

EVALUATION OF INTEGRATED ISLAMIC SCHOOL NETWORK IMPLEMENTATION

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ABSTRACT

This research aims to reveal and assess the implementation of the integrated islamic school network curriculum at SDIT Harum, North Jakarta. The approach method used in this study is an evaluative approach, where the researcher intends to collect data on policy implementation. The evaluation model chosen in this study is the Discrepancy Evaluation Model (DEM), by collecting and using observations, structured interviews and documentation. The design of the integrated islamic school network curriculum is a combination of the content of the integrated islamic school network curriculum, the content of the national curriculum and local content. the integrated islamic school network curriculum places more emphasis on internalizing Islamic values in every content of the National curriculum. Implementation with good and correct worship habits becomes a reinforcement in the development of student character. Implementation of the JSIT curriculum, but all of this must be a perception of thinking and acting by providing self-development and training or web wins for HR at SDIT Harum. Discrepancy evaluation is one type of evaluation approach in evaluating a integrated islamic school network curriculum program. The results of this evaluation are to find out the gaps that occur between the expected conditions and the reality in the field, the next step in making decisions.

Keywords: *Evaluation, Model Discrepancy, Curriculum*

INTRODUCTION

The hope of Islamic education currently brings the concept of an Islamic education curriculum that has a future reach for students, namely trying to create a supportive personality figure through education. The development of the desired personal figure can be achieved through the Islamic Education curriculum, which concerns the materials or types of subjects given to students who are collected in the Islamic Education curriculum.

Talking about the Islamic education curriculum, currently there are many schools that integrate the Islamic education curriculum with the national curriculum, especially in schools that are netted in an integrated Islamic school network. In schools with a JSIT curriculum, teachers are obliged to provide students with a more complete understanding of Islamic education, especially the oneness of the existence of God by carrying out his orders and leaving his prohibitions, by performing worship on time and being polite to elders.

In delivering religious subject matter or other subjects, teachers are required to be creative through the selection of appropriate learning methods and media that are in accordance with the abilities

and conditions of their students. A capable teacher can not only convey knowledge, educate and provide skills to students in carrying out the subject matter presented, but also must be able to develop students' religious moral values. In accordance with the characteristics of elementary school students, it is necessary to create learning that can be achieved well.

To answer this condition, there are Islamic schools whose curriculum uses the national curriculum and integrated Islamic subjects, with different payment standards depending on the type of school facilities and buildings. The Integrated Islamic School combines the involvement and active participation of the learning environment, namely: school, home and community. JSIT seeks to optimize and synchronize the roles of teachers, parents and the community in the process of school management and learning so that there is a constructive synergy in building the competence and character of students. Parents are actively involved in the school committee to give adequate attention and care in the education process of their children. Meanwhile, visiting activities or interactions outside of school are an effort to bring students closer to the real world that exists in the community. So that they can experience directly by observing and exploring students.

The initial goal of establishing SDIT which was netted within JSIT was to spread da'wah about Islamic religious education as a whole based on the Qur'an and Sunnah. SDIT Harum North Jakarta has been established since 2014, with schools that have been accredited with fairly good scores. SDIT Harum has 400 students with 33 educators and related stakeholders. SDIT Harum The full day learning system certainly has more value in carrying out the learning process. Starting from the curriculum used, learning methods, learning media as well as the environment and other supporting facilities. Having a curriculum that is different from other Islamic private schools, it is interesting for researchers to want to see how far the development of curriculum implementation for SDIT Harum, North Jakarta.

The SDIT Harum curriculum can be interpreted as an Islamic school that integrates scientific knowledge with the Koran with a cooperative learning approach that can increase students' abilities and awareness of the greatness of God through the integration of Science and the Koran. To achieve this, it is necessary to pay attention to school standards, namely adequate facilities such as a place/mushalla or mosque for children to learn and memorize in addition to learning classes, the existence of a literacy park or reading garden to improve children's literacy, the existence of various extracurricular activities to improve children's skills, the existence of an environment comfortable to make children feel at home in school. Because it is an integrated school for students in a full day school, the existence of learning technology media that helps students learn quickly and accurately, the adequacy of teachers and the ratio of students in the class will determine the characteristics of an Integrated Islamic school. Ideally an Integrated Islamic school each teacher accompanies a maximum of 25 students. Classes have the appropriate size to provide comfortable learning for students.

To improve the quality of quality education, SDIT Harum cannot be separated from the cooperation of all related parties such as school management and leadership with established rules, the teaching staff, the school's physical environment, the learning process can be seen from the results of academic achievements, the involvement of the school committee. And of course the success of SDIT Harum school is strongly influenced by its curriculum, by following the curriculum integrated with the national curriculum with the typical curriculum of the Integrated Islamic School, education in schools takes place in a planned, systematic, and more basic way.

The Specialty Curriculum of JSIT which is applied at the Harum Integrated Islamic Elementary School, North Jakarta, this school also has a plus point, namely a school that organizes full day school. Schools that try to understand and understand students with a 5S culture (smile, greet, greeting, polite, courteous). Tahfidz material is included in the lesson schedule every day. Tahfidz hours are filled with muroja'h, memorizing, tahsin, BTQ activities. There are additional hours before teaching and learning activities start, such as dhuha prayer, morning dhikr, learning worship practices by getting used to daily worship activities properly and correctly, habituation of literacy every morning.

SDIT Harum with JSIT Curriculum and full day learning every day, students carry out face-to-face activities starting with daily worship activities, namely morning assembly activities with morning dhikr habituation, murajaah or activities to repeat memorization of short letters together, dhuha prayer activities in congregation, with the addition of activities to mentadaburi the meaning of the memorized Qur'an accompanied by a special teacher of the Qur'an. After the morning assembly activities, it was continued with thematic learning activities with curriculum 13 which was integrated with the uniqueness of the JSIT curriculum, which contained character values.

In addition to learning carried out at school, SDIT Harum also holds learning activities outside of school such as field trips or outing classes for annual learning activities, such as visiting museums, visits to educational places or educational tours, students are very enthusiastic about these activities. learning outside of school, so that there are a lot of broad insights and experiences in these activities, but still developing learning in social skills, developing high curiosity, using science and technology, lifelong learning, cooperation and solidarity, besides that there are also coaching programs students with co-curricular and extracurricular activities, skills development, and the effectiveness of Islamic Education Development activities which are carried out every Friday. The typical JSIT curriculum has student development standards that emphasize worship habits, leadership training, social care such as: Quran recitation activities, congregational prayers, sunnah prayer, prayer and dhikr together, alms/infaq, caring for the Islamic world, filial piety to parents, caring environment and so on.

These activities were all carried out before the pandemic occurred, students felt many benefits and insights from the learning activities at SDIT Harum. In contrast to what was felt during the Covid 19 pandemic, where all educational institutions experienced the same thing as all agencies outside of education, all students did online learning, things that were very outside the actual conditions, so the curriculum used was not fully implemented. Many activities have been delayed from face-to-face learning activities and program activities that are always carried out at SDIT Harum, such as learning that is carried out by visiting, being delayed. However, this does not make school institutions discouraged, the curriculum is still running and adapted to the conditions of the pandemic.

Of all the explanations related to learning that is typical of the JSIT curriculum which has the vision and mission of the school. The vision of SDIT Harum is: To become a leading Islamic school in preparing a Rabbani Generation that is Intelligent, Skilled and Tough with a mission, namely: (1) Instilling a true and integral understanding of Islam. (2) Optimizing the learning process by utilizing the development of technology and information. (3) Develop the interests, talents, and potential of students. (4) Have a strong immune system.

Based on the vision and mission of SDIT Harum, of course, it cannot be separated from the school curriculum which is integrated into the national curriculum and the JSIT curriculum, which in its implementation combines active involvement and participation in the learning environment, namely school, home, and community. This is of course not only related to the JSIT curriculum, in its implementation SDIT Harum together with the Integrated Islamic School Network (JSIT) with a curriculum that has quality standards unique to the Integrated Islamic School, the authors focus on quality standards programs and graduation competency standards. JSIT learning is to present, internalize and apply with the following explanations: a) Present means to provide an understanding of religious values and knowledge and skills through the dimensions of reason and kinesthetic in each field of study. b) Internalization means growing a sense of love and need for good values, through the emotional dimension, heart or soul. c) Apply means to practice the values of goodness, through the behavioral dimensions of worship activities and real practice as well as trying to spread goodness.

As for the learning process, it uses an INTEGRATED learning model with the following descriptions: 1) Study means studying the basic concepts of the material through tadabur and contemplation activities. 1) Exploration means doing activities to explore knowledge through various methods and learning approaches. 3) Formulate means to conclude the results of exploration with

various forms of presentation. 4) Present means to explain or discuss the formulation of exploration results. 5) Apply means applying the learning outcomes obtained to solve problems and relate them to relevant fields. 6) Worldly means linking the learning outcomes obtained with real life. 7) Ukhrowi means connecting the learning outcomes obtained in carrying out devotion to Allah SWT.

In addition to the standard process that has been described, the Integrated Islamic School Graduate Competency Standard program is also explained which includes: (1) Having a straight faith. (2) Doing the right worship. (3) Mature personality and noble character. (4) Become a serious person, disciplined and able to restrain his lust. (5) Have the ability to read, memorize and understand the Koran well. (6) Have broad insight. (7) Have life skills.

Of all the competency standard programs, these school graduates can be used as a reference for SDIT in implementing the JSIT curriculum, as the character development of its students, especially integrated into activity programs in classroom learning and daily activities in character building within the framework of Islamic values. Graduation Competency Standards (SKL) there are several basic competencies which in this study are described in detail.

Initially, the implementation of the JSIT curriculum faced one obstacle, namely teacher readiness as the key to successful curriculum implementation, where teachers must be able to introduce and explain some basic competencies in graduation competency standards. Not to mention the many classroom administration that must be done by the teachers at SDIT Harum, and several hardware and software devices that the school must prepare. Good cooperation between all school stakeholders is urgently needed, so that the JSIT curriculum program can be implemented for students. The emergence of various problems in the implementation of the unique JSIT curriculum did not dampen the enthusiasm of the teachers in implementing it.

Every year SDIT Harum is on the agenda for school work meetings. Teachers and school management always evaluate the uniqueness of the JSIT curriculum, both from the standard process and from the graduation standard. After evaluating the strengths and weaknesses, as well as the inequality of the curriculum program from the implementation of the JSIT curriculum, whether it represented the expected curriculum standards, or experienced things that were not in accordance with the specifics of the SKL curriculum. The results of the implementation of the JSIT curriculum that involve all students are developed in several learning activities both cognitive and affective and psychomotor, then several standard graduation competencies are used as an assessment in a report on the results of activities in the form of attitude report cards that we give to students every semester.

The results of student learning activities from the development of graduation standard competencies are in the form of attitude report cards that we give to students every semester. This attitude report card is the result of student evaluation for one semester. Report on the attitude of the measurement results from the indicators contained in the Graduate Competency Standards. Have experienced changes in the development of basic competencies, because there are still many indicators that need to be evaluated. However, in the attitude report, there are still many things that need to be revised related to the JSIT curriculum. However, until now, the attitude report card which is the result of the measurement of graduation competency standards has been removed because there are still many indicators that need to be revised again, and the increasing number of teacher administration due to the addition of indicators from attitude report cards. However, in its implementation, SDIT Harum still strengthens the character values contained in the JSIT curriculum, which is still implemented in the learning process at SDIT Harum.

As the basis for the findings on the peculiarities of the JSIT curriculum, there is still no standard standard for student attitude report cards which is a specialty of JSIT, so the attitude report cards that are unique to SDIT Harum are lost and must be combined with academic report cards related to process standards and graduation standards (SKL). In addition to the differences in learning during normal times and this pandemic, many of the peculiarities of the JSIT curriculum have been delayed. so that

researchers want to evaluate this JSIT curriculum by using the Discrepancy evaluation model or inequality evaluation to measure the gaps that occur between the current system (performance) and the standards that have been set.

METHOD

In evaluation science there are various models that can be used in evaluating programs. Various evaluation models can be classified based on the discovery and development of experts or given a designation based on the nature of the work pattern (Suharsimi Arikunto & Jabar, 2009). The evaluation model is an evaluation design in accordance with the mission to be carried out and the interests to be

The discrepancy model means the gap which this model has developed by Malcolm Provus in 1971. The program gap is a condition between the program expected in the plan and the results obtained from program implementation. The evaluation of the gap is intended to determine the level of conformity between the standards that have been determined in the program and the actual performance of the program (Arifin, 2019). It was further explained that the purpose of this model is to analyze a program so that it can be determined whether a program deserves to be continued, improved and vice versa according to standards, performance, and discrepancy.

Discrepancy evaluation is seen as a process that includes (a) agreement on certain standards; (b) determine whether or not there are gaps between performance and aspects of the program with certain standard tools; and (c) use the information as a basis for making decisions to develop, continue, or discontinue the program (Fitzpatrick, Sanders, & Worthen B. R, 2011). They also revealed that the evaluation characteristics of the discrepancy model are processes for (1) agreeing on standards (which are used for the purpose), (2) determining whether there is a difference between the performance of some aspects of the program and the standards set for performance, and (3) using information about difference to decide whether to repair, maintain, or discontinue the program or some aspect of it.

In Muryadi's writings (2017) it is also explained that the gaps that can be evaluated in educational programs include: (1) the gap between the plan and program implementation, (2) the gap between what is suspected or predicted to be obtained and what is actually realized, (3) the gap between status capabilities with defined capability standards, (4) gaps in objectives, (5) gaps in program components that can be replaced, and (6) gaps in inconsistent systems.

According to Alter (1998) the stages in evaluating the discrepancy model include: (1) program definition, (2) program installation, (3) program processes, (4) program products, and (5) comparing standards with actual program performance.

Discrepancy Evaluation This evaluation model uses information about gaps found as material for improving, managing, or even ending a curriculum program or any aspect of the program. The program gap is a condition between what is expected in the plans produced in program implementation. The evaluation of the gap is intended to determine the level of conformity between the standards that have been determined in the program and the actual performance of the program.

This research is based on the Discrepancy Model Evaluation (DEM) evaluation, while the scope of the evaluation includes: 1) Design Preparation Evaluation Stage. In this stage the activities carried out are: a. Formulate the objectives of the JSIT curriculum program, both the vision and mission of the Harum SDIT school and the educational values contained therein. b. Management and leadership in schools and legal rules and regulations related to organization at SDIT Harum, North Jakarta. 2).Installation Evaluation Stage a. At this stage through the design of the JSIT curriculum program, which is sourced from the guidebook for the uniqueness of the Integrated Islamic School curriculum, which is complete with basic competencies and indicators. Completeness of the program by preparing

the guidance and training of teachers in preparing the planning of the JSIT curriculum program. So that teachers have the same thoughts and views on the JSIT curriculum program. In addition, by completing several tools that can support the JSIT curriculum, such as the procurement of student handbooks in accordance with the national curriculum and the characteristics of JSIT. b. Quality of teaching and learning and the physical environment of the school at SDIT Harum, North Jakarta 3) Stage of Process Evaluation (Process) In the third stage of the evaluation of this gap is to conduct an evaluation of the learning activities carried out by teachers in the classroom, related to teacher administration in preparing learning, especially the teacher's lesson plans in accordance with curriculum 13 and the peculiarities of the Integrated Islamic School Network (JSIT). In this stage, the researcher also saw the achievement of the learning objectives. This stage is also called the "collecting data from program implementation" stage, through the JSIT process standard and the Graduation Competency standard (SKL). The involvement of the school committee in supporting the success of the SDIT Harum school. 4). Evaluation Stage of Objective (Product) Measurement. Namely the stages of academic and non-academic achievement of students at SDIT Harum, North Jakarta. 5) Fifth: Comparison Stage (Comparison Program). That is the stage of comparing the results that have been achieved with the goals that have been set. In this stage the evaluator writes down all the findings of gaps or non-conformities, to be presented to decision makers, so that they can decide on the continuation of the program. Possible things that can be done by decision makers are: (a) Stop the program. (b) Change or revise the program. (c) Continuing the program.

The DEM model was chosen by the researchers with the aim of knowing the level of conformity between the standards that have been determined in the implementation of the Integrated Islamic School Network curriculum with the actual performance (in the field) of the program.

FINDINGS AND DISCUSSION

Based on the categorized data, the findings related to the activities of the JSIT curriculum implementation program at SDIT Harum, North Jakarta, the evaluators obtained were:

1. Design Preparation Stage

Based on the evaluation criteria which is an attempt to describe and detail the environmental needs that are not being met, the population, and the sample served, and the curriculum objectives are in accordance with relevant research, especially in aspects namely government policies, legal basis, and program objectives, are in accordance with objectives of the JSIT curriculum program.

JSIT's vision and mission is to become the center of driving and empowering Integrated Islamic Schools in Indonesia towards effective and quality schools. Meanwhile, its mission is to build an effective network between Integrated Islamic schools in Indonesia, increase the effectiveness of Integrated Islamic school management, empower education, develop school curricula including in Indonesia, take action and advocacy in the field of education, establish strategic partnerships with national and international institutions, mobilize sources of education financing (zahri, 2021)

The school's vision and mission are relevant to the vision and mission conveyed by the specific purpose of the JSIT curriculum, namely to create schools that effectively develop educational processes that can develop students towards the formation of a generation that is devoted and characterized by leaders, which is in accordance with the JSIT curriculum program. Meanwhile, the school's mission is in accordance with the JSIT curriculum, especially the Graduate Competency Standards. The school's vision and mission have twice formulated the vision and mission, namely when the school was founded when many changes occurred in the established curriculum. Every year at the time of the new school year, SDIT Harum always socializes the school's vision and mission to new students' parents, especially if there is a change in the vision and mission and on the orientation of new students in grade 1 SD.

2. Installation Stage

In the installation stage, it contains 5 aspects of its completeness, such as the design of the JSIT curriculum program, which is sourced from the guidebook for the uniqueness of the Integrated Islamic School curriculum, which is complete with basic competencies and indicators. Completeness of the program by preparing the guidance and training of teachers in preparing the planning of the JSIT curriculum program. So that teachers have the same thoughts and views on the JSIT curriculum program. In addition, by completing several tools that can support the JSIT curriculum, such as the procurement of student handbooks in accordance with the national curriculum and the characteristics of JSIT. The quality of teaching and learning that involves students and the school's physical environment at SDIT Harum.

Based on the views expressed by Curtis R. Finch and John R. Crunt Kilton (1979), the definition of curriculum is as follows: the curriculum consists of 2 concepts, namely: a) That the central focus of the curriculum is the students. This means that the curriculum provides each student with activities and learning experiences. The curriculum is for students to develop according to learning objectives. b) The curriculum is an activity and learning experience in the form of various subjects that must be studied in the curriculum and other activities which are often referred to as extracurricular.

This is in line with the research findings on the aspect of curriculum program design that SDIT Harum has a document unique to the JSIT curriculum, a document in the form of a JSIT curriculum specialty book. The JSIT curriculum is already relevant to the government curriculum, namely curriculum 13, which applies religious values, knowledge, attitudes and practical values that are in accordance with the character of curriculum 13. Every year at work meetings all school management and education staff formulate the uniqueness of the JSIT curriculum and evaluate the JSIT curriculum adapted to educational developments. After designing the curriculum, activity programs are implemented that involve all elements in the school. Likewise with previous research by Muhamad Rojih in 2019 regarding Integrated Islamic School Curriculum Design, that the results of the study indicate that the curriculum design at SMPIT Insan Kamil Sidoarjo places more emphasis on internalizing Islamic values in every content of the national curriculum, without neglecting the national curriculum that has been implemented. determined by the Ministry of Education.

3. Process Evaluation Stage

Taba explained that the curriculum is a learning design that is prepared by considering various things about the learning process and individual development learning (Prihantoro, 2014).

Findings that are relevant to those expressed in the notion of curriculum theory with research findings based on the results of interviews, observations and field notes. Teacher learning activities in the classroom, SDIT Harum with full day learning starting from 07.30 to 14.00 which begins with learning the Koran at SDIT Harum is always carried out before learning together with morning assembly activities, such as dhuha prayer, murajaah memorizing the letters in chapters 30 and 29 which are read with students after that, followed by learning the Koran in each class, with the same level of reading and memorizing the Koran. varies with the assistance of a supervising teacher. Learning the Qur'an is generally divided into several groups, each teacher being a supervisor in their group, students reading the Qur'an are assisted by their supervisor teachers, starting before general learning and others. In learning the Koran students are given material about correct reading in accordance with recitation and the rules of correct reading. These findings are relevant to previous research on the Implementation of the JSIT Curriculum at SDIT Al Furqon Palembang, Fajri Ismail's research in 2018. The JSIT curriculum is a curriculum pattern that combines the National curriculum with the JSIT curriculum by leading to Islamic values.

4. Product Evaluation Stage

Aspects of product evaluation in the implementation of the JSIT curriculum, namely academic and non-academic achievements.

Based on the concept, the curriculum applied in Integrated Islamic schools nationally is indeed a curriculum colored with Islamic values through the addition of fields of Islamic studies either separately or integrated (Wahab, 2013).

Based on the findings from interviews and observations that students at SDIT Harum still have not achieved the expected achievement targets. The school has a list of students' academic scores based on the findings of attitude reports that have undergone many changes in the format and assessment.

CONCLUSIONS

Based on the analysis and discussion that has been described, it can be concluded that the implementation of the unique curriculum of JSIT SDIT Harum North Jakarta is quite good, but still needs to be improved in several aspects in order to provide optimal benefits for students. The JSIT curriculum program is one of the solutions for students who are not only intelligent in general knowledge but intelligent in religion, morality and strong character development, especially to understand more about Islamic education as a whole. From the several stages and evaluations of Discrevancy, which are stated as follows:

1. Design Preparation Stage

At the design stage, the implementation of the JSIT curriculum includes aspects of the legal basis, vision, mission and school objectives contained therein. Management and leadership in schools. From the vision and mission, there is still a need for revision every year in accordance with the needs and developments. Management and leadership need monitoring and guidance for school progress, by including comparative studies at JSIT curriculum pilot schools.

2. Installation Stage

Judging from the installation aspect of the implementation of the JSIT curriculum which includes the following aspects: JSIT Curriculum Program Design, Harum Elementary School Teacher Training, JSIT Curriculum Supporting Devices, JSIT Supporting Books, school physical environment or facilities and infrastructure. The design of the curriculum program is in accordance with the JSIT curriculum implementation program. However, there are still shortcomings during the pandemic period with online learning so that For the training of teachers, it was found that there was a discrepancy with the JSIT curriculum program because the training still prioritized the old teachers who were included, so there were still new teachers who did not understand the JSIT curriculum program. Supporting devices for the JSIT curriculum, such as student handbooks that support the JSIT curriculum, are still in accordance with the standards and meet the evaluation criteria. The physical environment in this case the facilities and infrastructure is in accordance with the curriculum program, but there are still some facilities and infrastructure that still do not meet the standards and evaluation criteria.

3. Process Stage

In the process stage, the implementation of the JSIT curriculum which includes aspects of classroom learning activities, teacher administration, lesson plans, process standards, SKL standards and committee involvement in schools. Learning in the classroom is still not suitable for the standard Qur'an learning targets from the syllabus, there are still less than optimal memorization targets, there are still mutabaah sheets that have not been collected by students. Aspects of teacher administration, lesson plans, process standards and committee involvement show that there is conformity with the standards and meets the evaluation criteria. Meanwhile, aspects of Graduate Competency Standards, there are still findings of students who do not follow the SKL standard program coupled with the online learning pandemic condition which makes this SKL program unable to be implemented.

4. Product Stage

At the product stage of implementing the JSIT curriculum, which includes academic and non-academic achievements, they still have not reached the target to get the best results.

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