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Research Article

Aligning Educational Facilities with Curriculum Demands: Insights from Integrated Islamic Primary Schools in West Java

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ABSTRACT

The purpose of this study is to investigate the appropriateness and condition of educational facilities in compliance with Ministerial Regulation No. 24 of 2007, as well as the relationship between these facilities and the curriculum at Integrated Islamic Primary Schools (SDIT) in Bandung, West Java. In this study, nine full-day SDITs were reviewed using a qualitative methodology that included snowball sampling. According to the findings, although the majority of schools are able to meet the infrastructure standards, there are disparities in the conditions of the facilities, such as differences in classroom size, ventilation, and library resources, which show that there is a need for changes. Furthermore, the variety of curricular applications, which can range from national to international systems, has a considerable impact on the spatial organisation of school facilities as well as the functional criteria that must be met. It is necessary to have appropriate infrastructure assistance in order to facilitate the integration of various curricular aspects in order to cultivate an effective learning environment that is respectful of Islamic educational ideals. According to the findings of this study, improving facility standards and bringing them into closer alignment with the requirements of a wide variety of curricula can have a considerable positive impact on educational outcomes.

1. INTRODUCTION

For the purpose of assisting students in Indonesia in the development of the foundation of their knowledge, morals, and social norms, elementary education, and more specifically education at Integrated Islamic Elementary Schools (SDIT), is the most important. SDIT offers a unique educational approach by infusing Islamic ideas into the general education curriculum (Arifin, 2012; Yusanto, 2001) This approach is in accordance with the Minister's mission that was established by National Education Regulation No. 24 of 2007. These standards are intended to ensure that the students' physical, intellectual, and spiritual needs are satisfied, as well as that the infrastructure of the school is conducive to a learning environment that is conducive to learning. In order to meet the requirements that have been established, this research will investigate the availability of facilities that support the learning process at SDIT in West Java, as well as the state of those facilities.

The purpose of this study is to determine how the curriculum interacts with and influences the provision of infrastructure and spatial organisation. This will be accomplished through an evaluation of the curriculum that SDIT has adopted (Hakim, 2014) and its categorization based on learning techniques. It is anticipated that the findings of this inquiry will provide insights into the ways in which extracurricular activities are related to the requirements of infrastructure, as well as the extent to which the facilities that are already in place assist the implementation of a holistic and integrated curriculum.

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The research will use a methodology that combines surveys to collect qualitative data and in-depth interviews to acquire a more detailed qualitative knowledge from stakeholders at SDIT. This approach will be utilised in the process of conducting this inquiry. These conversations will result in the generation of vital information that can be used for further analysis concerning the following topics: 1.) Connections between the curriculum and extracurricular activities that have an impact on the provision of infrastructure and the spatial organisation of the space; 2.) Grouping of facilities and infrastructure according to their functionality and contribution to the accomplishment of educational goals; and 3.) Conducting a more in-depth examination of the findings of the school facilities in SDITs in West Java, including the various ways in which these facilities either facilitate or obstruct the process of learning and the implementation of Islamic principles. In order to ensure that every aspect of school facilities not only satisfies the standards set forth by the Permendiknas but also effectively supports the vision of integrated Islamic education, it is hoped that the findings of this study will provide recommendations that are both practical and strategic in nature. These recommendations will make it possible to improve the standard of educational infrastructure in SDITs in West Java.

Implementation practices in the field, particularly in Integrated Islamic Primary Schools (SDITs) in West Java, show a variety of challenges and non-uniformities, despite the fact that the Indonesian government has acknowledged the significance of adequate school infrastructure through the regulations that were issued by Permendiknas No. 24 of 2007 (Rakista, 2023). The infrastructure standards that are enshrined in this regulation are intended to support an environment that is conducive to learning; however, in reality, many SDITs struggle to meet these requirements due to limited resources, differences in policy interpretation, and the incorporation of a variety of Islamic values into the physical structure of the school. Additionally, the fact that different schools have different ways of implementing internal policies makes it more difficult to map the consistency of spatial organisation and facilities that is required by the requirements (Hidayat et al., 2018; Nurkhopipah et al., 2022; Syahidah et al., 2021; Wiyatasari et al., 2022). The lack of research that directly explores how Islamic values-oriented design effectively affects the quality of infrastructure and the extent to which such standards are adhered to in a very specific environment such as SDIT. This problem is made worse by the fact that there is no study that specifically examines these two aspects.

This study intends to fill this gap by evaluating the impact of space design and organisation on students' learning experiences, examining the congruence between the standards set by Permendiknas and the actual implementation in schools (Firmansyah et al., 2020; Rangga et al., 2020), and suggesting policy modifications or adjustments that may be required to improve the effective achievement of infrastructure standards in SDITs in West Java. In this particular instance, the study aims to fill this gap. The study will also investigate how elements such as the curriculum and extracurricular activities affect the usage and demand of space and facilities. As a result, it will provide a full picture of the dynamics of the application of infrastructure standards in integrated Islamic schools. Previous studies in the literature suggest that Islamic school interior standards generally cover three main aspects. First, the design approach is oriented towards Islamic values, which emphasizes the integration of elements such as calligraphy, soothing colours, and adequate worship space to support religious practices(Omer, 2012; Yusof, 2011), second, ergonomic considerations, which involve the selection of ergonomic furniture, adequate lighting, and air quality and room temperature to improve students' physical and psychological comfort and academic performance(Putri & Firmansyah, 2018; Rangga et al., 2020). The current research aims to explore the practical application of these interior standards in the context of Islamic schools, focusing on how interior design can influence students' learning experiences.

Previous research has shown a significant relationship between school infrastructure and students' academic performance (Az-Zahra, 2022; Azalea & Salayanti, 2024; Kurniawan & Cardiah, 2024). According to Schneider (2002), the quality of school facilities has a direct impact on student health, behaviour, engagement, learning, and success. In the context of an Integrated Islamic Primary School (SDIT), the importance of this infrastructure includes not only general standards but also elements that support religious teaching and practice, which makes it unique from other schools.

Sufficient facilities such as libraries, laboratories, and ergonomic classrooms are recognized as important in supporting learning effectiveness. Research by Earthman (2004) found that students in schools with better facilities generally had higher test results than students in schools with less sufficient facilities (Earthman, n.d.; Earthman & Lemasters, 2009). The infrastructure standards implemented in Indonesia, as stated in Permendiknas No. 24 of 2007, aim to create an optimal and safe learning environment, which conforms to the basic requirements of high- quality education.

Problems faced by SDITs in West Java, as identified in this study, include variations in the implementation of these standards, which are often attributed to resource limitations or varying policy interpretations. This raises questions about the extent to which the standards support effective learning practices in these schools and what can be done to address this non-uniformity (Earthman, n.d.; Earthman & Lemasters, 2009).

2. RESEARCH METHODS

2.1 Research Design

In this study, a qualitative approach (Cho & Suh, 2020; Flick, 2018; Hashimov, 2015) was used to analyze and understand clustering related to spatial organization in schools. A qualitative approach allows researchers to explore the complexity of the phenomenon under study, understand the context in depth, and explore perspectives and experiences that may differ among participants. Through interviews, observations and document analysis, this research aims to uncover patterns and relationships that emerge from the data collected (Heale & Twycross, 2015), and provide an in-depth understanding of the clustering of facilities in schools based on various criteria. Thus, this research can make a valuable contribution in enriching the literature on spatial organization in educational environments with a qualitative approach.

2.3 Research Sampling

In this study, the snowball sampling technique (Parker et al., 2019) was used to determine the sample to be studied. Snowball sampling is a suitable method for cases where the target population is difficult to identify or reach, and allows researchers to use initial participants to refer to other participants who meet the research criteria (Etikan et al., 2016). This is particularly relevant in this context, where some SDITs may not be officially listed or are poorly covered by common databases.

This study aimed to investigate a total of 9 full-day SDITs in West Java. The selection criteria for this sample included that the schools should:

1. Operate as a full-day SDIT in the Bandung city area of West Java.
2. Have a curriculum that integrates Islamic values with Indonesian standard national education.
3. Willing to participate in the research, including allowing observation of infrastructure and interviews with school managers.

The sampling process began with the identification of several SDITs known to the researcher through the Islamic education network in West Java. After that, the researcher visited these schools to conduct initial interviews with school managers and conduct an initial inspection of the facilities. Based on the information obtained during these visits, the researcher asked the school managers for recommendations for other schools that met the research criteria. This process continued until the total number of schools required for the sample was reached.

To ensure that the sample is representative of the target population (Millet, 2009), sample validation will be conducted. This involved checking that each school included in the sample met all the criteria set for the study. In addition, checks will be made to ensure that there is no significant bias in the selection of schools resulting from the snowball sampling method.

2.4 Data Analysis.

The research procedure in the results and findings analysis part aimed to address research questions on the availability and condition of educational facilities in SDITs in West Java, in accordance with the requirements outlined in Permendiknas No. 24 of 2007. The initial stage of this process involved administrative preparation, which entailed submitting an application for a survey permit to the school. After receiving authorization, a comprehensive survey checklist was filled out to document all features of the facilities, such as classrooms, labs, libraries, and other areas. Subsequent direct observation was undertaken to corroborate the checklist data with the real-world conditions in the field. The gathered data were examined and organised into tables to aid in the visualisation and comparison of facility conditions across different schools.

Moreover, the discussion analysis entailed a comprehensive examination of the findings derived from the results and findings analysis. Initially, a data analysis was conducted to identify patterns of connections between the current infrastructure and the application of the curriculum in schools. This entails an assessment of the degree to which current facilities facilitate the successful and comprehensive execution of the programme. The discussion also encompasses the formulation of proposals for infrastructure repair and enhancement, taking into account the disparities between current conditions and anticipated benchmarks. This approach guarantees the incorporation of

research findings into existing theory and practice in order to construct educational infrastructure that caters to the requirements of integrated Islamic education.

2.4 Scope and Research Contribution

The majority of educational facilities in the Bandung region of West Java meet the established infrastructure standards, according to research that was carried out at Integrated Islamic Primary Schools (SDITs). However, there are differences in the conditions of the facilities, such as class size and ventilation, that need to be improved. The spatial organisation and functional requirements of school facilities are influenced by the diversity in curriculum application from national to international systems. This suggests that the incorporation of particular curricular elements necessitates the provision of specific infrastructure support in order to establish an efficient learning environment that is in accordance with Islamic educational principles.

The findings of this study make a significant contribution to the understanding of the educational infrastructure in Integrated Islamic Primary Schools (SDITs) in West Java. They also highlight the significance of aligning facilities with the requirements of a diverse curriculum. According to the findings, even if the majority of schools are able to meet the infrastructure criteria that are now in place, there is still an urgent need to upgrade some facilities, such as ventilation and digital learning tools, in order to promote the efficiency of the learning process. The research also emphasises the ways in which variations in curricular applications, ranging from national to international systems, have an effect on the organisational and functional requirements of spaces. This underscores the necessity of more adaptable infrastructure that can support the successful implementation of Islamic education values. As a result, this study not only exposes existing gaps in facility supply, but it also makes operational recommendations for the development of infrastructure standards that are more inclusive and responsive to the varied educational requirements of Indonesia.

3. RESULTS AND DISCUSSION

The purpose of this sub-section is to convey the most important findings from the research that was conducted on the state of infrastructure and the provision of facilities in Integrated Islamic Primary Schools (SDITs) in West Java, as required by Permendiknas No. 24 of 2007. A map of the availability and condition of facilities in a variety of SDITs was intended to be created as part of this research project. The goal was to determine the degree to which these facilities fulfil the standards that have been established and provide support for the implementation of a diverse curriculum. The results that are presented below provide a detailed description of the physical conditions of the schools that were investigated. This description includes an examination of classrooms, libraries, laboratories, and other facilities. Additionally, the results highlight some of the challenges and requirements for the development of infrastructure in order to enhance the quality of the method of education. It is anticipated that the findings would serve as a reference for many stakeholders in the process of modernising and adapting educational facilities to meet the requirements of successful curriculum and pedagogy.

3.1 School Facilities

The finding of school facilities can be seen in Table 1.

Table 1. Facility availability survey check list

No	Sample	Facility (Permendiknas No. 24 Tahun 2007)											
		F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	Additional Facilities
1	S1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Computer Lab, Art Room, Hall, Meeting Room, Dining Room
2	S2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Green Room, Computer Lab, Mini Zoo, Art room, Hall, Canteen
3	S3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Art Room, Computer Lab, Hall, Canteen
4	S4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Music Room, Honesty Canteen, Educafe, Quran House, Green House, Creative Center Quality Room, Computer Lab, Meeting Room, Hall
5	S5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Recording Studio, Hall, Computer Lab

Based on the table above from the survey results, Based on the results of the survey, which are presented in the table above, it has been determined that the following are the components that make up the availability and condition of facilities that support the learning process in Integrated Islamic Elementary Schools (SDIT) in Bandung, West Java, according to the requirements established by Permendiknas No. 24 of 2007:

1) Firstly, classrooms (F1). The majority of SDITs ensure that their classrooms are outfitted with high-quality whiteboards, adequate lighting, and ergonomic furniture that is appropriate for children of elementary school age. On the other hand, there are differences in terms of size and air ventilation that call for additional care.
2) Secondly, libraries (F2). It has been noted that the libraries of certain schools are well stocked with a wide variety of books and have comfortable reading locations. It is still necessary, however, to increase the number of digital learning tools and book collections that are available.
3) Science laboratories (F3) are the following. The quality of the scientific laboratories reveals that some schools have labs that are well-equipped with practicum equipment, while other schools still require extra equipment and chemicals.
4) "F4" stands for the Headmaster's Office. The majority of the time, the offices of the headmaster are nicely constructed, and they offer space that is suitable for administrative tasks as well as gatherings with teachers and parents.
5) The Office of the Teacher (F5" Despite the fact that this area in some schools still has room for development in terms of comfort and privacy, the teacher's office demonstrates that this facility is frequently utilised as a place for teaching preparation as well as contact amongst instructors.
6) Place of Worship (F6) is the sixth item. Places of worship in the majority of SDITs are well-equipped with facilities that support religious activities; nevertheless, there are still some schools that need to enlarge the area in order to accommodate a greater number of pupils.
7) It is the UKS room (F7). School health rooms, often known as UKS, are typically accessible; however, not all schools include comprehensive medical equipment or permanent health personnel.
8) Toilet (F8) is the eighth item. This study places a significant emphasis on the availability of restrooms as well as their level of cleanliness. Despite the fact that some schools have attained a satisfactory level of quality, others still have room for development, particularly in terms of cleanliness and availability to clean water.
9) There is a warehouse (F9). When it comes to the storage of equipment and educational resources, the majority of schools appear to have suitable warehouses; nevertheless, some of these warehouses need to be reorganised in order to make the most efficient use of space.
10) It is the Circulation Space (F10). Despite the fact that there are some remarks regarding security during break times, circulation places such as corridors and other common areas are relatively big and allow for smooth mobility for both students and teachers.
11) Green spaces and athletic fields (F11). Facilities for play and sports come in a wide variety. There are some schools that have big sports and games fields that are well kept, but there are other schools that have limited space or amenities that are not enough.

According to the requirements stipulated by the Minister of National Education Regulation No. 24 of 2007, this study explores the availability of facilities that support the learning process in nine Integrated Islamic Primary Schools (SDITs) in West Java. These schools are located in the province of West Java. It was determined through observations of nine SDITs that the majority of the schools have facilities that are up to the norm. On the other hand, facilities F4, F2, and F11 exhibit large fluctuations in availability, which indicates that there are difficulties in accordance with certain components of the requirements. In the meantime, the presence of additional facilities, such as computer labs and art rooms, is indicative of school initiatives to enhance the quality of learning and student development beyond what is required by regulatory mandates. As a distinctive feature, the availability of specialised facilities like the Mini Zoo and Educafe is indicative of the efforts that schools are making to deliver an education that is both comprehensive and centred on Islamic values, in accordance with the character and objective of each

SDIT. According to these findings, educational institutions are not only striving to fulfil the minimum requirements imposed by the government, but they are also attempting to innovate in order to establish an atmosphere that is conducive to learning and is abundant in educational resources. This study contributes to a greater understanding of how schools in West Java modify national standards to meet local Islamic education needs and identities by examining the availability of these facilities and the condition in which they are found. It is necessary to conduct additional

research in order to investigate the ways in which these disparities in facility supply influence educational results and to develop recommendations that can assist SDITs in achieving and sustaining optimal infrastructure standards.

The findings addressing the availability and condition of supporting facilities in Integrated Islamic Primary Schools (SDITs) in West Java indicate that the majority of schools have made substantial efforts to comply with the standards outlined in Permendiknas No. 24 of 2007. Optimal learning conditions are created in classrooms that are equipped with whiteboards, sufficient illumination, and ergonomic furniture. Nevertheless, it has been discovered that further enhancements are required in terms of the dimensions of the rooms and the circulation of air in order to attain the most favourable conditions.

Sufficient libraries and varied book collections enhance the value of learning resources. However, the study revealed a necessity for more improvement, particularly in terms of digital learning materials and the extension of collections. There is a disparity in the quality of science laboratories among schools, with some being well equipped and others lacking the necessary resources to facilitate practical activity.

Leader and teacher rooms often fulfil practical requirements, while certain institutions require enhancements in terms of comfort and privacy. The presence of an adequate number of places of worship in most SDITs demonstrates their dedication to providing Islamic values education. However, it should be noted that some of these sites may need to be expanded in order to accommodate a greater number of students.

Most schools in the UK have UKS rooms, although there are deficiencies in terms of medical supplies and permanent healthcare staff. Sanitation, particularly in terms of latrines, is an essential aspect where many schools meet the necessary criteria while others need substantial enhancements to guarantee access to clean water and cleanliness. The storage facilities and circulation spaces are generally sufficient, although it is vital to address security concerns during break periods. There is a notable disparity in the availability and quality of play and sports facilities in schools, with many schools providing ample and well-maintained facilities, while others have restrictions or constraints.

In summary, our findings emphasise that although there is noticeable advancement in fulfilling and surpassing the established infrastructure criteria, there is still potential for enhancement. Additional endeavours are required to guarantee that all establishments in SDIT not only satisfy the basic requirements but also cultivate an ideal learning atmosphere and promote students' comprehensive growth.

In order to examine and categorise facilities and infrastructure, a series of actions were undertaken. 1) Categorising Facilities by Function: Classifying facilities according to their purpose, such as educational, athletic, artistic, social, and religious facilities. 2) Facility Condition Assessment: Evaluate the present state of these facilities by analysing existing data, including factors such as the age of the buildings, maintenance records, and the sufficiency of the equipment. 3) Evaluation Against Standards: Assessing the conformity of the current facilities with the requirements outlined in Permendiknas No. 24 of 2007 and other applicable criteria to determine the degree to which the facilities meet or surpass the expected standards. 4) Facility Integration with Education: Evaluate the extent to which the facilities enhance the learning experience, taking into consideration their compatibility with the curriculum being implemented. Analysing the grouping of facilities and infrastructure inside the SDIT organisation. The current data allows for the categorization of facilities at Integrated Islamic Primary Schools (SDIT) in Bandung, West Java into the following groups in Table 2.

Table 2. SDIT Facility Classification

No	Facility	Includes	Description
1	Academic	Classroom Science Laboratory Computer Laboratory Library	These facilities are at the core of the teaching and learning process andstudents' intellectual development. The majority of SDITs seem to have these facilities with varying conditions, from very adequate to those that still require improvement, especially in terms of equipment and digital learning resources. The majority of SDITs seem to have these facilities in varying conditions, from very adequate to those that still require improvement, especially in terms of equipment and digital learning resources.
2	Social and Administrative	Teacher Office Headmaster Office Meeting Room Canteen	These facilities support school administration as well as social interaction among staff and between staff and students and parents.
3	Religion	Place of Worship House of Qur'an	The existence of this facility emphasizes the Islamic identity of SDIT and provides a means for students to carry out religious practices and learn islamic values

No	Facility	Includes	Description
4	Health	UKS	The UKS room offers basic health services for students. While the UKS room is quite common, the presence of well-equipped medical supplies and health workers remains an area that needs more attention.
5	Hygene	Toilet Public Sanitation	There is a large variation in the cleanliness and availability of these facilities among SDITs, indicating a need for improvement in someschools
6	Extracurricular and Skill Development	Art Room Recording Studio Swimming Pool Herb Laboratory	Additional facilities such as these demonstrate the school's commitmentto holistic education that goes beyond the basic academic curriculum.
7	Sports and Recreation	Green House Sport Field Play Ground Circulation Room	Support students' physical learning and recreation.

This classification of facilities reveals that SDITs in West Java generally offer a variety of facilities that support education.

3.2 School Curriculum

The results of observations on scholl currivulum in Table 3.

Table 3. School curriculum survey results

No	School sample	Curriculum		Notes
		PAI	Additional	
1	S1	✗	Program of Inquiry (POI)	Learning through point of interest (POI) is a form of education that places an emphasis on the information, abilities, and characteristics of the learner profile that are relevant among, between, and beyond disciplines. It also connects various types of knowledge in order to develop conceptual comprehension. Authentic learning experiences are provided for students, which are not restricted to the confines of traditional topic areas and instead involve the investigation of problems that are found in the real world.
2	S2	✓	IMTAQ Curriculum, Kemdikbud National, Cambridge, Student Centered Learning	Learning that is centred on the needs, interests, and capabilities of students is referred to as student-centered learning. This form of education is bolstered by collaborative learning strategies that encourage students to work together in groups or teams.
3	S3	✓	Special Curriculum, 2013 Curriculum, Cambridge school	The curriculum at Cambridge places an emphasis on the individualisedskills, critical thinking, and creative problem solving of its students
4	S4	✓	2013 Curriculum, PAI	✗
5	S5	✓	2013 Curriculum, Merdeka Curriculum	✗
6	S6	✓	2013 Curriculum,Al-Ghifari Special	The curriculum is characterized by the Al-Ghifari Foundation with Islamic content. The methods used are individualized learning, blended learning, student well-being
7	S7	✗	Baccalaureate Internasional	Encourages each student to take responsibility for his or her own learning while also fostering the development of autonomous learning skills. Students are asked to evaluate six connected transdisciplinary topics and investigate the links between them as part of the program's curriculum, which encompasses both local and global challenges. "Who we are," "where we are in time and space," "sharing the planet," "how we express ourselves," "how we organise ourselves," and "how the world works" are some of the subjects that are discussed.
8	S8	✓	Specialized Curriculum	Al-Qur'an, Worship, Leadership, and Entrepreneurship Learning Methods are all included in the national curriculum, as well as the specific curriculum offered by SD Bintang Madani. Assessment of students' abilities in terms of their attitudes, cognitive abilities, and processes is what is meant by the term "authentic assessment."

No	School sample	Curriculum		Notes
		PAI	Additional	
9	S9	✓	IMTAQ Curriculum, Kemdikbud National, Cambridge, Student Centered Learning	An approach to education known as student-centered learning is one that places an emphasis on the requirements, passions, and capabilities of the students of the class. techniques of learning that enable students to work together in groups or teams, which are reinforced by collaborative learning methods.

Based on the findings of the observations, it was discovered that the nine Integrated Islamic Elementary Schools (SDIT) that were identified were utilising a variety of different sorts of curricula. The PAI national curriculum, the Programme of Inquiry (POI), the IMTAQ Curriculum, the National Curriculum, the Cambridge Curriculum, the Independent Curriculum, and the Special Curriculum are all included in these curricula. The applied curriculum can be classified by classifying it according to the kind of learning technique that is being utilised. These findings were derived from the investigation:

1. Curriculum that is based on national standards.
    a. All public schools in Indonesia are required to implement the Islamic Religious Education curriculum, which is referred to as PAI.
    b. The 2013 Curriculum: A curriculum that is a national standard and is implemented in all schools in Indonesia. This curriculum places an emphasis on character development and basic skills.
2. A curriculum that adheres to an international perspective:
    a. A method that is utilised in the Primary Years Programme of the International Baccalaureate (IB), the Programme of Inquiry (POI) is an approach that places an emphasis on learning and discovery that spans multiple disciplines.
    b. The International Baccalaureate: A programme that encourages global awareness and education that goes beyond the traditional curriculum.
    c. The Cambridge Curriculum describes an international educational system that places an emphasis on creative thinking, critical thinking, and individualised skills. Indonesian schools use the Cambridge Curriculum to improve English language acquisition. Study results on this curriculum's implementation are varied. Some schools have had good results, but others have struggled, especially in reading and writing. Students like the Cambridge Curriculum's emphasis on critical thinking and global viewpoints. Indonesian English teachers participated in programme conception, learning implementation, and evaluation. The Cambridge curriculum has helped some junior high schools develop confident, academically gifted pupils who advance to higher levels. The Cambridge Curriculum in Indonesia attempts to boost students' English proficiency.
3. A Curriculum That Is Based on Spirituality and Islamic Principles:
    a. The IMTAQ Curriculum: This curriculum integrates Islamic values with national and international education. It includes Islamic material, such as the teaching of the Qur'an and religious activities, and it combines traditional learning methods with contemporary learning approaches, such as blended learning.
4. A Curriculum that Places an Emphasis on the Development of Students:
    a. Student-centered learning is a method that places more emphasis on activities that encourage students to work together and focuses on the needs, interests, and capabilities of the students.
    b. Merdeka Curriculum: A new approach in the Indonesian education system that allows schools the opportunity to construct a curriculum that is tailored to the need of their students. The independent curriculum prioritises autonomy in education, enabling teachers and students to explore and acquire knowledge autonomously. The primary emphasis is on cultivating interpersonal skills, building strong character, and conducting in-depth exploration of various subjects. Teachers have a vital role in executing this curriculum, necessitating preparation, training, and progressive implementation of novel teaching techniques. The curriculum is designed to adhere to Ki Hadjar Dewantara's educational philosophy, which emphasises self-directed learning and the significance of student autonomy in personal growth, under the guidance of instructors and parents. In general, the independent curriculum fosters a student-centric methodology, fostering discovery, invention, and significant learning experiences customised to individual requirements and potentials.
5. Curriculum with a Focus on Specific Skills: A curriculum that includes specialised extracurricular activities such as entrepreneurship, leadership, and other creative efforts. This type of curriculum.The curricula in these schools appear to have been designed to offer a diverse education and include a variety of learning methodologies to

meet the specific needs of students, instil Islamic values and prepare them for the global environment. This indicates an attempt by integrated Islamic schools to integrate elements of modern education with their religious traditions and values.

Analysis of the different curricula shows that each approach affects the design of the educational space specifically. The national curriculum requires standardized and multipurpose classrooms to support character teaching and learning, while the international curriculum demands more flexible spaces and advanced technology for interdisciplinary learning. Faith-based curricula require spaces that support religious practice and the integration of Islamic values. Student-focused approaches such as Student-centred Learning require adaptive and reconfigurable spaces, while curricula that emphasize specific skills such as entrepreneurship require specialized facilities such as laboratories or business incubators. Therefore, learning space planning should take into account the specific needs of each curriculum to achieve the desired educational goals.

This text presents an examination of the curricular discoveries and their correlation with the space and infrastructure criteria at SDIT. The table's findings indicate that SDIT has implemented multiple curricula with distinct approaches to address a wide range of intricate educational requirements.

1. Programmes of Inquiry (POI) necessitate adaptable learning environments that facilitate interactive and collaborative learning, as they integrate learning across topics by investigating real-world issues. Consequently, classrooms should possess the flexibility to be reconfigured to support collaborative discussions and project-based tasks, as well as provide the necessary technology and digital resources for conducting research and delivering presentations.
2. The IMTAQ curriculum, National MoEC, and Student-Centred Learning approaches prioritise the unique requirements of students and promote teamwork. To implement this curriculum, it is necessary to have classrooms that are specifically built to facilitate personalised learning and teamwork. Additionally, there should be adequate infrastructure, like group work areas and computer labs, to promote collaborative learning.
3. The Cambridge curriculum emphasises the significance of having suitable art spaces and science laboratories to facilitate students' exploration and experimentation, so fostering their critical thinking and creativity.
4. The International Baccalaureate curriculum necessitates the presence of learning environments that can facilitate transdisciplinary instruction and provide access to global information. This includes a library that is equipped with international learning resources and information technology.
5. Specialised curricula incorporate elements such as the Qur'an, worship, leadership, and entrepreneurship. These elements necessitate the presence of infrastructure such as worship spaces, leadership spaces, and entrepreneurship spaces. These spaces are designed to facilitate religious practice and foster the growth of leadership and business skills in students.

This analysis suggests that in order to effectively implement the diverse curriculum at SDIT, it is necessary to arrange students into appropriate groups and customise the facilities accordingly. This clustering involves not only meeting physical criteria, but also establishing adaptable learning spaces that align with the educational philosophy of each curriculum. Schools must guarantee that its spatial architecture and infrastructure adequately support a comprehensive, dynamic, and multidisciplinary approach to learning. This will enable students to fully realise their potential and effectively prepare for the demands of the real world. Differences in the curriculum need not only adjustments in teaching methods, but also substantial modifications in the design of learning spaces and the availability of facilities. Categorising facilities based on a certain curriculum involves more than just meeting physical requirements. It also entails establishing a learning environment that aligns with the pedagogical principlesIn Table 2 above, it is known that of the 19 isolates of Vibrio sp., there is only one isolate from the type of Vibrio parahaemolyticus, based on identification using the polymerase chain reaction (PCR) method, while other isolates may be from other types of each curriculum. The design of spaces and infrastructure should be flexible and adaptable to meet the needs of comprehensive, dynamic, and multidisciplinary learning. This will eventually empower students to reach their maximum potential and equip them to tackle the global challenges of the future.

3.3 PAI & Non-PAI Extracurricular Activities

Before delving into the topic of extracurricular Islamic Religious Education (PAI) in Integrated Islamic Primary Schools (SDIT), it is essential to acknowledge the role that PAI plays in moulding the spiritual and moral dimensions of pupils. These are essential foundations for learning in SDIT (Ma'rufah, 2020; Yusuf, 2018). Not only is this learning confined to PAI classes, but it is also included into extracurricular activities that offer students the chance to apply and further develop their understanding of Islamic principles in a variety of contexts that they encounter in their daily lives (Harisnur, 2021).

The following findings were obtained regarding extracurricular activities in nine SDIT sampling objects in West Java. These findings were acquired based on the analysis of the search results of Table 4.

Table 4. School Extracurricular Survey Results

No		Extracurricular PAI	Extracurricular Non-PAI
1	S1	✗	Soccer, Basketball, Wushu, Robotic
2	S2	✓ (Tahfidz, Dai Cilik, Marawis)	Futsal, Photography, Scout, Art, Science Club, English club.
3	S3	✓ (Tahfidz, Qiroat, Calligraph)	Marching Band, Angklung, Cinematography, Robotic, Graphic Design Photography, Public Speaking, Drawing, Scout, Pasuspera, Futsal, Self Defense, Silat, Taekwondo, Dance, Swimming, Math Club, English Club, Science Club, Marawis, Young Doctor, Tahfidz, Young Dai, Badminton.
4	S4	✗	Futsal, Taekwondo, Science Club
5	S5	✓ (Tahfidz, Qiroat)	Wushu, Basketball, Futsal, Archery, Robotic, Karate, Tapak Suci
6	S6	✓ (Tahfidz)	Dance, taekwondo, Pencak Silat, Archery, Badminton, English Club, Japanese Club, Robotics, Journalism
7	S7	✗	Public Speaking, Percussion, Batik Crafting, Karate, Zumba, Archery, Swimming, English Club, Fusal, Robotic, Aert, Cinematography
8	S8	✗	Futsal, Basketball, Taekwondo, Art, Archery, English Club, Robotics, Science, Swimming
9	S9		Futsal, Photography, Scouting, Art, Science Club, English club.

Based on the table above, it can be detailed that Islamic Religious Education (PAI) and PAI extracurricular activities integrated into education cover various important aspects of students' spiritual and social development. These programs are run with the aim of promoting learning experiences that create conceptual understanding and provide opportunities for students to explore and respond to real-world problems, as is done by the Program of Inquiry (POI) in some schools. Extracurricular PAI activities include a variety of activities designed to develop Islamic proficiency, skills and values among students. These activities include tahfidz (Qur'an memorization), qiroah (Qur'an recitation art), and calligraphy, which are important components of the curriculum in many schools, as seen in schools that have a specialized curriculum.

In addition to PAI being integrated into learning activities, there is also a wealth of non-PAI extracurricular activities, ranging from sports such as soccer, basketball and martial arts to activities that hone creativity and intellectual acumen, such as robotics, art, music and journalism clubs. This demonstrates the schools' commitment to providing a holistic educational environment, developing both the physical, intellectual and spiritual aspects of students. The integration of Islamic values in education and extracurricular activities reflects the efforts of schools in some regions to educate students who are not only academically excellent but also rich in spiritual values and practices, following the standards mandated by Permendiknas No. 24 of 2007. This approach emphasizes the formation of balanced individuals who are able to contribute to society in a variety of positive ways.

4. CONCLUSION

The following are the findings and conclusions that were derived from the research. These findings include the classification of spaces, amenities, and infrastructure, as well as their connection to the curriculum. A wide range of curricula are implemented at Integrated Islamic Primary Schools (SDITs) in order to cater to the varied educational requirements of their students. These curricula can be classified into three primary categories: national, international, and specialised. Regarding the space and facilities that are necessary to support the successful execution of the curriculum, each of these groups has a unique set of criteria.

The findings of the study highlight the presence of clusters within schools, categorized based on the spatial arrangement of various facilities. These clusters can be classified into six primary groups. First, Academic Facilities include classrooms, libraries, laboratories, and other spaces directly linked to educational and instructional activities. Second, Social and Administrative Facilities encompass areas such as conference rooms, administrative offices, and spaces used for social events involving students and staff. Third, Religious Facilities are spaces dedicated to worship and religious activities, such as mosques or chapels. Fourth, Health and Cleanliness Facilities include school health offices, bathrooms, and other areas dedicated to cleanliness and sanitation. Fifth, schools provide Extracurricular Facilities for activities outside the academic curriculum, such as robotics, art, and music clubs, as well as skill development areas. Lastly, Sports and Recreation Facilities include amenities for physical exercise and leisure

activities, such as sports fields and gymnasiums. These groupings ensure that schools can cater to the needs of both students and staff, creating an environment conducive to achieving educational objectives.

The implementation of the national curriculum, which includes the Al-Azhar IMTAQ Curriculum and the curriculum developed by the National Ministry of Education, focuses on meeting students' unique needs and encouraging collaboration. This requires flexible classrooms that support both group discussions and individual learning, along with communal work areas and sufficient technological resources to facilitate collaborative and technology-driven learning. The International Curriculum, represented by the Program of Inquiry (POI) and the International Baccalaureate Curriculum, requires facilities that promote a transdisciplinary approach, integrating local and global issues. These include multifunctional learning spaces and libraries equipped with international resources and global data access. Additionally, the Specialized Curriculum incorporates the Qur'an, worship, leadership, and entrepreneurship, necessitating facilities such as art rooms, science laboratories, and spaces for religious and entrepreneurial activities.

While the study provides valuable insights into the relationship between educational facilities and curriculum implementation in schools, there are some limitations. The use of snowball sampling may limit the diversity of schools investigated, and the study focuses solely on a specific region in West Java, which may affect the generalizability of the findings to other regions. Further research is needed to explore how differences in facilities impact students' academic achievements, a topic not thoroughly addressed in this study.

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