

DEVELOPING CURRICULUM OF THE DEPARTMENT OF ISLAMIC RELIGIOUS EDUCATION IAIN LHOKSEUMAWE ACEH

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Abstract: The curriculum is the most important component for developing the quality of Islamic Religious Education (IRE) in universities. The curriculum is a unique characteristic of a college compared to other universities. Nonetheless, the Government has provided guidelines for how the university curriculum is developed. This study aims to describe the development of IRE curriculum in IAIN Lhokseumawe Aceh. The research findings are as follows: first, the emphasis on curriculum development (a) clarity profile of graduates with a description of its operation. (b) The learning outcomes as an indicator graduate profile that refers to Indonesian Qualifications Framework (IQF) and National Standards for Higher Education (NSHE). (c) Field studies as a strategic issue which combined with the development of the course learning outcomes, (d) curriculum development in Department of Islamic Religious Education (IRE) also stressed on the aspect of IRE consisting of Al-Qur'an-Hadith, Aqidah Akhlak, Fiqh, and History of Islamic Culture to improve the professional competence of future teachers.

Keywords: IQF based curriculum, curriculum of Islamic Religious Education, IAIN Lhokseumawe

INTRODUCTION

Curriculum development is very important because the curriculum can be understood narrowly and broadly. Narrowly the curriculum is the name of the subject or subject taught to students, while broadly the curriculum is all learning experiences in the lowest institution up to the highest institution, namely campus. This is inherent and exists in higher education institutions that are internally in the form of written curriculum, touching curriculum and tested curriculum.¹ The curriculum is capital that becomes a reference for developing the higher educational institutions. The high ability of the universities to

¹ Sholeh Hidayat, *Pengembangan Kurikulum Baru*, (Bandung: Remaja Rosdakarya, 2017), p. 19.

recognize, utilize and develop social capital is the key to the success of the implementation of higher education

In curriculum development, universities are oriented to independence, efficiency, and always pay attention to internal and external factors, take advantage of the role of scientific disciplines, and the ideals of the Indonesian people. This ideal can be seen from the national education goals contained in Law No. 20 of 2003 concerning the national education system, namely to make the Indonesian nation a good nation and an intelligent nation. This goal was elaborated by the government with the issuance of National Standards for Higher Education number 39 of 2014 which balances attitudes, skills, and knowledge to support the development of soft skills and hard skills.² Thus, through education, this nation in the future is expected to become a nation that has a balance between attitude and intelligence integratively. A person with integrity will be formed if scientific development does not distinguish between religious knowledge and general science, because all real knowledge comes from Allah SWT. This hope will be realized if curriculum development in higher education refers to the Indonesian Qualifications Framework (IQF) and the National Higher Education Standards (NHES).³

There are two important things that need to be put forward to become a nation that has integrated attitude and intelligence, namely the development of a world-oriented curriculum and scientific development that is oriented towards the integration of science. Curriculum development has an important position in producing quality graduates, in addition to professional lecturers. However, to this day, there are universities that still have difficulties in formulating the profile of graduates and fields of study. This difficulty is marked by the many discussions about the curriculum, especially in Islamic Religious Colleges (IRC) that do not yet have clear signs. As a result, many study programs or departments are groping and improving academically. The problem of unclear curriculum concept in universities that refers to the IQF, NHES needs to be solved by providing experience as well as academic *ijtihad* in compiling the curriculum especially in the Department of Islamic Religious Education (IRE). This is important because of the many questions from various circles about the example or model of curriculum in IRC.

² Panduan Pengembangan Kurikulum PTKI Mengacu pada KKNI dan SN-Dikti, (Jakarta, Direktorat Pendidikan Tinggi Agama Islam Kementerian Agama Republik, 2018), p. 4.

³ *Ibid...*, p.5.

THEORETICAL REVIEW

Understanding the Islamic Religious Education Curriculum

The word "curriculum" comes from Latin, a little *racecourse* (a distance traveled in sports competitions), which is then transferred to the notion of education as a circle of instruction, a circle of teaching, in which teachers and students are involved.⁴ There are also those who argue that the word "curriculum" comes from Greek which was originally used in the field of sports, namely *currere* which means running distance, namely the distance traveled in running activities starting from start to finish. This understanding was then applied in the field of education. In Arabic, the term "curriculum" is interpreted as *manhaj*, which is a bright path, or a light path that is passed by humans in the field of life. In the educational context, the curriculum means a bright path that is passed by educators or teachers and students to develop knowledge, attitudes, and values.⁵

Al-Khauy, as quoted by Muhaimin, explained that *al-Manhaj* is a set of plans and media to deliver educational institutions in realizing the desired educational goals. Curriculum, according to Omar Hamalik, is an educational program provided by educational institutions (schools) for students.⁶ Understanding of the curriculum proposed by experts seems to vary greatly, but from various definitions, it can be concluded, that on the one hand there are those who emphasize the content of learning or courses and on the other hand there is more emphasis on the process or learning experience.⁷ The curriculum is one of the tools that must exist in an educational institution.

The curriculum plays a fairly strategic role in achieving educational goals, both general education, and religious education. The curriculum as one component of education is very instrumental in delivering the expected educational goals. Therefore, the curriculum is the main force that influences and shapes the learning process. Errors in the preparation of the curriculum will lead to the failure of education and tyranny for students.⁸

4 Sholeh Hidayat, *Pengembangan Kurikulum Baru...*, p.19.

5 *Ibid...*, p.20.

6 Muhaimin, *Pengembangan Kurikulum Pendidikan Agama Islam*, (Jakarta: Raja Grafindo, 2004), p. 1.

7 Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2005), p. 65.

8 Ramayulis dan Samsul Nizar, *Filsafat Pendidikan Islam*, (Jakarta: Kalam Mulia, 2010), p. 194.

The definition of an Islamic Religious Education curriculum is actually not much different from the curriculum in general. The difference lies only in the source of the lesson.⁹ Abdul Majid said that the Islamic Religious Education curriculum is a formulation of goals, materials, methods, and evaluations of education sourced from Islamic teachings. Islamic Religious Education is a conscious and planned effort in preparing students to recognize, understand, appreciate, to believe in Islamic teachings, coupled with guidance to respect adherents of other religions in relation to harmony between religious groups so that the unity of the nation will be realized.¹⁰ Islamic Religious Education is an effort to foster and nurture students so that they can always understand the teachings of Islam as a whole.

Components of Islamic Religious Education Curriculum

The curriculum component has a very important position to achieve the goals of Islamic Religious Education. Subandijah said that there are five components of the curriculum, namely as follows:¹¹

1. Component of Purpose

Objectives or purposes are things that want to be achieved by the school as a whole which includes three dimensions, namely dimensions of cognitive, affective, and psychomotor. Hierarchically the purpose of education can be sorted from the highest goal to the lowest goal, which starts from (1) National education level, (2) Institutional level, (3) Curricular goals (subject matter objectives or subject areas), and (4) Instructional objectives (learning objectives) which consist of (a) General learning objectives, (b) Specific learning objectives.

Whereas in the Republic of Indonesia Law no. 20 of 2003 article 3 concerning the national education system, said that the objectives of national education are:

“National education aims to develop the potential of students to become human beings who believe and fear to God who is noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen”

⁹ Abdul Majid dan Dian Andayani, *Pendidikan Agama Islam Berbasis Kompetensi*, (Bandung: Remaja Rosda Karya, 2004), p.74.

¹⁰ *Ibid...*, p.130.

¹¹ Subandijah, *Pengembangan dan Inovasi Kurikulum*, (Jakarta: Raja Grafindo, 1993), p. 93.

The purpose of education above is basically to form students become whole persons (*insan kamil*) who have knowledge and technology and have faith and piety, or in the new order term, Pancasila. The formulation of educational goals is comprehensive and in accordance with the objectives of Islamic education. The *insan kamil* is characterized by first, a balanced human being, who has an integrative personality. Second, humans are balanced who have balance in the quality of thought, remembrance and pious charity.¹²

2. Components of Curriculum Contents

Fuaduddin stated several criteria used to compile curriculum material, namely: (1) Continuity, (2) Sequences, (3) Integration, (4) Flexibility to achieve predetermined educational goals. Curriculum content is arranged in such a way according to the scope and sequences.¹³ The content or material is usually in the form of subject matter, such as Islamic religious education, which includes hadith, fiqh, dates, Arabic and so on

3. Components of Media or Infrastructure

Learning media is an intermediary to explain what curriculum content is more easily understood by students. The media is designed or used in order to facilitate the learning process. Therefore the use of media in learning appropriately will facilitate students to respond to and understand the learning material presented by the teacher in teaching and learning activities. In other words, the accuracy of choosing the media used by the teacher will help smooth the delivery of the purpose of teaching.

4. Strategy Component

In essence, the teaching strategy is not only limited to approaches, methods and learning techniques but also involves various efforts sought by the teacher in learning the students. In other words, learning strategies govern all components, both the principal and supporting components in the teaching system. Subandija includes the evaluation component in the strategy component.

5. Components of the Teaching and Learning Process

Components of the teaching and learning process refer to the activities carried out by teachers and students in learning situations. This curriculum

¹²Ahmadi, *Islam Paradigma Ilmu Pendidikan*, (Yogyakarta: Aditya Medya, 1992), p. 130.

¹³ Fuaduddin, *Pengembangan dan Inovasi Kurikulum*, (Jakarta: Proyek Pengembangan Pendidikan Departemen Pendidikan dan Kebudayaan, 1992), p. 92.

planning usually uses expert judgment. This component is very important in the teaching system because through the teaching and learning process the teacher is required to create a conducive learning atmosphere so that it allows and encourages students to develop creativity through the help of teachers.

RESEARCH METHOD

This study uses a naturalistic qualitative approach and is implemented for approximately 3 months starting from September until November 2018, in the Department of Islamic Religious Education, Faculty of Islamic Education, IAIN Lhokseumawe. This study involves some research subjects from Chairman of Department of Islamic Religious Education, students, lecturers, and graduates. The determination of research subjects is done by purposive and snowball sampling, meaning the informant will increase until the information obtained satisfactorily or cannot increase more or saturated (redundancy).¹⁴ This research object is the development of the curriculum refers to the IQF-NSHE.

This research is conducted with several steps consisting of data collection, data reduction through data correction, data encoding, and the true instrument is the researcher itself (human per instrument). The researchers perform direct observations and in-depth interviews on the development of the curriculum begin from the formulation of graduate profiles, the preparation of learning achievement, the field of review and curriculum structure. Data obtained through observation of participation, researchers do the systematic observation and recording to the intermitters studied in the interview being carried out freely.

Documents relating to this study were artificial documentation, manuscript associated with the development of the curriculum in the Department of Islamic Religious Education, IAIN Lhokseumawe. In analyzing data, the researcher uses inductive models, namely data collected then analyzed at four compounds namely data collection, data reduction, data display and withdrawal conclusions. In each component interacting and forming a cycle. Data obtained is certainly given the ground to ensure the validity of data. The level of trust the results of the research is taken in the fulfillment of credibility criteria or internal validity, translatability or external validity, dependability or reliability, and confirmability or objectivity.

¹⁴ Sugiyono, *Metode Penelitian Pendidikan pendekatan Kuantitatif, kualitatif dan R&D*, (Bandung: Alfabeta, 2018), p. 300.

FINDINGS AND DISCUSSION

Developing Curriculum of Department of IRE

Many educational experts say that the curriculum is the heart of education. Education will stay alive when the curriculum is healthy. A healthy curriculum is certainly in accordance with the profile of graduates. The profile of graduates becomes an orientation material from the preparation of Learning Outcome which is the basis for determining the field of study and the name of the course. Curriculum development in Department of IRE has always found an appropriate form since 2012 when the IQF-based curriculum was launched. Internal parties involved in curriculum development are all academics of IRE and involve external parties such as stakeholders, users of graduates and experts in their fields both inside and outside the country such as UIN Sunan Kalijaga, Association of Indonesian Islamic Education Study Program Association and others.

Even so, the curriculum is not everything. In achieving education quality, there is still more important, namely lecturers. For this reason, a good curriculum is certainly developed and implemented by inspiring lecturers. It needs to be realized that the description of the course in this curriculum needs to be sharpened so that it can become a reference in the preparation of the Semester Program Plan (SPL). This is the main reason for the need for curriculum redesign at IAIN Lhokseumawe. In fact, the resources of IAIN Lhokseumawe are still behind compared to other universities in various ways, such as the low quality and quantity of educated humans, low composition of college graduates, and little research funding. In order for the quality of the Department of IRE of IAIN Lhokseumawe to be equal to other outside universities, the curriculum must use the Indonesian national qualification framework.

The same opinion was said by Sutrisno and Suyadi that the KKNI also functions to juxtapose, equalize and integrate learning outcomes from non-formal education channels, informal education or work experience in the types and levels of higher education.¹⁵ This serves to align and equalize the qualification levels of the description of learning outcomes, so the IQF-based curriculum is needed.

¹⁵ Sutrisno dan Suyadi, *Desain Kurikulum Perguruan Tinggi Mengacu Kerangka Kualifikasi Nasional Indonesia*, (Bandung: Remaja Rosdakarya, 2015), p. 22.

The qualification level in the IQF consists of nine levels starting from level 1 to level 9 as the highest level. Each level has a description of Learning Outcomes (LO) that are in accordance with their qualifications. The level of qualifications produced through formal education can be compared with the level of expertise in the field of work. LO equality produced through education with a qualification level in the IQF consists of: a) elementary education graduates equivalent to level 1, b) secondary education graduates at the lowest equivalent to level 2, c) the lowest Diploma 1 graduates equivalent to level 3, d) the lowest Diploma 2 graduates equivalent to level 4, e) the lowest Diploma 3 graduates equivalent to level 5, e) graduates of Diploma 4 or Applied Bachelor and Bachelor degree at the lowest equivalent to level 6, f) graduates of Applied Masters and the lowest Masters equivalent to level 8, g) Applied Doctoral and Doctoral graduates are equivalent to level 9, h) graduates of professional education equivalent to levels 7 or 8 and i) graduates of specialist education equivalent to levels 8 or 9.¹⁶

1. Stages in Developing Curriculum of Islamic Religious Education

Preparation of Learning Outcome is a systematic effort to realize the curriculum applied in Islamic Religious Education, and more specifically related to curriculum updates.

The preparation of LO is focused on the need to meet the graduate profile, the needs of the community to get graduates who are superior, competent and competitive. In addition, the formulation of learning outcomes also includes four teacher competencies, namely pedagogical, social, personality and professional competencies, plus leadership competencies. The formulation of learning outcomes has also fulfilled the competency indicators of a teacher of IRE. Thus, the LO formulation is important and becomes the heart of the study program. The LO is then used as a reference for preparing curriculum revisions. In 2013 the IQF-based curriculum has been implemented but has not fully followed the applicable regulations. The 2013 curriculum of study program of IRE refers to the Competency-Based Curriculum (CBC) that refers to the Indonesian Qualifications Framework (IQF).

Basically, a curriculum review can be done every year, but the evaluation can be done every 4 (four) years. This four-year agenda is a tradition of updating the curriculum in accordance with internal and external developments. Curriculum evaluation activities have been designed since

¹⁶ *Ibid...*, p. 32.

2010, presenting education experts and education practitioners to discuss teaching schools in seminar activities. In this series of activities, a syllabus, or program plan for semester lectures is gradually carried out. In 2015/2016 a review of the curriculum was carried out by adhering to the demands of both internal and external developments, the role of scientific disciplines, and the dynamics of the objectives of education, materials, methods, and evaluation of education. Thus, in the 2016/2017 academic year, the Department of IRE fully applies and applies a curriculum that applies to IQF and NHES. Furthermore, LO of Department of IRE is socialized through writing and verbally. Writing lines include publishing books on Course Description, Academic Guidance Book for the Faculty of Tarbiyah and Teacher Training, banners, leaflets, calendars, and websites. Verbal socialization is carried out through various forums such as coordination meetings, workshops, public lectures, and seminars.

2. The Graduate Profile of Department of Islamic Religious Education

The profile of graduates of the IRE is teachers of IRE, researchers and Counselors. Therefore, the LOs in each profile are as follows:

- a. Islamic Education Educators or Teachers in Schools or Madrasas who have good personality and integrity, knowledgeable and advanced in the field of Islamic Education and are able to apply theories of education and learning and are responsible for the implementation of tasks based on Islamic ethics, science, and profession.
- b. Islamic Education Counselors in Schools or Madrasas who are competent, master the psychology of children and are able to provide guidance in learning and experience of Islamic religion of school-age children and are responsible for implementing tasks based on universal values that uphold equality, justice with Islamic ethics, science and professional expertise.
- c. Productive researchers in the productive field of Islamic Education who master research methods well and are able to evaluate Islamic religious education and are responsible for the implementation of tasks based on universal values that uphold equality, justice with Islamic ethics, knowledge and expertise and profession.

At present, the Department of IRE IAIN Lhokseumawe has received recognition from BAN-PT with "B" accreditation. It is recognized that collaboration between universities is still lacking, the average cumulative index is still below 3.50 and only 3 or 5 people per year cumlaude, graduates

who work no more than 1 year are only 40%. This recognition has an impact on the commitment of the Department of IRE to carry out continuous improvements by referring to the applicable provisions, regulations, and legislation through systematic and periodic monitoring and evaluation activities.

Referring to the established profile and Learning Outcome, the curriculum is designed with several considerations, including the needs and desires of stakeholders, laboratories and also the suitability of both the vision and mission of the institute as well as the vision and mission of the faculty. The curriculum that is currently available at the Department of IRE has not been based on the IQF, even though the applicable curriculum should be required based on the Indonesian Qualifications Framework (IQF). In this curriculum, courses are prepared based on Expected Learning Outcome (ELO) that is in line with the graduate profile that has been established in the Learning Outcome Program (PLO) and described in the Course Learning Outcome (CLO) and Lesson Learning Outcome (LLO).

The list of subjects is prepared based on the established ELO. ELO must be arranged in the form of a matrix so that the subjects are arranged with the specified ELO. To ensure that the curriculum structure is structured according to ELO, Department of IRE needs to review the curriculum structure involving lecturers, student stakeholders, and alumni. The draft was then reviewed at the faculty and Quality Assurance Unit (QAU) level to ensure that the subject matter and study material were in accordance with ELO. Review of the curriculum is carried out through the following stages: limited curriculum (involving lecturers of Department of IRE), extensive review (involving stakeholders and education experts) and in-depth review (involving the faculty senate and QAU).

Thus, curriculum development is carried out systematically. Learning is carried out with reference to the scientific philosophy developed at IAIN Lhokseumawe. The learning model is designed to enable students to become agents of change and problem solvers in the field of education. Among the learning models applied are Contextual Teaching and Learning (CTL), Problem Based Learning (PBL), Inquiry Learning (IL) and Discovery Learning (DL). The five learning models can be applied in learning with different emphasis depending on the characteristics of Department of IRE.

The Student Assessment System conducted at the Department of IRE is directed to see the achievement of Learning Outcomes (LO) and also

feedback for study programs and lecturers. The scoring system that is carried out includes assessing the selection of new students, assessing lectures and assessing graduation. Every assessment carried out needs to pay attention to the validity, reliability, and objectivity of the assessment. The type of assessment carried out is not only carried out by students towards lecturers, but the assessment can also be carried out by students towards lecturers, between students and self-assessment. Students can communicate about the acquisition of value to the Study Program, including accommodating the Student Appeal or the value obtained.

The implementation of lectures in the Department of IRE is also supported by the availability of human resources, namely lecturers, employees, librarians, laboratory staff, and employees in the field of information technology. HR is fulfilled through a recruitment system by considering the appropriate academic qualifications and competencies needed. The facilities and infrastructure owned by IAIN Lhokseumawe are lecture halls, manual libraries, internet or wifi networks, mosques, convention halls and so on that are sufficient to support the implementation of academic activities.

3. The curriculum refers to IQF-NSHE

One feature of the curriculum referring to the IQF-NSHE is the clarity of the learning outcome for each study program. In this learning outcome, several things will be presented related to the formulation of the learning outcome for Department of IRE, integration of learning outcomes with graduate profiles and learning outcomes with subjects.

Formulation of the Indonesian Qualification Framework

In general, it is described as follows: 1) Fear of God Almighty 2) Have good morals, ethics, and personality in completing their duties, 3) Act as citizens who are proud and love the country and support world peace. 4) Able to cooperate and have social sensitivity and high concern for the community and its environment. 5) Respect the diversity of cultures, views, beliefs, and religions as well as other people's original opinions or findings and 6) Uphold the rule of law and have the spirit to prioritize the interests of the nation and wide community. While at level 6 in the Department of IRE (S-1), it is considered as follows:¹⁷

Paragraph 1: Level 6 generic description

¹⁷ Suwadi, Pengembangan Kurikulum PAI Pada Pendidikan Tinggi”, *Jurnal Pendidikan Agama Islam*, Vol. XIII, No. 2, Desember 2016.

Able to apply his field of expertise and utilize science, technology and or art in his field in solving problems and being able to adapt to the situation at hand. Specific descriptions are as follows:

1. Able to apply theories of education and learning in the preparation of learning tools, implementation and evaluation of Islamic Religious Education in school or madrasah based on information and communication technology.
2. Able to utilize the knowledge of Islamic Religious Education and the development of information and communication science and technology in solving various problems in learning Islamic Religious Education in schools or madrasas.
3. Able to adapt to the situation faced relating to the dynamics of socio-cultural, economic and political as well as global challenges in carrying out the task of learning Islamic Religious Education

Paragraph II: Level 6 generic description

Mastering theoretical concepts in certain fields of knowledge in general and theoretical concepts of specific sections in the field of knowledge in depth, and being able to formulate procedural solutions. Specific descriptions are as follows:

1. Mastering the theoretical concepts and scientific foundations of education in depth, to develop the potential of educational science in depth as a refusal in developing the religious potential of students to achieve established competency standards.
2. Mastering the substance of the scientific study of Islamic Education (Al-Qur'an Hadith, Akhidah Akhlah, Fiqh, and Islamic Cultural History) widely, deeply and up-to-date to guide students to meet established competency standards.
3. Mastering the learning theories of Islamic Education and being able to formulate and implement it procedurally in learning Islamic Education in schools or madrasas.
4. Mastering the integration concepts of scientific, religious, and Indonesian values in learning Islamic Education in schools or madrasas.
5. Mastering the concept of educational leadership in order to mobilize and cultivate the experience of Islamic religious teachings and the formation of noble moral behavior of students in schools or madrasas.

Paragraph III: Level 6 generic description

Able to make the right decisions based on analysis of information or data and able to provide guidance in choosing various alternative solutions independently and in groups. Specific descriptions are as follows:

1. Able to make appropriate and strategic decisions of learning Islamic Education in schools or madrasas based on analysis of information, data and relevant research results
2. Able to provide instructions and steps for various solutions to the problem of Islamic Education independently and collectively to obtain quality and maximum learning outcomes in forming the religious behavior of students.
3. Able to map discourses and religious phenomena as well as contemporary issues in Islamic Education to be used as a basis for developing creative and innovative learning.

Paragraph IV: Level 6 generic description

Responsible for the work itself and can be given responsibility for achieving the work of the organization. Specific descriptions are as follows:

1. Responsible and can be given responsibility for the implementation of learning Islamic Education that is effective, productive, meaningful, tolerant and based on human values in a multi-religious society both independently and in partnership.
2. Able to adjust properly in carrying out the task of learning Islamic Religious Education based on a solid personality. Furthermore, from the IQF formulation derived in the specific description, the learning outcomes of the Department of IRE can be formulated from the fields of attitudes and values, knowledge fields, skills fields both general skills and special skills.

Learning Outcome of Department of IRE

Furthermore, from the KKNi formulation derived in the specific description, the learning outcomes of the Department of IRE can be formulated in the field of attitudes and values, knowledge fields, and skills in both general skills and special skills, as follows:

1. LO in the area of Attitudes and Values

Every graduate of the IRE academic education program must have the following attitudes and values; a) Fear the Almighty God and be able to show religious attitudes, b) Uphold human values in carrying out duties based on religion, morality and ethics, c) Contribute to improving the quality of life of the people, nation, the state and progress of civilization based on Pancasila,

d) Acting as a citizen who is proud and loves the country, has nationalism and is responsible for the nation and state, e) Respecting the diversity of power, views, religion and beliefs and rational opinions or findings of others, f) Working together and having social sensitivity and caring towards society and the environment, g) Obey the law and discipline in the life of the community and the state. h) Internalizing academic values, norms and ethics, i) Demonstrating an attitude of responsibility for work in his field of expertise independently, j) Showing himself as an honest, noble person, and role model for students and society, k). Showing yourself as a person who is solid, stable, mature, wise and authoritative and has the ability to adapt well in the place of duty; l). Being inclusive, acting objectively and not discriminatively based on consideration of gender, religion, race, physical condition, family background, and socioeconomic status

2. LO in the Knowledge area

Graduates of the Department of IRE must have general knowledge as follows: a) Mastering knowledge of Pancasila philosophy, citizenship, nationalism, and globalization, b) Mastering knowledge and steps in conveying scientific ideas verbally and in writing with use Indonesian language that is good and correct in the development of the academic world and the world of work (non-academic world). c) Mastering knowledge and steps to communicate both oral and written by using Arabic and English in the development of the academic world and the world of work (non-academic world); d) Mastering knowledge and steps in developing critical, logical, creative, innovative and systematic thinking and intellectual curiosity to solve problems at the individual and group level in the academic and non-academic communities; e) Mastering knowledge of the basics of Islam as a religion of *rahmatan lil amin alamin*, f) Mastering knowledge and steps of scientific integration (religion and science) as scientific paradigms and g) Mastering the steps to identify various entrepreneurial efforts.

3. General Skills

The graduates of Deaprtmen of IRE must have general skills as follows: a) Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies the values of humanities in accordance with their fields of expertise, b) Able to show performance independent, quality and measurable, c) Able to study the implications of the development or implementation of science and technology that pay attention to and apply

the values of humanities in accordance with their expertise based on rules, procedures and scientific ethics in order to produce solutions, ideas, designs or art criticism, d) Able to compile a scientific description, the results of the study in the form of a thesis or final assignment report, and upload it on the college page, e) Able to make decisions appropriately, in the context of explanation of problems in the field of expertise, based on the results of analysis of information and data develop ker network ja with counselors, colleagues and colleagues both inside and outside the institution, g) Able to be responsible for achieving the results of group work supervise and evaluate the completion of the work assigned to workers who are under their responsibility, h) Able to carry out a self-evaluation process to working groups that are under their responsibility and able to manage learning independently, i) Able to document, store, mandate, and rediscover data to ensure validity in preventing plagiarism, j) Able to utilize information and communication technology for scientific development and work ability, k) Able to communicate both oral and written using Arabic and English in the development of the academic world and the world of work (non-academic world), l) Able to read the Koran based on the knowledge of qira'at and tajweed well and correctly, m) Able to memorize the Qur'an juz 30 (Juz Amma) and n) Able to implement i the practical body and the reading of the prayer well and correctly.

4. Specific Skills

The graduates of Department of IRE must have special abilities; a) Able to apply the Islamic Religious Education curriculum in schools/madrasas in accordance with the procedures and principles in curriculum development, b) Able to carry out learning that educates Islamic Education in schools or madrasas, c) Able to utilize information and communication technology effective and efficient for learning Islamic Education in schools/madrasas, d) Able to facilitate the development of the religious potential of students to actualize the ability and ability of religion in real life in schools / madrasas and in the community, e) Able to communicate effectively, empathically, and polite in carrying out the task of learning Islamic Education in schools/madrasas and in the academic community and with the general public, f) Able to carry out the assessment and evaluation of the learning process and results of Islamic Education appropriately, and be able to use it for learning purposes, g) Able to do will be reflective and the use of information and communication technology to improve the quality of learning Islamic

Education in schools/ madrasas and h) Able to apply the steps of professional and scientific development in a sustainable, independent and collective manner through self-development and utilization of information and communication technology within the framework of realizing self-performance as a true educator.

Learning Outcome with a list of Courses

In general, the curriculum can be seen from a list of courses. Courses for semester 1 consist of 13 subjects, namely Citizenship Education, Islamic Studies Methodology, History of Islamic Civilization, *Ulumul Qur'an*, *Ulumul Hadist*, Arabic Language 1, English 1, Methods of Writing Scientific Work, Reading Writing the Qur'an (BTQ), Usul Fiqh I, Aqidah 1, Akhlak 1 and Imlak or Khat. The number of courses is too much so that it makes it difficult for students to know the lecturers of the course, ideally, the number of courses provided in one semester is a maximum of 9 courses. The above courses will be better if grouped or classified into one adjacent subject such as the following derivatives:

Table 1: List of Courses in Semester 1

No	Course	Credit	Generalization	Credit
1	Ulumul Qur'an	2	Quranic and Hadits Studies	4
2	Ulumul Hadist	2		
3	Aqidah	2	Aqidah Akhlak	4
4	Islamic Morality	2		
5	Reading and writing al-Quran	0	Art in reading and writing al-Quran	0
6	Imlak Khat	0		
7	Fiqh	2	Fikih & Ushul Fikih	4
8	Usul Fiqh	2		

In the table above, it can be seen clearly that it is possible to combine the adjacent subjects so that the structure of the course in one semester is slimmer. In this case the study of al-Qur'an and Hadith are combined so that it will become 4 credits, so the total number of credits for one semester remains the same. Subjects Read the Qur'an and Imlak Khat remain included in the curriculum unit but the number of credits is 0, the subject should be used as a program in the prerequisite for participating in PPL or thesis examinations and

this is more effective. The same thing is also done by Sunan Kalijaga State Islamic University in terms of combining related subjects which can be seen in the following table:

Table 2: List of Courses Revised in Semester 1

No	Courses	Credit
1	Pancasila	2
2	Indonesian Language	2
3	Islamic Morality and Spiritualism	2
4	Al-Quran and Hadith	2
5	Arabic Language	2
6	Philosophy of Science	2
7	Fiqh and Ushul Fiqh	2
8	Islamic Monotheism	2
9	Science of Education	2
Total		20

If the idea of combining a number of adjacent subjects is applied it will certainly cause a new problem, namely the merging of a number of lecturers in one course. The integration of lecturers can be done by team teaching, as a strategy to improve the quality of education that is oriented towards the creation of learning communities. Team teaching will be very interesting to apply if the concept or essence of its implementation is well understood. The collaborative teaching of 2 or more lecturers in the classroom will improve the quality of learning. In addition, the process of observation of students during learning will be more intensive.

As it turned out, the improvement of the IRE curriculum was no different from the previous IRE curriculum material. The press points of IRE material are more oriented to traditional Islamic concepts, which range from aqidah, sharia, and morality. In addition, in a number of ways, there were no significant differences between IRE curriculum material in Higher Education and the IRE curriculum at the elementary and secondary levels.¹⁸

Although there are improvements in the teaching material at the university level, the development is more "vertical". The material that has been studied at the previous level is reviewed in more depth with a rational philosophical

¹⁸ *Ibid...*, p.29.

approach, but there are developments that are horizontal in expanding the area of study on contemporary issues. To expand the study area on contemporary issues. Cannot be dominated by the doctrinal approach in the IRE learning process. Religious teachings are positioned as something that must be accepted, accepted without being criticized and is a ready-made item.

The IRE curriculum tends to be dichotomous and monodisciplinary, this can be seen, first from the dominance of textual, rigid and rigid Islamic reasoning. Second, the study model is dogmatic, definitive, apologist and polemic due to the narrow scope of the study only limited to the basic concepts of Islam, namely *aqidah*, *sharia*, and morality. Third, it has the potential to encourage practices and models of diversity that tend to be exclusive, radical and fundamentalist in social life, such as discrediting each other.

In order to avoid the problems mentioned above, it is very necessary to improve the IRE curriculum at IAIN Lhokseumawe, for example in the Fiqh course. This course should not only talk about the problems of prayer and ablution but also need to study prayer in relation to contemporary issues such as how the legal status of *jama'* and *qashar* if traveling by plane. Likewise, discussions about marriage via telephone or video call.

Implications of Curriculum Development for IRE Teacher Competencies

The curriculum development accommodates 4 teacher competencies consisting of pedagogic, personality, social and professional, plus one competency, namely leadership. More specifically, these competencies are listed in curriculum document of Departement of IRE IAIN Lhokseumawe:

1. Personal Competence

Personal competencies are competencies related to attitudes and personality that must be possessed by a teacher or prospective teacher. The minimum target to be achieved by IRE graduates in personal competence is as follows:

- a. Showing adult attitudes in acting and speaking
- b. Having maturity in thinking
- c. Showing a high sense of responsibility in carrying out tasks
- d. Have discipline in carrying out duties and obligations
- e. Having an appearance that reflects noble self-esteem as a Muslim teacher, including in dressing.

2. Social Competence

Social competence is a competency that relates to the way students as prospective teachers place themselves in the environment and how to establish relationships with other people. The minimum targets that must be possessed by graduates are as follows:

- a. Able to communicate with others on campus, schools, and communities.
- b. Able to get well as other people are privatized, in school and society.
- c. Able to establish good cooperation with other people both on campus, in schools and communities.
- d. Participating actively in positive activities shipped by campus, school, and community.

3. Professional Competence

Professional competency is the ability to master the science or field of study and the step of critical study deepening the contents of the field of study. The minimum target for IRE graduates is as follows:

- a. Mastering the field of study which is a field of duty in both concepts, methods, and applications in everyday life
- b. Mastering the method of developing science or the subject of study and being critical, creative and innovative towards the field of study that is his expertise.

4. Pedagogical Competence

Pedagogical competencies are competencies or skills that reflect knowledge and attitudes in the understanding of the potential of students, planning, implementation and evaluation of learning. The minimum targets that must be mastered by IRE graduates are as follows:

- a. Having the ability to compile the learning program indicated by
 - 1) Able to organize learning material,
 - 2) Able to choose and develop approaches, methods, strategies, and steps of learning,
 - 3) Able to choose and utilize learning resources and learning media
 - 4) Able to develop process evaluation and learning outcomes techniques.
- b. Able to carry out learning activities shown as follows:
 - 1) Able to carry out the learning process in accordance with the plans that have been prepared
 - 2) Being able to manage the class well which is realized creates a conducive learning climate and good classroom layout

- 3) Able to apply learning methods or strategies appropriately.
 - 4) Able to provide motivation to learn well
 - 5) Able to recognize children's abilities
 - 6) Able to plan and implement remedial and enrichment programs
 - 7) Give assistance to students who experience difficulties in attending lessons
 - 8) Able to conduct evaluation activities and learning outcomes
- c. Understand and be able to carry out administrative activities of schools or madrasas which include: student administration, personnel administration, curriculum administration, educational facilities and infrastructure administration, financial administration, relations with the public, institutional administration or educational organizations and implementing education supervision in schools or madrasas.
 - d. Understand and be able to carry out counseling activities at schools or madrasas
 - e. Understand and be able to carry out extracurricular activities
 - f. Understand and be able to implement learning resource centers, especially libraries.

CONCLUSION

The curriculum is at the heart of education so curriculum development needs to be done in higher education, especially at IAIN Lhokseumawe. First, curriculum development emphasizes (a) the clarity of the graduates' profile with operational descriptions, (b) learning outcomes as indicators of achievement of graduate profiles that refer to the IQF and NSHE, (c) the core study of IRE as the scope of the development of combined subjects with learning outcomes, d) the semester credit unit weight is obtained from the multiplication of the depth and graduation of the study material. Second, curriculum development accommodates teacher competencies. The three curriculum development in Department of IRE emphasizes the aspects of IRE which consist of Al-Qur'an Hadits, Aqidah Akhlak, Fiqh and History of Islamic Culture so that they can improve the professional competencies of prospective teachers. The Department leaders and staff should conduct socialization, communication and justification about the implementation of the curriculum that has been implemented and need to complete Certificate of Companion Diploma or *Surat Keterangan Pendamping Ijazah* (SKPI), Semester Learning Plan or *Rencana Pembelajaran Semester*, assessment and need to build the synergy of the business world or

service providers by initiating campuses as a form of mutual cooperation through CSR programs.

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