The observation of biology implemented by integrated religion values in integrated Islamic school (Descriptive Study in X Integrated Senior High School Tasikmalaya)

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Abstract. The learning Integrated Religious value is one of the efforts to increase the motivation of learning and building the student character. This study aims to describe the application of Biology learning integrated religion values in Integrated Islamic School. Research methods used in this research is descriptive. Participants in this study involved the headmaster, headmaster of curriculum, biology teachers, boarding school teachers, the lead of boarding schools, and students. The instruments used are interview, observation and the student questionnaire about learning biology. The results showed that learning in X school consists of two curriculums, there was the curriculum of national education and curriculum of boarding school. The curriculum of national education referred to 2013 curriculum and boarding school curriculum referred to the curriculum of Salaﬁ boarding school (Kitab Kuning). However, in its learning process not delivered integrated. The main obstacle to implementing the learning integrated religious values are 1) the background of general teacher education did not know of any connection between biology subject and subject that are studied in boarding school; 2) schools did not form the teaching team; 3) unavailability of materials integrated religious values.

1. Introduction
In the Biology Sciences contained variety of values and moral message included the practical value, religious values, education values, intellectual values, socio-political values learned by humans [1]. Einstein said, "Science without religion is lame, religion without science is blind" [2]. This illustrated how the importance of harmony both of them. Integration of knowledge was indispensable to the face of Western culture. Muslims should be able to compete with Islam as a handle kept in his life [3].

Science combined with a content of Islamic values have been conducted in several countries, one of them is Brunei Darussalam has been using an Integrated Education System based on the Qur'an and Hadith [4]. From the side of ethics, Integrated education in Brunei Darussalam aims to make Muslims can live better and in harmony with non-Muslims. The success of integrated education in Brunei Darussalam could be seen from the ability of teachers in teaching public lessons associated with the Qur'an and Hadith.

In Indonesia, there were two kinds of public schools, one that referred to the national curriculum and one that combined religious curriculum. Islamic schools that combined with the religious subject were divided into two that is school underneath Ministry of Religious Affairs RI (MI, MTS, Aliyah and Islamic high school) and the integrated Islamic boarding school that studied religious values more than any usual school. They studied General subjects and Religious subjects in that school. When we
reviewed the concepts learned on the subjects of biology, a lot of similarity with subjects learned in religion subject (religious Values). It could be the basis of conducted Integrated learning between concepts learned at General Science subject and religion subject (Religious Values). For example, the digestive system, in the Al-Quran and Hadith many talked about food, and how to eat well. The combined subject should have potentially to conduct the Integrated Learning. Based on the reason for, this research aims to describe the Biology learning process of integrated Islamic School.

There were ten models of Integrated Learning if we see from how to combine concepts, skills, topics, and it’s theme, namely: 1) Fragmented, combining concept on a single subject; 2) Connected, based on the assumption that the subtopic of learning can be lead to main subjects. The details of learning such vocabulary, reading structure, and compose; 3) Nested, Integrated between the various forms of mastery skills through the learning activities; 4) Sequence, Integrated models topics between different subjects; 5) Shared, formed of learning Integration due to the overlapping design concept or idea on two or more subjects; 6) Webbed, the most popular models that contrast to the thematic approach as integrators of subject and learning activities; 7) Threaded, Integrated model of skills, for example; do the prediction and estimation in math, predictions in events, the anticipation towards the story in the novel and so on; 8) Integrate, Integrate of several topics from different subjects that have the same essence in particular topic; 9) Immerse, helped students to filter and combine a variety of experiences and knowledge; 10) Networked, Integrated learning assume the possibility of change conception, problem-solving, as well as demands for new skills after students, held a field study in situations, conditions, or different context [5]. From the tenth, integrated learning model which combines Biology subject and subject of Al-Quran and Hadith appropriate religious values is an integrated learning model, namely a number of topics from the different subject but it had the same essence in particular topic.

2. Methods
This research was descriptive research, aimed to give an overview or description of a situation objectively [6] research was done to concentrate the learning aspects of integrated religious values at one of the Integrated Islamic School in Tasikmalaya. Participants in this research included: headmaster, vice of headmaster, vice headmaster of curriculum, biology teacher, boarding school caretaker, and 40 students of Class XI. The instruments used in this study i.e., interview, observation and the students questionnaire about biology learning. The instrument used to uncover seven aspects are presented in table 1.

| No | Research Question                                                                 | The Revealed Aspects                                                                 | Technic of Collecting Data | Source of Information |
|----|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------|-----------------------|
| 1  | An overview about students, teachers, students activities and school achievement  | The amount of students, amount of teachers, the amount of rombel, background of teacher education, teacher performance, teaching obstacles for biology teacher, student achievement in Biology subject | Interview                  | Headmaster            |
| 2  | How the learning process in an integrated X Islamic school                          | The using of curriculum used in schools and boarding schools                       | Interview                  | Headmaster and Curriculum |
| No | Research Question | The Revealed Aspects | Technic of Collecting Data | Source of Information |
|----|-------------------|---------------------|---------------------------|-----------------------|
| 3  | Materials used    | The using of learning resources | Interview & observation | Vice Headmaster       |
| 4  | The formation of teaching team | The presence of teaching team | Interview | Headmaster and curriculum vice headmaster |
| 5  | Boarding School subject learning | The learning process of boarding includes the preparation phase, the implementation of learning (approach and methods), obstacle faced when learning existence of school subject integration with the boarding subject evaluation. | Interview | The teacher of Islamic boarding school |
| 6  | The learning of Biology Subject | The process of learning the School matter included: the preparation of the study, the implementation of learning (methods and learning approach), the existence of the biology subject and boarding school subject, evaluation and obstacles faced | Interview | Biology teacher |
| 7  | The learning of Boarding School subject | The whole learning process, the subject interconnectedness, the awareness of whether or not there was a connection between Boarding School subject nor General subject | questionnaire | Students |
3. Results and Discussion

Table 2. Type of Result

| No | Aspect Revealed                                                                                                                                       | Finding                                                                                                                                                                                                 |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | The number of students, the number of teachers, the number of rombel, background of teacher education, teacher performance, facilities, student achievement in Biology subject | The number of students = 164 students (Rombel)  
20 teachers = 16 school teachers + 4 boarding school teachers  
Limited learning resources, incomplete library, and there was no laboratory       |
| 2  | The using of curriculum used in school and boarding school.                                                                                          | The curriculum of national education and the curriculum of salafi boarding school                                                                                                                     |
| 3  | The using of learning resources                                                                                                                     | BSE book, and Kitab Kuning (Tijan, sulamutaofek, taisirulholak, u’quddulujendandanriyadussholihin)                                                                                                      |
| 4  | Existence of teaching team                                                                                                                                  | Nothing                                                                                                                                                                                                   |
| 5  | The process learning conducted by teacher included:                                                                                                    | Preparation phased: *Muthalah* (reading subject) that will be taught. There was no administration in writing  
Method used: *Ngalogat* and *bandungan*                                                                                                      |
| 6  | The learning process in school conducted school teacher included:                                                                                      | Preparation phased: arrange RPP  
Method : discussion and lab work  
Biology teacher did not know the relevance of biology subject and Kitab Kuning.  
Evaluation : daily examination, middle test and final test |
| 7  | The learning processed as a whole, the students consciousness about the relevance between biology subject and the subject studied in the boarding school, the effect of learning biology to students attitude and the experience of boarding school subject | 95 % of students were not aware of the relevance subject learned in the school and the subject learned in islamic school  
80 % of students did not feel the influence of learning biology to their attitude in practicing the teaching of their religion. |

The learning process in X grade Integrated Islamic School was basically the same as other public school learning, called integrated learning because it was composed of the National Education curriculum and curriculum Education boarding school salafi. Outside the school hours, they learned curriculum surcharge Scouts, PMR, Nasheed, lecturing, studied and learned the language of Arabic and English conversation.

In practice, learning the curriculum of religious schools and Educational curriculum and Salafi Nationwide served respectively. There was no learning combined in any model. The school did not develop the presence of teaching team so teachers of general subjects were not aware of any subjects relevance with the materials taught boarding school teacher. This event will be due to the teachers with diverse backgrounds both have the particularity of each public teachers, only qualified in the field of public subjects, and teachers qualified in only salafi Islamic boarding school subjects.
boarding school. The other thing that became the barriers were namely the absence of religious value-laden materials.

The in relevance learning had affected students did not understand that the value of religion (Quran and Hadith of the Prophet) was closely related to what they learned in the school. As the inheritance science closely related to the mathematics science, in biology specially about hygiene and sanitation, self-growth and development with regard to the terms of puberty in the science of jurisprudence, the weddings in the science of reproduction the book of Uquddulujen, a lot of food in the digestive system were discussed in the ethics of eating by Prophet in the Hadith of the morals. There were morals against animal and plant related to biodiversity, and many other concepts that were related to the concepts learned in the kitab kuning.

4. Conclusion
The learning Integrated Learning Religious Value at X Integrated Islamic School in Tasikmalaya not yet applied. Students learned the National Education Curriculum and the curriculum Education boarding school salafi in separate time and different teachers. In the process of learning, the teacher did not convey the relevance between the subjects that is being discussed with the subject (the value of religion) who taught in the Boarding School. This was due to: a. The limitation of teacher knowledge both boarding school subjects and biology teacher in general school did not know of any materials that relevance between the subjects of the school and the boarding school; b. There was not any formation of teaching team; c. There was not any religious learning media.

5. References
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