



Research Paper

Implementation of the Integrated Curriculum at Aisiyiah Bustanul Athfal 33 Kindergarten, Malang City

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Abstract. To develop the curriculum, a curriculum that can be combined with the religious and general curriculum is needed, namely the integrated curriculum. The purpose of this study was to determine how to implement an integrated curriculum in Kindergarten Aisyah Bustanul Athfal (ABA) 33 in the city of Malang. The research method used is a qualitative methodology, with a qualitative descriptive type. Through observation, interviews, and documentation, data were collected. Data was triangulated after being collected. These results indicate that the development of a curriculum that is by the vision, mission, and goals of the school, as well as outstanding teachers and all staff of TK ABA 33 Malang, reflects piety and instills moral and religious values during the learning process, is the basis for implementing the curriculum. integrated. Then the results of student activities such as prayer, Tahsin, and this are reported as student activity reports. In research at TK ABA 33 Malang, the integral learning strategies used include planning, programming daily, yearly, and semester. A solid dedication is a supporting factor for teachers in carrying out their duties and obligations. The obstacle is that some parents do not understand their children's vision, mission, and goals of the school.

Keywords: Implementation, Integrated Curriculum, Kindergarten.

1. INTRODUCTION

Pre-school education (TK) is a helpful education development and growth of children before entering primary education. In the kindergarten education process, the curriculum has an important role as the basic foundation for the implementation of teaching and learning aimed at helping children reach their developmental stages, so it requires an effective planning [1]. The preparation and development of the curriculum determines the quality and direction of the teaching system that will guide teachers in the teaching and learning process [2], [3]. Components in the curriculum in the form of material that is easy to digest, provides comprehensive knowledge, and is able to shape the way children think. One of the curricula in education, namely an integrated curriculum which has the concept of wholeness, unity, complexity where there is interaction and interdependence between its components [4], [5]. In addition, the integrated curriculum can be combined with the religious curriculum and the general curriculum.

The integrated curriculum is able to develop multiple intelligences of preschool children (kindergarten), because it provides opportunities for children to learn according to their talents and interests, is relevant and follows the principles of constructivism. In Capio et al. [6], one of the implementations of the integration curriculum in kindergarten is by integrating the curriculum from the government with the pesantren curriculum which can be done one of them by combining into moral religious values, physical-motor, cognitive, language, social-emotional and art, so that children have learning experiences independently or in groups, outside or in rooms, free or structured, and active. This, in accordance with Government Regulation No. 32 of 2013, regarding the structure of the formal PAUD curriculum contains a child's personal development program.

In the implementation of an integrated curriculum, children are decision makers and problem solvers. The process is central to explaining behavior, the problem is the key to where the process begins, therefore problem solving will differ from one another. In this case, children are prepared as individuals who are able to play a role in society, namely having an approach that allows for cooperation between schools and communities [7], [8]. The existence of this integrated curriculum

will help improve the quality of learning and learning of children, where education is said to be of quality if it is able to carry out the process of maturation of children's quality by freeing children from ignorance, inability, etc. One of them, at TK ABA 33 Malang which contains elements of kemuhammadiyah in every learning process with an integrative approach, and is presented in the form of a unified and inseparable whole.

Because TK ABA 33 Malang uses a hybrid curriculum from the government and from Muhammadiyah itself, the author combines Islamic education and general education as the object of research study based on the description above. Therefore, the author discusses how the curriculum is implemented and how students learn at ABA 33 Malang Kindergarten. Given the above context, the purpose of this study is to describe how the integrated curriculum has been implemented at ABA 33 Malang Kindergarten.

2. LITERATURE REVIEW

2.1 Principles of Curriculum Implementation

According to Elyan and Harb [9], a well-structured curriculum for early childhood education must be comprehensive, offering learning opportunities that support the holistic development of children across various developmental domains, including cognitive, emotional, social, and physical aspects. The curriculum should be grounded in the principle of gradual development, ensuring that educational activities and interactions are appropriate to the child's age and developmental stage. It must also accommodate the diverse abilities of learners by providing differentiated resources and pedagogical approaches [10]. Parental involvement is considered a fundamental aspect of early childhood education, recognizing that parents serve as the child's first and primary educators. Their active participation significantly contributes to the success of the child's early learning experience [11]. Furthermore, the curriculum should be designed to meet the individual needs of each child, taking into account their unique talents, interests, and learning preferences [citation needed].

In addition, the curriculum should reflect the values and needs of the community, acknowledging each child not only as an individual but also as a member of a family and a broader cultural and societal context [12]. Developing clear competency standards for children is essential, as these standards provide a framework for planning learning environments and instructional strategies that promote skill acquisition and cognitive development [13]. The curriculum must also be inclusive, ensuring that children with special needs receive appropriate educational services and are granted equitable access to learning opportunities [14]. Establishing partnerships with families and communities is another key component, as collaboration with external stakeholders strengthens the relevance and effectiveness of the educational program [15]. The curriculum must also explicitly address issues of child health and safety, creating an environment that is both secure and supportive of children's well-being while they are in the educational setting [16]. Moreover, it should detail the institution's management procedures, thereby ensuring clarity, transparency, and accountability in its governance structures [17]. Equally important is the inclusion of a clear strategy for human resource management, outlining the recruitment, professional development, and organizational roles of institutional staff to ensure the consistent delivery of high-quality educational services [18]. Finally, the curriculum should contain a detailed description of the facilities and infrastructure necessary to support early childhood education, ensuring that they are adequate, safe, and developmentally appropriate for young learners [19].

2.2 Learning Program Structure

In Aisyiyah Bustanul Athfal Kindergarten, the curriculum framework consists of the development of basic skills and behaviors gradually, continuously, and habits through play activities [20]. Children are involved in continuous behavior formation activities throughout their daily lives in an effort to develop positive habits. This development area includes the range of Islamic value development based on tarjih as well as social, emotional, and autonomous growth. In terms of moral development and Islamic principles, it is intended to increase children's piety to Allah SWT

and foster children's attitudes, building a foundation for children to become superior citizens and people of character. Aspects of social, emotional, and autonomy development as a means of child development so that they can manage their emotions properly, interact with others and adults, and help themselves to survive [21]. The types of behavior contained in the scope of Al-Islam and keaisyiyah/kemuhammadiyah development are included in the framework of the learning program. The keisyiyah/kemuhammadiyah field is a development activity that takes an integrated approach to Islamic religious education, presenting it as a whole and inseparable unity. At Aisyiyah Bustanul Athfal Kindergarten, Islamic/Muhammadiyah subjects are taught in simple language and using entertaining techniques such as storytelling, singing/songs, drawing or symbols, tours, visits, language, and attitudes.

The Al Islam and keaisyiyah/kemuhammadiyah fields at Aisyiyah Bustanul Athfal Kindergarten have a dual function of introducing and laying the foundation of knowledge about the Aisyiyah organization while simultaneously fostering faith and piety to Allah SWT as early as possible in the child's personality, which is manifested in the development of physical and spiritual life according to their level of development.

Table 1. Implementation techniques in the field of Al Islam according to Sundari and Purwanto

Activity	Self-development
Programmed activities These activities, if they have become a habit, will become routine activities	- Pray during the initial activity (religious character) - Wash hands (independent character) - Eating manners (disciplined character) - Clean yourself (independent character)
Exemplary activities	- Polite in speaking (socially caring character) - Giving and apologizing when wrong (honest character) - Maintaining environmental cleanliness (environmentally caring character) - Smiling at anyone (socially caring character)
Spontaneous activities	- Asking for help nicely (friendly character) - Showing emotional reactions appropriately (communicative character) - Congratulating friends who succeed (character that appreciates achievement)
Routine activities	- Line up (disciplined character) - Pray (religious character) - Say hello (environmental caring character) - Carry out orderly rules (responsible character) - Wash hands (independent character) - Eat and drink (independent character)

2.3 Kindergarten (TK)

Before children enter elementary school, there is a formal education level for young children called kindergarten. Currently, kindergarten is not a level of education that must be completed and is not part of the compulsory basic education curriculum. However, its existence has brought something quite significant to the preparation of early childhood to enter elementary school [22]. The government has recognized the existence of kindergartens which are facilities offered to children aged 4-6 years. To expand children's social and intellectual experiences, kindergartens offer planned and methodical activities. These activities utilize various facilities offered, such as the environment, tools, teachers, and methodologies. To prepare children to enter elementary school, preschool education, including kindergarten, aims to stimulate and guide physical development and growth and improve intellectual abilities and social relationships.

A baby between the ages of 4-6 is called a pre-school baby in formal terminology. For a child, this is the beginning of the world. According to experts, this period is known as the "golden age", where the level of intelligence growth experienced at that time reaches 50% [23]. During this period, there is a penetration of physical and psychological functions that are ready to respond to environmental stimuli. This period is the tempo for laying the first foundation in developing physical, cognitive, language, art, social-emotive, self-discipline, religious values, self-concept and independence [24]. Circulars for raising children today, namely: 1) Physical development: able to balance on one leg while standing or walking; good jumper; can push, turn, or twist his body while holding a pencil correctly; 2) Kindergarten social development includes the ability to form friends, especially with peers of the same sex, enjoy sharing and exchanging ideas with other children or adults, and show empathy. 3) Consider and state that the child has shown the ability to provide clear answers to questions, can discuss events that occur in real-world situations, and can convey knowledge even though it is still difficult to understand. can count, write or draw lines connecting people and objects, and like to express himself verbally.

Children between the ages of 4-6 show the following characteristics: 1) Children are involved in various activities that keep them physically active. For the growth of small and large muscles, activities such as climbing, jumping and sprinting are beneficial. 2) Language acquisition also improves. Within certain parameters, such as imitating or repeating conversations, children can communicate their views and understand the words of others. 3) Children's extraordinary curiosity about their surroundings is a sign of rapid cognitive development (thinking ability) of children. Children often ask questions about what they observe, which is a sign. 4) Despite the fact that children play together, children's play continues to take the form of non-social solo play.

3. METHOD

The format of this study places great emphasis on fieldwork. Data were then collected through observation and analysis at the research location to see how the integrated curriculum is implemented in schools [25]. This study uses a qualitative approach with a descriptive qualitative type. The research time starts from early June 2022 until completion. The subjects in this study were the head of ABA 33 Malang Kindergarten, and the class teacher of ABA 33 Malang Kindergarten and the object of the research was the implementation of the integrated curriculum in the learning process. The data collection techniques used were through observation results, interviews and documentation. The type of interview used in this study was an integrated interview. The data analysis used in this study was triangulation, where the data collected was then reduced according to the implementation of the integrated curriculum at ABA 33 Malang Kindergarten.

4. RESULT AND DISCUSSION

4.1 Overview of the Integrated Curriculum of ABA 33 Malang Kindergarten

The Kindergarten Implementation of Learning (RPP) at ABA 33 Malang is divided into two categories: (1) curriculum development, which must pay attention to the objectives of kindergarten education and refer to the 2013 Kindergarten Curriculum; and (2) preparation of learning programs, which include the creation of semester programs, weekly activity programs, and daily activity programs [26]. Second, the learning implementation process includes: (1) teaching and learning activities; (2) the basis in the middle is the rules; specifically, the environmental basis, the basis before playing, the basis while playing, and the basis after playing; and (3) the peak of the theme, which is carried out after each sub-theme is delivered and involves parents in providing support. Third, teachers evaluate student learning outcomes as part of monitoring the learning program, which includes: (1) implementation of observations carried out periodically and according to schedule; (2) follow-up on individual and group observation results; and (3) evaluation of student learning outcomes. The results of the interviews and observations can be seen in Table 1.

Table 1. Results of interviews and observations related to the Curriculum of ABA 33 Malang Kindergarten.

Date	Activity Focus	Observation	Interview
June 28, 2022	Thematic Learning: My Family	<i>During the classroom observation, the teacher introduced the sub-theme "Activities with My Siblings" using visual media. The lesson followed the weekly theme plan and involved storytelling and discussion. (O-01)</i>	<i>"If this week's theme is about family, we usually start with stories close to the children, like siblings or parents," explained one teacher. (I-01)</i>
June 29, 2022	Learning Centers (Role Play & Art)	<i>Two centers were opened: Role Play and Art. Children rotated independently and practiced social skills while dramatizing family scenes and creating artwork. (O-02)</i>	<i>"The children get really excited when it's role play day; they get to pretend to be moms, doctors, or teachers," said a teacher with a smile. (I-02)</i>
June 27, 2022	Theme Culmination & Parental Involvement	<i>The culmination activity involved an art exhibition where parents were invited to view their children's work. Teachers emphasized collaboration with families. (O-03)</i>	<i>"We invite the parents so the children can perform and proudly show their creations," said the class teacher B. (I-03)</i>
June 29, 2022	Religious and Moral Education	<i>Morning routines included dhuha prayer and Qur'an recitation (Juz Amma). Teachers integrated short hadith and daily prayers into lesson transitions. (O-04)</i>	<i>"Every morning we start with dhuha prayer, then murojaah. The children get used to it early on," explained the principal. (I-04)</i>
June 28, 2022	Learning Evaluation	<i>Teachers completed daily observation forms during center time and compiled child portfolios. Evaluations included social, emotional, and cognitive development. (O-05)</i>	<i>"We record all the children's progress on observation sheets, then collect them in each child's portfolio," said the documentation teacher. (I-05)</i>
June 29, 2022	Extracurricular Learning Activities	<i>Observed extracurricular activities included painting, drum band, and English class. All were implemented through playful and explorative methods. (O-06)</i>	<i>"These extra activities make the children more enthusiastic. But we keep it relaxed and fun," said the art teacher. (I-06)</i>
June 28, 2022	Use of Learning Centers	<i>Centers were rotated daily (2-3 per day). Learning materials were adjusted based on the theme. Children demonstrated increased focus and active participation. (O-07)</i>	<i>"We open two or three centers per day so the children don't get confused and can explore more," explained the class coordinator. (I-07)</i>

Based on Table 1, the curriculum of Kindergarten ABA 33 Malang focuses on teaching the basics of communication in Indonesian, English, Arabic, and Javanese. teaching mathematics and reading. teaching daily prayers, juz Amma, some words from the hadith, and introduction to the environment (PLL. Rihlah, alam tadabur, Outbond and children's field trips). visits to historical individuals, heroes' graves, and orphanages. Teaching activities include singing, sketching, coloring, folding, matching, sticking, weaving, farming, and physical and motor skills. In addition, combining conventional and contemporary games can foster an independent mindset. The annual activity program of Kindergarten ABA 33 Malang is carried out with various activities, such as: outdoor tours, parenting engagement, health checks, social services, and savings, various competitions, displays of work, and performances by children or artists.

The teacher decides when these tasks must be completed in one school year, either in semester 1 or semester 2. Continuous activities are carried out using the specified learning topics and learning programs (ability indicators). This is a substantial activity, therefore careful planning is needed. All playgroup staff members can participate in the annual activity planning process as a form of preparation (teachers, administrators, students, and parents). Outside of scheduled school hours, ABA 33 Malang Kindergarten organizes extracurricular activities. These activities include reading, writing and arithmetic, Iqro, drum band, dancing, painting, English, and arithmetic. The method used is a play-centered learning strategy, which involves children physically and mentally. Children

will benefit from this method because they will have various learning opportunities through direct practice, observation, and hearing (learning by doing). The following play areas will be prepared: a) ImTaq Center which has several miniature places of worship, prayer equipment, and publications from other religions, as well as pictures and other play equipment with a religious nuance. b) Block play center, which displays various shapes and sizes of blocks. c) Role Play Center, where instructors prepare various role play accessories every week.

The next category is (d) Art Center, which includes items such as paper, watercolors, crayons, markers, scissors, chalk, wax, fabric, cut and paste materials, and other art supplies. e) Preparation Center with books and tools for math, writing, and listening exercises. Children can practice their language skills while learning to match, count, and categorize objects through various play activities in this center. f) Natural Materials and Science Center, which includes shovels, sieves, cones, buckets, and other equipment. The materials include leaves, twigs, sand, rocks, seeds, and others. g) Music Center as well. The centers mentioned above are usually not used every day. To help children focus more on playing and learning, teachers can open up to two or three centers per day that are specifically designed for children's play.

4.2 Learning Strategy Through Integrated Curriculum

Activities carried out by teachers include pre-teaching activities (planning), learning activities, and evaluation. These activities relate to how a teacher manages a class in an effort to integrate the curriculum and enable data compilation.

4.2.1 Planning lessons

In teaching, planning is very important. A team or group is needed to carry out the planning properly. In this case, the school forms a KKG (teacher working group). A KKG was established by TK ABA 33 Malang, according to an interview with the head of the organization. For the implementation and what instructions, what media, what tools, or what teaching materials are available, the teacher leads the collaborative group. Therefore, its implementation must not deviate from the clause. In addition, the curriculum staff supervises teacher planning. The researcher also spoke with teachers in the classroom for interviews to support the above. The following are the results of an interview with a grade I class B teacher: In terms of learning planning, teachers make learning administration such as RPP, syllabus, year plan, semester plan, and teacher education calendar for a particular field. learning. We work together to prepare a plan, which is then discussed in the KKG in terms of the approach taken, learning exercises for learning resources, and learning media to learning evaluations. In fact, we also offer learning strategies for former chairs: go straight to the destination. This is done so that students can find out for themselves based on their own observations how to know and understand the subject matter.

During classroom observations at TK ABA 33 Malang, it was evident that the teachers actively engaged in collaborative planning through the KKG (teacher working group). The head of the organization was seen facilitating discussions among teachers regarding instructional methods, available media, teaching tools, and materials to ensure alignment with the established curriculum. Teachers consistently followed the guidelines laid out by the curriculum staff, maintaining a structured and coordinated approach to lesson preparation. In classrooms, teachers referred to collaboratively developed lesson plans (RPP), syllabi, and semester plans during instruction. This systematic planning was observable in the smooth flow of lessons and the coherent use of learning media and resources, reflecting the collective effort emphasized in the KKG meetings (O-07 and O-08).

Based observed the teacher directly and found that he had full control over the learning process. The researcher also spoke with the vice principal of the curriculum department to correct the data. The following is an excerpt from the interview: Each field teacher must make an action plan (activity plan) which includes an annual plan, semester plan, syllabus, and learning plan (RPP). The management of the teaching program is then transferred to the curriculum field, which is combined with the direction of the curriculum team. based on the examination of the teaching planning

documentation. The learning plan, syllabus, annual program, and semester program are available to teachers (RPP).

4.2.2 Teaching and Learning Activities (Process)

To help students understand the information, teachers use learning media. According to teachers, the learning strategies used in teaching differ based on the material being taught or the application of the material. When integrating the curriculum, teachers work to promote moral and religious ideals to their students. The findings from the interviews are supported by direct observations obtained by the researcher while giving lectures. The children then responded to the greeting after the teacher said "Bismillah" in the opening phase. The students responded while clapping, "Huh, hah, cis-cis bang, Allahu Akbar," after the teacher finished training the class. This clapping in front of the class has become a habit in TK ABA 33 Malang. The instructor asked her students, "How are you children?" before greeting them. The young children answered, "Alhamdulillah, Allahu Akbar is extraordinary," after that. Here are the results of the observations:

The teacher began the lesson by greeting the students and saying "Bismillah," to which the children enthusiastically responded with clapping and chanting phrases like "Huh, hah, cis-cis bang, Allahu Akbar," demonstrating a well-established classroom routine. The teacher asked the students how they were feeling, and the children replied with phrases such as "Alhamdulillah, Allahu Akbar is extraordinary," showing their engagement and familiarity with religious expressions. The teacher then introduced the topic of body parts, naming each part from head to toe and explaining their functions. To capture the children's attention, the teacher sang a song, subtly adapting the lyrics to emphasize religious values by replacing "One mouth I don't stop eating" with "One mouth I don't stop praying." The teaching method combined lecturing with interactive questions, fostering student participation. The lesson integrated scientific explanations with religious teachings, for example, by explaining how the eyes observe God's creation while linking it to Surah Al-Fatihah. Additionally, the presence of two teachers in the classroom was noted, with one serving as a co-instructor who monitored student behavior. When instances of negative language among students occurred, such as calling friends "stupid," the teacher quickly intervened by instructing students to say istighfar five times, apologize, and shake hands, reflecting the school's disciplinary guidelines. The teacher demonstrated strong classroom management skills, understanding each child's personality and body language, allowing smooth control of the class. The session concluded with the teacher summarizing the lesson and closing with greetings and hamdalah (O-09).

This is done by the teacher to encourage students' enthusiasm for learning. When the environment is supportive, the instructor begins to discuss the material he has taught about body parts. From head to toe, the instructor lists body parts and explains their functions. From head to toe, the teacher lists all body parts and explains the purpose or job of each. The teacher sings a song to attract students' attention. The researcher observed the teacher's latent values while singing the song, such as the idea that the line "One mouth I don't stop eating" should be changed to "One mouth I don't stop praying" towards the end of the song. The teacher's teaching style includes lectures, sometimes interspersed with student questions on various body parts. The researcher concluded that the teacher had combined mathematics and number theory with body part science. After that, while discussing how to use body parts, such as the eyes.

The instructor explains how the eyes work to observe God's creation, including the sky, mountains, and other natural features. Here we can observe the combination of PAI about Surah Alfatihah, which describes the greatness of God, with scientific information about the components of the body. The researcher saw an imaginary fact about this school: there are two teachers present in all classes. Specifically, an additional instructor who functions as a partner and is tasked with monitoring student behavior. There are some young people who call their friends "stupid" while being taught or studying. The teacher then immediately instructs the students to do istighfar five times before apologizing to their friends and shaking hands. The student handbook of TK ABA 33

Malang also mentions this about iqab students, one of the forms of violation is talking stupidly. Istighfar is thus one of the mechanisms of iqab.

The researcher observed that the teacher had a good understanding of how to interact with the class because he understood the personality of each student besides memorizing their names and had the ability to read their body language, which allowed him to easily control the class in any situation. The teacher drew conclusions from the topics discussed in the session and inspired the students. The instructor then ended the class with greetings and *hamdalah*.

4.3 Supporting and Inhibiting Factors in the Implementation of Curriculum Integration at ABA 33 Kindergarten, Malang

The supporting and inhibiting factors can be seen in Table 2, which is then explained in the following sub-chapters:

Table 2. Observation and Interview Evidence on Supporting and Inhibiting Factors in Curriculum Integration at ABA 33 Malang Kindergarten

Aspect	Observation	Interview
Supporting Factors	<i>During observations, it was noted that the school maintains close communication with parents through liaison books, allowing regular monitoring of student behavior and academic progress. Teachers and staff showed strong commitment to implementing the school's vision and mission collaboratively (O-10).</i>	<i>"We really believe that involving parents through the liaison book helps us work together to improve the children's learning experience. The spirit of unity among staff and parents is key to our success," said the Head of ABA 33 Malang Kindergarten (I-08).</i>
	<i>The school's environment encourages openness and participation from all stakeholders, fostering a sense of community growth aligned with national education goals (O-11).</i>	<i>"At ABA 33, openness is important. We always ask parents and community members before making important decisions. This makes everyone feel involved and united," said a teacher (I-09).</i>
Inhibiting Factors	<i>The school building and layout were observed to be cramped, which sometimes made it difficult to maintain an optimal learning environment. The absence of security personnel was also noticeable during school hours (O-12).</i>	<i>"Sometimes, it's hard because some parents don't fully agree with our vision and mission. Also, the building is crowded, and there is no security, so children come and go freely. This disrupts learning," said the Head of ABA 33 Malang Kindergarten (I-10).</i>
	<i>There was an observable lack of supervision at the school entrance, where children were allowed to leave or enter freely, which caused disruptions during teaching and learning activities (O-13).</i>	<i>"We have not yet succeeded in aligning everyone's perceptions. For now, we focus on aligning our vision internally and with a few supportive parents. It's challenging without a friendly environment or clear supervision," said the Head of ABA 33 (I-11).</i>

4.3.1 Supporting Factors

A strong internal school commitment from all parties to transform the school towards change or the determination of staff in carrying out the school's vision and mission are two factors that enable the implementation of healthy curriculum integration. As stated in the PKS curriculum, a liaison book is needed so that parents and schools can work together to monitor their children's behavior. Parents can provide suggestions to the school in an effort to improve academic standards. The concept of family and openness is also mentioned in the ABA 33 Malang Kindergarten guidebook. This is based on the founding principle of the school, namely the spirit of unity through the participation of all people to achieve national education goals [27], [28], [29], [30], [31]. Ethical openness is a principle of openness adopted by members of TK ABA 33 Malang. So that the parties involved will be asked about everything that will be made into a policy. Parents of students are included here. As a result, the community will grow together with TK ABA 33 Malang, Malang City.

4.3.2 Inhibiting Factors

According to the Head of ABA 33 Malang Kindergarten, Malang City, admitted to creating a conducive environment for learning activities, having a bad school building or layout because it is crowded, and having some parents who do not agree with the vision, mission, and goals set by the Kindergarten are all obstacles to implementing curriculum integration. The following is an excerpt from the interview: The school concluded that it had not succeeded in aligning or understanding perceptions uniformly. Universal refers to all aspects of the school. We determined that at this time we can only work to align the school's vision and mission internally with the school and its students, as well as with a small number of parents of children who are interested in supporting the school's goals. As stated in the manual on how the form of cooperation between parents and schools is carried out, ideally what we anticipate. The environment is not friendly, and there are no security guards at the school. In addition, the place is too free, which seriously hinders the teaching and learning process [18]. The layout of the building is the next step. Because there is no supervision, for example when the gate is closed, sometimes parents let their children come and go as they please. This kind of teaching and learning practice is quite troublesome.

5. CONCLUSION

The characteristics of curriculum integration implementation in ABA 33 Malang Kindergarten are as follows: (a) Includes similarities in mission, vision, and goals of schools that adhere to current Islamic education standards. (b) Create a curriculum that is in line with the mission, goals, and targets of the school. (c) Assist the KKG in compiling action plans or learning goals that include methodology, materials, and assessment of learning goals. (b) Exemplary Teachers and All Employees of ABA 33 Malang Kindergarten Reflect Piety, (e) Creation of an Islamic school environment or culture, implemented through school rules and the determination of sanctions for violations. (f) Innovative, entertaining, and persistent educational strategies that uphold moral and religious principles along with the learning process. (g) Develop effective communication with parents to jointly monitor children's behavior through link books. (h) Compile reports on student activities, such as prayer, tahsin, and tahfiz, as one way to encourage mutaba'ah. Next is the integrated learning technique of ABA 33 Malang Kindergarten, namely: Planning: Each teacher in a particular field of study makes a plan for their teaching activities.

These activities include teaching and learning, and each block or chapter is then evaluated. Curriculum integration in ABA 33 Kindergarten is also influenced by several additional aspects, both motivational factors and inhibiting factors. A strong and firm commitment from the school to develop the school towards the vision, mission, and goals of ABA 33 Malang Kindergarten is one of the supporting factors, such as the effectiveness of teacher learning, the responsibility of each teacher in carrying out their duties and responsibilities, and good communication between the school and parents/students. Meanwhile, the reasons that hinder the implementation of an effective and efficient teaching and learning process are: disagreement of certain parents with the vision, intent, and goals of the school; school atmosphere; and poor building layout because the facilities are still under construction.

6. AUTHOR DECLARATION

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