

Research Article

Islamic Education Curriculum Development

Try Masriah¹, Wafik Ajizah², Mahwiyah³

1. Fakultas Agama Islam Universitas Wiralodra, trimasriah@faiunwir.ac.id
2. Fakultas Agama Islam Universitas Wiralodra
3. Fakultas Agama Islam Universitas Wiralodra

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Abstract. The Islamic education curriculum is materials in the form of activities, knowledge and experiences which are systematically given to students to achieve goals. The curriculum is also an activity that includes various student activity plans in detail in the form of educational material forms, suggestions for teaching and learning strategies, program arrangements so that they can be implemented, and things that cover various activities until the desired goals are achieved. The Islamic Education Curriculum will not be separated from the principles of Islam itself, namely the Al-Qur'an and Al-Hadith, so the main characteristic that can be known is that it includes the Al-Qur'an and Al-Hadith as the main source. The Islamic education curriculum must emphasize religious and moral

subjects. Religion and morals must be taken from the Al-Qur'an and Al-Hadith as well as examples from previous pious figures.

Keywords : Development, Curriculum, Islamic Education

INTRODUCTION

Education is a need and demand to guarantee the development and continuity of life, in order to achieve quality human resources. This quality is very dependent on the successful implementation of learning from an expert and qualified teacher. The meaning of education in simple terms can be interpreted as a human effort to develop his personality in accordance with the values in society and culture. Thus, however simple the civilization of a society in which an educational process occurs. That's why it is often stated that education has existed throughout human civilization .

The definition of curriculum develops in line with developments in educational theory and practice. In the old view, the curriculum is a collection of a number of subjects that must be delivered by teachers and studied by students. This view emphasizes the notion of curriculum in terms of content. In the view that emerged later, the emphasis was on the learning experience. With this pressure point, the curriculum is defined as all experiences presented to students under the supervision or direction of the school.

There are a number of curriculum theorists who argue that the curriculum includes not only all planned activities but also events that occur under the supervision of the school, so in addition to formal curricular activities as well as informal curricular activities. These informal curricular activities are often called co-curricular and extra-curricular.

Education has a close relationship with learning. The success of the learning process is inseparable from the teacher's ability to develop learning methods that are oriented towards increasing the intensity of student engagement effectively in the learning process. The development of appropriate learning methods basically aims to create learning conditions that allow students to learn actively and have fun so that students can achieve optimal learning outcomes and achievements. For the school concerned, the curriculum has at least two functions: 1). As a tool to achieve the desired educational goals, 2). As a guide in organizing daily educational activities.

The virtue of studying the curriculum for someone who is pursuing the world of education is an activity that cannot be missed, because talking about education means talking about the curriculum in it. Likewise with Islamic education, of course there is a curriculum in it. So, because of this main requirement in Islamic Education Courses at Islamic Religious Colleges, one of the materials that must be mastered and understood is about the curriculum in Islamic Education.

Religious education is closely related to education morals, where it is said that moral education in understanding of Islam is a part that can not be separated from religious education. The philosophers of Islamic education agree that moral education is the soul of Islamic education. Because The highest goal of Islamic education is to educate the soul and morals of children .

METHOD

This study uses a qualitative approach. Qualitative research is a study that aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups. Qualitative research has two main objectives, namely the first is to describe and reveal and the second is to describe and explain (Nana Syaodih: 2013). This qualitative research uses a qualitative descriptive method. Study Descriptive qualitative is a research method that aims to describe in full and in depth about social reality and various phenomena that occur in society which are the subject of research so that the characteristics, characteristics, traits and models of the phenomenon are.

RESULTS AND DISCUSSION

Definition of Curriculum in Islamic Education

Etymologically, the curriculum comes from the Greek, namely *curir* which means runner and *curere* which means the distance that must be traveled by runners. There are also those who say that it comes from French, namely *couriar* which means running. This term was originally used in the world of sports. Meanwhile, in the world of education the term is a circle of teaching in which teachers and students are involved. Thus, *the curriculum* is defined as the distance that must be traveled by runners. However, in the context of education, the curriculum is defined as a collection of subjects taught at school or the direction of a learning process. There are also those who interpret it as a set of plans and arrangements regarding content and learning materials in teaching and learning activities.

Meanwhile, in the General Indonesian Dictionary, curriculum is defined as an arrangement of lesson plans. In subsequent developments, curriculum became a term used to denote the subject units that must be taken in order to achieve a degree or obtain a diploma. In Arabic vocabulary, the term curriculum is known as the word *manhaj* which means the bright path traversed by humans in various phases of their lives. If this understanding is related to education, then *manhaj* or curriculum means the bright path that teachers and students go through to develop knowledge, skills and attitudes. This has implications for the view of the content of the curriculum which contains the goals to be achieved through this bright path. Thus, the curriculum is a set of plans and arrangements regarding objectives, content, learning materials, and methods used as guidelines for organizing learning activities to achieve certain educational goals. These specific goals include national

education goals, suitability with local characteristics, conditions and potential, as well as the unit between education and students. Therefore, the curriculum is prepared by the education unit to suit the needs and potentials that exist in the region.

Based on these understandings, it can be concluded that the curriculum is the foundation used by educators to guide their students towards the desired educational goals through the accumulation of a number of knowledge, skills and mental attitudes. This means that the process of Islamic education is not a process that can be carried out haphazardly, but refers to the complete human conceptualization. This is where Islamic education provides a philosophical view of the nature of knowledge, skills, and mental attitudes that can be used as guidelines in the formation of perfect humans (human beings).

The Islamic education curriculum is materials in the form of activities, knowledge and experiences which are systematically given to students to achieve goals. The curriculum is also an activity that includes various student activity plans in detail in the form of educational material forms, suggestions for teaching and learning strategies, program arrangements so that they can be implemented, and things that cover various activities until the desired goals are achieved.

According to Soegarda Poerbakawatja and HAH Harahap quoted by H. Mappanganro in his book *Development of Islamic Education Curriculum*, said that the curriculum is: 1). A group of subjects arranged systematically to be able to pass (attain a certificate) in one particular field. For example a curriculum for physical education, for teacher education, for social fields. 2). A general plan regarding the content or special lesson materials that are presented by the school or education to students to graduate or get a certificate or to enter a certain position or field. 3). A group of lessons and experiences acquired by the learner under the guidance of the school.

Curriculum That Refers To Educational Objectives

Objectives have a strategic role in determining curriculum policy. Clear goals will make it easier for educators to take operational steps in the educational process. In an Islamic perspective, the necessity to integrate transcendental religious elements with every branch of knowledge is inevitable. Because, if these two things are not well integrated it will lead to biased thinking which in turn will result in a feeling of confusion in students.

As an example can be stated about the early occurrence of humans. The Qur'an indicates that Adam was the first human created by Allah, while other materials simultaneously provide information about the first human being the result of a natural-biological-evolutionary process, according to Darwin's theory. Conditions like this will raise doubts in the subject of students, and they are forced to choose the opposite.

Valid goals are based on the objective conditions of students, learning processes, social conditions and cultural systems, and supporting materials or materials. The objectives are operationalized by taking into account the basics of the curriculum which describe the condition of students as human beings. The state of society and the cultural system demands maintenance or changes in learning models with the help of educational institutions. All of that can be stated in the formulation of goals.

Curriculum Development

In curriculum development, a proportional approach is needed. This proportional approach is influenced by the goals set. Task-oriented and vocational-oriented education, for example, is more appropriate if a technological approach is chosen rather than academic and humanistic. With these proportional considerations, it is hoped that there will be an integration of approaches in determining one material, namely the academic, humanistic, and technological approaches in a proportional manner.

The KBK (Competency-Based Curriculum) currently offered is more likely to use a technological approach with an emphasis on graduate professions, whether primary, supporting, or others. By being oriented towards a defined profession, all concentrations of school education are directed there. This model was almost similar to the one offered during the New Order era, called *link and mach*, even though KBK was designed in a more comprehensive manner. In its development, this KBK was corrected again and the KTSP (Education Unit Level Curriculum) offer appeared. With minimal socialization, budget, limited education, substandard quality of human resources, and incomplete facilities, it is doubtful that the concepts and policies regarding this curriculum can be implemented properly and consistently. With KBK/KTSP, school education is oriented as preparing or supplying labor so that it must *match* the needs of institutions, companies or other working institutions.

Of course, this kind of approach is not wrong as long as the proportions are adjusted to the heterogeneity of the people. Likewise, during the application of such an approach, it is also not generalized for all educational institutions, their types and levels. This is because the academic and humanistic areas must also be given a sufficient portion so that the development of knowledge and humanistic values continues to develop healthily and dynamically, while also providing a number of educational institutions which specifically have a more academic and humanistic proportion.

Characteristics of the Islamic Education Curriculum

In the global context of today's Islamic world, education comprehensive, holistic, integrative, becomes an alternative to ward off the radicalists who are being reproduced constantly by their education system. However, in running and

implement an ideal educational curriculum, which integrates the sciences of jurisprudence, kalam, and tasawuf, paradigms creative teaching is needed. For example, educational institutions formal cooperation with other institutions informal education such as Islamic boarding schools, Islamic halaqahs, and other Muslim communities .

The Islamic Education Curriculum will not be separated from the principles of Islam itself, namely the Al-Qur'an and Al-Hadith, so the main characteristic that can be known is that it includes the Al-Qur'an and Al-Hadith as the main source. The Islamic education curriculum must emphasize religious and moral subjects. Religion and morals must be taken from the Al-Qur'an and Al-Hadith as well as examples from previous pious figures. The Islamic education curriculum must pay attention to the overall development of students' personal aspects, namely physical, intellectual and spiritual aspects. For this comprehensive development, the curriculum must contain many subjects, in accordance with the objectives of fostering each of these aspects. Therefore, in tertiary institutions, subjects such as the sciences of the Qur'an including interpretation and qiro'ah are taught as well as other subjects.

CONCLUSION

Objectives have a strategic role in determining curriculum policy. Clear goals will make it easier for educators to take operational steps in the educational process. In an Islamic perspective, the necessity to integrate transcendental religious elements with every branch of knowledge is inevitable. Because, if these two things are not well integrated it will lead to biased thinking which in turn will result in a feeling of confusion in students.

In curriculum development, a proportional approach is needed. This proportional approach is influenced by the goals set. Task-oriented and vocational-oriented education, for example, is more appropriate if a technological approach is chosen rather than academic and humanistic. With these proportional considerations, it is hoped that there will be an integration of approaches in determining one material, namely the academic, humanistic, and technological approaches in a proportional manner.

The Islamic Education Curriculum will not be separated from the principles of Islam itself, namely the Al-Qur'an and Al-Hadith, so the main characteristics that can be identified are including the Al-Qur'an and Al-Hadith as the main sources. Islamic religious education is the fulfillment of the most basic spiritual needs in human life as a whole, because basically, Islamic religious education is motivated by human nature which has physical and spiritual elements, so religion is a basic human need that must be met. With Islamic religious education is able to bring learners and directing students to become human beings who have noble character, have faith and have faith in Allah SWT. understanding and practicing the teachings Islam in

everyday life. Because Islamic education aims to perfect or improve human behavior based on Islamic law which originates from the Al-Quran and Hadith .

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