLUSION

Robin Fogarty classifies the curriculum integration model into three, namely: 1) curriculum integration in one discipline using fragmented, connected, and nested models. 2) Curriculum integration of several disciplines with sequenced, shared, webbed, threaded, and integrated models 3) Integration within and between disciplines with immersed and networked models.

The stages carried out in the implementation of an integrated curriculum are five, namely: selection, filtering, reduction, modification, and adaptation. However, this learning model also has advantages, including: student-center learning, being more meaningful, fostering social skills, and so on. While the shortcomings can be seen from the aspect of teachers who are required to be broad-minded, students must meet the standards, learning facilities and resources are more varied, and the curriculum must be flexible and requires comprehensive assessment.

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