

## BASIC CONCEPTS OF THE ISLAMIC EDUCATION CURRICULUM: CONCEPTUAL FRAMEWORK

**Muna Fauziah<sup>1</sup>, Eliyanto<sup>2</sup>, Fuad Hasyim<sup>3</sup>, Maesaroh<sup>4</sup>, Ahmad Murtajib<sup>5</sup>,  
Astmarina Awanis<sup>6</sup>, Syukron Makmun<sup>7</sup>**

<sup>1,2,3,4,5,6,7</sup> Institut Agama Islam Nahdlatul Ulama Kebumen

Email : munafauziah6@gmail.com<sup>1</sup>, doktoreliyanto@gmail.com<sup>2</sup>, fuadd.haes@gmail.com<sup>3</sup>,  
maesaroh400@gmail.com<sup>4</sup>, atsmarina@gmail.com<sup>6</sup>, Syukron0812@gmail.com<sup>7</sup>

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### **Abstract :**

Teachers or prospective teachers must fully understand the Islamic education curriculum before they serve in educational activities. This research aims to examine the basic concepts of the Islamic education curriculum. Qualitative research with a systematic literature review type was used in the research. Data comes from searches on Google Scholar. The data collected comes from articles that have been published in international and national journals over the last five years. The research focus consists of the meaning, characteristics, and principles of the Islamic education curriculum. Data was analyzed using an interactive analysis model. The results of this research obtained a total of 15 journals which were reviewed according to the categories of reference sources, types of references, research results, and research focus. Research findings produce information that the Islamic education curriculum is a learning design that is structured systematically, integrative, comprehensive, and based on Islamic religious values which contains learning objectives, educational materials, learning methods, and learning evaluation used to achieve the goals of Islamic education. The characteristics of this curriculum include focusing on the goals of Islam and monotheism, according to students' needs, providing cognitive content that is relevant to everyday life, and anticipating students' dichotomous thinking. The Islamic education curriculum must contain principles, namely integral, universal, flexible, synchronized, and interconnected.

**Keywords :** *Concept, Curriculum, Islamic Education*

### **Abstrak :**

Wawasan tentang kurikulum pendidikan islam sepenuhnya harus dikuasai oleh guru atau calon guru sebelum mereka mengabdi dalam kegiatan pendidikan. Penelitian ini bertujuan untuk menelaah konsep dasar kurikulum pendidikan islam. Penelitian kualitatif dengan jenis systematic literature review digunakan dalam penelitian. Data bersumber dari pencarian pada google scholar. Data yang dikumpulkan berasal dari artikel yang telah terpublikasi dari jurnal internasional dan nasional dengan rentang lima tahun terakhir. Fokus penelitian terdiri dari pengertian, karakteristik, dan prinsip-prinsip kurikulum pendidikan islam. Data dianalisis dengan model analisis interaktif. Hasil penelitian ini memperoleh sebanyak 15 jurnal yang ditelaah sesuai dengan kategori sumber rujukan, jenis rujukan, hasil penelitian, dan fokus penelitian. Temuan penelitian menghasilkan informasi bahwa kurikulum pendidikan islam adalah rancangan pembelajaran yang tersusun dengan sistematis, integrative, komprehensif, dan berpondasi pada nilai keagamaan islam yang berisi tujuan pembelajaran, materi pendidikan, metode pembelajaran, dan evaluasi pembelajaran yang digunakan yang

digunakan untuk mencapai tujuan pendidikan islam. Karakteristik kurikulum tersebut antara lain memfokuskan pada tujuan islam dan tauhid, sesuai kebutuhan peserta didik, menyediakan muatan kognitif yang relevan dengan kehidupan sehari-hari, serta mengantisipasi pemikiran peserta didik yang dikotomis. Dalam kurikulum pendidikan islam harus memuat prinsip, yakni integral, universal, fleksibilitas, sinkronisasi, dan saling berhubungan.

**Kata Kunci:** *konsep, kurikulum, pendidikan islam*

## INTRODUCTION

The topic of the education curriculum is always interesting and actual for the academic community. This is because the curriculum acts as an essential element that can realize educational goals effectively and efficiently (Murwaningsih & Fauziah, 2023). The existence of the curriculum can achieve educational goals appropriately. The curriculum is a written plan that contains the abilities, materials, learning plans, and evaluations that students must have or learn (Nurzen, Elimar, & Limei, 2022). The curriculum is useful for determining the level of achievement of student competencies and the rules for learning in each education unit.

The curriculum must present the education model needed by students following the times. On this basis, the education unit must determine, assess, and develop the curriculum. In the national context, the curriculum has changed and has found the right formula to answer student needs. Various curriculum concepts have been developed to realize this goal. This curriculum offers the concept of integral, universal, and comprehensive education with the main goal of transforming the body and mind to the point of perfection (Budiyanti, Aziz, Palah, & Mansyur, 2020).

Unfortunately, some experts believe that the curriculum has not had a significant positive impact. This is because educators do not understand the theory and philosophy of the basic concepts of the established curriculum. Currently, teachers are found who do not understand the components of the curriculum (Hidayah, Wangid, & Wuryandani, 2022). On the same hand, the ability to understand, select, foster, and develop the curriculum is a demand for the professional and pedagogic competence of teachers (Moreira et al., 2023). This understanding must be fulfilled by teachers before playing their role in learning.

Understanding the Islamic Education curriculum is also an absolute requirement that must be met by teachers at the madrasah level. This curriculum is slightly different from the curriculum in general (Aziz, Sormin, Siregar, & Napitupulu, 2021). Madrasahs are directly commanded by the Ministry of Religious Affairs. Currently, the implementation of an independent curriculum is also applied to all madrasas or religious institutes. However, there are distinctive features that show differences in the curriculum in public schools. The distinctive feature is the emphasis on Islamic education in the curriculum.

The curriculum of Islamic education contains a complex component of general and Islamic content. The two materials are integrated without any separation in the learning process. Teachers, as implementers of the curriculum, have to master these two components at the same time. This is also in line with parents' expectations. Parents expect their children to have both religious and

general skills (Aran & Nayebkabir, 2018). Therefore, the role of the madrasa is very central in realizing these expectations.

With various considerations about the importance of Islamic education curriculum, it is necessary to review the literature that discusses the Islamic education curriculum. Some previous literature has discussed the focus of the curriculum, such as the concept of the independent curriculum (Fatimah, Trisnawati, Rinawati, Nurhidayah, & Fauziah, 2024), the concept of curriculum development in Indonesia (Abidin et al., 2023; Setiawan & Suwandi, 2022), the higher education curriculum (Zapp & Lerch, 2020), and the Islamic education curriculum (Habibi, 2017). Therefore, this study aims to analyse the research trends that focus on the concepts, characteristics and principles of Islamic education curriculum.

## RESEARCH METHOD

This research is a literature review with a qualitative descriptive approach. Data was collected from many books, research articles, and other sources relevant to the research problem and objectives. This type of descriptive research is useful for gathering information about the conditions under study. Data collection techniques are carried out by exploring written sources in the form of references and publications of scientific articles with a research focus. The data analysis technique in this research is following the analysis model of Miles and Huberman, namely data reduction, data presentation, and drawing conclusions (Miles, Huberman, & Saldaña, 2014).

## FINDINGS AND DISCUSSION

### The Concept of Islamic Education Curriculum

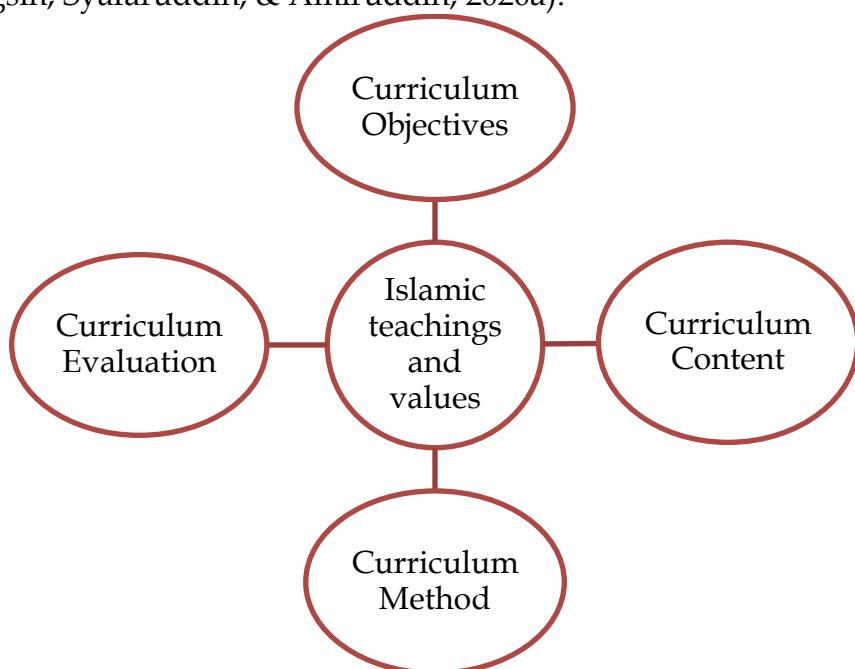
The curriculum is etymologically derived from the words 'curro' or 'currere' and 'ulums' (Kusminin, 2023). That is, the existence of kilometers. On the other hand, the curriculum is articulated as a place to run. The arrangement of these words comes from and is adapted to the world of formal education, namely a set of subjects that students must learn. Curriculum, according to lughawiyah terms (Arabic), is defined by the word "manhaj" (Harisca, Muslim, & Shariif, 2023). That is, the path taken in different areas of life. In the al-Tarbiyah dictionary, the curriculum is defined as a set of written plans established as a reference for the realization of educational goals (Khoza & Mpungose, 2022). The curriculum is a complete formal and non-formal plan that includes many interrelated components to achieve educational goals.

The curriculum is a system composed of different components (materials, methods, and evaluation) that are interrelated (Su & Zhong, 2022). The curriculum is seen as a collection of planned activities carried out by students to achieve certain competencies. Therefore, from some of these definitions, it can be concluded that the educational curriculum is a systematic and comprehensive learning design in the form of materials, teaching methods, teaching media, and other things that include the process of achieving educational goals.

In addition, the curriculum of Islamic education can be examined in terms of epistemology and terminology. Islamic education is defined as conscious guidance based on Islamic religious values as an effort to develop students'

physical and spiritual competencies (Khaidir & Suud, 2020). In addition, there is an opinion that Islamic education is a process of transforming one's behavior in the personal, community, or natural environment by the teachings of Islam (Uyuni & Adnan, 2020). Islamic education is the process of embodying the values of the Qur'an and the Hadith in such a way that students' sensibilities are formed and influenced in making decisions about science.

The curriculum is closely related to Islamic education. That is, the purpose of the curriculum must be in terms of norms, rules, values, and regulations by Islamic teachings. The formulation of the educational curriculum must use the parameters of Islamic truth. The content includes the content, methods, and evaluation of the curriculum based on Islamic values. The curriculum of Islamic education considers students as objects of education and subjects who develop themselves to maturity according to Islamic teachings. The form of the curriculum of Islamic education can be presented as shown in Figure 1 (Ayuningsih, Syafaruddin, & Amiruddin, 2020a).



**Figure 1: Overview of the Islamic Education Curriculum**

Figure 1 shows the main components of the Islamic education curriculum. In the literature, it can be described as follows:

First, the curriculum begins with objectives. Objectives refer to the competencies that students need to achieve, such as knowledge, skills, and attitudes. Second, the curriculum includes material. The material is a collection of materials that students need to learn and achieve the goals of the curriculum. Third, the curriculum includes methods. Learning can proceed smoothly if the right learning methods and strategies are available. Teachers must be able to choose learning methods to transform material for students. Fourth, the curriculum contains evaluation, which provides guidelines for evaluating the learning process that has been carried out.

The function of the curriculum in Islamic education is as (1) a tool for achieving goals and pursuing human expectations following the desired goals;

(2) guidelines and programs to be carried out by the subject and object of education; (3) the function of continuity for preparation for the next school level and preparation of the workforce for those who are unable to continue; and (4) standards in assessing the success criteria of an educational process or as a limitation of the program of activities to be carried out at a certain level of education.

From the above description, it can be concluded that the Islamic education curriculum is a learning plan that is systematically arranged, integrative, comprehensive, and based on Islamic religious values, which includes learning objectives, educational materials, learning methods, and evaluations used to achieve the objectives of Islamic education.

### **Characteristics of the Islamic Education Curriculum**

The Islamic Education curriculum has several characteristics. Characteristics can be defined as a description of the values and teachings of Islam that are wrapped in the education program theoretically and practically (Ismail, 2016). Characteristics are related to the principles of Islamic teachings in the Qur'an and hadith. Characteristics of the Islamic Education curriculum include:

First, the curriculum must prioritize religion and morals in its various components (objectives, materials, methods, and evaluation). Secondly, the Islamic education curriculum covers a wide range of aspects of the student, such as spiritual, intellectual, psychological, social, affective, cognitive, and psychomotor. Third, the Islamic Education curriculum presents material that mixes general and Islamic knowledge formed in educational activities. Fourth, the Islamic education curriculum is comprehensive, especially in the preparation of material for students according to their needs. Fifth, the Islamic education curriculum is organized according to the interests, talents, needs, and differences among students, along with links to the surrounding natural, cultural, and social environment.

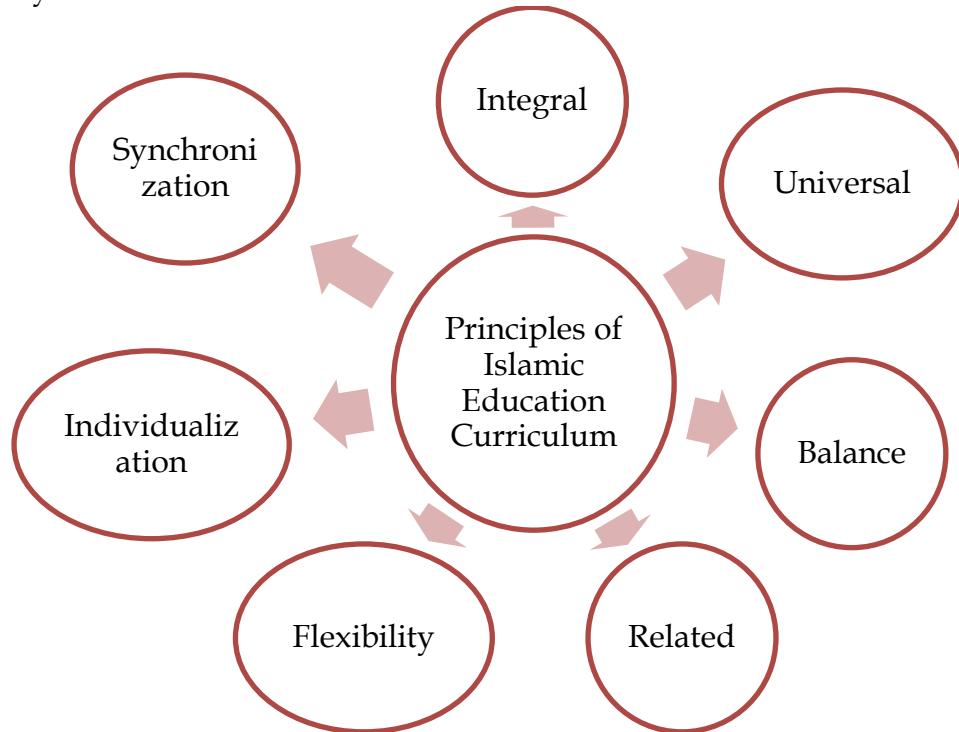
Furthermore, there is literature that states that the characteristics of the Islamic Education curriculum can be reflected in various ways, namely (1) Prioritizing religious and moral goals. This is the main characteristic in the form of tawhid to God and the cultivation of the values of his teachings. (2) Relevant to his nature as a human being who has talents, interests, and potential. (3) Meeting the needs of students as individual beings and social beings who continue to develop. (4) Using interactive, dynamic, solution-based methods, and prioritizing the educational process. (5) Presenting subject matter that is systematically arranged and follows the cognitive and psychological development of students. (6) Improving abilities in three aspects, namely intellectual, emotional, and spiritual. (7) Avoiding students from narrow, partial, and dichotomous understanding (Ayuningsih, Syafaruddin, & Amiruddin, 2020b).

Based on the above description, it is concluded that the characteristics of the Islamic Education curriculum are reflected in prioritizing Islamic goals, oriented towards tawhid, meeting the needs of students in various aspects,

providing actual material, and avoiding dichotomous thinking of students.

### Principles of Islamic Education Curriculum

The Islamic Education curriculum has principles that must be upheld. Principles can be interpreted as fundamental views/general truths as a basis for behaviour. The Islamic Education curriculum consists of at least seven principles, namely:



**Figure 2: Principles of Islamic Education Curriculum**

The principles of the Islamic Education curriculum from Figure 1 are described as follows (Bahroni, 2014; Mutiara, Warsah, & Amrullah, 2021). First is the principle of integration. Integration is interpreted as the curriculum must be integrated with the values of Islamic teachings (Embong, Hashim, & Yunus, 2023). This principle has the position of science, Islam, and the progress of civilization in a proportional position. Second, the universal principle is interpreted as a principle with the scope of curriculum objectives and its components that must be accepted by the public. Coverage in curriculum objectives should also be beneficial to society, both in terms of spiritual, cultural, social, economic, and other hiding. Third, the principle of balance includes a balance between the objectives to be achieved with the scope of material to be given to students. Balance also includes material between the world and the hereafter.

Fourth, the principle of linkage relates to the components of the curriculum. Curriculum components must be related to the abilities and talents of students and their needs as individuals and social beings. The Islamic Education curriculum should maintain the authenticity of students as individuals and citizens of society. Fifth, the principle of flexibility. This means that the Islamic education curriculum must be compiled and developed

according to the dynamic and up-to-date principles of social and cultural development and the needs of society, nation, and state. Sixth is the principle of individualization. This principle defines that the Islamic Education curriculum must be relevant to the needs of students and society. Students understand their role as individuals and their differences with others, both in terms of social, economic, and psychological backgrounds. Therefore, the preparation of the Islamic Education curriculum must take into account the diversity of student backgrounds to achieve educational goals. Seventh, the principle of synchronization is the link between subjects and physical activities included in the Islamic Education curriculum. This synchronization is important to maximize the role of the curriculum as a program to achieve a moral human being.

## CONCLUSION

From the results of the research, it can be concluded that the Islamic education curriculum is a learning plan that is systematically arranged, integrative, comprehensive, and based on Islamic religious values which contains learning objectives/competency achievement, educational materials, learning methods, and learning evaluations used to achieve the objectives of Islamic education. Meanwhile, the characteristics of the curriculum include focusing on Islamic and monotheistic goals, according to the needs of students, providing cognitive content that is relevant to everyday life, and anticipating the dichotomous thinking of students. Furthermore, the Islamic education curriculum must contain principles, namely integral, universal, flexibility, synchronization, and interconnection.

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