Research Article

Various Approaches in Islamic Religious Education Curriculum Development

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Abstract

The curriculum encompasses learning plans in schools or conferences, with a modern interpretation emphasizing a holistic understanding of objectives, teaching methods, and content. However, challenges related to the alignment of the Islamic Religious Education (PAI) curriculum with modern demands necessitate continuous efforts to adapt to the evolving times, integrate technology, and ensure the curriculum's relevance and quality. The role of the PAI curriculum in Indonesia is to guide behavior and commercial activities in line with Islamic values, fostering harmony among people of different faiths. The curriculum should reflect the moral and religious values of Islam, and its implementation involves teachers shaping understanding, beliefs, and appreciation of these values. The development of the PAI curriculum aligns with the concept of shaping a perfect human (al-Kamil) according to Islamic teachings. To achieve this goal, collaboration among educators, stakeholders, and the government is crucial to enhance and maintain the quality of Islamic curricula in Indonesia to remain relevant and effective.

Keywords: Curriculum, Islamic Education, PAI, Development, Indonesia

INTRODUCTION

The curriculum plays a very important role in achieving educational goals around the world. In Indonesia, especially in Islamic education, curriculum is a crucial strategic element to achieve educational targets. Curriculum development covers various aspects, including theory and practice, learning models, approaches,

and stages of development. Hasan's (2022) study on the development of study programs provides an overview of the extent to which an understanding of theoretical and practical aspects is essential in designing the curriculum.

The importance of Islamic religious education in schools is reflected in Marliana's (2023) research which discusses the anatomy of the Islamic religious education curriculum. This finding confirms that the Islamic religious curriculum has a central position in directing all educational activities to achieve the goals that have been set. The curriculum covers pervasive aspects in the development of Islamic character and values among students.

However, along with its crucial role, the curriculum is also faced with various challenges in its development in Indonesia. There is a mismatch between the curriculum of the religione Islamico (PAI) education curriculum and the demands and needs of modern times. The existence of overlap, misalignment, and differences of opinion can lead to loss of focus and relevance of the curriculum to the actual needs and dynamics of society.

The challenge highlights the need for in-depth evaluation and continuous refinement in curriculum development. The curriculum must be able to reflect Islamic values while remaining relevant to the times. The integration of technology, the application of innovative learning methods, and a deep understanding of the latest developments are essential in maintaining the quality and relevance of the curriculum. Therefore, there needs to be collaboration between education experts, stakeholders, and the government to maintain and improve the quality of Islamic curriculum in Indonesia to remain relevant and effective.

Nonetheless, it is important to take a holistic approach in understanding curriculum concepts. This includes the development of a curriculum that considers science, technology, and aspects of IMTAQ to achieve the goals of Islamic education. Therefore, it needs to be recognized that the curriculum must not only prioritize religious education, but also integrate aspects of general education in a balanced manner.

In facing these challenges, it is necessary to increase understanding and curriculum development to suit the needs and demands of the times. Islamic religious education must continue to synergize with general education to achieve curriculum sustainability and relevance in the context of education in Indonesia. This can be achieved through a deep understanding of the goals and directions of education, as well as involving relevant parties in the curriculum development process.

METHOD

The literature study research method in evaluating multiple articles on Google Scholar involves systematic steps to identify, evaluate, and select articles that are most relevant to the research topic. First, researchers identified keywords that were appropriate to the topic, such as "Islamic Religious Education curriculum" or "Islamic curriculum development in Indonesia". Then, a search is conducted on Google Scholar to collect a number of articles related to the topic.

After obtaining a number of articles, researchers conduct an initial evaluation of the title, abstract, and keywords to assess relevance to the research focus. Inappropriate or irrelevant articles are omitted from the list. Next, researchers carefully read each remaining article to gain an in-depth understanding of its contents.

During the reading process, researchers record key findings, concepts, and approaches that appear in the articles. In addition, researchers also check the references in each article to find other articles that can be additional sources.

After reading and evaluating all the articles, researchers select the articles that are most relevant, informative, and in-depth in answering the research question. The selection criteria may involve the accuracy of the information, the research methodology used, and the unique contribution to the understanding of the Islamic Religious Education curriculum in Indonesia.

The final step involves writing a resume or a brief analysis of the selected article, including emphasis on key findings that support or inform the research topic. Overall, the literature study method helps to compose a deep understanding of PAI

curriculum development, integrating results from various literature sources to present a comprehensive view.

RESULT AND DISCUSSION
The Meaning and Development of the Curriculum in the Context of Islamic Education

The word "curriculum" comes from Latin, which can literally be interpreted as "currency" or place of travel. However, the definition of curriculum with a more specific meaning involves a line of behavior or future teaching. This notion has become very popular in the world of education.

The curriculum, in the context of Latin, describes a journey or race that must be followed to achieve a predetermined goal, starting from beginning to end. In educational terminology, curriculum refers to lesson plans at school or even conferences. This shows that the curriculum can relate to everything, both at school and outside of school.

However, this interpretation of Latin involves the meaning of curriculum as a process that students must undergo and complete in order to obtain a certificate. Currently, the curriculum development approach refers more to a holistic understanding of the objectives, content, teaching methods, and teaching materials and materials.

When it involves formal aspects, the curriculum is interpreted as a guide and structure that includes objectives, teaching materials, and concepts, which can be adopted and adapted by the publisher of the educational material. This shows that the curriculum has a very broad meaning and can be adapted according to the needs of the times.

However, in curriculum development, there are challenges that must be overcome. The suitability of the religione Islamico (PAI) education curriculum to the demands of modern times is a problem, with the potential for overlap, misalignment, and differences of opinion that can reduce the focus and relevance of the curriculum.

In the context of curriculum development, both in terms of structure, content, and teaching methods, there needs to be an effort to keep up with the times. The

integration of technology, innovative learning approaches, and a deep understanding of the latest developments are important to maintain the relevance and quality of the curriculum. Therefore, cooperation between education experts, stakeholders, and the government is the key to improving and maintaining the quality of the Islamic curriculum in Indonesia to remain relevant and effective.

The Role and Implementation of Islamic Education Curriculum in Indonesia

The Islamic education curriculum has a central role in guiding commercial behavior and activity, creating a life filled with trust and showcasing the private life of a Muslim. Research by Tommy Al-Shaibany shows that the Islamic education curriculum can change a person's behavior and commercial activities, directing him towards a life that is in accordance with Islamic values.

Studies by Syamsul Bahri (2021) and Saiful Sagala (1987) on the development of Islamic education curriculum goals and curricula emphasize the importance of designing a curriculum that is in accordance with the quality of learning. This ensures that teaching and learning truly shape understanding, belief, and appreciation of Islamic values.

An approach that focuses on social interaction seems to be an integral part of the Islamic education curriculum process. Ahmed stressed that this process should be organized in accordance with the teachings of Islamic sharia to create an environment that conforms to religious values.

The development of energy and specialization, as outlined by Thoha and Mu'thi, shows that the religione Islamico (PAI) education curriculum aims to provide guidance to students in order to understand, believe, appreciate, and practice Islamic values. This creates a conscious effort to achieve a thorough understanding and cooperation between religions.

Furthermore, the religione Islamico (PAI) education curriculum not only pursues a thorough understanding of Islam, but also encourages diversity and harmony among religious communities. It involves efforts to establish national unity and unity through respect for each other's values and beliefs.

From this understanding, it can be concluded that the Islamic education curriculum is an effort to provide guidance and knowledge so that students can understand and respect Islamic values. The aim is for them to adopt Islamic behavior in their lives, create harmony and diversity in society, and ensure security and a bright future.

Excellence of Islamic Religious Education (PAI) uriculum

There are differences in the Islamic Religious Education (PAI) curriculum which is different from the general curriculum. Abdul Majid explained that the PAI study program is a formulation of objectives, study materials, and educational evaluations derived from religious teachings and Islamic law.

Basically, the Islamic education curriculum must have special characteristics, in accordance with Islamic teachings. According to Cap Anu, suitability in the curriculum, including objectives, content, learning methods, and other aspects, must be based on Islamic moral and religious values and full of the spirit of Islamic teachings.

The difference between the PAI curriculum and general education lies in the concept as an educational process that refers to the formation of a perfect human being (al-Kamil) in the principle of Islamic teachings. This curriculum follows the relevant principles, with the aim that the Islamic religious education curriculum can be extraordinarily integrated and complementary and able to refer to the Quran and Hadith as the main sources of behavior and preparation.

In the Qur'an, there are main concepts that become references to behavior, such as faith (belief), Islam (Sharia), and virtue (morality). Therefore, the teaching materials in the PAI curriculum cover these aspects and the curriculum itself is an Islamic message used in educational institutions to achieve certain goals.

All of these materials are explained in the Islamic Religious Education (PAI) curriculum and PAI itself is an Islamic message used in educational institutions to achieve certain goals, so the material must be implemented by teachers in the learning process.

Curriculum Development Approach

The meaning of curriculum development, according to Indonesian dictionary, is etymologically defined as behavior that develops gradually and is a remarkable thing in achieving the desired goals in terms of established behavior and activities that produce forms or products that have been prepared to answer the right problem.

Curriculum development involves establishing learning opportunities that pay attention to learners' differences to direct desired change. It also involves assessing the extent of the magnitude of the change on learners.

The Islamic Religious Education (PAI) curriculum aims to realize religious values and involve learners in Islamic exercises and lessons. In addition, this curriculum has not been fully implemented and is still in the development stage to provide meaningful and practical experiences in Islamic studies.

The Islamic Religious Education (PAI) curriculum has been developed in schools and will be implemented in its totality. It involves teachers who will use good learning principles to educate learners to have a major impact on desired change.

PAI Curriculum Development Approach

Curriculum development theory includes four main approaches, namely academic subject approach, humanity, technology, and social reconstruction. These approaches each have a unique focus and explanation.

The academic subject approach focuses on the classical model of curriculum development, with priority on disciplinary materials and processes. This curriculum emphasizes the importance of systematization of knowledge and structured learning.

The PAI curriculum is built with an academic subject approach, emphasizing the systematicization of knowledge about God and belief, as well as aspects of worship and mu'amalah using the systematication of fiqh and ushul fiqh.

The humanitarian approach, introduced by figures such as John Dewey and J. J. Rousseau, places the student at the center of educational activity. Every child is

considered to have the potential to grow and develop, and the emotional connection between teacher and student is considered important.

A curriculum based on a humanist approach requires a good emotional connection between teachers and students to accelerate the learning process. Curriculum development in the context of PAI also involves choices that take into account the talents and interests of learners.

The technological approach in curriculum development emphasizes efficiency analysis in teaching and learning. Material selection, learning strategies, and evaluation are based on the analysis of work assignments and the use of technology to support the achievement of goals.

The implementation of technology in curriculum development includes the selection of learning equipment and media, as well as the arrangement of instruction. The main goal is to increase the effectiveness and efficiency of the educational curriculum.

The social reconstruction approach refers to the interaction between the curriculum and the social activities of the community. The curriculum is developed by considering the interaction and cooperation between individuals and groups to address existing social problems.

CONCLUSION

Sulla The meaning and development of curriculum in the context of Islamic education shows that curriculum, derived from Latin which means journey, describes a journey or race to achieve a goal. In an educational context, the curriculum includes lesson plans at schools or conferences, with modern interpretations emphasizing a holistic understanding of objectives, teaching methods, and materials. However, challenges related to the suitability of the Islamic Religious Education (PAI) curriculum to the demands of modern times require constant efforts to keep up with the times, integrate technology, and ensure the relevance and quality of the curriculum. The role of the PAI curriculum in Indonesia is to guide commercial behavior and activities in accordance with Islamic values, as well as create harmony and harmony between religious communities. The PAI curriculum should reflect

Islamic moral and religious values, and its implementation involves the role of teachers in shaping understanding, belief, and appreciation of those values. The development of the PAI curriculum refers to the concept of forming a perfect human being (al-Kamil) in accordance with the principles of Islamic teachings. To achieve this goal, cooperation between education experts, stakeholders, and the government is key to improving and maintaining the quality of Islamic curriculum in Indonesia to remain relevant and effective.

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