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## ISLAMIC RELIGIOUS EDUCATION CURRICULUM PLANNING IN FACING THE ERA OF DISRUPTION IN ISLAMIC RELIGIOUS HIGHER EDUCATION

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**ABSTRACTS**

**Background:** The background of this study relates to the challenges faced by Islamic higher education institutions in the midst of the disruption era, where rapid changes in technology and social dynamics necessitate innovation in educational curricula. The disruption era has influenced various aspects of life, including learning methods and the delivery of knowledge. Therefore, it is essential to evaluate and redesign the educational curriculum to address these challenges and remain relevant to societal needs.

**Purpose:** This research aims to analyze curriculum planning in Islamic higher education institutions, specifically in Metro City, in response to these changes. **Method:** Using qualitative research methods and a phenomenological approach, this study collects data through interviews, observations, and documentation. The data analysis process is conducted through three activity flows: data reduction, data presentation, and drawing conclusions. **Result:** The results of the study on the Islamic religious education curriculum planning at Islamic colleges in Metro City found several procedures that serve as references in curriculum planning, namely: foundations in curriculum planning, parties involved in curriculum planning, principles in curriculum planning, characteristics in curriculum planning, and components in curriculum planning. **Conclusion:** The conclusion of this research emphasizes the importance of curriculum planning that is responsive to social and technological changes in Islamic higher education. Involvement from various stakeholders and relevant design will produce quality graduates who are prepared to face global challenges in the disruption era.

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## A. INTRODUCTION

Education has an important role for the progress of a nation and the development of the world. Developed countries generally have a good quality of education. Educational institutions in Indonesia when compared to other countries are still lagging behind in terms of the quality of education. The lag is not only in the aspect of education quality but includes many aspects, including economic, social and cultural (Al Farisi, 2021; Kuswanto & Anderson, 2021; Trihapsari et al., 2021). Rapid population growth (Ferris & Joyce, 2015) is a factor in the development of education in the curriculum aspect. Population growth and the global development of society must be followed by a well-managed and dynamic curriculum (Aboagye & Yawson, 2020; Nasri et al., 2020). Curriculum is the main thing in the world of education. The curriculum has a very large position and influence as well as determinants in the process and overall results of education. Education without a curriculum will be disorganized (Wang, 2019; Yilmaz, 2021). The curriculum needs to be managed as well as possible, so that the learning process is carried out optimally, productively, effectively and efficiently. Management must be given independence and autonomy to educational institutions.

Autonomy and independence are needed by educational institutions as well as Islamic educational institutions, to strengthen and increase their role in the development and progress of the nation and Islam itself (Handayani & Huda, 2020). The progress of the nation and the progress of Islam can be achieved by preparing and revitalizing the quality of Islamic human resources themselves (Jabbar & Hussin, 2019; Syamsurizal, 2019; Dinh, Hong-Van Thi, Nguyen et al., 2021). The autonomy and independence granted will optimize the role of educational institutions in creating high-quality and superior human resources according to the dynamics and needs of society (Dacholfany, 2017; Ilyas, 2019; Sameena, 2020; Baharun et al., 2021). Good curriculum planning leads the curriculum to perfection. Curriculum planning is also part of achieving the institutional goals of educational institutions (Misran, 2019). Educational institutions will easily achieve the educational goals that have been set and at the same time can be a guide in carrying out the learning process for educators (Beane, 1996; Lewis et al., 2019; Cahapay, 2020). So that the input, process and output of education are better.

Islamic religious tertiary institution is one of the higher education institutions that has the capacity and duty to improve the quality of input, process and output of education. Good quality input, process and output can be achieved with good curriculum planning. Parties involved in curriculum planning at educational institutions should be tasked with modifying the existing curriculum (Wang, 2019; Liu, 2020). Currently graduates of Islamic religious colleges face various problems (Juanda, 2014). The missing link between university graduates and the world of work is one of the current problems. The reason for the increase in unemployment is not due to a lack of job opportunities, but due to a mismatch between the types of work and the required graduate qualifications. This means that there are a number of jobs that college graduates cannot fill (Maksum, 2015; Ikhwan, 2016).

The problems above can be overcome by implementing good curriculum planning. Curriculum planning in education is seen as important because the curriculum aims to create good, smooth and conducive interactions in the teaching and learning process (Jumaeda, 2022). Overcoming these problems the government has made a policy by creating a curriculum in higher education based on the Indonesian

national qualifications framework. The Indonesian national qualifications framework is a mandate from various regulations/legal foundations of higher education in order to improve the quality of learning and higher education graduates.

The curriculum based on Indonesia's national qualifications framework is presidential regulation number 08 of 2012 concerning a competency qualification framework that can juxtapose, equalize and integrate between the fields of education and the fields of job training and work experience in order to provide recognition of work competencies in accordance with the work structure in various sectors (Perpres, 2012). The legal basis for implementing Indonesia's national qualifications framework policy refers to law number 20 of 2003 concerning the national education system, law number 12 of 2012 concerning higher education and government regulation number 04 of 2014 concerning the administration of higher education and the management of higher education institutions. Rolling out a curriculum based on Indonesia's national qualifications framework has become a new problem for Islamic tertiary institutions which has led to problems that need to be solved, including indications of mismatches in graduate competency standards with the facts and reality on the ground. Besides that, there are also problems in Islamic tertiary institutions which are not able to implement this curriculum properly, the unpreparedness of human resources and an inadequate system.

Indonesia's national qualifications framework is a statement of the quality of Indonesian human resources whose qualification levels are based on the level of ability stated in the formulation of learning outcomes. Indonesia's national qualifications framework requires time that is not instantaneous in preparing, managing and implementing it. Curriculum planning based on Indonesia's national qualifications framework refers to the demands and needs of stakeholders, so periodic evaluation and review is required (Casmini, 2014).

The problems above are a shared necessity to be resolved by Islamic religious tertiary institutions so that they do not become protracted problems or problems. When Islamic religious tertiary institutions act as agents of change in facing educational challenges and turning them into opportunities (Sewang, 2019), because Islamic religious tertiary institutions are a forum for planning graduates as perfect human beings who have *uswatun hasanah* characteristics who become role models for society (Hambali, 2019). Curriculum management based on the Indonesian national qualifications framework is a process carried out by Islamic religious tertiary institutions in providing education as a solution in improving the quality of graduates so that they have competence that can be recognized and provide satisfaction services for their users (Kalimantara, 2016). The embodiment of this process is achieved if the curriculum planning is carried out properly.

Curriculum planning based on Indonesia's national qualifications framework needs to be developed. The concept of curriculum development consists of two types of processes, namely: engineering and construction (Huda, 2017). The engineering process must pay attention to the foundation or base needed; curriculum construction or model; curriculum implementation process; and evaluation (Hasibuan, 2019). The four processes must be well planned. The construction process is related to the development of micro curriculum plans. On a micro scale, what must be planned in the curriculum is related to objectives, materials, methods and evaluation (Hasibuan, 2019). These components should be given special attention in curriculum planning.

Masykur's previous research on the implementation of a curriculum based on the Indonesian national qualifications framework requires human resources who understand the procedures, adequate infrastructure and aspects of leadership policies related to decisions regarding curriculum based on the Indonesian national qualifications framework (Masykur et al., 2018). Maslahah stated that regarding the implementation of a curriculum based on Indonesia's national qualifications framework, the main factors were: the adequacy of educational resources in terms of the quality of educational staff; costs and learning facilities; the quality of the teaching-learning process that encourages students to learn effectively (Maslahah, 2018). Implementation of a curriculum based on the Indonesian national qualifications framework, an educator must pay attention and take into account the maximum time so that the teaching and learning process can achieve the abilities that have been formulated (Nugrahadi et al., 2018). Evaluation of the curriculum based on the Indonesian national qualifications framework in tertiary institutions can be carried out using the CIPP model (Context, Input, Process, Product) (Siagian & Siregar, 2018). The curriculum is based on the Indonesian national qualifications framework as an equalization of competency qualifications that must be internalized in curriculum documents and semester learning plans, in lectures and outside lectures. In lectures, it can be seen from the model used, as well as the integration of values contained during lectures and outside lectures through student organizations, various department facilities, and the interactions that occur (Ardiansyah, 2017). The effectiveness of the implementation of curriculum policies based on Indonesia's national qualifications framework should be accompanied by the readiness of all the tools needed including written curriculum development policies from each institution on a permanent basis (Jono, 2016).

This previous research discussed the implementation of a curriculum based on the Indonesian national qualifications framework in tertiary institutions, but specifically did not discuss curriculum planning in Islamic religious education study programs. Based on the explanation above, researchers conducted research on curriculum planning of Islamic religious education study programs based on the Indonesian national qualifications framework at Islamic religious colleges in Metro City. This theme is very interesting because it has differences from previous studies.

## **B. METHOD**

This research is a type of field research using qualitative methods. The approach used is a phenomenological approach (Biklen, 1998). This qualitative research produced descriptive data (Moeleong, 2018) regarding curriculum planning of Islamic religious education study programs at Islamic religious colleges in Metro city. Sources of data in this study are informants who are related to and involved in curriculum planning. Informants consisted of the dean, vice dean of academic affairs, the head of the study program, lecturers, and other supporting data sources in the form of documents and references related to curriculum planning in the Islamic religious education study program at Islamic religious colleges in Metro City. Data collection in this study was carried out by interviews, observation and documentation. Data analysis in this study was carried out with three activity flows, namely: data reduction, data presentation and drawing conclusions (Huberman, 2014). Data reduction is a process of selecting,

focusing, focusing on simplifying data that emerges from field notes. Presentation of data is intended to select data that is in accordance with research needs, then the results of temporary field data are made. The results are then presented and a provisional summary is made. Then the temporary summary is made into a description of the data and finally draws conclusions regarding the findings of the research description.

### **C. RESULT AND DISCUSSION**

Curriculum planning is a process of how to achieve educational goals through the teaching-learning process, as well as studying the effectiveness and meaningfulness of the method in the changes that occur in students. The concept of curriculum planning is known as CMP (The Curriculum Management Plan). CMP is a clarification of general objectives and specific objectives. These goals must be realistic, specific, show good performance, involve individuals and groups, and be observable and all related parties (Bondi, 2002). Curriculum planning in the Islamic religious education study program at four tertiary institutions in Metro city, namely Metro State Islamic Institute, Metro City Ma'arif Nahdlatul Ulama Islamic Institute, Metro Agus Salim Institute of Islamic Religion and Metro Muhammadiyah University found several procedures which is a reference in the of curriculum planning, namely: the existence of a foundation in curriculum planning; involve various parties; have principles; have certain characteristics; and there are components in curriculum planning.

#### **Foundation in curriculum planning**

The foundation is a very important thing that must be considered in curriculum planning. The results of the study found that in planning the curriculum in the Islamic religious education study program at the above mentioned tertiary institutions, it starts from understanding the foundation that is used as the basis for preparing the curriculum. These foundations, namely: juridical, philosophical, psychological, sociological and scientific and technological foundations.

The juridical basis in the preparation of the curriculum refers to law No. 12 of 2012 concerning higher education and presidential regulation number 8 of 2012 concerning Indonesia's national qualifications framework. The laws and presidential regulations above are well understood by the curriculum planning team by conducting studies and studies involving competent parties, including legal experts and curriculum experts by holding workshops (zuhairi, personal communication, February, 2022).

The next step is to identify the philosophical basis for turning curriculum planning into a draft (Bondi, 2002). This foundation is related to the philosophy adopted by the nation and state of Indonesia. philosophical foundation aims as a determinant of the direction of educational goals. The philosophical foundations used to achieve the goals are: 1) Education based on noble values, academic values, the needs of students and society. 2) The curriculum is oriented towards competency development (Pratiwi, 2019). The Islamic religious education study program in Metro city has a unique philosophical foundation. The Metro State Institute of Islamic Religion focuses on quality and Islamic concepts at the national level, which can be seen from the existing curriculum (Yudianto, personal communication, February, 2022). The Ma'arif Metro Islamic Religious Institute is philosophically oriented towards Islamic values Ahlus Sunnah wal Jamaah an-Nahdiyah (Wawan, personal communication, March, 2022). The Agus Salim Metro Islamic Institute of Religion has a philosophical basis for Islamic

insights based on Multiculturalism and Entrepreneurship Syari'ah (Norma, personal communication, March, 2022). Muhammadiyah Metro University philosophical foundation of the concept of progressive Islam combined with the development of professional, prophetic human resources (Junaidi, personal communication, February, 2022).

The psychological foundation of curriculum planning considers aspects of student development and psychological factors. The psychological aspect here is more about the religious psychology of students (Ali, personal communication, February, 2022; Istiqomah, personal communication, March, 2022). Likewise with the social basis, planning the curriculum of the Islamic religious education study program at the Islamic religious college in Metro city pays attention to socio-cultural symptoms that are developing in society (Aziz, personal communication, March, 2022). Then the foundation of science and technology is set forth in the curriculum to accommodate, adapt and keep abreast of developments in science and technology (Iswati, personal communication, February, 2022).

### **Parties involved in curriculum**

The parties involved in preparing the curriculum plan are the faculty leaders, in this case the dean and deputy dean for academic affairs, heads of study programs, lecturers, graduate users and students. The involvement of these parties synergizes with one another (Heri, personal communication, February, 2022). The involvement of students, in this case students, in preparing curriculum plans is more indirect, their involvement is only in the input and outcome of the teaching and learning process (Khabib, personal communication, March, 2022). Likewise, graduate users in preparing their curriculum plans are used as a place to carry out tracer studies in order to get input in the form of expectations, suggestions and others. The most dominant party in planning curriculum development is the drafting team that has been appointed by the dean based on coordination with the deputy dean for academic affairs (zuhairi, personal communication, February, 2022). This team consists of the head of the study program as the leader in the drafting and lecturers who are experts in the field of Islamic religious education as members of the drafting team.

Governance or managerial ability of study program organizers in planning, analyzing and evaluating curriculum greatly influences curriculum outcomes. Before compiling the curriculum, the team will carry out a tracer study and formulate the main steps in the planning. Main steps with questions: 1) What are the goals of education/teaching or what competencies must be mastered by students after participating in learning? 2) What material/study material will be taught? 3) What learning experiences should be given to students? 4) How to assess the success of learning? (Ali, personal communication, February 2022). The relationship between these four things can be described as follows:

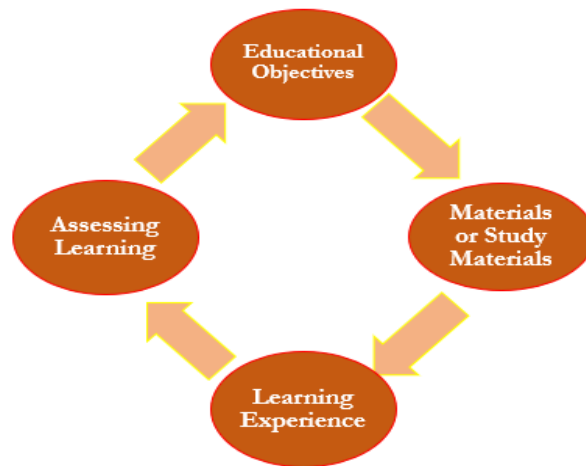


Figure 1. Curriculum Component Planning

Then curriculum planning is continued by formulating graduate profiles, determining and determining learning outcomes or competencies, selecting and determining study materials to be studied and finally determining courses (Iswati, personal communication, February, 2022). This is in line with the design of the higher education curriculum in the 2016 Ministry of Research, Technology and Higher Education curriculum preparation guidelines which state that the stages of curriculum design are the activities of drafting concepts up to the preparation of courses in the semester of a study program. The design of the educational curriculum in the Islamic religious education study program includes: a) formulation of graduate lecture outcomes (CPL); b) formation of courses; c) preparation of courses and curriculum structure; d) to formulate course lecture outcomes (CPMK), and e) to prepare semester lecture plans (RPS) (Rina, personal communication, March 2022).

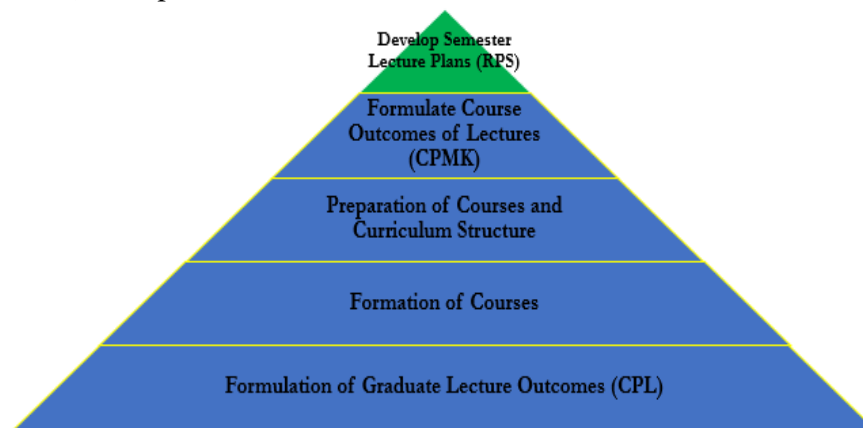


Figure 2. Curriculum Document Planning

After the drafting team has gone through the steps or phases above, there are still things that must be done by the drafting team and also the lecturers who are directly or indirectly involved in the appointed team. All lecturers who are in accordance with the expertise of Islamic religious education will be involved on an ongoing basis to then carry out the preparation of the syllabus and semester learning plans based on the



Indonesian national qualifications framework (Mujib, personal communication, February, 2022). The involvement of these parties must pay attention to their competence, good communication skills and the ability to make changes and the ability to work together with the curriculum development team.

### **Principles in curriculum planning**

The principle of curriculum planning is formulated closely related to the experiences of students. Planned based on content and process. Content planning includes: material, subject matter, field of study. process planning related to how to deliver the content. Curriculum planning is according to decisions about issues and topics, meaning that curriculum planning is planned based on current issues and topics (Aziz, personal communication, March, 2022). Curriculum planning pays attention to the involvement of many parties, including educational groups, educational observers, stakeholders and other related parties. Curriculum planning is arranged in stages, meaning that planning starts from the study program level by involving related elements and finally it is decided at the superior level (Faculty or Rector). The curriculum planning process in this study program is also carried out on an ongoing basis (Junaidi, personal communication, February, 2022).

### **Characteristics in curriculum planning Characteristics of curriculum**

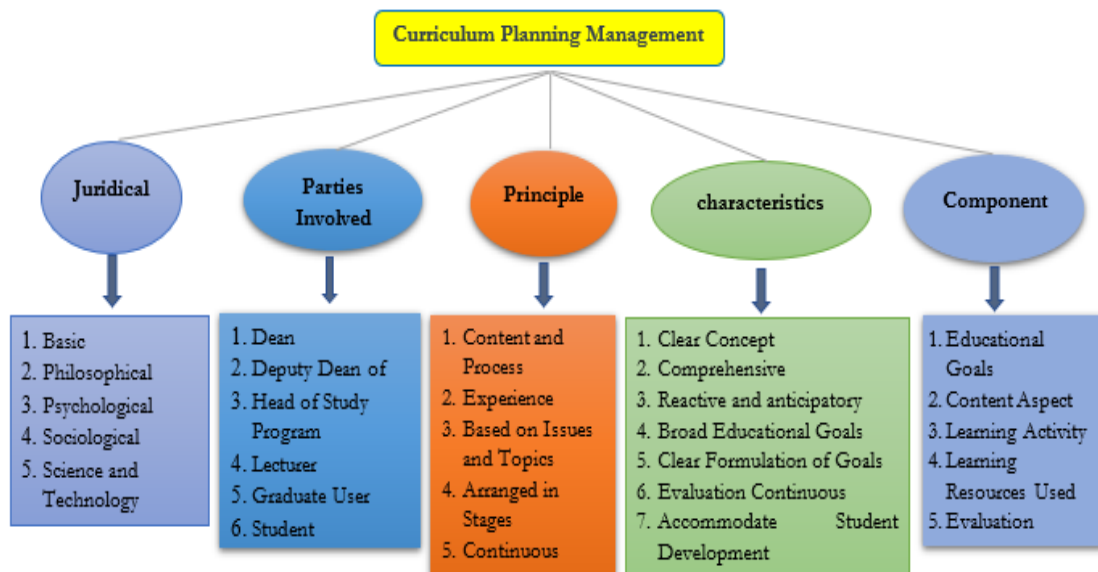
Curriculum planning is prepared according to the needs of students who are reactive and anticipatory. The characteristics of planning goals are arranged in a range according to the needs and interests of individuals and the wider community. Planning is evaluated continuously and periodically, which includes an analysis of the process and content of the curriculum. Evaluations carried out to accommodate changes, growth, and development of students (Istiqomah, personal communication, March 2022). Curriculum planning is structured with clear concepts, including: basic human needs, present and future community characteristics. Curriculum planning is prepared by coordinating and considering the essential elements of effective teaching and learning, so that the curriculum planning framework can be prepared in a comprehensive manner.

### **Components in curriculum planning**

The planning component must be in line with educational goals. The purpose of education is achieved if it is equipped with study materials, this is in line with the content components. The interactions and activities in the teaching and learning process and the learning resources used in achieving the goals are also components that are of great concern to this study program. The availability of curriculum documents and educators (lecturers) as well as governance or managerial capabilities of study program managers greatly determine good curriculum planning. This document includes the syllabus which is the development and elaboration of the curriculum, which contains the synopsis of the courses and the framework of material/study material (core topics/subject matter) that students must teach and master (Nuridin, 2017). The syllabus has the scope of the curriculum end sequence. Scope is the scope, coverage, breadth and depth of lecture materials/materials. Meanwhile, the sequence is the sequence of lecture materials to be taught. The syllabus must be accompanied by mandatory and recommended references or source books. The implementing lecturer of the syllabus, in the learning process must have a semester learning plan (RPS). RPS

is a projection of activities (activities) that will be carried out by lecturers and students in the learning/lecturing process. RPS is an integral part that cannot be separated from "learning/lecturing". Every lecturer who will carry out lectures is required to make a lesson plan. Lectures are educational interactions carried out by lecturers and students, students and students and lecturers and students with other learning resources in a particular educational situation/atmosphere. The planned components will also be evaluated in stages, continuously and openly (Prabowo, Personal communication, February 2022).

Figure 3: Curriculum Planning Procedures



#### D. CONCLUSION

Curriculum planning must pay attention to aspects related to objectives, materials, methods and evaluation. Planning goals must be in line with the educational goals set by the government. Material aspects and methods in curriculum planning must be able to follow the development of science and technology. All of these processes must be evaluated periodically. Curriculum planning in the Islamic religious education study program at the Islamic religious university in Metro City has several procedures that serve as a reference in its curriculum planning, namely: foundation in curriculum planning; parties involved in curriculum planning; principles in curriculum planning; characteristics in curriculum planning; components in curriculum planning.

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