

Research Article

Humanistic Model in the Development of Islamic Religious Education Curriculum

Mohamad AzmiUniversiti Teknologi PETRONAS, Malaysia
Corresponding Author: mohamadazmi212@gmail.com**Abstract**

The humanistic model of Islamic religious education aims to develop the human aspects and values of life within the context of religious learning. In this approach, the focus is placed on understanding, internalizing, and applying the teachings of Islam in everyday life, with the goal of shaping positive attitudes, character, and morality in students. In the humanistic model, students take center stage in the learning process, actively engaging and encouraged to develop their emotional, social, and spiritual aspects. The instructional methods employed include discussions, reflections, simulations, role-playing, and relevant real-life experiences. The main objective is to cultivate morally upright Muslim individuals who possess empathy, tolerance, social concern, and awareness of the needs of others.

Keywords: Model, Humanistic, Curriculum, PAI**INTRODUCTION**

In the era of education that continues to develop, there have been changes and developments in learning approaches in the Islamic education curriculum. One approach that is increasingly gaining attention is the humanistic model. The humanistic model in the Islamic education curriculum places humans as the main



subject of learning and emphasizes the development of human aspects, life values, and the application of Islamic teachings in everyday life.

Islamic religious education, which is an integral part of the education system, has an important role in shaping the character and morals of learners. In the humanistic model, Islamic education does not only focus on understanding religious theories and concepts alone, but also pays great attention to the development of emotional, social, and spiritual aspects of individuals.

In this context, the humanistic model in the Islamic education curriculum places learners as the center of learning. They are encouraged to actively participate in the learning process, interact with the surrounding environment, and fully immerse themselves in the learning experience. Learning methods used in humanistic models, such as discussion, reflection, simulation, role play, and real experience relevant to the lives of learners, are designed to connect Islamic teachings with personal experience and the reality of everyday life.

Through a humanistic approach, the main objective of the Islamic education curriculum is to form Muslim individuals who not only have a good understanding of religious teachings, but also have positive attitudes, character, and morals. This model aims to develop mutual respect, mutual understanding, and mutual cooperation in building social harmony in society. Thus, the humanistic model in the Islamic education curriculum plays an important role in shaping Muslim individuals who have noble morals, empathy, tolerance, social care, and awareness of the needs of others.

METHOD

This article uses a library research approach. Literature research is a type of research that obtains the data needed to complete the research process from articles, books, e-books, and other sources (Harahap, 2014). The method used to collect this academic research data is content analysis. Content analysis is a method of analyzing words, images, and other forms of text. After analyzing data and information obtained from various sources, we reconstruct the data to come up with new discoveries and

hypotheses. The final step is to review the conclusions to ensure that the conclusions drawn are correct (Lestari & Suyadi, 2021, p. 64).

RESULT AND DISCUSSION

The concept of a humanistic approach

The humanistic curriculum was developed by humanistic education experts such as John Dewey (Progressive Education) and J Rousseau (Romantic Education). This approach puts students at the center of education, considering them the most important element in the educational process. Students become the main body of teaching. These experts believe that students have a variety of potentials, skills, and strengths that promote their growth. Through a humanistic approach, we aim to develop a curriculum that helps students understand the meaning of what they have learned and provides benefits that they can apply in the future. The role of the teacher in this humanistic approach is to first listen carefully to the opinions and ideas of students. The second is to respect the individuality of each student. Third, appear natural without pretense (Suprihatin, 2017, p. 89).

Students are at the forefront of a humanistic curriculum that focuses on students' emotional development as a prerequisite and a major element of the learning process. This approach focuses attention and provides direction to the learning experience, including student responses, interests, and learning abilities (Awwaliyah, 2019)

According to the humanistic approach, teachers must pay attention to the needs and interests of students in the teaching and learning process because, the fulfillment of these needs and interests will encourage high student learning motivation. In addition, social and emotional development is also an important concern in humanities education. In the world of education, teachers must focus on developing students' potential and creativity in order to be able to face life's challenges (Mojib & Suyadi, 2020, p. 12).

Humanistic in general means paying attention to aspects of human nature. In the context of education, the humanistic approach presents students as individuals who have the right to make decisions as they wish. This humanism prioritizes the

welfare of the human soul. This humanistic approach allows man to achieve his goals both consciously and unconsciously. Humanism also prioritizes the dignity, independence, freedom, integrity, happiness, equality, and potential of students. As a teacher, it is important to believe that every decision made by students has its own reasons and considerations (Asfiati, 2019, p. 48).

The characteristics of the humanistic education curriculum that are in harmony with humanistic education include several things. First, there is a harmonious relationship between teachers and students, To create a good and comfortable learning environment, it is important to create a balanced relationship between teachers and students so that teachers do not seem intimidating students. Second, the humanistic curriculum emphasizes integrity, This means focusing attention not only on real-world behavior, but also on cognitive (intellectual) and emotional behavior. Third, humanistic curricula give students a comprehensive experience rather than a fragmented experience. Fourth, humanistic curricula emphasize holistic experiences and therefore do not emphasize performance standards (Sitika, 2019, p. 369).

In addition to the characteristics mentioned above, the humanistic approach and curriculum have several other characteristics, one of which is learning that is more collaborative or cooperative. Cooperative learning is a set of educational strategies that aim to improve cooperation both among students and between groups of students. The goal of collaborative learning is to achieve academic learning outcomes, embrace diversity and develop social skills. The application of this collaborative learning method has several benefits and positive values for students in the classroom. First, teach students to trust their teachers more. Secondly, this method also improves students' thinking skills. Third, students are taught to actively seek information from various sources and references. Fourth, this method encourages students to express their thoughts and ideas and compare them with the ideas of their classmates (Miswanto, 2015, p. 210).

As explained earlier, in a humanistic approach, it is important to understand that materiality is not the ultimate goal of education. Educational success is not only

measured from learning materials structured in the curriculum, but from gradual physical and mental development. According to the humanistic approach, teaching materials are only used as tools or means to support the process of developing students' humanity. The humanistic approach to learning encourages students' active participation in the classroom and decision-making. Students are given the freedom and opportunity to determine their own learning activities and show their success through various works and activities (Huda, 2019, p. 180).

When practicing a humanistic approach in the classroom, it is important for teachers to develop a positive emotional connection with their students. Teachers cannot force students to do something that will make them unhappy during the teaching and learning process. Creating a sense of joy and well-being is a very important factor so that students can easily develop and realize their potential (Abdah, 2019).

The humanistic approach in curriculum development includes principles that must be met in learning activities. These principles include (Suprihatin, 2017):

- Student-centered learning
- Developing students' creativity and potential
- Create a fun and rewarding learning environment
- Develop valuable possibilities
- Provide diverse learning experiences

The book "Merdeka Belajar" contains several basic principles that must be fulfilled when learning with a humanistic approach. These principles include:

- Human in this case students have the potential to learn naturally
- Learning is meaningful when it is relevant to students' experiences and needs
- Learning that threatens individual students changes their perceptions
- Students can experience different learning processes when the threat to them is low
- Students must be actively involved in learning to gain meaningful understanding

- Learning is successful when the teacher involves students and assigns responsibility in the learning process
- Self-confidence, independence, and creativity are achieved when teachers provide opportunities and freedom for students to explore and understand themselves

Definition of Curriculum

Curriculum development is a complex process, giving rise to differences of opinion among curriculum experts in defining the curriculum. The word "curriculum" comes from the Latin word "curriculae" which means the distance a runner must travel. At that time, the curriculum was defined as the length of training that students had to undergo to obtain a diploma (Hamalik, 2015: 16).

In the context of education, curriculum refers to a set of subjects that must be completed at school or university to obtain a diploma or proceed to the next level. According to Article 1 Paragraph 19 of Law Number 20 of 2003, the curriculum consists of a set of plans and agreements, including objectives, content, materials, and methods, which organize learning activities to achieve certain educational goals.

According to Sutarto (2015: 45), the curriculum is the most important reference material in a school program. Of course, to meet the needs of students, the curriculum must be evaluated periodically according to the needs of the time. The world of education has become more modern, and the curriculum has changed in response to changing times. Indonesia has undergone curriculum updates in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2014, and 2017. Curriculum change and development requires a clear vision and mission. The entire national curriculum is developed with reference to the values of Pancasila and the 1945 Constitution. Curriculum is an educational program created by the government to achieve educational goals.

According to Sholeh Hidayat (2013: 20), curriculum is a document that contains a description of educational programs that must be implemented every year in a school or madrasah.

A similar opinion was expressed by Imas Kurniasih and Berlin Sani (2014: 6), who argue that the curriculum is a tool that serves as a guideline for the development of the learning process, including student activities aimed at achieving certain general learning goals.

The curriculum is presented as a document that teachers use to carry out student learning. The curriculum can be thought of as the learning plan of a school or madrasah. After analyzing the various views above, the curriculum is designed by the government as a framework or by educators with the aim of guiding the teaching and learning process in the school environment to achieve the developed educational strategies and outcomes.

Understanding PAI Curriculum

The Islamic Religious Education Curriculum (PAI) is an educational program plan specifically designed to advance Islamic religious education in educational institutions. The main objective of the PAI curriculum is to provide a comprehensive and in-depth understanding of Islamic teachings and practices, with emphasis on developing Islamic knowledge, skills, attitudes and values (Meilani, 2021).

Some very important aspects in designing and implementing the PAI curriculum are as follows (Abidin, 2020):

The PAI curriculum aims to achieve specific educational goals in an Islamic context. These objectives include deepening understanding of the main teachings of Islam, moral and ethical development, strengthening religious identity, and character building in accordance with Islamic values. Learning Content The PAI curriculum contains the selection and definition of learning content related to Islamic teachings and practices. The content includes understanding of the Qur'an, Hadith, Islamic history, Islamic law, adab, worship and prayer, as well as Islamic values in everyday life

The PAI curriculum applies a variety of teaching methods depending on the objectives and desired content. This method can take the form of lectures, group

discussions, assignments, case studies, simulations, or direct experience related to Islamic religious practices

Learning Assessment The PAI curriculum contains a systematic assessment process to measure students' understanding and achievement in Islamic religious learning. This assessment is conducted through written examinations, projects, presentations, discussions, or portfolio evaluations that reflect students' understanding and practice of Islamic teachings

Humanistic-Based PAI Curriculum Development

If viewed in relation to the development of educational curricula, especially the PAI curriculum, then the humanistic approach is based on the idea of "human humanization". This approach aims to provide opportunities for students to become more human. The PAI curriculum integrates theory, philosophy, assessment, and development of educational programs with the aim of improving the dignity and dignity of individuals as human beings. In the development of the PAI curriculum, emphasis is given to the needs and interests of students with the aim of fostering and developing the fundamental potential (fitrah) of students in order to be able to carry out the role of the Khalifa as a whole (Almu'tasim, 2019, p. 60).

The concept of "humanizing man" is based on an understanding of the substance that exists within man, including physical (matter) and immaterial (nonmaterial) elements. Physical elements come from the basic ingredients of nature created by Allah SWT and their growth and development are influenced by the rules and laws established by Allah in this universe. While the non-physical element is the process of Allah SWT instilling the spirit into humans. Therefore, humans are organic creatures that are responsible for human nature and have various inherent potentials. It can be understood that of the two substances, the nonphysical element is the most important, and the physical element only acts as a tool. The potential of these non-physical elements must be realized and developed in this life through the educational process. Therefore, humanizing humans in an Islamic perspective means recognizing and developing the potentials that Allah has bestowed as part of their basic potential

or called human nature, meaning providing opportunities to students (Irsad, 2016, p. 253).

In the context of the concept of human nature, humanism exists with the aim of recognizing and honoring man as a unique being with God-given freedom and various natural abilities. This innate potential is what makes students able to carry out the role of caliph and be fully responsible for their relationship with other humans even with God (Jamhuri, 2018, p. 321).

The humanistic curriculum also aims to teach all students the skills and processes necessary to direct their lives to solve a wide variety of problems that arise. This curriculum encourages students to further improve their quality by appreciating the various positive potentials that each individual has (Putri, 2018). Therefore, in developing the curriculum PAI must pay attention to the needs and interests of students. Learning must be able to motivate and develop various fundamental potentials. Learning materials are tailored to the interests and needs of students as the main subject and focus of training. Teachers act as facilitators and psychologists who understand the various needs and problems of students. They act as mentors, servants, and motivators who guide students to develop creative ideas. A humanistic approach can be applied in the development of learning themes in PAI by focusing on various current problems in society that are also of interest to students. Using this topic, teachers guide students to solve these problems with perspectives based on Islamic legal teachings, which provide moral and ethical guidelines for the development of science, technology, and culture (Almu'tasim, 2019).

Various teacher attitudes that can be applied in PAI learning through a humanistic approach include:

Incentives for students to play an active role in PAI learning

Have the ability to actively express opinions and solve various problems Actively seek and manage existing information and technology, and identify points that are poorly understood or PAI material that is poorly understood.

Actively ask teachers (Mujib & Suyadi, 2020).

The application of a humanistic approach in curriculum development has implications for the development of learning methods that utilize students as learning subjects. Some methods that can be used in the PAI learning curriculum based on a humanistic approach are (Sitika, 2019):

Student-centered learning

This method allows students to develop knowledge, attitudes, and behaviors, placing students at the center of learning with the aim of motivating them to actively participate in development. By actively involving students, teachers no longer take a dominant role in the learning process. Examples of the application of this method include discussion, discovery learning, and contextual learning. By using these different methods, students are expected to be more active and critical in their learning.

Humanizing the Classroom

This refers to creating a classroom environment that values and respects every student. In the learning process, teachers need to respond according to the situation and characteristics of students. Although the classroom serves as a place of learning, learning can take place anywhere, and it is important to ensure the teaching and learning process continues inside and outside the classroom. The purpose of this method is to create a safe and comfortable learning environment for students.

Quantum Learning

Quantum Learning is a learning approach that transforms interaction, connection, inspiration, and motivation in a learning environment. The application of quantum learning assumes that students have the ability to control their cognitive and emotional potential well. This allowed them to achieve previously unimaginable success.

Accelerated Learning

This method is a form of learning that occurs at high speed and conveys joy, meaning, and satisfaction. The approach that teachers use in this method is physical, auditory, visual and intellectual approaches.

Active Learning

A method that allows students to actively gather various knowledge information and discuss and learn in class. The purpose of this method is to help students improve their abilities, develop analytical and synthetic skills, as well as gain experience that allows them to form new knowledge.

CONCLUSION

In developing the Islamic religious education curriculum, we apply a humanistic approach by placing students at the center, encouraging creativity, creating a comfortable learning environment, and developing students' potential. We offer a diverse learning experience. The humanistic approach helps students understand the religious values of Islam and apply them holistically in everyday life.

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