

PAI Curriculum Innovation In Public College To Improve Student Competency

Muhammad Arifin

Student of Doctoral Program, Islamic University of Jakarta

Correspondent: dutabudayaindraprasta@gmail.com

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ABSTRACT

Innovation is defined as a renewal in the face of change or improvement. Change is a shift in position or situation that is likely to result in a significant increase. Practical The curriculum is changed due to several factors, for example, the development of science and technology. There is a possibility that the benefits of a predetermined or expected curriculum change could go wrong. Changing the curriculum in a very short period is considered a failure in certain cases, but is also believed to be an attempt to achieve improvement. Curriculum reform involves several components or several factors. Curriculum change cannot be successful without being complemented by those who are supported by component systems. Changes that are part will automatically waste energy, time, funds, and energy. Besides, changes to the curriculum are more focused on the curriculum itself and ignore other aspects; such as teachers/lecturers, students, methods, media funds, etc. will potentially fail. Therefore it needs serious consideration and reasonable reasons with the desire and total involvement of the components of the education system, to increase competence.

Keywords: innovation, curriculum, competence

INTRODUCTION

According to Nana S. Sukmadinata, 2002: 12, the curriculum occupies a strategic position and is a foundation that is used as a guide for the optimal development of students under the development of society. The curriculum must be designed in an integrated manner according to the curriculum components to achieve educational goals. The curriculum must be compiled and developed involving various components that not only require technical skills but must also pay attention to the factors that influence it (John and Joseph Bondy, 1989: 13).

The curriculum is one of the tools that must be present in an educational institution. as well as a tool to educate the nation's children so that it is meaningful for their lives individually and socially. The curriculum is a learning program system to achieve educational institutional goals so that it has a very important role in realizing quality schools (Rusman, 2012: 1).

The curriculum as referred to in Law No. 20 of 2003 concerning the National Education System (Sisdiknas) Article 1 paragraph 19 is "a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for implementing learning activities to achieve certain educational goals." It is further emphasized in Article 36 paragraph 1 that "Curriculum development is carried out by referring to the National Education Standards to achieve the goals of national education" (Law of the Republic of Indonesia on the National Education System, 2003: 6).

Innovation means renewal, change, or improvement. Change is a shift in position, position, or situation that allows it to lead to good, but sometimes it also brings badness. Sometimes changes that according to a moral point of view are not good, but for the perpetrators, they are not necessarily aware of it. maybe that crime was committed because he thought it was the easiest solution.

Curriculum change will not work well without personal changes and the paradigm of the teacher's thinking, because the teacher is a central figure in the learning process. Teachers are often conservative and anti-change because they are used to and enjoy the old ways. Every form of change is sometimes seen as a disturbance to his comfort and peace.

The success of curriculum innovation is inseparable from the role of institutional leaders as leaders, managers, initiators, dynamists, motivators, and facilitators in their institutions. One of the components that influence the success of curriculum innovation is students. So far, they are still considered immature and don't even know anything. Although in terms of the curriculum they do not have theoretical competence. But practically it is the students who will carry out the curriculum in the learning process both on and off-campus. Students should be involved in curriculum planning, at first face to face. Their participation is needed to accommodate their aspirations, hopes, and desires for a course. With their participation, it does not mean that all their wishes must be granted, but at least their opinions can be used as a reference in the future, and decision making on curriculum innovation must necessarily involve all components of the education system.

The success of implementing Islamic Religious Education hereinafter referred to as PAI, is also determined by the existence of a curriculum that can lead students to have critical awareness. In line with this, an understanding is needed to implement an innovative PAI curriculum contextually and apply it to their students later (Nurmadiyah, 2014: 42).

The implementation of the PAI curriculum is considered to be still lacking in terms of applying material into applicable learning forms. The material obtained in lectures is only material, so there is a need for innovation so that students will be able to convey material well when they become educators. The percentage of material in the PAI curriculum is less proportional between components, so far the more material is even the basic general component, the less conical on the productivity component. PAI curriculum must be under the needs of society, the world of work and the times, science and technology, and art.

Therefore, the PAI curriculum manager must innovate the curriculum properly to be implemented optimally. It is hoped that with good curriculum innovation, prospective educators will be able to improve their competence, be able to choose strategies, methods, techniques, media, and evaluation tools that are suitable for their learning, be able to adapt to the times, and be able to compete in the era of disruption. The question is how to process, respond, and impact curriculum innovation to improve student competence.

The curriculum in the contemporary Indonesian dictionary means a set of subjects given to a special education institution, or a set of special field courses. Curriculum (Arabic) is interpreted as a teaching plan, a bright path, or a path traversed by humans in various fields of life (Muhammad Irsad, 2016: 235). Meanwhile, according to Law no. 20 of 2003, the curriculum is interpreted as a set of plans and arrangements regarding objectives, content, and learning materials as well as methods that can be used as a guide in conducting learning or lectures to achieve national education goals (Rosichin Mansur, 2016: 2).

The definition of the curriculum with the Islamic religious education curriculum does not differ much. In general, the difference lies in the source of the material only. Abdul Majid expressed his opinion that the Islamic religious education curriculum is a formulation of objectives, materials, methods, and also educational evaluation whose sources are based on teachings in Islam. Islamic Religious Education itself is a conscious and planned effort to prepare students to know, understand, live, to believe in and implement the teachings of the Islamic religion, besides that it must be accompanied by guidance to respect adherents of other religions which is related to harmony between people. religion to create unity and unity (Moh. Sya'roni Hasan, 2017: 64).

The curriculum in subsequent developments is seen as the entire student learning experience. This change in emphasis on experience is emphasized by Ronald C. Doll. The concept it offers shows a change in scope, from a very narrow concept to a broader concept. The student experience in question can take place at school, at home, or in the community, with the teacher or without the teacher, whether it is directly related to the lesson or not.

The curriculum concept turned out to be very broad and developed according to situations and conditions. The curriculum cannot be expressed in one opinion which is considered standard, because all these opinions have their rational reasons. A curriculum is many subjects, the curriculum is the entire student experience, then in subsequent developments, the curriculum is a learning plan, the curriculum is not only a plan (curriculum plan) but also its implementation (functional curriculum).

PAI courses at PTU during the New Order era were only oriented towards the basic concepts of normative Islamic teachings. The discussion includes three main pillars in Islamic teachings, namely faith, sharia, and morals. Then these three studies were translated into the PAI curriculum. Previously, in the formulation of the Minister of Education's Decree Number: 232 / U / 2000 it has been explained that the PAI course in Higher Education has a purpose, namely, "Helping the development of students who believe and fear God Almighty, have a noble character, think philosophically, be rational and dynamic, broad-minded, participating in inter-religious cooperation in the framework of developing and utilizing science and technology as well as art for human and national interests. " This formula is slightly different when viewed based on the existing formulation in the PAI curriculum in the New Order era. In GBPP PAI, the PAI course aims to, "Study and provide an understanding of human nature that requires life guidance, both individually and socially to achieve happiness in the world and the hereafter (Yusuf Hanafi, 2016: 29).

However, the innovations in the 2000 curriculum were not much different from the curriculum in the new order. The focus of the PAI material at that time was more oriented to traditional Islamic concepts, which were related to faith, sharia, and morals. Besides, in several cases, there was no significant difference in the material at the tertiary level and the upper and lower secondary levels. Although there is a curriculum development at the college level, the development only exists on a vertical line where the material studied at the previous level is reviewed with a philosophical rational approach. However, there are still no horizontal developments that cover more contemporary issues, so this innovation still needs more attention so that a new formula is needed (Yusuf Hanafi, 2016: 29).

Innovation is often juxtaposed with invention and discovery. The invention itself is a discovery related to something new which is the result of human work. Meanwhile, discovery is

the discovery of something that existed before. Therefore, innovation can be interpreted as an attempt to discover new objects by carrying out an activity in the form of invention and discovery earlier. Ibrahim has his own opinion about innovation, that innovation is an invention that can be in the form of an idea, item, event, method that is seen as something new for a person or a group of people (Sumarti, 2008: 43).

Innovation usually has the goal of solving a problem. The process and also the stages usually have to do with problems of development, dissemination, dissemination, planning, adoption, implementation, and also evaluation. Besides, innovation is also a planned change so that it has a definite goal to improve the practice of something. Meanwhile, the focus of innovation is the change that will be implemented in matters relating to all levels and related sectors.

The diffusion theory of innovation is based on a theory in the 19th century by a French scientist, Gabriel Tarde. In his book entitled "The Laws of Imitation", Tarde proposes the S curve theory of innovation adoption and the importance of interpersonal communication. Tarde also introduced the idea of opinion leadership, an idea that became important among media effects researchers decades later. Tarde sees that some people in certain communities are people who have more interest in new ideas, and the latest things, these people are considered to be able to influence their community to adopt an innovation ([https://www.dictio.id/t/apa -that-is-innovation-diffusion-theory](https://www.dictio.id/t/apa-that-is-innovation-diffusion-theory), accessed on May 1, 2018).

The innovation diffusion theory was developed by Everett M. Rogers, which defines diffusion as a process by which an innovation is communicated through a certain channel within a certain period among members of a social system. Diffusion is a special type of communication that is concerned with the dissemination of messages as new ideas. Meanwhile, communication is defined as a process where the perpetrators create information and exchange information to achieve mutual understanding. Within the message, there is the newness that gives diffusion a special characteristic of uncertainty. A person's degree of uncertainty can be reduced by obtaining information. According to Rogers and Shoemaker in the process of disseminating innovation absorption, there are main elements that consist of an innovation, which is communicated through a certain channel, within a certain period among members of a social system.

There are 5 (five) attributes that mark each innovation in the eyes of the public who become clients, namely: (<https://sidikpuchaqidie.wordpress.com>, accessed 2 May 2018).

1. Relative advantages. Do these new methods or ideas provide relative benefit to those who will accept them?
2. Harmony. Are the innovations to be diffused under the values, belief system, which idea was introduced first? Likewise, is the innovation in question compatible with the needs, tastes, customs, and other important characteristics of the community concerned?
3. Complexity. In general, people are not or less interested in complicated matters because apart from being difficult to understand, they also tend to be perceived as a burden.
4. Can be tried. An innovation will be accepted more quickly if it can be tried more first, the size (scale) is small before people already accept the whole.
5. Can be seen. If innovation can be seen directly by the evidence, it will be easier for people to accept it, rather than in the form of ideas or abstract ideas.

The innovation cycle takes place like a diffusion curve where at the initial stage, it grows relatively slowly when the customer then responds to the product as a need, the product growth increases exponentially. Product growth will continue to increase when incremental innovations or product changes are carried out. At the end of the curve, the movement slows down again and tends to decrease. Innovative companies will work with innovations, which replace the old way of maintaining the growth curve through technological reforms, if the technology is not renewed, growth will tend to stagnate or even decline.

Innovation has the meaning of renewal which is adjacent to change or improvement. Change is a shift in position, position, or situation that allows it to lead to good, but sometimes it also brings badness. For example, a child who is at first a good child who is in a harmonious family, suddenly his parents experience a disharmonious relationship, so as a result, he seeks an outlet for his frustration by associating with bad children, such as drinking alcohol, taking Koplo pills or marijuana. It is also a change, but change that is bad and catastrophic.

Sometimes changes that according to a moral point of view are not good, but for the perpetrators, they are not necessarily aware of it. Maybe that crime was committed because he thought it was the easiest solution. If the child stays at home, he always hears quarrels and arguments and even fights between his parents, so the child leaves his house and happens to find children who live full of freedom. This awareness will usually arise when it is almost too late. This is just an example of a change that leads to badness, even though at first the bad is considered good because the perpetrator is not aware of it.

Such cases can occur in changes to the educational curriculum. Change can occur for several reasons, and the thinking of the experts who follow may be wrong. These thinkers may only be influenced by trends in the outside world, and forget about the real factors in local educational institutions. The visible kindness that was chosen at that time turned out to be wrong in the end. Like the current curriculum changes that are very fast, it is a mistake but when it is determined the change seems to be an effort towards goodness. Sometimes curriculum changes are made that do not refer to the sincerity of conscience, but what stands out are the interests of certain individuals or groups.

Change or renewal of the curriculum has several factors or components that must be involved. The change can't run well without being followed by all system components that support curriculum change itself.

Changes in education have been slow on average when compared to agriculture or the health sector or building construction and others. Educational practices that have been running for hundreds of years are still being maintained, while new practices or methods are very difficult to accept, they are difficult to develop, let alone be cultured. Although not always something old is bad and must be abandoned, new things are also not empirically tested to show goodness.

Curriculum innovation or renewal so far almost certainly means structuring the existing curriculum to be replaced with a new one, with changes in such a way that the structure or topics, scope of material, and learning methods are also changed (Dedi Supriadi, 2004: 175).

The factors that cause curriculum changes include the development and changes of one nation to another. Changes in attention and expansion of forms of learning must receive attention (Abu Ahmadi, 1984: 100). Development of industry and production or technology. The practice of state politics plays an important role in curriculum change (M. Arifin, 2003: 127). For example, the crisis that occurred in mid-1997 in Indonesia resulted in a change in intellectual

views. New thinking about the teaching and learning process. Society is a dynamic community and will always change, both positive and negative changes. With the rapid progress in various fields of life, of course, science gets a major portion in every pulse of human development as a whole. Many new scientific disciplines were unknown in the previous decade. Therefore, the curriculum must at least be adapted to the development of science, so that students have sufficient provisions to face their lives in the future.

Curriculum improvement is usually about one or several aspects of the curriculum. Meanwhile, curriculum changes are about changing the basics, both regarding the goals and the tools or ways to achieve that goal. Before changing the curriculum, an assessment of the current curriculum should be carried out (M. Arifin, 2003: 127). Changing intellectual perspectives (Heri Noer Aly and Munzier, 2002: 252). This is because the decision to change the curriculum that is changed will only run quickly and give the right results if the decision-makers already have the necessary information. He obtained the necessary information through evaluation (assessment) (Oemar Hamalik, 1989: 2). To assess the objectives of the curriculum, these objectives must be formulated. After that, it will be implemented in the learning process in certain subjects. Because the subject matter in the curriculum occupies an important place to provide answers to what the curriculum maker hopes and aspires to (Nur Uhbiyati, 1999: 82). So that between curriculum objectives and learning materials there must be a close relationship (Suharsimi Arikunto, 1991: 109).

Renewing a curriculum needs to be done considering the curriculum as a tool to achieve goals, must adapt to the development of a society that is constantly changing and growing. Curriculum change starts from fundamental conceptual changes followed by structural changes. Among the steps in curriculum renewal, are as follows: (1) Study of community problems and needs; (2) Study of the characteristics and needs of students; (3) Formulation of educational / competency objectives; (4) Organizing learning experiences and planning lesson units; (5) Testing (testing) the updated curriculum; (6) Implementation (implementation) of the new curriculum; and (7) Evaluation and subsequent curriculum revisions (Nana Sujdana, 1996: 145-152).

However, innovation is a necessity. Even this curriculum innovation process goes through several stages, starting with curriculum review activities, the harmony between the three objectives that become the benchmarks for the suitability of the new curriculum, namely cognitive, affective and psychomotor aspects. The suitability between aspects of the institution, faculty, and department/study program. Forming a team for formulating a new curriculum, testing, and disseminating the new curriculum.

METHODS

This research approach is qualitative. Qualitative research according to Bogdan and Taylor in Moleong is "a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Lexy J. Moleong, 2002: 3)." This approach is used because this study aims to describe the steps of madrasah curriculum management, so this research seeks to find and find the meaning, symptoms, or things that appear in the madrasah curriculum management process in the research location.

Sources of data in this study are divided into two, namely humans and non-humans. Human data sources function as subjects or key informants (key informants). Meanwhile, non-

human data sources are documents relevant to the research focus, such as pictures, photos, notes, or writings that are related to the research location.

There are three data collection techniques used in this qualitative research, namely: (1) in-depth interviews; (2) participant observation; and (3) documentation study. The complete analysis in this study uses the data analysis model of Miles and Huberman. According to him, data analysis consists of three activities that occur simultaneously, namely: data reduction, data presentation, concluding / verification (Miles and Huberman, p.22).

Checking or checking the validity of data in qualitative research is based on certain criteria. The criteria referred to in this study as suggested by Nasution, namely the degree of trust (credibility), transferability (transferability), dependability (dependability), and certainty (confirmability) (S. Nasution, 1988: 114).

RESULTS AND DISCUSSION

The process of PAI curriculum innovation carried out at the Indraprasta PGRI University (UNINDRA) Jakarta is in all departments/study programs at Unindra Jakarta. Which has three realms of purpose, namely, heart or affective, intellect or cognitive, physical or psychomotor. Therefore, the PAI course provides stimuli so that the three objectives of the PAI course can be realized. Further additions or new steps that are integrated and comprehensive are carried out. Besides, the curriculum is also added to the practical section. So in the first semester, students will get theoretical material, and in the following semester, they (students) will get practical courses about Islamic Education learning at the Al-Ihsan Mosque on the UNINDRA campus.

The stakeholder response is very supportive. Because for them the curriculum can't be stagnant, so there must be innovations that keep pace with the times, science and technology, and the needs of students and society. Therefore, it is necessary to try new things that might be more appropriate for now, so that the curriculum is in line with stakeholder expectations.

The impact of PAI Unindra Jakarta's curriculum innovation is as follows very positive a) Through the academic subject approach, scientific disciplines will develop so that students can increase their varied knowledge, b) Through a humanistic approach, realizing student participation in teaching and learning to create education that prioritizes student participation, c) Through the social reconstruction approach, students will be able to get involved directly in a society based on Islamic values in Islamic Education.

Based on the research results as described above, it can be explained that curriculum innovation is still considered to be an important thing. Previously, several speakers had explained that it is very important for the PAI course to continue to develop to be able to keep up with the changing times. This curriculum change is indeed carried out based on agreements so that between related parties there is no misunderstanding of information.

Stakeholders also consider this curriculum innovation to be the key to maintaining the resilience and relevance of the Islamic Education course. Therefore, innovation is the only way to achieve dreams or ideals to create future educators who will continue the nation's struggle as needed by society according to the challenges of the times.

Besides, this curriculum innovation process goes through many stages, starting from the existence of curriculum review activities, the alignment of the three department goals that are the benchmarks for the suitability of the new curriculum, namely cognitive, affective and psychomotor aspects. The suitability between aspects of the institution, faculty, and department.

Forming a team for formulating a new curriculum, testing, and disseminating the new curriculum.

To answer these challenges, there are innovation efforts so that the PAI course will be able to keep up with the times. If in the past, the PAI course was only at the beginning of the semester, so now innovations have been made. The innovation includes changes for students who have stepped on the next semester to practice the PAI learning method at the Unindra campus mosque. The learning method is one way of delivering material to students, which all students must master. Students are expected to be able to practice as if they were teaching students in a class. Thus it is expected that students have good teaching competencies, including lesson planning, implementation, and evaluation of learning.

Innovation may have a positive and negative impact. Likewise what happens, when the department imposes a new learning curriculum for its students. However, for the sake of a change towards something better, it is certainly impossible to escape the risks that must be faced. Therefore, curriculum innovation is still carried out even though it has a bad impact at the beginning of implementation. It is hoped that this innovation will not affect the ability of students later because innovation is carried out to answer the challenges of the times and the needs of the job market.

CONCLUSION

The process of curriculum innovation in improving student competence begins with conducting curriculum review activities that will discuss all matters related to the study of existing curriculum weaknesses, accommodating input from all stakeholders from the three domains of curriculum objectives, namely, heart or affective, reason or cognitive, physical or psychomotor. There are reductions and additions to new curricula or structures that are integrated and comprehensive.

Stakeholders' response to curriculum innovation is very supportive. Because for them the curriculum can't be stagnant, so there must be innovations that keep pace with the times, science and technology, and the needs of students and society.

The impact of curriculum innovation in improving student competence is positive and negative. Positive because the curriculum becomes more dynamic, relevant to the development of society, science, and technology, under current needs, and can improve student abilities and performance. Negative because each curriculum change will result in difficulties for various parties, especially students/lecturers as curriculum actors.

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