

Islamic education curriculum planning at SDIT Putra Pakuan Bogor

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ABSTRACT

This study examines Islamic education curriculum planning as a strategic effort to achieve holistic educational goals at SDIT Putra Pakuan Bogor. Using a literature review method, the research highlights the integration of scientific knowledge and Islamic values, a needs-based planning process, and a curriculum structure that combines national and Islamic education frameworks. The main challenges in curriculum implementation include resource limitations and policy changes. However, these challenges can be overcome through innovative strategies such as teacher training and educational technology integration. Regular evaluations are conducted to ensure that the curriculum remains relevant to contemporary needs. The study's findings emphasize the importance of Islamic curriculum principles, such as flexibility, relevance, and integrity, in shaping academically excellent and morally upright students. This research contributes to the development of an adaptive and high-quality Islamic education curriculum in Indonesia.

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Introduction

Planning Islamic education curriculum as an effort that determines the main activities of educational institutions primarily related to the curriculum must include core components: objectives, content, methods, and evaluation. Then, planning efforts will realize what has been planned optimally (Cholid Abdurrohman 2022). Curriculum is a crucial part of the educational process; education without curriculum appears disorganized. Furthermore, curriculum serves as a key means to achieve educational goals and concurrently guides the implementation of teaching and learning activities across various types and levels of schools (Dian Kurnia 2020).

Therefore, curriculum planning involves creating a comprehensive and concrete curriculum plan. This process entails setting timeframes to structure the curriculum and determining proposed objectives, subjects, activities, resources, and assessment tools related to educational resource creation. It also involves selecting and organizing various learning situation components, dual unit and curriculum plans, facilitating educational processes and learning. According to (Mundiri and Hasanah 2018) education and curriculum are inseparable because the curriculum used in education is interrelated. This aligns with education experts' opinions that the primary function of schools is to train and develop the potential of all individuals, especially the physical, intellectual, and moral development of each student. Second, schools need to function as formal educational places to share all potential students into human resources (Firmansyah and Khozin, 2022).

Curriculum planning is crucial in the education system; as the most important part of educational activities, the curriculum primarily functions as a guideline in the educational implementation process. Curriculum design in education should be positioned as a foundation for schools to develop education (Depdiknas, 2003). Curricula in each education system are planned and developed according to community needs. Just because the community is dynamic, so is its curriculum. Therefore, curriculum planning usually changes over time (Dian Kurnia 2020).

Studies on curriculum planning have been conducted by several previous researchers, such as (Uliatunida 2020) who states that to obtain quality education capable of competing with nations worldwide, a curriculum capable of delivering quality learning citizens is needed. Thus, mature planning is needed in preparing the curriculum at every level of education. The term curriculum planning means the ability to plan learning opportunities for students and all forms of learning experiences received to prepare students to achieve educational goals. Planning in education is a function of educational management. The planning function is to determine the best possible state of internal and external resource relationships in an educational system with dynamic conditions and efficient and effective ways to achieve desired goals. Given the importance of curriculum planning in achieving educational goals, all curriculum planning principles must be met to form a good curriculum suitable for the needs of the times.

Thus, research conducted by (Batubara 2021) along with the development of the times and life demands in society, the curriculum continually develops and aligns itself with progress. Education is so important that a curriculum is needed to direct it and focus more on the direction of progress. The curriculum is a planned and comprehensive program that describes the quality of a nation's education, so the curriculum plays a strategic role in the nation's progress. This article will discuss curriculum planning in Islamic education. Key points to be discussed include an overview of SDIT Putra Pakuan Bogor, concepts and principles of Islamic education curriculum planning, the curriculum planning process at SDIT Putra Pakuan Bogor, the structure and content of Islamic education curriculum at SDIT Putra Pakuan Bogor, challenges in curriculum planning and implementation, strategies to overcome challenges and innovations in the curriculum, evaluation, and implications of Islamic education curriculum.

Method

This study employs a systematic literature review (SLR) approach. A literature review study involves searching and examining scholarly sources by reading various books, journals, and other academic publications related to the research topic to produce a written work on a specific topic or issue (Marzali 2017).

Data collection for the literature review is conducted through an in-depth study of relevant reference sources, including books and journals, which are then analyzed and classified. A literature review study follows several stages. These stages include collecting articles, reducing the number of articles based on specific variables, displaying and organizing selected articles, structuring discussions, and drawing conclusions (Asbar and Witarsa, 2020).

Based on these views, the researcher establishes the following research stages: selecting the study focus, searching for relevant information, reviewing related theories, identifying theoretical foundations from experts and previous research findings, analyzing theories and relevant research results, and drawing conclusions. The reference sources for this study include books, journals, and the curriculum of the educational unit at SDIT Putra Pakuan, which serves as the research focus. In this study, the researcher employs a qualitative descriptive analysis technique. The research analysis is directed toward discovering knowledge or theories from previous studies through books, national and international journals. The data are analyzed by classifying, identifying similarities and differences, providing insights, and synthesizing the findings (Waruwu 2023).

Result Discussion

Definition of Curriculum Planning

Planning occurs in all activities. It is the initial process in which management decides on objectives and how to achieve them. Planning is essential because, in practice, it plays a more significant role compared to other management functions such as organizing, directing, and supervising. These management functions are essentially the execution of a well structured plan.

In the field of education, according to Guruge (1972) in (Syaefudin Sa'ud 2009:8) educational planning is the process of preparing future activities in educational development, which is the primary responsibility of planning. Meanwhile, Coombs (1982) defines educational planning as the rational application of systematic analysis to the educational development process, aiming to make education more effective, efficient, and aligned with the needs and goals of students and society (Syaefudin Sa'ud 2009:8).

Experts have different interpretations of the term curriculum. Generally, it refers to a structured plan designed to facilitate activities in both formal and non-formal settings. The term "curriculum" originates from the Greek word *currere*, meaning "to run," initially used in the field of sports. Over time, this term was adopted into the educational field, leading to a shift in its meaning. In education, numerous experts have defined curriculum in various ways, often differing from one another. However, a common aspect found in most definitions is that the curriculum is closely related to planning student activities, particularly in learning and teaching processes, to achieve specific educational objectives (Mohammad Zaini 2020:15).

According to Law No. 20 of 2003 on the National Education System, the curriculum is defined as a set of plans and arrangements concerning learning content, teaching materials, and instructional methods used as guidelines for organizing learning activities to achieve specific educational goals (Nurdin and Kosim 2023).

In education, the curriculum is a highly strategic component in achieving national education objectives. Efforts to enhance the intellectual capacity of the nation are among the most critical national issues. Every citizen is guaranteed by the 1945 Constitution the right to access education as a means of intellectual development. Thus, achieving educational goals requires a well-planned, measurable, implementable, and accountable program this is essentially the curriculum. The role and position of the curriculum in education serve as a direction or guideline for achieving educational goals as mandated by law. The better the curriculum is studied and implemented, the faster educational goals can be attained. Therefore, the curriculum is highly strategic and plays a decisive role in achieving educational objectives (Nurhayati et al.,2022).

Based on observations and data collection through the curriculum review of the SDIT Putra Pakuan Bogor educational unit for the year 2024, the findings for this study are as follows:

1. General Overview of SDIT Putra Pakuan Bogor

Sekolah Dasar Islam Terpadu (SDIT) Putra Pakuan is a private school under the auspices of the Putra Pakuan Bogor Foundation, established in 2018. It is located in Kampung Kebon Kelapa, Cimandala Village, Sukaraja District, Bogor Regency, West Java Province. SDIT Putra Pakuan is an Islamic private school specifically designed for students from an Islamic religious background, while also embracing diverse ethnic and cultural backgrounds. The school firmly believes that a safe, comfortable, and conducive learning environment supports knowledge development, enhances skills, and shapes positive learning attitudes in students. The school's vision is: *"The realization of an Excellent, Independent, and Character-driven School Based on the Qur'an and Hadith."*

The curriculum plays a crucial role in shaping the concept of integration within Integrated Islamic Schools (*Sekolah Islam Terpadu*). All Integrated Islamic Schools (*Sekolah Islam Terpadu*) across Indonesia implement a distinctive curriculum known as the *Integrated Islamic Curriculum* (*Kurikulum Islam Terpadu*). This curriculum was formulated by the central board of the *Jaringan Sekolah Islam Terpadu* (JSIT) through a national congress and was approved by the supervisory

board for implementation in all schools affiliated with the network (Rojii, Aulina, and Fauji, 2019). As a national-scale educational organization, JSIT Indonesia has developed its own curriculum, which serves as the identity of Integrated Islamic Schools under JSIT (Zainal Abidin, Tobibatussaadah, Walfajri 2022).

All schools or educational units affiliated with JSIT adopt a curriculum with unique content designed by JSIT's central board, which is then disseminated across different regions to be used as JSIT's standardized curriculum. According to the JSIT Indonesia Portal, the educational philosophy of *Sekolah Islam Terpadu* (SIT) seeks to implement an Islamic education framework rooted in the Qur'an and Sunnah. This concept is applied cumulatively through the process of instilling, inheriting, and developing Islamic teachings, culture, and civilization from one generation to another. The approach is holistic, integrated, and comprehensive, explicitly implemented in classroom learning processes by embedding noble Islamic values into every subject using innovative teaching methods.

Integrated Islamic Schools develop their curriculum by combining the National Education Curriculum (Kemendiknas) with the Islamic education curriculum from the Ministry of Religious Affairs. Additionally, they incorporate curriculum components formulated by the *Jaringan Sekolah Islam Terpadu* (JSIT) based on in-depth studies. The implementation of the JSIT curriculum involves three main stages: program planning, curriculum implementation, and evaluation (Pratama Ananda Ayu Nur Fadhilah, Nursahid 2023).

In 1993, a group of Bimbingan Belajar Nurul Fikri founders conceived a new school model that broke away from the two pre-existing school models. At the time, two school models had already been established: the national and Islamic-based ones known as Madrasah. The newly conceived model was named the Integrated Islamic School (SIT). Schools adopting this model are commonly referred to as Integrated Islamic Kindergartens (TKIT), Integrated Islamic Elementary Schools (SDIT), Integrated Islamic Junior High Schools (SMP IT), and Integrated Islamic Senior High Schools, more popularly known as SMA IT. This model highlighted a new concept educating students to be proficient in basic religious knowledge (pious) while simultaneously mastering science and technology. The founders' idea could be summarized as mastery of divine sciences (knowledge that is revealed) and natural sciences (knowledge written in the universe and its contents) (Afni Ma'rufah 2020).

As time progressed, the public warmly received this new school model. Nurul Fikri Elementary Integrated Islamic School (SDIT) began to gain recognition, mainly as it produced students who were diligent in worship and proficient in scientific knowledge. Gradually, people from various regions began to arrive to conduct comparative studies and emulate the establishment of schools with this new model. Time continued to pass, and by 2003, a decade since the inception of the SIT model, over 1,500 schools had adopted this approach. Organizations administering this model joined to form a community and network known as the Indonesian SIT Network (JSIT Indonesia). As of July 26, 2022, JSIT Indonesia has 2,497 member schools, broken down into 934 kindergartens, 1,004 elementary schools, 421 junior high schools, and 138 senior high schools (source: JSIT Indonesia Sekretariat). The number of schools not yet members of this association is believed to be even higher (Rahmat, Dinn Wahyudin 2024).

2. Concept and Principles of Islamic Education Curriculum Planning

The curriculum planning for Islamic education at SDIT Putra Pakuan is based on the principle of integrating general knowledge with Islamic values. Its concept applies *maqasid syariah* (the objectives of Sharia), which aim to safeguard religion, intellect, life, lineage, and wealth. The curriculum is designed to develop students who are not only intellectually capable but also possess strong moral and spiritual competencies. This principle of integration serves as the fundamental basis at every stage of curriculum planning. The principles of Islamic education curriculum, as outlined by Iskandar and Usman (Zaidan Aimar Khadafi, Cindy Oktariani, Muhammad Asri 2023) include:

- a. Faith and Islamic values as fundamental principles, the curriculum is rooted in Islamic beliefs and moral values.

- b. Instruction directed toward specific objectives, all curriculum activities are designed to achieve predetermined goals.
- c. Consistency across disciplines, the curriculum maintains coherence across subjects, experiences, and activities while ensuring alignment with societal and student needs.
- d. Relevance, the curriculum aligns with professional requirements, present and future life, and the learning environment of students.
- e. Flexibility, it allows adaptability in program selection and curriculum development to meet diverse educational needs.
- f. Integrity, the curriculum fosters holistic individuals who can balance spiritual reflection (*dzikir*) with intellectual reasoning (*fikr*), understanding the connection between worldly life and the hereafter.
- g. Efficiency, the curriculum optimally utilizes time, energy, finances, and resources to meet educational expectations.
- h. Continuity and partnership, the curriculum is structured in sequential sections that connect both vertically and horizontally with other curricula.
- i. Individuality, it considers students' diverse traits, environments, and personal characteristics, including physical differences, intelligence levels, strengths, and weaknesses.
- j. Equity and democracy, educators design curricula that ensure all students acquire essential skills, knowledge, and attitudes.
- k. Dynamism, the curriculum remains adaptable to social changes and advancements in knowledge.

This structured approach ensures that the Islamic education curriculum at SDIT Putra Pakuan remains holistic, inclusive, and responsive to both spiritual and intellectual development.

The concept of integrated education is student-oriented rather than subject matter-oriented (Buchori, 1995:157). This integration is viewed from the perspective of every child's right, including children with special needs, to receive educational services equal to other children. Integrated education leads to inclusive education, which is based on the concept of equal educational opportunity. However, it requires teachers who are capable and professionally skilled in facilitating meaningful learning experiences where children with special needs can learn alongside their peers.

Furthermore, to ensure that all students can learn by optimizing their abilities, integrated learning is essential. Education is emphasized more as a *learning* process rather than a *teaching* process. Students are encouraged to develop motivation to learn what they need to learn and to engage in continuous learning. However, they are not forced to study something they do not wish to learn. The subject matter is designed to be integrated, allowing individual characteristics to be appropriately accommodated in the learning process. According to Semiawan (2002:74), there are two types of integrated education:

- 1) Education provided for regular students in public elementary schools, as well as for children with general educational needs and those with special educational needs, often referred to as children with exceptionalities. This type of education requires professional teachers.
- 2) Education that refers to curriculum integration, which involves the complete unification of subject matter and curriculum content.

Islam also teaches the concept of *al-dunya wa al-akhirah* (the world and the hereafter) in an integrated manner. In the context of religious education, it can be said that religious education inherently includes general education. The dichotomous perspective, which has long influenced the world of knowledge and the cultural framework of the Muslim community, actually contradicts the fundamental teachings of Islam itself (Fauzan Ismael 2022).

3. The Curriculum Planning Process at SDIT Putra Pakuan Bogor

The planning process begins with a needs analysis involving teachers, the principal, and the school committee. Subsequently, curriculum development is carried out through collaborative discussions to align the school's vision with the needs of students and the community. The learning aspects are directed toward supporting character building, mastery of knowledge, and 21st-century skills, such as critical thinking, communication, collaboration, and creativity. This process also involves evaluating the previous curriculum to ensure relevant improvements and innovations. Islamic education is a system of education that is organized and established to realize Islamic teachings and values in its educational activities (Muhaimin 2010). The most appropriate meaning of curriculum in Islamic education, as stated by Ahmad Tafsir (2010) in (Cholid Abdurrohman 2022), is a learning experience. Based on this, the curriculum is the core of education itself. All learning experiences in schools are part of the curriculum.

Curriculum planning must include four core components: objectives, content, methods, and evaluation. According to (Muhaimin 2010), curriculum planning is developed from an idea and then formulated into a curriculum program as follows:

- a. The established vision
- b. The needs of stakeholders (students, community, graduates' users) in education and the need for further studies
- c. The results of previous curriculum evaluations and the demands of scientific and technological developments and modern times
- d. The perspectives of experts from various academic disciplines
- e. The development of the times and the trends of globalization, which require individuals to have a lifelong learning ethos and literacy in social, economic, political, cultural, and technological aspects (Cholid Abdurrohman 2022).

Paul A Nelson's opinion can be applied to the design of the Islamic Education curriculum, namely the first is the perception of humans as a formalized system of reality that has become known as an academic discipline. To human capabilities and the need for scientific specialization that must be mastered and prepared by educational managers by the needs of the world of work, the design of the Islamic Education curriculum is oriented to provide students in the world of work so that they are equipped with Islamic knowledge and its values. Second, it includes human processes, attributes, and abilities that set our species apart from other members of this planet. Third, the education curriculum must develop attitudes values, and community culture. The relationship with this culture is very important in the context of Islamic religious education because Islamic religious education is an Islamic inheritance of community culture that is always needed in social life. Such as developing a culture that includes: learning that prioritizes student behavior, teacher behavior, and beliefs that are well maintained, the tradition of reading and writing needs to get special attention so that students and teachers have the creativity to convey ideas through writing (Halid et al. 2024).

4. Structure and Content of the Islamic Education Curriculum at SDIT Putra Pakuan Bogor

The curriculum at SDIT Putra Pakuan consists of two main components: the national curriculum and the Islamic curriculum. The national curriculum includes compulsory subjects such as Mathematics, Bahasa Indonesia, and IPAS (Integrated Science and Social Studies), while the Islamic curriculum covers Al-Qur'an, Fiqh, Aqidah Akhlak, and Arabic. The learning process is enriched with flagship programs such as Tahfiz (Qur'an memorization), Islamic morning talks, and regular Halaqah sessions to instill noble character. This curriculum structure aims to balance academic competence and spiritual value reinforcement.

The content and structure of the learning materials designed in the curriculum significantly influence the implementation of learning and affect its execution, including:

- a. Clarity in objectives, approach, and governance, which are key to avoiding varied interpretations regarding the curriculum's goals, structure, content, approach, and assessment system.

- b. Realistic and relevant aspects, strengthening its contextual implementation. A realistic and relevant curriculum provides flexibility for teachers to develop learning materials that are suitable and contextual to students' lives and surroundings.
- c. A conceptual foundation that serves as the basis for developing the conceptual content of teaching materials (Rohman, Syaifur, Bima Fandi Asy'arie 2024).

By integrating these principles, SDIT Putra Pakuan's curriculum fosters a holistic educational experience that nurtures both intellectual and moral growth in students.

5. Challenges in Curriculum Planning and Implementation

Several challenges encountered include:

- a. Limited resources, especially the shortage of competent teachers in integrating general knowledge with Islamic values
- b. Policy changes, particularly national policy changes that affect the curriculum structure
- c. Parental demands, where high expectations from parents require a balance between students' academic achievements and spiritual development

According to research by (Diana Ariesanti, Alif Mudiono 2023) the implementation of a new curriculum, especially the *Merdeka Curriculum*, requires continuous training to ensure that teachers deeply understand each curriculum component. Findings from this study indicate that teachers still struggle with preparing teaching modules, conducting summative assessments, and performing diagnostic assessments. Despite participating in various training programs, they still face difficulties that hinder the implementation of the *Merdeka Curriculum*. The *Merdeka Curriculum* introduces many new elements that teachers need to learn more thoroughly, including teaching module development, diagnostic assessment planning, summative assessment, and strengthening the *Profil Pelajar Pancasila* (*Pancasila Student Profile*). However, there are shortcomings in implementing the *Profil Pelajar Pancasila* projects, primarily due to a lack of structured planning. As a result, schools only conduct these projects as temporary activities within a single semester.

Analyzing curriculum implementation is a key element in developing an effective education system. When teachers understand how the curriculum is applied in the school environment, they can better adjust their teaching strategies to meet students' needs and capabilities. This helps identify potential issues and obstacles in the learning process, enabling teachers to take more effective corrective actions and improve learning outcomes. Curriculum implementation analysis allows teachers to better understand the successes and failures of curriculum application in the classroom. Data collected such as exam results, student attendance, and grades are crucial for understanding learning dynamics. Teachers can identify necessary changes in the curriculum to better achieve learning objectives. Practical steps for analyzing curriculum implementation, including data collection, detailed analysis, strategy development, and test results, provide a foundation for teachers to make more targeted decisions in managing the learning process. Therefore, curriculum implementation analysis not only provides insights into learning effectiveness but also enables teachers to optimize students' learning experiences according to their needs and development (Mulkan and Zunnun 2024).

6. Strategies to Overcome Challenges and Innovations in the Curriculum

As the field of education continues to evolve, the curriculum must be able to adapt accordingly. However, in practice, the curriculum is often treated as a scapegoat, with the failure of an education system attributed to frequent curriculum changes. In reality, it should be understood that the curriculum is inherently dynamic and must evolve in response to societal changes. Maintaining a rigid curriculum structure without adjustments or innovations will negatively impact the quality and effectiveness of education. Keeping the curriculum in a status quo position leads to stagnation, causing the education system to lag and preventing future generations from keeping up with progress driven by change. Based on this, curriculum innovation introducing new ideas or practices by adopting potential elements from previous curricula is always necessary. This innovation is essential not only to address educational challenges but also to tackle broader

issues that may affect the smooth functioning of the education process (Ahmad Wahyu Hidayat 2020).

To address these challenges, SDIT Putra Pakuan has implemented several strategies, including:

- a. Human Resource Development, Conducting regular training sessions for teachers on curriculum integration.
- b. Collaborative Approach, Involving parents and the community in curriculum development.
- c. Learning Innovation, Utilizing educational technology, such as Islamic-based e-learning applications.
- d. Curriculum Adaptation, Flexibly adjusting the curriculum in response to regulatory changes.

The use of learning media, particularly technology, is a crucial aspect for teachers. Technology integration helps students develop awareness of realities beyond their immediate environment, fostering their personal growth. On the other hand, technology also serves as a new learning platform and a play area that enhances students' comfort in learning. Additionally, technology facilitates teachers in delivering lessons through visual aids that can be directly demonstrated to students (Mochammad Ja'far Amri Amanulloh 2024).

Research by (Fitri Hartawati 2024) highlights that one of the challenges teachers face in implementing the *Merdeka Curriculum* is the need to allocate time for preparing daily creative, innovative, and engaging lessons. Teacher involvement in curriculum development is essential to align the curriculum content with students' classroom needs (Alsubaie 2016).

Another major challenge is related to human resources, specifically in encouraging teachers to step out of their comfort zones. Changes initiated by school principals will be ineffective if teachers are unwilling to adapt. The integration of technology in learning has been adopted by the central government through the *Merdeka Mengajar* platform as a tangible implementation of the *Merdeka Belajar* curriculum. This platform acts as an educational catalyst for teachers, assisting them in efficiently implementing the curriculum and providing an effective tool for creating engaging learning experiences. Teachers at SD Negeri Sumpster 3 have reported similar experiences regarding the platform's effectiveness and efficiency in enhancing learning. The key aspect is how teachers can maximize available media as a support system and aid in fulfilling their noble role as educators (Anas, Akhmad Zaenul Ibad, Nova Khairul Anam 2023).

Research by (Al Azhar 2024) emphasizes that innovation in curriculum development is crucial for improving the quality of Islamic education in Indonesia. The key factors in achieving this goal include integrating traditional Islamic values with modern learning approaches, leveraging technology in education, developing a responsive curriculum, and providing continuous teacher training. Similarly, Anwar (2014) argues that in the digital era, teachers are no longer just knowledge transmitters but are expected to create enjoyable learning conditions using multimedia or multi-source approaches. Mulyasa (2010) simplifies the necessity of curriculum design by emphasizing the need for teachers to enhance their four core competencies: pedagogical, professional, social, and personal competencies (Zakariyah, Muhamad Arif 2022).

In line with these perspectives, the best Islamic education curriculum design should enhance the four fundamental competencies of Islamic education teachers in the face of 21st-century digitalization challenges. Additionally, Zakiah Darajat (2005) suggests that an appropriate curriculum design for educators with an Islamic background should strengthen its religious sector, rooted in the Qur'an and Sunnah, to ultimately foster faith, piety, and moral character. This ensures that teachers serve as role models for their students.

7. Evaluation and Implications of the Islamic Education Curriculum

Evaluation is conducted periodically through cognitive, affective, and psychomotor assessments. The evaluation results serve as a foundation for future curriculum improvements. The implication of this process is the development of students who excel not only in academics but also in deep Islamic understanding, strong character, and the ability to contribute positively to society. This curriculum is expected to become a model for other schools in integrating Islamic values with modern education. Curriculum evaluation can encompass the entire curriculum or its individual

components, such as objectives, content, or teaching methods. Essentially, curriculum evaluation is similar to research because it follows a systematic approach, applying scientific procedures and research methods. The key difference between evaluation and research lies in their goals. Evaluation aims to collect, analyze, and present data to inform decisions about whether a curriculum should be revised or replaced. Meanwhile, research has a broader purpose gathering, analyzing, and presenting data to test theories or develop new ones. Curriculum evaluation can focus on the outcomes of the curriculum (*outcome-based evaluation*) or on its intrinsic components (*intrinsic evaluation*) (Eli Fitrotul Arofah 2021).

Evaluation in Islamic education is closely aligned with Qur'anic principles, where the evaluation process goes beyond academic knowledge or religious behavior alone it emphasizes a balance between the two. Students are assessed not only on their religious conduct but also on social behavior, knowledge, skills, and other aspects. Based on this, both educators and students are expected to implement evaluation systems in Islamic education that adhere to proper procedures and principles. This ensures that the teaching and learning process achieves optimal results, allowing educators to identify shortcomings, obstacles, and solutions that make learning more effective. The Islamic education curriculum must be developed to ensure that students' success is not limited to cognitive abilities alone. Overemphasis on cognitive aspects can lead to demoralization, where students lack personality competence and essential life skills, making them overly dependent on others. A balanced approach is necessary, where:

- a. Cognitive aspects develop rational thinking skills,
- b. Affective aspects foster positive behavior and emotional intelligence,
- c. Psychomotor aspects enhance practical skills and physical abilities.

These three dimensions (intellect, emotion, and action) must be harmonized, so students and society as a whole can develop holistically (Yusuf and Nata 2023).

Conclusion

Curriculum planning in Islamic education plays a strategic role in ensuring the success of the educational process. The curriculum is not only a tool to achieve educational goals but also serves as a guideline for implementing learning activities integrated with Islamic values. This study highlights several key points:

1. Essence and Principles of Curriculum Planning

The curriculum planning at SDIT Putra Pakuan Bogor is based on the principle of integrating general knowledge with Islamic values, focusing on developing students who are intellectually smart while possessing strong moral and spiritual character. Principles such as flexibility, relevance, and continuity serve as the foundation for designing a curriculum that is adaptive to changing times.

2. Planning Process and Curriculum Structure

The planning process is conducted collaboratively by involving various stakeholders to ensure alignment between the school's vision, student needs, and community expectations. The curriculum structure incorporates both national and Islamic curriculum components, enriched with special programs such as Tahfiz (Qur'an memorization), Halaqah (Islamic study circles), and Islamic Morning Talks. These programs aim to balance academic competence with spiritual values.

3. Challenges and Strategies for Overcoming Them

Challenges such as limited resources, policy changes, and high parental expectations are addressed through:

- a. Human resource development, including continuous teacher training.
 - b. Educational technology innovation, integrating digital tools for effective learning.
 - c. Collaborative approaches, involving parents and the community in curriculum development.
 - d. Flexible curriculum adjustments, allowing adaptations to policy changes and student needs.
4. Evaluation and Implications

Curriculum evaluation is conducted regularly, assessing cognitive, affective, and psychomotor aspects. The evaluation results are used to improve and enhance the curriculum

quality. The implication of this process is the development of students who are academically excellent, deeply understand Islam, and can positively contribute to society.

Conclusion, a well planned Islamic education curriculum must accommodate both religious values and modern developments. The integration model implemented at SDIT Putra Pakuan can serve as inspiration for other schools to develop a comprehensive, relevant, and character-oriented curriculum.

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