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**Innovation in Akidah Akhlak Curriculum Development
Based on Props**

Inovasi Pengembangan Kurikulum Akidah Akhlak Berbasis Alat Peraga

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ABSTRACT :

This research discusses the development of the moral creed curriculum as well as the development of moral creed material for the part of breaking promises. This research uses the literature study research method. In this study, it is conveyed that curriculum development is a vital element in education, directing all learning activities by considering the development of students, the demands of the times, the value of art, the environment, and the vision of national development. Where the process must be adaptive, anticipatory, and applicable to meet short and long term needs. The Merdeka Belajar curriculum implemented by the government aims to give freedom to schools and educators to design contextual and relevant education, focusing on developing soft skills and character. In learning akidah akhlak, the material of breaking promises needs to be developed to suit the needs of the times and students. Breaking promises as a despicable character is described in QS. An-Nahl verse 92 uses the parable of a woman describing yarn, so the props are knitting yarn and knitting tools or pictures of women weaving, which emphasizes the importance of keeping agreements. The development of this material in moral creed education must be in accordance with the context and needs of students to achieve better educational goals.

Key words: *Curriculum Development, Akidah Akhlak, Props.*

INTRODUCTION

The curriculum is an educational program provided by educational institutions for students and a set of important components in education.¹ Based on the program, learners carry out various learning and learning activities. From the program, schools can provide an educational environment for learners to develop. So the curriculum is structured in such a way that it can make it possible for learners to carry out various learning activities that can affect their development.²

¹ Syarip Hidayatullah, "Analisis Kurikulum dan Pola Pembelajaran Akidah Akhlak Tingkat Madrasah Ibtidaiyah Kelas Rendah pada Kurikulum 2013," *Fahima* 2, no. 2 (July 6, 2023): h. 202, <https://doi.org/10.54622/fahima.v2i2.112>.

² M. Yogy Qorri Dwi Pratama et al., "Analisis Kurikulum Pada Mata Pelajaran Aqidah Akhlak Kelas X Pada Madrasah Aliyah," *Jurnal Penelitian Medan Agama* 14, no. 2 (December 31, 2023): h. 82, <https://doi.org/10.58836/jpma.v14i2.14167>.

Islamic education is education that is understood and developed based on teachings sourced from the Qur'an and Hadith. Islamic education tries to present a pattern of education that accommodates all that students need, through certain learning. In character building, the subject of akidah akhlak which has a part as a form of implementation of the value of a character.³ Akidah Akhlak is one of the subjects in madrasas and becomes two elements in the subject of Islamic Religious Education, namely elements of morals and akidah..

The current reality is that there are often sweet promises during the campaign, even making sweet promises during the campaign period is considered an obligation by political parties, so that the public chooses the political party in the government. However, when they have been elected, there is no obligation for political parties to fulfill the promises that have been made before, which causes broken promises or promises that only reach the tongue without realization. Whereas keeping promises is one of the praiseworthy morals that will make life calm and happy.

In this study, researchers will discuss the development of the moral creed curriculum on the material of breaking promises, researchers will present props about this material which will facilitate students' understanding of the material of breaking promises.

Methods

The research method used by researchers is the library research method, focusing on journals on innovations in the development of props-based moral creed curriculum, and supported by several other journals and books. According to Noeng Muhadjir, literature research is a research approach that focuses more on philosophical and theoretical analysis than empirical testing in the field. In this context, desk research relies on in-depth analysis of various literatures, written sources, and theoretical references to gain a deeper understanding of a topic or concept. As such, this approach emphasizes the development of philosophical insights and theoretical frameworks as the basis for a more comprehensive understanding of the research subject.⁴ Because of its theoretical and philosophical nature, this literature research often uses a philosophical approach compared to other approaches.⁵

³ Pratama et al., h. 83.

⁴ Taufik Mukmin, "Hubungan Pendidikan Dan Stratifikasi Sosial," *El-Ghroh* 15, no. 2 (September 2018).

⁵ Adurrahman, "Meningkatkan Nilai-Nilai Agama Pada Anak Usia Dini Melalui Pembinaan Akhlak," *Jurnal Penelitian Keislaman* 14, no. 1 (2018): 66.

Result and Discussion

Development of Akidah Akhlak Curriculum

Curriculum development has a crucial role in the implementation of education because it directs all learning activities. This process must be done carefully by taking into account the development of learners, the demands of the times, artistic values, the environment, and the vision of national development. The aim is to ensure that education is appropriate to the needs and level of the educational institution concerned. The law on curriculum emphasizes the use of national education standards as the foundation in curriculum development.⁶ Where this curriculum becomes a key in the implementation of educational activities, because it is related to determining the direction, content and process of education which will ultimately determine the type and qualifications of graduates of an educational institution.⁷

Curriculum development is 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 are able to face their future. So that curriculum development must be adaptive, anticipatory and applicable. Where adaptive means curriculum development must be adapted to the circumstances and needs of students. Anticipation means that the curriculum must always be ready as a long-term and short-term goal.⁸

Curriculum development is the process of designing and organizing content, objectives, materials, and learning methods to fit the demands of the times, so as to achieve the desired educational goals of a particular educational institution. The purpose of curriculum development is to improve the quality of education by maintaining and evaluating the existing curriculum and introducing new concepts that produce better innovations. This aims to overcome the various problems faced, especially in the world of education, and achieve more optimal educational goals.⁹ In developing this curriculum there are steps, namely formulating objectives, determining content, selecting activities and formulating evaluations.¹⁰

Good education is education that is supported by a structured, systematic and mature curriculum. So that it can provide convenience in implementing a good and commendable value in students. Currently, the government is working on a curriculum called the Merdeka Belajar

⁶ Safira Rona Mahmudah, Yazida Ichsan, and Ahmad Miftakul Huda, "Program Pengembangan Kurikulum Akidah Akhlak" 1, no. 1 (Desember 2021): h. 69.

⁷ Badrul Munir Marzuqi and Nur Ahid, "Perkembangan Kurikulum Pendidikan Di Indonesia: Prinsip Dan Faktor Yang Mempengaruhi," *JoIEM (Journal of Islamic Education Management)* 4, no. 2 (October 31, 2023): h. 100, <https://doi.org/10.30762/joiem.v4i2.1284>.

⁸ Junaedi Junaedi, Abdul Wahab, and Muh Aidil Sudarmono, "Proses Dan Prinsip Pengembangan Kurikulum Pendidikan Guru Madrasah Ibtidaiyah," *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 2 (March 22, 2021): h. 280, <https://doi.org/10.31004/edukatif.v3i2.278>.

⁹ Mahmudah, Ichsan, and Huda, "Program Pengembangan Kurikulum Akidah Akhlak," h. 70.

¹⁰ Junaedi, Wahab, and Sudarmono, "Proses Dan Prinsip Pengembangan Kurikulum Pendidikan Guru Madrasah Ibtidaiyah," h. 281.

curriculum. The curriculum carries renewal to emphasize new and innovative concepts to be implemented. This independent curriculum aims to create freedom for schools and educators to design and implement education that is more contextual and relevant to the school where the educator teaches. The focus of this curriculum is on developing soft skills and forming commendable characters, focusing on the essence of the material and being flexible in learning.¹¹

The difference between the Merdeka curriculum and the previous curriculum lies in subject units, learning hours, learning implementation, methods and strategies used in learning and evaluation in determining student graduation. However, in general, this is also a common point between the two curricula. This Merdeka curriculum serves as a balance and complement to the 2013 curriculum. The existence of this new curriculum aims to manage learning more broadly and as a response to improve the quality of education in accordance with what is needed.¹²

One of the differences in learning akidah akhlak lies in the critical level of students who are awakened by the emergence of research learning. Another difference is also, teachers who concoct their own teaching materials based on KMA No. 347, so that students can more clearly understand the material after being adjusted to the ongoing social needs.¹³

Development of Promise-Breaking Materials

Akidah akhlak as one of the subjects in madrasas and as an element of Islamic religious education lessons needs to be developed like other subjects. This curriculum development is something that will definitely be implemented. This happens because considering the conditions of society that continue to change according to the times, as well as the learning of moral creed that must be adjusted to the situation and conditions in accordance with the times.

This curriculum development cannot be separated from various aspects that influence it such as ways of thinking, value systems such as moral, religious, political, cultural, and social, development processes, learner needs, community needs and the direction of educational programs. Where it needs to be considered in curriculum development.¹⁴ In curriculum development there are also principles, namely the principle of suitability, and the principle of

¹¹ Rangga Iskandar Dinata and Muh Wasith Achadi, "Dinata and Achadi, "Analisis Pembelajaran Akidah Akhlak Dalam Kurikulum Merdeka Di MAN 2 Sleman," *Pendas : Jurnal Ilmiah Pendidikan Dasar* 9, no. 2 (April 8, 2024): h. 204, <https://doi.org/10.23969/jp.v9i2.13206>.

¹² Dinata and Achadi, h. 207.

¹³ Dinata and Achadi, h. 208.

¹⁴ Muhammad Rouf, Akhmad Said, and Dedi Eko Riyadi Hs, "Pengembangan Kurikulum Sekolah: Konsep, Model Dan Implementasi," *Al-Ibrah : Jurnal Pendidikan dan Keilmuan Islam* 5, no. 2 (December 30, 2020): h. 25.

continuity.¹⁵ These two principles need to be considered in developing this curriculum. In this case the author will briefly discuss the material on breaking promises contained in the ninth grade student book on Islamic religious education.

The book contains an understanding of keeping promises, not about the material of breaking promises,¹⁶ so it can be referred to as the opposite word of the material of breaking promises. In addition to understanding, the book also contains dialogue stories about breaking promises, examples of behavior, examples of Rasulullah, and examples of their application in life. The material development that the author conveys in this case is the development of the delivery of this material of breaking promises, in terms of material, parable verses that discuss and tools.

Promise is something that is very easy for everyone to say. Many people like to sell sweet promises to just get what they want. Parents often promise something so that their children will obey them, men often make sweet promises to get the heart of the woman they love, and many officials make promises so that they can be elected and can occupy the position they want. But in many cases, these promises are broken, disappointing the people who have been promised.

Breach of promise is a form of despicable or disgraceful character. Breach of promise is a form of non-performance of an agreement due to the fault or negligence of the parties. If someone who promises not to do what he promised then he is said to break his promise.¹⁷ Breach of promise is also defined as a person not fulfilling an obligation that he must perform in words, either from his words that arise or in a written agreement.¹⁸ This breach of promise is considered a failure to fulfill a promise that was previously agreed upon.¹⁹ Breach of promise is born from an agreement between two parties based on agreement or will, but one party is negligent.²⁰ In Islam we are not prohibited from making promises, but when we make a promise, it is considered an agreement and if someone does not keep his promise, he must pay kafar or a fine as a punishment for breaking the promise.

¹⁵ Miftahul Ulum, "Prinsip-Prinsip Pengembangan Kurikulum: Relevansi Dan Kontinuitas," *Attanwir: Jurnal Keislaman Dan Pendidikan* 11, no. 1 (July 16, 2020): h. 73, <https://doi.org/10.53915/jurnalkeislamandanpendidikan.v11i1.32>.

¹⁶ {Citation}

¹⁷ Kavin Ludgerus Dimpudus, "Terjadinya Ingkar Janji (Wanprestasi) Dalam Perjanjian Financial Lease Serta Pelaksanaan Hukumnya," *Lex Privatum* 9, no. 12 (2021): h. 227, <https://ejournal.unsrat.ac.id/v3/index.php/lexprivatum/article/view/38462>.

¹⁸ Rabith Madah Khulaili Harsya, "Kepemimpinan Dalam Keluarga Menurut Hukum Islam (Tinjauan Menurut Al Qur'an An Nisa Ayat 34)," *Qistie* 10, no. 1 (October 27, 2017): h. 4, <https://doi.org/10.31942/jqi.v10i1.1965>.

¹⁹ Nurbaedah, "Implementasi Penyelesaian Wanprestasi Dalam Perjanjian Kredit Perbankan Pada Masa Pandemi Covid-19 Di BPR INSUMO Sumberarto Kediri," *Ajudikasi: Jurnal Ilmu Hukum* 5, no. 2 (December 25, 2021): h. 128., <https://doi.org/10.30656/ajudikasi.v5i2.3953>.

²⁰ Dina Nurfitri, "Wanprestasi (Default/Breaking Promise) In Sharia Business Law," *Jurnal Ilmiah Pesantren* 8, no. 1 (August 9, 2023): h. 1128, <https://jurnal.assalaam.or.id/index.php/dfg/article/view/121>.

The parable of someone who breaks his promise is found in QS. An-Nahl verse 92, as follows.²¹

وَلَا تَكُونُوا كَالَّذِي نَقَضَتْ غَزْلَهَا مِنْ بَعْدِ قُوَّةٍ أَنْكَبَتْ تَتَّخِذُونَ أَيْمَانَكُمْ دَخَلًا بَيْنَكُمْ أَنْ تَكُونَ أُمَّةٌ هِيَ أَرْبَىٰ مِنْ أُمَّةٍ ۗ إِنَّمَا يَبُلُوكُمْ اللَّهُ بِهِ ۗ وَلِيُبَيِّنَ لَكُمْ يَوْمَ الْقِيَامَةِ مَا كُنْتُمْ فِيهِ تَخْتَلِفُونَ ٩٢

Meanings: “Do not be like the woman who ‘foolishly’ unravels her yarn after it is firmly spun, by taking your oaths as a means of deceiving one another in favour of a stronger group. Surely Allah tests you through this. And on the Day of Judgment He will certainly make your differences clear to you.” (QS. An-Nahl: 16 (92)).

In the verse, the example of a person who breaks a promise is like a woman who unravels her weave that she has spun firmly into scattered pieces again. You can see the picture below.



Figure 1. Wanita Menenun



Figure 2. Benang yang diuraikan

²¹ Syukri, *Tafsir Ayat-Ayat Perumpamaan: Masalah Aqidah Dan Akhlak Dalam Al-Qur'an* (Mataram: Sanabil, 2020), h. 209.

In figure 1, we see a woman weaving yarn, where weaving yarn to become cloth requires precision and patience so that the yarn can be shaped into cloth. But in the parable of someone who breaks a promise, the woman who has gone to the trouble of weaving the thread, unravels the thread she has woven (as in figure 2).

The Scientific Approach

Scientific was first introduced in America through educational science in the 19th century, as an emphasis on formalistic laboratory methods that lead to scientific facts. This approach is an approach used in learning through the scientific process. Where in this approach what learners learn and process is done with their own senses and minds, so that they are directly in the process of gaining knowledge. With this approach, students are able to face and solve the problems they face well.²² This scientific approach has several stages, where students are expected to be able to develop knowledge, thinking skills, and designed learning skills. The stages are observing, questioning, gathering information, analyzing and communicating.²³

Application of the Scientific Approach in Promise-Breaking Material

1. Step 1: Observing
In this step the teacher shows a photo of a woman weaving yarn or gives a direct example by bringing a cloth that has been woven, then untangling the yarn from the cloth. Learners are previously asked to observe and record what they get from what they see.
2. Step 2: Questioning
After learners observe, the teacher invites learners to ask questions.
 - What did the teacher do earlier?
 - What is the woman doing in the picture?
 - What does it have to do with our material this time?
3. Step 3: Gathering information
Learners argue and collect the information which is then associated with QS. An-Nahl Verse 92.
4. Step 4: Reasoning
Learners analyze the information previously collected and then discuss in small groups to understand QS. An Nahl Verse 92 and pictures of women weaving.
5. Step 5: Communicating
Learners convey what was previously discussed

²² Imam Ghozali, "Pendekatan Scientific Learning Dalam Meningkatkan Prestasi Belajar Siswa," *Pedagogik : Jurnal Pendidikan* 4, no. 1 (June 30, 2017): h. 4, <https://doi.org/10.33650/pjp.v4i1.5>.

²³ Ghozali, h. 10.

Conclusion

Curriculum development is a crucial aspect in the implementation of education, as it directs all learning activities. This process must be done carefully, taking into account the development of learners, the demands of the times, artistic values, the environment, and the vision of national development, so that education can match the needs and level of educational institutions. The law emphasizes the importance of national education standards as the basis for curriculum development. Curriculum development must be adaptive, anticipatory and applicable. This means that the curriculum must be in accordance with the needs of students, ready to face long and short-term goals, and relevant to the demands of the times. The purpose of curriculum development is to improve the quality of education through evaluation and innovation, overcome educational problems, and achieve optimal educational goals.

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