The Patterns of Curriculum Development in Department of Islamic Education (Pai) to Produce Professional Teacher

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Abstract: *This article is aimed to discuss the curriculum development patterns in Department of Islamic Education (PAI). It aims to produce professional PAI prospective teachers both in schools and madrasah. There are three forms of education development in the Department of PAI. Firstly, the need for curriculum improvement in PAI courses. It is mainly associated with the formulation of competencies and study materials. Second, the need to develop a program of concentration, namely: Concentration Teacher Education of PAI in public schools, teachers of PAI in madrasah. It includes Al-Quran-Hadith teacher, Master creed-Morals teacher, Fiqh teacher, History of Islamic Culture (SKI) teacher, and PAI teacher in International schools. Third, professional education for alumni of Department of PAI is needed before they perform duties as a teacher.*
Keywords: *Curriculum, Department of PAIand Proffesional Teachers.*

I. Introduction

An attempt to produce the professional Islamic Education (PAI) teachers can not only be borne by the Educational Institution for Education Personnel (LPTK), in this case the Department of PAI, as *preservice* training institutions (educational institutions before the office). But these efforts need the cooperation of related institutions synergistically in particular education and training institutions in the office (inservice training), and the institution as a school or madrasah graduates user. According to Suparlan, LPTK as preservice training of teachers can't be expected to set up fully to the expectations increasing, especially the face of changing social, cultural, economic and educational environment that has developed so quickly. Therefore, to produce a professional teacher should be assisted / supported by institutions of inservice training and on the job training. The third component of this institution should be able to establish a partnership in synergy and absolutely should not be compartmentalized from one another.

Despite efforts to produce professional PAI teachers is not just the task of the Department as LPTK, but the Department of PAIis the role and duty for the first time to select the candidates for professional PAI teachers. This is because PAI prospective teachers undergo the educational process at the Department of PAI as *preservice* training institutions for the first time. Therefore, the Department of PAIrequired to maximize the role and the task that is always improving and enhancing the quality of education. Efforts to the quality improvement must start from repairing deficiencies or weaknesses that exist. It is particularly associated with the design and implementation of the curriculum at the Department of PAI.

II. Discussion

1. The Weakness of Islamic Education (PAI) Curriculum

Observing the Programs of PAI curriculum which has been used, there are some weaknesses or deficiencies, among which are:First, the drawbacks that related to the formulation of a graduate profession and the formulation of competency departments, namely: (1) the formulation of the main professions graduates of the Department of PAI competence is not fully meet the needs of on track, levels and types of education that exist as contemplated in Law (*Undang-Undang*) number 20:2003 on National Education System and Government Regulation No. 55:2007 on Religious Education and Religious Education. (2) Formulation of basic competence majors as well as indicators of competence as a more detailed elaboration of competency standards still tend globally so as not give clearer directives and operational in determining the study material / courses. (3) A description and elaboration of competency standards, basic competence and indicator of competence, especially for primary profession does not fully meet the demands of the competence of existing teachers as demanded in Law No. 14 of 2005, Government Regulation (PP) No. 19 of 2005, and Regulation Minister of National Education No. 16 of 2007. When compared between both the formulation and elaboration of competence that there are still many aspects and indicators of teacher competence that are not covered in the curriculum of the Department of PAI.

Second, the lack related to the formulation of study materials or subjects, namely: (1) Selection and determination of study materials or subjects in of the PAI curriculum is not fully focused on the formulation of

the subject competence, competency standards, basic competence and indicator of competence. (2) The composition of the study at the Department PAI curriculum that supports mastery of professional competence is relatively small compared with study materials that support the development of pedagogical competence. So theoretically it can be concluded that in general the students' mastery of pedagogical better than their mastery of professional competence. (3) In the formulation of study materials or subjects in the curriculum of the Department of PAI, particularly for the development of professional competence, there is no distinction or concentrating on who want to become teachers PAI in public schools or *madrasah*. All students learn the same study material or course whereas competences to be achieved are different. Study material or course is only adequate to educate the PAI prospective teachers in public schools but not enough to educate the PAI prospective teachers in madrasah. They are active in learning more due to graduate with good grades. Third, shortcomings related to the performance of students in following the lecture is student learning motivation which is still dominated by extrinsic motivation. They are active in learning more due to graduate with good grades. Lecturers do not fully grow and build motivation to learn for students, lack of attention to the individual differences of students in lecturing process, and provide less support for students with learning difficulties.

Another deficiency associated with the implementation of the curriculum is the most lecturer of PAI that despite the use of a new curriculum that is the KBK (Competency-based Curriculum), but the model is still using the old paradigm lecture, by using the main method in monologue lecture and dictation. Models such as this lecture by Leo Sutrisno called lectures with the paradigm of absolutism. In absolutism paradigm, lectures are viewed as a transfer of knowledge activities (transfer of knowledge) rather than as a process of transformation and innovation. The scoring system developed in lectures with the paradigm model of absolutism that is more focused on the reproductive form of knowledge and skills. They are generally more emphasis on the end product through midterms (UTS) and final exams (UAS) using a form of matter that is textbook. Reproduction approaches such knowledge is more demanding students to show the results of the learning process. The question posed is generally patterned on closed questions, and only ask for answers that are more rote. Lectures and assessment models like this will eventually kill the creativity of students. It happens because the students tend to have a high dependence on the initiative of the lecturer. Students are active only when governed by the lecturer.

Fourth are the shortcomings associated with the implementation of the practice field experience (PPL). PPL activity is still very limited in terms of both time and skill trained. Activities instructional practices on PPL I and II only trained to teach basic skills such as opening and closing skills lesson, explaining the subject matter, asking, holding variation, provide reinforcement, and manage classes. Meanwhile, other skills such as recognizing the characteristics of the students, detect difficulties / failure to learn the students, provide assistance to the students, explain the curriculum, not much trained. Thus, it can be said that the activities of PPL in the Department of PAI is only an initial stage of preparation for prospective teachers.

2. Alternative Patterns of Curriculum Development in Department of PAI

Based on the shortcomings outlined above, there are three forms of repair and improvement of the quality of education in the Department of PAI, namely perfecting the curriculum and its implementation, the development of concentration courses, and the development of advanced programs. Perfecting the curriculum include: first, the need for reformulation of competence in the Department of PAI ranging from competency standards, basic competence and indicator of competence adapted to the demands of existing development as contemplated in Law Number 14 of 2005 on Teachers and Lecturers, and in Government Regulation No. 19 Year 2005 about National Education Standards and Regulation of the Minister of National Education No.16 of 2007 on Academic Qualification Standards and Teacher Competency.

Second, the material formulation studies / courses need to be reorganized with reference to the subject competence and determination of the composition of a more proportionate mainly related to study materials for mastery of pedagogic competence and professional. In this regard, Nana Syaodih Sukmadinata said that the teacher education program at LPTK should be aimed at a balanced development capability, both of ability as an expert or professional and as a citizen, as well as between the ability of science and education. Balanced development capability is designed in the educational program or curriculum with common basic components, basic education, teaching and learning, and field of study. The weight of credits is greater in areas of study nearly three-quarters of education. It further exemplifies details of LPTK weight in the case of common credits, the common base at 14 credits, 12 credits of basic education, teaching and learning processes at 18 credits, and the field of study at 100-116 credits.

In addition, the formulation of study materials or subjects in the PAI curriculum should be adjusted to the concept of the development of the KBK. According to the KBK concept, formulation of study materials or courses should be based on competence that will be achieved. Waridjan, etc., explains that the procedures or steps of developing a competency-based curriculum (KBK) are as follows: (1) identify the competencies of graduates, it is to establish and describe the characteristics of the type and quality of competencies required of a

person to be able to carry out tasks in certain occupations or carry out the task of continuing education; (2) outlines the competence of graduates into the formulation of more operational competence includes competence standard, basic competence, competence indicator; (3) develop a learning experience; (4) set the topics and subtopics, namely identifying the subjects and sub-subjects as the content or issues that are discussed to gain learning experiences; (5) establishes the allocation of the necessary time to study each topic and subtopic; (6) giving the name to the course by way of organizing topics or sub-topics that are relevant to each other into units of learning materials; (7) determines the weight of credits of a course besed on the number of hours required learners to learn all the topics and subtopics of the course.

Third, the lecture activities need to be directed to develop a habit of independent learning, critical and creative thinking, build an attitude of open, democratic, and willing to respect and accept better opinions of others. According to Suyanto, lecturers need to provide experience for students as much as possible by utilizing various learning environments that support it. The expected result of such learning model is to create the motivation of the students to be willing and able to undertake learning all fountain of their life. He said that this is very important learning outcomes on student in the global era like nowadays, because in the era of global the change happens so rapid, so anyone in the global era must learncontinuously. It means that lifelong learning has become the demands of life in the global era. School indeed has the end, but learning must be endless as long as we still live in this world..Another more important thing that is the students of PAI which are teacher candidates of Islamic education expected later to be able to build a culture of independent learning in their students. Therefore, before they do the task as teacher, they have to practice and apply the habit of independent learning on themselves, and this habit should be done since they took education in the department of Islamic Education program.

Fourth, it needs to increase the quality of internship program both internship 1 and 2. The improvement can be done by optimizing the role and the performance of faculty of education (department of Islamic Education), the internship organizers, supervisor field, students, school/madrasah as a place of internship and tutor. Those parties should be fully aware to the urgency of internship activity for teacher candidates as Hasan Langgulung proposed that internship activity for teacher candidates is essential or it can be said that the internship activities is a core (nucleus) of the education program for teacher candidates.

The second improvement of the education in the department of Islamic Education is the need to develop a program of concentration. The development of this concentration program refers to the existing needs in the field. All this time in the primary school, junior high school and senior high school subject of Islamic Education always covers four field of study, such as: Al-Quran Hadith, Akidah Akhlak, Fiqh, and History of Islamic Culture. Moreover, lately many school and madrasah begin to develop standard of international classes. Therefore, the development of concentration program at least covers six field of concentration. They are concentration of teacher education of Islamic education for public schools, concentration of teacher education for Al Quran Hadith, concentration of teacher education for akidah Akhlak, concentration of teacher education for Fiqh, concentration of teacher education History of Islamic Culture and concentration of teacher education for Islamic education in International Standard schools.

This concentration courses can be developed in two alternative models. The first model, concentration program is started for students of a bachelor degree in the department of Islamic education. The implementation of concentration program can be started in semester IV. In the first until third semester students get general education, and then in fourth semester students can choose the concentration program in accordance with their interests, talents, and abilities. They can continue to study this concentration program when they take the professional education. The advantage of this model of concentration program is student of teacher candidate program will be fully competent in their fields because they had initially focused to understand their field. The disadvantage of this model is that students have strictly compartmentalized since the beginning and will be constrained the motion, because when a student has taken a particular concentration, it means that he is not eligible to become a teacher outside the field of concentration. For example, a student who took concentration of teacher education for Akidah Akhlak is not eligible to become teacher of Islamic Education in school or teacher of Fiqh in madrasah after he graduated. In addition, another disadvantage is that administratively the implementation of this model is more complicated because in department of Islamic Education there will be many concentration fields so they needs more management than they have only one concentration.

The second model is the concentration courses were conducted during the implementation of professional education. It means that when studying a bachelor degree, student of teacher candidate follow the general education program as teacher candidates of Islamic Education which their curriculum are commonly formatted for schools and madrasah. The advantages of second models are: (1) Candidates for teachers will be able to choose the fields of concentration that are truly in accordance with their talents, interests, and abilities because the concentration program began when the students have gone through the education process in bachelor degree during which the students have been able to feel and consider what field of concentration which is really suitable to themselves. (2) Candidates for teachers will have a greater insight than educated student

through the first model, because in the first model students have focused on the field of concentration, so that they are less insightful outside the field of concentration. (3) Administratively, the management of the implementation of this second model is simpler than the first model. The weakness of the second model is generally the competence of students in the field of their concentration is less profound than those who were educated by using the first model.

The third improvement is the need for the development of an advanced program for alumni of the Department of Islamic Education. The intended development of this advance program is the need for professional training organized for alumni Department of Islamic Education who are really interested in becoming teachers of Islamic Education in schools and madrasah. Alumni of Programs Islamic Education who have recently graduated should have not been appointed to become teacher yet. Indeed they are bachelor of education who have mastered the knowledge about the science of teaching. However, generally they are not ready yet to become a professional teacher of Islamic Education because the teaching practice which they experienced in the internship program 1 and 2 is still quite limited. So, the alumni of department Islamic Education who have recently graduated should follow the professional education programs.
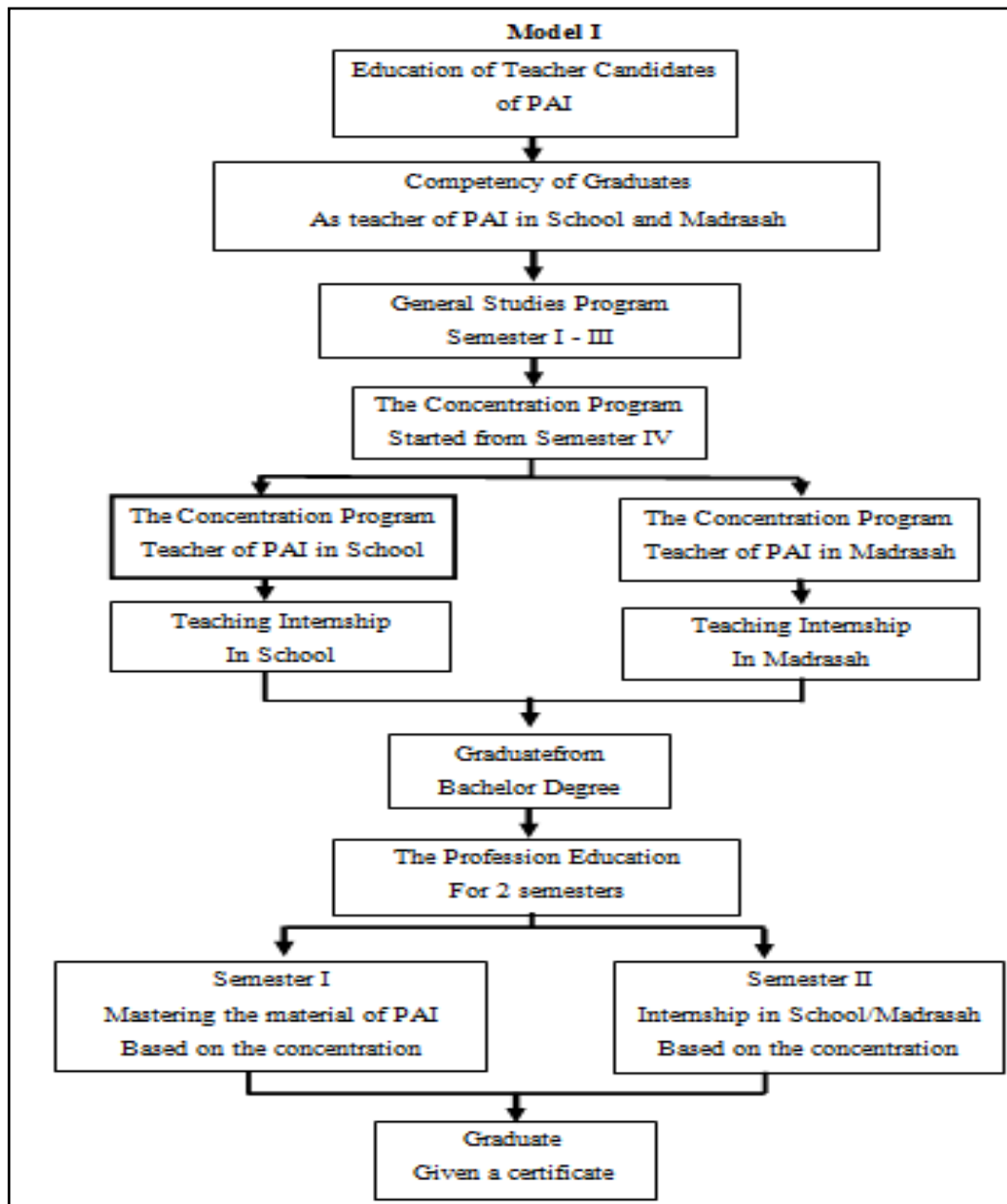
There are three aspects to be considered in the implementation of the profession education such as relating to the selection system, the content of educational programs, and assessment of graduation. The efforts to produce professional teachers must be started from the selection process for teacher candidates. This selection should be implemented in such way so that it can select qualified candidates. The aspects that need to be taken into consideration in the selection are an aspect of personality, talents and interests, as well as academic skills. All this time the selection system for the new students implemented in the Department of Islamic Education seem unable to select prospective students who are actually qualified.The applied selection system is the written test that can measure only academic ability, but the other aspects such as talents, interests, and personality have not been measured. So, many accepted students do not fulfill the requirements of the last three aspects. Therefore, in the professional education it needs to be selected more strictly in order to produce candidates who have really good quality in terms of academic abilities, talents, interests, and personality.
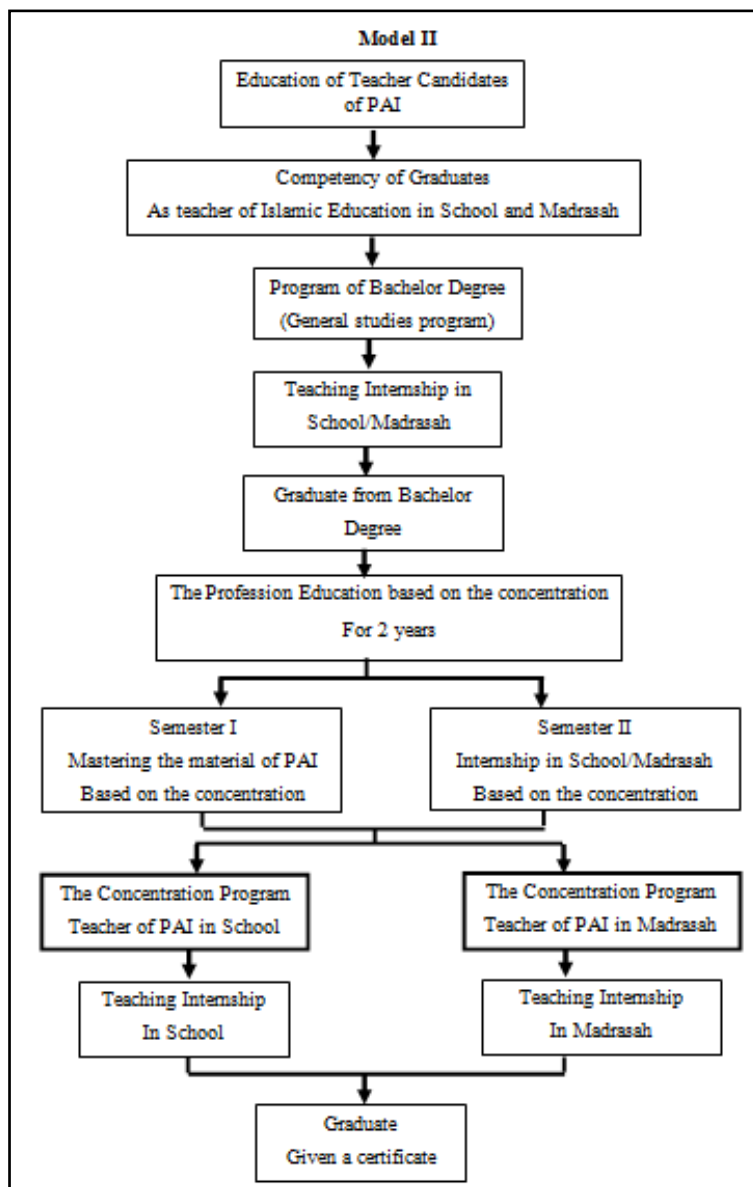
The content of this profession education program should be more focused for mastering on the field of Islamic religious sciences in accordance with the intended concentration by the teacher candidates and its ways of teaching. Mastering this intended field of science is from the side of its substance and development methodology. For example, the candidate who wants to be teacher of History of Islamic Culture in madrasah, he must more focus in mastering the substance of History of Islamic Culture material and its development methodology. The second emphasis in the education of the profession is the practice of learning and other educational activities in schools because such teaching practice in the internship 2 is still not enough both in terms of quantity and quality. The teaching practice and other educational activities can be formatted as an apprentice with a block system for at least one semester. This internship program can adopt and adapt the co-assistant model as in the education of medical students. The co-assistant model is an apprenticeship program in a hospital or clinic for final-year medical students for more than two years (23 months). During that time they undergo the practice in all parts of the hospital activities. The approach used in this training is a problem solving approach. After they finished to practice in certain parts, they have to be tested to determine whether they passed or not for the practice of those certain parts. They can get the title of doctor (dr.) and give authority to open a medical practice after them passing the practice in all sections.

The co-assistant model for medical students can be adopted for the education of teacher candidates of Islamic Education although it is not entirely as it should be. At the time of teaching practice beside to establish the mastery of teaching basic skill, they need to practice to get to know the characteristics of students, to learn how to provide the service and assistance for solving difficulties for students, to learn how to evaluate the process and leaning outcomes of students, to analyze the results, to provide the follow up the learning process and the others skills as demanded in Minister Regulation of National Education Number 6 Year 2007.

Assessment activities of graduation for students should be conducted objectively and comprehensively with the emphasis on the outcomes of learning practices and educational activities by involving program organizer, the headmaster of school or madrasah that used as teaching practice, supervising teacher and students who are been taught. If students are declared successful from the result of this assessment, then they were given a certificate as an educator and they can be appointed as teacher of Islamic Education.

The improvement model of the education quality in department of Islamic Education as described above can be illustrated in the following scheme:

Model I

Education of Teacher Candidates
of PAI

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Competency of Graduates
As teacher of PAI in School and Madrasah

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General Studies Program
Semester I - III

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The Concentration Program
Started from Semester IV

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The Concentration Program
Teacher of PAI in School

The Concentration Program
Teacher of PAI in Madrasah

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Teaching Internship
In School

Teaching Internship
In Madrasah

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Graduatefrom
Bachelor Degree

↓

The Profession Education
For 2 semesters

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Semester I
Mastering the material of PAI
Based on the concentration

Semester II
Internship in School/Madrasah
Based on the concentration

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Graduate
Given a certificate

Model II

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│   Education of Teacher Candidates    │
│              of PAI                  │
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                  │
                  ▼
┌─────────────────────────────────────┐
│       Competency of Graduates        │
│ As teacher of Islamic Education in   │
│         School and Madrasah          │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│     Program of Bachelor Degree       │
│      (General studies program)       │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│      Teaching Internship in          │
│         School/Madrasah              │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│      Graduate from Bachelor          │
│             Degree                   │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│ The Profession Education based on    │
│       the concentration              │
│          For 2 years                 │
└─────────────────────────────────────┘
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Semester I	Semester II
Mastering the material of PAI Based on the concentration	Internship in School/Madrasah Based on the concentration

The Concentration Program	The Concentration Program
Teacher of PAI in School	Teacher of PAI in Madrasah

Teaching Internship In School	Teaching Internship In Madrasah

Graduate
Given a certificate

III. Conclusion

There are number of weaknesses in curriculum of the Department of Islamic Education which has been applied, such as (1) The competence formulation of Department of Islamic Education, ranging from the formulation of department basic competence and the indicator of competence as a description and details of the graduation competency standard which is apparently still too general, so it has not provided a clear direction and operational in determining the material of study/courses that will support the achievement of the competence outcome. In addition, the description of competence formulations are ranging from the competency standards, basic competence of department and indicators of competence which is not fully in fulfilling the demands of teacher competence in Indonesia as stated in Law No. 14 of 2005 and the Minister Regulation of National Education No.16 of 2007. (2) The formulation of study materials/subjects in the curriculum of Department of Islamic Education was seen giving more portions for mastering the pedagogic competence than professional competence. In addition, the formulation of study materials / subjects is seen not entirely relevant to the formulation of the graduate competence. The existing formulation of study material is only sufficient to educate the teacher candidates of Islamic Education for madrasah. (3) The learning and assessment system developed at the Islamic Education Department in general is appropriate with the principles of competency-based learning curriculum. (4) Formulation of learning program (syllabus and course outline) in Islamic Education Department in terms of models and the drafting process is quite well organized. Its deficiency is in the lack of seriousness for the majority of lecturers in arranging it. (5) Quantitatively the performance of student in following the learning activities can be categorized as good, but qualitatively they are still lacking. It can be seen from the liveliness of student motivation both in the lecture, do the assignments and look for information outside the

classroom which is generally more extrinsic (impulse coming from outside) and it is not the intrinsic motivation that is in order to enhance their knowledge and insight. (6) Lecturer performance in organizing the learning activity and the overall assessment is appropriate with the principles of competency-based learning curriculum. However, there are some PAI lecturers who organized learning activities are still using the old paradigm, such as the paradigm of absolutism with the main lecture method using the lecture method monologue and dictation and the assessment systems emphasize the final product through a test that is more knowledge reproduction. (7) The arrangement of teaching internship in the Department of Islamic Education in Faculty of Education becomes a preparation of initial phase for the teacher candidates.

Based on the finding above, it is presented three forms of education development of Department of Islamic Education. The first is the need for curriculum improvement of Department of Islamic Education primarily related to the formulation of competencies and study materials. Second, Second, the need to develop a program of concentration are, namely: Concentration of Teacher Education for PAI in public schools, teachers PAI in madrasas includingteacher of Al-Quran-Hadith, teacher of Akidah Akhlak, teacher of Fiqh, teacher of History of Islamic Culture (SKI), and teacher of PAI in Standard School International. Third, the need for professional education is organized for alumni of Department of PAI before they conduct the duties as a teacher.

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