

IMPLEMENTATION OF PAI CURRICULUM COMPONENTS IN IMPROVING RELIGIOUS ATTITUDES IN STUDENTS OF SMP CENDEKIA BAZNAS BOGOR

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Abstract

This study examines the implementation of the Islamic Religious Education (PAI) curriculum component as an effort to improve students' religious attitudes at SMP Cendekia Baznas Bogor. The research methods used were observation, interviews, and document analysis, focusing on PAI learning and how PAI curriculum components are integrated in the educational process. The results showed that the implementation of the PAI curriculum component has made a positive contribution in improving students' religious attitudes. Students at SMP Cendekia Baznas Bogor show increased understanding and awareness of religious values and are able to apply them in daily life. These findings provide important insights into the development of a more effective PAI curriculum and Islamic religious education in similar schools.

Keywords: Curriculum, Religious Attitudes, BAZNAS Scholars

1. INTRODUCTION

The curriculum is a system consisting of interconnected elements, which serves as a tool for teaching learners. Based on various references, curriculum components can be classified into four main parts, namely objectives, materials, strategies, and evaluation. In the context of education, the process of determining a comprehensive and integrated range of these components is crucial. This is because education is not only about developing intellectual aspects, but also about helping students grow holistically, including in their spiritual, moral, emotional, and social dimensions. Knowledge also has an important role in education, and this refers not only to knowledge of the outside world, but also knowledge of oneself as a human being who is undergoing a spiritual journey towards deeper understanding. In the midst of dynamic social changes and global challenges, it is important for educational institutions to ensure that Islamic religious education provides tangible benefits in shaping students' religious and moral values. Therefore, research on the implementation of PAI curriculum components in improving students' religious attitudes has significant relevance.

Islamic Religious Education (PAI) has an important role in shaping students' religious attitudes and character, as well as being an integral part of the education system in many countries with a majority Muslim population. The implementation of PAI

curriculum components is a key factor in determining the effectiveness of religious education in schools. In the midst of dynamic social changes and global challenges, it is important for educational institutions to ensure that Islamic religious education provides tangible benefits in shaping students' religious and moral values. Therefore, research on the implementation of PAI curriculum components in improving students' religious attitudes has significant relevance.

Sekolah Menengah Junior (SMP) Cendekia Baznas Bogor is one of the educational institutions that emphasizes Islamic religious education in its academic programs. In this context, integrating PAI curriculum components is an important aspect in achieving the goals of faith-based education. However, there have not been many studies that review in depth the implementation of PAI curriculum components in special schools that combine aspects of religion with formal education. Therefore, this study aims to provide deeper insight into how the PAI curriculum component is implemented in SMP Cendekia Baznas Bogor, and the extent of its contribution in improving students' religious attitudes. This research will assist in further understanding of the importance of the PAI curriculum and its application in the context of Islamic education in Indonesia.

2. IMPLEMENTATION METHOD

In this study, the research methodology used is a qualitative approach. The qualitative approach was chosen because the main focus of the research was to understand in depth how the components of the PAI curriculum are implemented and contribute to improving the religious attitudes of students at SMP Cendekia Baznas Bogor. Data was collected through a variety of techniques, including observation, interviews, and document analysis. Observations were made to directly observe the learning process of PAI in schools, including teaching methods, materials taught, and teacher-student interaction. Interviews were conducted with PAI teachers, school management staff, and students to gain their perspectives on the implementation of the PAI curriculum and its impact on students' religious attitudes. In addition, document analysis was used to evaluate PAI curriculum materials and teaching guidelines that have been used at SMP Cendekia Baznas Bogor. In addition, a data triangulation approach was used in this study to ensure the reliability and validity of the findings.

Data from various sources, such as observations, interviews, and document analysis, will support and complement each other, thus providing a comprehensive picture of the implementation of the PAI curriculum components in these schools. Qualitative data analysis will be conducted using a theme approach to identify patterns, trends, and findings emerging from the data. The results of this study will provide deep insight into the effectiveness of the implementation of PAI curriculum components in improving students' religious attitudes, as well as provide valuable guidance for the development of Islamic religious education in similar schools.

3. RESULTS AND DISCUSSION

Profile of SMP Cendekia BAZNAS

Sekolah Cendekia BAZNAS (SCB) is an educational institution that offers free boarding education to individuals who qualify as outstanding poor. SCB stands on 1.5 hectares of waqf land and is located on Jalan KH. Umar Cirangkong, Cemplang Village,

Cibungbulang District, Bogor Regency. SCB has a focus on Islamic education, academics, entrepreneurship, as well as leadership and organization. In addition, SCB also provides scholarships for non-formal education in the form of a two-year Qur'an tahfidz program, as well as a junior and senior high school education program for 64 children each year. Until now, SCB students have spread across 25 provinces in Indonesia. SMP Cendekia BAZNAS implements a pesantren system, so that every student is active in the dormitory environment for 24 hours as well as Islamic boarding schools in general, each student is required to fast on Monday and Thursday and students have permission to leave the dormitory once a week, namely on Sunday.

Habituation Method

Habituation is one of the most important methods of education, especially for children. They have not yet converted the so-called good and bad in the moral sense. They also do not have obligations to do as adults. So they need to be familiarized with certain behaviors, skills, abilities, and mindsets. Children need to get used to something good. Then they will turn all the good qualities into habits, so that the soul can fulfill those habits without getting too hard, without losing much energy, and without finding much difficulty. Someone who already has certain habits will be able to carry them out easily and happily. In fact, everything that has become a habit at a young age is difficult to change and remains to last until old age. To change it often requires serious therapy and self-control.

According to Sapendi, habituation is an activity to do the same things, repeatedly earnestly with the aim of strengthening or perfecting a skill in order to become accustomed. In other words, habituation is a way of educating children by instilling habitual processes.

There are several forms of habituation, namely (a) Routine activities, activities carried out by the school every day, such as marching, praying, tadarus, and so on. (b) Spontaneous activities, activities carried out spontaneously, such as asking for help well, offering help well, visiting friends who are sick. (c) Giving examples, activities carried out by giving good examples / examples to students, such as a culture of clean living, discipline, courtesy in behaving and saying. (d). Programmatic activities, namely activities that are carried out in stages according to a predetermined schedule. This activity includes activities that are programmed in learning activities, such as congregational dhuha prayer, congregational dhuhur prayer, and tadarus al-Qur'an.

According to Pavlov's theory, habituation refers to the process of creating a desired response by repeating the administration of a certain stimulus. In this theory, a stimulus repeated at regular intervals will produce the expected response. Meanwhile, Thorndike's theory emphasizes the importance of consistent, regular, and sequential practice to achieve good results. This exercise must be done repeatedly so that the desired response can be formed properly. Thus, both Pavlov and Thorndike emphasize the importance of repetitions and exercises in the process of habituation to achieve the desired result.

Strategy Component: PAI Curriculum Program Innovation

The strategy component is a component that has a very important role, because it is related to curriculum implementation. Learning strategy is a general pattern of interaction

plans between students, teachers, and other learning resources in a learning environment to achieve certain educational goals.

Table 2. Program Innovation in PAI SCB Curriculum

No	Program	Description
1	BINSAN (Bina Insan Cendekia)	BINSAN is a student mentoring program through Qur'an-Hadith intensification and studies about adolescents from teachers and dormitory coaches.
2	Scholar Entrepreneur Class (CEC)	CEC is one of the programs designed to develop students' potential in entrepreneurship to become independent and skilled human beings. Through this class, students will learn a lot about <i>sociopreneurs</i> , Rasulullah entrepreneurs, <i>Internship Program</i> , livestock business surgery, food processing business surgery, etc.
3	Sharia Scholar School Cooperative	Internship Program specifically aimed at class VIII, this program aims to learn directly about the growing business world in Bogor, Depok, Jakarta and surrounding areas. Students do internships in various fields of halal business ranging from animal husbandry, cake manufacturers, cleaning liquids, agriculture, cafes to online marketing services. This program contains a variety of activities such as training young entrepreneurs carried out to deepen the understanding of Islamic economic concepts.
4	Digital Class	This program is an application of the use of technology in the learning process. With digital classrooms, teachers are expected to have learning resources that are always accessible. In addition, digital classes will reduce paper in the learning process and become one of the applicable learning media.
5	State Defense Training	As a form of SCB's concern for the love of the motherland, SCB students hold national defense training for VII students at the end of each semester. Not only physical training and state ideology, SCB students are also trained to get used to being orderly in terms of time, tidiness, cleanliness to how to eat and drink properly.
6	SCB Teaching	One of the external programs where BAZNAS Scholar School students are taught to share knowledge and insights to surrounding elementary school students. This program aims to increase students' awareness and sensitivity to the surrounding environment, especially in the field of education.
	Zakumma	Zakumma (Zakat for People) is an educational board game

7	<i>Boardgame</i>	that aims to socialize the values of zakat to the wider community, especially children. This board game can be played by various people and all age categories, this board game has been presented at various national and international events.
8	<i>Muhadharah</i>	Boarding Program to train <i>students' public speaking</i> and mentality when dealing with the general public. It is hoped that students will also become da'is who can be a good connector when returning to their respective areas. In addition, to train and improve the potential of other arts to be ready to contribute and synergize with society.
10	<i>Tahsin and Tahfidz</i>	This program is a daily routine activity for students with the aim to instill the value of love and practice the values of the Qur'an and hadith. This activity is carried out every morning and evening to improve memorization of the Qur'an and hadith in accordance with the target of SCB Al-Qur'an, the graduation target of SCB students is able to memorize as much as 5 juz. Hadith SCB graduates are able to memorize as many as 60 hadiths.
11	<i>Green Behaviour</i>	It is a joint movement of both students and educators and education staff with the aim of preserving nature and caring for the environment, practicing the concept of <i>hablum minal 'nature</i> . This movement is manifested in the form of sorting waste by category, reducing paper use, planting and gardening.
12	Movement to Prosper Mosques	As a form of student concern for the surrounding environment, SCB held a movement to prosper the mosque in the form of social services to clean the mosque and recite which was carried out regularly and continuously. This program received good appreciation from residents to be moved to be involved together in supporting this program.
13	SOP Adab SCB	SOP Adab provides a foundation for students to understand, accept, and apply good character values. Through repetition and adherence to the rules in this SOP, students are taught to become individuals with high morals, responsibility, and awareness of the importance of ethics in interacting with fellow humans, the environment, and other living things. This SOP consists of crossing paths, walking, arranging sandals/shoes, meeting students of the opposite sex, borrowing goods, eating animals, visiting guests, and arranging the Qur'an and others. This SOP is based on various shahih propositions.

In order to analyze the components of the Islamic Religious Education curriculum, especially the habituation method and its impact on the learning outcomes of Islamic Religious Education (PAI), it is necessary to pay attention to various programs and initiatives implemented at SMP Cendekia BAZNAS Bogor.

A number of programs that have been implemented at SMP Cendekia BAZNAS Bogor include BINSAN (Bina Insan Cendekia), Cendekia Entrepreneur Class (CEC), Koperasi Sekolah Cendekia Syariah, Digital Class, Diklat Bela Negara, Internship Program, SCB Teach, Zakumma Boardgame, Muhadhoroh, Gema Sekolah Cendekia BAZNAS, Tahsin and Tahfidz, Green Behavior, and Gerakan Memakmurkan Masjid.

These programs are designed to complement students' education holistically and integrate Islamic values in various aspects of their lives. In the analysis of the curriculum components of Islamic Religious Education, it is necessary to explore how these programs affect students' understanding and practice in Islamic Religious Education. For example, the CEC program can influence the way students understand the concept of entrepreneurship in Islam, while the Tahsin and Tahfidz programs can contribute to their understanding of the Qur'an and hadith.

In addition, the Adab SOP at SMP Cendekia BAZNAS Bogor is one of the strategic elements contained in the Islamic Religious Education (PAI) curriculum. This strategy is designed to provide clear guidelines and rules in everyday situations in the school environment, involving ethics and behavior that are respected in Islam. The use of Adab SOPs is an important strategy in efforts to habituate student character.

SOP Adab is an effective strategy in PAI learning that can help students understand and internalize Islamic teachings better. This can ultimately have a positive impact on their learning outcomes in PAI subjects, as well as help in the formation of students' character better in accordance with Islamic values. In addition, because this school implements a pesantren system, this method of habituation is also carried out in daily activities which are reflected in the following agenda:

Table 3. Daily activities of students of SMP Cendekia BAZNAS

Time	Activities
03.30-04.30	Wake up early, Tahajjud Prayer
04.30-05.00	Shubuh Prayer in Congregation
05.00-06.00	Memorization of Qur'an and Hadith
06.00-06.15	<i>Morning Muhadatsah</i> (Learn Arabic and English)
06.15-07.00	Shower and breakfast
07.00-07.30	Morning flag/apple ceremony
07.30-09.30	Teaching and Learning Activities (KBM)
09.30-10.00	First break
10.00-11.30	Teaching and Learning Activities (KBM)
11.30-13.15	Congregational prayers and lunch
15.00	Teaching and Learning Activities (KBM) ended
15.00-16.00	Asr prayer in congregation
16.00-17.30	Extracurricular
17.30-18.30	Maghrib Congregational Prayer and Dinner

18.30-19.30	Memorization of the Qur'an and Hadith and Muraja'ah
19.30-20.00	Isha prayer in congregation
20.00-21.00	Evening study
21.00-22.00	Apple night with the dormitory father / mother and sleep preparation
22.00-03.30	Night rest

It is important to pay attention to how habituation methods in these programs, such as the use of technology in Digital Classes or national defense training or Adab SCB SOPs, affect students' PAI learning outcomes. An in-depth analysis of the impact of these programs on religious understanding, behavior, and learning outcomes of PAI can provide valuable insights into the effectiveness of the PAI curriculum at SMP Cendekia BAZNAS Bogor.

The analysis outlined above aims to explore how various programs and initiatives implemented at SMP Cendekia BAZNAS Bogor affect students' understanding, behavior, and learning outcomes in Islamic Religious Education (PAI). An understanding of the impact of these programs on the components of the PAI curriculum is key to understanding how the curriculum is designed and implemented effectively.

4. CONCLUSION

The conclusion of the analysis of the curriculum components of Islamic Religious Education (PAI) at SMP Cendekia BAZNAS Bogor shows that a number of programs and initiatives that have been implemented, such as BINSAN, CEC, Koperasi Sekolah Cendekia Syariah, and others, play an important role in shaping students' understanding and practice in PAI. These programs provide opportunities for students to integrate Islamic values in various aspects of their lives, from entrepreneurship to memorization of the Qur'an. In addition, the implementation of Adab SOPs as a strategic element in the PAI curriculum has proven effective in helping students understand and internalize Islamic teachings, thus having a positive impact on PAI learning outcomes and building better student character in accordance with Islamic values.

It is important to recognize that Islamic religious education is not only about mastery of sacred texts, but also about the real practice of religious values in everyday life. These programs that cover both academic and character aspects help students become more aware and committed individuals to the teachings of Islam. Therefore, in a continuous effort to improve Islamic religious education in schools, it is necessary to continue to integrate various holistic initiatives that support the overall spiritual and moral growth of students, along with the understanding and application of religious teachings.

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