INTEGRATION OF ISLAMIC VALUES IN SOCIAL STUDIES LEARNING IN ISLAMIC ELEMENTARY SCHOOL AL-ISLAMIYAH BANGKAR, MUARA UYA DISTRICT

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Abstract: General learning that is integrated with Islamic Elementary School values has made learning more interesting, and more serious and active in following the learning. Based on this statement, this research aims to find out how to integrate Islamic Elementary School values in social studies learning at Islamic Elementary School Al-Islamiyah Bangkar, Muara Uya District, and what Islamic Elementary School values are integrated in social studies learning at Islamic Elementary School Al-Islamiyah Bangkar, Muara Uya District. The subjects in this study were 1 social studies teacher at Islamic Elementary School Al-Islamiyah Elementary School at Bangkar, Muara Uya District. The techniques used in data collection are interviews, observations, and documentaries. Then it is processed through the process of data reduction, data display, and data verification. Meanwhile, to analyze the data, the author uses descriptive and qualitative analysis. After the data is analyzed, it can finally be concluded that the integration of Islamic Elementary School values in social studies learning at Islamic Elementary School Al-Islamiyah Bangkar, Muara Uya District, can be concluded, that; 1) Social studies teachers have integrated Islamic Elementary School values in their learning. Every material presented is integrated with Islamic Elementary School values, such as human material as social beings, universe material, historical material, and other materials. 2) Social studies teachers have integrated Islamic Elementary School values in their learning. The Islamic Elementary School values are integrated, such as establishing good relations with others in accordance with Islamic Elementary School teachings, maintaining mutual harmony in society, respecting each other, giving to each other, and also helping each other. Other Islamic Elementary School values are also such as behaving or having good rights among others, not offending anyone, thanking Allah SWT’s favors, and believing in Him.

Keywords: Integration, Islamic Elementary School Values, and Social Studies Learning.
Introduction

The process in the field of education carried out by the government with the community to achieve very influential goals in the future by educating the life of the nation and state. But all this has not all been achieved, in this process the community and the government must work together to educate all parts of the nation through education. Education is the most important thing in the formation of the human person, because education is to maintain self-existence in the Islamic Elementary School of global development. Failure in education will have an impact on the survival of the nation, therefore the government must be able to regulate education properly because it will create a generation of qualified people who are able to adapt to life in society, nation and state.

Education is one of the keys in the cultivation of values. The running of an education emphasizes to instill the personality, attitudes and character of children therefore the integration of value education and character building is needed to equip students to overcome future challenges that will be increasingly difficult and complex. Teachers are required to be able to instill good personality, attitude and character, because this is the main role of teachers in education that must be considered very carefully.

So far, the material lessons are directly related to Education. One of the characters is social science (IPS) learning, character education provided through these subjects only touches on the cultivation of norm values. Character education should bring students to cognitive value recognition, affective value appreciation and real value experience.¹

One of the efforts that needs to be done is to reorganize a quality education system, intact and can touch all aspects of student competence. For example, in the context of education in Indonesia, efforts to integrate all disciplines within the framework of Islamic Elementary School values need to be improved. This effort continues to be something that has always been done, both at the Education Institute of the Islamic Elementary School Ministry of Religious Affairs and at the Islamic Elementary School Ministry of National Education.

Al-Attas revealed that the greatest challenge secretly faced by Muslims today is the challenge of science, not in ignorance but in science taken from civilization. This science has lost its purpose because it is a product of confusion and skepticism that puts doubt and speculation on a par with scientific methodology to search for truth. Al-Attas further repeatedly stated that the science that developed in this modern era as a whole was built.

Integration Value needs to be done in all subjects, including social studies subjects, as long as this is the reality in the western world. The integration of values in the education process can be interpreted as the mandate of the National Education System Law No. 20/2003 concerning the objectives of

national education: national education functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and fear God Islamic Elementary School, have noble character, healthy, knowledgeable, capable, creative, independent and a democratic and responsible citizen.

The integration of the learning subjects with Islamic values has been practiced widely in other country like Malaysia. Universiti Sains Islam Malaysia (USIM) for example has practice the integration of Aqli and Naqli knowledge in every aspects and level of management. There is a broad concept of knowledge in Islam and philosophy that not only emphasizes human cognitive and intellectual abilities. The philosophy of knowledge in Islam is built on the basis of the paradigm of tauhid (monotheism), where it emphasizes obedience to the original source of knowledge who is God, the All-Knowing and All-Wise (al-Alim wa al-Hakim), how to attain knowledge, the meaning of knowledge and the benefits obtained from knowledge are for the success of life in this world and the hereafter. The concept of tauhid (monotheism) is clearly different from the paradigm of secular, liberal and modern Western knowledge.

As an essential component of the learning process and end. In this understanding, the development of values and ethics must be explicitly described and enriched in each learning topic. Through such teaching the balance between the acquisition of knowledge, morals, individuals and appreciation of cultural values can be enhanced.2

Islamic Elementary School religious education becomes a subject whose existence is separate from other subjects. However, its existence in both types of religious educational institutions remains separate subjects, meaning that the scope of religious education and religious subjects only focuses on the principle of religious aspects themselves. On the contrary, general subjects such as Biological, Physics, EconoIslamic Elementary Schools and so on in their discussion are sourced from ratios and empirical in accordance with the field of work and study.

Islamic Elementary School values can be integrated in the learning process in schools. The learning in question is learning that is not only able to lead students to the achievement of knowledge, but also the achievement of understanding and application of Islamic Elementary School values. Science subjects taught in schools must be able to answer the challenge that Islamic Elementary School value education can be taught through learning in the classroom. Social science learning must be further developed to support students' personal development. This subject is very broad in scope, including talking about problems of History, Geography, EconoIslamic Elementary Schools and Sociology.

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The author's initial observations show that Islamic Elementary School values have been integrated by teachers of general subjects, such as History, Geography, Economic, and Sociology at Islamic Elementary School Al-Islamiyah Bangkar, Muara Uya District. In their learning, teachers of general subjects have integrated Islamic Elementary School values. General learning that integrates Islamic Elementary School values has made learning more interesting. Students look serious and active in following learning.

**Literature Review**

Three points can be used to draw conclusions about the significance of integrating Naqli and Aqli knowledge into Islam's fitrah, or the nature of knowledge, which emphasises that Allah SWT is the primary source of knowledge for all beings; ii) the holistic nature of knowledge in Islam, which takes into account Muslims' needs for success in this world and the hereafter. This holistic framework makes use of both divine revelation and human creativity, as well as iii) the role of God in Islam's practise of knowledge. This concept is to ensure a high awareness of divinity for every Muslim. This is very much emphasized in Islamic spiritual knowledge or Sufism, which is an important aspect in strengthening the relationship between Allah SWT and His servants (Wan Fazrul Azdi, 2019).

**Research Methodology**

This research uses a qualitative research approach method, which is a study that produces descriptive data based on written or spoken words of people and observable behavior. The type of research used is the type of case study research or research that is bound to the context. That is, all case study designs in qualitative research are always constitutional, that is, research that bases its study on the nature of specificity and there is absolutely no thought effort to generalize to research conclusions.3

The subject in this study is 1 social studies subject teacher at Islamic Elementary School Al-Islamiyah Bangkar, Muara Uya District. The object of research in this study is the integration of Islamic Elementary School values in social studies learning at Islamic Elementary School Al-Islamiyah Bangkar, Muara Uya District.

Data collection techniques in this study are observation, interviews, and documentation. A and data processing techniques use reduction, data display, and verification. While the analysis uses qualitative descriptive analysis.

**Results and Discussion**

The integration of values is the process of fostering essential meanings, because humans are essentially beings who have the ability to learn and live essential meanings, essential meanings are essential for human survival. The

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purpose of value education is to make people ethical. Value education aims to help learners experience and place values integrally in their lives. In the value education process, more specific educational actions are intended to achieve more specific objectives, as stated by the APEID (Asia and the Pacific Programme of Education Innovation for Development) committee. Value Education is specifically aimed at: (a) applying value formation to children, (b) producing attitudes that reflect desired values, and (c) guiding behavior consistent with those values. Thus, that the purpose of value education includes educational actions that take place from the effort to realize values to the realization of valuable behaviors. In terms of integrating Islamic Elementary School values in social studies learning at Islamic Elementary School Al-Islamiyah Bangkar, Muara Uya District, it can be analyzed as follows:

Integrating Islamic Elementary School Values in Social Studies Learning

Social studies teachers have integrated Islamic Elementary School values in their learning. Every material presented is integrated with Islamic Elementary School values, such as human material as social beings, universe material, historical material, and other materials.

The integration of Islamic Elementary School values in social studies subjects is also supported by several theories, including basic competence in social studies learning at the elementary age level in thematic learning, then applied by integrating Islamic Elementary School values as a guide for students in behaving and acting. As for the integration of social studies learning in elementary schools/Isiamic elementary school in the 2013 curriculum related to Islamic Elementary School values, the intention in this case is to combine various branches of general sciences, one example such as social sciences / social studies with religious sciences. Integration-interconnection in social studies learning related to religious values, especially for the Islamic Elementary School/Madrasah Ibtidaiyah level, Islamic Elementary School values are interpreted as values derived from Islam so that they are very suitable in implementation with the institution of madrasah ibtidaiyah.

The process of integrating Islamic Elementary School values with social studies learning in Islamic elementary school is impossible apart from its integration with Islamic Elementary School values. There are several reasons for the need for spirituality to be included in social studies learning. According to Lisnawati, the reason is partly because religion is a value system that is verified as the main value in people's lives.

It can establish good dignity on the basis of religion, and as a force for social mobilization. Furthermore, because the understanding of the social environment of society in social studies learning cannot be separated from the
values and basis of religion, because the phenomena that occur in society are always tied to the social values of the community, and religion as the largest form of value system. Then religion is the moral education of the community individually and socially, so that when social studies learning is positioned as a component of moral / character education, it is impossible to be separated from the role of spirituality and religion. With this integration, social values that are deeply interpreted by students not only come from social values, but also social values that have a spiritual value foundation.

Furthermore, in the integration of social studies learning that is integrated with Islamic Elementary School values, for example: natural appearance material, educators can invite students to be more grateful because in this case they can see and enjoy the creation of Allah SWT, which also inserts thayyibah sentences according to what they feel. In addition, the values that can be taken in the material appearance of nature are the value of gratitude, moral values by loving the universe and preserving it is done by not littering, not cutting trees, and so on. In other matters, for example, the material of getting along with neighbors which includes morals in socializing with other humans has also been explained in Q.S Luqman verse 18 which means; "Do not turn your face away from men (for pride) and do not walk on the earth haughtily. Indeed, God does not like those who are proud and proud." There are still many other materials in the basic competencies of social studies that can be integrated with Islamic Elementary School values. Islamic Elementary School values also include character values contained in the subject matter of social studies, because by instilling character values contained in social studies teaching materials, it will form noble morals and morals for students.

Values that are important for the development of students, one example is the value of honesty. In schools, the application of social values of honesty with spiritual values, for example, the existence of an "honesty canteen". The honesty canteen teaches students to be honest in buying and paying according to the price written and not only the value of honesty, the basis of students' honest behavior because of the encouragement of their spiritual conscience, they feel supervised by their behavior by their God. Referring to Lisnawati's opinion, that not all social studies materials in Islamic Elementary School can be integrated with Islamic Elementary School values by educators, because in this case there is no module as a standard that can be used as a standard for educators in loading social studies materials with integrated Islamic Elementary School values.78

So this results in the integration process being delegated to educators, because if there is no guideline module, not all educators are able to understand Islamic Elementary School values well. So in this case there are no rules regarding learning policies that are integrative with Islamic Elementary School

7Nursid Sukmaatmaja, Basic Concepts of Social Studies . . . , p. 34.
8Lisnawati, Development of Social Studies (Social Sciences) Learning in Elementary / MI Based on Interconnection Integration . . . .

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Volume. 1 Number 01, June 2023
28
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The obstacles and obstacles in integrating Islamic Elementary School values with social studies learning, namely there are students themselves, namely sometimes there are some students who tend to be difficult to manage in the implementation of learning and make the learning atmosphere less conducive so that the process of integrating Islamic Elementary School values is not conveyed properly and optimally.

Based on previous research by Munawarah & Nurhayati Ali, discussing the implementation of Islamic Elementary School values in general learning. In this study, it can be concluded that teachers of general subjects teach material by applying the values of Islamic Elementary School teachings as a characteristic of Islamic Elementary School boarding school educational institutions, this is the pesantren foundation makes a curriculum that is in accordance with Islamic Elementary School teachings. Based on this description, Islamic Elementary School values have been integrated with disciplines such as social studies learning, especially in madrasah-based educational institutions such as madrasah ibtidaiyah.

Islamic Elementary School Values Integrated in Social Studies Learning

Social studies teachers have integrated Islamic Elementary School values in their learning. The Islamic Elementary School values are integrated, such as establishing good relations with others in accordance with Islamic Elementary School teachings, maintaining mutual harmony in society, respecting each other, giving to each other, and also helping each other. Other Islamic Elementary School values are also such as behaving or having good rights among others, not offending anyone, thanking Allah SWT's favors, and believing in Him.

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Conclusion

12Nur sid Sukmaatmaja, Basic Concepts of Social Studies . . . . , p. 34.
13Lisnawati, Development of Social Studies (Social Sciences) Learning in Elementary / MI Based on Interconnection Integration . . . .
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