

CHAPTER I INTRODUCTION

1.1 Background

General science and religious knowledge cannot be separated, they are mutually relevant to each other, and are sourced from the al-Qur'an (Zein et al., 2021). Science which only limited to empirical objects by relying on the senses as a tool of knowledge and rationality as a measuring instrument for truth, has limiting us to gain more knowledge from other realm such as metaphysics and suprarational dimension thus could possibly detached us from the value, ethics, and the meaning of life (Nurcholis, 2021). *Madrasah* as educational institutions that continue to experience innovation and creation by including general subjects in Indonesia are deemed unable to answer educational problem on integrating the Islamic knowledge to another scientific knowledge, thus the development of Indonesian education has changed, this happened in the late 1980s, with the emergence of the integrated Islamic school (Sumitro et al., 2020). Based on the data from *Dinas Pendidikan Jawa Barat* (2022), there are 601 private junior high school in Bandung on 2019/2020 academic year and around 30-40 schools are categorized as private integrated Islamic junior high school. Noorhaidi on Sumitro et al. (2020) stated that in the integrated Islamic school there are several lessons taught, including education in Mathematics, Natural Sciences, Social Sciences, Language and Arts, Tahfidz, Hadith, and Islamic Religious Education.

The integration of general science and religious knowledge should indeed be done at every level education including in science lessons (Zein et al., 2021). In accordance with the times and the dynamic nature of education, the dichotomy of science and religion education is no longer valid, all educational institutions ranging from Islamic boarding schools, madrasas and integrated Islamic schools are currently trying to harmonize the values of Islam and science in the world of education by implementing integration in education. learning in different ways (Sumitro et al., 2020). Al-Atas on Sumitro et al. (2020) argues that in facing the 21st century, there are three factors that must be considered by Muslims, namely: first, the scientific factor; second, modern knowledge which is widely entered by

western philosophy, religion and culture, and; third, the factor of Muslims who must Islamize today's science by Islamizing linguistic symbols regarding reality and truth. Science learning that integrated with Islamic values can give opportunity for students to relate the science knowledge with their concepts and experiences in real life as Muslims, so that students can feel that their learning is meaningful (Purwati et al., 2018). Religious values can be integrated to science learning by the use of lesson plan which will facilitate teachers to instill character building, by implementing Islamic values at every steps of the learning activities (Listyono et al., 2018). However, most of the teachers still not develop a lesson plan specifically to integrate Biology knowledge with Islamic science, especially in teaching materials and learning activities on the grounds that the preparation of learning activities refers to the National Curriculum policy directions. (Jamaludin, 2019).

In principle, the integration of Islamic values in learning has actually been mandated by the laws contained in the educational curriculum. The curriculum has noted the integration of Islamic values contained in the graduates' competencies, which include aspects of Knowledge, Skills, and Attitudes (Alfian et al., 2021). Every educator in the educational unit is required to compile a complete and systematic lesson plan so that learning can be interactive, inspirational, fun, challenging, efficient, and motivating the students to actively participate in the learning process. Lesson plan is supposed to provide sufficient space for initiative, creativity, and independence according to their talents, interests, also physical and psychological development of students (Permendikbud, 2016).

Classification of living things is one of many topics learned in natural science by students in grade seven (VII) based on National Curriculum (Kurikulum 2013). In this topic, students will learn about characteristics of things in surrounding natural environment, ways to classify living things, and the classification of living things itself (MoEC, 2017). There are many values of Islam that can be integrated to the science learning in classification of living things topic, especially in the form of Al-Qur'an verses (Harahap, 2018; Shofa et al., 2020).

The efforts to integrate Islam and science learning have been found in several educational institutions in Indonesia lately. According to Hasanah and Zuhaida (2018), the integration of Islamic values towards science are shown in the

madrrasah which used the design of integrative science and it is applied to the tools and implementation of learning. Another research conducted by Muttaqin (2018) shown that several senior high school integrating the Islamic values towards science by constructing Islamic science curriculum. The latest research from Zein et al. (2021) in a junior high school showing the integration of Islamic values towards science can be done through the implementation on lesson plan. According to the explanation above, the purpose of this study is to analyze the Islamic values integration towards science learning through teachers' lesson plan in classification of living things topic in grade seven (VII) on private Islamic junior high school, specifically in Bandung Raya area.

1.2 Research Problem

The research problem addressed in this research is: "How is the integration of Islamic values through teachers' science lesson plan in classification of living things topic?"

The formulation of specific research question in this study as follows:

- 1) What is the pattern of Islamic values integration in teachers' science lesson plan on learning objectives?
- 2) What is the pattern of Islamic values integration in teachers' science lesson plan on opening activity?
- 3) What is the pattern of Islamic values integration in teachers' science lesson plan on core activity?
- 4) What is the pattern of Islamic values integration in teachers' science lesson plan on closing activity?

1.3 Research Objectives

The study research conducted by the author is to analyze how the Islamic values are integrated through teachers' lesson plan in classification of living things topic. The objectives of this research are as follows:

- a. To find out the pattern of Islamic values integration in science learning through teachers' lesson plan on learning objectives.

- b. To find out the pattern of Islamic values integration in science learning through teachers' lesson plan on opening activity.
- c. To find out the pattern of Islamic values integration in science learning through teachers' lesson plan on core activity.
- d. To find out the pattern of Islamic values integration in science learning through teachers' lesson plan on closing activity.

1.4 Research Benefits

The research conducted are expected to bring benefits especially for several parties as follows:

- a. Students

Provide information of how important the integration of Islamic values towards science learning and give a picture of how it is implemented on their learning through teachers' lesson plan. It can increase students' awareness that Islamic values and science should not be separated.

- b. Teachers

Provide information about the ways to implement Islamic values integration towards science learning through lesson plan. Teacher can consider several ways to integrate Islamic values in their learning by the use of lesson plan.

- c. Other researchers

As a reference for other researchers who will choose the same topic regarding integration of Islamic values towards science learning, especially in classification of living things topic in junior high school levels.

1.5 Limitation of Problem

Authors define several limitation for the research to be more focused and run well as follows:

- 1) Classification of Living Things topic

Based on this limitation, the discussion is not go further than the classification of living things topic in grade seven (VII) of junior high school. It is basically comes from national curriculum core and basic competences taken from both the school that uses national curriculum fully or integrates it with other curriculum.

2) Teachers' Lesson Plan

Lesson plan were analyzed only come from grade seven private integrated Islamic junior high schools' science teachers in Bandung Raya that made lesson plan for their learning activities. The documents of lesson plan being analyzed is coming from all of the meetings in classification of living things topic in 2021/2022 academic year.

3) Islamic Values Integration

The Islamic values involved in this study that analyzed on the lesson plan included eight (8) indicators those are sources of values in Islam, categories of values in Islam, iqra, hiwar, targhib and tarhib, exemplary, nafsiyah, and interconnection-integration with each indicator contains 3 (three) sub indicators.

1.6 Organization of Research Paper

The research paper is divided into five chapters described as follows:

1) CHAPTER I: Introduction

Chapter I contains the background of the research, research problem, research objectives, research benefits, limitation of problems, and the organizational structure of research paper

2) CHAPTER II: Literature Review

Chapter II contains the literature review about Islamic values integration, lesson plan, and classification of living things.

3) CHAPTER III: Research Methodology

Chapter III contains the method that is used to finish this research paper, which are research method, population, sample, operational definition, research instrument, data analysis, and research procedure.

4) CHAPTER IV: Results and Discussions

Chapter IV contains the result after the data was gathered and analyzed. It described the detailed information on how this research analysis and processes the finding data, which can be used to answer the research questions of this.

5) CHAPTER V: Conclusions, Implication, and Recommendation

Chapter V contains the conclusion of the research paper as well as the implication and recommendation for the future or next research.