



## Model of Curriculum Development of Islamic Religious Education in Elementary Schools

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### Abstract

*This article is a literature review research. With the title Model of Islamic Religious Education Curriculum Development in Elementary Schools, the data collection technique used in this study is through related journals and books. The data analysis used is content analysis. The data collection technique used is to look for data related to things or variables in the form of notes, books, essays or articles, magazines, and collect library data or research objects obtained from scientific journals and electronic searches covering two Google Scholar issues 2015-2023. Islamic Religious Education is an effort to nurture and nurture students so that they can always understand the teachings of Islam as a whole, live the goals, and ultimately be able to practice and make Islam a view of life. The curriculum has an impact on the development of the times so that the curriculum must always be developed in order to adjust.*

## Introduction

Indonesia is a very large and vast country that has millions of people from various ethnicities, religions, cultures and beliefs. Indonesia also exceeds other countries in being multi-ethnic, multi-religious, multi-ethnic and multi-cultural. The curriculum development model is basically only to achieve the goal, namely by obtaining good diversity. The curriculum is a very important tool for the success of an education (Muslim., 2021).

Education is still seen as a very effective means of improving children's personality and intelligence. The implementation process produces the desired generation, education is continuously formed and developed. It is natural to anticipate that the educational process will also continue to be reviewed and modified to produce outstanding students (Wanto, 2022)

Efforts to change the learning paradigm that is ingrained in the brains of the nation's children can be done by changing the curriculum due to the strategic placement of the learning curriculum in the hierarchy of the education system. This is related to government policy so that the curriculum advances as a result. The current curriculum is not free from shortcomings and will continue to be updated, therefore curriculum modifications are commonplace in the field of learning in Indonesia (Rina & Qolbi, 2023)

Curriculum development is a process of planning and preparing the school curriculum and applying it to the classroom as a form of teaching and learning process accompanied by assessment of these activities, as a step to improve so as to obtain better and better results. Curriculum development is a cyclical process, which never starts and never end (Khotibul, 2021).

The curriculum has an impact on current developments, so the curriculum must always be developed so that it can adapt to current developments and technological knowledge. The curriculum can be used as a reference and guidance for education implementers, especially teachers, in managing teaching and learning activities. Not only teachers at school, parents can also see the curriculum which can be used as a guide to guide their children's studies at home. Having a curriculum will also help school principals carry out learning supervision (Sismanto, 2022)

Religious education in Indonesia is Islamic religious education. The position of Islamic religious education is very strategic. So, learning Islamic religious education must receive serious attention. PAI learning in the 2013 curriculum is contained in the subjects of Religious Education and Character, which is a planned activity/program process in preparing students to know, understand, appreciate and believe in the teachings of the Islamic religion. PAI learning is also expected to be a foundation for the formation of students' character or personality. (Rasyidi et al., 2022)

Islamic Religious Education is an effort to develop and nurture students so that they can always understand the teachings of Islam as a whole, appreciate its goals, and ultimately be able to practice and make Islam a way of life. Therefore, when we mention Islamic education, it will include two things, namely: first, educating students to behave in accordance with Islamic values or morals. second, educating students to study Islamic teaching material (subject of study in the form of knowledge about Islamic teachings) (Asep, 2020).

Curriculum development model is a model used to develop a curriculum where curriculum development aims to improve or perfect a curriculum that is created to be developed by the central government, regional government or school. Islamic Religious Education in Elementary Schools (SD) plays a very important role in forming children's attitudes. . However, in reality in the field it shows that Islamic religious education subjects do not make a contribution in this direction. This is caused by several obstacles, including related to the time allocation as stated in the Islamic Religious Education (PAI) curriculum from the National Education Department, only 3 to 4 hours of lessons each week with a very dense material content. Another obstacle that was found was the lack of participation of teachers in non-Islamic religious education subjects in motivating students to practice the values of religious education in everyday life (Desi, 2018).

Islamic religious education teachers as subject teachers are required to master extensive knowledge regarding Islamic religious education and a number of professional skills in learning. Facing the challenges mentioned above, especially teachers in elementary schools (SD) must understand the purpose of basic education itself, namely motivating children so that they are happy and want to learn so they can continue to a higher level. 5 This shows that teaching in elementary schools (SD) especially in the learning approach, students should prioritize principles so that they enjoy learning.

Scientific articles are written in 1 column format. The introduction does not need to be titled, it is written directly after the keywords, in Arial letters, size 12, 1.5 spacing on A4 paper, with left margins of 4cm, right 3cm, top 4cm and bottom 3cm with a page count of between 10-20 pages. The introduction contains the background of the problem which is supported by concepts, theories and research results from relevant and up-to-date library sources (at least the last 10 years). At the end of the introduction, the purpose of writing the article or research is clearly stated.

## Methods

The research method with the title PAI curriculum development model in elementary schools, the method used in this research is literature review. The data collection technique used in this research is through related journals and books. The data analysis used is content analysis. The data collection technique used is searching for data related to things or variables in the form of notes, books, essays or articles, magazines, and collecting library data or research objects obtained from scientific journals and electronic searches including two Google Scholar issues 2015-2023 which can be accessed full text in other PDF formats. Meanwhile, data analysis techniques involve data reduction, data display and drawing conclusions.

## Results and Discussion

### Curriculum

The educational curriculum in the Tarbiyah dictionary is a set of plans and media that are used as references by educational institutions in realizing educational goals (Bahri, 2011). The curriculum is a plan prepared to facilitate the teaching and learning process under the guidance and responsibility of the school or educational institution and its teaching staff. Furthermore, Nasution explained that a number of curriculum theorists were of the opinion that the curriculum not only includes all planned activities but also events that occur under the supervision of the school. So apart from formal curriculum activities which are often called co-curricular or extra-curricular activities (co-curriculum or extra curriculum). In the world of education, the definition of curriculum in the traditional or narrow sense is also widely used, not only in educational institutions of the past, but also in educational institutions today. There are still many curricula developed by Islamic educational institutions that currently only contain a number of subjects/subject materials that are programmed to be mastered by students. (Bahri, 2011).

### PAI Curriculum Development

Curriculum or in other terms *manhaj*, has the meaning of a clear path, or seems to be a path used by humans to achieve the goals of life that they hope for. Meanwhile, if the curriculum is in education, it can be understood as a clear path that is passed by an educator or student in order to carry out development in terms of knowledge, attitudes, psychomotor (skills) and values. Defining curriculum development, there are two terms explained by experts, namely "development" and "curriculum". The meaning of the word development is an activity in obtaining something. The efforts in the development process include the preparation process, implementation activities, assessment and improvement. Curriculum development is intended to produce good curriculum results. Curriculum development is defined by the author as an effort to carry out various plans with the aim of guiding students in achieving changes and better progress as desired and measuring how well the curriculum development has been achieved (Irawan & Handayani, 2016).

Curriculum development focuses on the application of various types of teaching strategies and methods of educational institutions which are focused on achieving optimal student development and learning outcomes. Creative teaching methods and strategies or transformative learning that are continuously designed to provide learning experiences for students. The curriculum contains knowledge, skills and attitudes that students must master to obtain a degree or continue to the next level. Curriculum development is also a step-by-step procedure for making constructive changes to educational institutions. (Irawan & Handayani, 2016).

The nature of Islamic Religious Education (PAI) curriculum development, so it would be good to know the nature of curriculum development first. Oemar Hamalik believes that curriculum development is a curriculum planning process to produce a broad and specific curriculum plan (Hamalik 2016).

There are three things in discussing the curriculum and its development, namely: 1) Curriculum as a plan (as a plan) which becomes a guide (guideline) in achieving the goals to be achieved, 2) Curriculum as material or content (curriculum as a content) which will be delivered to students, and 3) In what way and how the curriculum is delivered. These three things are one unit and synergize in order to achieve the desired educational goals. Therefore, curriculum development can be understood as a process of preparing plans regarding the content or subject matter that must be studied and how to study it. In this case curriculum development is a continuous, dynamic and contextual process. (Imam Machali, 2014).

Curriculum development basically develops educational components through the process of learning activities to improve the development and growth of students in accordance with educational goals. Oemar Hamalik stated that curriculum development is a process that is implemented as a whole as a form of national policy in education in accordance with the vision, mission and strategy of national education (Fajri, Jurnal Islamika, 2019: 37).

Curriculum development is a variety of concrete forms or models in preparing new curricula or improving existing curricula. Apart from that, it would be less realistic if the curriculum development itself was not accompanied by how to develop learning. In curriculum development, it should be based as much as possible on constant factors so that reviews of the matters discussed can be carried out consistently. The constant factors in question are that curriculum development needs to be based on objectives, learning materials, teaching and learning processes, and evaluations that describe this development. These constant factors, which consist of several components, must be closely related to each other, this makes each other have one goal, this goal is the goal of education which is the goal of the curriculum itself.

### **Curriculum Development Model**

Curriculum creation can use many models. A curriculum model is chosen not only based on advantages and disadvantages but also on the educational and management system used as well as the educational model itself. The curriculum is developed through a planning process that produces better tools based on evaluation of the current curriculum, to provide an effective teaching and learning environment (Rosnaeni, et al. 2021). Modifications of educational management, educational systems, and educational concept models are other considerations besides advantages, goodness, and access to the highest level of achievement that are included in the goal of choosing a model for curriculum development. Some models for developing curriculum include.

#### **Grass roots approach**

This model is a desire and inspiration provided by teachers. To develop or improve an educational plan for one or more components of an educational program, educators at a school form a group. The Grass Root Model is a curriculum that develops from the ground up, a method that starts with desire from the bottom up.

#### **Ralph Tyler**

According to Tyler, the curriculum must include these four important elements. First, it is related to educational goals; Next, establish a connection between learning experiences and success. Then management of educational opportunities is third, and evaluation is fourth.

## **Hilda Taba**

According to Hilda Taba, teachers must create the curriculum because the government cannot do it for them. Teachers not only create a general curriculum structure, but can also create a curriculum specifically for students. (Carolus Borromeus Mulyatno, 2022).

### **Islamic Religious Education Curriculum Model**

Educational institutions have a difficult task in realizing national education goals. One axis of change that can be carried out is through the education curriculum which includes planning, implementation and evaluation. This existence is supported by growing facts about curriculum adaptation in the world of education starting from the Competency Based Curriculum (KBK), KTSP, 2013 curriculum. The Islamic religious education curriculum has a dual role in strengthening the educational process for students, in addition to strengthening faith and piety (imtak) of the Education curriculum Islam must pay attention to science and technology (science and technology) (Di & Tulungagung, 2023).

The curriculum development model is an alternative procedure for designing, implementing and evaluating a curriculum. Therefore, the curriculum development model must be able to describe a learning planning system process that can meet various needs and standards of educational success (Nurlaeli, 2020)

The curriculum model is a description of two curriculum processes. The rational or objective model is a sequential, rather rigid approach to viewing the curriculum process, while at the other extreme one can find the dynamic or interaction model, which sees the curriculum process as flexible, interactive and modifiable. models gradually change from one type to another.

**Rational/Goal Model, namely the Classical Goal/Classical/Means model.** The curriculum process approach emphasizes a fixed sequence of elements. It starts with objectives and follows a sequential pattern from objectives and follows patterns such as objectives to content, methods and evaluation. The goal is used as the basis for compiling the next elements. The two main proponents of the rational model are Ralph Tyler and Hilda Taba.

The Cyclic Model is a Cyclical Model between the extremes of the rational and dynamic models, combining elements of both to provide a different approach to designing the curriculum. This model is an extension of the logical and sequential rational model. The Cycle Model views interconnectedness and interdependence. The cycle model was introduced with the Needs Assessment, so that the curriculum can reflect the needs of students.

**Dynamic Model** The curriculum process, according to them, does not follow a linear and sequential pattern. In contrast, curriculum development can begin with any curriculum clamp and proceed in any order. Proponents that rational and cyclical models do not reflect the reality of curriculum development in educational organizations. Additionally, the needs of students are seen as more important in determining curriculum planning than some predetermined information that will be obtained. Descriptive Approach

### **The Goals of Islamic Religious Education in Elementary School Education**

Islamic religious education in schools aims to grow, develop and improve faith through providing and cultivating students' knowledge, appreciation and practice of the teachings of the Islamic religion, so that they become Muslim human beings who continue to develop in terms of their faith, piety, nation and state, and to be able to continue at a higher level of education. Therefore, when talking about Islamic religious education, both the meaning and objectives must refer to the cultivation of Islamic values and it is not permissible to forget about ethics and social morality. Islamic religious education is intended to increase spiritual potential

and shape students to become human beings who believe and are devoted to God Almighty and have noble character (Diniarti, 2022).

Results and discussion must be presented in the same section, clearly and concisely. The discussion section must contain the benefits of the research results, not a repetition of the results. The results and discussion sections can be written in the same section to avoid repeated quotations.

### **Islamic Religious Education Lessons in Elementary Schools**

Subjects in elementary school are directed at a thematic-integrative approach, except for some stand-alone subjects. Religious education, including Islamic religious education, is a stand-alone subject, similar to physical education, sports and health subjects. The book Islamic Religious Education and Character (PAI-BP) was written using a multidisciplinary approach and was given in 35 minutes during 4 (four) weekly meeting hours. PAI-BP SD student books are printed with attractive illustrations. Meanwhile, educator books are printed with fairly systematic explanations and provide direction so that educators are able to develop learning. Educators are placed in an important position in learning using this book. Educators are expected to be able to increase and adapt students' absorption capacity to the availability of activities in this book. Educators are expected to be able to enrich themselves with creativity in the form of other activities originating from the surrounding natural, social and cultural environment.

### **Conclusion**

Islamic Religious Education is an effort to develop and nurture students so that they can always understand the teachings of Islam as a whole, appreciate its goals, and ultimately be able to practice and make Islam a way of life. The curriculum has an impact on current developments, so the curriculum must always be developed so that it can adapt to current developments and technological knowledge. The curriculum can be used as a reference and guidance for education implementers, especially teachers, in managing teaching and learning activities. Curriculum development is a process of planning and preparing the school curriculum and applying it to the classroom as a form of teaching and learning process accompanied by assessment of these activities, as a step to improve so as to obtain better and better results.

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