# Application Of Current Learning Theories In Pai Curriculum Development

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| ARTICLE INFO | ABSTRACT |
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| Volume: 3 | Changes in behavior touch 3 domains of education in learners, namely the cognitive domain, the affective domain, and the psikmotor domain or better known as the domain of knowledge, the domain of attitudes, and the domain of skills. Therefore, it requires the situation and conditions of teaching and learning activities that support, available facilities, and so on must be adjusted to the educational objectives to be achieved. This study aims to determine the application of learning theory that teachers and students should know so that learning objectives can be achieved effectively and efficiently. This research is a "Library Research" with a research approach of text literacy and field phenomena. Methods and types of data collection by collecting journals that support the research theme. Data stages are from identifying and finding information relevant to the theme of learning theory and its relation to the PAI curriculum, then analyzing the findings. Data processing is carried out by conducting review activities, verification and reduction, grouping and systematization, and interpretation or interpretation so that a phenomenon has social, academic and scientific value. While data analysis in this study was carried out during and after data collection using descriptive-critical-comparative methods and content analysis methods. The result of the research is that teachers certainly want to always improve themselves, to improve the quality of learning, and convey teaching materials to students so that they can be understood. besides that the teachers want to make the teaching process functional, this means that a teacher must master how learning theories to know what is needed by students, as well as at the same time will help students develop themselves. |
| **KEYWORD** | |
| Current learning theory, PAI theory development | |

## 1. Introduction

Islamic Religious Education (PAI) in schools has a vital role in shaping students' Islamic character and insight. However, in this digital and globalization era, the PAI curriculum needs to be updated to remain relevant and effective. Modern learning theories offer innovative approaches that can improve the quality of PAI learning. Learning theories such as constructivism, connectivism, and project-based learning have been proven effective in improving student engagement and understanding in various disciplines. However, their application in the context of Islamic Education is still limited and has not been widely explored. Curriculum development is a crucial process that requires careful consideration of various factors, including learning theory. The Islamic Education (PAI) curriculum has been the cornerstone of Islamic education in Indonesia, and its development has been influenced by various learning theories over the years.

The PAI curriculum has undergone several revisions in recent years, with each revision incorporating new learning theories and approaches. However, research on the specific learning theories used in the development of the PAI curriculum is still lacking and their effectiveness in improving student learning outcomes. In teaching and learning activities, children are the

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subjects and objects of teaching activities. Therefore, the core of the teaching process is none other than the teaching and learning activities of students in achieving a teaching goal. The teaching objectives will certainly be achieved if students actively try to achieve them and the students feel the changes within themselves.

Learning is a process that occurs in all people and lasts a lifetime (from infancy to death). One of the signs that people learn is a change in behavior in their lives (cognitive, psychomotor, and affective). Learning is essentially a change that occurs in a person after the end of doing "learning activities". Although in reality not all changes are categorized as learning. For example, physical changes, drunkenness, insanity and so on. Similar to learning, teaching is essentially a process, namely the process of regulating, organizing the environment around students, so that it can foster and encourage students to carry out the learning process. Therefore, if after learning, students do not have positive behavioral changes in the sense that they do not have new skills and their knowledge insights do not increase, it can be said that their learning is not perfect.

Psychologists have done a lot of research on learning theories. Learning theories are an attempt to describe how humans learn, thus helping us all understand the complex inhern process of learning.Various learning theories have been created as a result of the hard work of research.Criticism of existing learning theories that are perceived to have weaknesses is always carried out by experts. New learning theories are also present in the world of life, filling the pages of history in the world of education.

This study attempts to address the gap by examining the application of contemporary learning theories in PAI curriculum development. To provide recommendations for more effective PAI curriculum development based on Curriculum development is influenced by various learning theories, including behaviorism, cognitivism, and constructivism. Behaviorism focuses on external factors that influence behavior, while cognitivism emphasizes the role of mental processes in shaping behavior. Constructivism, on the other hand, suggests that learners construct their own knowledge through experience and social interaction.

## 2. Literature Review

- Contemporary Learning Theories
- Constructivism: Learning as an active process of constructing knowledge
- Connectivism: Learning in the digital and networked age
- Project-based learning: Integrating theory and practice
- Blended learning: Combining face-to-face and online learning

## 3. Methodology

Approach: Qualitative with quantitative elements (mixed method). This research is a "Library Research" with a research approach of text literacy and field phenomena. The method and type of data collection in this research is library research by collecting journals that support the research theme, including literature on learning theory and its relation to the PAI curriculum. The research process begins with stages: identifying and finding information relevant to the theme of learning theory and its relation to the PAI curriculum, then analyzing the findings, then developing and expressing them into new findings related to learning theory and its relation to the PAI curriculum.

Data processing is carried out by conducting review activities, verification and reduction, grouping and systematization, and interpretation or interpretation so that a phenomenon has social, academic and scientific value. Meanwhile, data analysis in this study was carried out during and after data collection using descriptive-critical-comparative methods and content analysis methods.

## 4. Results and Discussion
## 4.1 Curent Learning Theory

a. Behavioristik Learning Theory

Behavioristic learning theory is a theory coined by Gage and Berliner about changes in behavior as a result of experience. The basic idea of behavioristic theory is that feelings or emotions are the result of the thinking process. Behavioristic learning theory explains that learning is a change in behavior that can be observed, measured and assessed concretely, where reinforcement (reinforcement) and punishment (punishment) become stimuli (stimuli) that cause reactive behavioral relationships (responses) based on mechanistic laws. the relationship between stimulus and response that occurs through

interaction in the environment, which then causes changes in behavior. The factor that is considered important by the behavioristic school is the reinforcement factor (reinforcement) If reinforcement is added (positive reinforcement), the response will be stronger, as well as if the response is reduced / eliminated (negative reinforcement), the response will also be less. Some principles in behavioristic learning theory include:  (1) Reinforcement and Punishment; (2) Primary and Secondary Reinforcement; (3) Schedules of Reinforcement; (4) Contingency Management; (5) Stimulus Control in Operant Learning; (6) The Elimination of Responses The purpose of the behavioristic tutoring model is to increase student creativity, including:  (1) creative thinking skills (aptitude), namely the ability to think fluently, flexibly, rationally, and evaluate skills, and (2) effective thinking skills (non-aptitude), namely curiosity, being imaginative, feeling challenged by progress, taking risks, and being appreciative.

b.  Cognitive Learning Theory

The term "Cognitive" comes from the word cognition, which means understanding, understanding. The broad definition of cognition is the acquisition, structuring, and use of knowledge. Cognitive is a general concept that covers all forms of recognition which includes any mental behavior related to problems of understanding, paying attention, giving, thinking, consideration, processing information, problem solving, consideration, imagining, estimating, thinking and beliefs. Cognitive learning theory is more concerned with the learning process than the learning outcome itself.  Learning does not just involve the relationship between stimulus and response, more than that learning involves a very complex thinking process.  Learning is a change in perception and understanding.  Changes in perception and understanding do not always take the form of observable behavioral changes.

c.  Humanistic Learning Theory

According to humanistic theory, the purpose of learning is to humanize people.  The learning process is considered successful if the learner understands his environment and himself.  Students in the learning process must strive so that gradually they are able to achieve self-actualization as well as possible. The main goal of educators is to help the students to develop themselves, namely helping each individual to know themselves as unique human beings and helping in realizing the potentials that exist within them. The role of the teacher in humanistic learning is to be a facilitator for students while the teacher provides motivation, awareness of the meaning of learning in students' lives. Teachers facilitate learning experiences for students and assist students to obtain learning objectives.  Students act as the main actors (student center) who interpret the process of their own learning experience.   It is expected that students understand their potential, develop their potential positively and minimize their negative potential. Learning based on humanistic theory is suitable to be applied to learning materials that are personality building, conscience, attitude change, and analysis of social phenomena. Indicators of the success of this application are that students feel excited, take the initiative in learning and there are changes in mindset, behavior and attitudes of their own accord.

d.  Constructivism Learning Theory

According to Suyono and Hariyanto, constructivism is a philosophy of learning based on the premise that by reflecting on experience, we build, construct our knowledge of the world in which we live. Meanwhile, according to Cahyo, constructivism is a philosophy of knowledge that emphasizes that knowledge is our own making as a result of cognitive construction through individual activities by creating structures, categories, concepts, and schemes needed to build this knowledge. From the above opinion, it can be concluded that constructivistic learning theory is a learning theory that requires students to construct or compile learning activities and change complex information to build knowledge independently As has been stated that according to constructivism learning theory, that students must be mentally active in building their knowledge structure based on their cognitive maturity.   As stated by Tasker as follows: 1). The active role of students in constructing knowledge meaningfully; 2). The importance of making connections between ideas in meaningful construction:  3). Linking ideas with new information received.

**4.2 Learning theory in curriculum development**

The relationship between curriculum and learning in achieving educational goals is described by the curriculum as an educational program that is planned and implemented to achieve goals that include all learning experiences that are well organized and developed and prepared for students to cope with real life situations While the other understanding is interpreted narrowly which only emphasizes its usefulness in planning learning objectives, learning and learning experiences, learning tools and assessment methods planned and used in learning and learning activities. So the curriculum is made to clarify all forms of learning activities for the achievement of educational goals. In other words, the curriculum as a tool to achieve educational goals, namely the formation of human beings in accordance with the philosophy of national life plays an important role in education. The role of curriculum theory is to provide direction and guidance in the process of curriculum planning, development, implementation, supervision, evaluation.    For example, as the definition of the curriculum that has been explained above, that the Curriculum is a set of plans and arrangements regarding the objectives, content and learning materials and methods used as guidelines for organizing learning activities to achieve certain educational goals.  The relationship between the curriculum and constructivism learning theory is very much related, especially from the way it is used (question and answer, investigation / discovery, and learning community) as an educator before teaching his students. This learning theory is an outline of knowledge about the laws and processes of learning.  Learning theory is important to learn because it can significantly improve the way students learn new skills and concepts and also for teachers, which can help teachers to organize the learning process well, effectively, efficiently.  Learning theories and curriculum models must be adjusted for the formation of students' personalities in accordance with the values of aqidah and spirituality, namely according to the teachings of Islam.  The view of philosophy according to Islam is contained in the Qur'an which is used as a guide and guide to life for believers.  Both life, death, when, and wherever he is is the power and will of the almighty, namely Allah SWT.

**5. Conclusion**

This study shows that the integration of current learning theories in PAI curriculum development has significant potential to improve the quality and relevance of learning. Constructivism, connectivism, project-based learning, and blended learning can be effectively applied in the context of Islamic Education by taking into account the values and goals of Islamic education. The main challenges in this implementation include the need for educators, adjustments to the learning infrastructure, and changing mindsets about PAI teaching methods.  Stakeholders' perceptions were generally positive, with learners showing enthusiasm for a more interactive and contextualized learning approach. Educators, although initially hesitant, began to see the benefits of integrating modern learning theories after seeing increased learner participation and understanding. The effectiveness evaluation showed significant improvements in conceptual understanding and practical application of Islamic teachings among learners who attended PAI classes with the innovative approach.

Recommendations for further research include longitudinal studies to measure long-term impact, development of PAI curriculum models that integrate current learning theories, and further exploration of the synergy between Islamic scholarly traditions and modern educational paradigms. This study concludes that the development of PAI curriculum that adopts the latest learning theories is an important step in maintaining the relevance and effectiveness of Islamic education in the contemporary era.

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