

VARIOUS APPROACHES AND DESIGNS FOR CURRICULUM DEVELOPMENT

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Abstract

The curriculum is a strategic tool in the education system that must change in line with advances in technology, information, and socio-cultural developments. The purpose of this article is to provide an explanation of the meaning, various methods, and types of curriculum development designs, particularly those related to Islamic Religious Education (PAI). This study analyzes various approaches (academic, humanistic, competency-based, goal-oriented, teacher-centered, and student-centered), as well as three main curriculum designs by Nana Syaodih Sukmadinata: subject-centered, student-centered, and problem-centered. The results of the study show that the approach serves as a philosophical-conceptual foundation, and the design serves as a way to organize curriculum elements. The harmonious integration of the two results in a curriculum that is relevant, systematic, flexible, and oriented towards character building and student competency. The selection of the right approach and design will support the creation of a PAI curriculum that is not only normative but also contextual and responsive to the challenges of the 21st century. This study concludes that an effective and sustainable PAI curriculum must combine the three designs proportionally in order to shape Muslim individuals who are knowledgeable and have noble character as well as social piety amid the currents of globalization and technological disruption.

Keywords: Curriculum Design, PAI Curriculum, Curriculum Approach

INTRODUCTION

The curriculum is the core of education. It is not merely a list of subjects; it is an organized learning program designed to achieve national educational goals. It is essential to change the curriculum because each era has different characteristics, challenges, and learning needs. The curriculum must keep pace with technological developments, globalization, and changing social values.

Approach and design are two important components that complement each other in the curriculum development process. The curriculum is developed based on philosophical, psychological, sociological, and scientific frameworks known as the curriculum development approach. Meanwhile, design is a way of combining curriculum elements, including objectives, content, methods, and evaluation, into a consistent whole. It is very important for PAI educators and

curriculum developers to understand these two aspects so that Islamic religious education does not become too rigid and can build Muslim individuals who are faithful, pious, knowledgeable, and have good character amid the challenges of today's world.

METHODS

This study applies a library research methodology together with content analysis methods. Data were collected from books, scientific journals, and articles related to curriculum development approaches and designs, both in general and specifically for Islamic Education. The main references included the works of Oemar Hamalik, Wina Sanjaya, Nana Syaodih Sukmadinata, and M. Arifin, as well as several recent journal articles. Descriptive-analytical analysis was conducted to determine the meaning, types, and relevance of curriculum approaches and designs to create an effective and sustainable curriculum.

DISCUSSION

Understanding Approaches in Curriculum Development

The conceptual perspective or thinking strategy known as the curriculum development approach helps guide the entire curriculum development process in a systematic, focused manner that is in line with educational objectives. Hamalik states that an approach is a way of integrating elements of method, evaluation, content, objectives, and other elements into a meaningful whole (Hamalik, 2014). As stated by Syaodih Sukmadinata, approaches must be rooted in philosophical, psychological, sociological, and scientific and technological advances (Sukmadinata, n.d.). Therefore, approaches are not merely technical procedures; they are basic orientations that reflect student perspectives, learning processes, and educational objectives.

Types of Curriculum Development Approaches

There are various approaches that can be used, including:

1. Academic Subject Approach – focuses on the structure of academic disciplines (Harcourt Brace & World, 1962).
2. Humanistic Approach – places students at the center by emphasizing holistic potential development (Hidayati, 2024).
3. Competency Approach – emphasizes the achievement of cognitive, affective, and psychomotor competencies (Aulia, Muhammad Ghozil, Mohamad Agung Rokhimawan, 2022).
4. Goal-Oriented Approach – sets clear and measurable goals as the main reference (Nasution, 2011).
5. Teacher-Centered and Student-Centered Approaches – each places teachers or students as the main actors in the learning process (Sanjaya, 2010).

Understanding and Types of Curriculum Development Designs

A systematic framework for organizing curriculum elements is known as curriculum design. Nana Syaodih Sukmadinata divides curriculum design into three broad categories. The first is subject-centered design. This design is based on separate (subject separated) or integrated (broad

fields) subjects or disciplines. The PAI design divides the subjects of the Qur'an, Hadith, Aqidah Akhlak, Fiqh, and SKI (Arifin, 2016). The advantage is a deep and systematic mastery of knowledge, but its application can become verbalistic if not balanced. Student-centered design focuses on students' interests, desires, and experiences. There are two variations: activity/experience design and humanistic design (Mahrus, 2021). Students can experience and appreciate Islamic values personally through thaharah projects or social activities based on morals through PAI design.

The curriculum is centered on real-life issues (life areas or core design). This design is highly relevant to PAI because it emphasizes social piety by linking Islamic teachings to poverty, intolerance, and environmental damage (Nurhayati, 2022).

Relevance of Approach and Design in an Effective and Sustainable PAI Curriculum

While the approach provides a philosophical foundation, the design implements that foundation into an operational structure. Internal consistency (logical connection between components) and external consistency (stakeholder support) are produced by a good integration system (Arifin, 2016). To ensure that Islamic values are not only known (knowing) but also done (doing) and lived (being) in everyday life, an ideal PAI curriculum must focus more on students and issues.

CONCLUSIONS

The approach and design of curriculum development are interrelated. Both the approach and design provide philosophical direction and organizational form. An Islamic Education curriculum that combines the three main designs (topics, students, and issues) with various relevant approaches will be able to build a generation of Muslims who are intelligent, moral, critical, and responsive to the challenges of the times. Effective, relevant, and sustainable curriculum development depends on the selection and integration of appropriate approaches and designs.

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