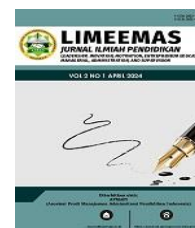


**LIMEEMAS: Jurnal Ilmiah Pendidikan**  
Volume 2 Nomor 1 Edisi Bulan April Tahun 2024

Tersedia Online di <https://ejournal.apmapi.or.id/index.php/Limeemas>  
E-ISSN Online : 3025-406X P-ISSN Cetak: 3025-4078



## Material and Development of Islamic Religious Education (PAI) Curriculum

**Sri Rahayu<sup>1</sup>, Azzizir Rohim<sup>2</sup>, Syarif Hidayat<sup>3</sup>, Mustafiyanti<sup>4</sup>**

<sup>1,2,3,4</sup> Fakultas Tarbiyah Institut Agama Islam Al-Qur'an Al-Ittifaqiah Indralaya

E-mail: [srirahayu110403@gmail.com](mailto:srirahayu110403@gmail.com)

**Abstrak:** Tulisan ini bertujuan untuk mengetahui tentang materi dan pengembangan kurikulum Pendidikan Agama Islam (PAI). Penelitian ini merupakan penelitian kepustakaan (*library research*). Sumber data yang digunakan adalah jurnal, buku-buku yang berkaitan dengan materi dan pengembangan kurikulum PAI. Adapun metode (*analisa data*) yang digunakan yakni metode deduksi, induksi, dan komparatif. Dari penelitian ini dapat disimpulkan bahwa Pengembangan dalam kurikulum Pendidikan Agama Islam (PAI) diartikan sebagai Kegiatan menghasilkan kurikulum PAI. Materi pembelajaran merupakan salah satu hal yang penting dalam kegiatan belajar mengajar. Untuk merancang pembelajaran kita perlu memikirkan materi/bahan pelajaran apa yang diperlukan untuk mencapai tujuan pembelajaran dan mencapai kompetensi yang diinginkan, karena itulah kita perlu mengembangkan bahan pembelajaran. Isi kurikulum adalah materi atau bahan ajar dalam proses belajar mengajar yang meliputi pengetahuan, ketrampilan dan nilai (*values*) yang terkait dengan bahan ajar yang disampaikan. Langkah-langkah pengembangan isi kurikulum secara umum adalah sebagai berikut : Identifikasi kebutuhan, Merumuskan tujuan kurikulum, Menentukan anggaran biaya, Membentuk tim pengembang, Menyusun runag lingkup dan urutan bahan ajar, dan lain sebagainya.

**Kata kunci:** Materi, Pengembangan, Kurikulum

**Abstract:** This paper aims to find out about the material and curriculum development of Islamic Religious Education (PAI). This research is library research. The data sources used are journals, books related to the material and PAI curriculum development. The methods (*data analysis*) used are deduction, induction, and comparative methods. From this research, it can be concluded that Development in the Islamic Religious Education (PAI) curriculum is interpreted as activities to produce the PAI curriculum. Learning material is one of the important things in teaching and learning activities. To design learning we need to think about what materials / learning materials are needed to achieve learning objectives and achieve the desired competencies, that's why we need to develop learning materials. Curriculum content is material or teaching materials in the teaching and learning process which includes knowledge, skills and values related to the teaching materials delivered. The steps for developing curriculum content in general are as follows: Identify needs, Formulate curriculum objectives, Determine the cost budget, Form a development team, Compile the scope and sequence of teaching materials, and so on.

**Keywords:** Materials, Development, Curriculum

## **INTRODUCTION**

The curriculum is one of the most decisive components in an education system, therefore the curriculum is a tool to achieve educational goals and at the same time as a guide in the implementation of teaching at all types and levels of education. Every educator must understand the development of his potential in the form of physical, intellectual, emotional, and social religion and so on.

By understanding the curriculum, Astirini Swarastuti et al. (2024), educators can choose and determine appropriate and appropriate learning objectives, methods, techniques, teaching media, and teaching evaluation tools. For this reason, in conducting a study on the success of the education system determined by all parties, good facilities and organizations, high realistic work intensity and appropriate curriculum (Agustin & Purwanto, 2023). Therefore, it is natural for educators and education personnel in the field of Islamic education to understand the curriculum and try to develop it. In this paper will be discussed about the implementation of Islamic education curriculum development.

## **METHODOLOGY**

The method used in this research is library research. The data sources used are journals, books related to the material and PAI curriculum development. The methods (data analysis) used are deduction, induction, and comparative methods.

## **RESULT AND DISCUSSION**

### **Definition of PAI Curriculum**

Curriculum development is a very essential component in all educational activities. Curriculum experts view that curriculum development is a cycle of relationships between curriculum components, namely between the components of objectives (Afini et al., 2023), materials (Agustin & Purwanto, 2022), activities (Agustinasari et al., 2022) and evaluation (Aisyah, Despita, et al., 2024). The four components that constitute a cycle do not stand alone, but influence each other. Based on these opinions, it can be said that curriculum development is a process that plans, produces a better tool based on the results of the assessment of the applicable curriculum, so as to provide better teaching and learning conditions. Development in the Islamic Religious Education (PAI) curriculum is defined as follows:

1. Activities to produce PAI curriculum.
2. A process that links one component to another to produce a better PAI curriculum.

3. Activities for the preparation (design), implementation, assessment and improvement of the PAI curriculum.

### **Development of Content and Teaching Materials**

Learning material is one of the important things in teaching and learning activities. Auliana et al. (2022), designing learning we need to think about what materials/learning materials are needed to achieve learning objectives and achieve the desired competencies, that's why we need to develop learning materials.

Learning materials can be divided into knowledge (cognitive), attitudes (affective) and skills (psychomotor). Knowledge (cognitive) material deals with various information that must be memorized and discussed by students (Aisyah, Hidayad, et al., 2024), so that students can express again. Apart from the cognitive aspect, the development of subject matter is also in terms of affective or attitude, which is related to attitudes, values or circumstances from within a person (Bambang Purwanto & Hidayad, 2022). Affective materials include response, value acceptance, internalization, and others. For example, the values of honesty, affection, interest, nationality, social sense, and so on. In terms of psychomotor, namely material that leads to movement/skill (Bonar Siagian & M Bambang Purwanto, 2023). Skills are patterns of activities that have a specific purpose that requires manipulation and coordination of information (Budiyanto et al., 2024). Competencies to be achieved from movement/skills, such as running, pencak silat, swimming, etc..

Curriculum content is material or teaching materials in the teaching and learning process which includes knowledge, skills and values related to the teaching materials delivered. The content of the curriculum can be:

1. knowledge that contains facts, principles, and generalizations contained in teaching materials.
2. Educational knowledge includes the methods used by teachers in teaching so that students really understand the teaching material.
3. curriculum knowledge, namely understanding the context of the curriculum to teach knowledge about teaching material.

Teaching materials are systematically arranged learning materials or materials that teachers and students use in the learning process to achieve certain competencies. In general, teaching materials are all forms of materials used to assist teachers / instructors in carrying out teaching and learning activities (Dacholfany et al., 2024). Hanadya et al. (2022), teaching materials are more narrowly understood as instructional materials broadly consisting of knowledge, skills, and attitudes that students must learn in order to achieve predetermined competency standards. In detail,

the types of learning materials consist of knowledge (facts, concepts, principles, procedures), skills, and attitudes or values (Hidayad et al., 2023).

1. Selection of curriculum content. One of the main tasks faced by curriculum developers is to choose the right curriculum content to meet the desired goals.
2. Criteria for selecting curriculum content. There are six criteria for selecting curriculum content, namely;
  - a) significant; with knowledge and discipline, a balance between concepts, ideas and facts.
  - b) validity; Content must be authentic, true and accurate.
  - c) social relevance; dealing with moral values, ideals, social issues, controversial issues.
  - d) utility (useful); Preparing Students to Live More Mature.
  - e) learnability and usable by students with different backgrounds and abilities.
  - f) interest.
3. The scope of curriculum content refers to the breadth and depth of the curriculum at one period of time. In determining the scope of curriculum content, there are several concepts, namely time constraint, a common core, special needs of content, integration of content, a total amount of content required.
4. Sequence is the arrangement of curriculum content delivered to students. There are six criteria for sorting curriculum content as suggested by Robert Zais, namely: from simple to difficult, prerequisite learnings, chronological, whole-to-part learning, from concrete to abstraction, spiral sequencing.

### **Aspects and Steps of Curriculum Content Development**

Aspects in the curriculum content that need to be considered in curriculum development include::

1. Theory, that is, a set of interconnected constructs or concepts, definitions or prepositions (hidayad et al., 2023).
2. Concept, that is, an abstraction formed by organizations of specificities. A concept is actually a brief definition of a group of facts or symptoms. A concept is a definition of what needs to be observed and determines which variables there is an empirical relationship with (Indriani et al., 2021).
3. Generalization, which is a general conclusion based on the conclusion of specific things, sourced from the results of analysis, opinion or evidence in research. Principles, that is, main ideas, patterns of schemes present in the material that develop relationships between several concepts . Principles commonly called laws or generalizations (Irawan et al., 2024).

4. Procedure, which is a series of sequential steps that are in the subject matter and must be performed by the student (Marisya et al., 2023).
5. Facts, namely a certain amount of special information in the material that is considered to have an important position (Nasar et al., 2024).
6. Terms, that is, new and specialized vocabulary words, are introduced in the material (Melinda Puspita Sari Jaya et al., 2023).
7. Examples or illustrations, a thing or action or process that aims to clarify, so that a description / opinion becomes clearer and easier to understand by other parties (Novia et al., 2024).
8. Definition, which is an explanation of the meaning or understanding of a thing, a word in its outline (Nuswantoro et al., 2023).
9. Preposition, which is a statement or opinion that does not need to be argued. Prepositions are almost the same as assumptions and paradigms, without proof and already considered true (M. Purwanto, 2021).

The steps for developing curriculum content in general are as follows: (M. B. Purwanto, 2024)

1. Identify needs
2. Formulate curriculum objectives
3. Determine the cost budget
4. Forming a team of developers
5. Compile the scope and sequence of teaching materials
6. Analysing teaching materials
7. Assessing teaching materials
8. Adopt teaching materials
9. Distribute, use, and monitor the use of teaching materials.

### **PAI Curriculum Implementation**

The implementation activities of the Islamic religious education curriculum can be evaluated by looking at four aspects, namely: objectives, strategies, content of subject matter and evaluation activities.

1. Goal aspect

The goals to be achieved in the teaching and learning process are not stated so that the teacher seems to walk without the right direction. Therefore, learning objectives must be designed to the operational level, meaning that they are operational, measurable and observable to the level of success. The objectives formulated are more oriented to the development of the potential possessed by students.

2. Material aspect

The description of the material as teaching material does not get development, teachers simply rely on books that exist in students, so the scope of discussion is very limited. Even though the material can be developed by looking at various other dimensions and literature in the library. Because the material aspect is one of the most important parts in the development of the learning process, teachers can formulate systematically according to the level of ability of students. In developing aspects of learning material can be done with a "Concept Map" approach.

3. Strategy aspects

In the teaching and learning process they are able to use one of the active strategies, so that students can learn with enthusiasm and enthusiasm to follow learning in class. In general, the use of active strategies has been carried out although there are still shortcomings. The use of active strategies in the learning process is a must in teaching and learning activities. Therefore, strategy is a component that determines the success of teaching and learning activities in addition to objectives, material and evaluation. The strategy used is really able to raise the enthusiasm of students in learning. Strategies that can serve the needs of students, both individually and in groups are expected today. The use of appropriate strategies can affect the effectiveness of teaching and learning activities.

4. Evaluation aspect

This aspect is not perfectly implemented. Evaluation activities are only limited to written and oral tests while other aspects, namely non-test form evaluation, are never carried out. It seems that the issue of evaluation is not too much attention, even though evaluation is a component that is no less important than other components in the implementation of learning. This evaluation activity is useful to see the success of the learning process. With evaluation, it can be known whether or not the quality of an education is good. Evaluation activities can also see whether or not the objectives formulated, the material taught and the strategies used.

### **Supporting Factors for PAI Curriculum Implementation in KBM**

In the process of implementing the PAI curriculum in KBM in the classroom, it is strongly influenced by several factors supporting the success of curriculum implementation. The supporting factors for the implementation of the PAI curriculum are as follows::

1) Teacher Factors

Teachers are one of the elements in the field of education who play an active role and place their position as professionals, in accordance with the demands of a growing society.

Therefore, teachers are not merely as "transfer of values" teachers, but also as mentors who provide direction and guide students in learning (Rosyidin & Purwanto, 2024). The teacher factor is quite instrumental in the implementation of the curriculum and has a direct impact on changing the school as a social system. The success of Islamic religious education can be influenced by several factors. Collin J. Marsh (1980) in "Curriculum Process in The Primary School" suggests that there are five elements that can be influenced by the success of learning in school, namely :

- a. Support from the principal
- b. Support from peers or fellow teachers
- c. Support from learners as learners
- d. Support from parents or learners

Of the five elements above, the most determining the success or failure of a learning process in the classroom is the teacher, position and role of the teacher. Education is the spearhead in determining the success or failure of a learning design. Teachers do not only act as teachers but as guides, leaders, scientists, liaison, reformers and builders. Highlighted again in the book "Basic Principles of Student Teaching" by Adan and Dicky and Oemar Hamalik's translation it is stated that the role of teachers is actually very broad, including :

- a) teacher as instructor.
- b) teacher as counsellor.
- c) teacher as scientist.
- d) teacher as person.

## 2) Learner Factors

Students are raw inputs that show the factors contained in individuals and allow someone to learn. These factors include: talent, knowledge, attitude, age, gender and socioeconomic.

## 3) Environmental Factors

The success of the learning process and outcomes is also determined by adequate facilities and infrastructure and supported by conducive environmental conditions. The environment is said to be the second determining factor for the success of the Islamic religious education process, after the innate factor. This is based on the law of "convergence" which states that what determines a person's future, whether he becomes a good person or vice versa, happy or vice versa is largely determined by environmental factors where he is and innate factors. These environmental factors include the school environment and the family environment (parents and community). M. B. Purwanto & Al Firdaus (2023), the school environment that involves social and school relationships, namely the relationship between principals



and teachers, teachers with teachers, teachers with students, and students with students themselves, also includes school relationships with the community, in this case parents of students. According to R.A Rodia Fitri Indriani et al. (2024) argue that the involvement or role of parents of students and community members is very necessary in the implementation of schools, especially in facing very important problems in improving the quality and quantity of schools (education). It is related to religious education that parents and society greatly determine changes in the behavior of students.

## CONCLUSION

Development in the Islamic Religious Education (PAI) curriculum is defined as follows: Activities to produce the PAI curriculum, Processes that relate one component to another to produce a better PAI curriculum, Preparation activities (design), implementation, assessment and improvement of the PAI curriculum. Curriculum content is material or teaching materials in the teaching and learning process which includes knowledge, skills and values related to the teaching materials delivered. Teaching materials are systematically arranged learning materials or materials that teachers and students use in the learning process to achieve certain competencies. The implementation activities of the Islamic religious education curriculum can be evaluated by looking at 4 aspects, namely: objectives, strategies, content of subject matter and evaluation activities. In the process of implementing the PAI curriculum in KBM in the classroom, it is strongly influenced by several factors supporting the success of curriculum implementation. The supporting factors for the implementation of the PAI curriculum are teacher factors, student factors, and environmental factors.

## REFERENCES

- Afini, V., Suratni, S., Kumalasari, C., Novia, F., & Purwanto, M. B. (2023). Language Learning Approaches: A Study Meta-Analysis of Vocabulary Mastery in EFL Learners. *Journal of Language Development and Linguistics*, 2(2), 111–126. <https://doi.org/10.55927/jldl.v2i2.5805>
- Agustin, A., & Purwanto, M. B. (2022). Pelatihan Kiat Menjadi Pembelajar Bahasa Inggris yang Lebih Berhasil Bagi Siswa SMA/SMK DI KOTA Palembang. *SEWAGATI: Jurnal Pengabdian Masyarakat Indonesia*, 1(4), 12–19. <https://doi.org/10.56910/sewagati.v1i4.244>
- Agustin, A., & Purwanto, M. B. (2023). Pengaruh Gaya Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru SMA. *LIMEEMAS: Jurnal Ilmiah Pendidikan*, 1(2), 55–64. <https://ejournal.apmapi.or.id/index.php/Limeemas/article/view/12>
- Agustinasari, E., Simanjuntak, T., & Purwanto, M. B. (2022). A Review on Error Analysis Stages in Teaching English Structure. *Pioneer: Journal of Language and Literature*, 14(1), 253–268. <https://doi.org/10.36841/pioneer.v14i1.1702>
- Aisyah, A., Despita, D., & Purwanto, M. B. (2024). The Implication of Paradigmatic and Syntagmatic Relations in Morphology to Language Teaching and Learning. *Language and Education Journal*, 9(1 SE-Articles). <https://doi.org/10.52237/lej.v9i1.695>



- Aisyah, A., Hidayad, F., & Purwanto, M. B. (2024). Effect of Grammar Learning Strategies (GLS) in Language Learning: Case Study on Vocational High School Students in Determining Proficiency Levels. *Wiralodra English Journal (WEJ)*, 8(1 SE-Articles), 141–153. <https://doi.org/10.31943/wej.v8i1.281>
- Astirini Swarastuti, Budiyo, B., & M Bambang Purwanto. (2024). Management Of English Learning To Improve Digital-Based Language Literacy Skills. *International Journal of Education, Vocational and Social Science*, 3(01 SE-Articles), 202–215. <https://doi.org/10.99075/ijevss.v3i01.672>
- Auliana, N. U., Hanadya, D., & Purwanto, M. B. (2022). Pengembangan Objek Wisata Kambang Iwak Park Sebagai Paru-Paru Kota Palembang. *NAWASENA: Jurnal Ilmiah Pariwisata*, 1(3), 20–31. <https://doi.org/10.56910/nawasena.v1i3.375>
- Bambang Purwanto, M., & Hidayad, F. (2022). English Learning Strategies for Vocabulary Mastery. *English Education: Journal of English Teaching and Research*, 7(2 SE-), 178–189. <https://doi.org/10.29407/jetar.v7i2.18457>
- Bonar Siagian, & M Bambang Purwanto. (2023). Lextutor English Learning Pronunciation and Vocabulary: A Language Data Base Program . *PUSTAKA: Jurnal Bahasa Dan Pendidikan*, 4(1 SE-Articles), 116–130. <https://doi.org/10.56910/pustaka.v4i1.1062>
- Budiyo, Kabri, K., Harapan, E., & Purwanto, M. B. (2024). 21st Century English Learning: a Revolution in Skills, Critical Thinking, Creativity, and Visual Communication. *Asian Journal of Applied Education (AJAE)*, 3(1 SE-Articles), 43–54. <https://doi.org/10.55927/ajae.v3i1.7841>
- Dacholfany, M. I., Iqbal, M., Rahmi, E., & Purwanto, M. B. (2024). Principal's Leadership Strategy in Efforts to Development the Quality of Human Resources in Schools. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(1 SE-), 487–493. <https://doi.org/10.54371/jiip.v7i1.3356>
- Hanadya, D., Auliana, N. U., & Purwanto, M. B. (2022). Kepuasan Mahasiswa Terhadap Pelayanan Sarana Dan Prasarana Perpustakaan Di Politeknik Darussalam Palembang. *Jurnal Ilmiah Mahasiswa Perbankan Syariah (JIMPA)*, 2(1), 171–182. <https://doi.org/10.36908/jimpa.v2i1.61>
- hidayad, ferri, Agustin, A., & Purwanto, M. B. (2023). THE USE OF PROCESS GENRE TECHNIQUE TO IMPROVE WRITING SKILL. *Language and Education Journal*, 8(1 SE-Articles). <https://doi.org/10.52237/lej.v8i1.414>
- Hidayad, F., Agustin, A., Despita, D., & Purwanto, M. B. (2023). Implementing Writing Skills through The Genre Approach. *INTERACTION: Jurnal Pendidikan Bahasa*, 10(2), 589–606. <https://doi.org/10.36232/jurnalpendidikanbahasa.v10i2.4767>
- Indriani, R. A. R. F., Hanadya, D., & Purwanto, M. B. (2021). Pelatihan Kewirausahaan Pembuatan Roll Cake di Komplek Nuansa Dago Blok. A9 Sukabangun, Kota Palembang. *Jurnal Pengabdian Kepada Masyarakat*, 1(1), 31–40. <https://ojs.politeknikdarussalam.ac.id/index.php/jpkm/article/view/jpkm5>
- Irawan, D., Marisya, F., Hatidah, H., & Purwanto, M. (2024). Changing Principal Leadership in the Age of Digitalization. *INTERACTION: Jurnal Pendidikan Bahasa*, 11(1 SE-Articles). <https://doi.org/10.36232/jurnalpendidikanbahasa.v11i1.6033>
- Marisya, F., Mayasari, V., Astuti, S. D., & Purwanto, M. B. (2023). Implementation of Leadership Ethics and Transformational Leadership in Employee Performance. *Asian Journal of Applied Business and Management*, 2(4 SE-Articles), 545–556. <https://doi.org/10.55927/ajabm.v2i4.6714>
- Melinda Puspita Sari Jaya, Santa Idayana Sinaga, & Bambang Purwanto, M. (2023). Parents' Perceptions of Learning English for Early Children. *JELLT (Journal of English Language and Language Teaching)*, 7(2 SE-), 1–12. <https://doi.org/10.36597/jellt.v7i2.14563>
- Nasar, I., Nurdianingsih, F., Rahmi, E., & Purwanto, M. B. (2024). Values Of Character Education: Study of Strengthening the Culture of Digital Literacy for Youth in Disruptive 5.0 Era. *Gema Wiralodra*, 15(1 SE-Articles), 596–604. <https://doi.org/10.31943/gw.v15i1.688>
- Novia, F., Desti Nurdianti, & M Bambang Purwanto. (2024). English Learning and Innovation Skills in 21st: Implementation of Critical Thinking, Creativity, Communication, and Collaboration. *Asian Journal of Applied Education (AJAE)*, 3(2 SE-Articles), 113–124. <https://doi.org/10.55927/ajae.v3i2.8318>
- Nuswantoro, P., Marsinah, M., Rahmi, E., & Purwanto, M. B. (2023). School Principal Leadership Style In Improving Teacher Professionalism. *International Journal of Technology and Education Research*,

- 1(02), 19–27. <https://doi.org/10.99075/ijeter/issue/view/16.v1i01.305>
- Purwanto, M. (2021). Kepemimpinan Kepala Sekolah yang Efektif di SMA Negeri Kota Palembang. *UTILITY: Jurnal Ilmiah Pendidikan Dan Ekonomi*, 5(01 SE-Articles). <https://doi.org/10.30599/utility.v5i01.1160>
- Purwanto, M. B. (2024). Managerial Principal in Improving the Quality of Teacher Administration. *SILABUS: Jurnal Pendidikan Indonesia*, 1(1 SE-Articles), 47–56. <https://jurnal.sitasi.id/silabus/article/view/48>
- Purwanto, M. B., & Al Firdaus, M. M. (2023). Analysis of Students' Learning Motivation: Psychometric Parameters Study of Learning English Courses in the Business Travel Department. *Metathesis: Journal of English Language, Literature, and Teaching*, 7(1), 86–96. <https://doi.org/10.31002/metathesis.v7i1.414>
- R.A Rodia Fitri Indriani, Marsinah Marsinah, Dwi Hanadya, Nyayu Ully Auliana, & M. Bambang Purwanto. (2024). Perjalanan Songket: Transformasi Menghidupkan UMKM di Kota Palembang. *Cakrawala: Jurnal Pengabdian Masyarakat Global*, 3(2 SE-Articles), 209–216. <https://doi.org/10.30640/cakrawala.v3i2.2643>
- Rosyidin, I., & Purwanto, M. B. (2024). Implementation Of System Comparative Linguistics: An Overview In Language Learning. *Journal of English Teaching and Linguistics*, 1(01), 35–45. <https://jetli.yupind.com/index.php/jetli/article/view/6>