

DEVELOPMENT OF HUMANIST BASED CURRICULUM, SOCIAL RECONSTRUCTION, ACADEMIC IN PAI CURRICULUM

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Received:	Revised:	Aproved:
12 July 2022	22 Juni 2023	27 Juni 2023

Abstrak

The purpose of this study is to describe the development of a humanistic-based curriculum, social reconstruction, academics and competencies. The method used in this research is library research by analyzing several journal articles, books and related sources. The results of the study stated that (1) the humanistic approach emphasizes the opportunities for students to learn to solve a problem, (2) the social reconstruction approach emphasizes the social aspects of community life, so that students can overcome problems while in the community, (3) the academic approach emphasizes aspects of knowledge in distinguishing one science from another. In the process, the most important thing that must be done in the curriculum development process is to determine what subjects are more important that must be studied earlier in the process of developing scientific disciplines. (4) Competency-based curriculum is more focused on certain competencies that must be mastered by students. Therefore, the preparation of the curriculum must include a number of competencies that are arranged in such a way as to achieve the learning objectives that have been set. Directing learning activities to students to master the minimum competency standards. So that student learning objectives can be achieved.

Keywords: Curriculum development; Curriculum Approach; PAI Curriculum

A. INTRODUCTION

Law No. 20 of 2003 concerning the national education system states that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials, as well as the methods used to implement learning activities to achieve specific educational goals. Therefore, the curriculum is often

interpreted as a plan for learning (academic program).¹ The curriculum as the basis for implementing learning is arranged according to standards so that it is worthy of being a guide in the implementation of education and becomes a guide for teachers in carrying out learning activities.²

In a narrow sense, the curriculum is a collection of several subjects that must be taken and completed by a student or student in an education/college unit.³ The educational process is integral to curriculum development.⁴ The targeted goals are not only focused on the preparation of learning materials but also on improving the quality of education.⁵ Therefore, the element of the process in curriculum development is an element that must be considered in curriculum development.⁶

The curriculum is the most basic foundation in the learning and education process in the world of education⁷. The success or failure of education, regardless of whether students can receive and educators can provide good teaching, the success or failure of achieving the targeted educational goals depends on the curriculum.⁸ If the existing systematics prepare the curriculum design by taking into account all matters relating to the things needed by students in facing the competition of life in the future if this is applied then the output produced in education will be able to achieve goals that have been set.⁹

¹JDIH-BPK, Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, <https://peraturan.bpk.go.id/Home/Details/43920/uu-no-20-tahun-2003>.

² Sukmadinata, S. N, *Pengembangan Kurikulum Teori dan Praktek* (Cetakan 22). PT Remaja Rosdakarya: 2019.

³ Samsiadi, & Romelah, Implementasi Kurikulum 2013 Mata Pelajaran PAI Dalam Pembelajaran Jarak Jauh Di SMK Negeri 1 Berau. *Research and Development Journal Of Education*, Vol. 8, No, 65–72. <https://doi.org/http://dx.doi.org/10.30998/rdje.v8i1.11933>: 2022.

⁴ Noviadi Nugroho, M, *Reorientation and Renewal of Indonesia Economy Education Curriculum Paradigm based on Creative Economy, Character Education and Local Cultural Values*. <https://doi.org/10.2991/gcbme-16> : 2016,7

⁵ Adesoji, A., & Tinuke, T, Curriculum development and multicultural education in the Nigerian educational system. *Journal of Scientific Research and Studies*, 2019: Volume 6(4).

⁶ Huda, N, Pendekatan–pendekatan Pengembangan Kurikulum. *Qudwatunā : Jurnal Pendidikan Islam*, Volume I: 2019, 175–197.

⁷ Posillico, J. J., Edwards, D. J., Roberts, C., & Shelbourn, M, Curriculum development in the higher education literature: A synthesis focusing on construction management programmes. *Industry and Higher Education*. <https://doi.org/10.1177/09504222211044894>: 2021.

⁸ Gautam, S., & G.C., S, Curriculum Development and Education Officers in/about Culturally Responsive Pedagogy. *The Batuk*, 5(1). <https://doi.org/10.3126/batuk.v5i1.27953>: 2019.

⁹ Hatim, M, Kurikulum Pendidikan Agama Islam di Sekolah Umum. *EL-HIKMAH: Jurnal*

The PAI curriculum is structured so that it can assist teachers in providing educational services to students so that students can cultivate Islamic values in their lives.¹⁰ In addition, it needs to be supported by an educational environment that will give a religious feel to the impact on student patterns and habits.¹¹ Therefore, it is essential to instil spiritual values in the academic environment so students can develop practices and behaviours by Islamic values.

Particular studies on curriculum development continue to be carried out by education experts to produce a curriculum that follows the needs and results of the times.

Curriculum development must be based on a philosophy to determine the education's direction and goals. Curriculum developers sometimes have difficulty perfecting the curriculum, especially in formulating the objectives of implementing the curriculum, compiling curriculum content based on curriculum content standards, implementing the learning process, and implementing the enrichment evaluation.¹²

Identification of the problems of the Islamic religious education curriculum is more to things that are dogmatic and are no longer relevant to the development of an increasingly sophisticated era. This phenomenon arises because the curriculum development approach tends to refer to old theories that are no longer to the results and demands of the times. Determining the basis for curriculum development can be a solution to overcome problems in curriculum development. It is necessary to have a foundation in curriculum development. The foundations included include humanistic-based, social, academic, and competency-based

Kajian Dan Penelitian Pendidikan Islam: 2018, Vol. 12 No(140–163). <https://doi.org/10.24054/ajournal.uinmataram.ac.id/index.php/elhikmah>

¹⁰ Hilman Maas, P, Curriculum Development, Islamic Religious Education, Islamic Elementary School AL Azhar. *Atthulab: Islamic Religion Teaching and Learning Journal*, 2019, Volume 4, Nomor 1. <https://doi.org/10.15575/ath.v4i1.2850>

¹¹ Ayuningsih, W., Syafaruddin, S., & MS, A, Implementation of Islamic Education Curriculum Development in Al-Ulum Islamic School Medan. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 2020, Volume 3, Nomor 2. <https://doi.org/10.33258/birle.v3i2.1031>

¹² Fadilah, L., & Hamami, T, Pendekatan Subjek Akademis Dan Humanistik Dalam Pengembangan Kurikulum Pendidikan Agama Islam, 2021, *Geneologi PAI: Jurnal Pendidikan ...*, 8(02).

reconstruction. With this foundation, it is hoped that the curriculum development approach can be well structured and become a bridge and achieve educational goals.

Based on the phenomena and problems regarding the PAI curriculum development approach, it is necessary to examine the literature on how to create a curriculum with a philosophical foundation that uses social, humanistic, academic, and competency reconstruction in the PAI curriculum development approach.

B. Discussion

1) Theory Study

1. The humanistic-based curriculum development approach

This curriculum is carried out with the consideration of humanizing humans because the humanistic-based approach emphasizes students' psychological factors. This learning activity gives students the freedom to express, do various things and experiment, then observe and provide feedback so that students can find their identity for their abilities. The humanistic-based curriculum focuses more on the development of human life and responds to achievement demands. The most important thing is how to combine the dimensions of attitude and knowledge. The goal is to give students the freedom to choose and be responsible for their choices.

Humanist-based curriculum, operationally in the perspective of Islamic education, provides opportunities for them to develop their potential as well as possible so that they function as a means of living their lives. The development of science and technology must be accompanied by the story of faith and piety to Allah SWT. Operationally, humanism can be interpreted as searching for every environment, K.I., and K.D. in PAI subjects. This curriculum was developed by humanist education experts, supported by educational theorists and experts such as Jhon Dewey and JJ Rousseau. This flow provides the widest possible space for students. They believe that every student has the talent and potential to be developed. The Gestalt concept, which has become the thought of humanist educators, argues that a child is a

unit that as a whole has the right to be educated and directed as a whole, not only physically and intellectually but also emotionally.¹³

2. Construction-based curriculum

This curriculum is a social engineering approach that focuses on curriculum design on problems that occur in society, such as environmental pollution, social and human rights problems, and other disasters related to technological advances.¹⁴ This curriculum is based on the flow of interactional education. This interaction provides space for students to learn to solve problems while in the community.¹⁵

3. The development of an academic curriculum

This curriculum is a social engineering approach that focuses on curriculum design on problems that occur in society, such as environmental pollution, social and human rights problems, and other disasters related to technological advances.¹⁶ This curriculum is based on the flow of interactional education. This interaction provides space for students to learn to solve problems while in the community.¹⁷

The development of an academic curriculum. This curriculum oriented to past education serves to preserve and pass on culture to the next generation. This curriculum is more focused on knowledge. They are required to master the material that the teacher has delivered. The goal is that the rest can gain understanding and practice in expressing their ideas and ideas. With the provision of expertise from various disciplines, students are expected to be able to convey their concepts and ideas to be developed in the wider community. The education unit is obliged to provide opportunities for every student to be able to realize and channel the abilities that students have. The

¹³ Sukmadinata, S. N., *Pengembangan Kurikulum Teori dan Praktek* (Cetakan 22). PT Remaja Rosdakarya, 2019.

¹⁴ Paudel, D. P., Curriculum Development in Geography Education. *The Third Pole: Journal of Geography Education*. <https://doi.org/10.3126/tp.v21i01.41618>, 2021.

¹⁵ Daud, R. M., Pendekatan Pengembangan Kurikulum Pendidikan di Aceh. *Pioner: Jurnal Pendidikan*, 9(1). <https://doi.org/10.22373/pjp.v9i1.7166>, 2020.

¹⁶ Paudel, D. P. , Curriculum Development in Geography Education. *The Third Pole: Journal of Geography Education*. <https://doi.org/10.3126/tp.v21i01.41618>, 2021.

¹⁷ Daud, R. M., Pendekatan Pengembangan Kurikulum Pendidikan di Aceh. *Pioner: Jurnal Pendidikan*, 9(1). <https://doi.org/10.22373/pjp.v9i1.7166>

methods often used in the development of this academic-based curriculum are expository and inquiry methods.¹⁸

4. Competition-based curriculum

The competency-based curriculum requires teachers to be qualified and professional to work together to improve education quality.¹⁹ However, this concept cannot be used as a solution to solving problems, but this is related to educational issues. Can provide input to solve existing problems. Competency-based curriculum, according to qualified and professional teachers, cooperates to improve the quality of education. However, this concept, of course, cannot be used as a recipe for solving all educational problems, but it can significantly contribute to improving education.²⁰

2) Research Methods

This study uses the library research method that uses journal articles, books, and other relevant sources to be used as data sources for study materials research. Therefore, the next step is to review and analyze the articles, journals, books, and related sources as a conclusion. The results of this conclusion are the result of the research.

3) Research Result

Humanistic-based Curriculum Approach

The birth of the idea to humanize humans is the initial foundation of a humanistic-based curriculum approach. The emergence of the concept of developing a curriculum that considers human existence to increase human

¹⁸ Lazwardi, D., Manajemen Kurikulum sebagai Pengembangan Tujuan Pendidikan. *Al-Idarah : Jurnal Kependidikan Islam*, 7, 2017, (1).

¹⁹ Maryanti, R., & Nandiyanto, A. B. D. (2021). Curriculum Development in Science Education in Vocational School. *ASEAN Journal of Science and Engineering Education*, 1(3). <https://doi.org/10.17509/ajsee.v1i3.38429>, 2021.

²⁰ Anam, C., *Pengembangan Kurikulum Pendidikan Agama Islam*. Qisthos Digital Press, 2010.

dignity and status is the basis of philosophy, theoretical basis, and evaluation basis in developing educational programs.²¹

Humanistic education experts develop curricula based on the concepts and schools developed by Jhon Dewey. This stream of education is primarily focused on students. In developing this curriculum, building a good emotional bond with students is expected so that teachers can build chemistry with students. Teachers are expected to have roles such as:

1. Be a good listener to the complaints conveyed by Shiva.
2. Respect students regardless of their social status
3. Act as it is in front of students.

Applying a humanistic approach will provide opportunities for students to learn to solve a problem. The humanistic approach in the curriculum prioritizes students' talents and interests to develop their abilities and attractions for a better future. The principle of curriculum development emphasizes the importance of integrity and unites intellectual and emotional behaviour in action.

The educational goals to be achieved in the humanistic curriculum are to create ideal characters and personalities. The humanistic curriculum approach is more dominantly influenced by psychological factors expected to provide students with maturity. Learning activities allow students to express themselves, do new things in experiments, raise problems for later observation and provide feedback so students can find their identity and identity. Each student will learn to know their identity through various activities that provide learning experiences so that students can control themselves. In the end, students are expected to be able to recognize and provide an understanding that there is a cause and effect relationship when emotions and fantasies are used to respond to an action.²²

²¹ Muhaimin, *Pengembangan Kurikulum Pendidikan Agama Islam di Sekolah, Madrasah dan Perguruan Tinggi*. PT Raja Grafindo Persada, 2010.

²² Wahidmurni, Nur, M. A., Abdussakir, Mulyadi, & Baharuddin, Curriculum development design of entrepreneurship education: A case study on Indonesian higher education producing most startup founder. *Journal of Entrepreneurship Education*, 22(3): 2019.

Reconstruction-based curriculum approach

Developing this curriculum prioritizes aspects of social, political, and economic life that form in society. The goal is for students to overcome these problems in the community. Problems that occur in groups and the community environment are not only about knowledge in the social field but can be integrated into other knowledge fields such as chemistry, physics, and mathematics as well as other knowledge. Therefore, the development of the reconstruction curriculum is guided by the interactional flow of education. According to this theory, education is not an individual responsibility but education is a shared responsibility. This togetherness is expected to help overcome the problems to realize a more quality community life. In developing the social reconstruction curriculum, the following issues are also considered:

1. Survey Results
2. The results of a study show the existence of a relationship between local, national, and international economic problems.
3. The academic-based curriculum focuses more on history, economic conditions, and political situations that occur in society.
4. Some considerations related to the political situation.
5. Fulfillment of community needs that have not been maximized.

Academic-based Curriculum Approach

Curriculum presentation is part of the integration between knowledge and skills. This integration involves methods, objectives, groups, and evaluations in preparing the curriculum with an academic-based approach. The preparation of the curriculum is based on the systematics of its scientific disciplines. Education experts continue to strive to develop curricula to lead students to enter the gates of the world of education and the world of knowledge with scientific concepts. The curriculum was designed by

considering the academic aspect by determining what subjects should be given to students to build their disciplines.²³

PAI materials developed in public schools include aspects of aqidah, faith, morality, the Quran, Hadith, economic transactions in Islam, and the history of Islamic culture. Meanwhile, the sub-materials in public schools are a separate subject in Madrasahs. The weakness when using an academic-based curriculum approach to PAI material is less attention to other disciplines. So that when students face more modern and complex problems, they will find it challenging to overcome them.²⁴

The curriculum prepared on an academic basis still uses a particular system to distinguish it from other science systems.²⁵ Another source stated that an academic-based approach is an approach that has resources and governance following their respective scientific disciplines.²⁶ The most important thing to do in the curriculum development process is to determine

age-appropriate material at the level of the education unit.²⁷ In addition, this curriculum development has a goal so that students can practice optimally to develop the ideas and ideas they get in research activities.²⁸

The existence of education experts in curriculum development provides provisions for students to compete in continuing education to the

²³ Thomas, P. A., Kern, D. E., Hughes, M. T., & Chen, B. Y, Curriculum development for medical education: A six-step approach. In *Curriculum Development for Medical Education: A Six-Step Approach, Third Edition*. <https://doi.org/10.7326/0003-4819-130-10-199905180-00028>: 2015.

²⁴ Muhaimin, *Pengembangan Kurikulum Pendidikan Agama Islam di Sekolah, Madrasah dan Perguruan Tinggi*. PT Raja Grafindo Persada: 2010.

²⁵ Khan, M. A., & Law, L. S, An integrative approach to curriculum development in higher education in the USA: A theoretical framework. *International Education Studies*, 8(3). <https://doi.org/10.5539/ies.v8n3p66>: 2015.

²⁶ Syarif, M, Strategi Pengembangan Kurikulum yang Relevan dengan Pangsa Pasar Kerja. *TARBIYA ISLAMIA : Jurnal Pendidikan Dan Keislaman*, 7(1)<https://doi.org/10.36815/tarbiya.v7i1.163>: 2018.

²⁷ Muhajir, A., Naim, N., Fitri, A. Z., & Safi'i, A, Approach to the development of multicultural education curriculum in darul hikmah modern Islamic boarding school Tulungagung, Indonesia. *Universal Journal of Educational Research*, 8(5). <https://doi.org/10.13189/ujer.2020.080520>: 2020.

²⁸ Kusnandi, K, Integrasi Kurikulum Berbasis Pesantren pada Lembaga Pendidikan. *Jurnal Kependidikan*, 5(2). <https://doi.org/10.24090/jk.v5i2.2138>: 2017.

next level.²⁹ Other approaches contained in this academic-based development include a) a knowledge structure approach, in this case, students not only must study the subject matter but students are also required to understand and remember the material that has been studied, and b) combining various methods, the goal is to provide answers to people who expect the application of various models of knowledge that are comprehensive because there is much subject matter that must be studied in the education unit so that it allows students to forget the material that has been studied, c) a fundamentalist approach, namely always carrying out learning activities that focused on literacy, writing, and problem-solving activities.³⁰

The academic-based approach has the following characteristics: a) it has a fundamental goal, namely placing knowledge and training students to issue ideas in the research process. Students should learn and control their thinking to have designs to continue developing in an increasingly complex society. b) Another strategy often used in the academic-based curriculum approach is to apply learning strategies emphasizing aspects of the subject matter delivered verbally by explaining beforehand. Another strategy emphasizes aspects of the problem that are considered important to find a solution, and c) the most important thing in each subject is to understand the essential material so that it can be integrated with other learning materials. The practice of organization in each class is arranged based on the sub-subjects that have been determined—integrating subject matter with other subjects or problems related to several social issues, both in personal life and community life. Studying several disciplines related to knowledge and skills to solve problems, and d) evaluating to assess the implementation of an

²⁹ Nurhalimah, N, Telaah Komponen Dan Pendekatan Pengembangan Kurikulum. *Islamika*, 11(2). <https://doi.org/10.33592/islamika.v11i2.433>: 2020.

³⁰ Awwaliyah, R, Pendekatan Pengelolaan Kurikulum Dalam Menciptakan Sekolah Unggul. *INSANIA : Jurnal Pemikiran Alternatif Kependidikan*, 24(1). <https://doi.org/10.24090/insania.v24i1.2219>: 2019.

academic-based curriculum that has been synchronized and adapted to the subject's characteristics.³¹

Based on the description above, it is concluded that the academic-based curriculum development approach is a curriculum approach that emphasizes the aspects of knowledge that students must master within a certain period that has been adapted to their scientific characteristics.

Competency Aspect Approach

The competition-based curriculum development approach (KBK) is a curriculum that focuses more on curriculum development on skill aspects with established standards so that the benefits can be felt directly by students by mastering certain competency sets. The competency-based curriculum is directed at developing students' knowledge, skills, attitudes, and interests so that students can have certain skills and master time management with a full sense of responsibility.

The competency-based curriculum is more focused on certain competencies that students must master. Therefore, preparing the curriculum must include several competencies to be a reference in achieving learning objectives so that the output produced has good behaviour and skills. Directing learning activities is crucial for students to master minimum competency standards. So that students can achieve goals that are difficult to set. Developing talents and implementing complete learning is carried out so that every student is given the same opportunity to achieve learning objectives according to their level of knowledge and understanding.

The competency-based curriculum emphasizes teachers' ability to become highly qualified and professional teachers to work together to improve the quality of education. Applying a concept like this can not only be used as a solution to education problems in Indonesia but can also make a fairly influential contribution to improving education.

³¹ Huda, N, Pendekatan–pendekatan Pengembangan Kurikulum. *Qudwatunâ : Jurnal Pendidikan Islam, Volume II*: 2019, 175–197.

The process that continues to develop in people's lives cannot be separated from the subsystem of the world of education. Implementing a competency-based curriculum will increase the elements of knowledge, skills, and attitudes of students during the habituation process. The competency-based curriculum emphasizes students so that mastery of competencies in each subject is taught. Therefore, several efforts have been made to not only focus on mastering knowledge but must be balanced with mastery of skills realized in several ways, namely:

1. Graduate competence: Students must master graduate competency standards, the minimum competency standards in academic units.
2. Students master the minimum standards for each competency in the subject
3. Mastering each sub-discussion of the subject matter taught as an initial standard in learning science. In basic competence, students must master each sub-discussion that results in minimal knowledge of certain subjects.

As a framework, the competency-based curriculum has a framework consisting of four elements, namely:³²

1. Learning activities, the main activities containing learning, are carried out to achieve the specified competencies so that they can manage learning activities and are not complicated.
2. In the principal assessment of the learning process in school, the implementation of an evaluation carried out continuously has its mechanism to detect the level of achievement of learning outcomes indicators that become standards to be achieved in the learning outcomes report.
3. This element contains a student competency development plan that must be achieved as a whole, starting from zero months to 18 years which

³² Weber, A., Lawson, C., & Williams, B, Frameworks that guide curriculum development in Australian higher education. *Journal of Paramedic Practice*, 13(3). <https://doi.org/10.12968/jpar.2021.13.3.105>: 2021.

includes learning outcomes and achievement of learning outcomes indicators.

4) Discussion

Based on the references stated above, the author assumes that the humanist-based PAI curriculum approach is the development of a curriculum that balances science and technology and IMTAK. These two aspects must go hand in hand and work together in building a generation of intellectuals who are faithful and knowledgeable.

The social construction-based curriculum approach develops a curriculum by considering social developments that occur in the community so that students can adapt and overcome problems when they are already in the community. In addition, this approach aims to build students' mindsets so that they can overcome their problems.

The academic-based curriculum uses a certain system to distinguish it from other science systems. Another source stated that an academic-based approach is an approach that has resources and governance that are by their respective disciplines. In practice, the main thing to do in curriculum development is to determine what subjects are prioritized and must be studied first in developing scientific disciplines.

The competency-based curriculum is a component of the curriculum that emphasizes the abilities and skills for students to practice directly. When students master certain skills, it will impact their confidence to compete in the world of work or continue to a higher level. The competition-based curriculum focuses more on the ability to complete tasks and develop competence. In addition, this curriculum aims to increase students' knowledge, understanding, and attitudes to meet their duties and responsibilities.

C. Conclusion

The curriculum is developed with a humanistic-based approach, social reconstruction, academics, and competencies. Each subject used in the

curriculum development approach has advantages and disadvantages. The humanistic approach emphasizes students' opportunities to learn to solve a problem. The social reconstruction approach emphasizes the social aspects of community life so that students can overcome difficulties in the community. This theory states that education is not an individual responsibility, but education is a shared responsibility. This togetherness is expected to help overcome the problems to realize a more quality community life. While the academic approach still uses a certain system to distinguish it from other scientific methods. The most important thing to do in the curriculum development process is to determine the more important subjects that must learn to be studied early in developing scientific disciplines—ideas obtained in research activities. The competency-based curriculum is more focused on certain competencies that students must master. Therefore, the prepared curriculum must include several aspects of competence so that the output produced has skills according to standards. Directing learning activities is crucial for students to master minimum competency standards. So that students can achieve learning goals.

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