

Research Article

## The Importance of Curriculum Components in PAI Learning

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### Abstract

The curriculum is the core of the education system and plays an important role in developing and managing learning programs in an educational institution. The method used in this research is library research. There are 4 elements to the curriculum components, namely objectives, content/material, strategies/methods, and evaluation. In the PAI learning curriculum there are curriculum components related to Islam which aim to create students who are devoted to Allah SWT and have noble morals. From the description above, it can be concluded that the curriculum components in PAI learning are very important. Because the four components discussed above are interrelated.

**Keywords:** Components, Curriculum, PAI, Education, Islamic

### INTRODUCTION

The curriculum is the core of the education system and plays an important role in developing and managing learning programs within an educational institution. Curriculum components play a key role in preparing an effective curriculum that meets student needs.

The components of the curriculum cover many different aspects, interdependent and influencing each other. Each component has different roles and



functions in achieving the desired educational goals. Here are some important components in the curriculum:

- a. Objectives: This section describes what the curriculum aims to achieve. The purpose of the curriculum can be an increase in students' knowledge, skills, attitudes and moral values. These goals should be consistent with the needs and expectations of society and refer to relevant educational standards.
- b. Content/Material: This component refers to the material or teaching materials that will be taught as part of the curriculum. The content of the curriculum should include knowledge, skills, and values appropriate to the field of study or subject being taught. The content of the curriculum must also be updated with the latest developments in the field.
- c. Learning strategy: This component is very important, because it relates to the implementation of the learning process. Strategy refers to the teaching methods, approaches, and tools used in teaching.
- d. Assessment/Evaluation: This component includes assessment of the achievement of curriculum objectives by students. Assessment can take many forms such as tests, homework, projects or observations. Good assessment should be fair, accurate and provide useful feedback to students and teachers to improve learning.

In developing the curriculum, all these elements must be interdependent and balanced to achieve the desired educational goals. In addition, the curriculum must also be flexible and adaptable to student development, community needs, and the challenges of the times.

In this journal, the author will discuss more in-depth about the components of the curriculum. Because these components are considered very important in the process of implementing learning. One of them is in PAI subjects.

## **METHOD**

The method used in this study is library research, which is a series of activities related to library data collection methods. (Mahmud, 2011). According to Abdul Rahman Sholeh, literature research is research that uses information data collection

methods by placing media in libraries such as books, magazines, documents, and historical story archives. (Sholeh, 2005).

## RESULT AND DISCUSSION

### A. Definition of Curriculum

Linguistically, curriculum comes from the Greek *currere* which means running distance, which is the distance that must be traveled from beginning to end. In Arabic, the curriculum is called *Manhaj* which means the path of light that man takes in his field of life. In the context of education, curriculum refers to a clear path followed by educators/teachers with students to develop their knowledge, skills, and attitudes. (Muhaimin, 2012)

While the curriculum according to the term there are several opinions from experts, including:

According to Hilda Taba, defining that curriculum as a study plan by revealing that "a curriculum is a plan for learning". In other words, curriculum is an educational or learning plan. (Munir, 2008)

According to Nana Syaodih Sukmadinata, believes that the curriculum is a plan that becomes a guide in the process of teaching and learning activities. (Sukmadinata, 2010)

According to Crow, a curriculum is a teaching plan or a number of subjects that are systematically arranged to complete a program with the aim of achieving a degree or diploma.

According to Arifin, the curriculum includes all learning materials that must be included in the educational process in an educational institution system.

According to Mac Donald, a curriculum is a plan that provides instructions or guidelines for use in the process of continuous teaching and learning activities.

It can be concluded that the curriculum is a learning process plan in the form of subjects that are arranged systematically in order to achieve predetermined goals.

Curriculum according to National Education System Law Number 20 of 2003 which reads

"Developed towards a set of plans and arrangements regarding objectives, content, and learning materials as well as ways used as guidelines for organizing learning activities to achieve certain educational goals.". So, there are three components in the curriculum, namely objectives, content and learning materials, and learning methods in the form of learning strategies and evaluation. (Muhaimin, 2012)

## **B. Curriculum Components**

In the educational process The curriculum serves as a tool to achieve educational goals, which certainly has meaning as an educational tool. The curriculum has important parts and can support its proper functioning. These parts are referred to as components that are interconnected and work together to achieve educational goals. (Hermawan, Juliani, & Widodo, 2020)

According to Syaodih Sukmadinata the curriculum components include parts, namely objectives, content or material, processes or delivery systems as well as media and evaluation, the four parts are interrelated. Almost the same as Hamid Syarif's description, although there are slight differences in how it is described, it is structurally divided into several components, including curriculum objectives, content / material components, implementation strategy components and evaluation components. (Subhi, 2016). Here's the explanation:

### **Purpose**

Educational goals are classified, from very general goals to specific, specific, and measurable goals, which are then called competencies. Educational objectives are classified into 4, namely National Education Objectives (TPN), Institutional Objectives (IT), Curricular Objectives (TK) and Pedagogical Objectives or Learning Objectives (TP). (Nisa, 2017)

National education aims to increase the learning potential of every citizen who has potential, ability, creativity, independence, democracy and a sense of responsibility. This is stated in Law Number 20 of 2003 concerning the National Education Administration.

Institutional goals are goals that must be achieved by every educational institution. Institutional objectives are to achieve common goals formulated in the form of higher skills at all levels of education, for example competency standards at primary, secondary, vocational, and university levels.

Curricular objectives are goals that must be pursued by each field of learning or subject. Curricular objectives are also fundamental objectives to achieve the goals of the educational institution. Therefore, it must be able to support and strive for the achievement of institutional goals.

Learning objectives are more operational learning objectives that must be achieved in every activity in each subject. At this operational level, learning objectives are formulated in more detail based on what students want to achieve in the learning process. Based on Bloom's thoughts formulated educational goals which include cognitive, affective and psychomotor aspects.

### **Isi/Materi**

Material components are learning materials that contain knowledge, values, experiences and skills developed during the learning process that aim to achieve the objectives of these components. The material component must be developed to achieve the goal component, so that the destination component with the material component or with other components must pay attention to the functional relationship. (Bisri, 2020). The principles of building and organizing curriculum content are as follows: (Rahayu, Najiah, & Nulhakim, 2022)

a. Curriculum materials are educational tools that students can use to learn by studying material or topics.

The material for the curriculum discusses the achievement of the goals of each educational unit. The objectives of educational units vary, giving rise to differences in the scope and sequence of subjects. The goal of curriculum success is the goal of national education.

### **Strategy**

Strategy is the third element in curriculum development. This component is a very important component because it is related to the implementation of training

programs. Strategy refers to the methods, approaches and teaching materials used in teaching. But in reality, teaching strategies are not limited to this. The discussion of teaching strategies is reflected in the methods used in teaching, carrying out assessments, carrying out teaching, and organizing activities, both those that are applied in general and those that are not applied to specific methods in teaching. (Subhi, 2016). There are several strategies that can be used in teaching, including: (Rahayu, Najiah, & Nulhakim, 2022)

### **Discovery-learning**

During this learning process, students are asked to perform various tasks such as collecting information, comparing, grouping, analyzing, synthesizing, compiling, and drawing conclusions. Through these activities, students will master the material, apply it, and find activities that are beneficial to them.

### **Meaningful-learning**

In this learning students look for meaning in a material to help students improve their learning.

### **Individual-learning**

Individual or small group learning activities are required to carry out discovery learning.

### **Evaluation/Assessment**

Evaluation is part of the curriculum. In particular, curriculum evaluation aims to test the extent to which educational goals can be achieved by a particular program. While curriculum evaluation in a general sense aims to test the overall program performance based on various criteria. Performance indicators assessed are not only limited to effectiveness, but also the relevance, efficiency, and feasibility of the program. (Subhi, 2016)

The evaluation component is a comparable component of the curriculum, like a goalkeeper in a football game, evaluating means choosing who is eligible to pass and who is not eligible to take the degree exam, so that students who can achieve these goals are those who are entitled to a diploma, while students who do not achieve goals (expected behavior) are not entitled to success. Evaluation according to the function

and urgency of the evaluation, seen from the evaluation component, for example how many teachers are working on topics relevant to their training and are also supported by adequate media and learning facilities and regular students.

Evaluation aims to evaluate the achievement of the objectives that have been identified and evaluate the entire teaching implementation process. Each activity will provide feedback on the achievement of learning objectives and learning performance. This feedback is used to make various improvement efforts in identifying and formulating educational goals, determining the order of teaching materials, strategies, and learning support tools. (Bisri, 2020)

### **C. Curriculum Components in PAI Learning**

The curriculum component in PAI learning can be related to the previous discussion. Thus, it can be concluded that the PAI curriculum component has 4 curriculum components, namely objectives, content/material, strategy, and evaluation. However, what needs to be emphasized is that it must instill Islamic values as a characteristic of the subject. Here's the explanation:

#### **1. Purpose**

The goal achieved by the PAI curriculum is to form students with noble personalities, related to the reality of human creation. Islamic religious education is a conscious and planned effort that aims to prepare students to be able to believe, understand, live and practice Islamic teachings through educational, teaching, learning and training activities. Therefore, the purpose of Islamic religious education in general is to strengthen belief, understanding, appreciation and practice of Islamic teachings in order to become Muslims who are devoted to Allah SWT and good in their personal lives have morals in community life, national life, and the life of the nation and state. The goal remains a national reference in the Indonesian Law. No. 20 of 2003. (Budianto, 2018)

Furthermore, the general objectives of PAI mentioned above are explained in the objectives of each educational institution depending on the level of education

available. In addition, Islamic religious education is a learning program aimed at: (Hamdan, 2009)

- a. Maintain the aqidah and devotion of students.
- b. Become a foundation for studying and deepening religious knowledge more vigorously.
- c. Encourage students to be more critical, creative and innovative.
- d. Become the basis of behavior in daily life in society.

In this way, not only theoretical science is taught but also applied in practice or practiced in everyday life (building social ethics).

## 2. Isi/Materi

This component includes materials that will be taught in learning. One of them is in PAI learning. In general, curriculum content can be grouped into 3 parts, namely: (Arifin, 2011)

- Logic, is the knowledge of right and wrong, based on the scientific process.
- Ethics, is the knowledge of good and evil, values and ethics.
- Aesthetics, is the knowledge of beauty and ugliness that has artistic value.

Based on the grouping of educational content, the development of curriculum content must be prepared according to principles, namely:

- Contains learning materials/topics that students learn and in the learning process,
- The orientation of graduate competency standards, subject competency standards and core competencies have been identified

While the PAI learning material includes an understanding of Islamic religious teachings, moral and ethical values, the history of Islamic development, worship in Islam or commonly called jurisprudence, and so on that have Islamic values.

## 3. Strategy/Method

The components of the curriculum implementation strategy include teaching, assessment, guidance and advice, as well as the implementation of school activities. (Charif, 1993) Methods and tools plan actions to achieve certain goals, while learning strategies are action plans (sets of actions) that involve the use of methods and the



application of many different resources/strengths in the learning process. The effort to interpret the plan that has been prepared into concrete actions to achieve the goals that have been prepared optimally is called a method.

Strategies or methods that can be used in PAI teaching, such as modular learning, observation, practice or role-playing, discussion, and others. Furthermore, the existence of technology-based learning emphasizes the importance of mastering important skills to determine learning strategies.

Although traditional methods still rely on mastering a subject or skill, students can still learn individually through technology. (Budianto, 2018)

In PAI learning which tends to be boring for students, with these various learning strategies, educators must be able to determine the right strategy to carry out effective PAI learning.

#### 4. Evaluation

Curriculum evaluation plays an important role both in determining education policy in general and in making decisions about the program itself. The results of curriculum evaluation can be used by policy makers and program designers to select and determine education system development policies and to develop program models for their implementation.

Curriculum evaluation results can also be used by school leaders and other education professionals to understand and support student development, selection of teaching materials, selection of teaching methods and infrastructure, assessment methods, and other educational environments. (Budianto, 2018)

Evaluation of PAI learning can be done through tests (oral or written), individual or group assignments, presentations, and observation of students' active participation in learning which aims to measure the ability of students to understand and apply PAI material.

## CONCLUSION

From the description above, it can be concluded that the components of the curriculum in learning PAI are very important. Because the four components discussed above are interrelated. Objectives serve to direct the learning process in

order to achieve the expected results. Content / Material serves to help educators choose learning materials related to Islam. These strategies/methods are used to achieve an effective learning process so that students can participate in the learning process. Assessment items that measure students' ability to understand PAI material. With these four elements, the learning process will run efficiently from start to finish. Conversely, if one of these elements is ignored, the learning process will not be effective.

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