CONTEXTUALIZATION OF ISLAMIC EDUCATION CURRICULUM IN JUNIOR HIGH SCHOOLS

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Abstract

This study aims to explore the relationship between curriculum development and the improvement of Islamic Religious Education (PAI) contextual learning. The research approach used is descriptive qualitative with a multi-case design carried out at SMPN (Junior High School) 3 Rejoso Darul Ulum and MTsN (Islamic Junior High School) Tambak Beras Jombang. The results showed that; (1) the curriculum development approach commonly referred to and used in both institutions is academic and humanistic. While the technological approach is still unclear. (2) The use of additional PAI literature such as Jurisprudence and Arabic language development, by referring to *Fath al-Qarib* and *Amsilah Tasrifiyah* as a form of integration between the formal curriculum in schools and the boarding school curriculum. (3) Factually it can be stressed that the process of curriculum development can increase the contextually of active PAI learning in both educational institutions through the use of project-based learning strategies.

Keywords: curriculum development; interrelation; contextualization; Islamic education learning

Abstrak

Penelitian ini bertujuan mengeksplorasi hubungan antara pengembangan kurikulum dengan peningkatan pembelajaran kontekstual Pendidikan Agama Islam (PAI). Pendekatan penelitian yang digunakan yaitu kualitatif deskriptif dengan rancangan multi-kasus yang dilaksanakan di SMPN 3 Rejoso Darul Ulum dan MTsN Tambak Beras Jombang. Hasil penelitian menunjukan bahwa; (1) Pendekatan pengembangan kurikulum yang biasa dirujuk dan digunakan pada kedua lembaga tersebut adalah pendekatan akademik dan humanistik. Sedangkan pendekatan teknologis masih belum jelas penggunaannya. (2) Penggunaan literatur tambahan PAI seperti Fikih dan pengembangan bahasa Arab, dengan merujuk kitab Fath al-Qarib dan kitab Amsilah Tasrifiyah sebagai bentuk integrasi antara kurikulum formal di sekolah dengan kurikulum pondok pesantren. (3) Secara faktual dapat ditegaskan bahwa proses pengembangan kurikulum dapat meningkatkan kontekstualitas pembelajaran PAI secara aktif pada kedua lembaga pendidikan tersebut melalui penggunaan strategi project based learning.

Kata kunci: Pengembangan kurikulum; interelasi; kontekstualisasi; Pembelajaran Agama Islam

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Introduction

Several years of experience in teaching in the PLPG training for teachers in the Ministry of Religion (*Kementrian Agama*), especially Islamic Religious Education (PAI) teachers, besides of course class teachers at the Ibtidaiyah madrasah level, found the fact that one of the reasons why PAI subject learning is considered not unusual or considered less attractive more accurately because "the teacher" is the essential instrument in the process of teaching and learning activities (KBM) in the classroom.

One of the problems that occur in madrasas is the learning process that does not actively involve students (teacher-centred), so this results in ineffective (passive) classroom teaching and learning activities and tends to be boring for students (Lia Kurniawati et al. 2005, p. 123, (Memon, 2011).

Based on the above experience, this is in line with the opinion of Tabrani (1996, p. 1), that the era of globalization requires stable, reliable, a superior man who is capable of thinking and acting creatively and innovatively, all of which must be prepared by education. Education is considered as the most effective social engineering model for developing the "future" society (Mulkan, 1993, p. v). The globalization era of which is full of changes in values, education should be able to create new experiences, both systematically arranged in the form of formal learning experiences in schools and unstructured outside the school, namely in the family and community (Horne, 1962, p. 140).

Referring to the learning strategies developed both in the 2006 curriculum, which is better known as the education unit level curriculum (KTSP) or in the 2013 curriculum (K13) have required educators or teachers to implement constructivist or contextual learning processes. It can be seen from the learning strategy that starts from the process of apperception, exploration, elaboration, and confirmation in the structure of the learning Implementation Plan (RPP) in the 2006 curriculum, as well as five scientific approaches: observing, asking questions, exploring, associating and communicating.

In contextual learning, students are allowed to build their knowledge or build new ideas and update old ideas that already exist in the cognitive structure. (Kucukcan, 1998), (Ishak & Abdullah, 2013). Besides, students also learn collaboration in groups, and the results of the partnership are obtained from the effects of sharing between friends. Those who already know tell those who do not understand (learning community).

According to Nurhadi et al. (2004, p. 47), Learning Community is one of the seven components that underlie the application of contextual learning. Learning Community is a learning technique by collaborating with others to create better knowledge compared to knowledge by oneself. (Zuhdi, 2018)((Saekan, 2017), (Alabdulhadi, 2019). This mutual learning activity can occur if there is no dominant party in the communication. (Andrew, Hamid, There must be no party who feels reluctant to ask questions, and no party is considered to know most; all parties must listen to each other. Each party must think that everyone else has different knowledge, experience, or skills that need to be learned.

If everyone wants to learn from others, then everyone else can be a source of learning, and this means that everyone will be prosperous with knowledge and experience. Learning by "Learning Community" really helps the learning process in class, and that is the substance of constructive learning and contextual learning.

The learning process of Islamic Religious Education (PAI) teaching materials at State

Middle School (SMP) 3 Rejoso Darul Ulum Islamic Boarding School Peterongan Jombang is carried out by sorting out the four referred PAI teaching materials into four aspects of teaching material as implemented in the teaching and learning process in Tsanawiyah madrasas or their equivalents.

PAI teaching materials consisting of four teaching materials: Akidah-Akhlak, Quran-Hadith, Jurisprudence, and Cultural History of Islam (SKI) are usually taught in public schools holistically without being separated from the four PAI teaching materials above. This is not the case in the Public SMPN 3 Rejoso Darul Ulum Islamic Boarding School, Peterongan Jombang. Here the teaching materials become part of the curriculum development product in the form of integration of formal curriculum in public education institutions, on the one hand, with the boarding school curriculum that houses it. That is what happens in the process of teaching and learning activities in superior program classes at the Madrasah Tsanawiyah Negeri Bahrul Ulum Islamic Boarding School Tambak Beras Jombang.

In many ways, the process of developing curriculum and the products it produces has an impact on improving the contextuality of learning, both academically, humanistically, also viewed from the side of social engineering and primarily viewed from a technological perspective, where there is an effort undertaken by teachers or educators always to develop devices of learning in all aspects to be able to improve the contextuality of learning on teaching materials that it supports.

Based on the urgency of the curriculum in educational activities, curriculum preparation must be done with careful consideration and in-depth analysis. The development of the curriculum must be based on a strong foundation (principle), which is based on the results of thought and thorough research. So, according to Nana Syaodih (2008, p. 38), the main foundation in developing a curriculum is a philosophical foundation, a psychological foundation, a socio-cultural foundation, and the development of science and technology.

From the background description of the study above, the focuses of research formulation in Rejoso Public Middle School 3, Darul Ulum Peterongan Jombang Islamic Boarding School and State Islamic Boarding School (Pondok Pesantren) Bahrul Ulum Tambak Beras Jombang can be classified as follows: First, what is the approach used in the process of developing the PAI curriculum? Second, what are the PAI curriculum development products that have been produced from the PAI curriculum development process? Third, can the curriculum development improve the contextuality of PAI learning?

The usefulness or benefits of this research have at least important significance for some parties and education practitioners in general and at least is limited to the following two things: First, theoretically there will be found "principles of relevance" concerning the curriculum development process on PAI teaching materials that have been carried out at the two educational institutions that are equivalent to be referred by several other equal educational institutions to carry out the curriculum development process on PAI teaching materials and other teaching materials. Second, in practice, the curriculum development process, by referring to several curriculum development approaches and the products they produce can be used as a pilot project for other educational institutions at various levels, especially in the Jombang area in their efforts to carry out curriculum development processes on many teaching materials, especially PAI teaching materials.

Curriculum Development of Islamic Education (PAI)

Curriculum development is one component that has a significant position in educational activities.(Franken, 2017). Following its nature, a curriculum should be dynamic. It should up-to-date by the development of science and technology as well as culture and community needs. (Lafrarchi, 2020) (Zuhdi, 2006). Thus the development of the curriculum is inevitable. Before discussing the definition of curriculum development from terms, let us look at the meaning of curriculum development from language. When viewed in terms of style, curriculum development includes two words, namely "development" and "curriculum." Growth, according to the Big Indonesian Dictionary (KBBI), means the process, method, deed of development (Ministry of Education and Culture, 1990, p. 414).

From terms, the curriculum has various definitions. The curriculum can be viewed from two different sides, namely, according to the old view and the new view. According to the past or traditional look, a curriculum is several subjects that must be taken by students to obtain a diploma (Hamalik, 2008, p. 3). This assumption that has developed since ancient Greece in a particular environment or relationship is still used today, namely the curriculum as "... a racecourse of subject matters to be mastered" (Robert S. Zais, 1976, p. 7).

In line with the development of time, the understanding of the curriculum has also changed to a broader meaning. The curriculum in this new paradigm means all activities and possible experiences (content/material) that have been prepared scientifically, both those that occur in the classroom and outside of school, are responsible for the school's achievement of educational goals (Zainal Arifin, 2012, p. 4). More broadly, the curriculum is defined as all activities and learning experiences as well as "everything" that affects the personal formation of students, both in school and outside of school, for the school's responsibility to achieve educational goals (Zainal Arifin, 2012, p. 5). Everything mentioned above is a hidden curriculum, for example, school facilities, a safe environment, an atmosphere of intimacy, harmonious cooperation, which are considered to contribute to the success of education.

Meanwhile, according to a formal juridical perspective, according to Regulation No. 20 of 2003 concerning the National Education System, the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used to guide the implementation of learning activities to achieve specific educational goals (Chapter I Article 1 paragraph 19).

Curriculum development is essentially a process or activity that is intentional and thought to produce a curriculum as a guide in the process and implementation of learning by teachers in schools (Wina Sanjaya, 2008, p. 32). Curriculum development means directing the current curriculum to the expected educational goals due to various positive influences that come from outside or from within, with the hope that students can face their future well (Dakir, 2010, p. 91).

Curriculum development has two sides, namely the curriculum as a guide which then forms the written curriculum (written curriculum or document curriculum) and the curriculum as implementation (curriculum implementation), namely the learning system (Wina Sanjaya, 2008, p. 34). Four elements need to be considered in the development of curriculum, namely (1) planning, designing and programming teaching materials and learning experiences; (2) the characteristics of students; (3) objectives to be achieved; and (4) criteria for achieving goals (Dakir, 2010, p. 93).

Curriculum development must be based on certain principles that will be the rules, norms, considerations, or rules that will be the spirit of it. Curriculum development can use principles that have been developed as well as self-created principles so that there can be differences in beliefs in each educational institution (Zainal Arifin, 2012, p. 27).

In general, the principles in curriculum development are the principle of relevance, the law of effectiveness (Zainal Arifin, p. 2012, p. 181), the principle of efficiency, the principle of integrity (Zainal Arifin, 2012, p. 34), the law of sustainability (Abdullah Idi, 2011, p. 181-182), the principle of goal and competency oriented (Zainal Arifin, 2012, p. 31), the law of synchronization (Zainal Arifin, 2012, p. 35), the principle of objectivity (Zainal Arifin, 2012, p. 35), the principle flexibility (Abdullah Idi, 2011, p. 182) and democratic principles (Zainal Arifin, 2012, p. 35). These are some of the principles that underlie curriculum development. However, these principles are rarely written explicitly in the school curriculum; they should be the spirit that underlies curriculum development itself.

Meanwhile, what is meant by design is a plan, pattern, or model. Designing a curriculum means developing a curriculum plan or model by the vision and mission of the school (Wina Sanjaya, 2008, p. 63). There are at least four types of design or concept models for curriculum development—the implication of the existence of various schools in education. The four schools are based on different assumptions and have different views on the basic framework of the curriculum (Zainal Arifin, 2012, p. 127). The four concept models/curriculum designs are as follows: Academic subject (rationalistic) curriculum concept, social reconstruction curriculum concept, humanistic curriculum concept (self-actualization), and technology curriculum concept.

These are some concepts of the curriculum. Developers and teachers must be able to choose and sort out the right design in developing the curriculum so that it is relevant to the development of learning. The teacher must be able to decide whether education will be emphasized on the design of academic, humanistic, technological, or social reconstruction subjects. (Saekan, 2017).

In general, it can be explained that the curriculum development approach is classified into 4 (four) approaching models, namely the academic curriculum development approach, which in practice produces products such as information sheets, worksheets, modules and the presence of textbooks, which are generally products of teaching material development.

The case is similar to the approach of developing a humanistic curriculum. It creates the same product, but the nature of its emergence is different from the first. The path to developing an academic curriculum reflects more the "interests" of individual subject teachers in their efforts to develop teaching materials for the subjects they support, in contrast to the humanistic curriculum development approach which better reflects the "responses" of subject teachers to the demands of stakeholders in general to develop teaching materials. Therefore the academic curriculum development approach and humanistic curriculum development can produce the same teaching material development products but with different emergence characteristics.

On another aspect, the approach to developing a social reconstruction curriculum also reflects educators' responses to events that occur in the community, which are then responded by educators by developing teaching materials that are relevant to the needs of today's society.

Another curriculum development approach is the technological curriculum development approach, where teachers must always develop a description of learning indicators as a measurement tool that must be achieved by students to be able to complete the target curriculum in one face-to-face learning, namely basic competence (KD). The development of this technological curriculum requires teachers to carry out engineering processes to achieve curricular targets (essential competencies) through increments both in aspects of teaching materials, sources of teaching materials, strategic choices, and learning methods in addition to tools evaluation to achieve the intended curricular target.

For example, when a Jurisprudence teacher adds a description of the indicator, "students can explain differences in the views of madhab about the difference in the number of *rakaat* of prayer" on the subject matter of learning Jurisprudence. He must refer to several reference books such as Fath al-Qorib, Fath al-Mu'in, and others to be referred to in an attempt to explain the differences in the views of the schools regarding the number of *rakaat* of prayer.

The necessity to refer to several books as a source of teaching materials requires the teacher to add variants of strategies, methods, media, and evaluation tools as well as other learning tools to achieve curricular targets (essential competencies) that must be completed in one session. Thus there is an engineering or technological process concerning the whole learning process concerning learning devices.

The fact is that PAI teachers more often refer to academic curriculum development approaches with information sheets (LI) and worksheets (LK) products. In contrast, other products such as handouts, modules, and textbooks specifically made by PAI teachers at these two institutions are not found.

The humanistic curriculum development approach is often referred to but is more an effort of each institution to socialize the *adiwiyata* program, which is the most critical part of achieving the vision and mission of the two institutions, therefore not yet reflecting the response to the findings of students' needs both in terms of cognitive, psychomotor, and affective aspects, except that it can be understood as part of the socialization process that is carried out in a structured manner by each of the institutions referred to in their efforts to explain *adiwiyata* programs. However, through this process, it is impressive that there is a curriculum development process carried out by each PAI teacher, mainly through a humanistic approach.

Another fact that can be seen is that the approach to developing a social reconstruction curriculum has not been carried out at the two institutions above. However, some Jurisprudence teachers have undertaken curriculum development processes with products that show more "answers" to problems that arise in the community at large, but not reflecting as the needs of students, whether because of the issues (issues raised to be addressed and so on) raised too heavy for them or generally students do not have adequate responses to understand the problems in question.

The technological curriculum development approach that should be carried out by each PAI teacher in each session is somewhat ignored because each PAI teacher in the two institutions above does not make a lesson plan (RPP) for each session. Still, they prepare lesson plans at the beginning of each semester so that it cannot be seen whether each PAI teacher has developed a description of the learning indicators on the teaching material that they teach in each session.

While the development of indicator descriptions is the main foothold in the implementation of the curriculum development process with a technological approach, even

though PAI teachers in the two institutions above "feel" to have implemented it with validation through the MGMP (Subject Teachers' Deliberation) mechanism as practised by SMP Negeri 3 teachers Rejoso and the empowerment of the subject teacher coordinator at MTs Negeri Tambak Beras Jombang, beyond that, the resulting curriculum development products have effectively improved the contextual learning of PAI subjects in the two educational institutions.

The Contextual Learning of Islamic Education (PAI)

Contextual Teaching and Learning (CTL) is a choice of approach in learning that is relevant in the context of learning-teaching activities (KBK). Islamic Religious Education (PAI) subject whose memorandum is an integral component in other disciplines must also practice the CTL learning approach. Based on the purpose and function of the PAI material, the CTL becomes very important and can be implemented immediately in the learning process.

The importance of the CTL learning approach for PAI subjects is based on several things. First, PAI is a subject that is developed from the fundamental teachings contained in Islam. Therefore PAI is an integral part of Islamic teachings.

Second, in terms of the educational content, PAI is the main subject, which is a component that cannot be separated from other items that have the objective of establishing the morality of good learners' personalities. Therefore all subjects that have goals relevant to PAI must be in line with the learning approach.

Third, the purpose of teaching the PAI subject is the formation of students who have faith and are devoted to Allah, good (having noble character), have sufficient knowledge about Islam especially the sources of teachings and other aspects, so that it can be used as provisions to learn various fields of science or subjects without having to be carried away by negative influences that may be caused by the science and these subjects.

Fourth, PAI subject does not only teach students to master Islamic knowledge but also to have the ability to practice the teachings of Islam in their daily lives.

Fifth, the basic principle of PAI is based on three necessary frameworks, namely *akidah* (translation of the concept of *Iman*), sharia (interpretation of the idea of Islam), and morals (translation of the concept of Ihsan).

Sixth, viewed from the aspect of objectives, PAI is integrative, namely concerning intellectual potential (cognitive), the moral potential of personality (affective), and potential mechanical (psychomotor) skills. Therefore PAI learning must be able to develop all potentials in parallel without denying the other potential possessed by students.

CTL learning approach has 6 (six) components. First, based on the philosophy of constructivism, a philosophical school containing knowledge which is built by humans little by little whose results are expanded through a limited (narrow) context, and not of a sudden.

Therefore the teacher's task is to facilitate the process by making meaningful knowledge for students, allowing students to find and implement their ideas and making students aware of their strategies of learning.

The concrete form of the application of constructivism is done by the practice of doing something, practising physically, writing essays or ideas, demonstrating, making designs. For example, it can be seen in the accuracy of student movements in praying, ablution practice (*wudhu*), *tayammum* practice correctly, and

writing students' impressions or feelings after prayer.

Second, providing the broadest opportunity for students to discover for themselves the concepts or theories taught. The teacher's role is to design activities that enable the realization of events that lead to the skill of finding the idea of the material being taught—the topic of understanding people who associate partners with God (polytheists). Polytheism is not always carried out by worshipping idols, stones, or graves because the reality of the concept of associating such partners in those forms is not possibly found by the students in real life.

Third, the community learns to obtain information by working with other people. Children who are not fluent in reading the Koran and have not mastered the science of Tajweed ask their friends who are considered to be fluent in Koranic reading.

The learning process carried out by sharing between friends becomes an essential feature of the learning community. The main requirement for a useful learning community to occur requires active two-way communication between the teacher and students or among fellow students themselves. The practice of learning community can be done by forming groups and experts/figures in the class.

Fourth, modelling, which is a way of learning carried out by presenting figures/figures who are considered qualified in specific subject topics.

The fifth component of CTL is a reflection, which is learning done by giving opportunities to students to ponder or think about the material that has been obtained. The purpose of this reflection is that students know various errors in terms of concepts or actions that have been taken and subsequently corrected, so that perfection in thinking and behaving (acting) is perfect. The reflection is the student's response to the material that has been given by the teacher or the reaction to everything that students have done themselves in activities every day.

Based on these components, it can finally be concluded that the characteristics of the contextual teaching and learning (CTL) learning approach are, cooperation, mutual respect, fun and not dull, learning with enthusiasm or excitement, integrated learning, using various sources, and the students must be active learning.

The implementation of CTL in the PAI subject is a must because it will significantly help the acceleration of students in understanding, living, and practising the teachings of Islam. Although not all topics in PAI subjects can be approached with CTL, it does not mean that PAI cannot be approached with CTL.

The paradigm of contextual learning is a learning approach that links material learned with real-life students' daily lives, whether in the family, school, community or as a citizen, intending to discover the meaning of the material for their lives. This learning involves students to find the content they learn and connect and apply it in their lives. Separate contextual passages include different processes, which, when used together, will make students produce meaningful relationships.

Each of these different contextual learning sections contributes to helping students understand schoolwork. So It will be easier for the students to apply through the experience they have had.

So far, knowledge is understood and considered as a set of facts that must be memorized. Classes are still focused on the teacher as the primary source of experience, and then lectures become the primary choice as a learning strategy. Therefore, a new approach that is more meaningful for students is needed, a learning strategy that does not require students

to memorize facts but encourages students to construct their knowledge.

Method

The research approach used is descriptive qualitative with a multi-case design carried out at SMPN 3 Rejoso Darul Ulum and MTsN Tambak Beras Jombang. This study aims to explore the relationship between curriculum development and the improvement of PAI contextual learning. Therefore this research is qualitative and a multi-case study, which seeks to reveal and explore aspects of the interrelation of curriculum development by increasing the context of PAI learning in the two institutions. For this research, a participatory observation technique is required.

In the context of this research, the anthropological approach is referred to as understanding the results of the teaching and learning process carried out contextually as a result of curriculum development in both educational institutions: SMP Negeri 3 Rejoso PP Darul Ulum Peterongan Jombang and MTs PP Bahrul Ulum Tambak Beras Jombang. In contrast, the psychological approach will be referred to as understanding the learning process that takes place in every class session. Whereas the qualitative research work in this study only applies to two approaches, namely the phenomenological approach and the symbolic interaction approach.

The first approach is used to understand certain events, in this case, is the interrelation of curriculum development and its relation to the process of teaching and learning activities. In contrast, the second approach is used to provide translation or interpretation of the experiences of teachers by using contextual learning methods that directly contribute to the effectiveness and increase in maximum results of the teaching and learning process.

The next step is to start research to conduct a structured observation process to explore data related to teaching and learning activities by referring to the curriculum development products that have been produced, also to sharpen some of the data that has been obtained in the two previous stages of research, by involving the researchers and participating in various activities with the teachers and the students, and at the same time taking notes of the results of interviews or recording of multiple events and the effects of contextual learning conducted.

Some aspects explored through this research are as follows: 1) Curriculum Development Approaches used in the PAI curriculum development process in SMP Negeri 3 Rejoso PP Darul Ulum Peterongan Jombang and MTs PP Bahrul Ulum Tambak Beras Jombang; 2) PAI Curriculum Development Products that have been produced from the PAI curriculum development process in SMP Negeri 3 Rejoso PP Darul Ulum Peterongan Jombang and MTs PP Bahrul Ulum Tambak Beras Jombang; 3) The interrelation of curriculum development with the contextual improvement of Islamic Education (PAI) and Teacher Learning at SMPN 3 Rejoso Darul Ulum and MTsN Tambak Beras Jombang.

The informants in this study are the PAI teachers both at SMP Negeri 3 Rejoso PP Darul Ulum Peterongan Jombang and MTs PP Bahrul Ulum Tambak Beras Jombang by questioning the indicators above, both through observation or participating observation and structured interviews.

Data Analysis

This research has begun by first formulating a theoretical framework concerning the interrelation of curriculum development in improving the contextuality of PAI learning in SMP Negeri 3 Rejoso PP Darul Ulum

Peterongan Jombang and MTs PP Bahrul Ulum Tambak Beras Jombang, then reviewing the profile of the two institutions, then considering the interrelation of institutions curriculum development in improving the contextuality of PAI learning. Thus this research is more an attempt to develop a theory based on the data that has been collected. Therefore this research is referred to as grounded theory research (Sanapiah, 1990, p. 108).

The three main activities of the analysis procedure for developing grounded theory in this study are (1) writing notes or notes taking, (2) discovery or identification of concepts, and (3) establishing concept and theory boundaries or development of concept definitions and elaboration of theory (Sanapiah, 1990, p. 109). The data analysis techniques that will be used in this study are inductive analysis techniques for several reasons, including: 1) The inductive process is more able to find double facts as contained in the data; 2) Inductive analysis is more able to make the researcher-respondent relationship explicit and can be known, and

This inductive analysis can describe facts more comprehensively so that it can find more data that sharpens the relationships of the effects obtained.

Results and Discussion

Curriculum Development Approaches of Islamic Education (PAI) in SMPN 3 Rejoso dan MTsN Tambak Beras Jombang

Curriculum development approaches of Islamic education (PAI) in both institutions can be seen from the results of observations, namely in the process when a fiqh teacher adds a description of the indicator "students can explain the different views of *madhab* about differences in the number of *rakaat* of prayer" in the subject of Jurisprudence the topic of the provisions of prayer then he must refer to some reference

books such as the book Fath al-Qorib, the book Fath al-Mu'in and others to be seen to explain the differences in the views of *madhab* related to the number of *rakaat* of prayer.

The necessity to refer several books as a source of teaching materials requires it to add variants of strategies, methods, media and evaluation tools as well as other learning tools to achieve curricular targets (essential competencies) that must be completed in one face-to-face; thus there is engineering or process technologically the entire learning process regarding learning devices.

What about what has been done by PAI teachers in SMPN 3 Rejoso and PAI subject teachers in MTsN Tambak Beras? In general, the teachers in Rejoso N 3 Junior High School and the teachers in MTs N Tambak Beras have undertaken curriculum development processes with several curriculum approaches, as explained above. It is proven that generally, PAI teachers at the two educational institutions above not only refer to the textbooks as teaching material, but they also apply to several other teaching resources that are relevant to the teaching material they teach. For example in the study of Jurisprudence both at SMP N 3 Rejoso and the teachers at MTs N Tambak Beras they also refer to several Jurisprudence books that are relevant to the subjects they teach, such as the book of Fath al-Qarib and others even though in general that the teachers for all items are not coursed PAI subjects in the two institutions which are the objects of research have prepared lesson plans at the beginning of each semester. However, by looking at several textbooks that are often referenced by PAI teachers at the two institutions, it has been explained that they have undertaken a curriculum development process.

Curriculum Development Products of Islamic Education (PAI) in SMPN 3 Rejoso dan MTsN Tambak Beras Jombang

Theoretically, four curriculum development products can be used as teaching material development products beyond the use of ICT media, which is very useful for downloading many things that are relevant to both of curriculum development or teaching material development. The four products referred to are information sheets, worksheets, modules, and textbooks.

At MTsN Tambak Beras has many modules that are commonly referenced and used for teaching and learning activities, but not PAI learning modules, but general learning modules, especially those that are tested nationally also because these madrasas test superior classes that specifically provide processes other learning process related to teaching materials that are tested commonly.

What has become a tradition both at MTs N Tambak Beras or at SMP N 3 Rejoso is that any subject teaching teacher must prepare a lesson plan at the beginning of the school year by making several lesson plans tailored to several essential competencies that must be achieved in each semester (interview, Deputy Head of Curriculum MTsN), because the number of lesson plans made is adjusted to the number of essential competencies existing with the syllabus in each semester, and not made face-to-face, where the lesson plans should be made by referring to the description of learning indicators as a measure of achieving face-to-face curricular targets, with so each KD does not have to be thoroughly taught in one face-to-face. In this context, it should be noted that related to the choice of evaluation tools and their implementation in each face-to-face process often cannot be carried out effectively, because the evaluation is based on class (PBK). In contrast, the evaluation tools are used to measure KD information that is not always wholly taught in every face-to-face.

Another fact is the obstruction of the curriculum development process with a technological approach, which in the process is based on developing a description of learning indicators that take place in every face-to-face as it is known that the enrichment of teaching materials will only be effectively carried out with curriculum development, especially curriculum development with a technological approach, where every "increase" in the description of indicators will require teachers to add teaching materials along with the source of teaching materials, as well as the choice of methods, strategies, besides the right decisions of evaluation tools at every face-to-face meeting. At the same time, those that are already underway should be emphasized that lesson plans are always prepared at the beginning of the teacher's year both in MTs N Tambak Beras and in SMP N 3 Rejoso.

The validation process of the RPP that has been made by MTsN Tambak Beras teachers is not carried out by the Deputy Head of Curriculum which should be the essential part of the main task, as is the case in SMPN 3 Rejoso over the RPP made by teachers whose number is more than one hundred for each of the two educational institutions in question is the object of this study. However, as explained by the Deputy Head of Curriculum and several PAI teachers both at MTsN Tambak Beras and also at SMPN 3 Rejoso that the validation process of the RPP products that have been made by the teacher council has been carried out by the subject coordinator. In contrast, at SMPN 3, Rejoso has been carried out with the teacher council consultation process, an active MGMP empowerment is always done every Saturday.

It can be emphasized here that the validation process of the RPP in MTsN Tambak Beras referred by the council of teachers who

undertook the process of curriculum development with the approach to technology curriculum development is carried out by the subject coordinator teacher; in the perspective of the teacher certification consortium (KSG) in 2006, the subject coordinator was identical to the core teacher, as can be seen in the portfolio assessment rubric as part of the teacher certification mechanism. However, when asked for an explanation, are there the coordinating teachers in the SK and or not? Adequate information has not yet been obtained, whereas the core teachers and subject coordinators should have been determined to be formally decreed as evidence of a written policy in the effort to guarantee and develop academic quality at the institution.

Likewise, as happened in SMP N 3 Rejoso, it was found that each teacher must prepare a lesson plan (RPP) for the process of teaching and learning activities throughout the year by referring to several essential competencies (KD) which are the curriculum targets with unstructured validation process except for the empowerment of the MGMP process which is carried out structured every Saturday.

The data that can be seen is still limited to efforts to develop curriculum with a variety of approaches through the process of integrating the contents of the curriculum of the Ministry of Education with the curriculum of Islamic boarding schools. Jurisprudence is carried out by sorting out the material aspects, the teacher and face to face, there is fiqh learning based on the practice of worship, there is also fiqh learning by learning individual yellow books such as the book of Fath al-Qarib and others.

Likewise, with the learning of other PAI subjects, there is, therefore, an understanding that learning PAI in SMPN 3 Rejoso is learning PAI "taste" *Madrasah Tsanawiyah*. There is even some additional PAI material that is theoretically not understood as part of the PAI subjects;

Jurisprudence, SKI, Qurdis, and Akhlaq such as learning Arabic and the derivation of supporting teaching materials such as Nahwu and Shorof learning for all levels from class I to class III with the same structure and mechanism as PAI subject learning in general.

Another thing that should be observed is that learning all subjects, including the PAI map, has been carried out with ICT-based media. The Waka Curriculum of this institution confirms that each teacher for all disciplines has a laptop and is competent to use it, and is always actively using it in the process. KBM. After looking at the study rooms, there was also a projector LCD facility that was installed permanently to facilitate its operation.

The usual PAI curriculum development products and always developed information sheets and worksheets because both in MTsN Tambak Beras and in SMPN 3 Rejoso have not found specific modules that have been created by the teacher councils for PAI learning, with the exception those are some modules for learning general science materials that are used for the benefit of the national exam, as is the case in SMPN 3 Rejoso. Specific textbooks for the learning of PAI teaching materials are also not explicitly written by PAI teachers in the two institutions, which are the object of this study, to be published and become a mandatory source of teaching materials for their students. The above can be understood because MTsN Tambak Beras has a class with a superior program, while SMPN 3 Rejoso, which previously was RSBI or an excellent school category.

PAI teachers both at MTsN Tambak Beras and at SMPN 3 Rejoso ensured that in the KBM process they carried out they always carried out curriculum development processes with their main products taking the form of student information sheets and worksheets, even for example sheets the work that he has made is not permanently published independently by these

two institutions. However, at least it can be seen in every KBM process that the equivalent of teaching material in each semester is always supported by the curriculum development process with product information sheets and worksheets. It can be seen in information sheets products that are structured and systematically stored in files on the ICT media (Laptops) that they have, besides some of them in the form of paper (print out) as part of their follow-up learning to be understood as a form homework forms that take students to determine the next teaching material.

Another aspect is the information sheets, and worksheets made by teachers are more of curriculum development and teaching material taught in one face-to-face so that the themes raised are themes that are relevant to BC in each face-to-face by inserting learning on certain teaching materials or making information sheets and worksheets referred to as discussion themes in the KBM process-specific themes in specific face-to-face.

Another important aspect is that adequate mastery and skills in the use of ICT media owned by each teacher from these two educational institutions have been instrumental in encouraging teachers always to develop curriculum in the form of teaching material development products, which in turn will be able to increase contextual learning.

Curriculum Development with Enhancing the Contextuality of Islamic Education (PAI) and Teacher Learning at SMPN 3 Rejoso Darul Ulum and MTsN Tambak Beras Jombang

The implementation of the curriculum development process in PAI learning at the two educational institutions above has shown significant and effective changes in learning behavior towards enhancing its contextuality. Contextual learning is a learning concept that

helps teachers link material taught with real-world situations and encourage students to make connections between the knowledge they have and their application in their daily lives.

As Manasiful Anam, a Jurisprudence teacher at MTsN Tambak Beras stated that curriculum development with various approaches and products has led to the actualization of Jurisprudence teaching materials in students' daily lives, in addition to changes in student behavior towards a better direction.

Likewise, what happened at SMPN 3 Rejoso as confirmed by Safak Efendi as the deputy head of the curriculum field that the process of teaching and learning activities coupled with the curriculum development process and the development of teaching materials will make the teaching materials that are taught by each teacher can be understood in greater depth and details.

In learning SKI, it was explained by Munib and Maemunatus Syafiqoh, SKI subject teacher at MTsN Tambak Beras Jombang, that by developing teaching materials through worksheets that are relevant to each of the themes taught in each different face-to-face interaction has increased the motivation and activeness of student learning. Whereas the KBM process for all subjects in Rejoso N 3 Junior High School in its implementation was monitored and evaluated simultaneously with structured processes carried out by the K13 monitoring team which in its evaluation stated that in the entire KBM process in all Nj Rejoso Junior High School 3 subjects there were no significant obstacles found. With the level of effectiveness and structurally adequate and conducive learning situations.

In overall PAI teaching material is taught by prioritizing understanding rather than memorization not only because basic concepts and competencies (KD) are taught face-to-face

in each semester more and more have cognitive characteristics, but rather are the impact of the curriculum development process that gave birth to products development teaching materials which by itself are more focused on understanding than "rote" at least there is a balance between rote with an agreement that is adjusted to the characteristics of teaching materials. This fact occurs because of the integration of Islamic boarding school curriculums which tends to be more on teaching materials that must be memorized such as learning *nahwu sorof*, *tajweed*, with their *nadhom* and *nadhom* and some other PAI teaching materials that refer to many teaching sources outside the textbooks or teacher's books, besides some other PAI teaching materials which tend to be practicum with demonstrative learning such as worship practices and others.

The teaching and learning process with the contextual approach and contextual approach requires and requires an exploration process of students' knowledge, experience and insights to understand the basic concepts or competencies taught in each face-to-face process, hence the need for additional relevant information, which is required general added information referred to adjusted to institutional needs by applying to the vision and mission of the school. In this context, it is related to the development of Adiwiyata School, so that the product development of Kruikukum that can be seen both in SMPN 3 Rejoso and in MTsN Tambak Beras is more related to environmental problems so that in PAI learning more information increases referring on the needs of students by utilizing ICT media to improve the contextuality of learning.

One indicator that explains that the teaching and learning process takes place contextually is the level of the student learning activity that tends to increase in each face-to-face. As acknowledged by some PAI teachers at MTsN Tambak Beras that the intensity of student activity in the KBM PAI process is relatively moderate. Therefore occasionally, the KBM process is carried out by referring to problem-based learning strategies, especially for some actual and developing Jurisprudence themes during the community, with the hope of increasing the level of student activity in the KBM process. Through this PBL strategy, it is expected to increase the responses or feedback given by students to the problems referred to as teaching material, which in turn will increase their activity throughout the teaching and learning process in each PAI material.

It is different from what can be seen in SMPN 3 Rejoso, where almost all the KBM PAI material processes take place very contextual because in every learning process for each material preceded by the implementation of curriculum development processes with various approaches in the form of teaching material development. Every teacher always ends the KBM process with follow-up activities through the provision of homework (homework) which can effectively lead students to learn upcoming teaching materials, both in the form of information sheets (LI), worksheets (LK), modules and even other relevant textbooks besides the use of ICT media through the availability of adequate internet facilities.

Other indicators related to the context of learning are evidenced by the process of "association" as the essential part of the scientific approach in the implementation of the 2013 curriculum, where intelligence is needed from the teacher to explore or explore students' knowledge, experience and insights to understand the essential competencies that are targeted curricular in each face-to-face so that the process of organizing knowledge takes place inductively and conclusions from teaching material that is transformed in the teaching and learning process carried out by the students themselves.

In cases that occur at MTsN Tambak Beras, the association process is often demonstrated in apperception activities, where teachers begin the KBM process by exploring students' experiences and understanding related to each teaching material before the KBM process takes place in its core activities. Whereas what happened at Rejoso SMPN 3 was the process of the association being carried out more precisely where the implementation was more often carried out through the student center approach primarily related to learning materials that were practical and psychomotor characteristic (Safak Efendi, Deputy Head of Rejoso SMPN 3 Curriculum.).

Another aspect is the integration of teaching materials with other fields of science or knowledge, which is carried out by looking at the urgency of teaching materials by utilizing ICT media, which is more tentative and conditional implementation, as is usually done by PAI teachers in MTsN Tambak Beras. Not so is the case in SMPN 3 Rejoso, where integration between teaching materials with other fields of science or cognitive knowledge is carried out in a more structured manner for all teaching materials certainly by utilizing ICT media.

Discussion methods and other cooperative methods should stand out throughout the entire learning process of PAI in addition to assignments through group work by referring to project-based learning strategies and their evaluation processes when compared to the use of lecture methods and the implementation of independent tasks in the form of work-homework (PR) that does not reflect the application of class-based assessment (PBK) so that authentic evaluation products can be carried out as promoted later and become an inherent part of the implementation of the 2013 curriculum.

What happens in PAI subject learning in MTsN Tambak Beras is a balance between the discussion method and lecture method in the whole process of teaching and learning PAI subjects, where specific practices are more dominant in Jurisprudence learning, assignments through assigning worksheets are relatively dominant for learning Islamic Cultural History (SKI), whereas in learning *al-Quran-Hadith* material and *Akhlaq Akidah* material refers to the structure of learning; remember-read-understand, therefore for the teaching of the two subjects the use of the cooperative method is implemented in half of the two disciplines.

On the contrary, what happened in PAI learning at SMPN 3 Rejoso, where the dominant problem-based learning strategy was implemented in addition to the use of project evaluation tools that allowed students to work together in completing group assignments, which in turn would increase the contextual learning of generally.

There are three things that we must understand in contextual learning, namely: (1) Contextual emphasizes the process of student involvement to find material, meaning that the learning process is oriented to the operation of direct experience; (2) Contextual encourages students to find relationships between the content being studied and real-life situations, meaning students are required to be able to capture the relationship between learning experiences in school and real-life; and (3) Contextual encourages students to be able to apply it in life, meaning contextual not only expects students to understand the material learned but can color their behavior in everyday life.

Associated with the formation of affective behavior of students that occur in the two institutions that are the object of this research are seen in the same effort and process, where the emotional response is engineered to form through structured habituation such as habituation of congregational prayers at MTsN

Tambak Beras and the study of several letters in al -Quran half an hour before the KBM process at seven in the morning at SMPN 3 Rejoso. Also, habituation of other practices of worship such as the midnight prayer program as well as other activities related to the adiwiyata of each school, so that in the process of forming affective behavior is done through a structured habituation process to be gradually understood so that the emotional response shown by students in their development more is "self-awareness" and not because of something that requires them to do it and done because of "fear."

In the case of SMPN 3 Rejoso 3, there was an interesting phenomenon in which each class among thirty classes or existing learning spaces already had a different code of ethics between one type and another, which was more due to the process of determination and formulation based on an agreement between members each class, thus producing a different formulation of the code of ethics. Beyond that, the most important thing is the self-awareness of students to take part in the following programs and supporting activities as expression will grow and develop intrinsic motivation and extrinsic motivation of each student so that they will see the constructivist phenomenon where each student feels obliged to show his responsibility both as an individual and as part of his environmental sociality based on his awareness.

The process of forming behavior in the two institutions is in line with Imam Suyitno's opinion in understanding the act of learning. There are seven components of contextual learning: (1) Contructivism (contructivism) which consists in building their own understanding of new experiences based on initial knowledge and education must be packaged into a process of "constructing" "Not receiving instruction; (2) Finding (inquiry) includes the process of moving from observation to understanding and students learning to use critical thinking skills; (3) Asking (questioning) includes teacher activities to encourage, guide, and assess students' thinking skills as well as for students who are an essential part of inquiry-based learning; (4) Learning community includes a group of people who are engaged in learning activities, working together with others is better than education by themselves, sharing experiences, and sharing ideas or ideas; (5) Modeling (modeling) there are two, namely the process of appearance of an example so that others think, work and study and do what the teacher wants so students do it; (6) Reflection includes ways of thinking about what we have learned, recording what we have learned, keeping a journal, artwork and group discussion; and (7) Authentic assessment includes the process of measuring students' knowledge and skills, product assessment (performance) and relevant and contextual assignments.

Another aspect that shows the contextuality of PAI learning in these two educational institutions is the tradition of moving classes for learning all PAI materials, especially religious elements that are practical such as determining the practice of prayer which are usually done in school mosques, as well as Akidah Akhlaq and Jurisprudence materials which are associated with adiwiyata themes whose implementation is carried out by directly seeing the artificial environment that was deliberately created to meet the needs of adiwiyata character formation. Beyond that, the most important thing is the creation of a teaching and learning process of PAI material that is "meaningful," which will be very effectively formed through the learning process with this moving class strategy.

The final aspect that can explain that the process of teaching and learning takes place with a high level of contextuality is the implementation of authentic evaluation processes as being an essential part of the

implementation of the 2013 curriculum. Looking at the methods of teaching and learning in these two institutions, it can be seen that almost all forms of non-test evaluation tools always used for the evaluation of nearly all teaching materials, not least for PAI materials, of course in addition to the test evaluation tools used in the evaluation process for more cognitive teaching materials.

The choice of non-test evaluation tools such as performance tests, product evaluation tools, project evaluation tools, observation evaluation tools, journal-attitude assessment, and portfolio fo more emphasized on the implementation process that is more honest and fair, to produce authentic assessment products to then proceed with measurement process that ensures the implementation of the evaluation process in a more integrated manner. Combining the assessment and measurement processes in the evaluation process will encourage teachers to be able to make fixed choices of further activities for students in the hope that they will simultaneously be able to require students to be in the process always and ready to learn.

Conclusions

After researching with a qualitative approach regarding the interrelation of curriculum development and the contextual improvement of Islamic education (PAI) learning in State Junior High School (SMPN 3) Rejoso and MTsN Tambak Beras Jombang, the following findings can be concluded;

First, among the four curriculum development approaches; the development of academic, humanistic, social reconstruction, and technological curricula that are commonly referred to and used in the process of developing curriculum for PAI subjects in SMPN 3 Rejoso and MTsN in Tambak Beras Jombang is an approach to developing academic curricula and

occasionally using the method of developing humanistic curriculum. While the use of technology curriculum development approaches is not too bright because the lesson plans prepared by PAI teachers in the two educational institutions above are usually developed since the beginning of the semester with a validation mechanism carried out through the MGMP implementation process every Saturday at SMPN 3 and empowering the subject coordinator of PAI at MTsN Tambak Beras.

Second, among several teaching material development products that are part of curriculum development products; Information Sheets (Worksheets), Worksheets (LK), Handouts, Modules and or Textbooks that are commonly made and used by PAI teachers in SMPN 3 and MTsN in Tambak Beras Beras Jombang are information sheets that are made both independently as well as referring to internet facilities in the middle of the teaching and learning process (KBM), also worksheets either individually created or referring to LKS books. Beyond that what stands out is the use of some additional literature that is relevant to some Islamic education (PAI) subjects, especially the issue of Jurisprudence and the development of Arabic by referring to some available research in Islamic boarding schools such as the book of *Fath al-Qarib* on subjects Jurisprudence and the book *Amsilah Tasrifiyah* in *Sorof* subjects as a form of integration between the formal curriculum in schools and madrasah with the boarding school curriculum.

Third, factually it can be stressed that the curriculum development process that produces teaching material development products has influenced the process of teaching and learning activities (KBM) which are very active, especially the use of project-based learning strategies, which in turn has proven to be effective in influencing the contextual improvement of learning in the process teaching and learning

activities of PAI subjects at the two educational institutions namely SMPN 3 Rejoso and MTsN Tambak Beras Jombang. These facts can also be seen in the overall characteristics of contextual learning; the activeness and active involvement of students, the inductive association process in the form of organizing teaching materials to understand essential competencies (KD) in each face-to-face learning in addition to developing moving class learning strategies and developing authentic evaluation tools.

Several things should be considered as a reflection of this research, namely that adequate theoretical understanding must be developed for PAI subject teachers and other subject teachers in understanding the basic concepts of curriculum development and instructional material development as the main requirements to improve contextuality. The KBM process so that teachers not only see the urgency of the curriculum development process and the development of teaching materials as a condition for enhancing the contextuality of learning as intended, but they will see it as a necessity to improve their teaching performance.

Next is the curriculum development process and the process of teaching material development as an effort to improve the contextuality of learning in praxis must be supported by structured efforts, both in the form of formal legal policies such as written policies related to standard operational procedures (SOPs) that are binding in the process curriculum development and teaching material development or support in the form of pre and supra structures such as the availability of adequate internet facilities and supporting factors in the way of proper communication and technology (ICT) media.

Finally, there must be a written policy in the form of establishing programs with supporting activities related to efforts to improve the performance of PAI subject teachers in the

process of curriculum development and teaching material development, such as the implementation of training and related workshops along with the provision of adequate budget.

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