THE IMPLEMENTATION OF *JARINGAN SEKOLAH ISLAM TERPADU* (JSIT) CURRICULUM IN TEACHING ENGLISH AT SMPIT HARAPAN UMMAT PURBALINGGA

AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.)
Degree**

by

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Genuinely declare that this thesis is not plagiarism. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references by other people or institutions have been appropriately cited.

Purwokerto, September 29, 2023

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ii

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This thesis, entitled:

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iii

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Assalamu'alaikum Wr.Wb.

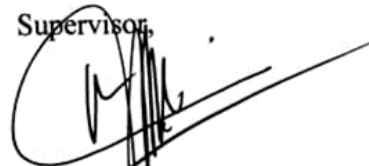After conducting guidance, review, direction, and correction, then through this letter, I convey that:

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iv

MOTTO

"The act of wanting to pursue something may be even more precious than actually becoming that, that thing so I feel like just being in the process itself is a prize and so you shouldn't think of it as a hard way, and even if you do get stressed out you should think of it as happy stress just enjoy while pursuing it cause it's that precious."

- Mark Lee from NCT

DEDICATION

This thesis is dedicated to:

- My beloved family
- My supervisor and my thesis examiners
- My beloved cat

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Purwokerto, September 29, 2023

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THE IMPLEMENTATION OF *JARINGAN SEKOLAH ISLAM TERPADU* (JSIT) CURRICULUM IN TEACHING ENGLISH AT SMPIT HARAPAN UMMAT PURBALINGGA

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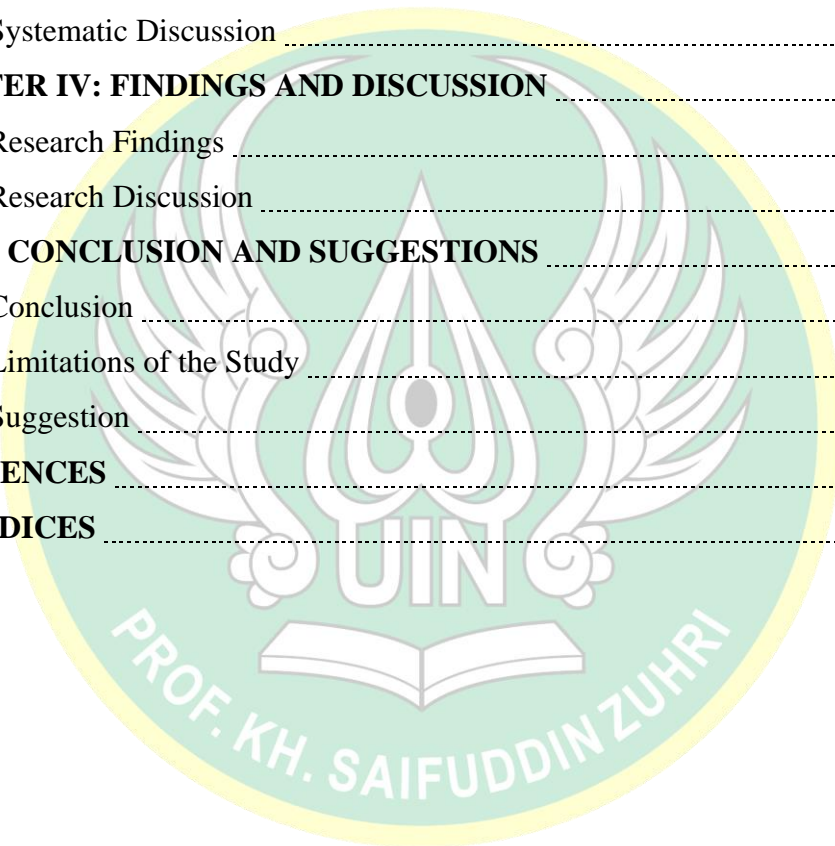
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ABSTRACT

The JSIT curriculum modifies the local curriculum with Islamic education. The JSIT curriculum selects and arranges learning materials and teaching methods to be more appropriate to the context of Islamic education, and the material will be equipped with Islamic principles by carrying out four duplications: duplication of objectives, content, processes, and evaluation in learning. This research aims to discover how the JSIT curriculum is applied in teaching English at SMPIT Harapan Ummat and its strengths and weaknesses. This study used qualitative descriptive methods, with data collection techniques in the form of interviews, observation, and documentation. This research uses data reduction, data presentation, and verification to analyze the data. The results of this research show that the application of the JSIT curriculum in teaching English is instilling religious and moral values related to the material, quoting the Al-Qur'an/Hadith in the material, and combining English expressions with Islamic expressions as a form of student appreciation. This research shows that the advantage is that students can compare Western culture with Islam in Indonesia and have an English outclass. Then there are the weaknesses: teachers have difficulty connecting the propositions of the Al-Qur'an with English material, busy study hours, and insufficient English lessons. The JSIT curriculum also maintains a balance between Islamic and general education.

Keywords: *JSIT Curriculum, Adapting Curriculum, Teaching English*

TABLE OF CONTENTS

LIST OF TABLES

TABLE OF PICTURE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Study

Since 2014, a *Sekolah Islam Terpadu* (SIT) curriculum with a *Jaringan Sekolah Islam Terpadu* (JSIT) curriculum has been widely used in Indonesia's Islamic education system, particularly SIT. JSIT began to grow throughout the country, and each district is required to have at least one *Sekolah Islam Terpadu* (SIT) (Sofanudin, 2019). The JSIT Foundation has a curriculum known as the JSIT curriculum that is based on the Al-Quran, Hadith, and UU no. 20 of 2003 regarding the national education system. The JSIT Foundation also has an AD/ART (*Anggaran Dasar dan Anggaran Rumah Tangga*) that is responsible for overseeing the JSIT curriculum. Vision, Mission, Objectives, and Functions are all included in the AD/ART. To carry it out, SIT explores the notion of Islamic Education goals as specified in *Peraturan Pemerintah* No. 32 of 2013 concerning revisions to *Peraturan Pemerintah* No. 19 of 2005 addressing national education standards.

Educational curricula can assist teachers in integrating their concepts and supporting the relationship between principles, instructional representations, and student characteristics in their respective domains for a specific practice. According to Ismail (2018), the curriculum can be tailored to meet the needs of students and educators. The curriculum is a basic building block in the learning process. Because the final purpose of learning is determined by the curriculum. Davis et al. (2014) define teaching materials as resources created for teachers to use in the classroom to guide their instruction.

Plans for teaching are derived from the curriculum, syllabus, and lesson plans. The curriculum serves as a guide or reference for students at all grade levels (Martin & Simanjorang, 2022). Learning English at SMP IT (*Islam Terpadu*) its peculiarities makes learning English more practical because it is based on everyday life. Teaching English in schools involves more than just

teaching linguistics; the goal is to develop functional and informational literacy levels (Gultom, 2015). The goal is for students to use language to meet their everyday communication needs, such as reading newspapers, manuals, or directions, and accessing knowledge using their language abilities (BSNP, 2006).

The capacity to communicate in English entails being able to convey messages orally and in writing, as well as having productive skills, speaking, and writing talents. The ability to access knowledge is defined as the ability to read written texts and listen to spoken texts, as well as receptive skills and reading and listening abilities (Zaim, 2013). So, the JSIT curriculum is the foundation's original curriculum and is only used at *Islam Terpadu* (IT) based schools. The Al-Quran, hadith, and UU No. 20 of 2003 concerning the national education system serve as the curriculum's foundation. Learning always contains passages from the Al-Quran and hadith with the goal of pupils using them in their daily lives, including learning English. The purpose of this study was to discover how teachers implement the JSIT curriculum in English, as well as the curriculum's strengths and flaws.

According to Riza's (2012) research, when adopting the JSIT curriculum, teachers/lecturers must be more adept at customizing materials and reading materials from the original writers. However, they all have restrictions; not all information can be tied to Islam. According to Raafi (2018), the JSIT curriculum was successfully implemented in SMPIT Ihsanul Fikri, with the role of the Education Office in monitoring and evaluating teacher performance, as well as everyone in the success of school activities and the interests of students. Other aspects to consider when pursuing information in this institution are the physical environment and human resource factors. In Siti's (2015) research, the implementation of the JSIT curriculum can be successful due to the role and moral and material support of parents.

According to a preliminary interview with the English teacher at SMPIT Harapan Ummat Purbalingga on October 10, 2022, the teacher said in their learning, they are never separated from Islamic principles, they use the JSIT

curriculum standards in the learning model in every subject, including English. Has a unique type of lesson plan, SMPIT has Islamic values and applied life-related to the material taught. In learning English, teachers try to adapt material from outside and relate it to Islamic values. Furthermore, SMPIT Harapan Ummat also claims they have a cool way of learning, so students don't get bored. Looking at the results of interviews with teachers, they are really trying to implement the JSIT curriculum in English. This is due to their desire to incorporate religious values into English language material and be useful for students

Based on this explanation, the researcher will concentrate on the implementation of the JSIT Curriculum in English Teaching at SMPIT Harapan Ummat Purbalingga in this study. SMPIT Harapan Ummat Purbalingga is known as Purbalingga's first IT school at a junior high school level. Because of the abundance of IT primary schools in Purbalingga, SMPIT Harapan Ummat Purbalingga is classified as a secondary school. SMPIT Harapan Ummat, which was founded in 2014, follows the JSIT curriculum, which has been in use for 9 years. This study will look at how the JSIT Curriculum is being implemented in English lessons and its strengths and drawbacks. The authors discovered the faults and weaknesses of the curriculum based on the findings of their investigation. Therefore, the researcher conducted research entitled **"The Implementation of JSIT Curriculum in Teaching English at SMPIT Harapan Ummat Purbalingga".**

B. Conceptual Definition

Several terminology keywords become operational definitions. So that it can focus on what terms this research will be carried out later. That is:

1. JSIT Curriculum

   The Jaringan Sekolah Islam Terpadu (JSIT) curriculum, according to Raafi (2018), is a curriculum that integrates the National Local Content curriculum with Islamic education, which includes the National Curriculum, Islamic education curriculum, scouting curriculum, and skills curriculum.

The goal is for kids to become a generation of Islamic, creative, innovative, enthusiastic leaders who are also socially conscious.

2. Teaching English

According to Saputra (2017), teaching English is more than just teaching language skills. It is necessary to consider social, cognitive, and linguistic development. Students must develop attributes that will allow them to effortlessly fit in with their peers. It is critical to promote the intellectual, physical, emotional, and social development of young learners.

C. Research Question

Based on the background that has been explained, the research questions of this study are:

1. How do the teachers implement the JSIT Curriculum in English class at SMPIT Harapan Ummat Purbalingga?

D. Objective and Significances of The Research

1. The objective of the Research

Based on the research question that has been explained, the research purposes of this study are:

a) To identify how the teachers implement of JSIT Curriculum in English class at SMPIT Harapan Ummat Purbalingga.

b) To identify strengths and weaknesses of the JSIT Curriculum in English class at SMPIT Harapan Ummat Purbalingga.

2. The significance of the Research

a) Theoretically

1) From the implementation of the JSIT curriculum in English, it is hoped that knowledge, experience, and insights into learning can be developed by utilizing Islamic-based learning methods.

2) The study of the use of the JSIT curriculum in English can be used as a reference for further research if similar research is carried out.

b) Practically

   1) For the author

This study expands the expertise and experience of researchers, especially regarding the curriculum in exploring the use of the JSIT curriculum in learning English.

   2) For educators

This study can inspire other SMPIT English teachers concerning the method, delivery, and implementation of the JSIT curriculum at SMPIT Harapan Ummat Purbalingga.

   3) For additional research

This research can help other researchers in finding references for further research. In addition, research can help them explain how the JSIT curriculum is implemented, and its advantages and disadvantages.
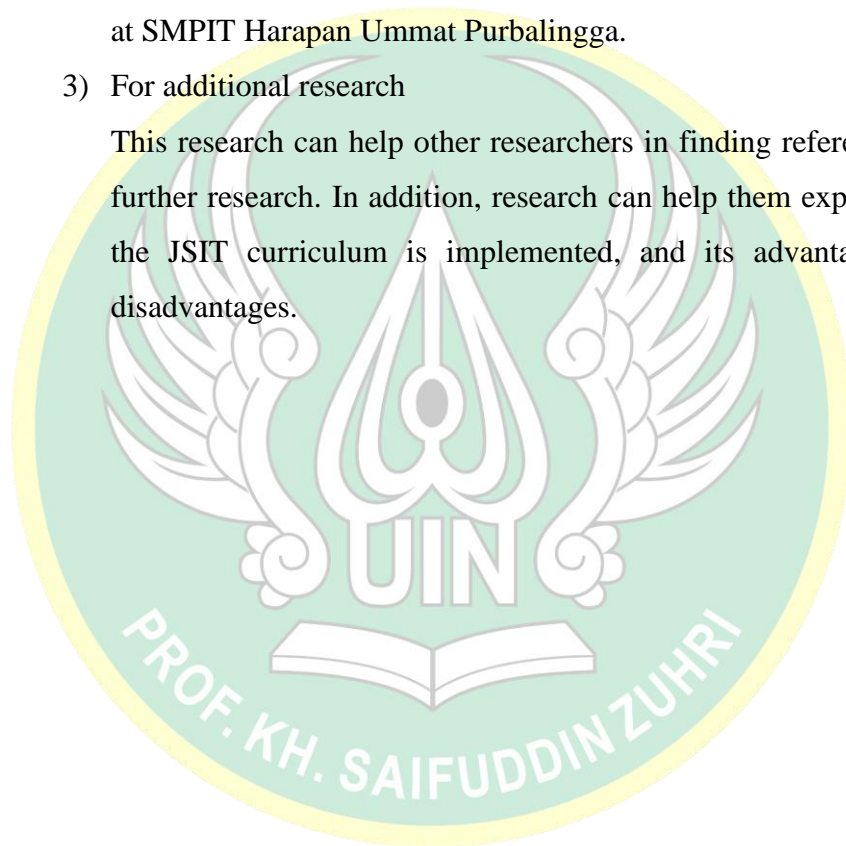
CHAPTER II

LITERATURE REVIEW

A. Curriculum

The Indonesian curriculum evolves for a variety of causes and rationalizations. The current curriculum has a significant impact on education quality in Indonesia. These changes are an unavoidable result of nations' and national societies' political, social, economic, scientific, and technical systemic developments. According to Alhamuddin (2014), the curriculum as a whole must be developed step by step and dynamically in response to social demands and changes.

1. Curriculum used in Indonesia

In Indonesia, ten curricula have been utilized in education, including the Merdeka Curriculum, which was newly implemented in 2022 (Alhamuddin, 2014). The curriculum at issue is:

a) 1947 Curriculum

This is Indonesia's first curriculum since independence. The shift in educational direction was more political in nature, shifting from a Dutch education orientation to national objectives. Pancasila was becoming established as an educational principle at the time. This curriculum, commonly known as the 1947 Lesson Plan, was not implemented until 1950.

Because this curriculum was created when Indonesia was still a young country, the education provided focuses on the development of the human character of an independent, sovereign, and equal Indonesian human being on this planet. The emphasis of the 1947 Lesson Plans was not on mind education, but rather on character education and knowledge of the state and society.

b) 1952 Curriculum

This curriculum is a development of the preceding curriculum, outlining each subject and dubbed the 1952 Unraveled Lesson Plan.

Because this curriculum is already geared toward an Indonesian education system, each subject is relevant to everyday life. The subject syllabus demonstrates that a teacher teaches only one subject.

c) **1964 Curriculum**

In 1964, the government polished the curriculum system once more with the 1964 Education Plan. This curriculum was defined by the government's goal for people to gain academic knowledge for basic provision. As a result, learning is focused on the Pancawardhana curriculum, specifically the development of morals, intelligence, emotional or artistic skills (skills), and physical fitness.

d) **1968 Curriculum**

The first curriculum was introduced during the New Order era. It is political in nature, and it is meant to replace the 1964 Education Plan, which was seen as a product of the old system. This curriculum aspires to develop a true Pancasila man, physically strong and healthy, through improving intelligence and physical skills, morals, character, and religious beliefs. The 1968 curriculum exemplifies a shift in emphasis toward the pure execution of the 1945 Constitution.

Its distinguishing feature is that the subject matter is theoretical and unrelated to field-specific concerns. The emphasis is on materials that are suited for students at all levels of schooling. The educational material is geared toward activities that improve intelligence and abilities, as well as the development of a healthy and strong physique.

e) **1975 Curriculum**

The 1968 curriculum was then refined by the government in 1975. This curriculum highlighted the importance of more effective and efficient education. According to Mudjito, the Ministry of Education's Director of Kindergarten and Elementary School Development at the time, this curriculum arose from the influence of concepts in the field of MBO (management by objective) management. The Instructional System Development Procedure (PPSI), also known as the unit of

study, specifies the methods, materials, and instructional objectives for each unit of discussion.

f) 1984 Curriculum

The expert process technique is used in the 1984 curriculum. Despite the process approach's primacy, the objective remains an important aspect. The 1975 program Enhanced is another name for this program. Students' positions as the subject of learning, particularly witnessing something, grouping, discussing, and reporting. This model is called Actithe ve Student Learning Method (CBSA).

g) 1994 Curriculum

The government changed the curriculum in 1994 to incorporate prior curricula, particularly those from 1975 and 1984. However, the combination of goals and processes did not appear to be effective. As a result, there was a lot of criticism, owing to the student learning load, which was deemed excessively heavy, shifting from national to local material, such as regional languages, arts, regional abilities, and so on.

h) 2004 Curriculum

The Competency-Based Curriculum (KBK) was introduced in 2004 as a replacement for the 1994 Curriculum. A competency content education program must include three major components: specification-based competency selection, evaluation indicators to establish the success of competency improvement, and learning development.

KBK includes qualities that encourage student competency success both individually and classically, as well as being focused on learning outcomes and diversity. Learning activities employ a variety of ways and methodologies, and learning resources include not only teachers but also other educational tools.

i) 2006 Curriculum

This curriculum is nearly identical to the 2004 curriculum. The significant difference is its ability to compile it, which reflects the ethos

of the Indonesian education system's decentralization. The central government establishes competency criteria and core competencies in the 2006 curriculum. Teachers must be able to customize their curriculum and make decisions based on the needs of their school and location. The outcomes of all subjects' development are collected in a gadget. This curriculum is also called the Education Unit Level Curriculum (KTSP).

j) **2013 Curriculum**

This curriculum serves as a replacement for the KTSP program. The assessment of the 2013 curriculum is divided into three parts: knowledge, skills, and attitude and 9nalysed9. The 2013 Curriculum, particularly in learning materials, has been streamlined and expanded. Streamlined material may be found in the Indonesian language, IPS, PPKn, and so on, whereas Mathematics is added material.

k) **Merdeka Curriculum**

The Independent Curriculum is a curriculum that includes a variety of intra-curricular learning opportunities where the content is optimized so that students have ample time to investigate concepts and build competency. Teachers have the freedom to select numerous teaching instruments to tailor learning to students' learning requirements and interests.

2. **Adapting Curriculum**

A curriculum is a tool that must exist in an educational institution (Ismail, 2018). The curriculum helps provide a learning design framework to enable students to grow spiritually, educationally, and socially. Determining the strategy to be used for early learning and increasing task parameters in learning is a small part of the problems that arise in the new curriculum (Hermann et al., 2019). In addition, the breadth of Indonesia's cultural diversity makes educational needs even more diverse. According to Mitchum (2020), curriculum adjustments are necessary because all

students' needs are different and change. In practice, the teacher will prepare lesson plans, make outline plans, develop alternative lesson plans, and finally make lesson plans for functions and what should be included in the curriculum. Some educators argue that to be truly effective, education must adapt to differences in teaching among learners (Stavrou & Koutselini, 2016). Therefore, a curriculum that is on this diversity is needed.

According to Syarifah (2020), the Ministry of National Education has established Content Standards and Graduate Competency Standards, which include Core Competency (KI) and Basic Competency (KD), for curriculum development left to each Education unit. An adaptive curriculum is a national curriculum that is adapted/adopted by adjusting the elements of the needs or conditions, abilities, and limitations of students (Laili, 2014). The curriculum in general is adapted according to material requirements, time allocation, teaching and learning process, assessment, and learning media. The learning environment also includes all of the student's needs for educational methods, curriculum, and resources, regardless of ability or inability to be modified to better suit student learning characteristics (Vendor, 2002; Gregory & Chapman, 2002).

A key requirement for developing an adaptive approach in schools is close collaboration between mainstream teachers, special education teachers, and other relevant professionals and paraprofessionals (Janney & Snell, 2004). However, in many countries, it is not yet widely practiced due to reasons, a lack of resources, shortage of specialist teachers, or different philosophies. Janney and Snell recommend modifying curricula, methods, or resources to be as simple as possible and appropriate for specific classroom situations. In addition, modifications should not highlight the differences in students in groups. Therefore, it is advisable not to give a completely different assignment to one student because it can become a major obstacle for that student in receiving the material. The existence of an adaptive curriculum that is adapted to the needs of students, the learning process, and learning objectives, will provide opportunities for each student

to actualize all the potential they have according to the talents, abilities, and differences that exist in each student, therefore there are three aspects according to Syarifah (2020) namely, aspects of hardware, software, and Brainware:

a) Hardware Aspect

hardware aspects, which include facilities and infrastructure that support software aspects. The facilities and infrastructure have friendly accessibility for each student.

b) Software Aspect

aspects of software, which includes curriculum, syllabus, and other supporting devices. The curriculum used is the same as schools in general but adjusted or modified according to the abilities and characteristics of students. This modification can be done by modifying the allocation of time, materials or content, teaching and learning processes, infrastructure, learning environment, and classroom management.

c) Brainware Aspect

aspects of brainwave, which includes education staff, students, expert staff, psychologists, and other support staff. Education staff or teachers in inclusive schools are class teachers, subject teachers, and special supervising teachers. In its role, the teacher does not stand alone, but the cooperation of psychologists, and even students' parents also contributes to implementation.

Syarifah (2020), also said that the curriculum used was the same as that applied in schools in general. However, because of the variety of objectives in the learning process ranging from mild, moderate to severe, in its implementation in the field, it is necessary to modify the curriculum in such a way as to suit the needs of students. Adaptation is done in several ways, namely duplication, modification, substitution, and omission:

a) Duplicate models

Duplication means imitating or duplicating. To imitate means to make something the same or similar. The duplication model can be applied to the four main components of the curriculum, namely objectives, content, process, and evaluation.

b) Model modification

Modification means changing to suit, then modification of the model means the way of curriculum development, where the general curriculum that is applied to students is changed to be adapted to certain school education units. Modifications can be applied (occur) to the four main components of learning, namely objectives, materials, processes, and evaluation.

c) Substitution models

Substitution means replacing. In the curriculum model, substitution means replacing something that is in the general curriculum with something else. Replacement is made because it is not possible to apply it to certain educational units but can still be replaced with something else that is less commensurate (has more or less the same value). Model replacement (substitution) can occur in terms of learning objectives, materials, processes, or evaluation.

d) Disappearance models

Omission means eliminating. About the model curriculum, omission means an attempt to cross something (part or whole) from the general curriculum, because it is impossible to give it to students. In other words, omission means something that is in the general curriculum is not conveyed or not given to students. The difference with substitution is that in substitution there are equivalent substitutes, whereas, in the omission model, there are no substitutes.

The curriculum model, according to Syarifah (2020), is divided into four, namely duplication of objectives, content, process, and evaluation:

a) Duplication of goals

The similarity in learning objectives. Graduate competency standards (SKL) are enforced with competency standards (SK), basic competencies (KD), and also the same indicators of success.

b) Duplication of content/material

The similarity in the material. The material, subject matter, or sub-topics are the same as those presented to other students.

c) Process duplication

Similarities in the learning process. Process duplication can mean similarities in teaching methods, learning environment/setting, study time, learning media, or learning resources.

d) Duplicate evaluation

Similarities in terms of evaluation. Evaluation duplication can mean similarities in exam questions, similarities in evaluation time, evaluation techniques/methods, or convenience in the place or environment where the evaluation is carried out.

Thus, the JSIT curriculum includes the results of curriculum adaptation because it uses a modified model of the curriculum adaptation model, which means changing to adapt the educational unit and using duplication of goals in the curriculum model.

Jack C. Richard's book "Curriculum Development in English Teaching" addresses various critical issues of curriculum creation in English education. Based on these questions, the following narrative can be formed:

a) Procedures for determining the substance of English learning:

Numerous approaches can be used to determine the content of English learning. This book may present a variety of methodologies, such as needs analysis to identify students' learning requirements and goals, scenario analysis to consider students' social and cultural contexts, and integration of curriculum standards or frameworks that relate to teaching English.

b) Contextual elements to consider when planning English learning:

Contextual elements are extremely significant in English acquisition. This book can be improved by taking into account elements such as the student's cultural background, the current level of English proficiency, learning goals, and the individual needs of the student or group of students when planning relevant and meaningful learning.

c) The nature of learning objectives and targets in education, as well as how these objectives can be developed:

This book may explain why learning goals and objectives in English instruction must contain cognitive, emotive, and psychomotor components. Collaboration between teachers, students, and other stakeholders can help to achieve this goal. The book could also teach you how to set clear, measurable, attainable, realistic, and time-bound goals (SMART).

d) Variables to consider while developing an English learning curriculum:

This book may discuss various factors that must be considered when planning an English learning syllabus, such as the applicable standard curriculum, the needs, and characteristics of students, learning sequences, aspects of content and language skills, as well as teaching methods and approaches that are appropriate to the learning objectives.

e) How to Teach Effectively:

This book may describe many teaching tactics and approaches that might improve the effectiveness of English learning. This includes selecting teaching methods and strategies that are appropriate for the context and learning objectives, employing appropriate media and technology, and offering constructive feedback to students to help them enhance their language skills.

f) Concerns about the selection, condition, and design of raw materials:

In the selection, adaptation, and design of instructional materials

B. JSIT (Jaringan Sekolah Islam Terpadu) Curriculum

The education system in Islam is based on Islamic values with different characteristics, there is a philosophy that discusses the values of monotheism and a creed that discusses the beliefs of the human heart based on reason, revelation, and fitnah (Mubin, 2018). All education systems, from goals to curricula, must be based on this principle. This makes the education system have one overarching goal: to serve Allah SWT and to become the caliph (governance and prosperity) of this country. This mindset underlies the birth of the Integrated Islamic School (SIT) in Indonesia. According to Majid (1987), the basic concept of Islamic educational philosophy is based on the relationship between Allah SWT and humans, the relationship between humans and the universe, and humans and humans. And human relations with life in this world and the hereafter. According to Ulya (2018), Islamic education culturally or operationally refers to the growth and development of Islamic culture or values and activities and the influence of the educational environment, such as culture, the image of Islamic education, the performance of Islamic educational institutions, and Islamic education activities. Islamic education as an institution refers to a means of educating its students and is currently classified into four institutions: *pesantren*, madrasah, public schools, and Islamic schools (Seabahar, 2013). The institution in question does not specify the building, but all forms of activities that contain values or rules (Abuddin Nata, 2012).

1. Definition

JSIT (Integrated Islamic School Network) is a community organization foundation that operates in the field of Education, is non-profit, independent, open, and ready to cooperate with any party as long as it brings benefits and benefits to members and is in line with its vision and mission (JSIT, 2016). As is the case with other foundations, JSIT has statutes and bylaws to regulate all activities and activities that will be or have been carried out. Based on the Statutes and Bylaws (AD/ART) JSIT Indonesia has a vision and mission:

a) Vision:

To become the driving force and empowerment center for Integrated Islamic Schools in Indonesia towards effective and quality schools.

b) Mission:

1) Building an effective network between Integrated Islamic Schools in Indonesia

2) Improving the effectiveness of the management of Integrated Islamic Schools in Indonesia

3) Empowering educational staff

4) Developing the Indonesian Integrated Islamic School curriculum

5) Carrying out action and advocacy in the education sector

6) Establish strategic partnerships with national and international institutions

7) Raising educational funding sources.

c) Function

Whereas in Chapter II article 7 AD/ART JSIT Indonesia has the following functions:

1) Activator, spearheading the empowerment of Integrated Islamic Schools in Indonesia towards Indonesian schools towards effective and quality schools.

2) Coordination, coordinating cooperation programs between members of JSIT Indonesia

3) Supervised, assessed, supervised, and coached the implementation and management of schools for JSIT Indonesia members towards effective and quality schools.

4) Advocacy, defending Muslims in the field of education

5) Services, carrying out activities to serve, assist and facilitate the needs of members of the Integrated Islamic School Network

6) Development Research, conducting research and studies in the field of education for the development of schools that are members of the Integrated Islamic School Network of Schools

d) Strengths and Weaknesses

According to (Erwanto, 2019), the advantages and disadvantages of the JSIT curriculum are:

1) Strengths

   a. Students can master general knowledge as well as Islamic religious knowledge

   b. Achieving special competencies that must be possessed

   c. Students can do community service in the form of teaching the Qur'an

   d. Students can memorize 3 chapters of the Qur'an

   e. Students are easier to direct, and the negative influence of children outside of school is reduced because the child's time for school is longer

2) Weaknesses

   a. Impressed forced against students

   b. Forcing teachers to make lesson plans that must be by the characteristics of JSIT

   c. Very busy study hours

The Integrated Islamic School also considers that all these subjects cannot be separated from religious education, because religion has the ultimate goal for every student to practice monotheism (Afrizal, 2011). The use of the word integrated is also an effort that arises from a concept that is used to build the Integrated Islamic Boarding School image itself, which is an image that, in addition to learning and developing science and technology education, this school is also required to carry out learning and development of religious education as a whole. That one word becomes the basis or guideline in a school which is used as a symbol because of the integration between the development of science and technology and Islamic sciences. Education in Integrated Islamic Schools has a general goal, namely to guide students to become pious people, who are not only intelligent but also have noble characters, and have skills that benefit/avoid harm to mankind (Pertiwi & Marsigit, 2017).

In its application, an Integrated Islamic School is defined as a school that applies a management approach by combining general and religious education in one curriculum (Sa'dun, 2016). With this approach, all subjects and all school activities cannot be separated from the teaching framework and messages of Islamic values. General subjects such as mathematics, science, social studies, languages, health, and skills are framed by Islamic principles, guidelines, and values. Meanwhile, in religious studies, the curriculum is enriched with the present context approach, benefits, and benefits (Muhab et al., 2017). SIT also combines 18nalys, the rufiyaa, and jasadiyah education, which means that SIT also tries to educate students to develop their minds and intelligence, improve the quality of faith and obedience to Allah SWT, have a noble character, and be healthy, fit, and skilled in everyday life. SIT combines engagement and active participation in the learning environment that exists at school, at home, and in the community. SIT seeks to optimize and align 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 student competence and character. Meanwhile, visitation activities or interactions outside of school are students' efforts to interact with the real world in society (Muhab et al., 2017).

2. **The difference local schools and SIT**

According to Hildani & Safitri (2021), the difference between Public Schools and Integrated Islamic Schools lies in their 'oddities' (Integrated Islamic Schools). Since the emergence of the Integrated Islamic School in 1992 which wanted to create a school model that can integrate the knowledge of qauli and qauni into a single unit in the learning process, it is hoped that through this school students will be born who are both academically and mentally spiritual (Marannu, 2017). The integrated curriculum is an activity to organize the integration of various subjects through cross-thematic fields to form a meaningful whole so that the boundaries between various fields of study are not strict or one might say that they do not exist. Whereas in State Schools teaching and learning

activities, teacher quality, and facilities are equated by the Education Office and curriculum according to the Ministry of Education and Culture.

3. The difference between Madrasass and SIT

According to Rahmat (2021), there are differences between integrated Islamic schools and Madrasas in their historical background. The existence of an integrated Islamic school itself is a new phenomenon in the form of the Indonesian Islamic education system. The difference lies as follows:

Table 1. The difference between Madrasas and an integrated Islamic school

	Madrasas	**Integrated Islamic School**
System	Kemenag	Kemendikbud and equipped with Islamic values
Subject	There are subjects such as Usul Fiqh, Al-Qur'an Hadith, Interpretation, history of Islamic Culture, and others.	General subjects but carry out the internalization of Islamic values in it.

The Integrated Islamic School is an alternative educational institution in the national education system because it is not only mastering science and technology but also mastering religious knowledge (Hildani & Safitri, 2021). Students should master science and technology as well as general religious knowledge with an epistemological approach or integrated origins so that they too can produce students with intact personalities (Suyatno, 2015). Hildani and Safitri also argue that the Integrated Islamic School is an illustration of the innovation in Islamic education in the modern era that is in full swing. This model must be an Islamic educational model capable of blending and linking the two great missions of education, that is, the mission of internalizing sacred values and the values of the modern world (Yusup, 2018).

The curriculum in the development of an integrated Islamic school plays an important role in the process of describing an integrated concept. All Integrated Islamic Schools across Indonesia have a unique Integrated Islamic School Curriculum. The program, in this case, the integrated Islamic school is called (an integrated Islamic program). And it is a program that has been developed by the central management of JSIT at a national meeting and approved by the supervisory board, which can then be continued or must be implemented by all member schools. Of the integrated Islamic school network. The integrated Islamic curriculum has succeeded in having a significant impact on the teaching and learning that takes place directly in the classroom. This effect is often referred to as the classroom Islamization effect or the learning Islamization effect. It is so called because the integrated Islamic curriculum can integrate Islam into various non-Muslim religious education subjects. Even indicators of student achievement are not measured solely by mastery of a skill, but more emphasized by the extent to which these students can commit to learning Islamic values. Learned (Rojii et al., 2019).

C. Teaching English

English is an international language that is used as a communication tool and is widely used in all branches of knowledge. According to Brown (2001), English is not learned to understand and teach US or British cultural values. However, English has become a tool for international communication in various fields. Based on these facts, the school-based curriculum includes English in the local language. Therefore, need to think about a system of teaching and learning English for young students to get optimal results.

Teaching and learning English for young students has two competencies so that students can learn anything easily. These two competencies are called linguistic competence and linguistic performance. According to Clark (1977), linguistic competency is a person's ability to use language, while linguistic performance is the application of speaking or listening skills. According to

Brown (1987), competence refers to a person's basic knowledge of a system. It is an ideal, unobservable ability to do something, to perform something. Then Performance is the realization that looks clear and real as if doing something real: walking, singing, dancing, or talking.

1. **Teaching Listening**

   According to, Demirel (2004) Listening is the most important thing in learning a language, especially English. It explains the constant demand for successful methods to improve learners' listening skills. The teacher will find it easier to teach listening because there are many choices of media that will be used, in which the teacher will only ask questions regarding the intent of the audio or the follow-up words of the audio. Songs can be one of the most enjoyable ways to practice and develop listening skills. Any syllabus designed to teach English as a Second/Foreign Language (ESL/EFL) to young learners (Yls) usually contains songs, chants, and rhymes (Bourke 2006). Listening lessons for adults and young learners are distinctly different. Klein (2005) argues that teaching Yls is different from teaching adults. Yls tend to change their mood every other minute and find sitting still extremely difficult. On the other hand, children show greater motivation than adults to do things that appeal to them. It, therefore, helps if the teacher is inventive and selects a wide variety of interesting activities, especially with songs.

2. **Teaching Reading**

   Reading is a fundamental skill for learners, not only for learning but also for life (Traves, 1994). In another opinion, reading is defined as "…the ability to derive meaning from printed pages and interpret that information. Appropriately" (Grabe & Stoller, 2002). Reading is influenced by the development of listening and speaking skills, because:

Hear a word before you can say it

Say a word before you can read it

Read a word before you can write it (Linse, 2005)

The description above shows that young learners need a foundation in listening skills before they can become proficient readers and writers in any language. Learning to read and then write means that young learners must relate what they hear or say to what they see (read) and produce (write). Thus, so that teachers can explore students' abilities, teachers must understand three strategies namely:

1) Phonemic awareness

Young English learners need clear guidance on how the symbols (letters) in English relate to the sounds they make. They need to be taught that there is a direct connection between phonemes (sounds) and glyphs (letters) so that they can begin to 'combine' or pronounce simple words, e.g. vowel consonants sound (VC), followed by consonant vowel consonant (VC). The UK's National Literacy Strategy 'Letters and Sounds' is a good starting point for ideas not only about the order in which letters and sounds will be taught but also about the method used. Once young learners have mastered mixing sounds, they can learn to "segment" sounds into words they can say.

These pairing and sound separation skills will help them both "decode" and spell. The whole point of people inventing symbols is to convey information to each other. They did this in different ways, considering the ancient Egyptians with hieroglyphs, Chinese hieroglyphs, Arabic texts, and Roman texts to name a few. There is not only a difference in symbolism but also in direction. All of these must be taught explicitly as they are man-made and non-intuitive.

2) Semantics

Being able to "decode" or read aloud in itself is not helpful. Symbols carry meaning and therefore young learners must learn to "encode" symbols and images to discover the shared message.

3) Syntactics

Just as each language has a difference in notation, they have a difference in "nuts and bolts" or the arrangement of their symbols. The grammar or syntax of the language is better "absorbed" in Krashen's sense, rather than explicitly "learned". The acquisition will occur through repeated exposure to the use of language in different contexts. Language analysis is not very useful for younger learners, however, simple metallographic language from the age of 10 can be helpful, e.g. identifying nouns, verbs, adjectives, adverbs, articles, pronouns, and word order. The reason for this is that there may be differences between L1 and English, and getting help to "notice" these differences can be helpful. A useful publication to explore the differences between 22 languages and English edited by sSwan and Smith (2001).

Literacy can be started in many ways, you don't have to use books, visit the library or buy famous books. Teachers can easily use objects around. Cameron (2001) to create a reading environment in the classroom, uses the idea of placing print media so that young students can easily read unintentionally. Such as analysed each shelf, sticking educational posters, or by giving messages in each class corridor. To increase self-confidence in reading students may choose their material and read it independently from the teacher (Krashen, 1988). Reading is a useful process and can be enjoyed by students and teachers in the learning process.

3. Teaching Speaking

The purpose of teaching speaking is effective communication. Learners should be able to be done understand and use their present Maximum skills. They should try to avoid confusion in the message due to pronunciation, grammar, or vocabulary, and observe societal and cultural rules apply in each communication circumstance. Because of that relationship, it's worth voting for what Nunan (2003) thinks, especially in handling teaching. In his perception, teaching speaking can be defined as teaching the students to:

1) Produce speech in English sounds and sound models
2) Use stressed words and phrases, intonation patterns, and second language rhythm
3) Choose the right word and follow up with the appropriate social context, audience, circumstances, and objects
4) Organize their thoughts in one makes sense and logical catenarian
5) Using language as a medium to represent value and judgment
6) Use fast language and confidence with an unnatural number break, called soothe.

To help students grow effective oral communication, teachers can use balance activities. Method of combining language input, output, and structure communication production (Richard, 2008). First, the input of the language is done in teacher talk form, listening activity, reading the passage, and the language that students listen to and read outside class. It provides learners with the materials they have to start producing language we. Language input can be content-oriented or form-oriented. Second, focus on structured results in the correct form. In the structured output, students can have options for answers, but all options require them to use a particular shape or structure that the teacher just introduced. Structured output is designed to make learners feel free to produce a specific language New items are introduced, sometimes in combination with learned knowledge elements. Teachers often use exit exercises as a transition between the

presentation and practice phase step of a lesson plan. Textbook Exercise is usually good for structured escape practices. Third, communication output, A learner's primary goal is to accomplish a task, such as gathering information, making travel plans, or making a videotape. To complete quests, they can use the language just presented by the instructor, but they can also rely on whatever vocabulary, grammar, and communication strategies they know. The success criterion in the communication output operation is whether the learner receives the message above. Operational accuracy is considered unless its absence interferes with the message.

4. Teaching Writing

Of the three skills discussed, teaching writing is the most difficult. Teaching writing to young students in particular is a real challenge for teachers. Writing is a language skill that should be developed at an early age (Zerin, 2007). Many young students are not interested in writing, they prefer to talk in class. Therefore, there is a need for a free writing class where students have the opportunity to write freely. McDonough and Shaw (2004) set out a writing process whereby teachers should guide learners – "collect comments, work on drafts and prepare final versions"- establishing a framework for cooperation and interaction. Since writing is such an effective skill, images are the most effective source, mostly images stimulate young students to teach writing. Andrew Wright (2004) points out the important role of pictures in helping teachers teach writing. Images can motivate learners to pay attention and participate in the lesson, it brings the context of any situation through which they can express their ideas, and It is important that the pictures can be described in many ways that will develop the learner's ability to write and organization skill well.

Providing English lessons to young learners is the right decision because they are still in a golden and critical period (Sukarno, 2008). Because young learners will easily understand/grab any material. During this period, their brains are flexible so they can learn anything, including

language. In addition, children's attitudes towards other languages and cultures are open and these attitudes help children learn languages. In teaching young learners, a teacher has many teaching strategies. What to teach and how to make the classroom conditions effective and help improve student skills (Saputra, 2017). Teachers will know how to treat and teach English students in class by using teaching strategies in class. This can lead the teacher to choose teaching materials appropriate to how students get lessons. But in teaching English to young learners, there are many obstacles because language skills are not simple.

D. Review of The Relevant Studies

Implementasi Kurikulum Jaringan Sekolah Islam Terpadu di Sekolah Menengah Pertama Islam Terpadu Ihsnaul Fikri Kota Magelang by Raafi (2018). In this study the aim is to describe the implementation of the JSIT curriculum at SMPIT which is realized in school programs, as a differentiator from my research, is the focus of the object where I only examine implementation in teaching English, looking for supporting and inhibiting factors for implementing the curriculum Integrated Islamic School Network (JSIT) at SMPIT Harapan Ummat Purbalingga. The results of this study that the implementation of the JSIT curriculum at SMPIT Ihsanul Fikri the city of Magelang shows an indication of the internalization of Islamic values in all subjects, local content, and curriculum program.

Implementasi Kurikulum Jaringan Sekolah Islam Terpadu di Sekolah Menengah Pertama Islam Terpadu by Siti Robingatin (2015). The results of this study are that the implementation of the Islamic Network Integrated Islamic School curriculum at the Integrated Middle School (SMPIT) Daarussalaam Sangatta Utara, East Kutai shows the above indications of the internalization of Islamic values in all subjects, local content, and program curriculum. Several Factors Supporting the Implementation of the JSIT Curriculum are the role of parents both morally and materially. The inhibiting factors for Human Resources are a lack of understanding of the Integrated Islamic Curriculum School (JSIT)

and inadequate infrastructure. In this study, the authors explain the implementation of the JSIT curriculum in general or in all subjects and local content, while the researcher will explain the implementation of the JSIT curriculum only in English lessons.

Merancang Pembelajaran Bahasa Inggris Berbasis Pendekatan Islami by Riza Amelia (2012). This study, after observing the integration of Islamic values learning was carried out by, carrying out code-mixing and code-switching between English expressions and appropriate Islamic expressions based on the context of the situation, including topics that are taught by Islamic teachings done by quoting relevant verses of the Al-Qur'an and/or hadith and/or by explaining Islamic teachings that are appropriate to the topic, using Islamic names for people, places or events in making examples of script sentences or conversations, and giving assignments to students to write or search for certain types of text related to Islamic values that are by the topic being taught. But all of them have limitations, not all material can be related to Islam. Then the teacher/lecturer must be more clever at adapting material and reading material from the original author. Is different from my research, the purpose of the research is to find out how to implement the JSIT curriculum in English and this research aims to find out how to design English learning based on an Islamic approach.

Implementation of JSIT Curriculum-Based Mathematics Learning in Forming Students Character by Hildani, et al (2021). This research and my research use a qualitative descriptive approach. With the same data collection, namely interviews, observation, and documentation. In this study, the school has a goal in using the JSIT curriculum, that students have good personalities and morals, and have clear beliefs. This makes the character values implemented at SMPIT Arrozaq visible in the students' daily lives so basically all applications made by students can be embraced to get something good. The result of this research is that SMPIT Arrozaq succeeded in bringing the JSIT curriculum concept, especially in mathematics, and implementing it by combining the Ministry of Education and Culture (Kemendikbud) curriculum with the Ministry

of Religion (Kemenag) curriculum and the typical Islamic school curriculum, namely the JSIT curriculum. The difference from my research is that Hildani researched the implementation of mathematics while I studied English using the JSIT curriculum.

Desain Program Sekolah Islam Terpadu Terhadap Pelaksanaan Kurikulum by Restu et. Al (2021) The results of the study show that the curriculum design at Al-Qimmah IT Middle School emphasizes the internalization of Islamic values in every content of the national curriculum, without ignoring the national curriculum that the Ministry of Education and Culture has established. The purpose of designing the curriculum is for students to have a strong foundation of religious education, which leads to the strength of faith and moral perfection. The benefit of this research is as a reference, namely so that the writer can know in depth about the internalization of Islam in the JSIT curriculum and the objectives of designing the curriculum. What is different from my research is the research focus where my research focuses on implementing the JSIT curriculum in English and this research focuses on designing the SIT program for implementing the curriculum.
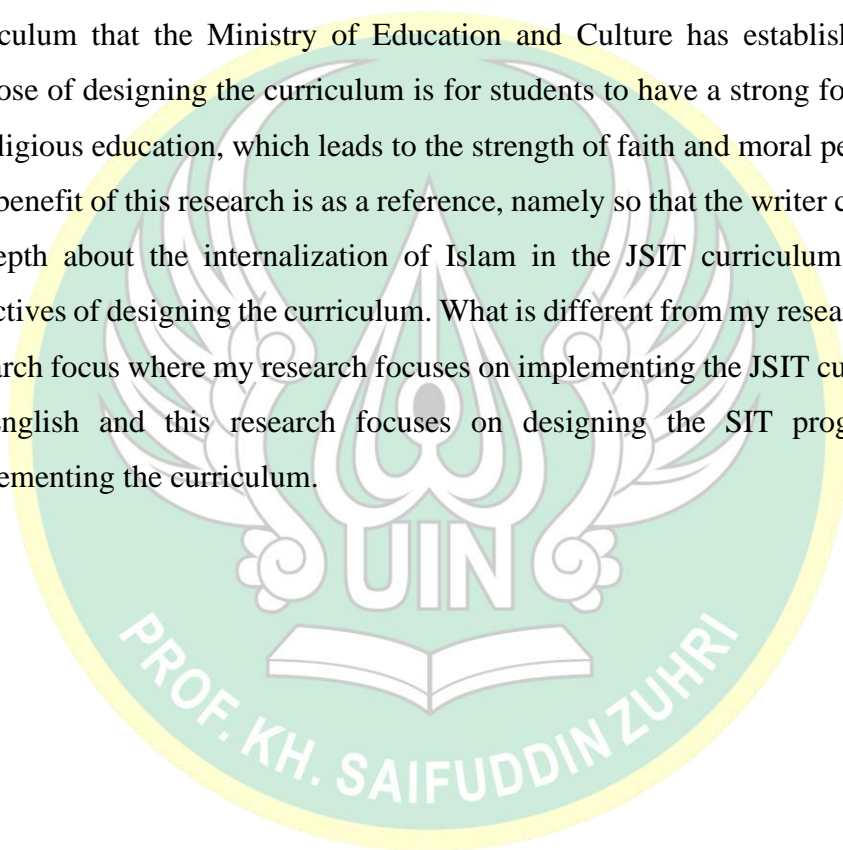
CHAPTER III

RESEARCH METHOD

This chapter presents a description of the research methodology. It focuses on the methodology used to conduct this study including the type of study, data sources, data collection techniques, data analysis techniques, and data validity.

A. Research Design

The aim of the research is to investigate how teachers implement the JSIT Curriculum and the advantages and disadvantages of the program. This research uses a qualitative approach to answer research questions and analyze difficulties. This research collects data through interviews, documentation, and observation. For analysis, the Miles and Huberman model technique is used which includes data reduction, data presentation, and drawing conclusions that must be validated. This research also uses Sugiyono's triangulation model with source triangulation and procedural triangulation in data validity techniques.

B. Data Sources

1. Location of the Research

This research uses SMPIT Harapan Ummat Purbalingga as a research field. Which is located in Kembaran Kulon, Kec. Purbalingga, Purbalingga Regency. For approximately 2 months this research was carried out. This school has A accreditation and won 2 English language competitions. It was founded under the auspices of the JSIT foundation which uses TERPADU (study, explore, formulate, present, apply, world and home) as the basis for all learning, including English. Another advantage is that SMPIT Harapan Ummat has an active English extracurricular club as a place to develop the talents and interests of students who are interested in English, and lastly, it is a fun way of learning so that students don't get bored in class. Therefore, researchers have an interest in conducting research.

2. Subject of the Research

     The subjects of this research were teachers and students, with a composition of three English teachers at each grade level and five students taken at random. Interviews were conducted as a data collection technique, and this was done to find out how the JSIT curriculum is used in teaching English, as well as students' opinions about this learning.

3. Object of the Research

     The object of this research is the JSIT Curriculum, and observations were made to observe how the curriculum is used, as well as the advantages and disadvantages of the curriculum.

C. Technique Data Collection

1. Interview

     Interviews were conducted with English instructors from each grade level and curriculum representatives regarding learning English using the JSIT Curriculum. The interviews were semi-structured, with researchers designing and developing the interview questions based on Hildani's idea. Depending on the topic of inquiry, prepares the order and language of the interview questions in a more organized and systematic manner. This question is used as a guideline during the interview process to ask respondents, if interesting answers are obtained, further investigation of some questions seems necessary.

     This research utilized an instrument (device to acquire data) in the form of a semi-structured interview draft in the interview part, with the aim of providing greater freedom to gain an understanding of the situation without being limited by the dialogues in the draft. As a result, an interview design was chosen that had greater control over the interview. There are more predefined questions than in an unstructured interview, but there is enough flexibility to allow the interviewee to direct the flow of information. Determining an interview design, testing questions, identifying sources,

conducting interviews, and then analyzing interview data is designing and using interviews. So, the next step is to transcribe (analyze the interview data) and code the discrepancies between the interviewer and the interviewee; the transcript is useful for reporting and simplifying the process. To find answers to researchers' questions.

2. Observation

Observation is a methodical set of perspectives that considers real events. Observation activities were conducted to collect accurate and factual information about using and implementing the JSIT curriculum in English language learning. Observations in this research were conducted to observe how teachers teach and use the JSIT Curriculum in English language learning. In this research, direct or covert observation was used. By stating the purpose of collecting data from the data source so that the data source knows that research is being carried out from start to finish. However, you still have to carry out confidential observations to protect data that may remain research secrets until conclusions are drawn.

Classroom observe learning for about two meetings with each of the three grade levels. As a preliminary observation, the first observation was made on October 10, 2022. Furthermore, the researcher observed teaching and learning activities at SMPIT Harapan Ummat Purbalingga in the odd semester of the 2023/2024 academic year in July and August 2023. The lesson plans and the JSIT curriculum guide learning observation. Make a checklist to determine whether the teacher's teaching practices are in agreement with the lesson plans and JSIT curricular criteria. The documents each learning activity to collect data, then carries out data reduction using data processing techniques.

In this observation, used an observation guide in the form of a checklist. According to Hardani et al. Ticking "yes" or "no" indicates whether or not an item exists. This type of tool organizes and simplifies the recording of observations.

3. Documentation

   In this session, the collection of official documents, including the Institute's internal documentation and student records. When conducting observations, teachers are asked to collect lesson plans or syllabi for each subject topic taught that day using the JSIT Curriculum. This learning plan or syllabus is used to determine whether learning English using the JSIT curriculum is in accordance with the JSIT curriculum standards.

D. Technique Data Analysis

To analyze the collected data, all data is described because this research uses qualitative descriptive methods which are described in writing. This research uses Miles and Huberman's qualitative data analysis framework theory which consists of three workflows carried out simultaneously: reducing data, displaying data, and drawing conclusions or verifying.

1. Data Reduction

   After conducting interviews with three teachers with the help of recordings, the recordings were written into transcripts so they could be easily reduced and presented. Data reduction functions to sharpen, classify, direct, eliminate unnecessary data, and organize data so that conclusions can be drawn and verified. The data that will be reduced in this research was generated from interviews (transcripts), observations and documentation at SMPIT Harapan Ummat Purbalingga. This data reduction also aims to make it easier to conclude. The reduction process is carried out through a selection process so that the preparation of research reports can also be well structured.

2. Data display

   Data is displayed to facilitate understanding and provide a deeper understanding of research information. Data displays help the data analysis process because they display findings, trends, or correlations contained in the data clearly and effectively. The data in this research is described as images with an explanatory narrative. The points of view mentioned and described include data collection findings in the form of interview transcripts, activity

pictures, and descriptions. They are intended to organize information and present it in a concise and accessible style so that analysts can see what is going on and reach justifiable conclusions or move on to the next analysis step recommended by the display.

3. Verification

In this section, the data is checked and the validity of the data that has been collected is confirmed. The data is reviewed using the data collection methods used, such as interviews and observations, to ensure that the instrument can produce useful data. This verification ensures that the data used in research is high quality and can be relied upon to produce appropriate results. Furthermore, the data is stored to avoid data loss and destruction. As a result, the three data analysis methodologies have an interconnected relationship which can later be verified through triangulation.

E. Technique Data Validity

This research uses data triangulation to explore the truth of the data by using various data sources such as documents, archives, interview results, and observations or by interviewing more than one subject, who is considered to have different points of view. Various methodologies and data sources were collected during the triangulation process to confirm the emerging conclusions used in this research. This research also uses triangulation to compare and integrate data from various sources, such as interviews, observations, or documents, to create a more complete and in-depth understanding of the phenomenon under study. In this research, two triangulations were used (source triangulation and technique triangulation) to assess the validity of the data:

1. Triangulation of Sources

Source triangulation to test the credibility of the data is carried out by checking data obtained through several sources. In this research, tested the credibility of the data through several sources ranging from English teachers to the implementation of the JSIT Curriculum in English Language Teaching at SMPIT Harapan Ummat Purbalingga.

2. Triangulation Technique

Technical triangulation is carried out to test the credibility of data by checking data from the same source with different techniques. In this research, tested the credibility of the data through three data collection techniques including interviews, observation, and documentation related to the Implementation of the JSIT Curriculum in English Language Teaching at SMPIT Harapan Ummat Purbalingga.

F. Systematic Discussion

In this part, the researcher explained the structure of the research as follows:

Chapter I the introduction contains a background of the study, conceptual definition, research question, objective, and significance of the research.

Chapter II is the literature review that includes previous research of relevant studies, a literature review of the Curriculum, JSIT Curriculum, and Teaching English.

Chapter III research method contains the type of research, time and location of the research, data collection technique, and data analysis technique.

Chapter IV is the discussion and findings of the research which consist of two sub-chapters a general description of SMPIT Harapan Ummat Purbalingga and the implementation of the JSIT Curriculum in teaching English.

Chapter V is the conclusion and advice

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, presented the findings and discussion of research conducted at SMPIT Harapan Ummat Purbalingga regarding the implementation, strengths, and weaknesses of the JSIT Curriculum in teaching English. In addition, researchers also discussed these problems formulation in this case the implementation part, as well as weaknesses and Strengths of the JSIT Curriculum, especially in learning English at SMPIT Harapan Ummat Purbalingga.

A. Research Findings

The JSIT curriculum has unique characteristics in delivering and implementing English language learning to students. Based on the results of interviews conducted with three English teachers at SMPIT Harapan Ummat Purbalingga, the findings were grouped into four sections as follows:

1. Planning of the Learning

The JSIT curriculum has provisions for determining the learning materials that will be given to students, especially for learning English. Before carrying out learning activities, it is necessary to prepare several instruments that are by JSIT curriculum procedures.

T1: If I only adjust the SKL from MGMP Purbalingga.

Based on Mrs. Anita's explanation, she only uses what has been determined by the district MGMP. Apart from that, the material design procedures at JSIT have standards set by the JSIT Institute. However, this is different from the opinions of two other English teachers.

> *T2: As for the procedures for preparing the material, because we are at an Integrated Islamic School, apart from getting it from the government (MGMP), we will also add and improve the Islamic values that match the material from the MGMP so that later students learn the material and morals.*
>
> *T3: In fact, there has been no special direction from JSIT for integrated curricula. The point is that we connect religious rules to learning. We also use 4C (Creativity, critical thinking,*

collaboration, communication) for English learning because the integrated concept also uses it.

Based on the explanation from Mr Yudha (T2), the procedure for designing English language material in the JSIT curriculum only follows the district MGMP, which will later be equipped with Islamic values, in the sense that the learning objectives of the JSIT curriculum still follow the Ministry of Education and Culture. However, once it is entered into SMPIT, the material is processed to meet JSIT standards, and only then can it be taught to students. Furthermore, after this activity, the school will hold a work meeting where the material that has been prepared according to the procedures passes and is ready to be taught to students. This is because SMPIT has a goal apart from teaching general English material to students but also to instil Islamic values.

Moreover based on Mr Anta (T3) explanation, there is no further (written) explanation regarding the procedures for designing materials, especially English in the JSIT curriculum, regarding the provisions, only following the (unwritten) rules of the JSIT Institute to add Islamic values to each English language material. The sense is that the JSIT curriculum and the government curriculum are the same, however, once it is included in SMPIT, the material is processed so that it conforms to the JSIT curriculum standards, and then it can be taught to students. It can be concluded that the JSIT curriculum also uses 4C (Creativity, critical thinking, collaboration, communication) in learning English. Students are directed to form individuals who are intelligent, qualified, and have good morals because SMPIT uses the JSIT curriculum, and the teacher adds Islamic points to each English material. Such as relating Islamic topics, attaching verses from the Al-Qur'an, mixing Islamic expressions with English expressions, and explaining the relationship between the material and verses from the Al-Qur'an.

Material design procedures in JSIT have standards that have been determined by the JSIT Institute, however, this must also take into account the factors that need to be considered in planning English learning.

> *T1: The factor that must be seen is the ability of the students themselves because not all students have experienced learning English in elementary school, so the teacher must be more extra in teaching and delivering the material because at SMPIT English is the main subject.*

Based on the statement above, it can be concluded that student ability is the main factor that must be considered because not all students have experienced learning English in elementary school. Apart from that, each student also has a different level of understanding, this makes teachers need to apply teaching methods that can accommodate each student's abilities. Creating a comfortable environment and helping students who are behind, then helping students' motivation to increase their enthusiasm for learning, especially English, by designing materials that explain students' abilities can increase students' understanding and achieve learning goals. However, this differs from Mr Yudha's opinion, which is.

> *T2: The important thing is that the goals must be aligned. However, we also have to be clever in conveying the material in general so that there are Islamic points.*

Based on the statement above, it can be concluded that the main factor that must be considered is the objective of learning English language material which is related to Islamic values. Thus, making lesson plans or English teaching materials is not far from forming students' morals related to the material to be taught. The delivery of learning is the same as schools in general, but the implementation is different from schools in general because SMPIT with the JSIT curriculum aims to develop students' character according to the lessons taught. This is in line with observations where the teacher discusses the topics taught in Islamic teachings by quoting verses from the Al-Qur'an or Hadith that are relevant to the English language material to be taught. In English there are material "Giving Directions", in this material the teacher conveys the connection with the

hadith of HR Abu Dawud and Tirmidhi about greeting and asking polite questions to other people. Therefore, if students meet older people or teachers or relatives and friends, in Islam it is mandatory to greet them and smile. So it is not only the material that is taught, but this is also included in instilling morals in students. As for Mr Anta, that is.

> *T3: In my opinion, children's skills, apart from that, we also have to keep up with developments so that children are enthusiastic about learning.*

Based on the statement above, it can be concluded that student skills are the main factor that must be considered because not all students have experienced learning English in elementary school. Apart from that, each student also has a different level of understanding. Keeping up with the times to create a fun and enthusiastic environment can help students be happy and motivated to learn English.

Preparation for making lesson plans or open materials is very important because student ability is the main factor apart from the learning objectives and objectives of the Islamic School learning system itself. In delivering learning, and implementing of the English learning SMPIT with the JSIT curriculum aims to develop students' character according to the lessons taught. As explained in the interview.

> *T1: If you look at the way of teaching, it may be the same as teaching in a normal school, but the difference is in how we convey it because there is religious learning involved. For example, there is material on Expressing Politeness, later we will teach about saying and asking for help in a good way and then connecting it with a letter from the Al-Qur'an about polite words according to Islam. (QS Al-Hujurat Verse 2).*
>
> *T2: In general, it is the same, but we have to be smart and adapt so that the objectives of the MGMP and its Islamic values reach the students.*
>
> *T3: For teaching, we use the same scientific method approach as other schools, the difference being that we include Islamic values whose output is worldly and spiritual. Here students are invited to reflect on morals. Dress neatly (cover your private parts), don't*

criticize people, politeness, these things at JSIT will be emphasized and conveyed according to their language.

Figure 1. The teacher advises on student behavior

Based on the explanation above, there is something different, namely how to implement the JSIT curriculum. In the lesson plan, there are provisions for opening and closing the lesson with a prayer, not just a greeting, inserting Islamic propositions (related verses or hadiths) as well as prophet stories that are related to the English material being taught. Entering the next section there will be advice from the teachers. Regarding how to dress and behave politely, teachers often remind students to always be confident and not give up easily.

The implementation of the JSIT curriculum essentially emphasizes cultivating good student personality morals. From the description above, we can see the factors involved in planning the syllabus and lesson plans for learning English with the JSIT curriculum. This was explained in the interview.

> *T1: Just like lesson plan in general, there are KI, KD, Objectives, Opening, Learning Core, and then Closing.*

From the explanation, it can be seen that the factors in planning the syllabus and lesson plan each use provisions from the Ministry of Education and Culture. However, there are slight differences in the lesson plan.

> *T1: The difference is in the beginning and end. At the beginning of our lesson plan there is an internalization of Islamic values in the form of verses or hadiths that are appropriate to the material, then at the end we not only close with greetings but also with a closing prayer for the assembly.*

T2: In general, the points involved in the lesson plan are the same as other schools, here JSIT only adds points such as relating Islamic topics, attaching Al-Quran verses, mixing Islamic expressions with English expressions, and explaining the relationship of the material to Al-Quran verses. With goals that must be aligned, we determine how to convey general material so that it is appropriate to the Islamic points.

It can be concluded from the two explanations above that the factors or points used in the lesson plan are the same but there are differences in the content. In the SMPIT lesson plan, there is an internalization of Islamic values in the form of verses or hadiths that are appropriate to the material, then in the closing section, there is an order to read the closing prayer of the assembly. As for Mr Anta, that is.

T3: In my opinion, children's skills, apart from that, we also have to keep up with developments so that children are enthusiastic about learning.

Based on the statement above, it can be concluded that student skills are the main factor that must be considered because not all students have experienced learning English in elementary school. Apart from that, each student also has a different level of understanding. Keeping up with the times to create a fun and enthusiastic environment can help students be happy and motivated to learn English.

2. Opening of the Lesson

In the opening part of the lesson, it was proven using an observation sheet, this was done during research in the classroom from 8 August 2023 to 18 August 2023.

Table 2. Observation sheet (Observation of the Opening)

| No | Activity | Annotation | |
		Yes	No
1	The teacher reminds students to be confident. This means students must be able to achieve something, surrender to the results, and aim their achievements at Allah SWT with humility.	✓	
2	The teacher reminds students not to separate religious knowledge from world knowledge because the two are one unit.	✓	
3	The teacher conveys greetings, starting with a prayer, checking attendance, conveying learning objectives, learning scenarios, and assessment.	✓	

Based on table 2, it can be seen that the three English teachers greeted each other, starting with prayer, checking attendance, conveying learning objectives, learning scenarios, and assessment. Apart from that, they also reminded students not to separate religious knowledge from world knowledge because the two are one unit, and reminded students to be confident. This means that students must be able to achieve something, surrender to the results, and direct their achievements to Allah SWT with full humility. This has been noted in each learning plan before finally getting to the core of the learning. It is not uncommon for teachers to convey learning objectives in different ways, such as asking students for help closing the door, asking students for help tidying up their clothes and asking students about habits related to that day's material.

3. The essence of Learning

Based on observations that have been carried out, the type of learning usually used in the JSIT curriculum adapts to the students, as explained in the interview.

T1: I try to create interesting, exciting learning that makes students feel enjoy and confident when pronouncing, reading, or speaking English with active sentences in class, which is interactive, lots of games, and learning media as well.

Figure 2. Students create texts according to the media

In Figure 2, according to the results of observations, teachers use English learning media or entertainment media with Islamic values so that the material presented enters students' minds. There, students can be seen using the learning media provided by the teacher. The teacher asks students to work together in groups to create a procedure text for making instant drinks. Apart from using paper instructions, the teacher also provides real objects (coffee/tea, warm water, sugar, glasses, and spoons) which then, after students have created the text, are presented and practiced. This creativity is created so that students enjoy learning English. This is also done in Mr Yudha's class, namely class VIII.

T2: interesting teaching according to the student's condition, usually when I see the students are tired I take the students out of the classroom to record what they see, later this will increase their vocabulary.

Figure 3. Students explain the results of their assignments

In Figure 3, students are presenting the results of their assignment regarding "introduce myself", in last week's activity students were assigned to observe what activities are considered hobbies. Next, students are given the assignment to write biodata and the following week present it to the class. This is also a strategy for practicing writing and speaking skills.

From this explanation, learning English with the JSIT curriculum adapts to the students and the teacher's creativity. Mr Yudha also emphasized that students should become more familiar with the natural vocabulary around them. This is often called an Outing Class, which means students study outside. They explored the entire school environment and observed events that were taking place. Next, the teacher invites students to present what they see, which is included in the speaking class. Apart from that, Mr Yudha also combines Islamic expressions and English expressions in his teaching. This expression is usually used when calling male students (akhwan) and female students (akhwat), as well as saying "good masyaallah" when praising students who have successfully answered questions. Based on the explanation, learning English with the JSIT curriculum adapts to the students and the teacher's creativity. Mrs. Anita also emphasizes students to speak English even if the pronunciation is not correct. In this case it is supported by the student's opinion that:

> *S2: English learning here is more varied, and I am also trained to actively ask questions and speaking. In elementary school I usually just write vocabulary.*

The statement above proves that SMPIT Harapan Ummat really pays attention to students' ability to be able to ask questions and speak in English, therefore teachers always train students to speak confidently. However, it is different from the way it is implemented according to Mr. Anta, namely.

> *T3: Applicative learning (in class and outside of class) knowledge can be applied indoors or in space.*

From this explanation, Mr Anta provided applicable English learning, so that later students could apply English outside of school requirements. Such as talking with native speakers, and other opportunities, because of this, they

become more pressured to get used to speaking in English and keep up with the times. For example, the teacher corrects the student's behavior, appearance, and views according to Islamic teachings during the lesson. The teacher advises students to cover their wrists and sit politely (not raising their legs) in class. This is done because in Islamic teachings women are encouraged to respect their private parts, including their wrists, and maintain modesty, including not crossing their legs over their thighs. The implementation of the JSIT curriculum essentially emphasizes cultivating good student personality traits.

Apart from using the JSIT curriculum in their academic field, SMPIT Harapan Ummat has also established a modern boarding school for its students. This makes students find it difficult to concentrate due to the busy school schedule and boarding school schedule. This problem is commonly faced by many students who take formal education at school and also take religious education at boarding schools. Students often feel overwhelmed and have difficulty concentrating when studying at school. Things like this can make students anxious because the demands of the two environments are different. Limited time between school hours and boarding school activities can make them feel rushed. In addition, students may feel sleep-deprived because they have to leave early for school and sometimes have to study at boarding school at night. School and boarding school are two different environments, each with its own rules and demands. Based on interviews with students, they admitted that they felt bored while learning because they were tired of boarding school activities. This is supported by the question, have you ever felt bored when the teacher was explaining the material?

Figure 1. Student interview conducted

S1: sometimes, because of the many activities at school and boarding school.
S2: don't feel bored, but feel tired
S3: don't feel bored
S4: never, because there are too many explanations
S5: don't feel bored

So that it doesn't have a bad impact, students should plan their schedule well. They can try to prioritize tasks and schedules that allow them to focus on school and boarding school without sacrificing rest time. Be open with teachers, instructors, or Islamic boarding school leaders if you are having difficulties as they may be able to provide guidance or useful suggestions for managing a busy schedule. Lastly, every student is a different individual, and effective solutions may vary. When at school, teachers should alternate learning with things that don't make students feel bored because this helps students from the boredom of boarding school.

4. Evaluation of the Learning

Based on observations and finding examples of test questions as existing documents (data collection).

Figure 5. English exam at SMPIT Harapan Ummat

Based on Figure 5, the evaluation (exam question) in English lessons at SMPIT Harapan Ummat still uses fairy tales with common names. According to JSIT curriculum standards, questions and related figures must contain Islamic elements. This means the questions and reading texts are changed to stories of the prophet or those related to Islam, and then the related figures are changed to Islamic names such as Abdullah, Anisa, and others. Teachers implement this during normal learning, but on exam questions, they have not implemented changes in accordance with JSIT curriculum standards.

B. Research Discussion

The implementation of the JSIT curriculum in teaching English can be seen from the data presented by the researcher in finding. Data regarding implementation, Strengths, and Weaknesses have been written up and analyzed to answer the research questions. Therefore, researchers will discuss research results that have not been explained in the findings.

1. Adapting Curriculum

According to Mitchum (2020), curriculum adjustments are necessary because all students' needs are different and change. In practice, the teacher will prepare lesson plans, make outline plans, develop alternative lesson plans, and finally make lesson plans for functions and what should be included in the curriculum. Based on the research results that the author found, the JSIT curriculum includes an adapting curriculum because the teacher prepares lesson plans, makes outline plans, develops alternative lesson plans, and finally makes lesson plans for functions and what should be included in the curriculum.

According to Syarifah (2020), the Ministry of National Education has established Content Standards and Graduate Competency Standards which include Core Competencies (KI) and Basic Competencies (KD), for curriculum development which is handed over to each Education Unit. An adaptive curriculum is a national curriculum that is adapted/adopted by adjusting elements of the needs or conditions, abilities, and limitations of students (Laili, 2014). Syarifah (2020), also said that the curriculum used is the same as that applied in schools in general, and adaptation is carried out in several ways, namely duplication, modification, substitution, and omission. Apart from that, the curriculum model is divided into four, namely duplication of objectives, duplication of content, duplication of processes, and duplication of evaluation.

The JSIT curriculum is the result of curriculum adaptation because the JSIT curriculum has adapted modifications. This means the JSIT curriculum changes and adapts educational units. The JSIT curriculum is a curriculum

system designed to cover aspects of Islamic education as a whole, while still including the national or local curriculum. In order to achieve this goal, modifications to existing national or local synchronizations are often necessary.

In adapting the JSIT curriculum, it carries out a process of adapting the national or local curriculum to the values and principles of Islamic education. This includes selecting and arranging subject matter, teaching methods, and other aspects to make them more appropriate to the context of Islamic education. SMPIT Harapan Ummat does this, where in English subjects, adaptations are made to instill an Islamic perspective regarding polite ethics and dressing according to Islamic law. It can be seen that Western culture and Islamic culture are very different. They may be free in how they dress, but in Islam, there are rules for dressing. Thus, it is not uncommon for teachers to direct and give instructions when they see pictures in books that do not use the hijab.

In the modification, the JSIT curriculum refers to more substantial changes to the national or local curriculum. This may involve reducing, adding, or making significant changes to existing curriculum components. The JSIT curriculum has made additional changes to its lesson plan. They added the postulate of Islamic internalization in each subject as well as JSIT competency standards. In other cases, JSIT also selects material that will later be supplemented with Islamic principles, after which the material is ready to be given to students.

The JSIT curriculum has indeed adapted modifications to integrate Islamic education. Not only that, they also ensure alignment with national or local education standards. This is so that students continue to have access to the knowledge and skills necessary to be successful in the relevant academic examinations. SMPIT Harapan Ummat does this routinely at every turn of the school year and before teaching and learning activities begin. Apart from all that, in adapting the JSIT curriculum modifications

there is a challenge to maintain a balance between Islamic education and general education.

The curriculum should be designed in such a way that students gain a good understanding of Islamic teachings, while still receiving a comprehensive and relevant general education. Adaptation of modifications in the JSIT curriculum is important to achieve balanced educational goals between Islamic education and general education. However, this approach may vary in different countries and educational institutions. In addition, the JSIT curriculum also includes a model that adapts to duplication of objectives, content, process, and evaluation.

a. Duplication of goals

Based on research, the JSIT curriculum still uses what has been determined from the government curriculum, such as Graduate Competency Standards (SKL) which are enforced with Competency Standards (SK), Basic Competencies (KD), and also the same success indicators.

b. Duplication of content

The JSIT curriculum also still uses the same material, lesson materials, or subtopics as those delivered to other students. However, the difference is that Islamic schools that use the JSIT curriculum add Islamic values so that they comply with JSIT Institute standards and can only be taught to students. This is because in the JSIT curriculum, especially the student's SMPIT ability level is the main factor that must be considered. Not all students have indeed experienced learning English in elementary school. Apart from that, each student also has a different level of understanding.

c. Process Duplication

Based on observations, the JSIT curriculum carries out a duplication process because in its learning it uses the same teaching methods, learning time, learning media, and learning resources as the local curriculum. In this case, the JSIT curriculum still uses book material

from the Erlangga publisher which is the same as the local curriculum in general. This is because the JSIT Curriculum has not directly stipulated JSIT's specific rules and standards for English subjects. The difference is, that they link Islamic life lessons related to that day's material, but this is usually done at the beginning of learning when learning has not yet started (when explaining the objectives and mindmap of the material).

d. Duplicate evaluation

Duplicate evaluation means there are similarities in the questions on the exam, time, and evaluation techniques. In its evaluation, the JSIT curriculum is duplicated, this is because the assessment concept in the JSIT curriculum is the same as the 2013 local curriculum given by the district MGMP. It can be seen from their assessment instruments which are the same in assessing spirituality, knowledge, skills, and attitudes. Apart from that, the exam and enrichment questions in the JSIT curriculum are the same as the local curriculum in general.

Thus, the JSIT curriculum is a curriculum that has undergone curriculum adaptation because it only adds a few aspects and still uses the government curriculum.

Based on the results before carrying out the learning process, the teacher prepares several instruments such as a syllabus, lesson plans, materials, and learning media that are by JSIT curriculum standards. This is in line with opinion that in adapting the JSIT curriculum teachers must adapt the material and add religious points to the material. During three observations, the teacher always carried out an apperception to find out the students' initial abilities before delivering the material. Because education at Integrated Islamic Schools aims to guide students to become intelligent and have a noble character, appropriate learning skills will bring benefits (Pertiwi & Marsigit, 2017).

2. Teaching English using the JSIT Curriculum

      Based on observation, at the beginning of learning, greetings are a habit before learning begins. Next, convey the learning objectives and short material with verses from the Al-Qur'an/Hadith. This is included in the JSIT Foundation's AD/ART because the JSIT curriculum is an Islamic-based curriculum and is composed of the Al-Qur'an, Hadith, and the government's curriculum. In line with Sa'dun (2016), in its application, an Integrated Islamic School is defined as a school that applies a management approach by combining general and religious education in one curriculum. Thus, teachers must insert Islamic values into all general subjects, especially English, which will be taught to students. During the observation on August 9, 2023, the researcher took part in a learning activity where at that time students were given the task of getting to know each other and talking about their hobbies in front of the class. Last week's class VIII B activity was observing activities outside the classroom, where students observed activities that were considered hobbies. SIT involves active involvement and participation in the learning environment at school, at home, and in the community. This is in line with the statement by Muhab et al., (2017), regarding visits or interactions outside of school as students' efforts to interact with the real world in society. By holding activities like this, students enjoy learning English because learning is not always done in the classroom which makes them bored.

      Furthermore, in observations carried out on August 15 2023 in class IX C, when the procedure text material was provided, the teacher provided and prepared creative learning media. Creating a procedural text about drinks based on the lottery obtained and in groups according to picket days, this activity is an improvement in students' writing skills. The teacher gives assignments so that students can create procedure texts using only examples of realia media. Writing activities are an effective skill, image media or realia is the most effective source, most images stimulate young students to teach writing. Andrew Wright (2004) shows the important role of pictures

in helping teachers teach writing. Meanwhile, in this session, the teacher also orders students to read the results they have written, in one procedure text material the teacher can train students in reading and writing skills. According to Linse (2005), to teach students to read teachers must need a foundation in listening skills before they can become proficient readers and writers in any language. Therefore, before learning begins Mrs. Anita reads an example of a procedural text and students have to listen to what vocabulary is used. Apart from that, Mrs Anita also writes foreign vocabulary on the blackboard so that students can easily compose sentences on assignment papers.

The use of the JSIT curriculum in English subjects has a very good influence on students. English learning at SMPIT Harapan Ummat pays attention to students' abilities. Thus, teachers are very careful in finding out what students' needs are, and what students' abilities are in learning English so that the preparation of material and objectives in learning depends on the students.

Based on the results of research and interviews with several students and teachers regarding the strengths of learning English using the JSIT curriculum at SMPIT Harapan Ummat, above.

a. Students become more sensitive to the environment.

b. Students are often assigned to learn about foreign cultures, this is very important because students can compare them with Indonesian Islamic culture and religion.

c. Having outing class activities, it is important to remember that the success of the JSIT curriculum also depends greatly on its teaching approach and the support provided by the school or educational institution. In addition, English learning outcomes may differ between individuals.

According to the results of observations and interviews with several students and the English teacher, several weaknesses were found in implementing the JSIT curriculum at SMPIT Harapan Ummat Purbalingga:

a. Teachers have difficulty connecting the propositions of the Al-Qur'an with the English language material that will be taught. They will consult with the head of the curriculum or later just take the basic outline.

b. Hectic study hours, because students have to leave early for school and sometimes have to study at boarding school at night. School and boarding school are two different environments, each with its own rules and demands.

c. Lack of study hours, English at SMPIT is only given 3 hours of lessons, of which one hour is only 40 minutes. This limitation was very annoying as a result of which the teacher was lacking in providing the material that day.

In this study, researchers found a lack of emphasis on each skill. Teachers only teach simple methods, for example, students' speaking skills are only taught how to greet, ask, and thank. Apart from that, they only order students to "repeat after me" or read the conversation in the book or the results of the assignment. According to Richard (2008), to help students grow effective oral communication, teachers can use balance activities; language input is carried out through teacher conversations, listening activities, reading literature, and language that students listen to and read outside the classroom—inviting students to observe new items combined with elements of knowledge learned. Next, create communication outputs such as gathering information, making travel plans, or creating video recordings. To complete the mission, they can use the language presented by the instructor, but they can also rely on whatever vocabulary, grammar, and communication strategies they know. The criterion for success is whether students can receive all the messages that have been taught so that they can be applied in life. Structure learning also experiences the same thing, the teacher places less emphasis on students because the students' ability to know English is still relatively basic. In this way, the teaching message is not captured by students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on observations and interviews with teachers and students, it is known that the implementation of the JSIT curriculum in teaching English at SMPIT Harapan Ummat Purbalingga has not been optimal, this is because the JSIT institution is not comprehensive enough in setting JSIT curriculum content standards in each subject. The JSIT curriculum adapts modifications, where they select and organize subject matter, teaching methods, and other aspects to be more appropriate to the context of Islamic education, as well as selecting material that will later be equipped with Islamic principles.

In the duplication model, the JSIT curriculum carries out four duplications, namely duplication of objectives, content, processes, and evaluation in its learning. The JSIT curriculum uses the same objectives, content, processes, and evaluation as the local curriculum in general. In the English learning model, there are differences in the implementation of the JSIT curriculum, and this can be seen in the internalization of Islamic values where the teacher presents the material and connects it with related propositions/sahih. But on the matter of exams or readings, SMPIT Harapan Ummat has not included quotations of verses/hadith (for example, prayers before taking exams and hadiths about honesty in doing something) and replaced the names of characters and stories with Islamic elements. Apart from all that, the JSIT curriculum still maintains a balance between Islamic education and general education.

In this research, researchers found strengths and weaknesses in implementing the JSIT curriculum in English learning:

1. Strengths

   a. Students become more sensitive to the environment, and students become happier learning English because of the limited media which makes teachers creative.

    b. Students are often assigned to learn about foreign cultures, so students can compare them with Indonesian Islamic culture and religion

    c. Having outing class activities will increase students' vocabulary.

2. Weaknesses

    a. Teachers have difficulty connecting the propositions of the Al-Qur'an with the English language material that will be taught.

    b. Lack of class hours, English at SMPIT is only given 3 hours of lessons, of which one hour is only 40 minutes. This limitation was very annoying as a result of which the teacher was lacking in providing the material that day.

B. Limitation

Based on the research that has been conducted, researchers found several limitations in studying the application of the JSIT curriculum in teaching English in classes VII C, VII D, VIII A, VIII B, IX C, and IX D at SMPIT Harapan Ummat Purbalingga:

1. The research was conducted on a limited scale due to policy changes regarding the implementation of PPDB and MPLS where students have not carried out teaching and learning activities effectively.

2. The researcher must repeatedly remind teachers to provide lesson plans for attachments and observation sheets.

3. This research has no previous research, only different objects in the subjects (Mathematics, Islamic Religious Education, and Civics). So it is difficult for researcher to find other literature that discusses the application of the JSIT curriculum in teaching English in the SMPIT domain.

C. Suggestion

Based on the research results, there are several suggestions that may be useful for teachers, students, and future researchers. The suggestions are as follows:

1. For teachers

    Teachers can modify the content provided so that it meets JSIT curriculum standards. This means that teachers can modify the content of questions, exercises, places, and events in English material. Teachers can add JSIT competency standards and Islamic internalization to the lesson plan. This can differentiate school lesson plans in general from SMPIT lesson plans with the JSIT curriculum. English teaching and learning activities have a combination of insufficient lesson hours because the time for conditioning and bridging the material is too long so lesson plans that should be completed in 2 lesson hours are wasted and as a result, the learning objectives are not fully conveyed. Furthermore, for student books, the institution should make English language books with the JSIT curriculum to better support its implementation, and related to the JSIT curriculum guidebook, it should be equipped with language subjects, especially English because English is the main subject at SMPIT Harapan Ummat.

2. For future researchers

    It is hoped that future researchers can develop research regarding the implementation of the JSIT curriculum in English language learning by examining various aspects and final impacts that previous researchers have carried out and finding something more unique that can be useful for further research.

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APPENDICES

APPENDICES

APPENDIX I

A. Lesson Plan IX Class

VISI : "Mewujudkan Generasi Cerdas, Mandiri, dan Berakhlak Qur'ani"

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMP IT Harapan Ummat Purbalingga	Kelas / Semester	: IX / 1
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 2 JP
Materi Pokok	: Procedure Text		

Kompetensi Dasar

3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/ minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual

Tujuan Pembelajaran

3.4.1 Melalui kegiatan mengamati media realia, peserta didik dapat menulis pengertian, tujuan, dan struktur umum teks prosedur dengan cermat dan teliti.

4.4.1 Melalui kegiatan diskusi dan kerja kelompok, peserta didik dapat membuat teks prosedur dengan penuh tanggung jawab.

Internalisasi Nilai Islam :

- Mentadabbur doa sebelum makan

اللَّهُمَّ بَارِكْ لَنَا فِيْمَا رَزَقْتَنَا وَقِنَا عَذَابَ النَّا

"Allahumma baarik lanaa fiimaa rozaqtanaa wa qinaa 'adzaa bannaar."

Artinya: "Ya Allah, berkahilah kami dalam rezeki yang telah Engkau berikan kepada kami dan peliharalah kami dari siksa api neraka."

Standar Kompetensi JSIT

- Membiasakan diri mengonsumsi makanan dan minuman yang halal serta baik dan menjauhi yang haram.
- Memiliki keterampilan memasak dan menyajikan makanan dengan menu sederhana

Metode Pembelajaran	Media : media realia , resep minuman, LKPD
a. Pendekatan : Saintifik, Terpadu	Alat dan Bahan : Papan tulis, spidol, kertas HVS
b. Model : Project Based Learning	**Sumber Belajar :**
c. Metode : Diskusi, tanya jawab, Kerja kelompok	a. Nur Zaida, dkk. 2018. *Practise Your English Competence for SMP/MTs Kelas IX.* Jakarta: Erlangga
	b. Al-Quran

Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (10 Menit)

- Guru menyampaikan salam, diawali dengan do'a, mengecek kehadiran, menyampaikan tujuan pembelajaran, skenario pembelajaran, dan penilaian
- Guru mengingatkan peserta didik untuk selalu berdoa.
- Guru mengajak peserta didik mentadabburi doa sebelum makan dan menghubungkannya dengan materi yang akan dipelajari yaitu tentang teks prosedur
- Guru memberikan apersepsi dengan melakukan tanya jawab dengan menggunakan media realia

Kegiatan Inti (60 Menit)

Telaah / Mengamati

- Guru menunjukan media realia, *What is this?*
- Guru menjelaskan bahwa dari benda tersebut peserta didik akan mempelajari cara membuat minuman.
- Guru menjelaskan teks prosedur.

Eksplorasi / Menanya

- Guru menanyakan tentang teks prosedur" *(Critical thinking)*
  - *What is procedure text?*
  - *What is the purpose of procedure text?*
  - *What is the structure of procedure text?*

Rumuskan / Mengumpulkan Informasi

- Peserta didik menuliskan informasi yang didapat. (Literasi).
- Guru membagi peserta didik menjadi 5 kelompok. Setiap kelompok terdiri dari 4/5 orang.
- Setiap kelompok dapat menulis pengertian, tujuan, dan struktur umum teks prosedur dengan cermat dan teliti. *(LKPD I)*

1

VISI : "Mewujudkan Generasi Cerdas, Mandiri, dan Berakhlak Qur'ani"

- Setiap kelompok dapat menyusun teks prosedur dengan penuh tanggung jawab *(Collaboration)*. *(LKPD 2)*
- Setiap kelompok boleh menyertakan gambar atau memberikan sentuhan kreatif pada hasil karya kelompok *(Creativity)*.

Presentasikan / Mengkomunikasikan

- Setiap kelompok diminta mempresentasikan hasil diskusi di depan kelas. *(Communication)*.

Kegiatan Penutup (10 Menit)

- Peserta didik bersama guru menyimpulkan materi yang sudah dipelajari pada pertemuan kali ini.
- Peserta didik diminta mengerjakan latihan soal pada buku paket secara individu **(Aplikasikan)**
- Guru menyampaikan kepada peserta didik untuk senantiasa mengingat pentingnya mempelajari teks prosedur untuk menambah wawasan dan pengetahuan sebagai bahan literasi. **(Duniawi)**
- Guru menyampaikan kepada peserta didik bahwa Allah SWT telah mengingatkan kepada hamba-Nya untuk memakan makanan halal **(Ukhrowi)**
- Guru meminta peserta didik melakukan penilaian diri dan penilaian antar teman sikap bertanggungjawab.
- Guru menyampaikan materi pembelajaran pada pertemuan selanjutnya.
- Pembelajaran ditutup dengan bacaan hamdalah dan do'a penutup majelis.

Penilaian		
	Spiritual	: Observasi (Jurnal Penilaian Sikap)
	Sikap Sosial	: Observasi (Jurnal Penilaian Sikap)
	Pengetahuan	: Penilaian Tes Tertulis (Terlampir)
	Keterampilan	: Penilaian Tes Tertulis (Terlampir)

Mengetahui,
Kepala Sekolah,

Purbalingga, 15 Agustus 2023
Guru Mata Pelajaran Bahasa Inggris,

Misyono, S.Pd
NIY. 201307014

Anita Kusumawardani, S.Pd
NIY. 201407021

B. Lesson Plan VIII Class

VISI : "Mewujudkan Generasi Cerdas, Mandiri, dan Berakhlak Qur'ani"
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	: SMP IT Harapan Ummat Purbalingga	Kelas / Semester	: VIII / 2
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 2 JP
Materi Pokok	: Song Lyric		

Kompetensi Dasar	3.5 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/Mts
	4.5 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/Mts
Tujuan Pembelajaran	3.5.1 Melalui kegiatan pembelajaran, peserta didik diharapkan mampu menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu dengan cermat dan teliti.
	4.5.1 Melalui kegiatan diskusi dan kerja kelompok, peserta didik dapat menangkap makna secara kontekstual dengan penuh tanggung jawab.
Internalisasi Nilai Islam	• Mentadabbur QS. Ar Rahman ayat 4
	Artinya : *"mengajarnya pandai berbicara".*
Standar Kompetensi JSIT	• Menunjukkan adab berbicara yang baik kepada orang lain
	• Berusaha tidak membicarakan kekurangan orang lain

Metode Pembelajaran	Media : Teks lirik lagu, La[top, Speaker
a. Pendekatan : Saintifik, Terpadu	**Alat dan Bahan :** Papan tulis, spidol, kertas HVS
b. Model : Project Based Learning	**Sumber Belajar :**
	a. Nur Zaida, dkk. 2019. *Bupena English for SMP/MTs Kelas VIII.* Jakarta: Erlangga
c. Metode : Diskusi, tanya jawab, Kerja kelompok	b. LKS bahasa Inggris untuk SMP
	c. Al-Quran

Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (10 Menit)
- Guru menyampaikan salam, diawali dengan do'a, mengecek kehadiran, menyampaikan tujuan pembelajaran, skenario pembelajaran, dan penilaian.
- Guru mengingatkan peserta didik untuk selalu berdoa.
- Guru mengajak peserta didik mentadabburi QS Ar Rahman ayat 4 dan menghubungkannya dengan materi yang akan dipelajari yaitu tentang lagu.
- Guru memberikan apersepsi dengan melakukan tanya jawab dengan menggunakan media lagu.
  - *Do you like singing?*
  - *Can you tell your favourite song?*

Kegiatan Inti (60 Menit)

Telaah / Mengamati
- Siswa mendengarkan lagu berbahasa Inggris.
- Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar.

Eksplorasi / Menanya
- Guru menanyakan kepada peserta didik tentang isi lagu (*Critical thinking*)
  - *What is the song about?*
  - *Can you tell the message of the song?*

Rumuskan / Mengumpulkan Informasi
- Peserta didik menuliskan informasi yang didapat. **(Literasi).**
- Guru membagi peserta didik menjadi 5 kelompok. Setiap kelompok terdiri dari 5/6 orang.
- Setiap kelompok berlatih menyanyikan lagu dengan penuh tanggung jawab *(Collaboration).*
- Setiap kelompok boleh menyertakan gerakan pada lagu *(Creativity).*
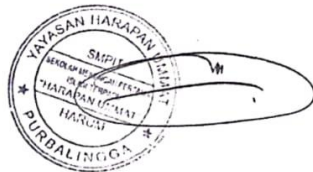
Presentasikan / Mengkomunikasikan
- Setiap kelompok diminta mempresentasikan lagu di depan kelas. *(Communication).*

Kegiatan Penutup (10 Menit)
- Peserta didik bersama guru menyimpulkan materi yang sudah dipelajari pada pertemuan kali ini.

VISI : "Mewujudkan Generasi Cerdas, Mandiri, dan Berakhlak Qur'ani"

- Peserta didik diminta mengerjakan latihan soal LKS halaman 50 number 1-5 secara individu **(Aplikasikan)**
- Guru menyampaikan kepada peserta didik untuk senantiasa mengingat pentingnya mempelajari lagu untuk menambah wawasan dan pengetahuan sebagai bahan literasi. **(Duniawi)**
- Guru menyampaikan kepada peserta didik bahwa Allah SWT telah mengingatkan kepada hamba-Nya untuk memakan makanan halal **(Ukhrowi)**
- Guru meminta peserta didik melakukan penilaian diri dan penilaian antar teman sikap bertanggungjawab.
- Guru menyampaikan materi pembelajaran pada pertemuan selanjutnya.
- Pembelajaran ditutup dengan bacaan hamdalah dan do'a penutup majelis.

Penilaian	
Spiritual	: Observasi (Jurnal Penilaian Sikap)
Sikap Sosial	: Observasi (Jurnal Penilaian Sikap)
Pengetahuan	: Penilaian Tes Tertulis (Terlampir)
Keterampilan	: Penilaian Tes Tertulis (Terlampir)

Mengetahui,
Kepala Sekolah,

Purbalingga, 12 April 2022
Guru Mata Pelajaran Bahasa Inggris,

Misyono, S.Pd
NIY. 201307014

Anita Kusumawardani, S.Pd
NIY. 201407021

C. Lesson Plan VII Class

GREETING AND LEAVE TAKING

INFORMASI UMUM

Nama	Anta Ibnu Marzuq Arum, S.Pd	Kelas/ Semester	VII/ Gasal
Asal sekolah	SMPIT Harapan Ummat Purbalingga	Mapel	Bahasa Inggris
Alokasi waktu	2 JP (80 menit)	Jumlah siswa / Target Peserta	31 / Siswa regular
Profil pelajar pancasila yang berkaitan	• Berkebhinekaan Global • Mandiri	Model Pembelajaran	Tatap Muka
Fase	D	Domain mapel	• Menyimak – Berbicara o Membaca – Memirsa o Menulis – Mempresentasikan

Tujuan Pembelajaran	7.2 Menggunakan bahasa Inggris untuk berinteraksi dengan guru, teman sebaya dan orang lain dalam rangka menyapa, berpamitan (greetings, leave-takings).
Kata kunci	*Expressions of Greeting and Leave taking*
Deskripsi umum kegiatan	• Fokus kegiatan pembelajaran secara umum adalah tentang mengamati dan menirukan berbagai macam ekspresi menyapa dan berpamitan baik lokal maupun internasional melalui serangkaian kegiatan seperti menyimak, berbicara, membaca, dan memirsa.
Internalisasi Nilai Islam	Tadabbur QS Al Hujurot: 13 dan Hadits tentang Menyebakan salam
Materi ajar, alat, dan bahan	1. Materi ajar: • *Greeting and Leave taking expression* 2. Alat: • Lembar kerja Peserta Didik 3. Bahan: • Video Formal Greeting : https://youtu.be/o5ghhSAxopw • Video Informal Greeting : https://youtu.be/aI_fREymNjl • Some texts from https://www.nationalgeographic.com/
Sarana Prasarana	• Komputer/Laptop, proyektor, gawai (HP), jaringan internet. • Lingkungan sekolah.
Assesmen	1. Cara penilaian • Rubrik assesmen Individu (lampiran)

2. Jenis Assesmen
- Tertulis (tes objektif)
- Performa (presentasi)

KEGIATAN PEMBELAJARAN (Pertemuan ke- 1)

Persiapan Pembelajaran	Guru menyiapkan (5 menit): • lembar kerja untuk kegiatan.

Urutan Kegiatan Pembelajaran		Pengaturan siswa	Metode
Pendahuluan (10 menit)	• Guru mengucapkan salam dan bertegur sapa dengan siswa. • Guru mengajak siswa untuk berdo'a sebelum memulai pembelajaran. • Guru memeriksa kehadiran dan kesiapan siswa. • Guru mengajak siswa untuk kegiatan *warming up*, dengan game Ayo Main! • Guru mengingatkan terkait larangan *bullying*. • Guru menyampaikan tujuan pembelajaran dan kegiatan yang akan mereka lakukan. • Guru mengaitkan topik pembelajaran dengan nilai-nilai Islam yang ada. (QS: Al Hujurot: 13 dan Hadits tentang menyebarkan salam)	● Individu ○ Berpasangan ○ Berkelompok (> 2 orang)	○ Diskusi ○ Presentasi ○ Demonstrasi ○ Project ○ Eksperimen ● Permainan ● Ceramah ○ Kunjungan lapangan ○ Simulasi
Inti (55 menit)	• Guru memantik siswa dengan beberapa pertanyaan pemantik yang berkaitan dengan materi. • Siswa diminta untuk menyebutkan tujuan orang menyapa yang mereka ketahui. • Guru membagi siswa menjadi kelompok berisi tiga orang, kemudia membagikan LK kepada siswa dan menjelaskan instruksi yang harus mereka kerjakan. • Siswa diminta untuk mencari dan mengamati ekspresi *greeting* baik lokal (di sekitar lingkungan LPIT) maupun internasional sesuai dengan negara yang dipilih (di Laboratorium Komputer) • Guru mengumpulkan siswa kembali. • Siswa bersama kelompoknya mendiskusikan hasil pengamatannya.	○ Individu ○ Berpasangan ● Berkelompok (> 2 orang)	● Diskusi ○ Presentasi ○ Demonstrasi ○ Project ○ Eksperimen ○ Permainan ○ Ceramah ○ Kunjungan lapangan ● Pengamatan

	• Guru meminta siswa untuk mempresentasikan hasil diskusinya. • Guru memberikan umpan balik setelah semua kelompok melakukan presentasi.		

sayPenutup
(15 menit)
	• Siswa menjawab pertanyaan guru tentang pengalaman dan kesulitan mereka dalam mengerjakan LK mereka
	• Guru memberikan apresiasi kepada seluruh siswa yang telah bekerja dengan baik.
	• Guru bersama siswa menyimpulkan hasil belajar dan mengaitkan dengan nilai serta norma kehidupan yang ada di sekitar siswa.
	• Guru meminta siswa untuk mengumpulkan hasil pengamatan mereka.
	• Siswa berdoa sebelum menutup kegiatan.
		• Individu
		  ○ Berpasangan
		  ○ Berkelompok
		    (> 2 orang)
			• Diskusi
			  ○ Presentasi
			  ○ Demonstrasi
			  ○ Project
			  ○ Eksperimen
			  ○ Permainan
			  ○ Ceramah
			  ○ Kunjungan
			    lapangan
			  ○ Simulasi

APPENDIX II

A. Observation Sheet IX D

Mrs Anita
IX D

Observation

A. Observation of the Lesson Plan

No	Activity	Annotation	
		Yes	No
1	Teachers correct students' behavior, appearance and views in accordance with Islamic teachings	✓	
2	The teacher raises the topics taught with appropriate Islamic teachings which is done by quoting relevant verses of the Al-Qur'an and/or Hadith by explaining Islamic teachings that are appropriate to the topic.	✓	
3	The teacher adds practice questions that reflect Islamic values to the topics taught.	✓	
4	The teacher reminds students to memorize daily prayers.		✓
5	The teacher invites students to recite Al-Qur'an letters that relate to the material that day.	✓	
6	Teachers carry out teaching and learning activities as recorded in the RPP in general.	✓	

B. Observation of the Opening

No	Activity	Annotation	
		Yes	No
1	The teacher reminds students to be confident. This means students must be able to achieve something, surrender to the results, and aim their achievements at Allah SWT with humility.	✓	'
2	The teacher reminds students not to separate religious knowledge from world knowledge because the two are one unit.	✓	
3	The teacher conveys greetings, starting with a prayer, checking attendance, conveying learning objectives, learning scenarios, and assessment.	✓	

C. Observation of the Learning Activity

No	Activity	Annotation	
		Yes	No
1	Using English learning media or entertainment media with Islamic values so that the values conveyed are conveyed to students.	✓	
2	The teacher inserts Islamic names for people, places or events in the added exercises.		✓
3	The teacher attaches quotations from Al-Qur'an verses and/or hadiths that are relevant to the topic in the main learning material.	✓	
4	The teacher mixes typical Islamic expressions with English expressions that are appropriate to the main learning material.	✓	

D. Observation of the Closing

No	Activity	Annotation	
		Yes	No
1	The teacher reminds students not to be arrogant whatever the results. Because a Muslim should not be pulled by the results of his efforts.	✓	
2	The teacher explains the relationship between the Al-Quran letter that day and the material that has been taught	✓	
3	The lesson closed with the reading of the hamdalah and the closing prayer of the assembly	✓	

B. Observation Sheet IX C

Mrs Anita
IX C

Observation

A. Observation of the Lesson Plan

No	Activity	Annotation	
		Yes	No
1	Teachers correct students' behavior, appearance and views in accordance with Islamic teachings	✓	
2	The teacher raises the topics taught with appropriate Islamic teachings which is done by quoting relevant verses of the Al-Qur'an and/or Hadith by explaining Islamic teachings that are appropriate to the topic.	✓	
3	The teacher adds practice questions that reflect Islamic values to the topics taught.	✓	
4	The teacher reminds students to memorize daily prayers.		✓
5	The teacher invites students to recite Al-Qur'an letters that relate to the material that day.	✓	
6	Teachers carry out teaching and learning activities as recorded in the RPP in general.	✓	

B. Observation of the Opening

No	Activity	Annotation	
		Yes	No
1	The teacher reminds students to be confident. This means students must be able to achieve something, surrender to the results, and aim their achievements at Allah SWT with humility.	✓	'
2	The teacher reminds students not to separate religious knowledge from world knowledge because the two are one unit.	✓	
3	The teacher conveys greetings, starting with a prayer, checking attendance, conveying learning objectives, learning scenarios, and assessment.	✓	

C. Observation of the Learning Activity

No	Activity	Annotation	
		Yes	No
1	Using English learning media or entertainment media with Islamic values so that the values conveyed are conveyed to students.	✓	
2	The teacher inserts Islamic names for people, places or events in the added exercises.		✓
3	The teacher attaches quotations from Al-Qur'an verses and/or hadiths that are relevant to the topic in the main learning material.	✓	
4	The teacher mixes typical Islamic expressions with English expressions that are appropriate to the main learning material.	✓	

D. Observation of the Closing

No	Activity	Annotation	
		Yes	No
1	The teacher reminds students not to be arrogant whatever the results. Because a Muslim should not be pulled by the results of his efforts.	✓	
2	The teacher explains the relationship between the Al-Quran letter that day and the material that has been taught	✓	
3	The lesson closed with the reading of the hamdalah and the closing prayer of the assembly	✓	

C. Observation Sheet VIII B

Mr. Yudha
VIII B

Observation

A. Observation of the Lesson Plan

No	Activity	Annotation	
		Yes	No
1	Teachers correct students' behavior, appearance and views in accordance with Islamic teachings	✓	
2	The teacher raises the topics taught with appropriate Islamic teachings which is done by quoting relevant verses of the Al-Qur'an and/or Hadith by explaining Islamic teachings that are appropriate to the topic.	✓	
3	The teacher adds practice questions that reflect Islamic values to the topics taught.		✓
4	The teacher reminds students to memorize daily prayers.		✓
5	The teacher invites students to recite Al-Qur'an letters that relate to the material that day.	✓	
6	Teachers carry out teaching and learning activities as recorded in the RPP in general.		✓

B. Observation of the Opening

No	Activity	Annotation	
		Yes	No
1	The teacher reminds students to be confident. This means students must be able to achieve something, surrender to the results, and aim their achievements at Allah SWT with humility.	✓	'
2	The teacher reminds students not to separate religious knowledge from world knowledge because the two are one unit.	✓	
3	The teacher conveys greetings, starting with a prayer, checking attendance, conveying learning objectives, learning scenarios, and assessment.	✓	

c. **Observation of the Learning Activity**

No	Activity	Annotation	
		Yes	No
1	Using English learning media or entertainment media with Islamic values so that the values conveyed are conveyed to students.	✓	
2	The teacher inserts Islamic names for people, places or events in the added exercises.	✓	
3	The teacher attaches quotations from Al-Qur'an verses and/or hadiths that are relevant to the topic in the main learning material.	✓	
4	The teacher mixes typical Islamic expressions with English expressions that are appropriate to the main learning material.	✓	

D. **Observation of the Closing**

No	Activity	Annotation	
		Yes	No
1	The teacher reminds students not to be arrogant whatever the results. Because a Muslim should not be pulled by the results of his efforts.	✓	
2	The teacher explains the relationship between the Al-Quran letter that day and the material that has been taught	✓	
3	The lesson closed with the reading of the hamdalah and the closing prayer of the assembly	✓	

D. Observation Sheet VIII A

Mr. Yudha
VIII A

Observation

A. Observation of the Lesson Plan

No	Activity	Annotation	
		Yes	No
1	Teachers correct students' behavior, appearance and views in accordance with Islamic teachings	✓	
2	The teacher raises the topics taught with appropriate Islamic teachings which is done by quoting relevant verses of the Al-Qur'an and/or Hadith by explaining Islamic teachings that are appropriate to the topic.	✓	
3	The teacher adds practice questions that reflect Islamic values to the topics taught.		✓
4	The teacher reminds students to memorize daily prayers.		✓
5	The teacher invites students to recite Al-Qur'an letters that relate to the material that day.	✓	
6	Teachers carry out teaching and learning activities as recorded in the RPP in general.		✓

B. Observation of the Opening

No	Activity	Annotation	
		Yes	No
1	The teacher reminds students to be confident. This means students must be able to achieve something, surrender to the results, and aim their achievements at Allah SWT with humility.	✓	
2	The teacher reminds students not to separate religious knowledge from world knowledge because the two are one unit.	✓	
3	The teacher conveys greetings, starting with a prayer, checking attendance, conveying learning objectives, learning scenarios, and assessment.	✓	

C. Observation of the Learning Activity

No	Activity	Annotation	
		Yes	No
1	Using English learning media or entertainment media with Islamic values so that the values conveyed are conveyed to students.	✓	
2	The teacher inserts Islamic names for people, places or events in the added exercises.	✓	
3	The teacher attaches quotations from Al-Qur'an verses and/or hadiths that are relevant to the topic in the main learning material.	✓	
4	The teacher mixes typical Islamic expressions with English expressions that are appropriate to the main learning material.	✓	

D. Observation of the Closing

No	Activity	Annotation	
		Yes	No
1	The teacher reminds students not to be arrogant whatever the results. Because a Muslim should not be pulled by the results of his efforts.	✓	
2	The teacher explains the relationship between the Al-Quran letter that day and the material that has been taught	✓	
3	The lesson closed with the reading of the hamdalah and the closing prayer of the assembly	✓	

E. Observation Sheet VII D

Mr Anto
VII D

Observation

A. Observation of the Lesson Plan

No	Activity	Annotation	
		Yes	No
1	Teachers correct students' behavior, appearance and views in accordance with Islamic teachings	✓	
2	The teacher raises the topics taught with appropriate Islamic teachings which is done by quoting relevant verses of the Al-Qur'an and/or Hadith by explaining Islamic teachings that are appropriate to the topic.	✓	
3	The teacher adds practice questions that reflect Islamic values to the topics taught.	✓	
4	The teacher reminds students to memorize daily prayers.		✓
5	The teacher invites students to recite Al-Qur'an letters that relate to the material that day.	✓	
6	Teachers carry out teaching and learning activities as recorded in the RPP in general.		✓

B. Observation of the Opening

No	Activity	Annotation	
		Yes	No
1	The teacher reminds students to be confident. This means students must be able to achieve something, surrender to the results, and aim their achievements at Allah SWT with humility.	✓	'
2	The teacher reminds students not to separate religious knowledge from world knowledge because the two are one unit.	✓	
3	The teacher conveys greetings, starting with a prayer, checking attendance, conveying learning objectives, learning scenarios, and assessment.	✓	

C. Observation of the Learning Activity

No	Activity	Annotation	
		Yes	No
1	Using English learning media or entertainment media with Islamic values so that the values conveyed are conveyed to students.	✓	
2	The teacher inserts Islamic names for people, places or events in the added exercises.		✓
3	The teacher attaches quotations from Al-Qur'an verses and/or hadiths that are relevant to the topic in the main learning material.	✓	
4	The teacher mixes typical Islamic expressions with English expressions that are appropriate to the main learning material.	✓	

D. Observation of the Closing

No	Activity	Annotation	
		Yes	No
1	The teacher reminds students not to be arrogant whatever the results. Because a Muslim should not be pulled by the results of his efforts.	✓	
2	The teacher explains the relationship between the Al-Quran letter that day and the material that has been taught	✓	
3	The lesson closed with the reading of the hamdalah and the closing prayer of the assembly		✓

F. Observation Sheet VII C

Mr Anta
VII c

Observation

A. Observation of the Lesson Plan

No	Activity	Annotation Yes	Annotation No
1	Teachers correct students' behavior, appearance and views in accordance with Islamic teachings	✓	
2	The teacher raises the topics taught with appropriate Islamic teachings which is done by quoting relevant verses of the Al-Qur'an and/or Hadith by explaining Islamic teachings that are appropriate to the topic.	✓	
3	The teacher adds practice questions that reflect Islamic values to the topics taught.	✓	
4	The teacher reminds students to memorize daily prayers.		✓
5	The teacher invites students to recite Al-Qur'an letters that relate to the material that day.	✓	
6	Teachers carry out teaching and learning activities as recorded in the RPP in general.		✓

B. Observation of the Opening

No	Activity	Annotation Yes	Annotation No
1	The teacher reminds students to be confident. This means students must be able to achieve something, surrender to the results, and aim their achievements at Allah SWT with humility.	✓	'
2	The teacher reminds students not to separate religious knowledge from world knowledge because the two are one unit.	✓	
3	The teacher conveys greetings, starting with a prayer, checking attendance, conveying learning objectives, learning scenarios, and assessment.	✓	

C. **Observation of the Learning Activity**

No	Activity	Annotation	
		Yes	No
1	Using English learning media or entertainment media with Islamic values so that the values conveyed are conveyed to students.	✓	
2	The teacher inserts Islamic names for people, places or events in the added exercises.		✓
3	The teacher attaches quotations from Al-Qur'an verses and/or hadiths that are relevant to the topic in the main learning material.	✓	
4	The teacher mixes typical Islamic expressions with English expressions that are appropriate to the main learning material.	✓	

D. **Observation of the Closing**

No	Activity	Annotation	
		Yes	No
1	The teacher reminds students not to be arrogant whatever the results. Because a Muslim should not be pulled by the results of his efforts.	✓	
2	The teacher explains the relationship between the Al-Quran letter that day and the material that has been taught	✓	
3	The lesson closed with the reading of the hamdalah and the closing prayer of the assembly		✓

APPENDIX III

A. Interview Guidelines Teachers

Interviews

English Subject Teacher at SMPIT Harapan Ummat Purbalingga

a. **Personal identity**

1. Name :
2. Position :
3. Address :
4. Day/Date :

b. **Question**

1. What procedures are used to determine the content of English learning in the JSIT Curriculum?
2. What factors should be considered when planning English learning in the JSIT Curriculum?
3. How do you implement English learning using the JSIT Curriculum at SMPIT Harapan Ummat? Is the teaching different from middle school in general?
4. What factors are involved in planning the syllabus, and lesson plans for learning English in the JSIT curriculum?
5. What kind of English teaching should be given to students who use the JSIT Curriculum?
6. What is the combination of English lesson hours in a week at SMPIT Harapan Ummat?
7. Are there any advantages in learning English using the JSIT Curriculum?
8. What are the student learning outcomes with the JSIT Curriculum in English?
9. Are there any obstacles that occur during the English teaching and learning process by implementing the JSIT Curriculum?

B. Interview Guidelines Students

Interviews

Students SMPIT Harapan Ummat Purbalingga

a. Personal identity

1. Name :
2. Class :
3. Address :
4. Day/Date :

b. Question

1. Do you find it difficult to learn English at school?
2. Are you satisfied with the grades you get when you are active in class, doing homework or tests?
3. Are there any activities outside of class related to English subjects?
4. How many hours do you spend a week studying English at school?
5. If the teacher is explaining the material, do you ever feel bored?
6. Is there anything different about learning English at school compared to elementary school? Or with your friend's middle school?
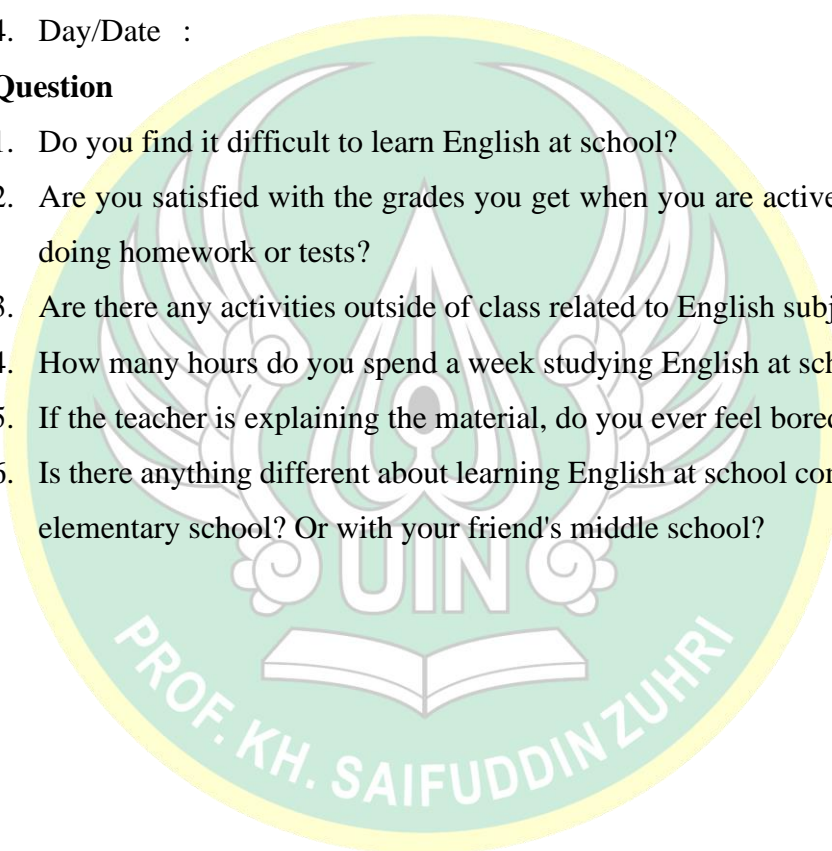
APPENDIX IV

A. Transcribe Teacher IX Class

<div align="center">Mrs. Anita as Teacher IX</div>

Selasa, July 11, 2023

Q: What procedures are used to determine the content of English learning in the JSIT Curriculum?

T1: If I only adjust the SKL from MGMP Purbalingga

(According to Mrs. Anita, the material taught is the same as material at other State Middle Schools, because it still follows the Ministry of Education and Culture and is included in the Purbalingga MGMP)

Q: What factors should be considered when planning English learning in the JSIT Curriculum?

T1: The factor that must be seen is the ability of the students themselves because not all students have experienced learning English in elementary school, so the teacher must be more extra in teaching and delivering the material because at SMPIT English is the main subject.

Q: How do you implement English learning using the JSIT Curriculum at SMPIT Harapan Ummat? Is the teaching different from middle school in general?

T1: If you look at the way of teaching, it may be the same as teaching in a normal school, but the difference is in how we convey it because there is religious learning involved. For example, there is material on Expressing Politeness, later we will teach about saying and asking for help in a good way and then connecting it with a letter from the Al-Qur'an about polite words according to Islam. (QS Al-Hujurat Verse 2).

Q: Does all English material contain the Al-Qur'an/Hadith evidence?

T1: Actually, not all of the material is there, but we just take the outline. For example, in this material there are no suitable arguments, we will improve it later and look for the arguments in outline.

Q: What factors are involved in planning the syllabus, and lesson plans for learning English in the JSIT curriculum?

T1: Just like the lesson plan in general, there are KI, KD, Objectives, Opening, Learning Core, and then Closing.

Q: Is there a difference between the lesson plan for state schools and the lesson plan for SMP IT?

T1: The difference is in the beginning and end. At the beginning of our lesson plan there is an internalization of Islamic values in the form of verses or hadiths that are appropriate to the material, then at the end we not only close with greetings but also with a closing prayer for the assembly.

Q: What kind of English teaching should be given to students who use the JSIT Curriculum?

T1: I try to create interesting, exciting learning that makes students feel enjoy and confident when pronouncing, reading, or speaking English with active sentences in class, which is interactive, lots of games, and learning media as well.

Q: What is the combination of English lesson hours in a week at SMPIT Harapan Ummat?

T1: 3 hours of lessons in 2 days.

Q: Are there any advantages in learning English using the JSIT Curriculum?

T1: Learning English here does not only focus on academics but also emphasizes students' morals and personality because it is linked to Islamic values.

Q: What are the student learning outcomes with the JSIT Curriculum in English?

T1: It depends on the student's comprehension ability, but female students are seen as more enthusiastic about learning English compared to males.

Q: Are there any obstacles that occur during the English teaching and learning process by implementing the JSIT Curriculum?

T1: My difficulty is more about how this material is well received by students, in terms of infrastructure, we have limited LCDs, which hinders the material that should be delivered using technology. The solution is that we have to be more creative in creating new media as a replacement.

(For speaking lessons, Mrs. Anita usually gives an example of how the vocabulary is pronounced which will then be practiced by students and created into conversations with friends because students are not used to feeling embarrassed, pronouncing incorrectly, and not confident. In learning writing, students are still not good at word order, because they have not mastered grammar. But they still try to do it. Reading is the same as speaking and listening is also the same because they are not yet proficient in spelling the letters in their vocabulary)

B. Transcribe Teacher VIII Class

<div align="center">Mr. Yudha as Teacher VIII</div>

Wednesday, July 12, 2023

Q: What procedures are used to determine the content of English learning in the JSIT Curriculum?

T2: As for the procedures for preparing the material, because we are at an Integrated Islamic School, apart from getting it from the government (MGMP), we will also add and improve the Islamic values that match the

material from the MGMP so that later students learn the material and morals.

(In the sense that the learning objectives are the same as in MGMP, but we have processed it so that later it can be taught to students, for example from MGMP the song material uses Western songs, so later it will be changed to Western. songs but with Islamic elements. It's like if in the conversation there is a picture of someone not wearing a hijab or a man wearing shorts, his name is Albert, then at that meeting, there will be changes so that later we can teach students so that the points of Islam are still included in the students because from the start our goal was is an Islamic school that instills Islamic values in its students so that MGMP learning will be included in religion as well.)

Q: What factors should be considered when planning English learning in the JSIT Curriculum?

T2: The important thing is that the goals must be aligned. However, we also have to be clever in conveying the material in general so that there are Islamic points

Q: This means that all English material has something to do with religion?

T2: Yes, we are trying to do that, so that in addition to getting general material, students will also know about religious points.

Q: How do you implement English learning using the JSIT Curriculum at SMPIT Harapan Ummat? Is the teaching different from middle school in general?

T2: In general, it is the same, but we have to be smart and adapt so that the objectives of the MGMP and its Islamic values reach the students.

Q: What factors are involved in planning the syllabus, and lesson plans for learning English in the JSIT curriculum?

T2: In general, the points involved in the lesson plan are the same as other schools, here JSIT only adds points such as relating Islamic topics, attaching Al-Quran verses, mixing Islamic expressions with English expressions, and explaining the relationship of the material to Al-Quran verses. With goals that must be aligned, we determine how to convey general material so that it is appropriate to the Islamic points.

Q: What kind of English teaching should be given to students who use the JSIT Curriculum?

T2: Interesting teaching according to the student's condition, usually when I see the students are tired I take the students out of the classroom to record what they see, later this will increase their vocabulary.

Q: Are English outing class activities often carried out?

T2: Quite often

Q: What is the combination of English lesson hours in a week at SMPIT Harapan Ummat?

T2: 3 hours of lesson in 2 days

Q: Are there any advantages to learning English using the JSIT Curriculum?

T2: Yes, because we educate children to study diligently and be good at religion, apart from being academically advanced, students' religious knowledge is also good.

Q: What are the student learning outcomes with the JSIT Curriculum in English?

T2: Returning to students how their efforts are towards their learning, but so far it is seen as good, and students have also experienced changes.

Q: Are there any obstacles that occur during the English teaching and learning process by implementing the JSIT Curriculum?

T2: My biggest problem is that inadequate infrastructure means delivery to students is less than optimal.

C. Transcribe Teacher VII Class

Mr. Anta as Teacher VII

Wednesday, August 8, 2023

Q: What procedures are used to determine the content of English learning in the JSIT Curriculum?

T3: In fact, there has been no special direction from JSIT for integrated curricula. The point is that we connect religious rules to learning. We also use 4C (Creativity, critical thinking, collaboration, communication) for English learning because the integrated concept also uses it.

Q: How about the material for English?

T3: The material clearly already exists, so again we just have to determine the Islamic spirit with the material. However, English has not been directed yet so we feel free to follow our creations as teachers who will make the teaching look like.

Q: What factors should be considered when planning English learning in the JSIT Curriculum?

T3: In my opinion, children's skills, apart from that, we also have to keep up with developments so that children are enthusiastic about learning

Q: How do you implement English learning using the JSIT Curriculum at SMPIT Harapan Ummat? Is the teaching different from middle school in general?

T3: For teaching, we use the same scientific method approach as other schools, the difference being that we include Islamic values whose output is worldly and spiritual. Here students are invited to reflect on morals. Dress neatly (cover your private parts), don't criticize people, politeness, these

things at JSIT will be emphasized and conveyed according to their language.

Q: What factors are involved in planning the syllabus, and lesson plans for learning English in the JSIT curriculum?

T3: The same as other syllabuses and lesson plans, but there are factors that we now emphasize, namely 4C, where this learning will be aimed that, material is also directed at that. If it's like that, then we just have to look for related arguments. It could be a verse from the Al-Qur'an, a hadith, or a related prophet's story.

Q: What kind of English teaching should be given to students who use the JSIT Curriculum?

T3: Applicative learning (in class and outside of class) knowledge can be applied indoors or in space.

Q: What is the combination of English lesson hours in a week at SMPIT Harapan Ummat?

T3: 3 hours of lesson in 2 days

Q: Are there any advantages in learning English using the JSIT Curriculum?

T3: Yes, here students become more attentive to their surroundings and have the desire to overcome problems if they find friends or an environment that may not be by what they have learned at school

Q: What are the student learning outcomes with the JSIT Curriculum in English?

T3: Not significant but there is always an increase because in English itself there are also many variables that are measured.

Q: Are there any obstacles that occur during the English teaching and learning process by implementing the JSIT Curriculum?

T3: The difficulty is that not all students are at the same level in understanding English. Indeed, many of them like English songs, but they don't understand the meaning or meaning. Here, English can be said to be at a basic level, far from intermediate, then look for sirah and hadith related to the material, then there are fewer class hours.

APPENDIX V

A. Student Respons

Interview

Siswa SMPIT Harapan Ummat Purbalingga

a. Identitas Diri

1) Nama   : Risa

2) Kelas   : IX C

3) Alamat   : Rembang

4) Hari/Tanggal : Selasa, 8 Agustus 2023

b. Pertanyaan Penelitian

1) Apakah kalian merasa kesulitan ketika belajar Bahasa Inggris di sekolah?
Iya, penyampaian guru kurang bisa dipahami

2) Apakah kalian merasa puas dengan nilai yang kalian dapatkan ketika aktif dikelas, mengerjakan PR atau ulangan?
tidak, walaupun sering mendapat nilai tambahan

3) Adakah kegiatan diluar kelas yang berhubungan dengan mata pelajaran Bahasa Inggris? Ada, membuat / mencari vocabulary diluar kegiatan kebs

4) Berapa jam yang kalian habiskan dalam seminggu untuk belajar Bahasa Inggris di sekolah? 2 jam dalam 2 pertemuan

5) Jika ibu/bapak guru sedang menjelaskan materi, apakah kalian pernah merasakan bosan? Pernah, banyak kegiatan di pesantren + guru pasif

6) Adakah hal yang berbeda dalam pembelajaran Bahasa Inggris di sekolah dengan di SD? Atau dengan sekolah SMP teman kalian?

Ada, menurut aja pembelajaran di SMP N lebih efektif dibandingkan di smp ini (tidak adanibi isbm dan kaitannya dg hadist)

Interview

Siswa SMPIT Harapan Ummat Purbalingga

a. **Identitas Diri**

1) Nama : Zalfaa Rayya

2) Kelas : 1Y D

3) Alamat : Bobotsari

4) Hari/Tanggal :

b. **Pertanyaan Penelitian**

1) Apakah kalian merasa kesulitan ketika belajar Bahasa Inggris di sekolah?
   tidak merasa kesulitan

2) Apakah kalian merasa puas dengan nilai yang kalian dapatkan ketika aktif dikelas, mengerjakan PR atau ulangan? puas

3) Adakah kegiatan diluar kelas yang berhubungan dengan mata pelajaran Bahasa Inggris? tidak ada

4) Berapa jam yang kalian habiskan dalam seminggu untuk belajar Bahasa Inggris di sekolah? 3 jam 2 hari

5) Jika ibu/bapak guru sedang menjelaskan materi, apakah kalian pernah merasakan bosan? tidak merasa bosan, namun merasa lelah

6) Adakah hal yang berbeda dalam pembelajaran Bahasa Inggris di sekolah dengan di SD? Atau dengan sekolah SMP teman kalian?

   di SD : tdk ditekankan untuk berbicara / praktek
   di SMPIT : ditekankan untuk berbicara, praktek
   serta berbicara keseharian

Interview

Siswa SMPIT Harapan Ummat Purbalingga

a. **Identitas Diri**

1) Nama : Obi Bagus Maulana
2) Kelas : VIII B
3) Alamat : Mrebet
4) Hari/Tanggal : Rabu, 9 Ags 2023

b. **Pertanyaan Penelitian**

1) Apakah kalian merasa kesulitan ketika belajar Bahasa Inggris di sekolah?
   terkadang tidak pernah merasa kesulitan

2) Apakah kalian merasa puas dengan nilai yang kalian dapatkan ketika aktif dikelas, mengerjakan PR atau ulangan? *walaupun tergolong baik namun merasa belum puas*

3) Adakah kegiatan diluar kelas yang berhubungan dengan mata pelajaran Bahasa Inggris? *tidak ada*

4) Berapa jam yang kalian habiskan dalam seminggu untuk belajar Bahasa Inggris di sekolah? *3 jam*

5) Jika ibu/bapak guru sedang menjelaskan materi, apakah kalian pernah merasakan bosan? *tidak pernah merasa bosan*

6) Adakah hal yang berbeda dalam pembelajaran Bahasa Inggris di sekolah dengan di SD? Atau dengan sekolah SMP teman kalian?
   SD = hanya mengartikan
   Sekarang : ada latihan verbal, bertanya + berbicara

Interview

Siswa SMPIT Harapan Ummat Purbalingga

a. **Identitas Diri**

    1) Nama   : Fatih

    2) Kelas   : VIII A

    3) Alamat   : Grantung, Karang moncol

    4) Hari/Tanggal : Rabu, 9 Ags 2023

b. **Pertanyaan Penelitian**

    1) Apakah kalian merasa kesulitan ketika belajar Bahasa Inggris di sekolah?
        lumayan kesulitan

    2) Apakah kalian merasa puas dengan nilai yang kalian dapatkan ketika aktif dikelas, mengerjakan PR atau ulangan? tidak, namun ada usaha untuk menaikkan

    3) Adakah kegiatan diluar kelas yang berhubungan dengan mata pelajaran Bahasa Inggris? tidak ada

    4) Berapa jam yang kalian habiskan dalam seminggu untuk belajar Bahasa Inggris di sekolah? 3 jam

    5) Jika ibu/bapak guru sedang menjelaskan materi, apakah kalian pernah merasakan bosan? Pernah, karena terlalu banyak narasi

    6) Adakah hal yang berbeda dalam pembelajaran Bahasa Inggris di sekolah dengan di SD? Atau dengan sekolah SMP teman kalian?
        Berbeda dg di SD karena disd boleh pakai indonesia di sini harus pakai English.

Interview

Siswa SMPIT Harapan Ummat Purbalingga

a. **Identitas Diri**

   1) Nama   : Bhia
   2) Kelas   : VII C
   3) Alamat   : Banjarnegara
   4) Hari/Tanggal :

b. **Pertanyaan Penelitian**

   1) Apakah kalian merasa kesulitan ketika belajar Bahasa Inggris di sekolah?
       tidak merasa kesulitan

   2) Apakah kalian merasa puas dengan nilai yang kalian dapatkan ketika aktif dikelas, mengerjakan PR atau ulangan?

   3) Adakah kegiatan diluar kelas yang berhubungan dengan mata pelajaran Bahasa Inggris?

   4) Berapa jam yang kalian habiskan dalam seminggu untuk belajar Bahasa Inggris di sekolah?   3 jam 2 hari

   5) Jika ibu/bapak guru sedang menjelaskan materi, apakah kalian pernah merasakan bosan? tidak, karena seru

   6) Adakah hal yang berbeda dalam pembelajaran Bahasa Inggris di sekolah dengan di SD? Atau dengan sekolah SMP teman kalian?

      SD : hanya nulis vocab
      SMPIT : dijelaskan

APPENDIX VI

A. Documentation Guide

Documentation Guide

1. **Lesson Plan**
2. **The documentation from the result of observation and interview**

Documentation Checklist

No	Documentation	Note
1.	Lesson Plan	✓
2.	The documentation from the result of: 1. Observation 2. Interview	✓
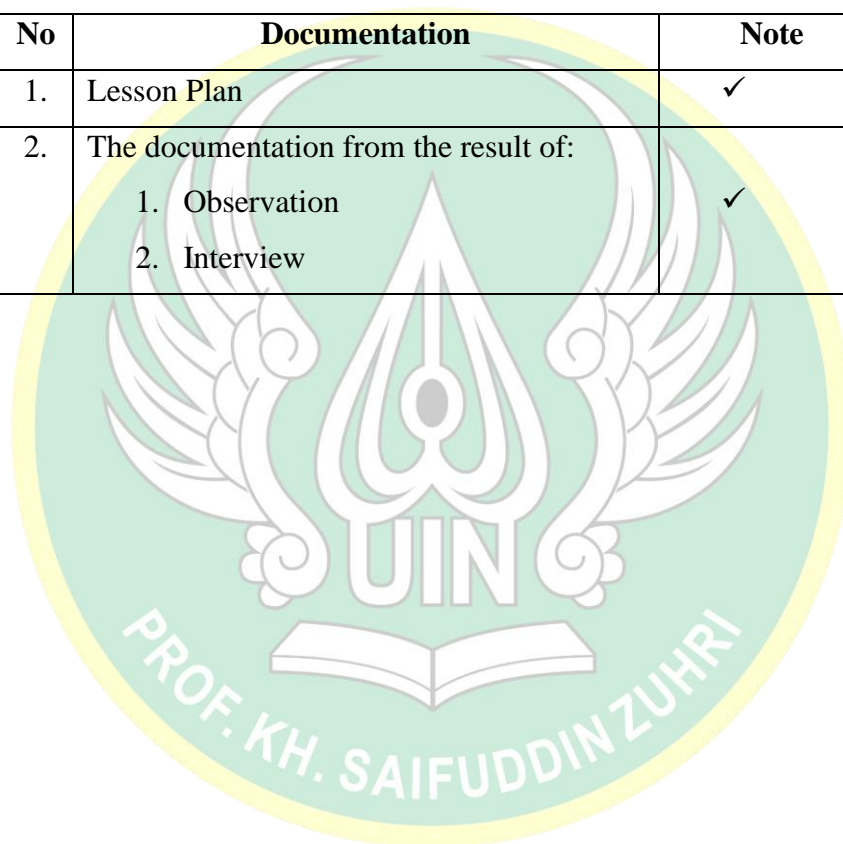
APPENDIX VII

A. Certificate of Having Conducted Research

YAYASAN HARAPAN UMMAT PURBALINGGA
SMP ISLAM TERPADU HARAPAN UMMAT PURBALINGGA
Terakreditasi "A"
Kampus : Jl. Letnan Sudani Kelurahan Kembaran Kulon RT 03 RW 02 Purbalingga
Kode Pos 53319 Telp. (0281) 8901580
Email : smpitharumpbg@gmail.com | https://smpitharumpurbalingga.sch.id

Sekolah Para Juara dan Penghafal Al Qur'an

SURAT KETERANGAN RISET
Nomor : 003/SKET/SMPIT-HARUM/IX/2023

Dasar : Surat dari Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B.m.3731/Un.19/D.FTIK/PP.05.3/07/2023 Tanggal 07 Juli 2023 Perihal Permohonan Ijin Riset Individu.

Kepala SMP Islam Terpadu Harapan Ummat Purbalingga, Kabupaten Purbalingga, Provinsi Jawa Tengah menerangkan bahwa :

Nama	: **Widy Esa Febriani**
NIM	: 1917404077
Jurusan / Prodi	: Tadris Bahasa Inggris
Perguruan Tinggi	: Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto

Telah melaksanakan riset pada :

Sekolah	: SMP IT Harapan Ummat Purbalingga
Tanggal	: 08-07-2023 s.d 08-09-2023
Objek	: Guru Mata Pelajaran Bahasa Inggris

Demikian surat keterangan ini kami buat untuk digunakan sebagaimana mestinya.

Purbalingga, 22 September 2023 M
7 Rabiul Awal 1445 H

Kepala Sekolah,

MISYONO, S.Pd.
NIY. 201307014

APPENDIX VIII

A. Curriculum Vitae

DAFTAR RIWAYAT HIDUP

A. Identitas Diri
   1. Nama Lengkap   : Widy Esa Febriani
   2. NIM   : 1917404077
   3. Tempat/Tgl. Lahir   : Banyumas, 28 Februari 2001
   4. Alamat Rumah   : Desa Toyareka RT 01/07 Kec. Kemangkon,
      Kab. Purbalingga
   5. Nama Ayah   : Sukarso
   6. Nama Ibu   : Dewi Nur Fitriani

B. Riwayat Pendidikan
   1. Pendidikan Formal
      a. SD/MI, tahun lulus   : SD Negeri 1 Toyareka, 2013
      b. SMP/MTS, tahun lulus   : SMP Negeri 4 Purbalingga, 2016
      c. SMA/MA, tahun lulus   : SMA Negeri 1 Bukateja, 2019
      d. S1, tahun lulus   : UIN Prof. KH Saifuddin Zuhri
                                  Purwokerto, 2023
   2. Pendidikan Non-Formal
      a. 2005-2014   : TPQ Roudhlotutulab Toyareka
      b. 2019-2020   : PPM Elfira 2

C. Pengalaman Organisasi
   1. HMPS TBI 2021
   2. HMJ TBI 2022
   3. Pramuka Ambalan Christina Gajah Mada

Purwokerto, September 29, 2023

Widy Esa Febriani

S.N. 1917404077