

Multicultural-Based Islamic Education Curriculum Construction Approach

Hasran S. Abajia^{1*} & Ubadah Ubadah²

¹ Islamic Religious Education Study Program State Islamic University Datokarama Palu, Indonesia

² State Islamic University Datokarama Palu, Indonesia

*Corresponding Author: Hasran S. Abajia, E-mail: hasranabajia1973@gmail.com

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ABSTRACT

Studies related to efforts to find the concept of multicultural-based religious education need to be carried out. This can be started by formulating theories and concepts of Islamic Religious Education (PAI) in Muslim communities and national educational institutions under the coordination of the Ministry of Religion and the Ministry of National Education.

Islamic religious education based on multiculturalism is learning to live with differences, building mutual trust, mutual understanding, and demanding mutual respect, conflict and reconciliation without violence. A multicultural Islamic religious education curriculum can be developed through material from the Koran, fiqh, morals and Islamic history. In its development, the curriculum needs to be based on the principles of content integration, knowledge construction processes, fair teaching methods and reduction of prejudice.

The curriculum is the core of educational institutions, because the curriculum is offered to the public, with the support of qualified human resources (HR) teachers, as well as other adequate learning resources. We can interpret the discourse about the curriculum that the curriculum is only Course Out Line or GBPP, or includes all the experiences provided by teachers to students in their educational transformation.

1. Introduction

The curriculum is an important guideline for educational goals, directs all educational activities and influences educational outcomes. The implication is that curriculum development cannot be designed haphazardly without paying attention to the basis for curriculum development. The curriculum must have a strong foundation, not easily collapse and be able to provide comfort and convenience for students.

In this regard, developing a PAI curriculum requires a foundation that is based on the nature of human acceptance of existing diversity, so that designs in curriculum development respect each other, equalize and do not differentiate between each other. One of the foundations related to the development of the PAI curriculum is a multicultural foundation.

***Hasran S. Abajia** is a Ph.D. Candidate of Islamic Religious Education Study Program at Postgraduate School, State Islamic University Datokarama Palu, Indonesia. This paper was presented at the 3rd International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2024, as a presenter, held by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

Curriculum construction is a specialized field of work that expects a teacher to have a deep understanding of the concepts underlying the curriculum and also the skills to systematically design learning experiences to achieve the socially desirable goals set by the society in which we exist.

Islamic education continues to face difficult choices between religious needs and worldly needs. Therefore, on the one hand, Islamic education is required to increase understanding of religious sciences and the ability to practice Islamic teachings. Meanwhile, on the other hand, education is required to develop students' abilities to meet life's needs, not all life problems can be solved with religious knowledge. Islam as a paradigm of educational science is very interesting to observe. Islam is the revelation of Allah which is a guideline for Muslims to achieve prosperity in this world and the hereafter. To achieve prosperity it can be understood, believed, internalized and practiced after going through education. The Prophet Muhammad SAW was sent to educate mankind.

Multiculturalism can be a double-edged sword, on one side it has a positive impact, and on the other side it is negative. These two possibilities certainly require a new paradigm that is more flexible and tolerant to prevent clashes that might occur. Education with this paradigm leads students to have an understanding of cultural diversity so that they appreciate differences with a democratic and tolerant attitude. PAI curriculum based on a multicultural paradigm is very relevant to the different cultures and religious applications of each student, such as building a sense of respect, mutual trust, non-violent conflict, understanding each other and learning to live with differences

2. Methodology

Literature study is a method used to collect data or sources related to the topic raised in a research. Literature studies can be obtained from various sources, journals, documentation books, the internet and libraries that are relevant to discussions about multicultural-based Islamic education curriculum construction approaches.

The literature study was carried out in order to study and understand theories and concepts related to curriculum development. Apart from that, it is also related to the results of writings regarding multicultural-based Islamic education curriculum construction approaches, especially in Islamic religious education.

3. Results and Discussion

3.1 Islamic Education Curriculum Construction Approach

In developing curriculum theory, there are four forms of approach that can be used in the curriculum development process, including: Academic, Humanistic, Technological and Social Reconstruction Subject Approaches. This academic subject model curriculum prioritizes content (subject matter). The content of the curriculum is a collection of various materials or learning plans. The level of achievement of mastery of the material obtained by students is the main measure in assessing the level of success in their learning. Therefore, mastering as much material as possible is something that is prioritized in the process of teaching and learning activities in school

The humanistic model curriculum requires a teacher to have a good emotional relationship with his students. Therefore, to be able to expedite the learning process, of course a teacher must be able to provide optimal service to students so that they feel comfortable with their learning. Teachers do not need to force anything that can make students feel uncomfortable in learning, because with this sense of security and comfort, students will find it easier to go through the process of self-development.

The technological perspective curriculum places more emphasis on the effectiveness of programs, methods and materials in achieving goals and success. Technology application is a plan for using various tools and media, as well as instruction-based stages. As a theory, technology can be used in the development and evaluation of curriculum and instructional materials. The social reconstruction approach pays great attention to the reciprocal relationship between the curriculum and social activities. This model curriculum was developed by the interactional school.

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3.2 Innovation in Islamic Education Curriculum Development

what, who, and how views educational output that has been humanized according to categories and objectives. The process of humanizing humans is not limited to children and adolescents, but also occurs widely in adults. Understanding that education has no time limit but is sustainable until the end of human life itself. PAI curriculum development must pay attention to four components, namely material, objectives, methods and evaluation. These four components must contain the values of Islamic teachings in each component and these four components must be integrated in an integral way.

Islamic education includes three factors that must be carried out in stages. First, looking after and nurturing children, second, developing children's talents and potential according to their respective interests and talents, third, directing children's potential so that they can develop and live in society towards perfection as human beings. 18 The concept of Islamic education has many advantages, including the source of scientific truth, covers all aspects of human life, applies universally, is not limited to certain nations, applies throughout time, is in accordance with human nature and even prepares the development of human instincts so that true happiness can be achieved and can examine the science/knowledge that humans live itself. The construction of an Islamic education curriculum needs to determine a certain theoretical basis to balance various interests in accordance with community expectations.

The essence of Islamic teachings comes to build life in various aspects, economic, social, cultural, political, educational, legal and so on, based on the principles and values of faith. In relation to the Islamic education curriculum, principles and values are the basis and spirit that animates the curriculum. Therefore, the substance of knowledge, values and skills included in the Islamic education curriculum is knowledge, values and skills that are built on the foundation of faith. The principle issue in the Islamic education curriculum so that it can be said to be innovative is how to build concepts of knowledge, values and skills based on the building of monotheism.

4. Conclusion

In preparing the curriculum, it must pay attention to the values that exist in society, this is important as a form of accommodation in developing the personality and knowledge of students as well as a form of preserving culture in a society. According to Semiawan, culture has a holistic and integrative nature. The word holistic comes from the word "holon" (Greek) which means "whole" which refers to people who are the subject of all life, these people feel and place themselves in the midst of nature. All have become part of the overall substance of humanity in God's creation, so that people are united and aware of their presence.

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