

THE DESIGN OF MODERATE-MINDED ISLAMIC EDUCATION CURRICULUM DEVELOPMENT

Sopiah

UIN K.H. Abdurrahman Wahid Pekalongan

sopiah@uingusdur.ac.id

ABSTRACT

In Indonesia, both public and private Islamic schools are required to use the Islamic Education curriculum at all levels and in all types of Islamic education. Competency demands must be taken into account in curriculum development, in addition to internal and external difficulties. The development of a moderate-minded Islamic education curriculum is necessary due to the challenges posed by the eight national education standards, globalization, technological advancements, the rapid flow of information through highly sophisticated communication media, progress in the increasingly widespread Industrial Era 4.0, and the need for graduate competencies that can compete at the regional and international levels. Therefore, it is necessary to develop a moderate-minded Islamic Education curriculum.

This paper aims to examine the curriculum development design of moderate-minded Islamic Education from the perspective of Hilda Taba's seven steps of curriculum development. These include determining the students' need, creating educational objectives, choosing and organizing information, choosing and organizing learning experiences, conducting evaluations, and evaluating the results.

Through the examination of written sources, the author applies the library research approach. This is a descriptive-analytic study.

In order to generate insights into the knowledge, character, and attitudes of students who are moderate in understanding, appreciating, and practicing Islam both in personal and social life, a moderate-minded Islamic Education curriculum must first diagnose the needs of the students. The subjects of Aqidah Akhlak, Al-Quran Hadith, Fiqh, and Islamic Culture History incorporate moderate-minded Islamic resources. The curriculum is organized according to the breadth and sequence of learning materials, and the content is chosen accordingly. Both within and outside of the classroom, subjects and activity programs can be used to create learning opportunities. Learning experiences can be developed either vertically or horizontally, and curriculum evaluation, which assesses how well curricular elements contribute to the attainment of learning objectives, concludes the process.

Keywords: *Islamic education, moderate minded, curriculum*

INTRODUCTION

Curriculum, in terminology, is a word derived from the Greek "Curere", which means running distance. According to Law Number 20 of 2003 concerning the National Education System, the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials, as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals. (Chapter I Article 1) Hilda Taba defines the curriculum as a learning design that is prepared by considering various matters regarding the learning process and individual development. (Hilda Taba, 1962: 10)

The Islamic Education curriculum is a compulsory curriculum at all levels and types of both public and private Islamic education. The family of Islamic education materials includes the Quran and Hadith, Aqidah and Akhlaq, History of Islamic Culture, with the depth of material which of course differs from one level of education to another. The Islamic Education curriculum has long been provided to students, started from early childhood to higher education.

The process of creating a detailed and comprehensive curriculum design is called curriculum development. The process involves choosing and arranging different elements of the teaching and learning environment, such as creating a schedule, organizing the curriculum, and defining the goals, subjects, activities, resources, and tools. The process of creating lesson plans, unit resources, and unit plans to support teaching and learning is called curriculum development. (Hamalik, Oemar, 2013, p. 183) The process of planning and creating a better tool based on the findings of an evaluation of the current curriculum in order to improve teaching and learning environments is known as curriculum development. (Yusuf Syabani, Muhammad Ahyani, 2018: 108)

Hilda Taba lists seven essential steps for developing a curriculum: diagnosing the needs of the learner, creating educational objectives, choosing and organizing the content, choosing and organizing learning experiences, evaluating, and how to evaluate. (Arifin Zainul, 2012: 44–66).

The development of curricula must take into account a number of factors. For instance, the 2013 Curriculum took competency needs, external problems, and internal challenges into consideration.

1. Internal Challenges

The eight National Education standards are used to link the demands of education with the state of education today. Content standards, process standards, graduate competency standards, educator and staff standards, facilities and infrastructure standards, management standards, funding standards, and educational assessment standards are all examples of national education standards.

2. External challenges

The external challenges of education are related to the challenges of globalization, advances in digital technology and the rapid flow of information through highly sophisticated communication media, as well as advances in the increasingly widespread industrial era 4.0.

3. Competency Demands

Curriculum development leads to the demands of graduate competencies that are able to compete at the regional and international levels, creativity and work innovation and excellence in graduate competencies. Excellence in IT, foreign language skills and entrepreneurial skills based on good character values are needed in curriculum development nowadays.

METHOD

In this study, the writer uses the Library Research method, where in writing the article the author uses books, journals and research results as data sources. (Sutrisno, Hadi, 2004: p.9). Library research is carried out by examining written sources. The nature of this research is descriptive-analytic, discussed clearly, sequentially, and directed. The research data sources in this article come from secondary data sources. Secondary data sources, namely data obtained not from the main book but from books - the book contains supporting data. (Tatang M. Amirin, 2000: 132.) Usually these books are the result of a review of the main book. Secondary sources used in

this article come from books, journals and research results that discuss matters related to curriculum development.

DISCUSSION

Development of Moderate-minded Islamic Education Curriculum

Curriculum development is a comprehensive process as a form of national policy in education that is adjusted to the vision, mission and strategy of national education. The curriculum development process starts from planning, implementation, monitoring and evaluation (Oemar Hamalik, 2012: 22).

According to Tyler, there are four stages of curriculum development. The stage that must be done first is to determine the objectives of curriculum development so that the direction and objectives of educational achievement can be decided. Second, determining the student learning experience. After determining the objectives, the next stage is to determine the learning experiences. Learning experience is an activity of student interaction with the environment. Student learning experiences can be found in the learning process. Third, organizing learning experiences. This organization is divided into 2 types, vertically and horizontally. For vertical organization, it connects the learning experience of the same science study at different levels, while horizontally connecting the learning experience of several fields at the same level. Fourth, the assessment of learning objectives as a component that is the main concern. (Abdullah Idi, 2016: 177-179)

There are four principles in determining learning experiences. The first experience is adjusted to the objectives to be achieved. Secondly, each experience must satisfy students. Thirdly, students must be involved in planning learning experiences, and fourthly in learning experiences students have different goals.

Steps of Curriculum Development

According to Hilda Taba, there are seven steps that must be considered in curriculum development. They are diagnosis of learner needs, formulating educational objectives, content selection, content organization, selection of learning experiences, organization of learning experiences, evaluation and how to evaluate.

(Zainul Arifin, 2012: 44-66). For this reason, the development of a moderate-minded Islamic education curriculum is carried out as follows:

a. Diagnosis of learners' needs

The needs of learners include:

1) Physical Needs

It is necessary to understand students' health and regular life, nutritious food, the need for rest, physical education and physical exercise, the need for schools to prepare sports and play facilities, school buildings with sufficient lighting and air circulation and seating arrangements according to the physical condition of each learner.

2) The need for security

Every learner needs to feel safe in the classroom and at school. Safe and comfortable atmosphere, away from feeling threatened is needed by learners.

3) The need for affection

Teachers must show affection to learners. Learners who feel loved by both teachers and parents and friends will feel at home, happy and have the motivation to participate in learning in class and outside the classroom.

4) The need for religion. Instilling religious values in schools, including human values and morals towards others, needs to be instilled early.

5) The need for a sense of success. Teachers must respect, give appreciation, motivate, not make negative comments

6) Self-actualization needs. Teachers must help students actualize themselves.

b. Formulating the purpose of education

National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life. The purpose of national education is to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, knowledgeable, capable, creative, independent and become democratic and responsible citizens. (Law no.20 of 2003 article 3).

The purpose of Islamic Education in schools is to foster the development of students' beliefs through the provision of knowledge, appreciation, practice and experience of students about Islamic Education so that they become Muslims who believe and are devoted to Allah and have noble character in personal life, society, nation and state (Government Regulation No.22 of 2006: 2). Thus, the purpose of moderate-minded Islamic Education is in accordance with the purpose of Islamic Education, which is further strengthened in order to form insight into the knowledge, character and attitude of students who are moderate in understanding, appreciating, and practicing Islam both in personal and social life. There are several dimensions of the purpose of implementing Islamic Education, such as the dimensions of faith, understanding and reasoning, appreciation, experience and practice.

According to KBBI, moderate means the attitude of always avoiding extreme behavior or expression, tending towards dimensions or middle ground. The moderate attitude of students is reflected in respecting differences in religion, language and culture, not being extreme, tolerance and non-violence. The characteristics of moderate attitudes of students include love for the country, tolerance, non-violence and acceptance of local culture.

c. Content selection

Moderate-minded Islamic Education materials are integrated in the Aqidah Akhlak, Al-Quran Hadith, Fiqh, History of Islamic Culture (SKI), of course there are additions and strengthening of each material that leads to a moderate attitude of students. Aqidah material needs material related to different theological schools in Islam such as Asyariyah, Maturidiah, Jabariyah, Mu'tazilah and others. For Fiqh material, it is necessary to learn different madhhabs such as Syafiiyah, Malikiyah, Hanafiyah, Hambaliyah and others. Differences in the opinions of experts should be well understood by students so that students can have an attitude of tolerance in religion. For the selection process of curriculum content must be adjusted to the learning objectives whether the objectives concern the cognitive, affective or psychomotor domains or a combination of two or three domains. If it is associated with the 2013 curriculum, the selection of content is based on consideration of

competency standards and basic competencies that lead to religious competence, attitude competence, knowledge competence or skills.

d. Content organization

The organization of curriculum content is basically the design of curriculum materials or content that aims to facilitate students in carrying out learning activities, so that they can achieve learning objectives effectively. With the organization of the curriculum teachers and education managers will have a clear picture of the objectives of the education program, teaching materials, the sequence and scope of the material, the presentation of the material as well as the role of teachers and students in a series of learning.(Sukiman, 2015: 58). In the organization of the curriculum must consider the scope and sequence of learning materials. (Toto Ruhinat, et al. 2011: 88).

e. Selection of learning experiences

Learning experiences are experiences gained and experienced by learners as a result of learning and interaction with learning content and activities. Learning experiences should be organized based on continuity, sequence and integration. Continuity means giving learners the opportunity to do a variety of activities. Sequentially refers to the link between all learning experiences, while integration links material with other material.

f. Organization of learning experiences.

Learning experiences can be made in the form of subjects or in the form of programs. The organization of learning experiences can be done vertically or horizontally. Organizing learning experiences vertically means that one type of learning experience is carried out in various different grade levels, with the intention of repeating the type of learning experience. Whereas organizing learning experiences horizontally is more like connecting learning experiences in one field of study or subject with learning experiences in other fields of study or subjects at the same level or class.

According to Tyler, there are three principles for the organization of learning experiences to be effective. They are continuity, *sequence and integration*. Continuity

means the continuous repetition of one type of learning experience to form abilities in students. Continuity is very important in the vertical organization of learning experiences. The sequence of content is organized so that there is an increase in the depth and breadth of material adapted to the level of ability and development of learners. The sequence can be from easy to difficult, from simple to complex. While integration is the process of uniting one subject matter in one subject with other subjects so that there is a holistic or integrated understanding.

g. Evaluation

The evaluation of the moderate-oriented Islamic Education curriculum is adjusted to the Islamic Education assessment in the 2013 curriculum, namely authentic evaluation. Evaluation is carried out during the learning process as well as for learning outcomes. Evaluation is not only on curriculum documents, but rather on the evaluation of learning experiences as a result of the implementation of a curriculum. Curriculum evaluation should be directed at the effectiveness of curriculum components in achieving educational goals through instructional activities. Evaluation results are used as material for curriculum improvement for both specific components and all components.

CONCLUSION

1. The development of a moderate-minded Islamic Education curriculum begins with a diagnosis of the needs of students, where the needs of students include physical needs, the need for security, the need for love, appreciation, the need for religion, the need for a sense of success and the need for self-actualization.
2. The purpose of moderate-minded Islamic Education is in accordance with the purpose of Islamic Education in general, further strengthening its purpose in order to form insights into the knowledge, character and attitude of students who are moderate in understanding, appreciating, and practicing Islam both in personal and social life.
3. Moderate Islamic Education materials are integrated in the Aqidah Akhlak, Al-Quran Hadith, Fiqh and SKI subjects. Selection of curriculum content must be

adjusted to learning objectives based on consideration of competency standards and basic competencies that lead to strengthening religious, attitude, and knowledge competence or skills.

4. Curriculum organization relates to the scope and sequence of learning materials. Learning experiences should be organized based on continuity, sequence and integration. Continuity means giving learners the opportunity to do a variety of activities. Sequentially refers to the link between all learning experiences, while integration links material with other material.
5. Islamic Education learning experiences are obtained and experienced by learners as a result of learning and interaction with learning content and activities. The learning experience should be continuity, sequential and integrated. Continuity means providing opportunities for learners to perform a variety of activities. Sequentially refers to the connection between all learning experiences, while integration links the material with other materials.
6. Learning experiences can be made in the form of subjects or activity programs at school or outside school. The organization of learning experiences can be done vertically or horizontally.
7. Evaluation of Islamic Education curriculum should be directed at the effectiveness of curriculum components in achieving educational goals through instructional activities. Evaluation is conducted authentically on the process and results of education. Evaluation results are used as material for curriculum improvement for both specific and all curriculum components.

The design of the moderate-oriented Islamic Education curriculum in the independent curriculum is tailored to the needs according to the characteristics of the independent curriculum such as the existence of a school operational curriculum, a program to strengthen the student profile of Pancasila and differentiated learning.

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