

**INTEGRATED MADRASAH DINIYAH TAKMILIAH MODEL IN
ELEMENTARY SCHOOL IN MADRASAH DINIYAH TAKMILIAH
AWALIAH (MDTA) MUHAMMADIAH 12 MEDAN**

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Abstract

The purpose of this research is to analyze the implementation of Integrated Madrasah Diniyah Takmiliah Awaliyah in Elementary Schools at Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan, analyzing the results of the quality achievements of the Integrated Madrasah Diniyah Takmiliah Awaliyah and Primary Schools Muhammadiyah 12 Medan, as well as the supporting and inhibiting factors of the Integrated Madrasah Diniyah Takmiliah Awaliyah at Madrasah Diniyah Takmiliah Awaliyah Primary School Muhammadiyah 12 Medan. This study uses a qualitative research method, which is a study that aims to understand the phenomena experienced by the research subject including behavior, perception, motivation, action and others, holistically and by means of descriptions in the form of words and language, at a special context that is natural by utilizing various natural methods, in a real field situation which is natural as it is without manipulation. The results of this study indicate that: (1) Implementation of Integrated Madrasah Diniyah Takmiliah Awaliyah in Primary Schools at Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan, (2) Management of Integrated Madrasah Diniyah Takmiliah Awaliyah in Primary Schools at Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan, (3) Results of the quality achievements of Integrated Madrasah Diniyah Takmiliah Awaliyah at Madrasah Diniyah Takmiliah Awaliyah Primary School (MDTA) Muhammadiyah 12 Medan, (4) Supporting and inhibiting factors for Integrated Madrasah Diniyah Takmiliah Awaliyah in Madrasah Diniyah Takmiliah Awaliyah Primary School Muhammadiyah 12 Medan.

Keywords: Integrated, Diniyah Takmiliah Madrasah Models

Introduction

Today, the existence of Madrasah Diniyah is often underestimated, apart from being a non-formal education in the context of being secondary, the encouragement of parents to enroll their children in Madrasah Diniyah is also low. In addition, parents' interest is more dominant in enrolling their children in general non-formal institutions to support general knowledge lessons.

In addition, according to Nizah (2006) Madrasah Diniyah is only considered as an afternoon school. This indirectly dwarfs the existence of Madrasah Diniyah. Not to mention the internal problems faced by Madrasah Diniyah itself as stated by Syahr (2016, <https://bit.ly/3hbegSk> accessed on June

30, 2020), these problems include the lack of funding, the large number of privately managed madrasas, the lack of educators, and inadequate learning support facilities.

Even though several City Governments have issued various regulations to confirm the existence of Madrasah Diniyah in addition to providing additional desire to deepen religious knowledge for students in formal schools at the elementary level other than religion-based schools (SDIT). Even some city/district governments make one of the requirements for entry to the next level of education to be completed with a Madrasah Diniyah diploma. One of the governments that issued these regulations was the Medan City Government through City Regional Regulation Number 5 of 2014 concerning Compulsory Education for Madrasah Diniyah Takmiliah Awaliyah.

The Medan City Regulation (2014) states that all students at the basic education level in Medan City are required to attend Madrasah Diniyah Takmiliah Awaliyah education. So that at the end of education, you will get a Madrasah Diniyah Takmiliah Awaliyah diploma as one of the prerequisites for continuing education to the next level. However, it seems that this has not been able to be fully realized, so there are still many who do not heed the rules.

The Government's concern regarding the existence of Madrasah Diniyah Awaliyah which later became known as Madrasah Diniyah Takmiliah Awaliyah apart from regulations and assistance from various programs is also related to the management of Madrasah Diniyah Awaliyah (Adib: 2019, <https://bit.ly/2F6Gbp8> accessed on June 30 2020). This is nothing but the aim that Madrasah Diniyah Takmiliah Awaliyah can continue to maintain their existence by being managed and developed not only as a support and complement to religious education, but even as the main basic source in improving the quality of religious knowledge of the community around the madrasa so as to produce educational graduates who are able to have religious character. skillful people, religious community leaders and religious intellectuals.

These three characters are the goals of Islamic education including: Religious skillful people are Muslim people who will have an intelligent, skilled, independent attitude and have a strong and intact faith. Religious community leader is the existence of Muslim people as the driving force of dynamics, social, cultural, economic and political transformation of a civilized manner. Intellectual religious is a Muslim who has a strong integrity of scientific knowledge and is capable of carrying out scientific analysis and humanely has social sensitivity (Tolkah and Barizi, 2004: 7). In addition, the existence of Madrasah Diniyah is very meaningful, especially for the surrounding community who attend public schools which have an impact on lack of religious education (Saragih, 2019).

Several research results published in various journals show the importance of educational innovation, especially in Madrasah Diniyah including: 1) Research by Supiana et al (2018) states that education in Madrasah Diniyah Takmiliah feels slow, especially in inadequate facilities and infrastructure, so that it becomes the most basic problem, therefore, it is

important to maximize the use of facilities and infrastructure in order to create an effective and efficient learning process. 2) Research by Dwi Istiyani (2017) states that Madrasah Diniyah experience ups and downs and challenges from time to time both internally and internally, ranging from full day school regulations that threaten the existence of the institution, besides that of the many Madrasah Diniyah Takmiliyah only a count Jari Madrasah Diniyah Takmiliyah which is able to meet the minimum service standard with 70% fulfillment, both related to facilities and infrastructure, textbooks and enrichment and teaching and educational staff. and 3) The research of Tatang Sulaeman and M. Djaswidi Al Hamdani (2017) states that there have been so many polemics against Madrasah Diniyah Takmiliyah Awaliyah including funding problems which generally only come from the founders/foundations, staffing problems/teachers which are generally obtained minimally (do not have mastery of the material being taught), as well as the problem of facilities and facilities, as well as the very limited allocation of study time. The existence of this problem will certainly affect the non-maximization of the learning process and results.

Based on the results of observations made, there are Madrasah Diniyah Takmiliyah Awaliyah which innovate by running the integrated Madrasah Diniyah Takmiliyah Awaliyah model. In addition, the results of an interview with the Principal of the Muhammadiyah 08 Medan Private Elementary School, that the education unit seeks to increase the potential of students not only on general material, but also on religious material in accordance with the mandate of the Law on the National Education System.

In accordance with City Regional Regulation Number 5 of 2014 concerning Compulsory Education for Madrasah Diniyah Takmiliyah Awaliyah, Muhammadiyah 08 Medan Private Elementary School directs and requires all students to take part in the Madrasah Diniyah Takmiliyah Awaliyah program at the education unit. This turned out to be the attraction and interest of the community to entrust their children as students at the Muhammadiyah 08 Medan Private Elementary School, making it one of the Muhammadiyah education units at the elementary level with the most students in North Sumatra.

Muhammadiyah 08 Medan Private Elementary School innovates by combining a new concept, Madrasah Diniyah Takmiliyah Awaliyah integrated with Elementary School. This concept is a combination of the concept of formal and non-formal education. With this concept, various programs are implemented so that it becomes a harmony between science and religion for the students.

Research Methods

This study uses qualitative research methods, namely to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, action and others, holistically and by way of description in the form of words and language, in a special natural context. and by utilizing various natural methods, and in reasonable field situations as they are without manipulation. Data was collected through observation, interviews, and documentation. The data analysis technique used is the Miles and Huberman

(1984) model, namely data reduction, data display and conclusion and verification.

Research Result and Discussion

1. Implementation of Integrated Madrasah Diniyah Takmiliyah Awaliyah in Elementary Schools at Madrasah Diniyah Takmiliyah Awaliyah Muhammadiyah 12 Medan.

Implementation of the integrated Madrasah Diniyah Takmiliyah Awaliyah in Elementary Schools at Madrasah Diniyah Takmiliyah Awaliyah Muhammadiyah 12 Medan-Private Elementary School Muhammadiyah 08 Medan. The implementation of the integration of Madrasah Diniyah Takmiliyah Awaliyah is carried out with 2 different models simultaneously, namely the implementation of the regular class and the superior class.

Regular classes are held at 14.30 to 16.30 (covid-19 schedule) and 15.00 to 17.30 (schedule before covid 19) while in superior class learning is carried out directly after ishoma for additional learning. This is supported by the findings of observations in one of the teacher's houses which was used as a temporary place to study during the pandemic, learning was carried out at 14.30 to 16.30 Wib.

The implementation of Madrasah Diniyah Takmiliyah Awaliyah activities integrated with 2 different models shows that there are superior programs from each model. Based on the results of interviews and study documents, information was found that both the regular class program and the superior class program have their respective advantages. Programs that are shown in regular classes are tahsinul qur`an, tahfizul qur`an juz 30, muhadharah, worship practices, memorizing 40 light hadiths and pious charity movements (infaq) and funeral prayers. While in the superior class the main program is tahfizul quran, tahfizul qur`an juz 30, muhadharah and Arabic and English.

These programs are supported by compulsory curriculum content, namely 7 compulsory subjects including Qur'an-hadith, fiqh, Arabic, aqidah, morality and history plus special subjects (curriculum B) namely tahfidz, khot and Muhammadiyah lessons. While the superior class is given additional subject matter in the form of compulsory subject matter plus Arabic, tahfiz, practical worship, hadith and fiqh.

Scientific integration is an effort made to combine, combine or unify two opposing sciences (general science and Islamic religious science), where the purpose of this unification is so that there are no boundaries or dividing walls that provide extraordinary benefits for the development of students. Based on the theory of the integrated Madrasah Diniyah Takmiliyah Awaliyah model, it is classified into 4 models, including: Independent Madrasah Diniyah Takmiliyah Integration Program, Semi Integrated Madrasah Diniyah Takmiliyah Integration Program, Integrated Madrasah Diniyah Takmiliyah Integration Program, and Participatory Madrasah Diniyah Takmiliyah Integration Program in School PHBI or vice versa .

The semi-integrated program is an integration program that is carried out through school intracurricular, co-curricular and extracurricular activities. The integrated integration program can be carried out by integrating the vision and mission of Madrasah Diniyah Takmiliyah into the school's vision and mission along with the curriculum and learning programs in order to obtain the concept of a comprehensive integrated education system integration. Meanwhile, this participatory program opens up as many opportunities as possible in partnership through Islamic Holidays, both organized by schools and Madrasah Diniyah Takmiliyah. In addition, it also involves the academic community in collaboration.

Findings through interviews or observations show that the Madrasah Diniyah Takmiliyah Awaliyah Muhammadiyah Medan-Private Primary School Muhammadiyah 08 Medan has 2 models of institutional integration, namely the regular class and the superior class. Regular classes based on theory, belong to the independent Madrasah Diniyah Takmiliyah integration program model. This can be seen from the program that requires students in formal education units (SD/MI, SMP/MTs, SMA/MA and equivalent) to attend deeper Islamic religious education in Madrasah Diniyah Takmiliyah. In addition, school Islamic Religious Education teachers can fill the shortage of teaching hours by teaching at Madrasah Diniyah Takmiliyah with the calculation of teaching hours according to applicable rules.

Meanwhile, the existence of a superior class at the Muhammadiyah 08 Medan Private Elementary School shows the integration of the Madrasah Diniyah Takmiliyah Awaliyah institution with the integrated Madrasah Diniyah Takmiliyah integration program model. This is clearly shown from integrating the vision and mission of Madrasah Diniyah Takmiliyah into the school's vision and mission along with the curriculum and learning programs in order to obtain the concept of a comprehensive integrated education system integration.

Implementation of the integration model with these 2 types is due to the community's needs related to the programs presented by each integration model. In addition, the achievements that will actually be achieved by students have been determined from the beginning of entering the education unit so that it is hoped that it will further maximize the competencies that will be achieved as a result of graduate competency standards in each integration program.

In the curriculum content of the integrated Madrasah Diniyah Takmiliyah Awaliyah at Madrasah Diniyah Takmiliyah Awaliyah Muhammadiyah 12 Medan-Private Primary School Muhammadiyah 08 Medan that the curriculum content in the regular class is 7 compulsory subjects which include: Qur'an-hadith, fiqh, Arabic, aqidah, morals and history. Based on the rules for organizing Madrasah Diniyah Takmiliyah, these subjects are classified as compulsory subjects (group A).

In addition, based on interviews, information was also found that there was an additional curriculum content with special subjects (curriculum B), namely tahfidz, khot and Muhammadiyah lessons. This is in accordance with the theory that classifies special/additional subjects as being included in local

content which is the freedom of organizing Madrasah Diniyah Takmiliyah to adapt it to the needs of the surrounding community or with specific goals.

In the superior class, additional subject matter is provided in the form of compulsory subject matter plus Arabic, tahfiz, practical worship, hadith and fiqh. Because the form of the superior class is a form of integrated integrated Madrasah Diniyah Takmiliyah Awaliyah, then the form of Madrasah Diniyah Takmiliyah Awaliyah merges into a unity with the Elementary School.

Based on this, in the theory of the implementation of the integrated Madrasah Diniyah Takmiliyah, the curriculum content on the integration of the integrated Madrasah Diniyah Takmiliyah is by combining and adding special religious learning such as Arabic, tahfiz, practical worship, hadith and fiqh into learning in elementary schools.

Based on this information, it can be obtained that the implementation of regular classes for Elementary School (SD) students who take part in Madrasah Diniyah Takmiliyah Awaliyah is carried out at 14.30 to 16.30 WIB (covid-19 schedule) and 15.00 to 17.30 WIB (pre-covid 19 schedule) while in class superior learning is carried out directly after isoma for additional learning (including MDTA material). The rules for organizing Madrasah Diniyah Takmiliyah integrated Madrasah Diniyah Takmiliyah together with the school are given the freedom to carry out the implementation time with the rules for implementing the subjects in accordance with the specified rules.

Based on the analysis of the research results, at Madrasah Diniyah Takmiliyah Awaliyah Muhammadiyah 12 Medan, Madrasah Diniyah Takmiliyah were found in the form of regular classes and superior classes. The regular class is a model of the Integrated Madrasah Diniyah Takmiliyah with the form of independent integration. Another form is the superior class which is a form of integrated integration in the integrated Madrasah Diniyah Takmiliyah model.

The curriculum content used at Madrasah Diniyah Takmiliyah Awaliyah Muhammadiyah 12 Medan is in the form of compulsory subjects including subjects required by the Ministry of Religion (al-quran-hadith, fiqh, Arabic, akhidah, morals and history). While special subjects are subjects that are given as a characteristic of an educational unit.

The learning time at Madrasah Diniyah Takmiliyah Awaliyah Muhammadiyah 12 Medan is divided into two forms, namely the form of the regular class and the superior class. The difference in learning time is due to the form of integration at Madrasah Diniyah Takmiliyah Awaliyah Muhammadiyah 12 Medan has 2 forms.

2. Integrated Management of Madrasah Diniyah Takmiliyah Awaliyah at Elementary Schools at Madrasah Diniyah Takmiliyah Awaliyah Muhammadiyah 12 Medan.

The integrated management of the Tamiliyah Awaliyah Madrasah Diniyah in primary schools is a unique thing. This is because both institutions must be committed to jointly advancing the program. Likewise, Madrasah Diniyah Takmiliyah Awaliyah 12 Medan together with Private Elementary

School Muhammadiyah 08 Medan agreed to jointly manage the institution in an integrated form of integration in the form of superior classes and independent integration in the form of regular classes. What is meant by management in this research is the financial environment, facilities and infrastructure, educators and education staff and evaluation.

Financial management at the two institutions is carried out in an integrated manner with the same treasurer, in addition to paying tuition fees is a package as well as paying for the construction of Madrasah Diniyah Takmiliah Awaliyah 12 Medan. Furthermore, related to the management of facilities and infrastructure at Muhammadiyah Private Elementary Schools and Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah Medan can be used together without any distinction, except for the superior class which is used for their own classroom until the afternoon. In the scope of the management of teaching and educational staff, it shows that there are several educators and education personnel who actually teach in two integrated education units.

Based on this, the management of finance, facilities and infrastructure as well as educators and education staff has been in accordance with the model of an integrated Madrasah Diniyah Takmiliah Awaliyah institution with the rules, namely;

First, the budget for financing the integration program is designed, communicated and through coordination between Madrasah Diniyah Takmiliah Awaliyah and Muhammadiyah 08 Medan Elementary School has agreed to manage finances/financing in an integrated manner.

Second, planning, receipts and financial expenditures are carried out based on the income and expenditure budget system of both parties and financial administration is carried out by a team appointed by direct officials in these two cases, based on the observation that the income of Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan and Private Elementary Schools of Muhammadiyah 08 Medan a package where if students pay development fees for both the regular class and the superior class, it means that it has been included in the payment for the construction money for the Madrasah Diniyah Takmiliah Awaliyah besides that the holder of the financial administration is the same person who is good at Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan and Muhammadiyah 08 Medan Private Elementary School.

Third, the goods obtained from the integration program are utilized in the integration program into inventory items that can be used together. Based on the results of interviews and observations that the facilities and infrastructure at the Muhammadiyah Private Elementary School and the Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah Medan can be used together without any distinction, except for the superior class which is indeed used for their own classroom until the afternoon.

In the educator room, an integration program was also found where educators at the Madrasah Diniyah Takmiliah Awaliyah taught at the elementary school to fill the hours of religious education at the elementary school. This shows the existence of a semi-integrated teacher integration

program. Semi-integrated integration is educators at Madrasah Diniyah Takmiliah Awaliyah who have qualifications to teach at elementary schools as teachers of religious education.

In the scope of the evaluation, based on the results of interviews with Mr. Miswar, S.Ag (MDTA teacher as well as Religion teacher) and Mrs. Noni Risnawelli, SE (Principal of Muhammadiyah 08 Medan Elementary School) stated that the evaluation can be held simultaneously or differently, but at the time of its implementation. different in the morning and evening. The scope of the evaluation also includes the implementation of evaluations that are held daily, weekly, monthly, in the middle of the semester as well as the implementation of semester evaluations.

3. The results of the quality achievements of Integrated Madrasah Diniyah Takmiliah Awaliyah in Elementary Schools at Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan.

The quality results obtained by students at Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan in regular and superior classes have their own characteristics in accordance with the flagship program launched. Each class model has its own quality achievements. The difference is that regular students have the best ability in reading Arabic, Malay and funeral prayers, while those in the superior class have more memorization abilities. From the affective point of view, the resulting attitude tends to be more manageable and polite to the teacher.\

In addition, based on the results of field observations, training and tahsin training are held every two weeks in order to improve the ability of teachers to read the Koran with the correct rules. In addition, regular meetings are held to control and discuss the development of students both with fellow teachers and with parents.

Based on this, it shows the suitability of the integration program between regular classes in the form of independent integration and superior classes in the form of integrated integration by emphasizing the program priorities of each form of integration. In addition, the increase in program improvement is also supported by the development of educator competencies in Madrasah Diniyah Takmiliah Awaliyah integrated in Elementary Schools at Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan-Private Elementary School Muhammadiyah 08 Medan with educator training, meetings and evaluation of work programs. The results of the quality achievement that can be seen are that regular students have the best ability in reading Arabic, Malay and funeral prayers, while the superior class has more memorization abilities. From the affective point of view, the resulting attitude tends to be more manageable and polite to the teacher.

The results of the achievement of the quality of students in participating in the learning series will of course be different according to the selected class model. Each integration model, whether independent with regular class learning or integrated integration with superior class learning, has

a different program emphasis that characterizes the program for each class model.

The results achieved in each integration model are adjusted to the superior program held in each model. The quality of the results at the end point will be divided into 3 (three) aspects including cognitive, affective and psychomotor. Cognitive is the ability of Madrasah Diniyah Takmiliyah Awaliyah students in mastering competencies in each lesson at Madrasah diniyah. Affective is a manifesto of understanding that is implemented in attitudes as a result of the learning process received. While psychomotor skills are acquired by students at the madrasah diniyah.

4. Factors supporting and inhibiting Madrasah Diniyah Takmiliyah Awaliyah Integrated Elementary School at Madrasah Diniyah Takmiliyah Awaliyah Muhammadiyah 12 Medan.

In the implementation of the integrated Madrasah Diniyah Takmiliyah Awaliyah, there are obstacles and supporters that become challenges and obstacles in its implementation. The obstacles obtained from the integrated Madrasah Diniyah Takmiliyah Awaliyah are the parents' one-sided view of the Madrasah Diniyah Takmiliyah Awaliyah, the low interest of students to enter the Madrasah Diniyah Takmiliyah Awaliyah, and the distance of students' homes from the Madrasah Diniyah Takmiliyah Awaliyah.

The advantages and carrying capacity of the integrated Madrasah Diniyah Takmiliyah at the Madrasah Diniyah Takmiliyah Awaliyah Muhammadiyah 12 Medan-Private Elementary School Muhammadiyah 08 Medan are the potential number of students, the flagship program that is the main attraction, the existence of 2 integration programs simultaneously, namely the regular and superior class program and payment package in financing, in addition to the educational qualifications of madrasah diniyah teachers who have a bachelor's degree, there are even two teachers who have completed master's education.

Theoretically, resistance and carrying capacity are two contradictory things. If the institution, in this case Madrasah Diniyah Takmiliyah Awaliyah Muhammadiyah 12 Medan-Private Primary School Muhammadiyah 08 Medan, is able to collaborate in minimizing obstacles and optimizing support capacity, it will certainly create an integrated institution that continues to grow, especially Madrasah Diniyah Takmiliyah Awaliyah Muhammadiyah 12 Medan-Private Primary School Muhammadiyah 08 Medan is the second largest primary level Muhammadiyah educational institution in North Sumatra.

Based on the results of the research analysis, there are factors that support and hinder the implementation of the integrated Madrasah Diniyah Takmiliyah Awaliyah, namely as follows. Factors that are very influential in the implementation of integrated Madrasah Diniyah Takmiliyah Awaliyah. Factors supporting the implementation of integrated Madrasah Diniyah Takmiliyah Awaliyah include the implementation of integration programs with 2 models, namely independent and integrated so that students can freely make choices according to their superior programs, and there are educators at

Madrasah Diniyah Takmiliyah who have met the qualifications and have even completed master's education level. In addition, the financing package includes payment of construction money for Elementary Schools and Madrasah Diniyah Takmiliyah.

Inhibiting factors include the low interest and distance of students' homes from Madrasah Diniyah Takmiliyah. This can actually be optimized through good communication with parents so that education will be in line and in line with the support from parents.

The supporting factor for the integrated Madrasah Diniyah Takmiliyah is the implementation of the integration program with 2 models, namely independent and integrated so that students can freely make choices according to their superior program, and there are educators in Madrasah Diniyah Takmiliyah who have met the qualifications and have even completed master's education level. In addition, the financing package includes payment of construction money for Elementary Schools and Madrasah Diniyah Takmiliyah.

There are supporting factors in this study which include agreement between institutions, implementation of integration programs with 2 models, namely independent and integrated so that students can freely make choices according to their superior program, and there are educators at Madrasah Diniyah Takmiliyah who have met the qualifications and have even completed their education level. master's degree, the number of students who are the 2 (two) largest in Muhammadiyah elementary schools. In addition, the financing package includes payment of construction money for Elementary Schools and Madrasah Diniyah Takmiliyah.

On the inhibiting factors based on relevant research conducted by Zahroh (2016) stated that the inhibiting factors are everything that includes weaknesses and challenges in the implementation of integrated Madrasah Diniyah Takmiliyah Awaliyah. These are the lack of coordination in the evaluation, the schedule of the Madrasah Diniyah Takmiliyah Awaliyah which clashes with the scout extracurricular activities, there are no sanctions for students who do not attend the Madrasah Diniyah Takmiliyah Awaliyah, the condition of the Madrasah Diniyah Takmiliyah Awaliyah is outside of class hours so that students feel there is an additional burden. learning, lack of communication with parents and lack of socialization from the government so that the community does not respond well to the existence of Madrasah Diniyah Takmiliyah because of their ignorance.

Conclusions and Recommendations

Based on the data that has been collected, it can be concluded: from the field, presented and analyzed by the author. Then the author can draw a conclusion in order to answer the formulation of the existing problem. The authors' conclusions are as follows:

1. Implementation of integrated Madrasah Diniyah Takmiliyah Awaliyah in Elementary Schools at Madrasah Diniyah Takmiliyah Awaliyah Muhammadiyah 12 Medan-Private Elementary School Muhammadiyah

08 Medan was carried out with 2 models of institutional integration, namely regular class (integration of independent Madrasah Diniyah Takmiliah) and superior class (integration of Madrasah Diniyah Takmiliah) integrated). The curriculum content carried out at the integrated Madrasah Diniyah Takmiliah at Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan-Private Elementary School Muhammadiyah 08 Medan in the regular class (integration of independent Madrasah Diniyah Takmiliah) is to use two groups of subjects, namely compulsory subjects (group A) covering the Qur'an-hadith, fiqh, Arabic, aqidah, morals and history and special subjects (group B) tahfidz, khot and Muhammadiyah lessons. While in the superior class (integrated Madrasah Diniyah Takmiliah integrated). The implementation of integrated learning at Madrasah Diniyah Takmiliah Awaliyah in Elementary Schools at Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan-Private Elementary School Muhammadiyah 08 Medan is in the form of independent integration (regular classes) held at 14.30 to 16.30 (covid-19 schedule) and 15.00 until 17.30 (schedule before covid 19) while in integrated integration (superior class) learning is carried out directly after ishoma for additional learning

2. Integrated Management of Madrasah Diniyah Takmiliah Awaliyah integrated Madrasah Diniyah Takmiliah Awaliyah integrated into Elementary Schools at Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan-Muhammadiyah Private Elementary School 08 Medan has a scope, namely financial management, facilities and infrastructure, teaching and educational staff and evaluation. The financial management of the two institutions is carried out in an integrated manner with the same treasurer. In the management of facilities and infrastructure at Private Elementary Schools of Muhammadiyah and Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah Medan, they can be used together without any distinction, except for the superior class which is used for their own classroom until the afternoon. In the management of educators and education personnel, semi-integrated integration is carried out with educators at Madrasah Diniyah Takmiliah Awaliyah teaching in elementary schools to fill the hours of religious education at the elementary school. Meanwhile, in the evaluation of the integrated Madrasah Diniyah Takmiliah, freedom is given in compiling and evaluating the learning activities carried out.
3. The quality results obtained by students at Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan in regular and superior classes have their own characteristics according to the flagship program launched. The results of the quality achievement that can be seen are that regular students have the best ability in reading Arabic, Malay and funeral prayers, while the superior class has more memorization abilities.

From the affective point of view, the resulting attitude tends to be more manageable and polite to the teacher.

4. Factors inhibiting the implementation of integrated Madrasah Diniyah Takmiliah Awaliyah in Elementary Schools at Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan-Private Elementary School Muhammadiyah 08 Medan are parents' views on Madrasah Diniyah Takmiliah Awaliyah, low interest of students to enter Madrasah Diniyah Takmiliah Awaliyah, and the distance of the student's house from Madrasah Diniyah Takmiliah Awaliyah which is far away. Meanwhile, the supporting factors for the implementation of integrated Madrasah Diniyah Takmiliah Awaliyah in Elementary Schools at Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan-Private Elementary School Muhammadiyah 08 Medan are the parents' views on Madrasah Diniyah Takmiliah Awaliyah are the number of students, excellent programs that are the main attraction, the existence of 2 integrated programs simultaneously, namely regular and superior class programs as well as payment packages in financing.

After conducting research by looking at the condition of the field, the researcher stated that there was an integrated Madrasah Diniyah Takmiliah Awaliyah in Elementary Schools at Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan-Private Elementary School Muhammadiyah 08 Medan. The recommendations that researchers can give to:

1. Head of Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan.

Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan should show superior programs more clearly to the surrounding community, it can be through socialization or other things so that people know more clearly the programs designed by Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan. In addition, it is expected to include data on superior class students from the beginning to be counted as students at Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan.

2. Principal of Muhammadiyah 08 Medan Private Elementary School

The Muhammadiyah 08 Medan Private Elementary School should maximally add special subjects to Malay Arabic in the hope of minimizing superior students who have difficulty reading Malay Arabic. Besides that in order to continue to cooperate optimally with Madrasah Diniyah Takmiliah so that it will further improve the quality of education.

3. Teacher of Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan

To educators at Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan to be more active in motivating students so that students will be more active in participating in learning.

4. Private Elementary School Teacher Muhammadiyah 08 Medan

To educators at the Muhammadiyah 08 Medan Private Elementary School to be more active in motivating students so that students will be more active in participating in learning.

5. Student Guardian

Parents are expected to always provide support and motivation so that students are more enthusiastic in participating in learning both at Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan and at Private Elementary School Muhammadiyah 08 Medan.

6. Students

It is highly expected that students will always follow the directions of the teacher in delivering learning materials. In addition, to be more enthusiastic in participating in the implementation of learning at Madrasah Diniyah Takmiliah Awaliyah Muhammadiyah 12 Medan.

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