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Enhancing Islamic Religious Education: Principles and Implications for Curriculum Development in the 2013 and Independent Curriculum Era

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Abstract

The curriculum is a fundamental component of education, serving as a framework to guide effective teaching and learning processes. To implement Islamic Religious Education (PAI) effectively and achieve its objectives, PAI teachers must possess a strong understanding of the principles underpinning PAI curriculum development. This study aims to explore the general principles of curriculum development, analyze specific principles related to PAI curriculum design, and examine their implications for the 2013 curriculum and the independent curriculum. Utilizing a literature review methodology, this study highlights that the principles of PAI curriculum development should align all learning activities with Islamic education while focusing on the students' potential, needs, character, and environmental context. Additionally, the curriculum must be diverse, integrated, responsive to rapid societal changes, relevant to societal and life needs, supportive of lifelong learning, and balanced between national and global interests. Furthermore, the principles of relevance, flexibility, continuity, efficiency, and effectiveness should be prioritized to ensure that curriculum development objectives are well-structured and achievable. The findings indicate that the principles of PAI curriculum development complement the 2013 curriculum and the independent curriculum, providing a cohesive framework for advancing Islamic education in contemporary contexts.

Keywords: *curriculum development, 2013 curriculum, independent curriculum, Islamic Religious Education*

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INTRODUCTION

Islamic Religious Education (PAI) is a fundamental subject that must be taught at all levels of formal education, as stipulated in UUSPN No. 2/1989 Article 39 Paragraph (2). It emphasizes that religious education is mandatory in every educational stage, ensuring that students receive religious knowledge aligned with their faith while fostering inter-religious harmony to strengthen national unity and integrity (Majid & Andayani, 2006). As such, PAI plays a critical role in preparing students to understand, appreciate, and implement Islamic teachings while promoting respect for other religions. However, effective implementation of PAI education cannot be separated from the design and development of a robust curriculum (Pradesa & Rahma, 2023).

The curriculum serves as the backbone of education, encompassing all planned learning experiences aimed at achieving educational objectives. It integrates philosophy, values, knowledge, and actions to guide students' development (Kaca, 2020). A well-designed curriculum must not only reflect societal needs and values but also adapt to evolving educational demands, ensuring relevance and quality (Rifa'i et al., 2021; Sidik, 2016). In the context of PAI, curriculum development requires teachers to understand and apply specific principles that align with the objectives of Islamic education, such as linking learning activities to Islamic values, addressing student needs, and fostering lifelong learning. These principles may vary across educational institutions, reflecting unique approaches to curriculum implementation.

In recent years, Indonesia has introduced the Independent Curriculum (Kurikulum Merdeka), an innovation by the Ministry of Education, Research, and Higher Education (Kemendikbudristek) to address contemporary educational challenges (Aprilia & Mustika, 2024). However, the Ministry of Religion has yet to release a version of the Independent Curriculum tailored for Islamic Religious Education (Hardiansyah & Achdi, 2024). Consequently, many schools continue to use the 2013 curriculum for PAI, as evidenced by studies showing that teachers and students are still reliant on textbooks designed for the 2013 curriculum (Achdi, 2024).

This gap between the Independent Curriculum's implementation and the ongoing use of the 2013 curriculum highlights the need for a deeper examination of the principles underlying PAI curriculum development. Understanding these principles and their implications for both the Independent Curriculum and the 2013 curriculum is crucial for ensuring the effective delivery of Islamic Religious Education. In light of these challenges, this study seeks to explore the principles of PAI curriculum development and analyze their relevance to the Independent Curriculum and the 2013 curriculum. By addressing this gap, the study aims to provide insights into how PAI can adapt to meet the demands of modern education while preserving its core values.

METHOD

This study employs a qualitative approach, as it is better suited for exploring the concepts and principles central to the topic under investigation. A qualitative approach enables the collection of rich, detailed, and non-statistical data that provides an authentic and natural representation of the subject matter (Cresswell, 2012). By focusing on quality information, the study aims to reflect the actual situation, allowing for a comprehensive and in-depth understanding of the principles of curriculum development and their implications.

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The specific method used in this research is library research. This method involves analyzing and synthesizing information from a wide range of written works, including books, journal articles, reports, and other scientific literature relevant to the study's objectives. Researchers are not directly involved in fieldwork or primary data collection but rely on secondary sources to gain insights and perspectives. By drawing on established scholarly works and theoretical frameworks, the study ensures a thorough exploration of the principles of Islamic Religious Education (PAI) curriculum development and its application to both the 2013 curriculum and the Independent Curriculum (Kurikulum Merdeka).

This method allows the researcher to contextualize and analyze the topic within a broader academic and practical framework, ensuring that the findings are grounded in existing knowledge while providing fresh perspectives on the subject.

RESULTS

Understanding the Principles of PAI Curriculum Development

In Etymological, curriculum comes from the Greek words "*curir*" which means runner and curare which means place to race. Thus, the term curriculum comes from the world of sports in Ancient Roman times in Greece, which means the distance that runners must cover from the start line to the finish line(Rusmaini, 2013). In Arabic, the word curriculum that is commonly used is *manhaj*, which means the bright path that humans take in various areas of life (Ramayulis, 2015, p. 308). The definition according to the term, as stated by S. Nasution, is a plan prepared to facilitate the teaching and learning process under the guidance and responsibility of the school or educational institution and its staff (Prasetyo & Hamami, 2020).

According to Hamalik (2008), curriculum development is defined as planning learning opportunities intended to lead students towards desired changes and assessing the extent to which these changes have occurred in students. Meanwhile, (Dakir, 2010) explained that curriculum development is the process of directing the current curriculum towards the expected educational goals due to various positive influences that come from outside or from within, with the hope that students can face their future well.

Etymologically, principles have various meanings, namely principles, beliefs, foundations, ethics, essence, principal, doctrine, rules, standards, guidelines, foundations, opinions, understandings, views, opinions, stances, attitudes (Endarmoko, 2007; Messy et al., 2023). Besides, based on the Big Indonesian Dictionary, a principle is a basis, principle or truth that is the basis for thinking and acting (Departemen Pendidikan dan Kebudayaan, 1989, p. 701). From this understanding, it is implied that the meaning of the word principle refers to something that is very important, fundamental, must be paid attention to, has the nature of regulating and directing, and something that usually always exists or occurs in similar situations and conditions.

From the definition and meaning of the principle above, it can be seen that it has a very important function in relation to the existence of something. The principles of curriculum development refer to an understanding of various things that must be used as a benchmark in curriculum development, especially in the curriculum planning phase where basically these principles are the characteristics and essence of the curriculum itself. Thus, the curriculum development can run effectively and efficiently, in their work developers must pay attention to the principles of curriculum development. By referring to the principles of curriculum development, curriculum developers will be able to work steadily, purposefully and with accountable results. Apart from that, the existence of various principles in the

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curriculum and its development is a characteristic that the curriculum itself is an area or field of learning study. This means that curriculum development is planning learning opportunities that are intended to lead students towards the desired changes and assess the extent to which these changes have occurred in students. What is meant by a learning opportunity is a planned and controlled relationship between students, teachers, materials and equipment, and the learning environment. All learning opportunities planned by teachers for students are actually "curriculum itself".

From the definitions above, it can be concluded that the principles of curriculum development are various things that must be used as a benchmark in curriculum development, especially in the curriculum planning phase, where basically these principles are the characteristics and essence of the curriculum itself. Curriculum development is a process that links one component to another to produce a better curriculum in improving the curriculum which is carried out consciously involving many parties who participate in it, such as educational administrators, teachers, parents, as well as community leaders. As usual, the curriculum is seen as a plan prepared to facilitate the teaching and learning process, so that it is able to encourage their development and growth in accordance with the educational goals that have been set under the guidance and responsibility of schools or educational institutions and their teaching staff.

The principles of PAI curriculum development are guidelines or guidelines that must be considered in developing the PAI curriculum. Such as upholding Islamic religious values. This principle emphasizes the importance of developing a PAI curriculum by paying attention to Islamic religious values as the main basis in preparing the curriculum (Messy et al., 2023).

The Principles of General Curriculum Development

Curriculum development uses principles that have developed in everyday life or instead creates new principles. Therefore, in implementing the curriculum in educational institutions it is very possible to use different principles from the curriculum used in other educational institutions, so that there will be many principles used in curriculum development.

General principles are interpreted as principles that must be considered to be possessed by the curriculum as a totality of the combined components that make it up. The explanation of the general principles is as follows:

1. The principle of relevance

Relevance means appropriate or harmonious. If referring to the principle of relevance, the curriculum must at least pay attention to internal and external aspects. Internally, the curriculum has relevance between curriculum components (objectives, materials, strategies, organization and evaluation). Meanwhile, externally, this component has relevance to the demands of science and students' potential (psychological relevance), as well as the demands and needs of community development (sociological relevance) (Prasetyo & Hamami, 2020).

Therefore, in creating a curriculum, you must pay attention to the needs of the community and students around it, so that it will be useful for students to compete in the future world of work. In reality, the above principles really need to be taken into account because they will affect the quality of education. And what is no less important must be in accordance with technological developments so that they are aligned in efforts to develop the country (Asmariani, 2020; Triana & Zulaiha, 2021).

2. Principle of flexibility

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Curriculum development seeks to ensure that the results are flexible, flexible and flexible in its implementation, allowing adjustments based on situations and conditions of place and time that are always developing, as well as students' abilities and backgrounds. The role of the curriculum here is very important in student development, therefore this flexible principle must be truly considered as a support for improving the quality of education. The principle of flexibility means that the curriculum must have flexibility. A good curriculum is a curriculum that contains solid things, but in its implementation it is possible to make adjustments based on regional conditions. Time and abilities and background of the child. This curriculum prepares children for the present and the future. The curriculum remains flexible anywhere, even for children who have different backgrounds and abilities, curriculum development can still be done. The curriculum must provide space to give educators the freedom to develop learning programs. Educators in this case have the authority to develop a curriculum that suits students' interests, needs and the needs of their environmental field.

3. Continuity principle

There is continuity in the curriculum, both vertically and horizontally. The learning experiences provided by the curriculum must pay attention to continuity, both within class levels, between educational levels, and between educational levels and types of work. The meaning of continuity here is connection, that is, there is a value of connection between curricula from various levels of education. So that there is no repetition or disharmonization of learning materials which results in boredom or boredom for both those teaching (teachers) and those learning (students). Apart from being related to the level of education, the curriculum is also required to relate to various studies, so that one study can complement other studies. Meanwhile, flexibility means that the curriculum developed is not rigid and gives freedom to teachers and students in choosing programs or learning materials, so that there is no element of coercion in taking the learning program.

4. Principle of efficiency

The role of the curriculum in the realm of education is very important and even vital in the learning process, it covers everything in learning planning to make it more optimal and effective. Today, the world of the industrial revolution offers various kinds of curriculum developments created by experts from the western world. One of the developments used by the Indonesian government to achieve the nation's ideals is optimizing the intelligence of the nation's next generation of children to have noble morals and noble character. Efficiency is one of the principles that needs to be considered in developing a curriculum, so that what has been planned is in accordance with the goals to be achieved. If a learning program can be held one month at a time and meet all of the stated objectives, that is not a barrier. Thus that students can implement other learning programs because this effort is needed so that curriculum development can utilize existing educational resources optimally, carefully and precisely so that the results are adequate.

5. Principle of effectiveness

Developing an educational curriculum needs to consider the principle of effectiveness. What is meant by effectiveness here is the extent to which the planned learning program is achieved or implemented. In this principle, there are two aspects that need to be considered,

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namely: the effectiveness of teacher teaching and the effectiveness of student learning. In the aspect of teacher teaching, if they are still less effective in teaching materials or programs, then that becomes material for developing the curriculum in the future, namely by holding training, workshops and so on. Meanwhile, in the aspect of student learning effectiveness, it is necessary to develop a curriculum that is related to learning methodology so that what has been planned can be achieved with methods that are relevant to the learning material or materials (Prasetyo & Hamami, 2020).

The Principles of Islamic Religious Education (PAI) Curriculum Development

Teachers and students play crucial roles in the development of the educational curriculum. For teachers, understanding and applying the principles of curriculum development is essential, particularly for Islamic Religious Education (PAI). By adhering to these principles, teachers can ensure that the learning process is engaging, effective, and aligned with students' needs, preventing boredom and fostering a conducive learning environment (Hayati, 2011).

One fundamental principle in PAI curriculum development is its strong connection to Islamic teachings and values. The curriculum must encompass philosophy, objectives, teaching methods, and institutional relationships rooted in Islamic morals and beliefs, ultimately aimed at strengthening students' faith in Allah. Additionally, it should incorporate universal principles that address all aspects of students' development, faith, intellect, and physical well-being, while also contributing to societal progress in spiritual, social, and economic dimensions (Muhaimin, 2007).

A key element of curriculum design is achieving a relative balance between objectives and content. For instance, while spiritual development is central, the curriculum should not neglect other critical aspects, such as general knowledge, arts, and skills necessary for life. It is equally important to consider students' talents, interests, abilities, and needs. This requires taking into account their environment, social interactions, and the broader societal context to ensure that the curriculum resonates with their experiences and conditions.

Flexibility is another vital principle, emphasizing the importance of adapting the curriculum to individual differences among students and the evolving needs of society. By accommodating diverse talents, interests, and abilities, as well as addressing societal changes, the curriculum remains relevant and dynamic. Similarly, the principle of development and change encourages the integration of new ideas and practices, avoiding rigidity and fostering growth aligned with contemporary societal patterns.

Furthermore, the curriculum must establish meaningful connections between subjects, experiences, and activities. It should align with student and community needs while reflecting Islamic values. This ensures that the curriculum not only addresses matters of faith but also incorporates knowledge relevant to various life aspects and human needs.

Several scholars have articulated these principles in detail. For example, Basri (2017) emphasizes the importance of linking all curriculum components to Islamic teachings, maintaining balance between worldly and spiritual goals, and fostering dynamic and interactive learning. Additionally, the empirical principle suggests that curriculum development should draw on educational advancements, societal changes, and research findings, ensuring its continuous relevance.

Oemar Muhammad Al Toumy Al-Syaibany highlights similar principles, including the regulation of religion in curriculum design, the balance between goals and content, and the adaptation to societal and individual changes. These principles underscore the importance

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of linking learning activities to Islamic education while anticipating future societal shifts (Messy et al., 2023).

In conclusion, developing the PAI curriculum requires a holistic approach that aligns with national education standards to achieve the broader goals of national education. Teachers must ensure that learning activities are rooted in Islamic principles while being responsive to societal and cultural changes. This dynamic and balanced approach ensures that the PAI curriculum remains relevant, comprehensive, and effective in preparing students to face contemporary challenges.

Implications of PAI Curriculum Development Principles for the 2013 Curriculum

In developing the PAI curriculum, teachers must be able to link all learning activities to the values of Islamic teachings. And also able to predict the dynamics of society in the future. Currently, the PAI curriculum in schools is based on the 2013 curriculum. In accordance with the conditions of the country, the needs of society and various developments and changes currently taking place, there are several things that must be considered in developing the PAI curriculum in the 2013 character-based curriculum and competence. These principles are as follows:

1. Curriculum development is carried out referring to national education standards to realize national education goals.
2. The curriculum at all levels and types of education is developed with the principle of being verified according to the educational unit, regional potential and students.
3. Subjects are a vehicle for realizing competency achievement.
4. Graduate Competency Standards are elaborated from national education goals and the needs of society, the country and global development.
5. Content Standards are outlined in the Graduate Competency Standards.
6. Process standards are translated from content standards.
7. Assessment standards are outlined in Graduate Competency Standards, Content Standards, and Process Standards.
8. Graduate Competency Standards are translated into Core Competencies
9. Core Competencies are translated into Basic Competencies which are contextualized in a subject.
10. The educational unit curriculum is divided into national, regional and educational unit curriculum
11. The learning process is held in an interactive, inspiring, fun, challenging manner, motivating students to participate actively, and providing sufficient space for initiative, creativity and independence.
12. Assessment of process and production-based learning outcomes
13. Learning process with a scientific approach (scientific approach) (Mulyasa, 2014).

The PAI curriculum in schools can still be developed by teachers while still referring to national standards. In the 2013 curriculum, the PAI curriculum remains integrated with other subjects. This means that the PAI curriculum still describes its implementation based on the 2013 curriculum reference. Here PAI teachers can develop learning process activities using several learning models, various methods, tools or media, all of which are adapted to the conditions in their respective school units.

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The implications obtained from the principles of PAI curriculum development for the 2013 curriculum are that they can be used simultaneously, because they can be mutually beneficial and complementary (Ummami, 2019).

The Implications of PAI Curriculum Development Principles for the Independent Curriculum

By examining the Ministry of Education and Culture's compilation of ideas regarding independent learning. With the same emphasis on educational independence and the adaptability of educational institutions in the process of developing the potential and abilities of students which can be implemented optimally and which naturally have various unique characteristics between students and educational institutions which will later adapt to community conditions and social factors, there are conformity and parallelism between cultures, according to the perspective of progressivism. Similarities can be found in the emphasis on letting students develop naturally through hands-on experience and the use of field trips, which are considered the best developmental triggers for children. Education personnel also play an important role as student facilitators in achieving these goals. To maintain harmony in the learning that takes place at home, they must maintain their freedom and the educational institutions that are anticipated to be the place where this process takes place. Since students are not only the main topic of the educational process, but also its targets, it is important to teach them the capacity and power of thinking in addition to imparting positive knowledge that is taken for granted.

The Independent Curriculum, previously called the curriculum prototype, was designed as one component of the learning recovery initiative. It functions as a flexible curricular framework that emphasizes the development of student character and competency. The main attributes of this curriculum that facilitate learning recovery are:

1. Implementing project-based learning to foster character development and soft skills in line with Pancasila student attributes.
2. Focusing on the material is important to allow sufficient time to learn basic skills such as reading and arithmetic in depth.
3. Providing freedom for teachers to engage in learning that is tailored to students' abilities and adapted to local conditions and content (Fira, 2023).

Thus, the principles of PAI curriculum development in the independent curriculum must be based on the principles of the independent curriculum such as project-based, so existing projects must also be in accordance with Islamic values and as appropriate to the principles of PAI curriculum development. Thus, the principles of PAI curriculum development have implications that can create learning with Islamic values but also remain in the national education system.

DISCUSSION

The curriculum is seen as a plan prepared to facilitate the teaching and learning process, so that it is able to encourage the development and growth of students in accordance with the educational goals that have been set under the guidance and responsibility of schools or educational institutions and their teaching staff. Curriculum development is a process that links one component to another to produce a better curriculum in improving the curriculum which is carried out consciously involving many parties who participate in it (Messy et al., 2023). The principle of curriculum development is that guidelines must be implemented in

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curriculum development activities so that the results can be in line with the expectations of all parties concerned. The principles of curriculum development are not absolute, in the sense that they can change, increase or decrease according to existing needs.

The principle of PAI curriculum development must of course link all learning activities towards Islamic education, of course also centered on potential, needs, and in accordance with the character of students and their environment, diverse and integrated, quickly facing current developments, relevant to the needs of society and life, lifelong learning , balanced between national interests (Sugiana, 2019). Beside, the basis for developing a curriculum also needs to pay attention to basic principles, such as; principles of relevance, flexibility, continuity, efficiency, effectiveness, and other educational components so that curriculum development goals can be well directed. In implications, Islamic religious education has positive impact for the 2013 curriculum and the independent curriculum which can shape the students' character well.

The more complete and comprehensive, the better the perfection of a principle, because the more clearly it will direct the work of curriculum developers and the perfection of the resulting curriculum (Nurhayati et al., 2022). However, the principles presented in this paper are basically not rigid and may be modified, added or reduced according to existing needs. Besides, in modern literature on the curriculum there are still many experts who propose and discuss the principles of curriculum development (Juniarni, 2019).

CONCLUSION

The principles of PAI curriculum development must align all learning activities with the core values of Islamic education. These principles should also focus on the potential and needs of students, reflect their character and environment, and embrace diversity while remaining integrated. A well-developed curriculum must adapt quickly to societal changes, address the needs of modern life, support lifelong learning, and maintain a balance between national interests and individual development.

Additionally, curriculum development must consider fundamental principles such as relevance, flexibility, continuity, efficiency, and effectiveness. These principles serve as a framework to ensure that the curriculum is comprehensive and purposeful, guiding curriculum developers in creating a well-structured and effective educational plan. A more complete and clearly articulated set of principles will enhance the quality and functionality of the curriculum, ensuring it meets the intended educational goals.

It is important to note that these principles are not rigid but dynamic, allowing for modification, addition, or reduction based on evolving needs and circumstances. They must align with the national curriculum standards in Indonesia, whether it be the 2013 curriculum or the Independent Curriculum (Kurikulum Merdeka). Consequently, the principles of PAI curriculum development complement both the 2013 curriculum and the Independent Curriculum, providing a unified framework that supports Islamic education while addressing the diverse needs of students and society.

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