

Curriculum Transformation of Islamic Religious Education

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ABSTRACT

In the context of Indonesia, especially after the New Order government, many changes occurred in the structure of our constitutional system. The transition of forms of government from centralized to decentralized, changes in democratic climate, the strengthening of the issue of human rights, a firmer recognition of cultural, religious and racial pluralism, all of which have implications for Government policies in the field of education. The aim of this paper is to reveal the transformation of curriculum in Islamic religion education. This study used literature review. The result of this paper is that there has been a paradigm shift in the PAI curriculum in public universities after the New Order government, especially in the 2002 PAI curriculum. The paradigm developed sees Islam as a dynamic and responsive perspective towards the present.

Keywords : Curriculum, transformation, Islamic religion, Islamic religion education, PAI

INTRODUCTION

Curriculum change is a necessity as a consequence of the changing situation and condition of the community where education takes place (Arthur K., et al., 1986). It classifies several categories that affect the curriculum, namely: individuals involved in the community of an educational institution; specifically organized group interests; commercial interests; initiators of information and new ideas; changes in economic and community conditions; professional organizations and learned societies; and external evaluation and accreditation.

In line with this, changes in government systems have enormous implications for the world of education, especially in this case the curriculum. Government policies in the form of legislation, bureaucratic systems and political orientation also characterize the existing curriculum.

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In this connection, changes that occur in social, economic and political aspects, need to be accompanied by cultural changes, otherwise these changes will give

birth to social instability, because they stand on fragile foundations. (Mun'im, 1998)

One of the most appropriate media in this cultural change effort is education (rahman, 2004). Thus, strategic steps are needed in efforts to improve the quality of education in line with the demands and mission of the reform movement itself. On this basis, on 7 November 1998 the Rector's Forum in Bandung declared the need for cultural reform through Education reform (Arifin, 2003). Educational institutions are expected to be able to reconstruct the mindset of the community. Government efforts to improve the quality of education in this reform era have begun, among others in the form of increasing the education budget and curriculum reconstruction.

Associated with the reconstruction of this curriculum, we need to look critically, whether the change in the curriculum is in line with the demands of the situation and conditions of the community, or just part of the reform euphoria, just want to "be different" with a model curriculum of the New Order.

One of the main targets in change The curriculum is religious education material, especially in the Religious Education Course in General Higher Education, which is one part of the Personality Coaching Components (MKPK) component, which can be understood given that religion is one of the determining factors in shaping awareness In addition, humanitarian tragedies that occurred in Ambon and Poso in the early days of the Reformation Order involved religious terms and symbols

in 2000. The Government, through the Directorate General of Higher Education (Dikti)) issued Decree Number: 263 / DIKTI / KEP / 2000 concerning Pen y Enhancement of the Core Curriculum for Personality Development in Religious Education in Higher Education in Indonesia. However, it was not until two years before the Directorate General of Higher Education reformed the curriculum of Religious Education in General Higher Education through Decree Number: 38 / DIKTI / KEP / 2002. In this new curriculum, it seems clear that a paradigm shift has implications for material changes that are quite radical from the previous curriculum. Radical changes that occur in a relatively short time, interesting to note.

RESULT AND DISCUSSION

Objective-Oriented Curriculum Achievement (1975-1984)

After Indonesia entered the New Order era, the curriculum structure changed from a "*learning plan*" to a curriculum based on achieving goals, in this context the curriculum of academic subjects is the oldest curriculum concept model , since the first school stood. This curriculum emphasizes content or subject matter sourced from scientific disciplines. Compilation is relatively easy, practical and easy to combine with other models. The curriculum is sourced from classical education,

perennials and essentialism, oriented to the past. In this curriculum the function of education is to maintain and pass down knowledge, technology and cultural values of the past to the younger generation.

According to this curriculum, learning is trying to master the contents or subject matter as much as possible, the curriculum of academic subjects does not mean that they will continue to emphasize the material presented. In the history of its development gradually also pay attention to the learning process undertaken by students. The learning process chosen depends on what aspects are important in the subject matter. All learning processes are directed in an effort to achieve learning objectives. This curriculum began to be developed from 1975 to 1984.

In the background of the 1975 curriculum, the Minister of Education of the Republic of Indonesia (Syarif Thayeb) explained about the 1975 curriculum being implemented as a guideline for implementing teaching in schools. The explanation was as follows:

Since 1968 in Indonesia there have been many changes that occur as a result of the speed of national development, which has a new impact on national education programs. Matters affecting the program and government policies that caused the reform are:

1. During Pelita 1, which began in 1969, many new ideas have emerged about the implementation of the national education system.
2. The existence of government policies in the field of national education outlined in the GBHN which include: "*catch up in the field of science and technology to accelerate the pace of development.*"
3. The results of analysis and assessment of national education by the education and culture department encourage the government to review national education policy.
4. There are innovations in teaching and learning system that are considered more efficient and effective that have entered the world of Indonesian education.
5. Public complaints about the quality of education graduates to review existing systems(Nasional, 2005).
6. In the 1968 curriculum there are things which are factors of developing government policies in the framework of national development that have not been taken into account, so a review of the 1968 curriculum is needed to fit the demands of the developing community.

Based on these considerations, a curriculum was formed in 1975. Every effort was made to realize the development strategy under the New Order government with the Pelita and Repelita programs.

Principles for Implementing the 1975 Curriculum:

The 1975 curriculum as a substitute for the 1968 curriculum uses the following principles:

1. Goal-oriented. In this case the government formulates the goals to be mastered by students better known as the educational objectives hierarchy which includes: national goals , institutional goals, curricular goals, general instructional goals, and specific instructional goals.
2. Adopting an integrative approach, in the sense that each lesson has a meaning and role that supports the achievement of more integrative goals.
3. Emphasis on efficiency and effectiveness in terms of time.
4. Adhering to the instructional system approach known as the Instructional System Development Procedure (PPSI) system which always leads to the achievement of specific goals can be measured and formulated in the form of student behavior.
5. Be influenced by behavioral psychology by emphasizing the stimulus response (excitatory answer) and practice (*drill*), learning more uses the theory of behaviorism, which views success in learning is determined by the environment with external stimulus, in this case the school and the teacher.

Components of the 1975 curriculum The 1975

curriculum contains provisions and guidelines which include the following elements:

1. Institutional goals starting from elementary, junior high, and high school are the goals to be achieved by the institution in implementing educational programs.
2. The curricular program structure is a general framework of teaching programs that will be provided to each school.
3. Outlines of the Teaching Program (GBPP), with its name, include:
 - a) Curricular goals are the objectives that must be achieved after participating in the teaching program concerned during the education period.
 - b) General instructional objectives are to be achieved in each unit of study both in one semester and one year.
 - c) Topics that must be developed to be used as learning material for students in order to achieve the stated educational goals.
 - d) The order of delivery of learning material one year to the next and from semester to semester.

Presentation system with PPSI approach (Instructional system development procedure)

PPSI system is used with the aim, that the teaching and learning process as a system that is always directed at the achievement of learning system goals with the instructional system approach which is a renewal in the teaching system in Indonesia.

PPSI is the most related system of one instruction consisting of progressive task design sequences for individuals in learning. The components of the PPSI are:

1. The guideline for goal formulation provides guidance for teachers in formulating specific goals based on the interior and analysis of the subjects outlined to achieve instructional and curricular goals in GBPP.
2. Guidelines for developing procedures for assessment tools. Procedural guidelines provide assessment tools and provide instructions on the assessment procedures to be taken, about the initial tests (*pretest*) and the final test (*final test*), about the tests to be used and about the formulation of test questions as part of the unit of study. The used in the PPSI is called the *criterion test-referenced test*, which is a test used to measure the effectiveness of a program or program implementation.
3. Guidelines for the process of student learning activities. Guidelines for the process of student learning activities are instructions for teachers to set the steps of student learning activities in accordance with the subject matter that must be mastered and the specific instructional objectives that must be achieved by students.
4. Guidelines for teacher activities. This guide is a guide for teachers to plan the program of guidance activities so that students carry out activities in accordance with the formulation of ICT (Special Instructional Purpose).
5. Guidelines for program implementation. This guide contains instructions from the program that has been compiled, the instructions regarding the commencement of the implementation of the initial test, followed by the delivery of subject matter to the implementation of the assessment of learning outcomes.
6. Improvement or revision guidelines. This guideline is a development after a test has been completed. Improvements are carried out based on feedback obtained based on the results of the final assessment (Nasional, 2005).

Assessment system

By implementing PPSI, assessment is given at the end of each lesson or at the end of a unit of study, this is what distinguishes the 1975 curriculum from the previous curriculum, which is to provide an assessment at the end of the semester at the end of the year.

Guidance and counseling system

Every student has a different level of learning speed, besides that they need guidance that will develop them into human beings who are able to achieve a better future. In this case there needs to be guidance and counseling for students to determine the future according with the ideals of the child itself.

Supervision and Administration

An educational institution needs tools to achieve better targeted goals, in order to achieve national education goals. Improvements must be made in terms of students, teachers, and administration of a school. One that is not less important is the presence of supervisors is highly expected because supervisory guidance is very helpful for motivating, directing, and guiding in carrying out educational institutions. How school supervision and administration techniques can be learned in the curriculum implementation guidelines on supervision and administration, the seven elements are a unity that colors the 1975 curriculum as a teaching system.

Subjects in the 1975 curriculum are:

1. Islamic education.
2. Pancasila Moral Education.
3. Indonesian Language.
4. Social Knowledge.
5. Mathematics.
6. Natural Science Knowledge.
7. Sports.
8. Art.
9. Special skills (Suprananta, 2007).

CURRICULUM 1984

The 1975 curriculum towards the year 1983 is considered to be no longer able to meet the needs of society and the guidance of science and technology. Even the 1983 general assembly of the MPR whose products were contained in the 1983 GBHN stated a political decision requiring a change in curriculum from the 1975 curriculum to the 1984 curriculum. Because in 1984 the government determined the replacement of the 1975 curriculum by the 1984 curriculum, in general the basis for the 1975 curriculum change was (Sujana, 2012).

1. There are several elements of the 1983 GBHN that have not been accommodated in the elementary and secondary education curriculum.
2. There is a mismatch between curriculum materials in various fields of study with students' abilities.
3. There is a gap between curriculum programs and implementation in schools.

4. Too much curriculum content that must be taught at almost every level.
5. 5. The Implementation of the History of National Struggle Education (PSPB) as an independent education sector starting from the childhood level up to senior high school including non-school education.
6. Procurement of new study programs to meet the needs of employment development (Nasution, 1989).

Characteristics of the 1984 Curriculum

Based on these developments, by the year 1983 between the needs and demands of the community and science and technology on education in the 1975 curriculum were deemed inappropriate anymore. Therefore, curriculum changes were needed. 1984 curriculum appears as an improvement or revision of the 1975 curriculum. 1984 curriculum has the following:

1. Oriented towards institutional goals. Based on the view that giving learning experiences to students in very limited learning time at school must be truly functional and effective. Therefore, before choosing or deciding on teaching materials, what must first be formulated is what goals students must achieve.
2. The teaching approach is centered on students Active Student Learning Methods (CBSA). CBSA is a teaching approach that provides opportunities for children to be actively involved physically, mentally, intellectually, and emotionally with the hope that students gain maximum learning experience, both in the cognitive, affective, and psychomotor domains.
3. The subject matter is packaged using a spiral approach, spiral is the approach used is the packaging of teaching materials based on the depth and breadth of the subject matter. The deeper and wider the subject matter provided.
4. Instilling understanding before giving practice, the concepts students learn must be based on understanding. To support the understanding of teaching aids as a medium used to help students understand the concepts being learned.
5. The material is presented based on the level of readiness or mental maturity of students, and presentation at the elementary school level must go through a concrete approach, semi-concrete, semi-abstract and abstract, using an inductive approach from examples to conclusions from easy to difficult , from simple to complex.
6. Using the process skills approach, process skills is an approach to teaching and learning that puts pressure on the process of forming the skills of gaining knowledge and communicating their acquisition. The process skill approach is sought to be carried out effectively and efficiently in achieving the objectives of the lesson.

Policy in Compilation of the 1984 Curriculum

Policies in the preparation of the 1984 curriculum are as follows:

1. There are changes in the set of core subjects, if in the 1975 curriculum there were eight core lessons, in the 1984 curriculum there were sixteen core subjects, Subjects included in the core group are: Religion, Pancasila Moral Education, history of the struggle of the nation, Indonesian language and literature, Indonesian Geography, World Geography, Economics, Chemistry, Physics, Biology, Mathematics, English, Arts, Skills, Physical Education and Sports, World and National History .
2. Add elective subjects that are appropriate to the student's major and talent.
3. Changes in the majors program if originally in the 1975 curriculum there were 3 majors in high school, namely Natural Sciences, Social Sciences, Languages, then in the 1984 curriculum the majors stated in programs A and B, program A consisted of:
 - a) A1, the emphasis on physics
 - b) A2, emphasis on Biology subjects
 - c) A3, emphasis on Economics
 - d) A4, emphasis on Language and Culture subjects

While program B is a program that leads to vocational skills that will be able to send students directly involved in the community, but bearing in mind that program B requires sufficient school facilities, this program is temporarily eliminated

Determination of the implementation time curriculum.

The 1984 curriculum was implemented in stages from grade 1 high school successively to the next in the lower class

The 1994 curriculum

The background for the 1994 curriculum was implemented as follows:

1. In accordance with the 1945 Constitution mandating efforts to educate life nation and for the government to strive for and implement a national teaching system governed by law
2. To realize National development in the field of education, it is necessary to increase and perfect the implementation of National education which is adjusted to the development of science and technology as well as arts, community development and development needs.
3. With the enactment of Republic of Indonesia Law No. 2 of 1989 concerning the National education system, the public high school curriculum needs to be adjusted according to the laws and regulations.

In the previous curriculum, the 1984 curriculum, the learning process emphasized patterns

Teaching that were oriented towards teaching and learning theory with little regard for content. This happens because it is adjusted to the atmosphere of education in the LPTK (Educational institutions and educational institutions). Even more prioritizing theories about the teaching and learning process. As a result at that time a basic science team was formed which one of the tasks was to develop the curriculum in schools. This team considers that the material (content) of the lesson must be given enough to students, so that students completing the lessons in a certain period will get a lot of subject matter.

The 1994 curriculum was made as a refinement of the 1984 curriculum and implemented in accordance with law No. 2 of 1984 concerning the National education system. This has an impact on the system of time sharing, namely by changing from the semester system to the quarterly system, with the quarterly system divided into one year into three stages, which is expected to provide an opportunity for students to be able to receive sufficient amount of subject matter.

CURRICULUM LEARNING 1994

There are dominant features of the introduction of the 1994 curriculum including:

1. Division of stages of learning in schools with a quarterly system
2. Learning in schools emphasizes more dense subject matter (oriented to the material (content))
3. Curriculum 1994 is a population, which applies a curriculum system for all students throughout Indonesia. This curriculum is a core curriculum so that specific areas can develop their own teaching tailored to the environment and the needs of the community itself
4. In carrying out activities, teachers should choose and use strategies that involve students actively in learning, both mentally, physically and socially, in activating student teachers can provide forms of questions that lead to convergent answers, divergent (open, possible more than one answer) and inquiry
5. In teaching a subject should be adjusted to the specificity of the concept of discussion and development of student thinking, so it is expected that there will be harmony between teaching that emphasizes the understanding of concepts and teaching that emphasizes problem solving and problem solving skills.
6. Teaching from concrete things to abstract things, from easy things to difficult things, and from simple things to complex things.
7. Repetition - repetition of material that is considered difficult needs to be done to strengthen student understanding.

During the 1994 curriculum, several problems emerged, mainly as a result of the tendency towards the mastery of the material (content oriented) approach, including as follows:

1. Student learning materials are too heavy because of the large number of subjects and the amount of material / substance of each subject.
2. The subject matter is considered too difficult because it is less relevant to the level of development of students' thinking and less meaningful because it is less related to the application of daily life.
3. Problems encountered when the 1994 curriculum was underway. This prompted policy makers to improve the curriculum. One of the efforts to improve the curriculum supplement was carried out in 1994. The improvement was carried out while still considering the principles of curriculum improvement, namely (a) continuous curriculum improvement as an effort to adjust the curriculum to the development of science and technology, as well as the demands of the development needs of science and technology, and the demands community needs, (b) Improving the curriculum is done to get the right proportion between the objectives to be achieved with the burden of learning, student potential and environmental conditions and supporting facilities.
4. Completion of the curriculum is carried out to obtain the truth of the substance of the subject matter and its suitability to the level of student development
5. Completion of the curriculum considers various aspects related to the objectives of the material, learning, evaluation and facilities and infrastructure including textbooks.
6. Improving the curriculum does not make it difficult for teachers to implement and still be able to use textbooks and other educational infrastructure available at schools. the completion of 1994 in primary and secondary education was carried out in stages namely the short-term improvement phase and the long-term improvement.

CONCLUSION

Based on this understanding, it can be concluded that there has been a paradigm shift in the PAI curriculum in public universities after the New Order government, especially in the 2002 PAI curriculum. The paradigm developed sees Islam as a dynamic and responsive perspective towards the present.

This paradigm shift has implications for changes in PAI learning materials in public tertiary institutions which no longer repeat material at the primary and secondary levels, but rather are more accommodating to contemporary issues such as human rights, democracy, pluralism and civil society.

Thus, the PAI material in the 2002 curriculum is quite relevant to the needs of the Indonesian people in this reform era, while also in line with the needs of students at the tertiary level who need broader and dynamic Islamic insights.

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