

Implementation of the Love Curriculum as an Emotional Approach in Education: a Literature Review

Try Alfitrah Salam^{1*}
¹*Islamic Religious Education Study Program State Islamic University Datokarama Palu, Indonesia*

*Corresponding Author: Try Alfitrah Salam E-mail: tryalfitrahslam@gmail.com

ARTICLE INFO	ABSTRAK
Volume: 4 ISSN: 2963-5489 KEYWORDS Curriculum of Love, Emotions, Education, Literature Studies.	The curriculum plays an important role in improving the quality of education in Indonesia. The government continues to strive to improve the education system to enhance the quality of education through various programs and policies that are implemented. The Cinta Curriculum is presented as a solution through the insertion of values of diversity in various subjects, particularly in Islamic education under the auspices of the Ministry of Religious Affairs. The method used is a literature study by examining a number of relevant scientific articles, journals, and research reports. Empathy and concern for others are key elements in building effective therapeutic interactions, which involve the ability to understand other people's feelings and the urge to provide assistance. Enhancing Multicultural Values Multicultural education can be described as an approach that aims to unite the nation with an emphasis on the community's perspective. Compassion in Teacher-Student Interaction The interaction between teachers and students is one of the most important factors in the success of education. The compassion-based approach implemented in schools also reflects the principles of inclusive and participatory educational management.

1. Introduction

The curriculum plays an important role in improving the quality of education in Indonesia. The government continues to strive to improve the education system to enhance the quality of education through various programs and policies that are implemented. The education system in Indonesia has undergone curriculum changes in line with the times. The curriculum also continues to change in accordance with local needs and developments. Educational institutions in Indonesia continue to undergo changes in line with developments and government policies. The world of education is very important in shaping and creating superior and characterful human resources. The Government of the Republic of Indonesia allocates a significant amount of funding to educational institutions, which are managed by the Ministry of Education and Culture of the Republic of Indonesia. This demonstrates the government's focus on developing excellent human resources who are able to compete globally.

***Try Alfitrah Salam** is a Student of Islamic Religious Education Study Program at Postgraduate School, State Islamic University Datokarama Palu, Indonesia. This paper was presented at the 4th International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2025, as a presenter, held by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

Indonesia's curriculum is constantly being updated in line with policies and needs. The Ministry of Religious Affairs of the Republic of Indonesia has initiated the implementation of the Love Curriculum. This is an initiative in the development of religious and spiritual education that aims to instill the value of love for God, fellow human beings, the environment, and the nation from an early age. This was conveyed by the Director General of Islamic Education, who stated that character education in Indonesia requires more in-depth innovation, one of which is through a more integrative and systematic approach in the curriculum. Currently, there is still a phenomenon where a number of students show intolerant attitudes, blame each other, and even hate one another because of their differences. Beliefs often develop unconsciously from an early age. Therefore, the Love Curriculum was created as a solution by incorporating values of diversity into various subjects, especially in Islamic education under the auspices of the Ministry of Religious Affairs. This curriculum emphasizes four main aspects. First, building love for God (Hablum Minallah). From an early age, children are accustomed to strengthening their relationship with Allah. Second, building love for fellow human beings, regardless of their religion. Children must be accustomed to diversity, building a strong Hablum Minannas, he said. In addition, Amien also quoted the Indonesian Minister of Religious Affairs, Nasaruddin Umar, on the importance of caring for the environment (Hablum Bi'ah). "The environmental damage that is currently occurring must be addressed in a structured and systematic manner. Our children must be made aware of the importance of protecting the earth," Third, love for the nation (Hubbul Wathan). This is also an important pillar in the love curriculum. "Many of our children who have studied abroad feel more like outsiders than part of their own nation. We want to instill in our children a strong attachment to their cultural roots. (Amien Suyitno 2025).

2. Literature Review

According to S. Nasution (2022), there are four principles that form the basis of the curriculum, namely: philosophical principles, related to national education goals; psychological principles, which emphasize the importance of child psychology in the learning process; and sociological principles, which focus on the social conditions of society. The organizational foundation considers the form of educational organization and the content of the lessons to be presented. In the context of Islamic education, there are four basic principles or foundations in the Islamic education curriculum, namely the religious foundation, the philosophical foundation, the psychological foundation, the sociological foundation, and Muhaimin adds the organizational foundation. First, the religious foundation (religion) is determined based on the divine values in the Qur'an and Sunnah. Second, the philosophical foundation so that the curriculum structure contains a truth that brings the formulation of the Islamic education curriculum to three dimensions, namely the ontological dimension, the epistemological dimension, and the axiological dimension. Third, the psychological foundation that considers psychological stages.

3. Methodology

This article uses library research, more commonly known as literature research. Data collection techniques involve reviewing books, journals, articles, and other writings relevant to the topic of discussion.

4. Results and Discussion

4.1 Values in the Love Curriculum

a. Empathy and concern for others

Key elements in building effective therapeutic interactions, which involve the ability to understand other people's feelings and the desire to help. These two attitudes are important characteristics for parents in supporting the creation of kindness, attention, and altruistic actions in caring relationships (Kuntarti & Rustina, 2018). Given the importance of empathy in prosocial behavior and its relevance to social-emotional learning, which is a key focus in early childhood education. Because, fundamentally, empathy is a meaningful and appropriate construct to teach to young children (Ernst & Budnik, 2022).

b. Enhancing the Values of Openness and Acceptance of Differences

As an approach that aims to unite the nation by emphasizing the community's perspective on plurality among different cultural groups. Schools are expected to reflect democratic values with students from different backgrounds, including ethnicity, religion, and cultural groups. This makes schools reflect a culture that promotes democratic practices and values. Furthermore, the school curriculum should reflect the existence of different cultural groups among the community in the school, which have different cultural backgrounds and origins. Through these differences, students are expected to promote respect and brotherhood among themselves. Furthermore, there is a willingness to prioritize the values of cooperation, unity, and solidarity over competition and suspicion amid these differences. (Ramot Peter et al., 2021).

c. Affection in Teacher-Student Interaction

Interaction between teachers and students plays an important role in the success of education, especially classroom learning. A positive relationship can create a conducive atmosphere, where students feel valued and supported to develop both academically and non-academically. A positive relationship between teachers and students is not only about the transfer of knowledge from teachers to students, but also provides important emotional support that students need. The relationship between teachers and students is a form of closeness in educational institutions. The relationship between teachers and students differs for each individual and is unique, depending heavily on the character and personality of the teacher and student. One form of this closeness is the growth of an emotional bond between teachers and students, the result of intense communication and interaction between the two (Fikra Arsyad Ridho et al., 2025).

4.2 Implementation in Schools

The compassion-based approach implemented in schools also reflects the principles of inclusive and participatory educational management. Teachers are not the sole authority who sets the rules, but involve students in the process of developing class rules. This strategy strengthens students' sense of ownership of the existing rules, so that they feel responsible for obeying them. This is in line with participatory management theory, which states that the involvement of students in decision-making will increase their commitment to the results of those decisions (Mulyasa, 2021).

5. Conclusion

The Love Curriculum is an educational approach that places the values of love, empathy, and care as the main foundation of learning. Its implementation is not just about emotions, but a pedagogical vision that builds moderate, tolerant, and dignified character through a safe and inclusive learning environment. With the internalization of the value of love, this curriculum supports the development of students' emotional and spiritual intelligence, while creating a humanistic and transformative educational culture.

References

- Amien Suyitno, Kemenag "Apa Kurikulum Cinta? Ini Pengertian dan Strategi Implementasinya" <https://kemenag.go.id/nasional/apa-kurikulum-cinta-ini-pengertian-dan-strategi-implementasinya-MKyPO>. Diakses tanggal 26 Februari 2025
- Rahmatullah, "Landasan Pengembangan Kurikulum 2013," *Ta'limuna*, 2, no. 2 (2013). 125.
- Ernst, J., & Budnik, L. "Fostering Empathy for People and Animals: An Evaluation of Lake Superior Zoo 's Nature Preschool". *International Journal of Early Childhood Environmental Education*, 9, No. 2, (2022). 3-16.
- Ramot Peter dan Masda Surti Simatupang, "Pendidikan Multikultural Sebagai Sarana Membangun Integritas Bangsa". *DIALEKTIKA, Jurnal Bahasa, Sastra, dan Budaya*. 9, No. 2. (2022). 215.
- Fikra Arsyad Ridho, Achmad Junaedi Sitika, dan Agus Susanto. "Pengaruh Hubungan Emosional Guru dan Siswa terhadap Minat Belajar PAldi SMP Islam Al-Kautsar Bogor". *Jurnal Jendela Pendidikan*. 5. No. 3. (2025). 519.
- Mulyasa, E. *Manajemen Berbasis Sekolah: Teori dan Praktik*. Bandung: PT Remaja Rosdakarya (2021).