

Development of an Integrated Curriculum Based on the Pyramid of Learning in Improving Student Learning Activities at the Darul Ma'arif Surakarta Integrated Islamic Elementary School

Joko Supriyanto

Islamic Junior High School 5 Wonogiri

jokosupriyanto69@gmail.com

Abstract: *This study aims to describe and reveal the foundation, management and impact of implementing an integrated curriculum based on the Pyramid of Learning at the Darul Ma'arif Integrated Islamic Elementary School. This research uses a qualitative approach; the type of research is descriptive using a case study model design. The data collection techniques were obtained based on the results of observations, interviews and documentation. Checking the validity of the data using triangulation. This study found the following: (1) The foundation for implementing an integrated curriculum based on the Pyramid of learning is the foundation of religion, philosophy, psychology, social and culture, and science and technology (2) Curriculum management includes planning, implementation and evaluation starting with designing, carry out and evaluate observation activities, learning activities, stimulation activities, and habituation activities. (3) The impact of applying the Pyramid-based curriculum of learning is to make students' knowledge more meaningful, students read with understanding, students are independent in everyday life, students' emotions are stable so that they are ready to accept learning well, and make students' abilities run according to completeness stages and development.*

Keywords: *Integrated Curriculum Management; Pyramid of Learning; Improving Learning Activities*

INTRODUCTION

Learning is an activity carried out by a person to get changes in himself through training or experiences. (Abdurrahman, 2010) By learning, we will experience many changes, both changes in knowledge, attitudes, behavior and skills. These changes are expected to help solve life problems and adapt to the environment.

Learning requires a conscious process that tends to be permanent and change behavior. In this process there is recall of information which is then stored in memory and cognitive organization. Furthermore, these skills are realized practically in the activeness of students in responding and reacting to events that occur to students or their environment. Reactions to solving problems faced by themselves and in the surrounding environment can be realized if the learning process has increased from before and so on (Djuwita, 2012).

Improvement in the Big Indonesian Language Dictionary (KBBI) is a layer of something that then forms an arrangement, which means progressing, having additional skills and abilities to become better. In his language dictionary

Adi states that improvement comes from the word level which means layers of something arranged in such a way as to form an ideal arrangement, while improvement is the progress of a person from not knowing to knowing, from not being able to being able to be. So improvement is a process, method, action to improve something or business activities to advance something in a better direction than before.

This increase in learning will not occur if students are not ready to learn, not ready to accept all the learning processes. Sulistiyarningsih stated that school readiness is important because children who are ready to go to school will benefit and progress in their further development (Hamalik, 1995). Meanwhile, children who are not ready will be frustrated if they are placed in an academic environment. Various forms of behavior as a reflection of this frustration include withdrawing, acting indifferent, showing physical symptoms, or having difficulty completing assignments at school. And many more symptoms that will be caused when the child is not ready to learn.

Readiness to learn can be seen from many things. In this case Hurlock states that school readiness consists of physical and psychological readiness, which includes emotional, social and intellectual readiness. A child is said to have physical readiness when his motor development is mature, especially eye-hand coordination (visio-motor) is well developed. If a child has good physical readiness, he will be able to receive or absorb learning well so that the knowledge or experience he has increases.

The growth of information technology that is happening today has changed lifestyles, including children. They have been given many gadgets or smartphones that provide a variety of interesting applications and games. With a lifestyle like that, it will make the child very lazy to move and will make the child's muscle stimulation not run. In line with this, the lack of muscle stimulation in children will have an impact several years later and this will also have an impact on their health (Amstrong, 1994).

Novfitri further cites Steven – Smith's opinion which states that children can learn in the best way when they are active because they stimulate neurons (nerve cells) which facilitate children's ability to obtain information and learn. so that stimulating children's motor skills is very important to increase learning (Riani, Sari, Khasanah, & Putri, 2022).

The increase in learning is measured authentically from three aspects, namely attitudes, knowledge and skills. Assessing aspects of attitude can be through observation, self-assessment, assessment between friends and the teacher's log journal. Assessment of aspects of knowledge can be through

written tests, oral tests and assignments. While the assessment of skills aspects can be through performance appraisal, projects as well as portfolios.

The curriculum used is a curriculum developed based on signs and guidelines set by the BSNP (National Education Standards Agency). Where the curriculum used is a combination of the 2013 curriculum and the Integrated Islamic school curriculum. Where the content standards of this integrated Islamic curriculum contain Islamic values which can be seen from the desired graduation standards including; have a straight faith, have true worship, have a mature personality and have noble character, be a serious person, be disciplined and be able to restrain one's passions, have the ability to read, memorize, and understand the Qur'an well, have broad insight from religious and academic fields, and have life skills (Musil, 2009).

In implementing the curriculum, the examples in the teaching material that will be delivered are based on the scientific foundation that will be taught to students as a learning load through certain methods and approaches. The learning load on subjects is determined by the breadth and depth at each level of the educational unit. Methods and approaches to subjects depend on the characteristics and characteristics of each subject by adjusting to the conditions available at school (Karwati & Priansa, 2014).

This adjustment to certain conditions is based on the Pyramid of Learning theory where each student has different stages of development so that they require different treatment. In this theory it is explained that students who have not been able to focus on learning, still move a lot or have difficulty receiving instructions from the teacher are not stupid or naughty students. But there are stages of development through which it passes. For example, in the child's ability to write, in this case the child needs hand-eye coordination. If students have difficulty writing, it means that their tactile or sensory touch is still incomplete. This is in line with Anne Gracia's opinion which states that every child is smart and unique, the biggest problem for the average child is that brain function does not experience enough stimulation and does not get the opportunity to have a close relationship with other structures to produce comprehensive functions (Mulyasa, 2005).

Many schools are competing in favoring academic achievement and slightly setting aside non-academic achievements and the various and different stages of student development. Boosting academic achievement is very, very good if it is supported by student learning readiness. The problem that occurs in the field, especially in Elementary Schools (SD), is that many students still have not completed their development both emotionally, motorically, affectively and cognitively. So if it only boosts academic achievement alone then this is very

unfair for students who are not ready and have not completed their development. Therefore, it is necessary to have an alternative from the school in terms of management development and the curriculum that will be implemented, especially for students whose development has not yet been completed.

According to Zainal Arifin, the curriculum must be dynamic, meaning that the curriculum always changes according to the times, science and technology, the level of intelligence of students, culture, value systems, and community needs. Therefore, curriculum developers including teachers must have broad and deep insights about this. The curriculum must always be monitored and evaluated for improvement and refinement. Therefore the curriculum needs to be arranged in such a way as to suit the times and the needs of students (Arifin, 2018).

In developing the integrated curriculum that is used, the school also uses and considers various kinds of things, one of which is an important consideration, namely learning that is appropriate and pays attention to the completeness of the child's development. This is related to the central nervous system where all stages of development, both balance, emotional and others, affect student learning readiness. Therefore the Pyramid of Learning theory is one of the important bases in the development of the integrated curriculum that is used.

In line with this, the principal of the Darul Ma'arif Integrated Islamic Elementary School, Nia Khairun Nisa' stated that the Darul Ma'arif Integrated Islamic Elementary School is a school that pays close attention to the individual abilities of each student and also accepts students with special needs. Therefore the treatment of students is different because they have different developmental mastery, especially for students with special needs. The Pyramid of Learning theory is one of the foundations used because in reality there are still many students who have not completed their development which should have been completed in pre-primary school (Ornstein & P., 2018).

The Pyramid of Learning theory has 4 stages that must be completed in each of its developments (Subandijah, 1993). The first stage is the Sensory System, where the things that need to be completed at this initial stage are tactile, balance, sight, hearing, taste and others. The second is the Development of Sensory Motor, things that need to be completed such as posture stability, recognizing body parts, the ability to receive, motor planning and others. The third is Perceptual Development of the motor, things that need to be completed such as hand-eye coordination, eye muscle control, posture adaptation, language skills, visual as well as the function of the center of attention and others. The

fourth stage is called Intellectual/Cognitive; in this last stage what needs to be completed is the child's behavior, activities of daily living, and academic learning. If all of these stages are completed at pre-school age, namely 6 years, then at the age of 7 who enter elementary school, they will be ready to receive academic learning.

The initial embodiment of the implementation of the curriculum that takes into account the stages of child development begins with observing prospective students and also parents of students. As the researchers stated above, there is no entrance test at this school, but observations of the students' initial data and agreements with parents are also carried out. Observations made in the form of data on children's behavior during pre-school, notes on their development starting from movement, limbic and also speech, as well as student geography data starting from the process of birth, crawling or not, in what month can walk, whether the child is late to speak or not, history health is also no less important is the dominance of parenting (Beane, 1991).

In a previous study conducted by Novfitri, Mustaji and Sri Setyowati who conducted research at the Al Uswah 2 Kindergarten Surabaya which discussed the application of Neuroscience to improve children's cognitive abilities stated that one of the basics in implementing phonics activities or the kinesthetic engram alphabet is one of the development activities. in Neuroscience is the Pyramid theory of Learning. Where this theory became the initial foundation in the development of stimulation activities developed by neuroscience experts. Where one of the results of research conducted by Novfitri, Mustaji and Sri Setyowati is that the movement in the kinesthetic engram alphabet is the basis of children's learning readiness which provides good stimulation such as balance, coordination and muscle maturity. With the movement, the child will understand the order, position and control of the movement in accordance with the theory of Mary Sue William and Sherry Shellenberger where this will make the child's cognitive function complete (Finch & Crunkilton, 1993).

Based on this phenomenon, the researcher raised the theme of this study, namely integrated curriculum management based on the Pyramid of Learning in improving student learning at the Darul Ma'arif Pamekasan Integrated Islamic Elementary School.

LITERATURE REVIEW

Concept of Pyramid of Learning

The Pyramid of Learning is related to the central nervous system where this pyramid is the basic foundation so that children are able to learn

academically (academic learning. This pyramid was first formulated by Taylor and Trot in 1991 which was then popularized by Mary Sue Williams and Shelly Shellenberger in 1991).(Miller & Seller, 1985) 1996 in their book entitled "How does your engine run?" Williams and Shellenberger are Occupational Therapists Registered (O'TR) or called occupational therapy. Occupational therapy is usually done to deal with children, who are hyperactive, have attention disorders, slow learning abilities and other.

This theory provides an overview of stimulation or activities that can be given to students where as far as it is known that the motion of all organs of the body has a synergistic relationship and is fully controlled by the central nervous system in the brain. The motor and sensorimotor areas of the brain have neural connections with other senses through the release of chemicals called neurotransmitters. Stimulation of several organs (senses) simultaneously will give a better effect than only one organ (senses). Therefore it is very important for a teacher to know the working system of the brain and the stages of activities that can be given to stimulate the nervous system in the brain.

Here are some activities that can be given to students based on the stages. Of the four stages in the theory of the Pyramid of Learning have eight sections. Where there are two cross-sections at each stage. Here's the explanation:

Table 1. *Explanation Pyramid of Learning*

Section	Aspect	Activity Examples
I	Tactile / tactile / touch: Textile functions as the first sensor that humans have in remembering something.	Playing with sand, water, making faces, plasticine, playing with clay, play dough, playing with different kinds of glue, walking, rolling, crawling in the sand, mat, soil, writing on the back, stomach, palms/feet and the child guesses
	Vestibular: A balance system that involves the balance organs and the body's balance point against the force of gravity on the earth	Swings, catwalks, paths in rice fields, compound stairs, jumping rope, playing badminton with colorful balloons and rolled up newspapers.
	Proprioception: The brain's ability to know where parts of your body are without looking at them	Crawl, climb, crawl, pull-push, throw-catch-kick, jump-squat, carry loads (Carrying groceries), sweep, empty trash cans, weed, or hang on the playground's curved steps

II	Olfactory / sense of smell / smell	Cooking (can recognize the smell of butter, the smell of cake, milk, vanilla, etc.), picking flowers to smell, extracting odors to smell, smelling drinks Note: Avoid similar smells Close your eyes and ask what smell is this? what do you remember about this smell?
	Visuals / sight	Color box, knobbed cylinder, long road geometric cabinet, constructive triangle, float shapes
	Auditory / hearing	Sounds box, reading story books, poetry, poetry (rhymes), playing music, singing songs
	Gustatory / taste	Taste salty, sweet, sour (using ingredients that are the same color but taste different), make juice, porridge
III	Postural Security / comfortable posture: The ability to control the body on a dynamic pedestal or when the body moves	Walk on the boardwalk, how to sit, cross-legged, Braingym, pray, engram
	Awareness of two sides of Body / awareness and ability to recognize opposite sides of the body	Gymnastics and songs while pointing left and right, toilet training, crank
	Motor planning: Movements that are planned, processed in the mind for a specific purpose and carried out consciously to achieve goals	Nyunggi looks up with his feet, walks, runs suddenly stops (Chair rotates), walks, ankles (<i>bisek</i>)
IV	Body Sceme / Ability to recognize body parts	Measurement of BB, TB, LB
	Reflex maturity / Maturity reflex maturity of nerves and brain structure function	Throw and catch Water temperature gradient
	Ability To Screen input /	Read story books, story experiences

	Ability to receive responses / ability to filter incoming stimuli	
V	Eye hand coordination / coordination of the eyes and hands / coordination of hand movements to vision	Eating alone, washing dishes, pouring water, sweeping, cleaning glass, brushing bathroom, ironing, folding, playing marbles.
	Ocular motor / conscious decision to move to visual stimuli and movement of the eyelids and eyeballs / fine motor	Winnowing rice, sorting rice with grain, slicing, picking, squeezing, pounding, grinding, grating, chopping.
	Postural adjustment / posture adjustment / postural adjustment ability	Cycling, prayer practice, swimming
VI	Auditory language / Language skills that are heard	storytelling
	Spatial visual/shape understanding	Drawing, building blocks, micro role playing, houses
	Attention/concentration	Pinching and moving objects with 3 fingers, sewing, crocheting, playing slerek, collecting rice
VII	Daily Living activities	Feed yourself, make drinks, bathe dolls, comb, wear shoes, socks, wear clothes, button clothes, toilet training, ablution' (<i>thabarali</i>)
	Behavior	Making rules/agreements: Forgive (solved the problem first)
VIII	Academic learning	basic colors and shapes Reading, Writing and Counting (<i>Calistung</i>)

Integrated Curriculum Management

The curriculum base is divided into three, namely philosophical, socio-cultural and psychological (Sudjana, 2010). (Arikunto, 2000) said there are four, namely the philosophical, psychological, socio-cultural foundations, and the development of science and technology. Meanwhile, according to Omar

Mohammad al-Toumy al-Syaibany, there are four runways namely; religious, philosophical, psychological, and sociological foundations.

Curriculum management is a curriculum management system that is cooperative, comprehensive, systemic and systematic in order to realize the achievement of curriculum objectives (Rusman, 2010). Another opinion, (Mustari, 2022) stated that curriculum management is an arrangement made for the success of teaching and learning activities (in today's terms is learning), so that these activities can achieve maximum results.

While the integrated curriculum (integrated curriculum) is a curriculum that is organized in the form of units without any subjects. Learning is done with unit teaching and the material uses unit lessons. Lessons are arranged by teachers and students, using problem solving methods in accordance with the interests and development of students (Baharuddin & M, 2010). The learning materials in this curriculum will be functionally useful as well as in learning will shape students' abilities in processes and products (Susanti, 2019)

Integrated curriculum management is an activity of planning, organizing, implementing, and evaluating activities for implementing curriculum and learning in an integrated manner so that the goals set can be achieved.

Increasing Student Learning Activities

Improvement is a process, way, action to improve something or business activities to advance something in a better direction than before. Learning is a process of repetition with similarities that strengthens learning memory. The more often the repetition is done, the thicker the neural network for this process (Baharudin & Wahyuni, 2007).

Increase in student learning can be seen through three aspects, namely cognitive, affective and psychomotor abilities. In line with this, the curriculum at SDIT Darul Ma'arif carries out good authentic assessment, in which the teacher must clearly understand the goals to be achieved. For this reason, teachers must ask themselves, especially with regard to: (1) what attitudes, knowledge and skills will be assessed; (2) the focus of the assessment will be carried out, for example, relating to attitudes, knowledge and skills; and (3) what level of knowledge will be assessed, such as reasoning, memory, or processes (Majid, 2012).

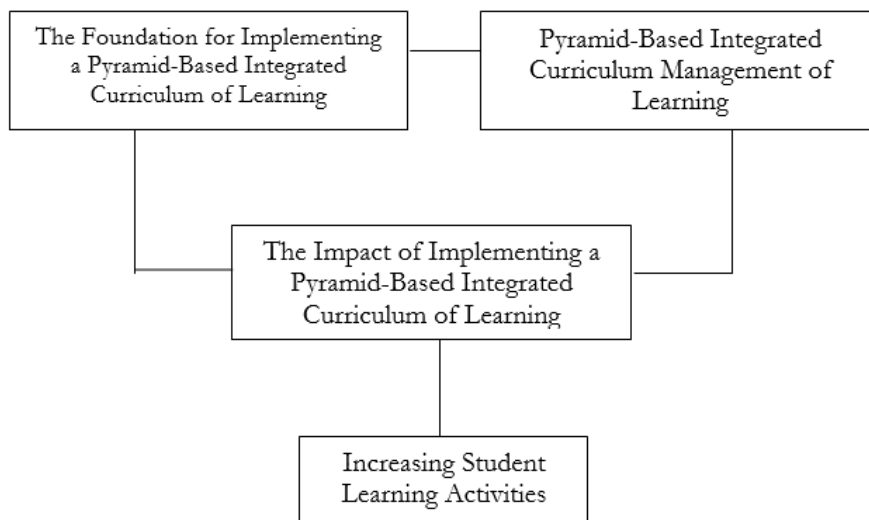


Figure 1. *Conceptual Model*

RESEARCH METHOD

This research uses a qualitative approach with a descriptive research type and uses a case study model design. The data collection techniques were obtained based on the results of observations, interviews and documentation. Then checking the validity of the data using triangulation both source, technique and time triangulation. The data analysis technique used by the researcher started with data collection, data simplification, data presentation and finally submission of conclusions (Creswell, 2008).

RESULTS AND DISCUSSION

The results of this study found the following: (1) The foundation for developing an integrated curriculum based on the Pyramid of Learning has five foundations, namely religion, philosophy, psychology, socio-culture, and science and technology. (2) Integrated curriculum management based on the Pyramid of Learning contains planning, implementing and evaluating activities in the form of observing or profiling students, learning processes, stimulation activities and daily habituation activities. (3) The impact of implementing an integrated curriculum based on the Pyramid of Learning is to make students' knowledge more meaningful, students read with understanding, students are independent in everyday life, students' emotions are stable so that they are ready to accept learning well, and make students' abilities run according to completeness stages and development.

As Hurlock states that school readiness consists of physical and psychological readiness, which includes emotional, social and intellectual readiness. A child is said to have physical readiness when his motor development is mature, especially eye-hand coordination (visio-motor) is well developed. Therefore, it is very important for educators to know the stages of child development and how to complete them.

Educators are the main key in implementing the existing curriculum in an institution. Therefore, the curriculum must accommodate educators to be able to know and apply the stimulus that can be given to students according to their development needs. According to Zainal Abidin, the curriculum must be dynamic, meaning that the curriculum always changes according to the times, science and technology, the level of intelligence of students, culture, value systems, and community needs. Therefore, curriculum developers including teachers must have broad and deep insights about this. The curriculum must always be monitored and evaluated for improvement and refinement. Therefore the curriculum needs to be arranged in such a way as to suit the times and the needs of students.

In developing the integrated curriculum that is used, the school also uses and considers various kinds of things, one of which is an important consideration, namely learning that is appropriate and pays attention to the completeness of the child's development. This is related to the central nervous system where all stages of development, both balance, emotional and others, affect student learning readiness. Therefore the Pyramid of Learning theory is one of the important bases in the development of the integrated curriculum that is used.

The Pyramid of Learning is related to the central nervous system where this pyramid is the basic foundation so that children are able to learn academically (academic learning). This pyramid was first formulated by Taylor and Trot in 1991 which was then popularized by Marry Sue Williams and Shelly Shellenberger in 1996 in their book entitled "How does your engine run?". Williams and Shellenberger are Occupational Therapist Registered (OTR) or what is called occupational therapy. Occupational therapy is usually done to deal with children who are hyperactive, have attention disorders, slow learning abilities and others.

This theory provides an overview of stimulation or activities that can be given to students where as far as it is known that the motion of all organs of the body has a synergistic relationship and is fully controlled by the central nervous system in the brain. The motor and sensorimotor areas of the brain have neural connections with other senses through the release of chemicals called

neurotransmitters. Stimulation of several organs (senses) simultaneously will give a better effect than only one organ (senses). Therefore it is very important for a teacher to know the working system of the brain and the stages of activities that can be given to stimulate the nervous system in the brain.

In line with this, David A. Sousa stated that although educators are not brain experts, educators are the only profession whose job every day is to change the brain. Ironically, for centuries educators have developed the potential of their students without the slightest knowledge of the brain.



Figure 2. *Chart Pyramid of Learning*

The Pyramid of Learning theory has 4 stages that must be completed in each of its developments. The first stage is the Sensory System, where the things that need to be completed at this initial stage are tactile, balance, sight, hearing, taste and others. The second is the Development of Sensory Motor, things that need to be completed such as posture stability, recognizing body parts, the ability to receive, motor planning and others. The third is Perceptual Development of the motor, things that need to be completed such as hand-eye coordination, eye muscle control, posture adaptation, language skills, visual as well as the function of the center of attention and others. The fourth stage is called Intellectual/Cognitive; in this last stage what needs to be completed is the child's behavior, activities of daily living, and academic learning. If all of these stages are completed at pre-school age, namely 6 years, then at the age of 7 who enter elementary school, they will be ready to receive academic learning.

In developing the curriculum, the Darul Ma'arif Integrated Islamic Elementary School makes conformity with the stages of development and the needs of children one of the things that are used as a guide in implementing activities where this is in accordance with the Pyramid of Learning theory. The results of this study indicate that in the development of an integrated curriculum based on the Pyramid of Learning it has five main foundations which are the basis of religion, philosophy, psychology, socio-culture, and science and technology.

The first is the basis of religion. This can be seen in the habituation of daily activities such as performing *dhuha* prayers, congregational *dhuhur* prayers, *ablution*, *muroja'ah*, morning *dhikr*, reciting and memorizing the Koran, reading daily prayers and integrating Islamic concepts in each lesson. These religious habituation activities are also in accordance with the stages of development because in the stages of development there are daily habituation activities in the framework of regulating body postures that can be practiced in prayer activities.

The second foundation is philosophical. In this case it is clear that learning that pays attention to the phases of student development is in accordance with the philosophy of the Indonesian state. Where in the Permendikbud which has become common knowledge states that education is the right of all people, regardless of any circle, whether the development of learning is fast or slow, they are entitled to education.

The third foundation is psychological. The closest thing to the Pyramid of Learning is the psychological basis where there are two things that need to be considered in developing a curriculum based on this psychological aspect, namely learning psychology and developmental psychology. In learning psychology, it is hoped that educators will be able to understand the different learning styles of students, while developmental psychology educators must understand the different developments of children so that they are able to provide methods and teaching materials that are appropriate for children's development and accelerate the development of slow students. All the things contained in psychology are in accordance with the developmental phases that need to be completed in the Pyramid of Learning.

The socio-cultural foundation is the fourth foundation. Being social and cultured are things that are usually done. In each learning theme, collaboration is often carried out with the surrounding community, parents, family, region, certain institutions or companies that are appropriate to the theme. This is also in accordance with the phases of child development that must be passed where children must be able to interact with the community to practice independence.

Activities carried out in socializing or getting to know the surrounding culture usually rely a lot on movement activities, doing something petrified, for example making traditional snacks, these activities are in accordance with the developmental process that must also be passed.

The last foundation is science and technology. In this last basis, of course, it is in accordance with the stages of child development which should be considered in educator scholarship. The use of appropriate technology will also help complete the development and understanding of students.

The foundation of an integrated curriculum based on the Pyramid of Learning above is in accordance with the opinion of Nana Syaodih Sukmadinata who stated that there are four curriculum foundations, namely philosophical, psychological, socio-cultural, and the development of science and technology. But in this case, the foundation of religion becomes an important addition in its development. This is supported by the opinion of Omar Mohammad al-Toumy al-Syaibany mentioning the four foundations of the curriculum namely religious principles, philosophical principles, psychological principles, and sociological principles. The five foundations for developing an integrated curriculum based on the Pyramid of Learning are a combination of the opinions of Nana Syaodih Sukmadinata and also Omar Mohammad al-Toumy al-Syaibany.

In developing the curriculum, of course, proper arrangements are needed as well. Integrated curriculum management based on the Pyramid of learning begins with planning, then implementation and ends with evaluation. Things that are planned, implemented and evaluated are in the form of observation or profiling activities, learning processes, stimulation activities and daily habituation activities.

Student observation or profiling activities aim to determine student profiles in general. The general description of this student is in the form of a student's progress notes starting with movement, speech and language. In this activity, parents and guardians of students also fill in student behavior data. All of these descriptions are used as an illustration as a guide for teachers in designing learning activities for students.

This learning activity is also adapted to the stages of student development. The activities provided are in the form of ice breaking activities where activities such as making playdough, taste tasting, playing with blocks, and also traditional games. In addition to providing ice breaking activities, educators also provide different treatment according to students' abilities and different grades of material.

This is also in accordance with the foundation of psychology which explains that there are two things that need attention, namely learning psychology and developmental psychology. This is in line with Sukiman's opinion which states that in relation to learning materials, the selection and determination of subject matter must be adjusted to the developmental stage of students so that it will be functional in an effort to assist their self-development so that the learning process can run effectively according to their level of development. Therefore, the basis of psychology in curriculum development is learning psychology and developmental psychology.

Giving treatment in the implementation of an integrated curriculum based on the Pyramid of learning is in accordance with the teacher's duties that must be owned. According to Zainal Abidin, every child has a different pace of development so that educators have a task in the form of studying the development of students so that they can provide learning methods that suit their abilities, prepare learning activities according to their abilities, and speed up slow abilities.

All the implementation of good activities in learning which are usually given during ice breaking, teacher assistance and grade reduction, stimulation activities and also habituation related to completing student development in the Pyramid of Learning. The physical activities provided in all of these programs are in accordance with the opinion of Schaff & Millar. They say that brain development is greatly influenced by the type or lack of physical activity of children. Automatically children play where it increases sensory-motor development which is the basis of cognitive abilities.

This also agrees with Colette O'Connor who states that physical activity can improve a child's ability to pay attention or focus in class. Self-regulation skills that are developed through physical activity will enable children to learn more easily academically and also socio-economically which leads to better educational outcomes. Sattelmair and Rately also argue that increasing physical fitness has been shown to increase academic achievement.

While the learning evaluation carried out by the teacher in the classroom is assessed from the aspects of basic competence (*KD*) being studied. Whether it's *KD* attitudes, skills or knowledge. While learning evaluation related to the completeness of child development, evaluation is mostly done through observation.

The evaluation carried out in learning is seen from three aspects, namely attitudes, knowledge and skills. This is in accordance with Bloom's opinion which states that learning outcomes can be seen from cognitive aspects which include; knowledge, comprehension, application, analysis, synthetic, and

evaluating. The two affective or attitudinal aspects include; receiving, responding, valuing, organization, and characterization. Finally, psychomotor skills include; perception, set, guided response, mechanism, complex overt response, adaptation, and origination.

Evaluation of the curriculum both in the implementation of learning and stimulation activities as well as daily habituation is in line with the opinion of Wina Sanjaya which states that evaluating the curriculum can be done on various main components in the curriculum, among the components that can be evaluated are goals, content, strategy as well as the evaluation program

All components of integrated curriculum management based on the Pyramid of Learning certainly have an impact on students. The impact is more to increase learning activities.

The impact of implementing an integrated curriculum based on the Pyramid of Learning for students is making students' knowledge more meaningful, making students read with understanding, making students independent in everyday life, making students' emotions more stable so that they are ready to accept learning well, making students' abilities run according to completeness stages of development.

This is in accordance with the characteristics of learning conveyed by Baharuddin and Esa where learning outcomes are more about changing behavior, not just about knowledge.

In line with this, Thabrani stated that the increase in student learning outcomes can be seen from the learning outcomes in the form of verbal information, intellectual skills, cognitive, motor skills and attitudes.

The application of an integrated curriculum based on the Pyramid of Learning shows that providing a stimulus to the completeness of student development is able to make students learn well and correctly in the sense of understanding learning meaningfully

CONCLUSION

The development of an integrated curriculum based on the Pyramid of Learning has five strong foundations namely religious, philosophical, psychological, socio-cultural and scientific and technological foundations. Meanwhile, integrated curriculum management based on the Pyramid of Learning begins with planning, implementing and evaluating student observation or profiling activities, learning processes, stimulation activities and daily habituation activities. The impact of implementing this curriculum is more on the attitudes and behavior of students' readiness to receive lessons such as

understanding instructions, stable emotions, and also students being able to focus on the ongoing learning process. Every child is special. They have different abilities and stages of development so that different treatments are needed according to their abilities and stages of development. The right stimulus for students will make students' learning abilities run well. For this reason, it is important for educational institutions to implement both learning systems and programs that help students complete their developmental stages. Especially for parents of people who are going to send their children to school or who have already sent their children to both early childhood education and elementary schools to pay attention to the growth and development of children so that children can mature to the fullest and can maximize all the potential that exists in children.

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