INNOVATION IN DEVELOPING ISLAMIC RELIGIOUS EDUCATION CURRICULUM AT SDIT INSAN CERMAT

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Abstract

This research is to know and understand what the nature of the curriculum includes the understanding, role and function and innovation of the PAI curriculum at SDIT Insan Cermat, because the aim of educators in PAI subjects is not only a transfer of knowledge but an important thing from it is a transfer of value that will make students who are valuable and moral, have degrees because of their knowledge and have dignity because of their character. Using qualitative research methods. From the results of the presentation, conclusions can be drawn in: The progress of science and technology must be accompanied by moral progress in students. Innovations made in the PAI curriculum at SDIT Insan Cermat with a learning model that is able to answer problems in life that can be applied in the world of education are problem solving.

Keywords: ***Innovation, Curriculum Development, Islamic Religious Education***

1. INTRODUCTION

The development of science and technology is something that is commonplace to be seen around us, science and technology in life becomes an important thing to solve problems. In the 4.0 era, all activities can be accessed with technology, rotating activities and problems are tried to be solved with technology. The importance of changes in the field of education must start from innovation in curriculum development, development in the curriculum must be aimed at forming students who have the ability to solve problems faced using the development of science and technology.

The preparation of learning implementation plans (RPP) must be made systematically so that learning can take place interactively, inspirationally and fun and build student motivation based on the regulation of the Minister of Education and Education Number 65 of 2013 which regulates the learning process which requires educators in education units to make RPP. In terms of developing RPP, educators are given the freedom to make modifications to materials, methods, strategies, evaluations that are adjusted to the circumstances of students, social conditions, psychological conditions, cultural conditions of the surrounding area. Therefore, it is important for educators to know and understand what

the nature of the curriculum includes the understanding, role and function and innovation of the PAI curriculum at SDIT Insan Cermat, because educators in PAI subjects are not only a transfer of knowledge but an important thing from that transfer of value that will make students valuable and moral, have degrees because of their knowledge and have dignity because of their character. Based on this presentation, the author is interested in researching the innovation of the Islamic religious education curriculum at SDIT Insan Cermat.

2. IMPLEMENTATION METHOD

This research is descriptive research. Data Collection Techniques use observation, interviews, and documentation. Data analysis techniques use data reduction, data presentation and conclusions. According to Agus Salim, qualitative analysis processes can be explained into the following three steps: Data reduction, namely the selection process, focusing on simplification, abstraction, and transformation of rough data obtained in the field of study. Presentation of data (data display), which is a description of an organized collection of information that allows for drawing conclusions and acting. The presentation of qualitative data that is commonly used is in the form of narrative text. Conclusion drawing and verification. From the beginning of data collection, qualitative researchers look for the meaning of each symptom they acquire in the field. Record regularities or patterns of explanation and possible configurations, flows of causality, and propositions. Competent researchers will handle those conclusions loosely, remaining open and skeptical, but conclusions have already been provided. As long as the research is still ongoing, every conclusion set will be continuously verified until a valid and solid conclusion is obtained.

3. RESULTS AND DISCUSSION

After the interview, the researcher received information from the informant which contained the following:

According to Mr. Muhammad Iqbal "the curriculum has a high position and position in the world of education, this is because the curriculum as a determinant of direction, process, content in the world of education. So in this case the educator becomes the central point in the world of education. So in this case management competence in curriculum development must be owned by an educator, beyond just understanding learning theory.

Based on the presentation delivered by the principal of SDIT, Insan Cermat stated that in making innovations in PAI curriculum development is very important and it is very necessary for an educator to understand curriculum management and learning theory, because this can make PAI curriculum development innovations perfect.

According to Mrs. Sri Hartati, "in the innovation of PAI curriculum development at SDIT Insan Cermat in the form of additional content from the curriculum where the additional content is adjusted to the conditions and conditions that exist in the students' area. Make every student activity implement a form of devotion to God Almighty. In terms of innovation, PAI curriculum development refers to technical innovation, learning models in the form of problem solving that will be implemented by educators in the classroom." From the presentation, it can be concluded that the innovations held at SDIT Insan Cermat in the PAI curriculum in the field of Engineering and problem solving learning models are intended to be easy to achieve learning objectives.

Integrated character education Total integration of character education without changing the "flow" of the previously adopted curriculum, namely the Competency-Based Curriculum (KBK), namely since 2004. KBK was then decentralized to schools known as the Education Unit Level Curriculum (KTSP) in 2006 but with a fixed stream. (Zaini, 2015).

The Islamic education curriculum is Islamic education materials in the form of activities, knowledge and experience that are deliberately and systematically given to students in order to achieve the goals of Islamic education. Or in other words the Islamic education curriculum is all activities, knowledge and experience that are deliberately and systematically given by educators to students in the framework of Islamic education purposes.(Noorzanah, 2017)

It can be concluded that the Islamic religious education curriculum is a curriculum that is made to be a tool to form students who think scientifically and have an amaliah character.

3.1 PAI Curriculum Principles

1. General Principles

General principles are interpreted as principles that must be considered to be owned by the curriculum as the totality of the combined components that build it. The elaboration of general principles is as follows.(Fauziah, 2020)

a) The principle of relevance Relevance has a corresponding or harmonious meaning. If referring to the principle of relevance, at least the curriculum must pay attention to internal and external aspects. Internally, The curriculum has relevance between the components of the curriculum (objectives, materials, strategy, organization, and evaluation). While externally the component has relevance to the demands of science and technology

b) Principle of flexibility Curriculum development strives for the results to be flexible, flexible, and flexible in its implementation, allowing adjustments based on situations and conditions of places and times that are always evolving, as well as the abilities and backgrounds of students, the role of the curriculum here is very important for student development for that this flexible principle must really be considered as a support for improving the quality of education.
c) The principle of continuity is the existence of continuity in the curriculum, both vertically and horizontally. The learning experience provided by the curriculum must pay attention to continuity, both within the grade level, between levels of education, as well as between levels of education and types of work.
d) The role of the curriculum in the realm of education is very important and even vital in the learning process, it includes everything in learning planning to be more optimal and effective.
e) Developing an educational curriculum needs to consider the principle of effectiveness, what is meant by effectiveness here is the extent to which the learning program plan is achieved or implemented. In this principle there are two aspects that need to be considered, namely: teacher teaching effectiveness and student learning effectiveness

2 . Special Principles

a) Principles of educational goal setting Educational goals include goals of a general and specific nature. In the formulation of educational goals, it is based on sources, such as; Government provisions and policies, surveys on people's perceptions of their needs, surveys on the views of experts in certain fields, surveys on the quality of human resources, as well as the experience of other countries in facing the same problems.
b) Principles of selection of educational / curriculum content In determining curriculum content, some considerations that can be used as a basis for reference are; It is necessary to translate educational objectives into specific and simple learning outcomes, the content of learning materials must include aspects of knowledge, attitudes, and skills, and curriculum units must be arranged in a logical and systematic sequence, meaning that the three learning domains are given simultaneously in the order of learning situations.
c) Principles of selection of teaching and learning processes In the teaching and learning process, should pay attention to the following; The suitability of teaching and learning methods / techniques to teach learning materials, variations of methods / techniques in the teaching and learning process to individual student differences, and the effectiveness of methods / techniques in activating students and encouraging the development of new abilities.

d) Principles of media selection and teaching tools In the process of selecting teaching media and tools, should pay attention to the following; Planning and inventory activities on what tools/media are available, as well as organizing tools in learning materials, either in the form of modules or package books.
e) Principles with regard to assessment Assessment is the final process in teaching and learning activities. In the process of learning assessment .(Fauziah, 2020)

3.2 PAI Curriculum Innovation and Development

1. Understanding PAI Curriculum

A curriculum is a set of syllabi that prints a series of descriptions on one subject accompanied by general and specific ones about the overall educational goals. According to Freire in Lukman Hakim, a good curriculum is a curriculum that is compiled from educational experience, experimental form and a plan that is arranged systematically and regularly. From the results of personal experience is associated with education that is adapted to the principles and foundations in curriculum development.

The classical definition emphasizes curriculum understanding more on the aspect of written documents, but is now more oriented to learning experience or planned learning program planning. Experience will arise when there is interaction between students and their environment. Such interaction is not called curriculum but teaching. This shows that curriculum activities are not limited to the classroom, but also include activities outside the classroom. There is no clear separation between intra- and extra-curricula. Doll's definition above not only shows a change in emphasis from content to process, but also shows a change in scope, from a simple concept to a very complex one.

The Islamic education curriculum is Islamic education materials in the form of activities, knowledge and experience that are deliberately and systematically given to students in order to achieve the goals of Islamic education. Or in other words the Islamic education curriculum is all activities, knowledge and experience that are deliberately and systematically given by educators to students in the framework of Islamic education purposes.(Noorzanah, 2017) It can be concluded that the Islamic religious education curriculum is a curriculum that is made to be a tool to form students who think scientifically and have an amaliah character.

2. PAI Curriculum Development Innovation

Innovation is something new in certain social situations that is used to answer or solve a problem. Judging from the form or form of "something new" it can be an idea, idea,

object or maybe an action. While viewed from its meaning, something new can be completely new that has not been created before which is then called invention (new findings), or it can also be Not really new because it has previously existed in other social contexts which are then called discovery.

Curriculum innovation and learning are intended as a certain idea, idea or action in the field of curriculum and learning that is considered new to solve educational problems. Curriculum innovation problems are related to the principle of relevance between learning materials and student needs, between the quality of learning in schools and graduate users in the field of work, related to cognitive, affective, and psychomotor quality, equity related to opportunities and opportunities, then efficiency in internal and external aspects. The innovation used in the development of the PAI curriculum at SDIT Insan Cermat is to use a problem-solving learning model.

Presentation of subject matter by exposing students to problems that must be solved or solved to achieve learning objectives. This is in accordance with Darmawan's opinion which states that problem solving can improve critical thinking skills which are very meaningful, students become more critical, both in expressing opinions, asking, identifying, and solving existing problems (Ristiasari, 2012).

According to Harefa Crative Problem Solving is a way of thinking and acting in solving a problem. Creative is a basic idea that is original, innovative, effective, and complex to produce a solution that has value and relevance. A problem is a gap between a real situation and a desired condition, a situation that has challenges, and confronting individuals or groups to find answers. Solving in this case problem solving is the discovery of answers to the problems faced. So creative problem solving is a process, method or system to approach a problem in an effective and efficient way. Meanwhile, according to Harefa the Creative problem Solving (CPS) model is a learning model that focuses on teaching and problem-solving skills, followed by strengthening skills (Harefa, 2020).

Previous research in Eko Swistoro Warimun The steps of the problem solving strategy developed at the University of Minnesota for physics learning consist of five steps, namely, focusing the problem (comprehend the problem), describing aspects of physics (represent the problem in formal term), plan a solution, execute the plan, evaluate the answer (Swistoro Warimun, 2012).

Polya in Hadiyanto sees that problem solving (PS) instruction has a great opportunity in developing students' Islamic education abilities/talents. He asserts that if the teacher challenges the curiosity of his students by giving problems according to their knowledge and helps them in solving problems by stimulating questions, then the teacher trains the students

to think. Therefore, the thought process carried out by students by discussing with their friends will certainly help in improving Students' mathematical-mathematical communication skills. According to Mwelese and Wanjala in Hadiyanto, if the PS learning model is taught correctly to students, then: (1) students will reflect and recall the knowledge/experience gained before, whether it can be applied in current situations/problems; (2) support problem-solving actions with valid evidence or arguments rather than something ordinary. (3) Consider other ways to solve a particular problem. (4) Try different problem conditions to see if the same solution procedure will be needed in problem solving.(Hodiyanto, 2017)

With the application of learning with problem solving models in innovation in the Islamic religious education curriculum at SDIT Insan Cermat provides opportunities for students to develop problem-solving skills. This is expected to be able to make students who are able to solve problems in life contained in learning activity training in the form of problem-solving learning models and are able to use the progress of science and technology to become a reasonable and civilized generation.

4. CONCLUSION

From the results of the presentation, conclusions can be drawn in:

1. The progress of science and technology must be accompanied by moral progress in students.
2. Innovations made in the PAI curriculum at SDIT Insan Cermat with a learning model that is able to answer problems in life that can be applied in the world of education are problem solving.
3. Teaching students to be able to use science and technology to form themselves who have degrees because of knowledge and have dignity because of morals.

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