

Breaking Traditional Boundaries: Problem-Solving-Based Strategies for Islamic Religious Education Curriculum Development

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Abstract

The curriculum is a learning tool that plays a vital role in achieving educational effectiveness. In the context of Islamic Religious Education, the curriculum is designed to develop noble character, faith, and piety of students to Allah SWT. This study aims to examine the importance of developing a Problem-Based Learning-based Islamic Education curriculum to support the understanding of Islamic teachings while solving social problems solutively. This type of research method is library research with a focus on identifying innovative principles and strategies that can be applied in PAI curriculum design to make it more relevant to the challenges of modern education. The results of this study show that the problem-based learning approach in Islamic Religious Education plays an important role in developing students' critical thinking, analytical skills, and skills in distinguishing between facts and opinions. In addition, this study recommends an innovative approach that connects Islamic teachings with relevant social problem solving, thus not only improving learners' cognitive aspects, but also shaping their character, attitude, and piety in facing societal challenges with solutions based on Islamic values.

Abstrak

Kurikulum merupakan perangkat pembelajaran yang memegang peranan vital dalam mencapai efektivitas pendidikan. Dalam konteks Pendidikan Agama Islam, kurikulum dirancang untuk mengembangkan akhlak mulia, keimanan, dan ketakwaan peserta didik kepada Allah SWT. Penelitian ini bertujuan mengkaji pentingnya pengembangan kurikulum PAI berbasis Problem-Based Learning untuk mendukung pemahaman ajaran Islam sekaligus memecahkan masalah sosial secara solutif. Jenis metode penelitian ini adalah kepustakaan

(*libery resarch*) dengan berfokus mengidentifikasi prinsip serta strategi inovatif yang dapat diterapkan dalam desain kurikulum PAI agar lebih relevan dengan tantangan pendidikan modern. Hasil penelitian ini menunjukkan bahwa pendekatan pembelajaran berbasis masalah dalam Pendidikan Agama Islam berperan penting dalam mengembangkan kemampuan berpikir kritis, analitis, serta keterampilan peserta didik dalam membedakan antara fakta dan opini. Selain itu, penelitian ini merekomendasikan pendekatan inovatif yang menghubungkan ajaran Islam dengan pemecahan masalah sosial yang relevan, sehingga tidak hanya meningkatkan aspek kognitif peserta didik, tetapi juga membentuk karakter, sikap, serta ketakwaan mereka dalam menghadapi tantangan masyarakat dengan solusi berbasis nilai-nilai Islam.

Keywords

Strategy, curriculum development, Islamic education, problem solving

Introduction

Education plays an important role in shaping individuals who are competent, noble, and able to make a positive contribution to society. One of the main factors that determine the success of education is the curriculum. The curriculum is not just a collection of subjects that must be learned by students, but a learning tool designed to achieve overall educational goals, both inside and outside the classroom (Zaini, 2019). In the context of Islamic Religious Education (PAI), the curriculum is structured to form the personality of students based on Islamic values, increase devotion to God, and instill noble morals. The PAI curriculum aims to strengthen students' faith and devotion to God while fostering noble character. The Islamic Education curriculum aims to strengthen students' faith and devotion to God while fostering noble morals. The first step to achieving the goal of PAI is that students must have a deep and precise understanding of the teachings of Islam so that they are educated in the experience and awareness of how to practice them effectively (Alkhairi et al., 2024). The growth of religion, piety, and noble morals will be realized. In addition to encouraging the growth of morals and the application of science, the curriculum and learning strategies of Islamic Education must be able to assist students in gaining a deep and comprehensive knowledge and understanding of Islam (Mahrus, 2021). It is important to ensure that PAI curriculum and learning methods are relevant, effective and able to meet the needs of learners in facing the challenges of the times.

One strategy that is relevant to the dynamics of life today is problem-based learning design. This research not only focuses on the delivery of material, but also on developing the ability of students to find solutions to various real problems. This learning design emphasizes the importance of the application of science in a social context to community problems (Aulia, 2022).

Hayati's research (2024) revealed that PAI learning and curriculum design play an important role in helping to develop and actualize students by focusing on exploring knowledge and internalizing students by focusing on exploring knowledge and internalizing Islamic education values. The selection of curriculum design must be considered with several

related things, such as the needs, interests of students, and the conditions of the school environment. By implementing problem-based learning is an example of the application of a problem-centered curriculum. Applying this curriculum, learners can practice to actively participate and improve learning outcomes through critical thinking skills, social skills and confidence in solving the problems they face.

Mahrus' research (2021) shows that the purpose of PAI curriculum is to help students develop noble values and deepen their faith and love for Allah SWT. If students have a deep understanding of Islamic teachings and are absorbed in the experience and awareness to practice them effectively, then PAI will first help students to develop faith, piety, and noble character as outlined in these objectives. The design and development of PAI curriculum needs careful attention, especially in terms of its application in the teaching and learning process. Therefore, the PAI curriculum should be able to guide students towards a comprehensive and balanced understanding of the interrelationship between the development of noble moral values and the mastery of Islamic religious knowledge.

Ardian's research (2023) revealed that the centered curriculum design was separated into three parts: alternative school design, PAI lesson planning using student-centered design, and the implementation of a problem-solving system. For example, students were asked to talk about how to solve ethical dilemmas related to hygiene. Dividing students according to their interest in the PAI subject matter enables the implementation of humanistic design in a student-centered way. In addition to teaching the curriculum, the teacher proposes conversation topics. This design emphasizes challenging experiences to be applied to almost every subject, not just PAI courses. The main need of this design is for students to remember the content on their own, each student should learn by concentrating on the chosen content and their individualized discussion.

Maas's research (2019) shows that the PAI curriculum plays an important role in educating a moral and dignified generation. However, the PAI curriculum has not deeply discussed the effective and psychomotor aspects (value transfer) and taught more cognitive aspects (information transfer). This is evidenced by the fact that there are still many students who have difficulty practicing their religious knowledge, as evidenced by their inappropriate worship, their unkind and rude speech, and their lack of respect for their parents. To ensure that education is a transmission of values as well as knowledge, the Islamic Religious Education Curriculum must be developed by taking into account cognitive, emotional and psychomotor factors.

The purpose of PAI is to increase students' devotion to Allah SWT by helping them develop and realize their potential as knowledgeable and devoted individuals in accordance with Islamic teachings. By taking into account the interaction between its various components, the Islamic education curriculum is organized using a comprehensive and integrated method of designing the PAI curriculum (Aulia, 2022). In practice, the curriculum serves as a guide to achieving learning objectives. One of the main goals of education is education, both conceptually and in relation to a particular country's way of life. In addition, the curriculum should be engaging to facilitate learning (Dluha, 2024). In other words, without neglecting the principles and objectives of national education, the curriculum must

be continuously developed, reviewed and adjusted to meet the rapidly changing needs, aspirations and times of progress (Ardani, 2023).

The research conducted above shows that the strategic approach in PAI curriculum design using problem-solving techniques allows students to think critically and analytically, and develop the ability to collaborate in developing problem-solving strategies. In addition, their creativity emerges as an active cognitive process, where they try to find new connections between different ideas and understand problems from various perspectives. Thus, students not only identify innovative solutions but also design new approaches that can be practically applied to better solve problems (Alfurqan et al., 2021).

This article introduces an update in the Islamic Religious Education (PAI) curriculum with a problem-based learning (PBL) approach to develop critical thinking skills and the practice of Islamic values in daily life. Different from previous research, this article not only emphasizes cognitive aspects, but also integrates affective and psychomotor aspects so that students are able to apply Islamic teachings in solving social problems. The proposed curriculum is more adaptive and contextual, adjusting to the needs of learners and the challenges of their environment, thus forming individuals who are faithful, pious, and solutive in social life. This study will discuss the analysis of problem-solving-based PAI curriculum development strategies in order to find out how the curriculum development design and how the problem-based PAI curriculum development. So the focus of the problem is how the PAI curriculum development design is centered on problem solving in learning.

Method

This research is a type of literature study research using a qualitative approach. The literature method aims to develop theoretical and practical aspects. Data collection techniques are carried out by understanding and analyzing data sources derived from books, newspapers and magazines, journals of research sources, and the internet in accordance with the focus of the study. The focus of the study was directed at the development strategy of PAI Curriculum with a problem-solving-based learning model. This study aims to identify principles and strategies that are relevant in supporting effective and contextualized PAI learning (Magdalena et al, 2021).

Results and Discussion

Definition of Curriculum Development Design

Curriculum comes from the Greek words *curir* which means running and “*correre*” which means a place to race. Furthermore, in the field of education, the term “curriculum” refers to several subjects that must be studied to fulfill the criteria and obtain a diploma (Sugiana, 2019). Furthermore, according to Government Regulation Number 19 of 2005 concerning National Education Standards (SNP), the curriculum is defined as a set of plans that includes guidelines for objectives, content, and teaching materials as well as strategies that guide learning arrangements to achieve educational goals (Ramadhan et al., 2021).

Curriculum development has a significant role in bringing learners towards the expected changes. In addition, it enables assessment of the extent to which the changes have had a positive impact on learners (Nurhadiningtyas, 2024). In the context of Islamic religious education, the curriculum is designed as a series of actions and arrangements that include Islamic subject matter and teaching resources. The goal is to guide students to understand, internalize, and apply Islamic values and principles in their daily lives (Umam & Hamami, 2023).

Designing the development of the Islamic education curriculum is very important, given its status as a compulsory subject. This is due to its very important role in providing knowledge and internalizing Islamic values, including moral and personality values, which have a major effect on social life. Curriculum design must consider the educational objectives to be achieved, so that learning can take place effectively and is relevant to the needs of students (Hayati, 2024).

The curriculum development process starts from curriculum planning to evaluation. Developing a concept that will be used as a program is the first step in curriculum preparation. The vision in question is where curriculum planning ideas arise. The results of the assessment of the curriculum that has been used, the demands of stakeholders, the need to study at a higher level, and the need to adapt to the times and advances in science and technology (Siregar, 2022). Based on this principle, the program plan is prepared in the form of a paper, such as a syllabus, and then in the form of a ready-made learning plan, such as RPP or SAP. Students can follow the learning stages in the plan. The strategy is assessed to ascertain its success rate once it is known to be applicable. Provisions will be made to refine the next synchronization based on the evaluation findings (Sovinah et al., 2022).

The curriculum is designed as an important element in realizing educational goals. In Islamic education, the curriculum should be designed comprehensively to meet the needs of learners while integrating Islamic values in every aspect of learning. In addition, an effective curriculum needs to be relevant to current needs and sustainable, thus supporting dynamic and meaningful learning. Therefore, the overall quality of education is greatly influenced by the success in designing the curriculum (Wafi, 2017).

Islamic Religious Education Curriculum Development Design Approach

The curriculum, defined as the components offered to students, is an important part of education (Sovinah et al., 2022). The PAI curriculum serves as a guide in planning PAI learning activities in order to achieve learning objectives. The curriculum consists of plans and arrangements related to learning objectives, content, materials, and techniques. The PAI curriculum includes the Qur'an, Hadith, moral teachings, *fiqh*, dates, and Islamic culture (Widodo, 2023).

In analyzing the content of the curriculum, there are two main factors that must be considered in designing the Islamic education curriculum. First, the curriculum content must be appropriately defined as teaching materials that are relevant, organized, and appropriate to the needs of learners. Teaching materials consist of knowledge, skills, concepts, attitudes and values, in addition to factual facts. Secondly, curriculum content and procedures are two crucial components in the learning process. When information is presented to students in

various ways, it has meaning (Ariatman, 2024). Although content and methods are closely related, they remain distinct components of the curriculum that can be evaluated using a variety of standards. For learning to be effective, methods and subject matter must be important (Saputra et al., 2021).

In curriculum development, individuals are responsible for creating the structure or layout of the curriculum. The pattern or structure used to create the curriculum is referred to as design (Sitika et al., 2023). There are 3 design approaches that can be used: First, Subject Centered Design (SCD) is the most widely used design pattern of the three design patterns that make up the problem-centered curriculum and learner-centered curriculum. It is also the oldest design pattern. This design style emphasizes the values, knowledge and skills that will be passed on to the next generation. This curriculum design emphasizes the substance of the teaching material, hence the material is different as it focuses on the knowledge or teaching material (Manalu et al., 2023). This method focuses on mastering content and materials when designing learning. This design involves selecting relevant and significant open resources and organizing them to help students understand (Messakh et al., 2023).

Second, Learned Centered Design (LCD) is a learning curriculum model. Learning-centered gives students the main responsibility for developing themselves. The teacher's responsibility is only to prepare the teaching and learning environment, support students, and provide direction based on their needs (Apriyanto et al., 2023). Learned Centered Design, places learners as the main focus in curriculum development. Teachers play a role in creating learning situations that encourage problem solving and skill development based on students' interests and needs. This model includes variations such as the activity or experience design, which emphasizes the selection and development of topics or problems relevant to students' lives (Oktikasari et al., 2024).

Third, Problem Centered Design (PCD) is a curriculum design that tackles societal issues. Teachers describe different social issues in an effort to affect social change (Maruf et al., 2021). This design pattern is based on contemporary theory, which states that it is better to concentrate on the efforts that will be made during the teaching and learning process to explore the potential that students have. In this scenario, the teacher acts as a facilitator, who will then offer guidance based on students' needs (Humaedah, 2022). Curriculum content and issues that arise in the dynamic environment of society are highlighted in this problem-centered design. The idea behind this design is based on the idea that humans are interdependent and coexisting social beings. Humans will face various common issues throughout their lives that require group solutions. Their quality of life is meant to be enhanced through interaction and collaboration in the resolution of various social issues. These ideas became the basis for creating the educational curriculum (Hayati, 2024).

Fourth, the roles that people play in society are highlighted in this curriculum design. This curriculum design is also a refinement of PCD, which focuses only on problems. Instead, it highlights the role that people play in solving problems and fulfilling their obligations as members of the society (Hutomo et al., 2020). The three curriculum design patterns undoubtedly provide different approaches to ensure that the learning process runs smoothly, but each design pattern has its own advantages and disadvantages. Since not all curriculum

design patterns can be used as instructions for implementing the learning process, the selection of a design pattern requires careful consideration (Humaedah, 2022).

Stages of PAI Curriculum Development to Improve Learning Quality

In this case, the planning stage, the selection of educational strategies, the implementation stage, and the evaluation stage are all included in the process of designing PAI curriculum, or designing PAI curriculum. All of these steps are part of the curriculum development process (Putri et al., 2022). (1) Planning: This step is done by analyzing the needs and objectives and modifying the development curriculum. To find out what the community, teachers, and students need from the PAI curriculum, a needs analysis is conducted. The objectives of the PAI curriculum can be developed to provide the direction of PAI learning and the goals to strive for. The curriculum for PAI programs is designed to regulate how the curriculum development process is conducted (Eka et al., 2024). (2) the stage of selecting educational strategies: Three fundamental criteria should guide the selection of educational strategies. The first is that the educational approach should be consistent with the educational objectives. Secondly, since the curriculum has to address the issue of the diversity of students' learning styles and educational objectives, using a variety of teaching approaches is better than using only one approach. Finally, curriculum development should ensure that the curriculum is aligned with subject matter and teaching comprehension (Hafizh et al., 2023). (3) Implementation Stage: The development of the curriculum, i.e. lesson plans or SAP (Unit of Learning Program), which can be read from in-class and out-of-class learning, is the way to implement the objectives and development of the program. Evaluation of the success of the curriculum and learning is also part of this process (Putri et al., 2022). (4) Evaluation phase: feedback to improve the subject matter. Although curriculum implementation ends with evaluation, this does not mean that this is the final phase (Hafizh et al., 2023).

PAI curriculum development should be designed with students' interests in mind. It aims to equip them with the readiness to face a better future. Therefore, the curriculum needs to be designed to be relevant, flexible, and responsive to change (Syam, 2019). Theoretically, the design of the Islamic Religious Education (PAI) curriculum is basically similar to the design of the general curriculum, with the main difference being the objectives to be achieved. In the preparation of the PAI curriculum, there are several principles that need to be considered, including: (1) emphasizing religious and moral learning, (2) accommodating holistically the spiritual, physical, and intellectual aspects, (3) maintaining a balance between the interests of individuals and society, as well as the worldly and spiritual aspects of humans, and (4) paying attention to cultural diversity in society (Hayati, 2024).

Variations of Problem-Centered Curriculum Design Models

The principles used in curriculum development are essentially the basic rules or guidelines that form the basis for a program (Alamsyah, 2024). These ideas can be developed as new principles or can be taken from existing activities in everyday life. Therefore, the implementation of the curriculum in one educational institution may differ from other

educational institutions, resulting in the use of different principles in curriculum development (Mundiri & Hasanah, 2018).

As with these design principles, it can be said that the design content must be relevant to the social problems it faces. This characteristic shows that problem-centered design prioritizes content and student development (Muttaqin & Wahyudi, 2023). From the several aspects that have been required, it can be understood that problem-centered design must be in accordance with the needs, talents, interests, concerns and abilities of students. Conceptually, this problem-centered curriculum design model has three variations, namely the areas of living design, the core design and the social problem and reconstructionist design (Hayati, 2024).

First, the areas of living design (life situation design). This design model is rooted in the principles of progressive education, but has an organized structure and is systematically designed in advance. This design is realized in the form of PAI education with materials raised from various problems that arise in society. This approach is considered the most authentic and most suitable core design for PAI education programs (Maruf et al., 2021). The Areas of Living Design model focuses on problem-solving-based learning procedures, characterized by utilizing real experiences and situations experienced by learners as an entry point for learning various aspects of life. This design is able to attract learners' interest while helping them bring learning closer to efforts to meet life needs in the context of society (Mahrus, 2021).

Second, the core design. In some current curricula in Indonesia, the core curriculum refers to a group of subjects that aim to develop learners' personal and social skills. The core curriculum is taught by teachers with a wide range of knowledge and insights, rather than specialists in a particular field. In addition to imparting knowledge, values and social skills, these teachers also play a role in guiding learners' social and personal development (Adibah et al., 2022). Core Curriculum refers to a plan that organizes and structures parts of the general education program implemented in a school (Agustin et al., 2023).

Third, the social problem and reconstructionist design. To improve the quality of society, this design refers to emerging social issues and encourages students to engage with the social context. It is expected that with this design, the curriculum will serve as a tool to enhance students' capacity for social reconstruction. Providing students with opportunities to examine social issues facing society should be taken into consideration when preparing it (Hayati, 2024). Reconstructionist and social issue designs highlight education as a group effort as well as an individual effort. Students seek to address social issues through this contact in an effort to create a better society (Mahdi et al., 2022).

Problem Solving-Based PAI Curriculum Development Strategy

In order to keep up with the development of religious education resources, the PAI curriculum must be continuously developed. In the realm of science and education, society has now entered the era of globalization. Many issues in education need to be addressed immediately, without having to wait for direction from higher authorities (Mundiri & Hasanah, 2018). The development of PAI curriculum needs to be carried out continuously to adjust to the dynamics of the development of religious education materials. In the current

era of globalization, both in education and science, various educational challenges must be addressed independently without waiting for instructions from higher authorities (Mundiri & Hasanah, 2018). The implementation of Problem-Based Learning (PBL) aims to encourage learners to develop unlimited curiosity. Through this approach, learners are naturally motivated to solve problems, so that they can recognize, understand, and apply learning outcomes in everyday life. PBL also directs learners to actively engage in scientific work practices throughout the learning process (H. R. Haris et al., 2024).

Learners critically identify relevant information and strategies, then conduct investigations to solve problems. Through this process, they not only build new knowledge, but also develop critical thinking and problem-solving skills. The knowledge gained may initially be informal, but through discussion and reflection, it can be consolidated into formal knowledge that is integrated with pre-existing understanding (Saputra, 2021).

The problem-based learning model involves several main steps:

1. Organize learners around the problem: Identify a problem that is relevant and challenging for learners. The problem should be complex enough to stimulate critical thinking and the problem-solving process.
2. Organizing learners to learn: The teacher acts as a facilitator who helps learners plan how to solve the problem they have identified.
3. Assist independent and group inquiry: Learners search for problem-related information and solutions individually and in groups, so that they can develop research skills that are useful outside the classroom.
4. Developing and presenting work: Learners develop a solution or work based on their investigation and present it.
5. Analyzing and evaluating the problem-solving process: Learners analyze the process they have gone through, evaluate the effectiveness of the methods used, and apply the problem-solving results they have found (Suprihat, 2023).

Problem-based design is one of the curriculum models that can be used in learning Islamic Religious Education. This design is made in response to various problems or obstacles that occur in society. Students are expected to actively participate in the learning process by overcoming challenges given by the teacher. Through a cycle of inquiry-discovery on real-world problems that are the concern of learning, PBL design aims to increase independence and active learning while creating space for cognitive processes (A. Haris, 2022).

As PBL adapts learning into a context that is relevant to students, it also supports their interests and needs. It engages students in problem identification and solving through well-defined methods. Through methodical phases, PBL fosters critical and creative thinking while helping students gain a thorough understanding of the subject matter. Teachers must choose teaching materials with solvable problems in order to implement problem-based learning. In order for students to follow these materials effectively, they must be familiar with the materials. Furthermore, the materials used should support the competencies or objectives set by the relevant curriculum (Primadoniati, 2020). With the application of PBL, PAI learning can be more relevant, applicable, and able to answer the challenges of globalization in the world of education.

Conclusion

Curriculum design is a methodical and planned process that organizes objectives, subjects, teaching strategies and assessment. Due to the ever-changing social and economic situation, advances in science and technology, and changing demands of students, curriculum development has become very important in the context of Islamic education. For the curriculum to effectively prepare children for the future, it must be adaptable, timely and proactive. PAI curriculum design is basically the same as curriculum design in general, the difference lies only in the objectives to be achieved. In designing the PAI curriculum, there are several principles that must be considered, among others: 1) emphasize on religious and moral subjects, 2) pay comprehensive attention to the spiritual, physical, and intellectual aspects 3) maintain a balance between the person and society of the world and the human spirit, 4) consider cultural diversity in society.

PBL is divided into several systematic phases, namely assigning students to a problem, supervising group research, and rotating and finding answers. In its application, the selection of learning materials is based on the relevance of the curriculum, the benefits provided to students, and the interests of students. With this method, PBL not only provides knowledge, but also helps students become more independent, critical thinkers, and ready to face changes in a global society. Overall, the implementation of problem-based curriculum in PAI provides space for students to develop their potential through learning that is relevant to real life, responds to the challenges of the times, and forms knowledge through reflective and participatory processes.

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Conflict of Interests

The motivation for the composition of this article is the advancement of knowledge, with no financial or other vested interests in the institutions under study. The research data presented herein have not been previously published.

Ethical Considerations

The data presented in this article are original, and all sources cited, including journals, books, and websites, have been verified to be free from copyright infringement.

Disclaimer

It is imperative to acknowledge the underlying context of this study, which is characterized by a disclaimer that all statements presented in this article are derived from the researchers' meticulous analysis. It is crucial to emphasize that these statements are not influenced by any external interpretation or affiliation with the institutions under study.

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