Integrating Curriculum and Instruction In Islamic Religious Education : Insights from Robin Fogarty's Theory

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Abstract: This research explores strategies to enhance the coherence between curriculum and instruction in Islamic Religious Education (IRE) by employing Robins Fogarty's theory of curriculum integration. Utilizing a qualitative approach with integrating a theoretical study as a research design. Specifically, the study highlights the utility of Fogarty's tripartite integration model as a critical lens for developing a unified IRE curriculum. This model aims to synchronize disparate content areas, fostering a more integrated and holistic student understanding. For the data sources, the research examined the various theories linked with Forgaty's theory, and the data analysis was qualitative, in which the research tried to explain and integrate the theory into IRE policy. The findings from the study emphasized the imperative for further applied research to develop integrated lesson plans, explore teachers' experiences and professional development needs, and assess comprehensive learning outcomes. The research advocates for a collaborative approach between curriculum theorists and educators to refine and advance IRE policies. Such collaborative efforts ensure that IRE promotes intellectual advancement and contributes to students' spiritual and personal growth, ultimately enriching their educational experience.

Introduction

The curriculum is a cornerstone in any educational system, fundamental for attaining objectives and directing instructional practices across various educational levels and types (Batubara & Davala, 2023; Hasibuan & Agustina, 2023). Educators must comprehend the evolution of curricula, as it embodies the most significant pedagogical framework within the educational realm. The curriculum outlines strategies to support students in developing their physical, intellectual, emotional, social, and spiritual capacities (Reyes-Ancheta, 2024; Sopiah, 2022). By understanding the curriculum, educators can effectively choose and articulate learning objectives, methods, techniques, instructional media, and suitable evaluation tools. A thorough assessment of an education system's effectiveness depends on collaboration among all stakeholders, the availability of sufficient resources, efficient organization, manageable workloads, and a goal-oriented curriculum (Sa'dullah, 2023). Consequently, it is vital for educators and school staff in Islamic education to gain a deep understanding of the curriculum and continually strive to enhance it (Nor et al., 2024; Tohirin & Nurfuadi, 2024). A robust curriculum not only ensures the holistic development of students but also aligns with the evolving educational demands and societal expectations, making it essential for educators to remain adaptable and proactive in curriculum development and implementation. This comprehensive understanding and ongoing development of the curriculum lead to a more effective and responsive educational system.

An integrated curriculum views subjects as interconnected and focuses on specific problems, using various disciplines to explore solutions rather than treating subjects in isolation (Akib et al., 2020b; Nistiti, 2022). This approach leverages multiple subjects to address central issues, fostering holistic personal development and aligning with individual interests and talents (Devaki, 2024). Teachers still deliver subjects according to government standards to meet national educational goals (Chiang & Trezise, 2021; Rahman & Dewi, 2024; Shahzadi et al., 2024). This method enhances critical thinking, problem-solving skills, and understanding of how knowledge connects disciplines. It engages students by relating learning to real-world problems and personal interests, thus boosting motivation and relevance (Asif et al., 2021; Muir et al., 2022). Overall, an integrated curriculum improves academic learning and develops crucial life skills, offering a well-rounded educational experience.

Robins Fogarty's curriculum integration theory emphasizes organizing education around central concepts that link different subjects, contrasting with the traditional segmented approach (Basri & Abdullah, 2024; Forgaty et al., 2008).. This theory advocates for an interdisciplinary method, helping students understand connections between various ideas. Applying this to Islamic Religious Education (IRE) (Sabila, 2023), the aim is to unify aspects like theology, jurisprudence, spirituality, and morality to enhance comprehension and appreciation of Islamic teachings. This integrated curriculum not only deepens students' understanding and critical thinking but also connects religious knowledge to real-world contexts (Akib et al., 2020a). It supports students' intellectual and moral development, preparing them for life's challenges. By highlighting the links between different knowledge areas, this method offers a holistic educational experience, encouraging deeper engagement with the material and its application beyond the classroom, ultimately fostering lifelong learning and adaptability (Anwar & Umam, 2023; Chhatlani, 2023).
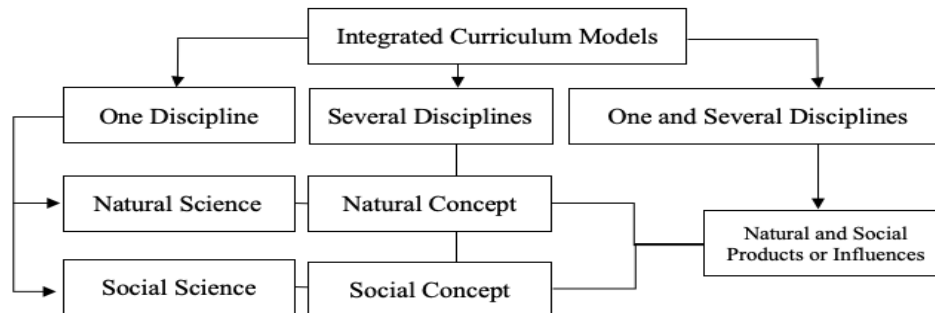
Research Method

This investigation used a qualitative research approach guided by a theoretical study design (Creswell, 2006). This methodology enables an in-depth exploration of the topic, offering rich and detailed insights that quantitative methods may not reveal. The theoretical framework informs the research questions and the processes of data collection and analysis (Kwasnicka et al., 2016). This approach is beneficial in areas where human experiences and social contexts are essential, allowing for discovering patterns and meanings that provide a deeper understanding of the subject. The qualitative design also supports a flexible and adaptive inquiry, permitting adjustments based on emerging insights. Combining a qualitative approach with a theoretical framework ensures a thorough and insightful investigation.

Moreover, the research investigates the application of Robin Forgaty's theory in integrating curriculum and instruction within Islamic Religious Education. The subjects of this research are educators and academic personnel engaged with IRE under the independent learning curriculum. Furthermore, the data collection method used is qualitative data collection, which focuses on a theoretical study approach that delves into curriculum strategies and the experiences of teachers. For data analysis, the researchers used qualitative analysis to interpret and synthesize using Forgaty's tripartite model, which provides insights into enhancing curriculum integration within IRE.

Results and Discussion
Integrality Curriculum Study in Robin Fogarty's Theory Perspective

An integrated curriculum blends different disciplines into a cohesive teaching framework, focusing on central problems and exploring them from multiple perspectives (Alam & Mohanty, 2024; Henriksen et al., 2021). Instead of studying subjects in isolation, this approach uses various disciplines to solve problems, aligning education with students' interests and strengths and promoting holistic growth (Nita et al., 2023).Although this model emphasizes a unified learning experience, it still adheres to core subjects educational authorities require to meet national standards (Hamami & Nuryana, 2022; Husnah, 2017; Tjahjono & Hamami, 2017). While students engage with integrated, meaningful content, it ensures that their education remains aligned with government benchmarks, fostering intellectual and personal development within a structured framework. The concept of an integrated curriculum fosters the translation of theoretical learning into practical, real-world applications, ensuring a seamless transfer of knowledge to future contexts. As elucidated by Robin Fogarty, the integrated curriculum model can be categorized into three main classifications (Forgaty et al., 2008).

Integration in One Discipline

This model exemplifies an integrative approach amalgamating multiple interrelated fields within a singular scientific domain (Benlahcene et al., 2024). For example, within the Natural Sciences, this model may merge concepts from physics and biology or connect elements of chemistry and physics, thereby creating a cohesive framework that addresses the intersections between these disciplines. A pertinent illustration of this interdisciplinary method is the examination of metabolism, which can be explored from biological and chemical perspectives. Similarly, within the Social Sciences, this approach can integrate themes from sociology and geography, revealing the interconnectedness of these areas. Then, Beck et al. (2022) stated that the model's primary focus is on synthesizing knowledge within one specific scientific domain, thereby highlighting the interdisciplinary connections and collaborative potential that exist within that field. By emphasizing these synergies, the model fosters a deeper understanding of complex phenomena through the lens of integrated scientific perspectives.

Integration in Several Disciplines

This model uses an interdisciplinary approach to explore the concept of energy, integrating insights from various academic fields. Social sciences examine energy's societal impacts and demands, while natural sciences focus on its physical forms and technological applications (Allison, 2022; Ang et al., 2022). By combining these perspectives, the model offers a comprehensive understanding of energy, emphasizing its complex nature. Osti (2024) notes that social sciences help us grasp energy's effects on communities and economies,

whereas natural sciences provide knowledge about its properties and innovations. This approach enhances academic discussions and offers a complete view of energy-related challenges and solutions.

Integration in One and Several Disciplines

This model exemplifies a sophisticated integration by linking a wide array of interrelated disciplines with distinct scientific domains. It spans across diverse fields, including social sciences, natural sciences, technology, and religious studies. For example, the topic of cigarettes can be analyzed through multiple scientific lenses, revealing its multifaceted nature. Studies Aulia et al. (2023), and Nugroho and Atmanti (2020) illustrated how cigarettes can be scrutinized from various perspectives, such as their physiological effects, socioeconomic impacts, technological aspects of their production, and ethical considerations from a religious standpoint. This interdisciplinary approach underscores the complexity and depth of understanding required to comprehend the full implications of cigarette use and regulation. By integrating these diverse fields, the model facilitates a comprehensive examination of cigarettes, reflecting the interconnectedness of scientific inquiry and its relevance to broader societal and ethical issues.

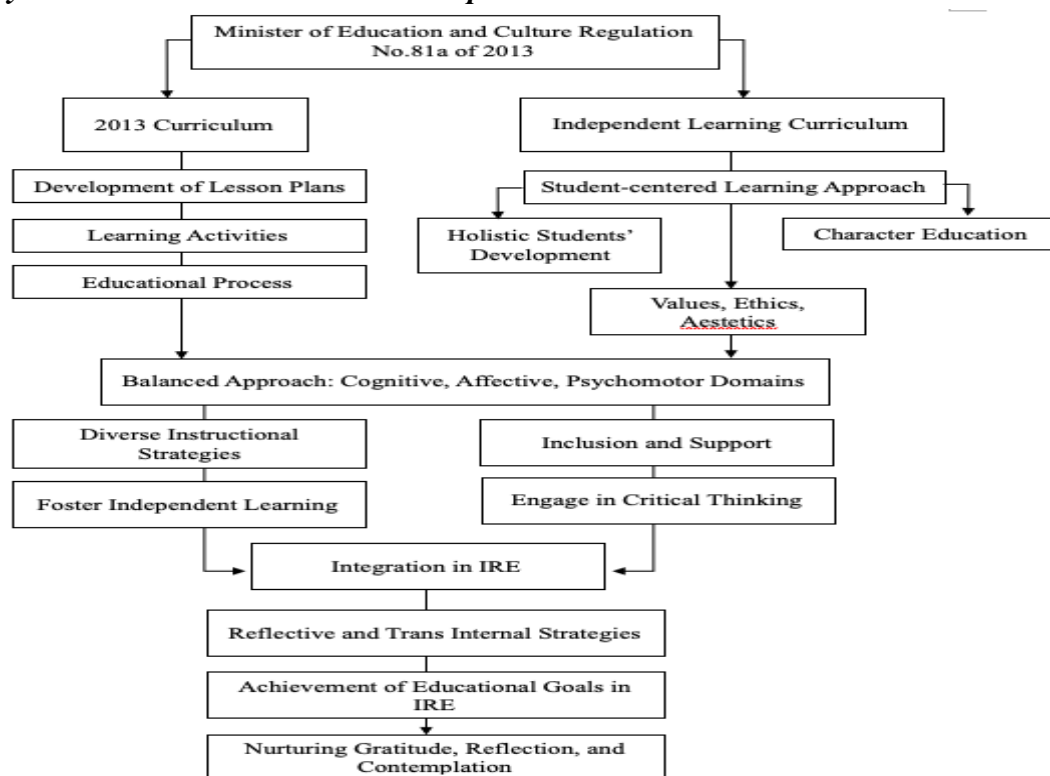### IRE Policy in the 2013 Curriculum and Independent Curriculum

Figure SEQ Figure * ARABIC 2. Diagram of Curriculum Integrating in IRE

Developing lesson plans is vital for teachers implementing the 2013 curriculum, as they must adhere to the guidelines set by the Minister of Education and Culture Regulation No.81a of 2013 (Gunawan, 2017).. Lesson plans should balance cognitive, affective, and psychomotor domains to promote holistic students' development (Jia & Tu, 2024; Spiel et al., 2017). Teachers must create activities that enhance attitudes, knowledge, and skills, fostering inclusive learning and character education. By incorporating diverse instructional strategies, teachers support varied learning needs and help students develop essential life skills and

values like integrity and empathy (Yulianafeza1 et al., 2022), preparing them to contribute responsibility to society.

To achieve competencies outlined in curriculum documents and foster lifelong learning, strategies must focus on students-centered approaches, creativity, and a balanced learning environment (Sharma et al., 2023). Essential principles include prioritizing student needs, promoting creativity, providing a challenging yet enjoyable atmosphere, and integrating values, ethics, and aesthetics (Dada et al., 2022; Tzenios, 2022). Their strategies ensure holistic development, align with educational goals, and support creating well-rounded individuals who are engaged, motivated, and prepared for a rapidly changing world (Dughi et al., 2020).

Islamic Religious Education emphasizes cognitive knowledge and the instillation of divine and humanistic values in students, making them a core part of their character (2021), value education can employ various strategies. The Traditional Strategy involves directly transmitting values through advice or indoctrination, where the teacher plays a central role in conveying which values are beneficial or detrimental. This method emphasizes cognitive understanding but may not effectively encourage the practical application of these values in daily life (Ahmed et al., 2022; Anggraeni & Yusnita, 2017; Darling-Hammond et al., 2020). On the other hand, the Reflective Strategy integrates theoretical concepts with students' real-life experiences, fostering a rational and conscious understanding of values (Popa, 2023). This approach enhances critical awareness and personal growth by linking theory to practice. Additionally, the transinternal Strategy focuses on internalizing values through dynamic interactions between teachers and students. In this method, teachers serve as both information conduits and role models, facilitating the assimilation of values into students' personalities and supporting their ethical development (Rass et al., 2023; Bianchi et al., 2022).

IRE Policy in the Merdeka Curriculum and Independent Curriculum

Policy implementation is a crucial phase in the public policy process, as it ensures that policies achieve their intended objectives. Effective implementation involves establishing the necessary relationships and mechanisms to bring public policy goals to fruition, typically through government actions (Mufic & Fejes, 2022). It is a vital link between policy planning and tangible outcomes, making it a critical component of the policy process. To fully understand the complexities of implementation, one must explore the academic literature that discusses various theories and conceptual frameworks. These sources shed light on how policies are implemented, the challenges that arise, and the strategies used to meet policy goals. Zhang and Cheng (2022) highlight that a deep understanding of these theoretical perspectives is essential for appreciating the complexities involved in turning policy intentions into effective actions and understanding the multifaceted nature of policy implementation.

The Independent Learning curriculum policy is supported by government efforts such as socialization initiatives and providing teaching aids, including textbooks and supplementary materials (Wanti & Chastanti, 2023; Sa'diyah et al., 2022). These resources aim to improve educational quality by giving teachers and students more autonomy. Students can select subjects based on their interests, while teachers can tailor their methods to individual needs. Schools can create and manage curricula suited to their specific contexts. This adaptability enhances the learning environment and addresses unique educational needs. Integrating Independent Learning in Islamic Religious Education (IRE) requires active student participation throughout the educational process, making learning more accessible and manageable (Connolly et al., 2023). Practical implementation includes interactive dialogues between educators and students (Thohir et al., 2021). A relevant Qur'anic verse,

Surah An-Nahl (16:78), emphasizes the divine endowment of sensory and cognitive abilities for learning, underscoring the importance of gratitude and awareness in education (Mishra & Muddgal, 2022).

The interpretation of the verse in Tafsir Al-Misbah highlights that humans are initially ignorant of anything before their birth. Once born, Allah grants them hearing, sight, and intellect faculties. These endowments encourage reflection, contemplation, and attentiveness to the surrounding world. Integrating these three faculties into the educational process can significantly enhance learning outcomes. Therefore, education should be approached with conscious effort and systematic methodology to develop students' potential and align with educational objectives (García-Feijoo et al., 2020; Hailikari et al., 2022). Achieving educational goals effectively and productively necessitates ongoing support andAchieving educational goals effectively and productively necessitates ongoing support and guidance. It ensures that individuals can engage in scientific inquiry, analyze information, and reach well-founded conclusions, thereby acquiring valuable and beneficial knowledge. The aim is for education to foster critical thinking and analytical skills, leading to meaningful and productive learning experiences.

The Implementation of Holistic Education in Merdeka Curriculum (Robins Forgaty Review)

The Merdeka curriculum aims to foster well-rounded students through a comprehensive educational approach. Nevertheless, Robins Forgaty contends that the present execution falls short of this aim (Sabila, 2023). For a genuinely holistic educational model, it is essential to integrate academic subjects with life skills, social-emotional learning, physical wellness, civic engagement, financial literacy, and other critical areas. Each learning domain should be interwoven seamlessly, contributing equally to the child's overall development (Yulianeta et al., 2022). A truly holistic approach necessitates that these elements be treated as interconnected facets of education, ensuring that each aspect complements and enhances the others, rather than being treated in isolation. This integrative approach aims to cultivate students who are not only academically proficient but also well-prepared for the complexities of life beyond the classroom (Prasetyo, 2024).

Forgaty observes that, despite including soft skills and character development within the educational curriculum, these aspects often need to be more cohesive from the core academic lessons. This disconnection risks relegating non-academic topics to a secondary status, potentially undermining their perceived importance in the overall educational framework (Ashari et al., 2022). To achieve a genuinely holistic educational approach, educators must receive comprehensive support through targeted professional development (Fairman et al., 2023). Such training should deepen educators' understanding of how various components of the curriculum interrelate and contribute to the overall growth and development of the child. More than merely providing educators with templates or superficial resources is required to foster an integrated approach. Instead, professional development must equip teachers with the skills and insights to seamlessly weave soft skills and character education into the core academic content. Byrd and Alexander (2020) stated that the approach ensures that all elements of the educational experience are perceived as integral to student development rather than as isolated or secondary concerns. By fostering a more cohesive understanding of how academic and non-academic elements are interconnected, educators are better positioned to deliver a holistic education that supports the comprehensive growth of their students.

Assessment needs to move beyond simple memorization to better reflect the complex nature of holistic learning (Maria et al., 2023). Traditional testing, which often focuses on

factual recall, fails to capture the full scope of a student's cognitive, emotional, and social development. Instead, assessments should emphasize qualitative and competency-based methods, which are more effective at evaluating soft skills and real-world applications (Kusmawan, 2023). Approaches such as project-based evaluations, portfolios, and self-reflections offer a deeper understanding of a learner's abilities, particularly in critical thinking, problem-solving, and collaboration (Ashari et al., 2022).. These methods allow for a more comprehensive view of student progress and are crucial for evaluating the true outcomes of holistic education. Adopting these more nuanced assessment techniques is essential for accurately measuring the diverse aspects of student growth and ensuring that education truly prepares learners for future success.

To effectively implement holistic education, the engagement of parents and the community is crucial. These stakeholders must understand that student well-being and character development are as important as cognitive growth in the educational framework (Maria et al., 2023). A learner-centered approach is essential for the Merdeka curriculum to succeed, integrating holistic principles throughout the learning process. Schools must expand their role beyond academics to include nurturing students' emotional, social, and ethical growth (Saputro & Murdiono, 2020). This shift requires curricular changes and a cultural transformation within educational institutions, where educators, parents, and the community collaborate to develop well-rounded individuals (Moslimany et al., 2024). By aligning on a vision that values cognitive and non-cognitive aspects of learning, the Merdeka curriculum can foster holistic student development, equipping them with essential skills and values for their future.

Conclusion
The study investigates methods to enhance curriculum coherence and instruction within Islamic Religious Education (IRE) by applying Robins Fogarty's curriculum integration theory. It asserts that Fogarty's tripartite integration framework offers a valuable perspective for conceptualizing a unified IRE curriculum that harmonizes various content areas, promoting a comprehensive understanding among students. Although policies such as Independent Learning aim to introduce greater flexibility, existing research indicates that educators need structured guidance and training to apply this approach effectively within the context of IRE. Examining the Merdeka curriculum underscores the necessity for a more unified model that intricately links academic content with character development. The findings highlight the need for further applied research focused on creating integrated lesson plans, exploring teachers' experiences and capacity-building needs, and assessing holistic learning outcomes.

Recommendation
The study advocates collaborative efforts between curriculum theorists and educators to refine and enhance IRE policies, ensuring they foster well-rounded development in students both intellectually and spiritually. This collaboration should aim at operationalizing curriculum theories in practical settings, thus continually optimizing IRE policies to meet the essential objective of nurturing students who are both intellectually proficient and spiritually enriched.

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