

## ISLAMIC EDUCATION CURRICULUM PLANNING MODEL

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### Abstrak

Tujuan penelitian ini untuk mengetahui bagaimana model perencanaan kurikulum pendidikan Islam dengan memperhatikan 1) epistemologi, 2) ideologi, 3) model perencanaan kurikulum pendidikan Islam dalam pandangan Tyler yang di kaitkan dengan pendapat dan teori dari Zainal Arifin. Metode yang digunakan dalam Penelitian ini adalah Library Research (penelitian pustaka) yang dilakukan dengan mengambil data berupa teks di perpustakaan online/offline, E-Book dan jurnal-jurnal dengan menggunakan teknik analisis induktif. Sumber literatur utama yang digunakan yaitu dua buku (Zainal Arifin dan Oemar Hamalik) dan satu artikel (Mukh Nursikin). Adapun pendekatan yang digunakan dalam penelitian ini adalah dengan 1) mencatat segala temuan data berupa teks yang didapatkan dari literatur, 2) memadukan data yang didapat, 3) peneliti menganalisis data yang didapat, 4) mengkritisi hasil yang didapat. Hasil dari penelitian ini yaitu model perencanaan kurikulum rasional interaktif yang menyesuaikan dengan pemikiran dan situasi sangat cocok diterapkan dan model ini memperhatikan pengembangan kurikulum setelah adanya perencanaan. Didukung dengan teori dari model kurikulum yaitu ideologi dan epistemologi kurikulum pendidikan Islam yaitu ilmu, metode, struktur dan dasar yang yang dijadikan pedoman.

**Kata kunci:** Model Perencanaan, Kurikulum, Pendidikan Islam.

### Abstrack

*The purpose of this research is to find out how the Islamic education curriculum planning model takes into account 1) epistemology, 2) ideology, and 3) the Islamic education curriculum planning model in Tyler's view which is associated with the opinions and theories of Zainal Arifin. The method used in this study is Library Research which is carried out by collecting data in the form of text in online/offline libraries, E-Books, and journals using inductive analysis techniques. The main literary sources used are two books (Zainal Arifin and Oemar Hamalik) and one article (Mukh Nursikin). The approach used in this study is to 1) record all data findings in the form of text obtained from the literature, 2) combine the data obtained, 3) researchers analyze the data obtained, and 4) criticize the results obtained. The results of this study are that the interactive rational curriculum planning model that adapts to thoughts and situations is very suitable to be applied and this model pays attention to curriculum development after planning. Supported by the theory of the curriculum model, namely the ideology and epistemology of the Islamic education curriculum, namely knowledge, methods, structure, and basis which are used as guidelines.*

**Keywords:** Planning Model, Curriculum, Islamic Education.

## INTRODUCTION

Curriculum planning is the first step in creating a curriculum in accordance with educational goals. According to Oemar Hamalik curriculum planning is a process of making decisions about learning objectives at many levels, how to achieve goals through teaching and learning situations, studying the effectiveness and meaningfulness of curriculum methods (Hamalik, 2016). Planning is carried out to provide a stimulus so that the curriculum will be designed according to the needs and goals of education. The curriculum at this time tends not to be easily accepted by every school, especially Islamic education because the components contained therein are not in sync with the ability of schools and the readiness of human resources in schools.

To overcome this phenomenon, the parties involved in the formulation of the educational curriculum, especially Islamic education, must apply the first step, namely planning an educational curriculum in which there are several planning models that can be adapted to the goals and needs of education. The current curriculum refers more to character education and creativity and innovation.

Several things must be done to produce an Islamic education curriculum that is in accordance with educational goals, the step that must be taken is to choose a curriculum planning model. The model is the design of a plan, this design is made by looking at different school backgrounds, so there are options that can be used by curriculum planning parties to use the most appropriate model.

The curriculum planning model put forward by Tyler which is supported by the theory of curriculum development from Zainal Arifin is very related so that this curriculum planning model is highly recommended for use in curriculum planning to produce a curriculum that fits the needs of Indonesian education. In addition, Islamic education has goals that must be achieved in order to educate the nation's children, therefore it requires a curriculum that suits their needs through the use of a curriculum planning model. Some of the objectives of Islamic education put forward by Al-Abrasyi in the journal Mukh Nursikin:

1. Forming noble character, that the purpose of education is actually to form perfect morals as the nature of the Prophet.
2. Preparation for the current life in this world and eternal life in the hereafter.
3. Seeking the perfection of life, with the balance of knowledge gained.

4. Foster scientific enthusiasm and examine various kinds of knowledge.
5. Making students ready in terms of profession and technique as well as adjustments to the field of work (Nursikin, 2020). The educational curriculum planning model that is suitable for use today is a rational interactive model because in terms of curriculum planning the process pays attention to circumstances or situations so that if implemented in planning, the curriculum can be implemented and accepted by all schools.

## METHOD

The type of research in this study is *library research* ( studies library ), type study This make an effort give a number of addition in detail in description about characteristic event natural . Study sourced from books , journals and sources others can made reference in get results valid research. The source of this research is Zainal Arifin's book entitled Management of Islamic Education Curriculum Development; Theory and Practice, 2018, Mukh Nursikin Journal with the title Islamic Religious Education Curriculum Development in a Progressivism Perspective, 2020 and Oemar Hamalik's book with the title Basics of Curriculum Development, 2016). The approach used in study This is descriptive qualitative For describe facts . Study This including in category study visible library of (1) notes all data findings in the form of obtained text from available sources and literature about Development Education Curriculum, (2) combines the data obtained, (3) researchers analyzing the data obtained, (4) criticizing the results obtained. The analytical technique that will researcher use is analysis inductive that is analysis based on found facts from existing research done by others later analyzed and drawn conclusions (Zed, 2004).

## RESULTS

In this study, the educational curriculum planning model was used according to Tyler as an expert who masters the curriculum. According to Tyler in the journal Ibrahim, planning models are taken based on rational assumptions (Nasbi, 2017). There are several models of educational curriculum planning. They are :

1. Deductive rational planning model (Tyler's rational), this model emphasizes logic in designing curriculum programs and also focuses on the specification of goals (Goals). The characteristics of this planning model are that it focuses on logic in planning programs, focuses on goal specification, tends to ignore problems in the task environment, determines

policies within the department, is suitable for use in a centralized education system, and the curriculum is considered a tool to achieve goals in the economic field.

2. Rational interactive model. This model is a curriculum planning model that prioritizes logic but is also situational, so it is more flexible and appropriate for Islamic educational institutions, especially if they want to develop a school-based curriculum. The characteristics of the rational interactive model are that it does not follow a logical sequence, rational is used as a demand for agreement between different opinions, planning is seen as planning with compared to planning for, it is called a situational model, and planning is a crucial phase in curriculum development.
3. The discipline model, of planning focuses on teachers, they plan their curriculum based on continuous systematic considerations through philosophical, sociological, and psychological knowledge. The characteristics are planning that focuses on teachers, teachers plan the curriculum based on systematic considerations about the relevance of knowledge.
4. Model without planning (non-planning model), This model occurs based on the teacher's intuitive considerations in the classroom as a form of decision-making. The characteristics are that teachers have intuitive judgment in the classroom, as a form of decision making, little effort except for formulating specific goals, formality of opinion, and intellectual analysis (Hamalik, 2016).

Curriculum planning is part of the embodiment of ideas regarding curriculum development. Planning is an important key to optimizing the results of a curriculum development process and depends on human capabilities (Mansur, 2016). Planning requires a model to make planning mature and in line with the times and in accordance with the needs of education, especially Islamic education.

The educational curriculum planning model that is suitable for use today is a rational interactive model because in terms of curriculum planning the process pays attention to circumstances or situations so that if implemented in planning, the curriculum can be implemented and accepted by all schools.

Judging from the components of the educational curriculum, this is very related. The rational interactive model pays attention to curriculum development after planning, therefore in planning it is also needed what a good curriculum development model will be, so that after

planning is carried out according to procedures and using the right model then the implementation and development will also go well.

The rational interactive model is also very synchronous for use in today's education which emphasizes ethics and character. One of the things put forward in this model is curriculum planning that pays attention to the situation (circumstances). The government is promoting character education in school life where it is hoped that students will have ethics and morals as well as characters that are in accordance with the meaning of the five precepts contained in Pancasila and also have noble character like the Prophet Muhammad SAW, especially in Islamic education.

Judging from previous research by Zainur Roziqin, a student at Nurul Jadid Paiton University, Probolinggo with the title "Menggagas Perencanaan Kurikulum Sekolah Unggul" in 2019. It was explained in the research that curriculum planning is the first step taken as a foundation that is in line with the vision and mission to achieve a quality curriculum. and superior. In this study it was explained that one aspect of school excellence lies in curriculum planning which is used as the foundation.

The results of this study which discusses the Islamic Education Curriculum Planning Model is a planning model that is in accordance with the goals of education is a rational interactive model that is believed to be able to produce an Islamic education curriculum that is able to make students have character and general and religious knowledge, making schools superior with a curriculum as the foundation for education.

Seeing from several previous studies regarding curriculum planning, one of the important things in planning is choosing a model in which there is a description to achieve a goal. The model in planning the Islamic education curriculum is an important element in, judging from the number of schools, the many school problems that occur because of the curriculum background that each school is not necessarily able to implement significantly. Therefore, the rational interactive model is suitable for Islamic educational institutions. the rational interactive model is a model that is based on demands for agreement from different opinions. In this curriculum planning model, the emphasis is on planning with and planning for so that in Islamic educational institutions curriculum planning is situational, flexible, and precise by prioritizing curriculum planning strategies based on developing social needs (Silitonga, 2023).

Islamic educational institutions that have used a rational interactive curriculum planning model have become more flexible and very situational, thereby creating collaboration between all elements in the school, including teachers, principals, deputy principals, and students who are included in the curriculum planning process so they know what their needs are. need and also don't forget that schools also provide facilities as one of the elements of implementing learning after carrying out rational interactive curriculum planning which emphasizes planning with, namely planning by involving all stakeholders or elements of the school so that this model is suitable for use in planning the Islamic education curriculum (Ramadhani, 2020).

### **A. Ideology Islamic Education Curriculum**

In the discussion of the curriculum planning model, there is a section on the ideology of the Islamic education curriculum. In Zainal Arifin's book, the ideology of the Islamic education curriculum is divided into three, namely:

#### *1. Religious- Conservative*

Genre This put forward that education tend behave pure religious . Draft Genre This is make an effort approach self to God too look for His blessing for clean self from morals No commendable . Because of that so Genre This more attach importance give teaching religious knowledge so participant educate know his god .

#### *2. Religious-Rational*

Genre This put forward religious and scientific studies he continued like literature \_ rational and purposeful Finally is still bring closer self with God.

#### *3. Pragmatic -Instrumental*

Genre This classify knowledge based on goal, in Genre This knowledge combined religious knowledge with knowledge general like knowledge count, and language (Arifin, 2016).

In this explanation it can be concluded that ideology is the basis for the formation of an Islamic education curriculum which is used as a reference in the learning process in accordance with the Indonesian education curriculum in general. This ideology needs to be developed in Islamic education specifically to serve as a reference in planning Islamic education curriculum.

### **B. Epistemology Islamic Education Curriculum**

After the basis of the Islamic education curriculum which contains a combination of all the knowledge that can be applied in planning the Islamic education curriculum, then it is necessary to note that there is a discussion regarding the epistemology of the Islamic education

curriculum which discusses the methods, sources and structure of knowledge. In the process of curriculum planning requires previous knowledge and knowledge to be studied in order to obtain results that are not much different from the typical knowledge of Islamic education.

Epistemology is also carried out as a rational effort made to build a basic foundation of historical knowledge (Sidik, 2016). Islamic education is education that originates from the Al-Qur'an and As-Sunnah from Allah. Epistemology of the Islamic Education Curriculum in this case Zainal Arifin took and deepened the theory of Al-Jabiri who put forward three epistemologies, namely:

### 1. *Bayani Epistemology*

Epistemology bayani is thinking as source base in knowledge that makes Al-Qur'an and Hadith as basic . Bayani only sourced and forwarded text without make relation between text with circumstances real (Wijaya, 2019).

Curriculum appropriate Islamic education with epistemology bayani emphasizing on studies sourced from the Qur'an and its impact is teach learning and Islamic understanding textual. Textual is understanding that was first obtained and captured by humans when explain and interpret verses of the Koran (Salamah, 2020).

### 2. *Epistemology 'irfani*

Epistemology 'irfani own enough pattern different from bayani, 'irfani based on intuition and resources from thinking this is experience ( *Experience*). epistemologist this is also based sharpness heart conscience, because knowledge obtained from the inner towards the ultimate (Rahmat, 2018).

Curriculum sourced Islamic education from irfani thoughts emphasize study intuition . Impact is teach Islam intuitive and spiritual morals. Intuition matters a lot in direct somebody For arrange thoughts, behaviors and emotions (Az-Za'balawi, 2007).

### 3. *Epistemology Burhani*

Epistemology Burhani move on to proofs through reasoning rational , sourced from reality nature, social, humanity nor religion . Epistemology this Already considered own suitability with development knowledge according to the times without leave religious knowledge.

In Arabic Burhani ( *Al-Hujja*) has the meaning of argument, from this meaning it can be seen that burhani epistemology is the activity of rational thinking to determine a truth scientifically (Batubara, 2019).

Curriculum Islamic education is based on epistemology Burhani emphasize that knowledge and studies originates from thought rational No form intuition or text . Example from epistemology burhani is “the process of creation man in the studied Qur'an with knowledge medicine.”

### C. Objective Planning Education Curriculum

Objective planning curriculum education consists from a number of existing opinion concluded through analyzes. Kindly general objective planning curriculum education specifically education Islam includes :

#### 1. *Guidelines maintenance in activity learning in reach objective education*

Guidelines is instructions used in activity the resulting learning from planning ripe curriculum For applied in the educational process. Experienced several times change curriculum, Indonesian education is still Keep going try fix and analyze curriculum through function management.

#### 2. *Standard supervision in implementation and development curriculum*

Planning curriculum that has legalized in a manner national by the ministry education will made material supervision and standardization in the educational process particularly in implementation and development curriculum .

#### 3. *Know structure organization (people involved) to carry out planning in reach objective education*

Structure organization is the order of those who attended dabbling in planning curriculum, necessary exists structure organization For know “tugas pokok dan fungsi” from everyone to get operate its duties and functions in accordance direction .

#### 4. *Is description systematic curriculum covers cost and quality as well as suitability Work*

Planning curriculum is description outlined curriculum in a manner thorough for get valid result. Planning curriculum one of them did For save charge and deliver good quality through research that has done previously, the opinions of teachers who carry out proposed

curriculum in meeting or training level area/centre. Whole matter the can taken conclusion For give input in planning curriculum.

5. *Minimize activities that are not productive to be effective and efficient*

Planning curriculum done for give image, as guidelines and standards supervision in the educational process. Activities that are not productive can minimized with exists planning that has legalized as basis and reference in the educational process in Indonesia. Islamic education also depends on how curriculum implemented, the components contained should also be in it held one one by one for reach school excel and achieve objective Indonesian education namely educate life nation with put forward education character, knowledge knowledge and technology.

#### **D. Levels Planning Curriculum**

The level of curriculum planning is the division of classes in planning. This is done so that the planning process facilitates the classification of what curriculum is suitable for use. There are several levels of curriculum planning, namely:

1. *Classroom Level*

Planning curriculum at the level class notice implementation carried out by the teacher. on the rate this planning the required curriculum formulated one of them is method like what will used and how the teacher delivers learning.

2. *The Team, Grad , and Department Level*

on the rate This there is four pattern planning namely :

- a) Team in open space school, implemented in room scope school and carried out by the principal school chairman team and teacher.
- b) Two teams of one grade level in an open space elementary school, applied in more school complex involving two teams that is head school, team coordinator, leader team along members and chairmen team II.
- c) Grade particular level of secondary school, used at the level school medium and is planning from all eye engaging lessons every field teacher study .
- d) Organizational pattern of all members of a secondary department. One faculty member happens to also serve as a grade coordinator, designing curriculum school medium For something field studies with involve all field teachers study and team consists from head school, chief team and teachers.

### 3. *The School Level*

This rate give essence no only plan regarding study programs just However problem financing and components education other. School must apply a mechanism so curriculum capable implemented in schools .

### 4. *The School District Level*

On the rate This planning curriculum party coordinated regency For see exists similarity need for each school so that implementation from curriculum can carried out by all school.

### 5. *The State Level (State/National Level)*

On the rate this country is strength tree in planning curriculum and responsibilities he replied on education . in implementation involve three party related competent that is Ministry of National Education, Organization Profession and State Legislature (Wahyudin, 2014).

## **E. Component Planning Curriculum**

The curriculum planning component is the content that will be planned in the curriculum. The components contained in curriculum planning consist of five points, namely:

### 1. *Objective*

Objective in matter this leads to learning, so need objective clear study for increase ability student as member community in the neighborhood social. This goals also originates from the goal of national education, namely to educate the nation's children to live productive lives in society.

### 2. *Content*

Content is content curriculum with material structured studies for reach objective education. There is a number of criteria content necessary curriculum note, namely :

- a) Significance, that is importance content curriculum on the discipline knowledge and themes study.
- b) Validity, related with authentic and accurate content curriculum.
- c) Relevance social, connected content curriculum with moral values, ideals, problems social and issues.
- d) Utility, usability or power to use yag related with with utility contents curriculum For prepare student going to life in the middle society.
- e) Learnability, ability for related studies with ability student in understand content curriculum.

- f) Interested, related with interest student to content curriculum.

### 3. *Activity Study*

Activity Study is activity the learning given in situation study teach so that student obtain specified content and knowledge. Activity Study grouped as following :

- a) Teaching expository, contains explanation details involved delivery information from something source to participant educate.
- b) Teaching interactive, contains explanation and accompaniment with exists question as form gift encouragement .
- c) Teaching or discussion group small, deep matter This class shared become groups small ones who work relatively freely.
- d) Teaching inquiry or solving problem, involves learning with activities carried out in a manner free.
- e) Study strategy teach others, form cooperative learning, community service projects, mastered learning and project approaches.

### 4. *Source*

A number of possible source used For reach objective education, namely:

- a) Books and materials printed
- b) Device soft computer
- c) Films and videotapes
- d) Television and projector
- e) *CDROM* interactive

### 5. *Evaluation*

Evaluation in planning curriculum done in a manner gradual and continuous. There is procedure evaluation curriculum namely:

- a) Bookmarks evaluation
- b) Specification task
- c) Evaluation design
- d) Data collection
- e) Data analysis
- f) Conclusion
- g) Recommendation audience (Hamalik, 2016).

## CONCLUSION

Islamic education curriculum planning model is thing that can determine success making curriculum to be used in the educational process. One model of curriculum planning that is deemed suitable used in especially Islamic education is a rational model interactive namely the planning model curriculum by prioritizing thoughts and situations.

While the supporters of this model are viewed from the ideology and epistemology of the Islamic education curriculum. Knowledge, method, structure and basis used as a guide in the educational process. Planning curriculum too done with exists classification or level planning curriculum for give and produce quality and thorough curriculum without exception.

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