



Integrative Curriculum Development Model Based on Memorization and Entrepreneurship Improving The Quality of Graduates (Phenomenological Study in Islamic Elementary Schools in Indonesia)

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Abstrak: Kurikulum integratif semakin menjadi tren, salah satu pendekatan transformasi pendidikan yang menggabungkan berbagai disiplin ilmu atau bidang studi menjadi satu kesatuan yang saling terkait dan saling mendukung. Penelitian ini berfokus pada model pengembangan kurikulum integratif berbasis hafalan dan kewirausahaan guna meningkatkan kualitas lulusan di SD BAS Tuban, SD Insan Kamil Tuban, dan MI Hidayatun Najah Tuban. Jenis penelitian yang digunakan adalah deskriptif kualitatif dengan pendekatan fenomenologis, yang melibatkan pengumpulan data melalui wawancara mendalam, observasi, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa filosofi model pengembangan kurikulum integratif didasarkan pada segmentasi pasar, tuntutan zaman, kebutuhan masyarakat, kepentingan pemangku kepentingan, dan inovasi institusional. Model pengembangan ini mengintegrasikan kurikulum nasional, hafalan, dan kewirausahaan dalam program terpusat, sementara efektivitas pengembangan kurikulum ini sangat relevan dalam meningkatkan kualitas lulusan, mencapai keunggulan di bidang pengetahuan, teknologi, agama, keterampilan hidup, dan mengembangkan karakter modern untuk menjadi wirausaha.

Kata kunci: Kurikulum, Terpadu, Hafalan Al-Qur'an, Kewirausahaan

Abstract: *Integrative curriculum is becoming a trend, one approach to educational transformation that combines various disciplines or fields of study into a single, interrelated, and mutually supportive whole. This research focuses on an integrative curriculum development model based on memorization and entrepreneurship in order to improve the quality of graduates at SD BAS Tuban, SD Insan Kamil Tuban, and MI Hidayatun Najah Tuban. The type of research used is descriptive qualitative with a phenomenological approach, which involves data collection through in-depth interviews, observation, and documentation. The results of this study indicate that the philosophy of the integrative curriculum development model is based on market segmentation, the demands of the times, societal needs, stakeholder interests, and institutional innovation. The development model integrates the national curriculum, memorization, and entrepreneurship with a centralized program, while the effectiveness of this curriculum development is very relevant in improving the quality of graduates, achieving excellence in the fields of knowledge, technology, religion, life skills, and developing a modern character to become an entrepreneur.*

Keywords: *Curriculum, Integrative, Tahfidz, Entrepreneur*

Introduction

Education plays a vital role in shaping a student's character, knowledge, and soft skills. This highly competitive era of globalization presents challenges for the increasingly complex world of education. Today's education focuses not only on cognitive development but also on practical skills and the development of spiritual character. Educational issues are also viewed in terms of facilities and infrastructure, teaching materials, and curriculum.¹

In Indonesia, there is an urgent need to develop and transform curricula that can address these challenges, particularly in Islamic educational institutions.² Curriculum development trends continue to evolve in line with changing times, societal needs, and the world

¹ Aminudin, M. Y. (2015). Kebijakan Menteri Agama A. Mukti Ali Terhadap Kemajuan Pendidikan Islam di Indonesia. *AL HIKMAH Jurnal Studi Keislaman*, 5(September).

² Wahid, L. A., & Hamami, T. (2021). Tantangan Pengembangan Kurikulum Pendidikan Islam dan Strategi Pengembangannya dalam Menghadapi Tuntutan Kompetensi Masa Depan. *J-PAI: Jurnal Pendidikan Agama Islam*, 8(1), 23–36. <https://doi.org/10.18860/jpai.v8i1.15222>

of education. Many popular schools and Islamic schools have now adopted and developed more flexible and holistic curriculum models that focus not only on academics but also on character development and practical skills relevant to current developments. One increasingly popular approach is the integrative curriculum development model. This model combines various fields of study to provide a comprehensive education (holistic) for students.

The curriculum is an expectation expressed in the form of an educational plan or program to be implemented by all stakeholders, including educational institutions. The curriculum itself contains scientific knowledge, encompassing learning experiences tailored to the students' developmental levels. The curriculum functions as a process of transforming students when implemented and transformed by teachers in the teaching and learning process. This curriculum concept aligns with educational theory and practice and varies according to the educational theory adopted. There are three concepts of curriculum. First, the curriculum is viewed as a unified substance within the educational world. Second, it is viewed as an educational system. Third, the curriculum is viewed as a field of study.³

The integrative curriculum development model is a blended learning process that utilizes interdisciplinary learning methods, integrating subjects by prioritizing the learning process and acquiring skills related to other subjects.⁴ The curriculum is crucial for achieving educational success in schools. Therefore, educators must be continuously trained to implement the curriculum and fully understand its content.⁵

One form of real implementation of this integrative curriculum model is the integration of the curriculum with memorization and entrepreneurship. This approach not only strikes a balance between

³ Wahfi, R. A. (2024). *Penerapan Kurikulum Integratif dalam Pendidikan*. CV. Adanu Abimata.

⁴ Purhanudin, M. V., Hasperi, J., Putri, W. O., Ramadhani, S., Viktoria, J., Muhammadong, & Salatiga, U. (2023). Pemanfaatan Model Integratif dalam Meningkatkan Aktivitas Belajar Siswa untuk Pengembangan Kurikulum Merdeka. *Journal on Education*, 05(04), 16031–16041. <https://doi.org/https://doi.org/10.31004/joe.v5i4.2738>

⁵ Rosyidah, I., Badriyah, Y. N., & Aminuddin, Y. (2024). Aktualisasi Kurikulum Merdeka Berbasis PjBl dalam Mengembangkan Soft Skill Siswa di SDI Al Hadad Kedungjame. *Madrasah Ibtidaiyah Education Journal*, 1(2), 48–59.

religious and academic education but also provides students with opportunities to develop practical entrepreneurial skills. This provides a solution to the needs of a society seeking process-oriented education. Not only does it produce academically intelligent graduates, but it also equips them with life skills that they can apply in the real world, particularly in an increasingly dynamic and challenging environment.

An integrative curriculum based on memorization and entrepreneurship is an effort to realize the development of synergy between strengthening spiritual values and developing students' entrepreneurial skills. Memorization is a process of learning the Quran; it not only teaches students about Islamic values but also disciplines them in managing their time, concentrating, and maintaining a high level of commitment to memorizing the Quran's verses. Meanwhile, entrepreneurship education prepares them to be skilled. Students must adapt to changing times, continuously innovate, and build creativity and economic independence. Collaboration between these two fields is expected to produce superior graduates who not only focus on spiritual aspects and student skills, but are also resilient in facing various global economic challenges.

The implementation of a curriculum model that combines memorization and entrepreneurship is particularly relevant in the current era, especially for the younger generation, who are expected to excel not only in material things but also to develop entrepreneurial skills and create future job opportunities. In Indonesia, many Islamic educational institutions have developed their curricula by integrating local curricula (local wisdom) as a distinctive feature of Islamic educational institutions. This is due to the increasingly complex demands of society and the needs of educational clients in addressing the opportunities and challenges of Islamic educational institutions as solutions to students' future living needs.

According to Surah Al-Alaq, verses 1-5 of the Quran, emphasizing the importance of knowledge and education is explained. Within the context of an integrative curriculum based on memorization and entrepreneurship, in-depth study of useful skills and knowledge is highly recommended. Knowledge is a primary tool

for drawing closer to God, both in the religious realm (through memorization) and in the world (through entrepreneurship).

The development of curriculum models is a very important societal need in realizing an independent and competitive Muslim generation.⁶ The combination of memorization and entrepreneurship will have a positive impact on students in building a strong religious foundation while simultaneously developing practical skills to face the challenges of the workplace. The challenges in implementing this integrative curriculum are quite diverse, ranging from the readiness of teaching staff to the resources available within educational institutions. Therefore, the development of a measurable and structured curriculum in learning, memorization, and entrepreneurship will enable it to run in a balanced and harmonious manner with what the educational institution desires. Because if there is no balanced and appropriate regulation, it will create risks in both aspects, from the memory of the entrepreneur or the entrepreneur themselves.

The most favorite elementary education institutions in Tuban, such as SD Bina Anak Sholeh (BAS) Tuban, SD Insan Kamil Tuban, and MI Hidayatun Najah have implemented a curriculum based on memorization and entrepreneurship. In its teaching and learning process, SD BAS Tuban applies a very interesting and innovative method by combining academic teaching with a program memorization, so that students are not only academically intelligent but also have a strong spiritual foundation. SD Insan Kamil Tuban also carries a similar approach, encouraging students to develop an entrepreneurial spirit while memorizing the Quran. This is done to encourage students to be able to face future challenges and opportunities. Meanwhile, Hidayatun Najah complements the two schools above by focusing on holistic learning, teaching business skills from an early age, and fostering character development and spirituality through Quran memorization. By using this integrative curriculum, these three primary education institutions are expected to produce quality graduates who not only focus on knowledge but also possess a deep entrepreneurial and spiritual spirit.

⁶ Nugraha, M. T. (2016). Pengembangan Model Kurikulum Pendidikan Agama Islam (PAI) Menuju Masyarakat Ekonomi Asean (MEA). *At-Turats*, 10(1), 13. <https://doi.org/10.24260/at-turats.v10i1.447>

Based on the development of an integrative curriculum that combines memorization and entrepreneurship at favorite educational institutions in Tuban Regency, such as SD BAS Tuban, SD Insan Kamil Tuban, and MI Hidayatun Najah Tuban. This highlights the need to delve deeper into the philosophy, design, and effectiveness of this approach in improving graduate quality. These three schools have combined academic instruction with academic programs. Memorization and entrepreneurship. Therefore, this research is important to understand how this integrative curriculum is implemented in the field and to explore its effectiveness in producing graduates who are ready to face increasingly complex global challenges, as well as how this approach can be used as a model for educational development in other schools in Indonesia.

Method

This study uses a descriptive qualitative research type with a phenomenological approach. This type of qualitative research does not begin with pre-prepared theoretical aspects, but rather begins with field aspects based on the natural environment.⁷ Meanwhile, descriptive research contains quotations or a presentation description in the report.⁸ This phenomenological approach is described as a philosophical approach that investigates human experience. Phenomenology means a method of thinking in obtaining renewable knowledge or by developing existing knowledge with logical, systematic, critical steps, not based on a priori/prejudice, and not dogmatic.⁹ This phenomenology also focuses on something experienced both in individual consciousness, which is called intentionality. This intentionality describes the relationship between the processes that occur in consciousness and the objects of concern of the process itself.

Researchers employ this phenomenological study approach to explore the extent to which students, teachers, and parents

⁷ Gunawas, I. (2013). *Metode Penelitian Kualitatif Teori dan Praktik*. PT Bumi Aksara.

⁸ Fatimah, S., & Rosyidah, I. (2021). Implementasi Supervisi Akademik Kepala Madrasah Dalam Meningkatkan Mutu Pendidik Di MTs SA Miftahul Hikmah Parengan Tuban. *Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme*, 3(1), 66–75. <https://doi.org/10.37680/scaffolding.v3i1.872>

⁹ Syahrizal, H., & Jailani, M. S. (2023). Jenis-Jenis Penelitian Dalam Penelitian Kuantitatif dan Kualitatif. *Jurnal QOSIM Jurnal Pendidikan Sosial & Humaniora*, 1(1), 13–23. <https://doi.org/10.61104/jq.v1i1.49>

experience and perceive the implementation of an integrative curriculum-based approach to memorization and entrepreneurship at SD BAS Tuban, SD Insan Kamil Tuban, and MI Hidayatun Najah Tuban. Using in-depth interviews, field observations, and documentation, this study aims to understand how the curriculum can influence character development and competency development, leading to graduate quality. Data analysis will focus on student experiences, so that the research results can provide an in-depth picture of the contribution of this integrative curriculum to improving the quality of education in these three schools.

RESULTS

Integration-Based Curriculum Development, Memorization, and Entrepreneurship at Elementary School BAS Tuban

The integrated curriculum development model at BAS Tuban Elementary School aims to shape students' character, not only to achieve academically but also to develop memorization skills and entrepreneurial skills from an early age. Students can develop their spiritual and financial potential in a balanced way by combining a strong religious education with practical entrepreneurial skills. Using this method, learning can be enhanced through activities, memorization, and entrepreneurship by combining active and innovative learning approaches. This also supports the achievement of basic competencies in accordance with national education standards.

With learning integration memorization and entrepreneurship, its curriculum. SD BAS Tuban not only produces students who have memorized the Quran but also have the basic skills to build businesses. The business activities offered cover various practical elements, from business planning and marketing to basic management. All activities are tailored to elementary school-aged children. It is hoped that the implementation of this model will improve the quality of students who possess strong Islamic values and relevant skills for the world of work, forming a competitive and intelligent generation. The program memorization and entrepreneurship at SD BAS Tuban are as follows:

No	Program Curriculum	Program Description	Execution time	Learning Methods	Evaluation
1	Tahfidzul Quran Intensive	Al-Quran memorization program with memorization targets: Class 1 Juz 30 Class 2 Juz 29 Class 3 Juz 28 Class 4 Juz 27 Class 5 Juz 1 Class 6 Juz 2	Every day (before learning) and after performing the Dhuha prayer.	Muraja'ah Tadarus Musyafahah Tajwid and Maharijul letters	Daily muroja'ah activities Monthly memorization test (tasmi'). Annual evaluation
2	Entrepreneur Inspiration Class	An entrepreneurship training program by bringing in local business actors, the following forms of entrepreneurs: Batik Handycrafts	Every semester	Introduction of an entrepreneur mindset Business Plan	Evaluation takes the form of discussions and questions, and answers regarding practical entrepreneurial experiences.
3	Market Day	School bazaar activities	At the end of each	Business planning	The evaluation looks at

		where students sell products that they make and sell them in the school environment.	semester	Business Organization Business Implementation Business Evaluation	how far students are able to manage the entrepreneurial activities they manage.
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Intensive Quran memorization is a Quran memorization program with a target of memorizing one Quran per year for each student. This program is held daily before students begin their studies after performing the Dhuha prayer. Memorization evaluations are also conducted periodically with memorization exams.(tasmi')every month and annual evaluation.

	Class	Memorization Target	Juz
1	Class	Short Surah	Juz 30
2	Class	Short Surah	Juz 29
3	Class	Short Surah	Juz 28
4	Class	Short and Medium Surahs	Juz 27
5	Class	Long Surah Beginning	Juz 1
6	Class	Surat Panjang Lanjutan	Juz 2

Young entrepreneur inspiration. This program is held every semester by bringing in local entrepreneurs to share their experiences with students, allowing them to learn directly about entrepreneurship. Students are introduced to various business ideas, such as batik, handicrafts, culinary arts, and simple technologies, to continuously foster their creativity and innovation in starting businesses.

Market day (school market day) This program, commonly known as a school bazaar, is held at the end of each semester. Students sell their products, such as snacks, healthy drinks, or handicrafts. This activity aims to train students in the basic concepts of entrepreneurship, including pricing, promotion, and financial management.

Integrated curriculum development model based on memorization *entrepreneurship* curriculum at Insan Kamil Elementary School in Tuban is designed to equip students with both Quran memorization and entrepreneurial skills. This curriculum, which combines spiritual and economic values, provides a holistic education, teaching students Islamic morals and independence from an early age. Through this integrative approach, students develop not only a deep understanding of religion but also practical business skills, ensuring that upon graduation, they possess valuable skills that can be utilized for the future. The following program is available: *memorization entrepreneur at Insan Kamil Elementary School, Tuban:*

N o	Progra m Name	Program Descriptio n	Execu tion time	Learning methods	Evaluatio n
1	<i>Monthly Tahfidz Camp</i>	Intensive tahfidz program outside the classroom, held in mosques or places that support memorizin g the Quran.	Every Month (1-2 days)	a. Cereals b. False c. Tadarus d. Musyaf ahah and T ajwid, and Maharij ul letters.	a. Efforts to improve memori zation b. Motivat ing students through memori zation tests after activitie s

2	<i>Project-Based Entrepreneur</i>	The group-based entrepreneurship program invites students to run a simple business, and at the end of the program, they present the results of their business.	Every semester (running in groups)	a. Business Project Development b. Product development	Evaluation is based on the results of the efforts presented and the group's achievements in carrying out the project.
3	<i>Business Skills Extracurricular</i>	Additional class programs to build business skills and aim to provide basic insights into business	Every week	Business idea development	Evaluation of students' abilities in implementing business skills

a. *The monthly Tahfidz camp* is an intensive Quran memorization program outside the classroom. Students are taken outside the classroom to a location conducive to Quran memorization, such as a mosque or other dedicated space, for one or two days each month. The focus of this activity is to improve memorization, review (remembering), and motivate students to memorize the Quran.

- b. *Project-based entrepreneurship*, a group-based entrepreneurship program that teaches students how to run simple businesses, such as selling snacks, making recycled products, or growing hydroponic vegetables. At the end of the program, students present their findings to their peers.
- c. *The business skills extracurricular* program serves as an additional class to develop students' business skills. The program covers product design, packaging, and even the use of social media for promotion. This program helps students gain fundamental business insights and technical skills that they can utilize in the future.

Integration-Based Curriculum Development: Memorization and Entrepreneurship MI Hidayatun Najah Tuban

Integrated curriculum development model based on *memorization entrepreneurship*, Hidayatun Najah Tuban was established to provide a comprehensive education, where students are not only taught to memorize the Quran but also equipped with entrepreneurial skills. This curriculum aims to balance spiritual and practical aspects in the learning process. With this approach, MI Hidayatun Najah prioritizes the development of independent and innovative Islamic character from an early age. Several programs are available. *Memorization and entrepreneurship* at MI Hidayatun Najah Tuban, as follows:

N o	Program Name	Program Descripti on	Execu tion time	Learning Methods	Evaluation
1	<i>Parallel Tahfidz with the Tilawati Method</i>	Al-Quran memorizat ion program using the tilawati method, where students read in	Every day	a. Falsh b. Tadaru s c. Musya fahah d. Tajwid dan Mahari	Evaluation: a. Reading in front of the teacher to get correcti on

		front of the teacher to receive direct correction.		jul letters	b. memorization reinforcement.
2	<i>Early Life Skills and Entrepreneurship Training</i>	Life skills and entrepreneurship training programs that include product creation.	Every week	Entrepreneurial skills development	Evaluation of practical skills, including assessment of successful products and marketing strategies.
3	<i>Program “Student Company”</i>	An entrepreneurship program where students form small business groups that produce certain products.	Every semester	Business Creativity and Innovation	Group performance-based evaluation, including individual responsibility in managing finances and product sales results

- a. *Tahfidz parallel to the talaqqi method*, is a memorization program using the talaqqi method, where students read in front of a teacher for direct correction. Each class has a memorization target tailored to the student's abilities. A tahfidz teacher is specifically assigned to guide students individually to ensure the quality of their memorization.
- b. *Life skills and entrepreneurship training from an early age*, the school held a life skills class(*life skills*)and entrepreneurship, which includes training in making simple products like snacks and recycling

plastic into reusable products. Each skill taught is complemented by entrepreneurial fundamentals such as how to create marketing strategies and determine pricing.

- c. *Program "student company"*, A student-managed program that involves forming small business groups that produce specific products. Each student plays a role in these mini-businesses, such as leader, treasurer, or production team member. Students are trained to be responsible for managing the finances of the products they sell.

Based on the explanation above, the implementation of the curriculum based on memorization and entrepreneurship is very visible in each school; they have a team of teachers to guide and monitor progress, including *memorization* and the entrepreneurial skills of their students. The mentoring provided by these teachers greatly assists students in understanding and overcoming the challenges they face in starting their own businesses. It is hoped that these three schools will improve the quality of graduates, who will not only memorize the Quran but also possess strong entrepreneurial skills, enabling them to compete, particularly within the Tuban region, within the criteria for basic education institutions.

DISCUSSION

Philosophy of the Integrative Curriculum Development Model-Based Memorization and Entrepreneur

The philosophy of realizing an integrative curriculum development model based on memorization and entrepreneurship is indeed influenced by various internal and external factors within the educational institution. Field findings indicate that the design philosophy for developing an integrative curriculum is influenced by external factors, namely: 1) changing times; 2) demands for advancement in science and technology; 3) increasingly complex and competitive market segmentation; 4) the need for customer And user which makes it necessary to change; 5) the existence of graduate competitiveness, 6) user satisfaction of graduates based on teacher study that is done; and encouragement from stakeholders. Meanwhile, the internal factors that influence the philosophy of realizing the development of this integrative curriculum model are: 1) commitment of the leadership; 2) responsibility of the

foundation's management to the development of the times; 3) seeing the opportunities and challenges of students, and 4) the need for innovation or institutional transformation.

Based on the description above, the influence of the curriculum development philosophy stems from various internal and external factors, so that it becomes a separate encouragement for educational institutions to be responsible in responding to the challenges and needs of society or stakeholders. This concept is in line with what Dianis explained regarding the curriculum development model as an education and management system that is very central in nature, where this model is an academic subject, which is certainly different from the humanistic, technological, and social reconstruction curriculum.¹⁰

Curriculum development is the planning of learning opportunities, intended to guide students toward desired changes and assess the changes that have occurred in the students themselves. Many parties must collaborate in curriculum development, including education experts, curriculum experts, teachers, parents, and the community. This is in line with Hindayani's explanation of curriculum development, which is more directed at the curriculum that is currently being pursued and has a positive influence on students, with the hope that students can face the future well.¹¹

An integrative curriculum provides an understanding of a science that is combined with other sciences to create an interesting integration in the learning process.¹² Sugiana explains that an integrative curriculum is also called integrated learning, a term derived from integrated teaching and learning or an integrated curriculum approach.¹³ In fact, this integrative approach was long

¹⁰ Dianis Izzatul Yuanita. (2016). Model Pengembangan Kurikulum Tematik Integratif Pendidikan Dasar. *Tribakti: Jurnal Pemikiran Keislaman*, 27(1), 188–207. <https://doi.org/https://doi.org/10.33367/tribakti.v27i1.265>

¹¹ Hidayani, M. (2018). Model Pengembangan Kurikulum Masrifa Hidayani. *At-Ta'lim*, 16(2), 375–394. <https://doi.org/http://dx.doi.org/10.29300/attalim.v16i2.845>

¹² Aminudin, M. Y. (2021). Integrative-Transformative Curriculum Development Strategy in Learning Quality Assurance (Multi sites Study at SMP Khairunnas Tuban and SMP Al Hikmah Surabaya Indonesia). *International Journal of Science Arts and Commerce*, 6, 22–37.

¹³ Sugiana, A. (2018). Proses Pengembangan Organisasi Kurikulum Dalam Meningkatkan Pendidikan Di Indonesia. *Jurnal Pedagogik*, 05(02), 257–273. <https://ejournal.unuja.ac.id/index.php/pedagogik>

introduced by John Dewey, who explained that this approach is an effort to integrate three things: development, growth, and students' knowledge. This approach aims to develop reasoning skills in the formation of knowledge based on interactions with the environment and experiences in everyday life.

Based on what was conveyed by John Dewey which has been proven in the field that the development of an integrative curriculum has become a current trend topic in the development of the characteristics of the curriculum of Islamic elementary education institutions MI and SD in Indonesia, as well as in Tuban Regency in the locus of this research it was found that the development of an integrative curriculum model is one thing that distinguishes the characteristics of educational institutions, such as SD Bina Anak Sholeh Tuban, SD Insan Kamil Tuban and MI Hidayatun Najah Tuban and becomes a competitive quality of student graduates. So that students not only understand general knowledge, but also understand religion, the values of the Qur'an, Sunnah, and life skills education through an education entrepreneur, which is integrated in the curriculum, to print generations of santri entrepreneurship.

Model and Design of Integrative Curriculum Development Based on Memorization and Entrepreneur

Curriculum development models and designs are crucial components that determine the outcome of an educational process. Curriculum design is not an easy task, as it requires in-depth and comprehensive research to achieve optimal results while addressing the demands and changes of the times. Curriculum design means developing a curriculum model aligned with the educational institution's vision and mission. As Mukhlisin explains, curriculum design must align with the educational institution's vision and mission, both in the short, medium, and long term.¹⁴

Curriculum development must be carried out continuously, focusing on the internal and external needs of the institution so that education can be in line with the needs of the times. For example, in the curriculum development design, researchers found data in the field that included models and designs for integrative curriculum

¹⁴ Mukhlisin, A., & Wibowo, R. (2018). Desain Pengembangan Kurikulum Integratif dan Implementasinya Dalam Pembelajaran. *Jurnal Tawadhu*, 2(1), 364–380.

development based on memorization and entrepreneurship, as described below:

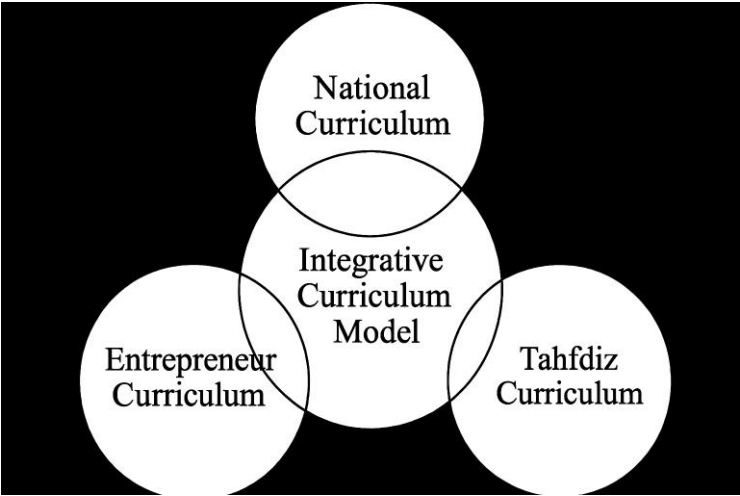


Chart 1: Integrative Curriculum Development Model

Based on the chart above, it is the form of the model and design for developing an integrative curriculum. Based on memorization entrepreneurship at three elementary schools: Bina Anak Sholeh Tuban, Insan Kamil Tuban, and MI Hidayatun Najah Tuban. Integrative curriculum development certainly has a position or curriculum design pattern that will serve as a guideline for its implementation.

This integrative curriculum model is closely related to the national curriculum, and is then integrated with the tahfidz curriculum and the entrepreneur curriculum. This curriculum emphasizes contextual learning that is relevant to current educational developments by encouraging active student involvement in the learning process. The following explains the relationship between the integrative curriculum model and the national curriculum, and the entrepreneurship curriculum. Memorizing the Quran and curriculum at Bina Anak Sholeh Tuban Elementary School, Insan Kamil Tuban Elementary School, and Hidayatun Najah Tuban MI:

1. National Curriculum

The Indonesian national curriculum, specifically the Merdeka Curriculum, is designed to provide greater flexibility for educators and students to develop their potential. The Merdeka

Curriculum prioritizes a competency-based approach that prioritizes holistic, creative, and contextual learning. Within the context of integrative curriculum development, the Merdeka Curriculum supports the integration of subjects, enabling students to see the relationships between various fields more holistically.¹⁵

2. Curriculum Memorization

Curriculum memorization emphasizes learning the Al-Quran with the main aim of memorizing and understanding the text of the holy verses of the Al-Quran. It is hoped that memorization will not only be a cognitive activity but will also shape the character and spirituality of students. In an integrative curriculum, the curriculum memorization can be integrated into aspects such as language learning, character education, and social skills. The relation to the integrative curriculum is how the values contained in the Koran can be applied in everyday life

3. Curriculum Entrepreneur

The aim is to cultivate an entrepreneurial spirit in students, equipping them with the skills and knowledge to start and manage a business, and fostering creativity and innovation.¹⁶ Within the context of an integrative curriculum, entrepreneurship education can be integrated with subjects such as mathematics (for financial management), art (for developing creative products), and language (for communication and marketing). This approach enables students not only to understand entrepreneurial theory but also to design and implement real-life business projects that incorporate the knowledge they have learned.

An integrative curriculum combines various elements in education to create a more complete and holistic learning experience by integrating the national curriculum, the curriculum memorization, and this provides space for students to develop comprehensively, starting from intellectual, moral, and spiritual aspects, as well as practical skills.

¹⁵ Utomo, E., & Rizqa, M. (2024). Merdeka Belajar dan Pendekatan Holistik: Pendidikan Islam yang Terintegrasi. *Instructional Development Journal (IDJ)*, 1, 225–234. <http://ejournal.uin-suska.ac.id/index.php/IDJ>

¹⁶ Kurniawan, J., & Nurachadijat, K. (2023). Implementasi Pendidikan Kewirausahaan dalam Menumbuhkan Keterampilan pada Peserta Didik Madrasah Ibtidaiyah. *Journal on Education*, 06(01), 406–419.

The implementation of this integrative curriculum prioritizes the development of critical thinking skills, creativity, and collaboration. Throughout the educational process, students are encouraged to solve problems involving multiple disciplines collaboratively. This approach encourages students to view an issue or phenomenon from multiple perspectives, enriching their understanding and fostering cross-disciplinary thinking. Educators play a crucial role in designing learning that connects diverse topics, creating clear connections for their students.

The integrative curriculum offered by Engkos Kosasih offers various advantages in its implementation in facing challenges, particularly in the readiness of educators who need to be trained to understand and master more complex learning methods, which require educators not only to master the subject matter but also to creatively connect various concepts.¹⁷ Furthermore, facilities supporting teaching aids that can illustrate the interconnectedness between disciplines need to be well prepared by teachers, students, and school administrators. An integrative curriculum is an effective tool in developing students to face challenges.

Robin Fogarty's integrative curriculum comprises three classifications of curriculum integration types, each comprising a total of ten models. These classifications range from nonexistent, weak, and simple to very strong and complex integration.¹⁸ The details are as follows:

Integration in one discipline/subject (within a single discipline), consisting of three models, namely the model fragmented, the model connected, and the model nested.

Cross-disciplinary integration (across several disciplines), which consists of five models, namely model sequenced, model shared, model webbed, model threaded, and model integrated.

Inter and inter (internal) integration of students (within and across learners), where this integration occurs internally within the students. There are two models, namely the model immersive and the model networked.

Integrated curriculum development design based on memorization, entrepreneur BAS Elementary School in Tuban,

¹⁷ Kosasih, E. (2021). *Kosasih, Engkos. Pengembangan bahan ajar*. Bumi Aksara.

¹⁸ Rouf, M. (2023). Integrasi Manajemen Kurikulum Madrasah Dengan Pesantren. *Prosiding Seminar Internasional*, 1(1), 238–256.

Insan Kamil Elementary School in Tuban, and Hidayatun Najah Islamic Elementary School in Tuban, the goal is to improve the quality of graduates by combining religious aspects with business skills. By integrating Quran memorization, students not only gain a deep spiritual understanding but also acquire discipline and a high level of concentration. This serves as a crucial foundation for developing good character and preparing students to seize future opportunities.

Integrative curriculum design based on memorization entrepreneurship in these three schools, the quality of graduates is superior, and they have good personalities in terms of spirituality and entrepreneurship, so they can produce santri entrepreneurship. Graduates who possess the above combination are expected to contribute positively once they enter society and become future leaders capable of creating solutions to the problems they face.

The quality of a product, service, or process is determined by its quality or level of excellence. More broadly, quality refers to characteristics that meet certain standards or expectations, whether in terms of constraints, durability, conformance to specifications, or user satisfaction. Juran defined quality as “fitness for use,” which means that the user of a product or service must be able to fulfill what the customer needs. In line with Gaspersz, quality refers to the following definition:¹⁹

The quality of the product's features, both directly and abstractly, that fulfill customer desires, thus providing satisfaction in using the product.

Quality consists of anything free from defects or damage.

Quality is the suitability between the needs of interested parties or stakeholders, both internal (students, educators, principals, and educational staff) and external (prospective students, parents, the community, the government, the business world, and industry), with the services that will be provided by educational managers (Sani et al., 2015). The quality aspect refers to the learning process, teaching, and learning outcomes (learning outcomes). Educational institutions, especially elementary schools, need to demonstrate their existence in good and proper management, as it is crucial to improve the quality of their education to attract prospective students. Good quality is

¹⁹ Munizu, M. (2023). *Gugus Kendali Mutu dan Produktivitas*. CV. Eureka Media Aksara.

also supported by the implementation of a curriculum that aligns with the established program and also takes into account the previously established vision and mission.²⁰

Quality implies the effectiveness or consistency of all factors or elements involved in the educational process. Graduates' competency, such as mastery of knowledge, skills, and abilities, depends on the services they receive during the learning process, including both process services and professional educators. Therefore, a positive educational environment will foster a quality educational climate.

Effectiveness of Integrative Curriculum Based on Memorization and Entrepreneurship Improving the Quality of Graduates

Integrative curriculum-based memorization. This is an innovative approach designed to integrate religious education and practical skills. Its implementation in popular elementary schools in Tuban Regency, such as SD BAS Tuban, SD Insan Kamil Tuban, and MI Hidayatun Najah, is expected to improve the quality of graduates. Researchers are focusing heavily on the effectiveness of curriculum integration, which not only supports children in academic excellence but also fosters strong character and relevant entrepreneurial skills. Aminuddin stated that improving character is a crucial part of developing the quality of life and civilization for humans by shaping individuals to have balanced synergy (Aminuddin, 2021). This is especially true for elementary school students, whose character education must be strengthened.

The implementation of this integrative curriculum involves routine Quran memorization (tahfidz) integrated with entrepreneurship learning. Through Quran memorization, students not only learn the text but also the moral and ethical values contained within it. Entrepreneurial activities, such as creating a business plan, enable students to apply these values in practice. Interactive learning methods, such as group projects and simulations, will increase student engagement and make learning more engaging.

In terms of academic achievement, the research results show a very significant improvement in students involved in this integrative

²⁰ Susanto, P. (2016). *Produktivitas Sekolah, Teori dan Praktik di Tingkat Satuan Pendidikan*. Alfabeta.

curriculum, demonstrating better analytical skills, especially in the tahfidz and entrepreneurship practices that have been implemented. The application of tahfidz values is highly expected to contribute to the development of critical and creative thinking patterns that are essential in solving problems. This proves that the integrative curriculum does not only focus on memorization, but also on developing students' thinking skills based on life skills.

The expected graduate quality in the implementation of the integrated curriculum based on memorization and entrepreneurship at the three schools encompasses various competencies: knowledge, skills, attitudes, and behavior. The following is an explanation of several competency aspects.

1. Knowledge

In terms of memorization (tahfidz) and quality of graduates, students are required to have a deep understanding of religious values, the ability to memorize the Quran correctly, and the ability to apply religious teachings in everyday life. Meanwhile, in terms of entrepreneurship, students must understand the fundamentals of entrepreneurship, starting with product recognition and business governance, which are applied in developing their own creative and innovative ideas

2. Skills

In terms of memorization, graduates are expected to be able to memorize and recite Quranic verses using proper tadwid (recitation) and apply the meaning and interpretation of the Quran as taught by their teachers. Meanwhile, in terms of entrepreneurship, they must possess practical skills in starting and managing small businesses, and students are required to be skilled at collaborating with their groups

3. Attitude

In terms of memorization, the quality of graduates is demonstrated by the ability of students to practice moral and ethical values such as discipline, commitment, and humility, as embodied in the religious teachings they have learned. This emphasis is not limited to memorization, but also on understanding the meaning of memorized Quranic verses and applying them. In terms of entrepreneurship, students are able to apply discipline in learning, working, and being responsible for their tasks in entrepreneurial activities.

4. Behavior

The integrative curriculum that combines Quran memorization and entrepreneurship successfully develops students' consistency in memorizing and practicing Quranic values such as honesty, patience, and cooperation, while also fostering maturity, integrity, and ethics in entrepreneurship. Supported by principals, teachers, students, and parents, this program has received positive responses for its ability to increase students' motivation, confidence, and character formation. Although some teachers still face challenges in integrating both aspects, continuous training and periodic evaluation are necessary to maintain its relevance and ensure effective implementation.

This curriculum has proven effective in promoting holistic development, creativity, and innovation among students, resulting in graduates who excel academically and non-academically, master technology and Quranic understanding, and possess strong spiritual and entrepreneurial character. Implemented in three schools in Tuban—BAS, Insan Kamil, and Hidayatun Najah—the program has improved the academic, professional, personal, and social quality of students, shaping them into “santri entrepreneurs.” With sustained support and ongoing improvement, this integrative approach has the potential to significantly advance elementary education both in Tuban Regency and across Indonesia.

CONCLUSION

Based on the research results, it can be concluded that the development of an integrative curriculum based on memorization and entrepreneurship in SD BAS Tuban, SD Insan Kamil Tuban, and MI Hidayatun Najah Tuban shows great potential in improving the quality of graduates. The application of the integrative curriculum development model not only supports the religious aspect through the memorization of the Quran, but also prepares students with entrepreneurial skills that are relevant to future challenges.

The philosophy of the integrative curriculum development model in these three research loci is based on internal and external factors, namely: 1) the changing times; 2) the demands of scientific and technological progress; 3) market segmentation; and 4) needs. customer and user; 5) competitiveness of graduates, 6) satisfaction of graduate userstracer study; And stakeholders. Meanwhile, internal factors are: 1) leadership commitment; 2) the responsibility of the

foundation's management; 3) seeing the opportunities and challenges of students; and 4) the need for innovation in institutional transformation.

Model and design of integrated curriculum development based on memorization And entrepreneur This uses the concept of national curriculum integration, curriculum memorization And entrepreneur which is a characteristic of the institution in each locus of research that makes it a religious education program (memorization of the Quran) And entrepreneurship as an alternative solution for developing religious knowledge competencies, attitude competencies, social competencies and personality competencies skill or life skill holistic learners.

Meanwhile, the effectiveness of developing an integrative curriculum model based on memorization and entrepreneurship is a reference for the stakeholders, customers even users or users of educational services in the three research locations, so that educational programs are good from input, process, and output, High quality and highly competitive. It has been proven that these three favorite research institutions in Tuban Regency, East Java, Indonesia, have excellence in education. life skill, prophetic and superior nuances, achievements, and noble character.

Researchers recommend that educators continue to improve the quality of teaching to support curriculum development and strengthen competencies in effectively integrating the values of memorization and entrepreneurship. This will ensure the quality of graduates produced will produce high-achieving students who excel in science, religion, and the arts. life skill, as well as being competent and having a modern character by becoming a santri entrepreneur, and being able to compete at a global level by prioritizing Islamic values and entrepreneurship/sustainable.

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