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CONCEPT MAP OF THE UNDERSTANDING AND DIRECTION OF PAI CURRICULUM DEVELOPMENT**Nur Ali Yasin¹⁾, Mohammad Nurul Yaqin²⁾**Email: nuraliyasin17@gmail.com¹⁾, ny4591972@gmail.com²⁾¹⁾ Universitas Islam Ibrahimy Banyuwangi²⁾ UIN Sunan Kalijaga Yogyakarta**ABSTRACT**

This study aims to examine the approach to developing the Islamic Religious Education (PAI) curriculum through a literature study method. The main focus of this study is to explore the basic principles and ideal direction of PAI curriculum development by examining written sources, such as books, scientific journals, and education policy documents. The results of the study indicate that the development of the PAI curriculum ideally integrates Islamic values, national educational philosophy, student developmental psychology, social demands, and advances in science and technology. The approach used is holistic, accommodating academic, social reconstruction, and humanistic approaches, so that the PAI curriculum is not only normative-theological, but also contextual and transformative.

Keywords: *Islamic Religious Education, Curriculum Concept, Curriculum Development, Curriculum Direction, PAI*

INTRODUCTION

The curriculum remains a relevant topic for discussion today, because it has a very important role in the education system. The curriculum is even considered a central element that determines the direction, content, and process of education. Thus, the curriculum has a major influence on the type and quality of graduates produced by an educational institution. The curriculum concerns the planning and implementation of education both in the classroom, school, regional, area and national scope (Sukmadinata, 2006: 5). The curriculum is a common interest, because everyone, whether as parents, members of society, or as formal or informal leaders, has the same hopes for the progress and development of children, adolescents, and the next generation who are smarter and more competitive. In realizing these hopes, the curriculum plays a very strategic role and contributes greatly.

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The curriculum as an educational design has a fairly central position in all learning activities, determining the implementation process and results of education. Given the importance of the role of the curriculum in education and in the development of students' lives in the future, curriculum development cannot be done carelessly (Amri & Iif 2010: 61-62), it must be oriented towards clear goals so that it will reap good and perfect results.

Islamic education is an education system that is designed and organized deliberately with strong goals and intentions to realize Islamic teachings and values in real life, as stated or contained in the vision, mission, goals, activity programs and in the practice of implementing education. The development of the Islamic religious education (PAI) curriculum is one manifestation of the development of the Islamic education system (Muhaimin, 2005: 1).

In the midst of rapid educational innovation, especially in the context of curriculum development, PAI teachers often feel confused in dealing with it. Moreover, this educational innovation tends to be top-down innovation with a power coercive strategy or a strategy of coercion from the superior (center) in power. This innovation was deliberately created by the superior as an effort to improve the quality of Islamic religious education or to increase the efficiency and effectiveness of the implementation of PAI and so on.

The curriculum as one of the variables of education plays an important role in improving the quality of education. The curriculum holds a key position in education, as well as determining the direction, content, and process of education, which ultimately determines the type and qualifications of graduates of an educational institution.

In a life full of competence, the demands of society for quality are increasingly high. This is because society believes that schools are able to answer and anticipate future challenges. In this context, several schools are trying to implement a different school curriculum concept from other schools in improving the quality of education in their respective schools.

The curriculum as a variable as well as a learning program for students, is systematically and logically arranged by the school in order to achieve educational

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goals. The curriculum as a learning program is an intention, plan, or hope. Therefore, it can also be said that the curriculum is the intended learning outcome.

The curriculum is the core of the field of education and has an influence on all educational activities. Given the importance of the curriculum in education and human life, the preparation of the curriculum cannot be done carelessly. The preparation of the curriculum requires strong concepts, which are based on the results of in-depth thinking and research. The preparation of a curriculum that is not based on a strong concept can have fatal consequences for the failure of education itself. This will automatically result in the failure of the human development process.

METODE

This study uses qualitative with a library research type, namely an approach that relies on literature review to obtain relevant data and information. This method is used to understand the concept, approach, and direction of Islamic Religious Education (PAI) curriculum development based on written sources, such as books, scientific journals, and official documents that discuss the theory and practice of curriculum development.

The data in this study were obtained through a review of various references that are relevant to the topic, the thoughts of curriculum experts, curriculum approach theories, to the basic principles in developing the PAI curriculum that are sourced from Islamic values, national education philosophy, developmental psychology, social needs, and the development of science and technology.

The analysis was carried out through content analysis by identifying, categorizing, and synthesizing the thoughts contained in these sources to find the ideal direction and principles in developing the PAI curriculum that are relevant to the needs of students and the demands of the times.

HASIL DAN PEMBAHASAN

Definition of Curriculum Development

Curriculum development consists of two words, namely Development and curriculum. Development according to the Indonesian Dictionary is the act of

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developing, building gradually and regularly (Sugono, 2008: 679). The term development refers to an activity that produces a new tool or method, where in this activity the assessment and improvement of the tool or method is continuously carried out. If after the improvement the tool is considered solid enough to be used further, then the development activity ends.

While the curriculum etymologically comes from Greek, namely *curir* which means running and *curre* which means a place to race. Thus the term curriculum comes from the world of ancient Greek sports which contains the meaning of the distance that must be traveled by runners from the start line to the finish line (Idi, 2013: 206). Furthermore, the term curriculum is used in the world of education and has changed its meaning according to the developments and dynamics in the world of education. Broadly speaking, the curriculum can be interpreted as a set of educational and teaching materials given to students according to the educational goals to be achieved.

In Arabic, the word curriculum can be expressed as *manhaj* which means the path taken by humans in various areas of life. While the educational curriculum (*manhaj al-dirasah*) in the *Tarbiyah* dictionary is a set of plans and media used as a reference by educational institutions in realizing educational goals (Ramayulis, 2008: 150).

Curriculum development is actually an effort to improve the quality of education. It is an instrument that helps education practitioners to meet the needs of students and the needs of society. Caswell stated that curriculum development is a tool to help teachers carry out their duties of teaching and meeting the needs of society. Curriculum development is a continuous process and a cyclical process (in changes in goals, content, activities, and evaluation) that is continuously in line with the development and demands of changing society (Akbar & Hadi 2010: 20).

Curriculum development is the process of planning and compiling a curriculum by curriculum developers and activities carried out so that the resulting curriculum can become teaching materials and references used to achieve national education goals (Suparlan, 2011: 79).

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Curriculum development is a "general procedure in designing, implementing, and evaluating a curriculum". In curriculum development, many parties must participate, including education administrators, education experts in curriculum, experts in the field of science, teachers and parents, and community leaders. From these parties who are continuously involved in curriculum development so that it runs according to plan (Sukmadinata, 2006: 155).

Curriculum development is the process of planning and compiling a curriculum by curriculum developers and activities carried out so that the resulting curriculum can become teaching materials and references used to achieve national education goals (Rouf, et al., 2020: 39).

Basically, curriculum development is directing the current curriculum to the expected educational goals because of various positive influences that come from outside or from within, with the hope that students can face their future well. Therefore, curriculum development should be anticipatory, adaptive, and applicable. In other words, curriculum development is a change from one curriculum to another (Sanjaya, 2010: 32-33), (for example from the KTSP curriculum to the 2013 curriculum, from the 2013 curriculum to the Merdeka curriculum).

Curriculum Development Approach

The curriculum development approach can be understood as a working method that involves the application of appropriate strategies and techniques by following systematic stages in order to produce a more effective and relevant curriculum. In general, the approach refers to a person's starting point or perspective on a particular process. In this context, the term approach refers to a general view of how a process (in this case curriculum development) occurs (Huda, 2019: 176).

In the study of curriculum theory, there are at least four main approaches that can be applied in the curriculum development process, namely; academic subject approach, humanistic approach, technological approach and social reconstruction approach (Drajat, 1993).

Didiyanto (2017: 128–129) provides further explanation of the four approaches as follows:

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1. Academic Subject Approach

The academic subject approach in compiling the curriculum or educational program is based on the systematization of each discipline. Each science has a certain systematization that is different from each other. For example, for the aspect of faith or the subject of aqidah using the systematization of the science of monotheism, the aspect/subject of the Al-Qur'an using the systematization of the science of the Al-Qur'an or Tafsir, Akhlaq using the systematization of the science of Akhlaq, Worship/Muamalah using the systematization of the Science of Fiqh, Tarikh/History using the systematization of the Science of Islamic Cultural History.

2. Humanistic Approach

Humanistic approach In relation to determining the PAI learning strategy, the humanistic approach emphasizes more on "active learning" where in the learning process students are positioned as knowledgeable and experienced people and teachers as facilitators who guide and direct learning, positioning students as people who learn, actualize and build all the potentials of students.

3. Technological Approach

In developing the Islamic Religious Education curriculum, this approach can be used for Islamic Religious Education learning that emphasizes how to carry out certain tasks. for example, how to perform prayers, hajj, fasting, zakat, shrouding corpses, funeral prayers, and so on.

4. Social Reconstruction Approach

In compiling the curriculum, this approach is based on the problems faced by society. The educational process or experience of students is in the form of group learning activities that prioritize cooperation, between students, and students with teachers. Therefore, in compiling the Islamic Religious Education curriculum, it is based on community problems as the content of Islamic Religious Education, while the experience of students is by playing science and technology, and working together in groups to solve problems towards the formation of a better society. Teachers carry out assessment activities throughout the learning activities.

According to Didiyanto (2017: 130), the approach in developing the Islamic Religious Education (PAI) curriculum includes various strategies designed to shape

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students' religious understanding, attitudes, and behavior. These approaches include:

1. Faith Approach

This is an approach that encourages students to develop awareness and understanding of the existence of God as the source of life for all creatures in the universe.

2. Experience Approach

Providing space for students to directly practice the teachings of worship and morals, and feel their impact in facing various tasks and challenges of daily life.

3. Habitual Approach

Aims to shape students' religious character through habituation of behavior and attitudes that are in line with Islamic teachings and the values of the nation's culture in their daily lives.

4. Rational Approach

Encouraging the use of reason and logic by students in understanding the contents of the lesson material and in distinguishing between good and bad behavior in the context of worldly life.

5. Emotional Approach

Directing learning to be able to touch the aspects of students' feelings, so that they can experience the religious and cultural values of the nation more deeply.

6. Functional Approach

Emphasizes the presentation of teaching materials (such as the Qur'an, faith, morals, jurisprudence, and Islamic history) based on their usefulness and benefits in the real life of students as a whole.

7. Exemplary Approach

Using the figures of teachers, education personnel, and parents as role models in everyday life, who become role models in shaping the personality of students.

Direction of Islamic Religious Education Curriculum Development

According to Sya'bani (2018: 108) curriculum development is a process that plans, produces a better tool based on the results of an assessment of the existing curriculum, so that it can provide better teaching and learning conditions. In other

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words, curriculum development is an activity to produce a new curriculum through curriculum development steps based on the results of an assessment carried out during a certain period. Development in the Islamic Religious Education (PAI) curriculum is defined as:

1. Activities to produce a PAI curriculum.
2. The process of linking one component to another to produce a better PAI curriculum.
3. Activities to compile (design), implement, evaluate and improve the PAI curriculum.

PAI curriculum development is based on the following principles (Didiyanto, 2017: 129):

1. Religious Principles (Religion)

Religious principles are determined based on divine values contained in the Qur'an and as-Sunnah, because these two books are universal, eternal and futuristic truths.

Apart from these two sources, Islamic education also originates from the proposition of *ijtihad*, a result of human thought that is not contrary to the spirit and spirit of the Qur'an and Sunnah. In *ijtihad* it can be in the form of *'ijma* (consensus of the Ulama), *qiyas* (analogy), *istihsan*, *istihsab*, *mashalihul murlahan*, *Mazhab sahabi*, *saddudz dzariah*, *syar'u man qoblana* and *'urf*.

2. Philosophical Principles

A nation's philosophy has a major influence in shaping the direction and goals of education in the system implemented. In Indonesia, Pancasila has been collectively accepted as the spiritual and ideological foundation of the state, which is the highest source of law and a guideline for behavior. Therefore, Pancasila is used as the basis and direction in organizing national education. This philosophical principle, which is based on democratic values, means that students are given space to grow freely, develop critical and intelligent thinking skills in community life, and are encouraged to play an active role in activities that bring benefits. Education also emphasizes humanitarian values and local cultural wisdom.

3. Psychological Principles

Psychological principles emphasize the importance of compiling an educational curriculum that is in accordance with the stages of growth and

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development of students. The curriculum must be designed by considering various aspects of child development, such as physical maturity, intellectual ability, language, emotions, and social skills. In addition, the curriculum must also consider the needs, interests, talents, skills, and individual differences of students. Thus, this approach ensures that learning is aligned with the psychological characteristics of students at each stage of development (Nizar, 2002).

4. Sociological Principles

The curriculum is expected to participate in the social process of students, their adjustment to their environment, knowledge and skills that increase their productivity and participation in fostering their people and nation (Arief, 2002). By making sociology the principle or foundation in managing and developing the curriculum, students are expected to be able to work according to the needs of the community.

5. Organizational Principles

This is related to the problem of organizing the curriculum, namely about the presentation of subjects that must be delivered to children.

6. Principles of Science and Technology (IPTEK)

The development of science and technology (IPTEK) will affect the development of each individual, member of society, affecting their knowledge, skills, attitudes, aspirations, interests, enthusiasm, habits and even their lifestyles (Majid & Andayani, 2004). With science and technology as a foundation, students are expected to be able to follow the development of science and technology and the arts in accordance with the value system, humanity and culture of the nation. Referring to the principles of curriculum development above, the purpose of student activities will emphasize the development of attitudes and behaviors to be useful in a democratic society. The curriculum is specific to achieve the competencies needed to carry out certain jobs after graduating from school.

According to Arifin in Didiyanto (2017: 126), the main objective of Islamic religious education is to form a Muslim personality who has strong faith, is pious, and knowledgeable, and is able to devote himself completely to Allah as the Creator. This devotion is manifested through an attitude of totality in surrendering

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oneself to Him in every aspect of life, with the main orientation to achieve His pleasure.

In general, Islamic religious education aims to improve the quality of faith, understanding, appreciation, and practice of students towards Islamic teachings. This objective is directed so that students grow into pious people with noble morals, both in personal life, social life, and in the context of national and state life (Muali, 2016).

These objectives are in line with and still refer to the objectives of national education as stated in Law Number 20 of 2003 concerning the National Education System. Furthermore, the general objectives of Islamic religious education are described in the form of specific objectives according to the level and type of educational institution.

As a learning program, Islamic religious education is directed to maintain the purity of faith and strengthen the piety of students, become the basis for students to be more active in studying and understanding Islamic sciences, encourage the growth of critical, creative, and innovative attitudes in students, become a guideline in daily behavior in society. Thus, Islamic religious education does not only emphasize the theoretical aspect, but also the practical aspect that is manifested in daily behavior and attitudes.

Position of Educators in Curriculum Development

Educators have a very strategic position in the learning process. As professionals, teachers are not only tasked with teaching, but also educating and training students. In this context, educating is interpreted as the process of passing on and developing life values (Baharun, 2016).

In curriculum development, there are two types of curriculum, namely the official curriculum (official or written curriculum) and the actual curriculum (actual or real curriculum). The official curriculum is a formal document that is prepared as a guideline for implementing learning in the classroom. Meanwhile, the actual curriculum refers to the curriculum that is actually implemented by teachers in the teaching and learning process in the classroom.

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A number of experts emphasize that no matter how good and ideal the written curriculum design is, learning outcomes are still very much determined by how teachers implement it in the classroom (Herry, 2007). Therefore, teachers have a crucial role, not only in the planning stage, but also in the implementation stage of the curriculum. Teachers function as facilitators and guides in the learning process, making the curriculum alive and meaningful for students.

There are two roles of educators in curriculum development, namely:

1. The role of educators in curriculum development that is centralized, here teachers do not have a macro design and evaluation role, they play a role in the micro curriculum.
2. The role of educators in curriculum development that is decentralized, where teachers participate in compiling a comprehensive curriculum for their schools. Here teachers also play a role as planners, thinkers, compilers, developers and also implementers of the curriculum (the first obstacle to curriculum development is the teacher) (Abdullah, 1999).

The role of teachers in curriculum development is manifested in the following forms of activities:

1. Formulating specific teaching objectives based on the curriculum objectives above and the characteristics of learners, subjects/fields of study, and characteristics of the school/class situation.
2. Planning learning activities that can effectively help learners achieve the set goals.
3. Implementing the formulated learning plan/program in real learning situations.
4. Evaluating the results and learning process of learners.
5. Evaluating the interaction between the implemented curriculum components.

These five activities reflect the role of teachers in a centralized curriculum development system. However, in a decentralized approach, the scope of the teacher's role becomes broader and more significant. Teachers not only participate in implementation, but are also directly involved in planning, developing all components of the curriculum, implementing in class, evaluating implementation, and revising parts of the curriculum that are considered less effective (Dimiyati & Mudjiono, 2013: 288). Thus, the position of teachers is very vital in the operationalization of the education curriculum. Teachers are one of the key factors in determining the success of the learning process in the classroom. The role of teachers is not only limited to educational activities, but also as professionals who

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have the responsibility to transfer or convey knowledge to students. More than that, teachers also act as leaders, educators, and mentors who shape character and foster the development of students (Arifin, 2009: 118). Therefore, a teacher is required to have the competence to design and implement an effective learning curriculum in the classroom.

KESIMPULAN

Curriculum development is an activity to produce a new curriculum through curriculum development steps based on the results of assessments carried out during a certain period, curriculum development means total change and transition from one curriculum to another, and this change takes place over a long period of time.

The definition of a curriculum development approach is a way of working by implementing appropriate strategies and methods by following certain steps. There are at least four approaches that can be used in curriculum development, namely: academic subject approach, humanistic approach, technological approach and social reconstruction approach.

The direction of the development of the Islamic Religious Education (PAI) curriculum is directed at achieving in-depth and applicable learning objectives. The main focus is on maintaining the purity of faith and strengthening the piety of students, as well as being a foundation that encourages enthusiasm for studying and understanding Islamic sciences in more depth. In addition, the PAI curriculum is also designed to stimulate students to be able to think critically, creatively, and innovatively in facing the challenges of modern life.

In curriculum development, educators have two different positions depending on the approach used. In the centralistic approach, the role of teachers tends to be limited to implementing the curriculum at the micro level, without involvement in the planning or evaluation of the curriculum at the macro level. On the other hand, in the decentralized approach, teachers play a more active and comprehensive role. They are involved in the planning, preparation, development, and implementation of the curriculum in their school environment. Here, educators not only function as

implementers, but also as designers and strategic thinkers in developing a curriculum that is contextual and responsive to the needs of students.

The PAI curriculum in schools has a strategic role as the spearhead in advancing the quality of education. This role is not only related to the existence of facilities and infrastructure, but also concerns the habits, values, and rules that apply both formally and informally. In this context, educators involved in the development of the PAI curriculum are not only limited to religious subject teachers, but also include all elements of the school that participate in creating a religious, conducive, and meaningful educational environment.

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