

ISLAMIC EDUCATION CURRICULUM DEVELOPMENT CONTAINING MODERATE INSIGHT

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ABSTRAK

Kurikulum Pendidikan Agama Islam (PAI) merupakan kurikulum wajib di seluruh jenjang dan jenis pendidikan baik negeri maupun swasta Islam di Indonesia. Pengembangan kurikulum harus mempertimbangkan tantangan internal, tantangan eksternal, dan tuntutan kompetensi. Tantangan berupa ketercapaian delapan standar Nasional Pendidikan, tantangan globalisasi, kemajuan teknologi digital dan derasnya arus informasi melalui media komunikasi yang sangat canggih, kemajuan di era industri 4.0 yang kian merebak serta tuntutan kompetensi lulusan yang mampu bersaing pada level regional dan internasional, oleh karena itu perlu pengembangan kurikulum PAI berwawasan Moderat.

Tulisan ini akan mencoba mendesain pengembangan kurikulum PAI berwawasan moderat sesuai tujuh langkah pengembangan kurikulum perspektif Hilda Taba, yaitu diagnosis kebutuhan peserta didik, merumuskan tujuan pendidikan, seleksi isi, organisasi isi, seleksi pengalaman belajar, organisasi pengalaman belajar, evaluasi dan cara melakukan evaluasi.

Penulis menggunakan metode library research dengan menelaah sumber yang sifatnya tertulis. Sifat penelitian ini adalah deskriptif-analitik.

Pengembangan kurikulum PAI berwawasan moderat dimulai dengan diagnosis kebutuhan peserta didik, dengan tujuan membentuk wawasan pengetahuan, watak dan sikap para peserta didik yang moderat. Materi PAI moderat terintegrasi dalam mapel Aqidah Akhlak, Al-Quran Hadits, Fiqih, SKI dengan seleksi isi dan pengorganisasian kurikulum yang berkaitan dengan ruang lingkup dan urutan bahan pembelajaran. Pengalaman belajar berupa mata pelajaran atau program kegiatan di sekolah maupun di luar sekolah. Pengorganisasian pengalaman belajar bisa dilakukan secara vertical maupun horizontal diakhiri evaluasi kurikulum yang diarahkan pada efektifitas komponen kurikulum dalam mencapai tujuan pendidikan melalui kegiatan instruksional. Evaluasi dilakukan secara autentik pada proses dan hasil pendidikan. Hasil evaluasi digunakan sebagai bahan perbaikan kurikulum.

Kata kunci: pengembangan kurikulum, pendidikan Islam moderat

ABSTRACT

The Curriculum of Islamic Education includes one of mandatory curriculums at all levels and types of Islamic education both state and private school in Indonesia. In order to develop curriculum we must consider internal challenges, external challenges, and competency demands. The targets of achieving eight National Education standards, challenges of globalization, advances in digital technology and the rapid flow of information through very sophisticated communication media, progress in the industrial era 4.0 which is increasingly spreading and demands for graduate competencies that are able to compete at regional and international levels, therefore it is necessary to develop the Islamic Education curriculum. The researcher consider one of the important things is the development of the Islamic Education curriculum with a moderate perspective.

This paper will attempt to design a moderate-minded PAI curriculum development according to the seven steps of curriculum development by Hilda Taba's perspective, namely diagnosing student needs, formulating educational goals, content selection, content organization, learning experience selection, learning experience organization, evaluation and how to evaluate. The researcher used the library research method by examining written sources. The characteristic of this research is descriptive-analytic.

The development of the Islamic Education curriculum with a moderate perspective begins with diagnosing students' needs, with the aim of forming insight and knowledge, also character and attitudes of moderate students. The moderate Islamic Education material is integrated in the subjects of Aqidah Akhlak, Al-Quran Hadith, Fiqh, History of Islamic culture with content selection and curriculum organization related to the scope and sequence of learning materials. Learning experiences can be implemented in the form of subjects or in the form of learning activity inside or outside of school. Organizing learning experiences can be done vertically or horizontally, ending with curriculum evaluation which is directed at the effectiveness of curriculum components in achieving educational goals through instructional activities. Evaluation is done authentically on the process and results of education. The results of the evaluation are used as material for curriculum improvement.

INTRODUCTION

Terminologically curriculum is a word that comes from the Greek "Curere", this word is used in the field of sports 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 the

implementation of learning activities to achieve certain educational goals. (Chapter I Article 1). As mentioned by Hilda Taba, curriculum is a learning design prepared by considering various things regarding the learning process and individual development. (Hilda Taba, 1962:10)

The Curriculum of Islamic Education includes one of mandatory curriculums at all levels and types of Islamic education both state and private school in Indonesia. The scope of Islamic Education material includes the Qur'an and *Hadith*, *Aqidah Akhlak*, History of Islamic culture, with a depth of material that of course differs from one level of education to another. The curriculum of Islamic Education has long been given to students, ranging from early childhood education programs, kindergarten, primary school, junior high school, to senior high school and vocational high school. Even in universities, Islamic Education is still given to students.

The development of curriculum is a curriculum planning process to produce a broad and specific curriculum plan. The process relates to the selection and organization of

various components of a teaching and learning situation, including setting schedules, organizing curriculum and specifying objectives, subjects, activities, resources and tools. Curriculum development refers to the creation of unit resources, unit plans and lesson lines to facilitate the teaching and learning process. (Oemar Hamalik, 2013:183.) Curriculum development is a process of planning and producing a better tool based on the results of an assessment of the existing curriculum, so that it can provide better teaching and learning conditions. (Ahyar, 2018:108).

According to Taba, there are seven steps that must be considered in curriculum development, namely diagnosing student needs, formulating educational goals, content selection, content organization, learning experience selection, learning experience organization, evaluation and how to evaluate. (Zainul Arifin, 2012: 44-66).

Curriculum development must be carried out by considering various aspects. Such as the development of the 2013 Curriculum which considers

internal challenges, external challenges, and competency demands.

Internal Challenges.

The current state of education is related to the demands of education by referring to the eight National Education standards. National education standards include content, process, graduate competency, educators and education personnel, facilities and infrastructure, management, financing and education assessment standards.

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 progress in the increasingly widespread industrial era 4.0.

Competency Demand

Curriculum development leads to the demands of the competence of graduates who are able to compete at regional and international levels, creativity and work innovation as well as the excellence of graduate competencies. Excellence in the IT

field, foreign language skills and entrepreneurship skills based on good character values are enormously needed in curriculum development nowadays.

Asep Herry Hernawan et al (2002) suggested five principles in curriculum development, namely: The principle of relevance, the principle of flexibility, the principle of continuity; the principle of efficiency; and the principle of effectiveness. For these reasons, the design of Islamic Education curriculum development with a moderate perspective must pay attention to the principles of curriculum development and challenges.

METHOD

In this research, the researcher used the library research method, where in writing articles the author used books, journals and research results as data sources. (Hadi,2004:9). Library research, was carried out by examining written sources. The characteristic of this research is descriptive-analytic, discussed in a clear, coherent, and directed manner. The source of

research data in this article came from secondary data sources which obtained not from the main book but from the books that contain supporting data. (Tatang: 2000: 132). Usually these books are the result of a study from the main book. The secondary sources used in this article came from books, journals and research results that discussed matters related to the curriculum development process.

RESULT AND DISCUSSION

The Principle of Curriculum 2013

The 2013 curriculum has several principles, namely: (2013:8-10) The curriculum of the education unit or level of education was not a list of subjects. On the basis of these principles, the curriculum as a plan is a design for educational content that must be owned by all students after completing their education in a particular unit or level of education. The curriculum as a process is the totality of the learning experience of students in one unit or level of education to master the educational content designed in the plan. Learning outcomes are the behavior

of students as a whole in applying their acquisitions in society.

Graduate competency standards are set for one education unit, education level, and educational program. In accordance with the Government's policy regarding 12-Year Compulsory Education, the Graduate Competency Standards which are the basis for curriculum development are the abilities that students must possess after participating in the 12-year education process. In addition, in accordance with the functions and objectives of basic education and secondary education as well as the functions and objectives of each educational unit at each level of education, curriculum development is also based on the Competency Standards of Graduates of basic and secondary education and the Competency Standards of education units.

The competency-based curriculum model is characterized by the development of competencies in the form of attitudes, knowledge, thinking skills, and psychomotor skills that are packaged in various subjects. Competencies that include knowledge are packaged specifically

in one subject. Competencies which include attitudes and skills are packaged in each subject and are cross-subject and organized by taking into account the principles of strengthening (horizontal organization) and sustainability (vertical organization) so as to fulfill the principle of accumulation in learning.

The curriculum is based on the principle that every attitude, skill and knowledge formulated in the curriculum in the form of Basic Abilities can be learned and mastered by each student (mastery learning) in accordance with the rules of a competency-based curriculum.

The curriculum is developed by providing opportunities for students to develop differences in abilities and interests. On the basis of the difference principle individual abilities of students, the curriculum provides opportunities for students to have a level of mastery above a predetermined standard (in attitudes, skills and knowledge). Therefore, various programs and learning experiences are provided according to the interests and initial abilities of students.

The curriculum is centered on the potential, development, needs, and interests of students and their environment. The curriculum is developed based on the principle that students are in a central position and are active in learning.

Islamic Education

Islamic Education is a guidance to make other people develop maximally based on Islamic teachings (1992:32). According to Muhaimin in Heri Gunawan, PAI is a process of human potential development process to be the Islamic characteristics human being. (2013:202.). PAI has meanings of educating, guiding, supporting, helping and developing human's Islamic character. (Nusa Putra and Santi Lisnawati, 2012:1).

In the Law number 20, 2003, chapter IV, part 9 article 30: Religious education is held by government or religious groups based on law rules; Religious education functions as preparing students to be part of society who understand and apply their own religious values or be the expert of religious science; Religious education can be held in formal, non formal,

and informal education; Religious education is in the form of *diniyah*, *pesantren*, *pasraman*, *pabhajsamanera*, an other kinds of school; and rules related to religious education as mentioned in paragraph 1,2,3 and 4 is then regulated in government rules.

The Development of Moderate Islamic Education Curriculum

Curriculum development is a whole process as a form of national policy in education adapted to the vision, mission, and strategy of national education. The process of curriculum development is started from planning, implementing, monitoring, and evaluating. (Hamalik, 2012: 22)

According to Tyler, stages of curriculum development consist of four started from determining goals to evaluation. First, determining the curriculum goal to find out the goal and objective of educational achievement. Second, determining students' learning experience. Learning experience is a students' interaction with environment. Students' learning experience happens in the learning process.

There are some principle in determining learning experience. It agrees with the goals, learning experience that satisfy students, students involve in the learning experience planning, and student has various learning experience. Third, learning experience organization. This is divided into 2 kinds of organization, vertical and horizontal. The vertical organization connects learning experience of a similar scientific study in different level, while horizontally; it connects learning experience of some fields in the similar level. Fourth, the evaluation of learning goal as a main attention component (Idi:177-179): determining goals, determining students' learning experience, organizing learning experience, and evaluation.

Hilda Taba stated that there are seven stages in developing curriculum. They are the diagnosis of tudents' need, formulating educational goals, content selection, content organization, learning experience selection, evaluation and how to make evaluation. (Zainul Arifin, 2012:44-66). Therefore, the

development of moderate Islamic Education is implemented as follows: The diagnosis of students' need.

To carry out the diagnosis of student needs, it is necessary to find out what kinds of the students' need are. There are the physical need, the need of security, the need of affection, the need of appreciation, the need of religion, the need of success and the need of self-actualization.

Formulating education goal

The goal of Islamic Education in schools is to develop the *akidah* of students through knowledge, appreciation, practice and experience of students about Islamic Education so that they become Muslim who believe and are devoted to Allah and have noble character in personal, social, national and nation life. (Ministerial Regulation No.22 of 2006 concerning Content Standards and Basic Competencies for senior high school, Islamic senior high school, vocational high school, vocational Islamic high school p.2). Thus, the goal of moderate Islamic Education is in accordance with the objectives of Islamic Education, only

to be further strengthened in the aim of forming insight into the knowledge, character and attitude of moderate students in understanding, living, and practicing Islam both in personal and social life. There are several dimensions of the purpose of implementing Islamic Education, namely the dimensions of faith, understanding and reasoning, appreciation, experience and practice.

Content selection

The moderate Islamic education material is integrated in the *Aqidah Akhlak, Al-Quran Hadith, Fiqh*, History of Islamic culture subjects, of course there are additions and strengthening of material that leads to the moderate attitude of students. The curriculum content selection process must be adjusted to the learning objectives, whether the objectives involve the cognitive, affective or psychomotor domains or a combination of the two or three domains. If it is associated with the 2013 curriculum, content selection is carried out based on consideration of competency standards and basic competencies that lead to religious

competence, attitude competence, knowledge or skill competence.

Content organization

The organization of curriculum content is basically a pattern or design of curriculum materials or content that aims to make it easier for students to carry out learning activities, so that they can achieve learning goals effectively. With curriculum organizations, teachers and education managers will have a clear description of the objectives of educational programs, teaching materials, sequence and scope of material, presentation of materials and the role of teachers and students in a series of learning. (Sukiman, 2015: 58). There are several principles that must be considered in curriculum organization, including those relating to the scope and sequence of learning materials. (Ruhinat, 2011: 88).

The selection of learning experience

Learning experience is an experience that is obtained and experienced by students as a result of learning and interaction with learning content and activities. Learning experiences are best structured on the basis of continuity, sequence and

integration. Continuity means giving students the opportunity to carry out a variety of activities. Sequentially refers to the linkages between all learning experiences, while the integration of links between the material and other materials.

The organization of learning experience

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

According to Tyler, there are three principles of organizational learning experience to be effective, namely continuity or continuity, sequence of content or 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 contents is organized so that there is an increase in the depth and breadth of the material according to the level of ability and development of students. The sequence can be from easy to difficult, from simple to complex, while integration is the process of unifying one subject in one subject with other subjects so that there is a holistic or integrated understanding. Evaluation and how to make evaluation

The moderate Islamic Education evaluation is adjusted to the Islamic Education assessment in the 2013 Curriculum, namely an 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 implementing a curriculum. Curriculum evaluation must be

directed at the effectiveness of curriculum components in achieving educational goals (through instructional activities). Evaluation results are used as material for curriculum improvement both for certain components and for all components.

CONCLUSION

The development of the Islamic Education curriculum with moderate perspective is carried out starting with a diagnosis of the needs of students. The purpose of Islamic Education with moderate insight is in accordance with the objectives of Islamic Education in general, only to further strengthen its aim in order to form insight into the knowledge, character and attitude of moderate students. The moderate Islamic Education material is integrated in the *Aqidah Akhlak*, *Al-Quran Hadith*, *Fiqh*, History of Islamic culture. The 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, knowledge or skill competence.

Curriculum organization is concerned with the scope and sequence of learning materials. Learning experiences are best structured on the basis of continuity, sequence and integration. Continuity means giving students the opportunity to carry out a variety of activities. Sequentially refers to the linkages between all learning experiences, while the integration of links among materials. Learning experiences can be made in the form of subjects or in the form of activity

programs inside or outside of school. Organizing learning experiences can be done vertically or horizontally.

Curriculum evaluation should be directed at the effectiveness of curriculum components in achieving educational goals through instructional activities. Evaluation is done authentically on the process and results of education. The results of the evaluation are used as material for curriculum improvement for both certain and all components of the curriculum.

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