Approaches in the Development of Islamic Education Curriculum in Mahad Tahfidz Kejuruan

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ABSTRACT

The development of the Islamic Religious Education (PAI) curriculum at the Vocational Tahfidz Institute is an important aspect in shaping the character and morals of students. This article aims to explore various approaches in the development of the PAI curriculum at the Vocational Tahfidz Institute. This research uses a qualitative approach with a literature review method focusing on literature related to curriculum theory and PAI implementation at the Vocational Tahfidz Institute. The research findings indicate that there are four approaches that can be applied in the curriculum development process, namely: Academic Subject Approach, Humanistic, Technological and Social Reconstruction, Integration-based, Contextual and Spiritual. Furthermore, the development of the Islamic Education (PAI) curriculum can be carried out by internalizing and injecting Islamic values into various subjects within an educational institution. Therefore, a comprehensive and integrated approach is truly necessary to maximize the capacity and capability of students.

INTRODUCTION

It has become customary that the curriculum is a component that should exist in an educational institution (Hasan Baharun, 2011). The existence of the curriculum occupies a very urgent and strategic role in achieving the goals of education itself, both in general education and religious education (Marliana, 2013). The preparation and planning of the curriculum are carried out by various competent experts, including those who are specialists in the curriculum itself, in the field of education, in the field of science, educators, education officials, as well as the elements involved within it. This design is prepared to provide guidelines for education implementers in terms of nurturing and guiding student development to achieve the goals as aspired by the students themselves, their families, and the community.

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By understanding the direction of the curriculum, educators can determine and choose learning objectives, select methods, techniques, learning media, and appropriate evaluation materials that are suitable for teaching. Therefore, evaluating the success of the education system must be conducted by various parties, using representative facilities, accountable organizations, and work intensity that has a high level of realism, along with a relevant and practical curriculum. Consequently, educators and educational personnel, particularly in the field of Islamic education, should be able to understand the direction and objectives of the curriculum and strive to develop it. The curriculum is not detached from a foundational basis that allows it to be developed by various parties, including schools and other formal institutions.

The Islamic Religious Education (PAI) curriculum occupies a central position in the entire education process, serving as the basis for all educational activities to achieve the objectives. In addition to being an educational plan, the curriculum also serves as a guideline and reference for the scope and sequence of content as well as strategies in the education process. Another function is to serve as a source of concepts and a theoretical foundation for curriculum developers in educational institutions.

The existing reality of education shows that the curriculum still has various issues. For example, the Islamic Religious Education (PAI) curriculum itself is often overlapping, repetitive, dogmatic, and in certain aspects, the religious concepts taught have no relevance to the contextual realities of life (Muhamad Ghazali Abdah, 2019). The model for developing the PAI curriculum needs to be given full attention, especially in its application. Because as long as the public perception assumes that, with the presence of PAI in schools, it is hoped to integrate all aspects of knowledge, both in terms of science and technology as well as faith and piety in students at school (Syahroni Hasan, 2013).

RESEARCH METHODE

This research uses a descriptive qualitative approach with a literature review method This approach was chosen because it aims to systematically and in-depth describe the main components and functions of Islamic Religious Education (PAI) curriculum development in Mahad Tahfidz Kejuruan through a review of various scientific literature sources. The literature review allows researchers to analyze theories and previous research findings without having to collect direct field data (Zed, 2008; Moleong, 2017).

The data sources in this study are secondary and come from scientific documents such as national and international journal articles, books on Islamic

education and curriculum theory, and national curriculum policies such as the 2013 Curriculum and the Independent Curriculum. Data collection techniques were conducted through documentation studies, namely by accessing, reading, recording, and classifying information from various relevant scientific references. Data collection was conducted online through digital journals and campus libraries. This technique is a standard method in literature reviews that emphasizes searching and organizing data from available sources (Hasan, 2002; Sugiyono, 2020).

Data analysis was conducted using the content analysis method, which analyzes the text content of the reviewed literature to identify important themes related to the components and functions of the Islamic Religious Education curriculum. The steps involved include data reduction, data presentation, and conclusion drawing. This technique was chosen because it can systematically reveal the meaning of the conceptual and theoretical content of documents (Krippendorff, 2004; Moleong, 2017).

To maintain data validity, source triangulation techniques were used, comparing and cross-checking data from various literature sources to obtain consistent and reliable information. Furthermore, peer debriefing was conducted to avoid bias in the analysis and drawing conclusions (Patton, 2002; Creswell, 2016). Thus, the analysis results have a strong academic basis and can be scientifically justified.

This type of research is categorized as non-empirical qualitative research, meaning it does not involve direct field data collection but instead relies on secondary data analysis in the form of scientific literature and official documents. This type of research is suitable for theoretical and conceptual studies such as policy development curriculum (Zed, 2008; Sugiyono, 2020).

RESULT AND DISCUSSION

Curriculum development is certainly based on studies of relevant demands and benefits. Considering the existence of the curriculum as a guideline in the administration of education, there are four approaches that can be applied in the curriculum development process, namely: Academic Subject Approach, Humanistic, Technological, and Social Reconstruction, Integration-based, Contextual, and Spiritual.

1. Academic Subject Approach
   The academic subject approach is the most classic type of approach among other models. This curriculum aligns with the classical streams (perennialism and essentialism) that are oriented towards events in the past.

2. Humanistic Approach

The humanistic approach was developed by experts in humanistic education. This curriculum is based on the concept of personalized education, namely John Dewey (Progressive Education) and J.J. Rousseau (Romantic Education). This approach gives primary importance to students. They start from the assumption that a child or learner is the first and foremost. They are the subjects who are the center of educational activities. This approach holds the belief that every child has the potential, ability, and strength to develop. Teachers are expected to build a good and communicative emotional relationship with their students.

3. Technological Approach

The technological approach in curriculum or educational program development starts from an analysis of the competencies needed to perform various specific tasks or jobs. The materials to be taught, learning strategies, and evaluation criteria are determined in accordance with the task analysis (job description). The learning plans and processes are designed in such a way that the outcomes can be evaluated and measured easily, clearly, and in a controlled manner.

4. Social Reconstruction Approach

The social reconstruction approach pays great attention to the reciprocal relationship between the curriculum and social activities in the community. This model of curriculum is developed by the interactionist school. Experts in this field argue that education is a collaborative effort from various parties to foster interaction and cooperation. The term interaction has a broad meaning, which not only includes interactions between teachers and students but also encompasses interactions among students as well as interactions with people and their surrounding environment with various materials and learning resources. Through these interactions and collaborations, learners will strive to address various issues occurring in the community and school environment, which not only develops students' social life but also guides them on how to participate in social life.

5. Integration-Based Approach

This approach emphasizes the development of a curriculum that integrates knowledge, skills, and attitudes related to Islam. This integration aims to develop students' understanding holistically, not only in the field of religion but also in other aspects such as knowledge, ethics, and spirituality.

CONCLUSION

Based on the above review, it can be understood that the curriculum is one of the components that is crucial to its existence and occupies a strategic position in an educational system. This indicates that the curriculum is a set of tools to achieve educational goals, which also serves as a guideline in various implementation plans for learning at all levels of the educational ladder.

As a demand for professionalism, educators must be able to understand the development of the curriculum itself, because it is a very important pedagogical formulation in relation to education, so that the curriculum can illustrate how efforts are made to help students develop their potential, both in terms of intellectual, spiritual, emotional, and social aspects.

Furthermore, the development of the Islamic Education (PAI) curriculum can be carried out by internalizing and injecting Islamic values into various subjects within an educational institution. Therefore, a comprehensive and integrated approach is truly necessary to maximize the capacity and capability of students.

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