

**INTEGRASI SAINS DAN AGAMA DALAM KURIKULUM;
STUDI MULTISITUS DI MAN INSAN CENDEKIA TANAH LAUT
DAN SMA *GLOBAL ISLAMIC BOARDING SCHOOL*
BARITO KUALA KALIMANTAN SELATAN**

TESIS

Diajukan untuk Memenuhi Sebagian Syarat Memperoleh Gelar Magister dalam
Program Studi Studi Islam



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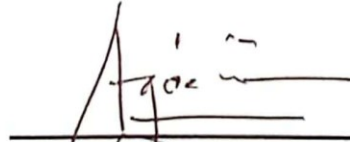
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ABSTRAK

Agus Riwanda, 2024. Integrasi Sains dan Agama dalam Kurikulum; Studi Multisitus di MAN Insan Cendekia Tanah Laut dan SMA *Global Islamic Boarding School* Barito Kuala Kalimantan Selatan. Tesis. Program Studi Magister Studi Islam. Pascasarjana UIN Sunan Ampel Surabaya. Pembimbing: Dr. Hisbullah Huda, M.Ag., Dr. H. Nadlir, M.Pd.I

Kata Kunci: Implementasi, Integrasi sains dan agama, Konsepsi, Kurikulum, Level integrasi, Model integrasi

Dikotomi antara agama dan sains sering dianggap sebagai salah satu faktor yang menyebabkan stagnasi perkembangan umat Islam. Oleh karena itu, integrasi antara sains dan agama menjadi penting untuk membentuk generasi yang memiliki kompetensi di kedua bidang serta karakter yang mulia. Selama ini, penelitian mengenai integrasi sains dan agama lebih banyak dilakukan di perguruan tinggi, sementara penelitian di tingkat sekolah menengah masih terbatas. Penelitian ini bertujuan untuk menganalisis konsepsi dan implementasi integrasi sains dan agama di MAN Insan Cendekia Tanah Laut dan SMA *Global Islamic Boarding School* Barito Kuala, Kalimantan Selatan.

Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, melibatkan kepala sekolah, wakil kepala sekolah bidang akademik, dan guru. Analisis data menggunakan model Miles Huberman yaitu kondensasi, penyajian dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa kedua sekolah menganggap integrasi ini sebagai upaya positif untuk memperluas wawasan siswa dan membentuk keterkaitan antara sains dan agama, meskipun tidak ada pedoman khusus. Pembelajaran di kedua sekolah masih terpisah berdasarkan mata pelajaran, sehingga integrasi dalam tataran kurikulum mikro tergantung pada keluasaan wawasan dan inisiatif guru. Model integrasi sains dan agama yang diterapkan adalah *discipline-based integration*, dengan modifikasi model *shared* menjadi *single teacher interdisciplinary model* dan *webbed*. Modifikasi model *shared* menjadi *single teacher interdisciplinary model* menekankan kerjasama antara guru-guru dari kedua disiplin ilmu, sementara model *webbed* menggunakan pendekatan tematis. Praktik integrasi juga mencakup tiga model praktis: *al-nuṣūṣ al-shar‘iyyah*, *al-tahlīl al-īmānī*, dan *al-naqd al-islāmī*, yang memperkaya pemahaman siswa tentang hubungan antara sains dan agama. MAN IC tanah Laut memiliki program Karya Tulis Ilmiah sedangkan SMA GIBS memfokuskan pengembangan kompetensi *Pedagogical Content Knowledge* (PCK) guru melalui *Highly Functioning Education Consulting Services* (HAF ECS) untuk mendukung integrasi sains dan agama. Meskipun masih ada tantangan dalam implementasi, seperti pembelajaran yang cenderung berpusat pada satu disiplin ilmu tertentu, integrasi sains dan agama di kedua sekolah ini memiliki potensi untuk memberikan pembelajaran yang lebih bermakna dan relevan bagi siswa.

ABSTRACT

Agus Riwanda, 2024. Integration of Science and Religion in the Curriculum: A Multisite Study at MAN Insan Cendekia Tanah Laut and SMA Global Islamic Boarding School Barito Kuala, South Kalimantan. Thesis. Master's Program in Islamic Studies, Graduate Program at UIN Sunan Ampel Surabaya. Advisors: Dr. Hisbullah Huda, M.Ag., Dr. H. Nadlir, M.Pd.I.

Keywords: Implementation, Integration of science and religion, Conception, Curriculum, Level of integration, Integration model

The dichotomy between religion and science was often considered one of the factors causing stagnation in the development of the Muslim community. Therefore, integrating science and religion was crucial for forming a generation with competence in both fields and noble character. To date, research on the integration of science and religion had been more focused on higher education, while research at the secondary school level remained limited. This study aimed to analyze the conception and implementation of the integration of science and religion at MAN Insan Cendekia Tanah Laut and SMA Global Islamic Boarding School Barito Kuala, South Kalimantan.

This research used a qualitative method with a case study approach. Data were collected through interviews, observations, and documentation, involving principals, vice principals for academic affairs, and teachers. Data analysis utilized the Miles and Huberman model, which included condensation, display, and conclusion drawing.

The research findings indicate that both schools view the integration of science and religion as a positive effort to broaden students' perspectives and create connections between the two fields, despite the absence of specific guidelines. Teaching in both schools remains separated by subject matter, thus integration at the micro-curriculum level depends on the breadth of knowledge and initiative of the teachers. The science and religion integration model applied is discipline-based integration, with modifications of the shared model into the single teacher interdisciplinary model and the webbed model. The modification of the shared model into the single teacher interdisciplinary model emphasizes collaboration among teachers from both disciplines, while the webbed model uses a thematic approach. The integration practices also encompass three practical models: *al-nuṣūṣ al-shar'iyah*, *al-tahlīl al-īmānī*, and *al-naqd al-islāmī*, which enrich students' understanding of the relationship between science and religion. MAN IC Tanah Laut has a Scientific Writing program, while SMA GIBS focuses on developing teachers' Pedagogical Content Knowledge (PCK) competencies through Highly Functioning Education Consulting Services (HAFECS) to support the integration of science and religion. Although challenges remain in implementation, such as the tendency for teaching to focus on a single discipline, the integration of science and religion in both schools has the potential to provide more meaningful and relevant learning experiences for students.

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