

PEDAGOGICAL CONTENT KNOWLEDGE (PCK) INTEGRATED ISLAMIC FOR STUDENTS OF FTK UIN SULTHAN THAHA SAIFUDDIN JAMBI

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Abstract: *Pedagogical competence is a competency that educators must possess to master material and principles in the learning process. In addition, teachers must be able to implement the curriculum in their learning. Teachers must also be able to create learning activities that educate their students so that they can develop their potential. A teacher's last competency is communication skills, namely communicating with students, assessing and evaluating their learning. An educator must master these three pedagogical competencies, or a prospective student educator of FTK UIN Sultan Thaha Saifuddin Jambi, who had PCK Islamic integrated abilities ranging from good to very good. The value of the eight students' PCK Islamic integrated indicators ranges from 71% to 100%.*

Keywords: *PCK, Islamic integrated, FTK UIN, Sulthan Thaha Saifudin Jambi*

Abstrak: Kompetensi pedagogik merupakan kompetensi yang harus dimiliki seorang pendidik untuk menguasai materi dan prinsip dalam proses pembelajaran. Selain itu, guru dituntut untuk mampu mengimplementasikan kurikulum dalam pembelajarannya. Guru juga harus mampu menciptakan kegiatan pembelajaran yang dapat mencerdaskan anak didiknya sehingga mampu mengembangkan potensi anak didiknya. Kompetensi terakhir yang harus dimiliki oleh seorang guru adalah kemampuan komunikasi, yaitu berkomunikasi dengan siswa, menilai dan mengevaluasi pembelajarannya. Ketiga jenis kompetensi pedagogik tersebut harus dikuasai oleh seorang pendidik atau calon pendidik mahasiswa FTK UIN Sulthan Thaha Saifuddin Jambi yang memiliki kemampuan PCK Islami terpadu mulai dari baik sampai sangat baik. Nilai dari 8 indikator PCK Islam siswa terpadu berkisar antara 71% sampai dengan 100%.

Kata kunci: PCK, Islamic integrated, FTK UIN Sulthan Thaha Saifudin Jambi

I. Introduction

According to the mandate of National Education System Law No. 20 of 2003, education is a forum for humanizing humans. The state guarantees its citizens the right to obtain an education. This is because education can change behavior and knowledge for the better. According to Higgins & Kruglanski, education is a framework process to influence students to adapt as best as possible to their

environment and, by doing so, cause changes in them that enable them to function in social life¹.

Education had levels for each level. For example, elementary school is the level of education that must be taken before continuing education at a higher level, namely junior high school. The teacher or lecturer plays an essential role in the learning process at all levels of education. There are several competencies that educators must have so they can become good teachers or professional teachers. Competence is divided into pedagogic, personality, and professional competencies.

Pedagogical competence is a competency that educators must possess to master material and principles in the learning process. In addition, teachers must be able to implement the curriculum in their learning. Teachers must also be able to create learning activities that educate their students so that they can develop their potential. A teacher's last competency is communication skills, namely communicating with students, assessing and evaluating their learning. An educator or prospective educator must master these three types of pedagogical competencies. This competency has been summarized in the theory of pedagogical knowledge (PCK) that teachers or prospective teachers must possess. In addition to pedagogical competence, future teachers at Sulthan Thaha Saefudin Jambi State Islamic University must have an Islamic personality.

However, this theory was very contrary to field conditions. Not all education experts believe that religious subjects, especially Islamic religion, must be taught in schools. Education expert Setyono Djuandi Darmono said religion should not be taught in schools. This is very contrary to the religious Indonesian nation. From interviews with several secondary school teachers in Jambi province, they hope that the hours of religious subjects in secondary schools will be increased, not deleted, where the attitudes and morals of students are very worrying. Ladisi, in his article, stated that the solution to current students' deviant behavior is to return to Islamic religious education².

In addition, Zuhaida, Agggun³ develops PCK instruments that integrate Islamic content, the study was conducted through non-test instrument development research. Competent experts validate non-test instruments. The validation results showed positive results with minor revisions to the instrument. Non-test instrument reliability with Cronbach's alpha coefficient shows reliable results. Meanwhile, the usability and significance test of the non-test instrument of integrated PCK analysis of Islamic content obtained good results at a very positive level. In addition, this instrument can contribute to further studies discussing professional teacher development, particularly in preparing instruments to measure teacher PCK that integrate Islamic content into the learning process.

Several previous studies relevant to this research, namely the research conducted by Zuhaida⁴ produced an analysis instrument for PCK science teachers at 'Madrasah Tsanawiyah' integrated with Islamic content. The characteristic of this science teacher's PCK analysis instrument is that it is a non-test instrument

¹ Higgins, E. T., & Kruglanski, A. W. (2000). *Motivational Science Social and Personality Perspectives*. USA: Taylor & Francis.

² La Hadisi. (2013). Pendidikan Agama Islam: Solusi Mengatasi Perilaku Menyimpang Siswa SMK Negeri 1 Kendari. *Jurnal al-izzah Vol. 8 No. 2 November 2013*.

³ Anggun Zuhaida, Agggun (2018). Penyusunan Instrumen Analisis *Pedagogical Content Knowledge* Guru IPA Madrasah Tsanawiyah Terintegrasi Konten Islami. *Edukasia Islamika Jurnal Pendidikan Islam* Vol. 3 No. 2, Desember 2018, pp. 234-248

⁴ Ibid.,

combined with Islamic content. The instrument was developed based on the results of the learning reflection questionnaire and the perceptions of learning that had been carried out. This questionnaire uses indicators adapted from Shulman (1987).

The second study by Tuluk, Guller, et al. developed a website for an information system that could be used to see the PCK abilities of prospective teacher students in Turkey. The subjects of this study were 220 prospective teacher students at well-known universities in Turkey⁵. In the third study, Resbiantoro, Gaguk (2016), conducted a PCK analysis of elementary school teachers' books to see the implementation of the 2013 curriculum. The results of this study indicate that the content knowledge component (CK) needs to be completed in the analysis. The addition used is the knowledge of elementary teachers' misconceptions. Meanwhile, the Pedagogical Knowledge (PK) component also needs to be equipped with an appropriate metacognition assessment and preparation format⁶.

Many experts have formulated and put forward the notion of learning. Slameto argues that learning is an effort made by individuals to be good by interacting with their environment⁷. In addition, Morgan states, "Learning is a permanent change in behavior of the individual as an experience in his life"⁸. Meanwhile, Hamalik said that individuals have carried out learning activities when their behavior has changed from bad to good. There is a behavior change as an assessment of other individuals. In reality, it can be seen from the physical changes of the individual⁹.

Therefore, learning, in general, can be interpreted as individual activities in interacting with others and their environment to produce changes in behavior in knowledge, attitudes, and psychomotor aspects. In addition to the term learning, it is the process of teaching students in teaching and learning activities as a causal relationship from a specific function. Related to the material being studied, learning also depends on topics in junior high schools, such as religion, science, mathematics, and others.

In addition, there are several theories that provide views on learning theory. This learning theory aims to provide a response to the learning process. One of the things about learning is constructivism theory. The theory of constructivism has characteristics that are in accordance with the goals of collaborative learning, namely skilled problem solving with more flexible thinking, critical thinking, creative thinking, and effective communication. It aims to express ideas and be able to work efficiently individually and in groups.

According to the view of constructivism, learning is the process of forming new knowledge from the learner. The learner must carry out this formation by carrying out activities, actively thinking, compiling concepts, and giving meaning to the things he learns. In constructivist learning, the teacher's role is to help ensure that the process of forming student knowledge goes as it should. Lecturers or

⁵ Tuluk, Guller, et al. (2019). Pre-service Teacher Web Pedagogical Content Knowledge and Online Information Searching Strategis. *International Journal of Evaluation and Research in Education (IJERE)*. Vol. 8 No. 12. June 2019. pp 229-236.

⁶ Resbiantoro, Gaguk. (2016). *Analisis Pedagogical Content Knowledge (PCK) Terhadap Buku Guru SD Kurikulum 2013*. STKIP PGRI Tulung Agung.

⁷ Slameto (2010). *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.

⁸ (Suprijono, 2010)

⁹ Oemar Hamalik. (2001). *Kurikulum dan Pembelajaran*. Jakarta: Bumi Aksara

teachers do not need to transfer knowledge, but educators can help students develop understanding independently.

The characteristics of constructivist learning are (a) providing students with an academic platform that is as free as possible, (b) making students interested in learning, (c) the lecturer or teacher together solves complex matters in their learning, (d) the lecturer or teacher manages assessments in learning independently¹⁰.

Learning is a combination of people, materials, facilities, equipment, and procedures that influence one another. This combination is to achieve the learning objectives to be completed. Humans involved in the teaching system consist of students, lecturers or teachers, and other education personnel, such as laboratory personnel. While materials, including books, blackboards, and others. Facilities and equipment consist of classrooms, audio-visual equipment, and computers. At the same time, procedures include schedules and methods of delivering information, learning practices, and others¹¹.

According to Suprijono¹², learning is the process, method, and deed of learning something. While teaching is an act of teaching. In the teaching carried out by the lecturer, it is interpreted as an effort by the lecturer to organize the class so that the learning process occurs. While lecturers teach from a learning perspective, they prepare adequate learning facilities for their students.

So, learning is an intentional or unintentional activity to achieve the desired curriculum goals. Learning is carried out systematically by those who teach and those who are trained. The learning process is designed so that students can overcome every challenge in their lives. Therefore, the most important task of educators in the learning process is how to condition the learning environment to support student behaviour changes. After obtaining learning, a person is expected to have broader knowledge to apply knowledge in everyday life.

High learning motivation will affect learning outcomes. Research conducted by Arends says that motivation is essential for learning to run effectively and efficiently¹³. Meanwhile, Sudibyo, et al. say that there are four categories of motivation, namely (1) students' interest in the activities provided by educators, (2) efforts made by students in learning, (3) preparing free time for learning, and (4) having high self-confidence in learning¹⁴.

While good learning outcomes affect high learning motivation, according to Suprijono¹⁵, learning outcomes are patterns or values resulting from the learning process. Learning outcomes will appear as changes in behavior in students in the cognitive and psychomotor fields. Changes in behavior can be seen from bad behavior to good¹⁶.

Arikunto and Jabar state that successful student learning outcomes can be identified through assessment activities in learning. A maximum effort by a teacher or educator in conducting education is the key to success in achieving maximum

¹⁰ Asri Budiningsih (2004). *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta

¹¹ Hamalik, Oemar. 2001. *Kurikulum dan Pembelajaran*. Jakarta: Bumi Aksara

¹² (Suprijono, 2009)

¹³ Richard Arends I. 2012. *Learning to Teach, Ninth Edition*. New York: McGraw-Hill.

¹⁴ Sudibyo, E., Jatmiko, B., Widodo, W. (2016). Pengembangan Instrument Motivasi Belajar Fisika: Angket. *Jurnal Penelitian Pedidikan IPA*, 1(1), 13-21. <https://doi.org/10.26740/jppipa.v1n1.p13-21>

¹⁵ Suprijono (2012)

¹⁶ Oemar Hamalik. 2008. *Kurikulum dan Pembelajaran*. Jakarta: Bumi Aksara

learning outcomes for students. Arikunto and Jabar added that several things affect the level of student learning outcomes, namely¹⁷: Intellectual ability (IQ) and good emotional students (EQ), the ability of lecturers or teachers to teach their classes, adequate facilities and infrastructure in learning.

The research method used in this study is a qualitative descriptive research method. Qualitative descriptive research formulated the problem that guides research to explore or photograph social situations that will be thoroughly, broadly and deeply examined. A qualitative approach is a research procedure that produces descriptive data in written or spoken words from people and observed behavior. It is a research method that describes the conditions of a situation¹⁸. The data obtained in the study were analyzed using descriptive statistics and processed using Microsoft Excel. This research is expected to provide an overview of UIN Sulthan Thaha Saifuddin Jambi and the students concerned regarding the integrated Islamic pedagogical content knowledge (PCK) they have.

The sample used by the researcher were school students who were used as pilot projects in the field experience program per school for students majoring in 'Tardis physics' at the Faculty of Tarbiyah and Teacher Training Sciences, UIN Sulthan Thaha Saifuddin Jambi who took the course. In collecting data, researchers used a total sampling technique. The total sampling technique is a sampling technique that uses the entire population as the sample in the study¹⁹.

This study used the Zuhaida, Anggun²⁰ questionnaire instrument, which consisted of 8 question items. The forms of the questions adapted were (1) Prospective teachers were able to design Islamic content in science learning assessments (2) Prospective teachers were able to apply science learning assessments that were integrated with Islamic content (3) Prospective teachers were able to evaluate factors influencing science learning plans integrated with Islamic content (4) Prospective teachers Able to design science learning integrated with Islamic content (5) Able to choose appropriate Islamic content to be applied to the science material being taught (6) Prospective teachers Able to apply appropriate learning strategies in integrating Science and Islamic content (7) Prospective teachers Able to indicate the portion between science and Islamic content in science learning (8) Prospective teachers can provide the nuances of science learning that are integrated with Islamic content during classroom learning.

In addition, researchers used indicators using a Likert scale of 5 (five) scales for positive statements. The scale in question is Strongly Disagree (STS) has a score of 1, Disagree (TS) has a score of 2, Neutral (N) has a score of 3, Agree (S) has a score of 4 and Strongly Agree (SS) has a score of 5. The statistics used are descriptive. Descriptive statistics is the presentation of data to find statistical averages, standard deviations and others²¹.

¹⁷ Arikunto and Jabar. (2010). *Evaluasi Program Pendidikan: Pedoman Teoritis Praktis bagi Mahasiswa dan Praktisi Pendidikan Edisi Kedua*. Jakarta: Bumi Aksara.

¹⁸ Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (London and New York, Routledge)

¹⁹ Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating*.

²⁰ Anggun Zuhaida, Agggun (2018). Penyusunan Instrumen Analisis *Pedagogical Content Knowledge* Guru IPA Madrasah Tsanawiyah Terintegrasi Konten Islami. *Edukasia Islamika Jurnal Pendidikan Islam* Vol. 3 No. 2. Desember 2018, pp. 234-248

²¹ Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (London and New York, Routledge)

II. Results and Discussion

Eighteen students from the Faculties of Tarbiyah and Teacher Training carried out the field learning program at MTS N 5, Jambi City. Researchers took Islamic integrated PCK data from 18 students with the following details.

Table 1. Number of students taking PLP courses at MTS N 5 Jambi City

No	Study Program	Numbers of Student
1.	Pendidikan Agama Islam	7
2.	Tadris Biologi	2
3.	Tadris matematika	5
4.	Pendidikan Bahasa Arab	2
5.	Pendidikan Bahasa Inggris	2

Meanwhile, the results of student Islamically integrated PCK in table 1 can be seen in the following table 2 and table 3.

Table 2. Data on PCK Islamic integrated results for FTK UIN Sulthan Thaha Saifudin Jambi students.

No	Statement	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10
1	Teachers are able to design Islamic content in their learning evaluation questions.	88	86	85	84	75	84	82	87	89	93
2	Teachers are able to apply evaluation questions in their learning that are integrated with Islamic content.	90	92	89	76	85	90	78	87	97	93
3	Teachers are able to evaluate the factors that influence their learning plans that are integrated with Islamic content.	90	72	82	82	82	82	80	76	89	88
4	Teachers are able to design learning that integrates Islamic content properly.	96	92	85	78	82	84	76	96	94	100
5	Teacher Able to choose the appropriate Islamic content to be applied to the material being taught.	94	86	89	85	90	96	78	89	97	95
6	Teachers are able to apply appropriate learning strategies in integrating Islamic material and content.	92	88	85	78	87	84	76	91	94	98
7	Teachers are able to indicate the portion between material content and Islam in their learning.	92	78	85	78	75	84	78	89	97	90
8	Teachers are able to provide learning nuances that are integrated with Islamic content during classroom learning.	90	90	87	75	83	80	73	89	97	98
	Average	92	86	86	80	82	86	78	88	94	94
	Category	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Good	Very Good	Very Good	Very Good

Table 3. Data on PCK Islamic integrated results for students of UIN Sulthan Thaha Saefudin Jambi

No	Statemet	M11	M12	M13	M14	M15	M16	M17	M18
1	Teachers are able to design Islamic content in their learning evaluation questions.	90	83	88	89	80	98	78	77
2	Teachers are able to apply evaluation questions in their learning that are integrated with Islamic content.	88	88	80	78	85	95	80	80
3	Teachers are able to evaluate the factors that influence their learning plans that are integrated with Islamic content.	90	88	85	82	83	98	73	74
4	Teachers are able to design learning that integrates Islamic content properly.	88	93	88	84	88	95	88	83
5	Teacher Able to choose the appropriate Islamic content to be applied to the material being taught.	93	93	85	96	88	98	80	89
6	Teachers are able to apply appropriate learning strategies in integrating Islamic material and content.	85	85	83	89	90	90	75	89
7	Teachers are able to indicate the portion between material content and Islam in their learning.	85	85	88	82	80	83	85	71
8	Teachers are able to provide learning nuances that are integrated with Islamic content during classroom learning.	93	85	90	91	85	93	75	86
	Average	89	88	86	86	85	93	79	81
	Category	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good

In Tables 2 and 3, it can be seen that there are eight indicators of PCK capability Islamic integrated. Meanwhile, 18 prospective teacher students in the Faculty of Tarbiyah and Teacher Training were surveyed in all classes from class VII to class IX with a total of 165 students or respondents. If seen in a graph like Figure 1.

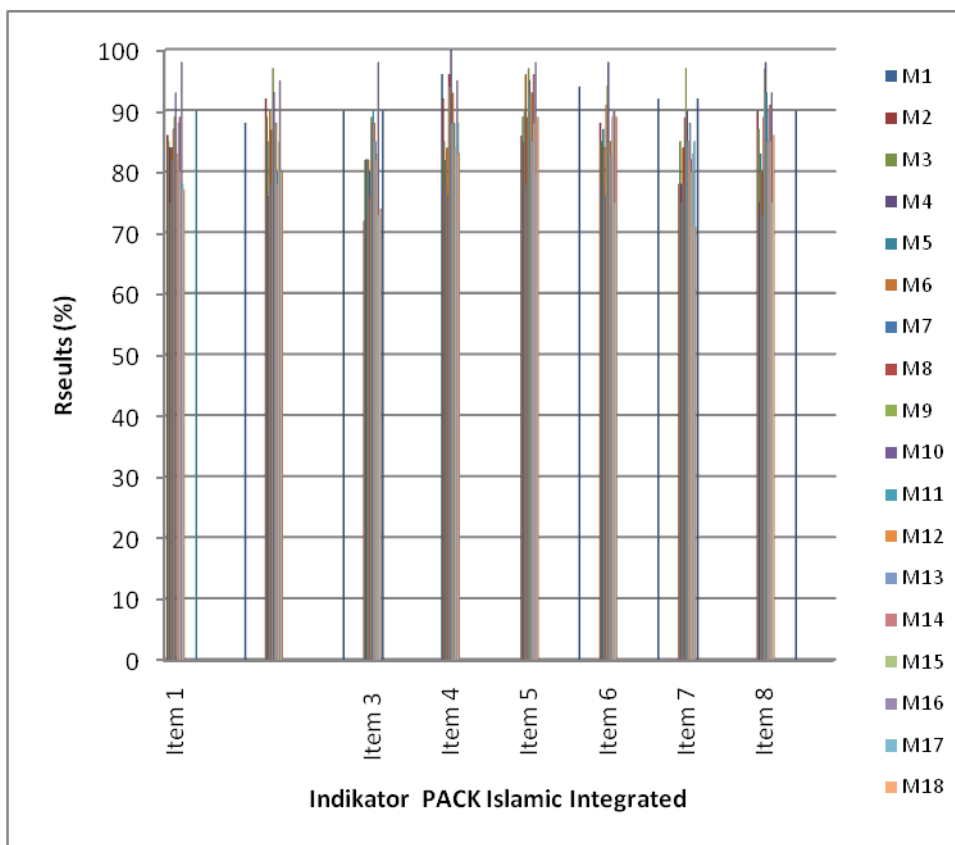


Figure 1. PCK Islamic integrated student results

In Figure 1, it can be seen that students have PCK Islamic integrated abilities with a score of 71% -98% in the good to very good category. For indicator 1, the teacher could design Islamic content in his learning evaluation questions. The questionnaire results show that students' PCK abilities range from 75% to 98%. For indicator 2, the teacher can apply evaluation questions in his learning that integrates Islamic content. The questionnaire results showed that students' PCK abilities ranged from 76% to 97%. For indicator 3, namely, the teacher can evaluate the factors that influence the learning plan integrated with Islamic content. The questionnaire results showed that students' PCK abilities ranged from 72% to 98%.

For indicator 4, the teacher can design learning that integrates Islamic content properly. The questionnaire results show that students' PCK abilities range from 76% to 100%. For indicator 5, the teacher can choose appropriate Islamic content to be applied to the material being taught. The questionnaire results showed that students' PCK abilities ranged from 78% to 98%. For indicator 6, the teacher can apply appropriate learning strategies in integrating Islamic material and content. The questionnaire results show that students' PCK abilities range from 71% to 97%.

For indicator 7, the teacher can indicate the portion between material content and Islam in their learning. The questionnaire results show that students'

PCK abilities range from 75% to 98%. For indicator 8, the teacher can provide learning nuances integrated with Islamic content during classroom learning. The questionnaire results show that students' PCK abilities range from 73% to 98%. Indicators 1 to 8 show PCK ability scores ranging from good to very good. Sulthan Thaha Saifuddin State, Islamic University Jambi, is a campus that produces Islamic-based teacher candidates; this research can illustrate that eight factors influence pedagogical content knowledge (PCK) Islamic integrated with students of UIN Sulthan Thaha Saifuddin Jambi.

III. Closing

From the research that has been done, FTK students at UIN Sulthan Thaha Saifuddin Jambi have integrated Islamic PCK abilities ranging from good to very good. The value of the 8 Islamic integrated PCK indicators for students ranges from 71% to 100%.

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