Revolutionizing Islamic Religious Education in the Age of Society 5.0 through Curriculum Innovation at Merdeka Learning Merdeka Campus (MBKM)

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Abstract:
The existing Islamic religious education curriculum shows a clear separation between subjects like Al-Qur'an, Hadith, Fiqh, Aqidah, and the history of Islamic culture. Full integration of these elements is lacking, but it has the potential to improve students' religious experiences by providing comprehensive support for worship. Madrasah institutions face challenges related to ownership, environment, and teachers adapting to technological advancements in the current era. This study aims to explore how PAI (Islamic Religious Education) teachers implement innovative approaches in madrasahs. Employing a qualitative research design with a literature review methodology, information was gathered from various regulations, books, and magazines. We opted for a qualitative approach to explore innovative curriculum changes that can improve the quality of millennial-era madrasahs with Islamic characteristics. The literature review exposed a predominant focus on subject-centric designs influenced by teachers and infrastructure in constructing Islamic religious education curricula in madrasahs. In response, a proposed ideal model emphasizes an integrated learning approach tailored for the millennium era. This model strives to enhance Islamic language skills through integration. The study concludes by underlining key themes: innovation, curriculum development, Islamic religious education, madrasah, and the era of Society 5.0.

Keywords: *Innovation, Curriculum Development, PAI, Madrasah, In the era of Society 5.0.*

Introduction

The moral and behavioral development of students is significantly influenced by the pivotal role played by Islamic Religious Education.[1] Hence, it is crucial to emphasize curriculum innovation and the learning process in Islamic Religious Education to ensure its adaptability to evolving times and responsiveness to the student's needs. Regular curriculum innovation and the ongoing process of learning in Islamic Religious Education are essential to ensure the alignment of Islamic education

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[1] Sitti Jamilah, 'Moderate Islamic Education to Enhance Nationalism among Indonesian Islamic Student Organizations in the Era of Society 5.0', *Journal of Social Studies Education Research*, 12.3 (2021), 79–100.

with contemporary demands and to mold students into morally upright individuals. The adaptation of curriculum innovation and learning should be attuned to advancements in science and technology, as well as societal and cultural shifts. Therefore, this document aims to delve into the aspects of curriculum innovation and learning within Islamic Religious Education, encompassing their meanings, objectives, and strategies for enhancing the quality of both the curriculum and the learning experience. It is anticipated that this paper will provide valuable insights for policymakers and educators in the field of Islamic Religious Education, aiding them in fostering an adaptive and student-centric approach in line with the evolving times.

Literature Review

Innovation is defined as a concept, practice, or object perceived as novel by an individual or another unit of adoption. The novelty in an innovation doesn't solely involve new knowledge. The "newness" aspect of an innovation may manifest in terms of knowledge, persuasion, or the decision to adopt. Innovation is a multifaceted process, constituting a sequence of extended and ongoing steps. Rogers outlines it as a Model of the Innovation-Decision Process, which includes:

a. Knowledge: This phase occurs when an individual (or another decision-making unit) is introduced to the existence of the innovation and gains an understanding of how it functions.

b. Persuasion: This stage transpires when an individual (or another decision-making unit) forms a positive or negative attitude toward the innovation.

c. Decision: The decision phase unfolds when an individual (or other decision-making units) partakes in activities leading to a choice to adopt or reject the innovation. Implementation: Implementation happens when an individual (or another decision-making unit) puts the innovation into use.

d. Confirmation: Confirmation is evident when an individual (or another decision-making unit) seeks reinforcement for a previously made innovation-decision, yet may reverse this decision when exposed to conflicting messages about the innovation.

Innovation carries the connotation of rejuvenation, closely linked to alteration or enhancement. Change refers to a transition in position, status, or circumstances, which can lead to positive outcomes but may, at times, result in adverse consequences. For instance, consider a child who was initially well-behaved and part of a harmonious family. Suddenly, the parents undergo a discordant relationship, prompting the child to seek solace for their frustration by associating with

delinquent peers, engaging in activities like alcohol consumption, or using substances like coffee pills or cannabis. This represents a form of change, albeit one that is calamitous and harmful.[2]

At times, morally questionable changes may be carried out by individuals who may not be conscious of the negative implications. Perhaps the wrongdoing occurred because the individual perceived it as the easiest solution. For instance, a child who constantly witnesses discord and fights between parents at home may choose to leave, seeking solace among peers who lead carefree lives. Awareness of the detrimental consequences of such choices often arises when it is nearly too late. This serves as an example of a change leading to harm, initially perceived as a positive action due to the lack of awareness on the part of the perpetrators.

Similar situations can arise in changes to educational curricula. Changes may occur for various reasons, and the rationale behind these changes may be flawed. Influenced solely by external trends, experts might overlook essential factors within local educational institutions. What seemed to be a beneficial choice at the time may prove to be misguided in the end. For instance, rapid changes in the current curriculum, though initially perceived as an effort for good, may, in reality, be a mistake. Sometimes, changes in the curriculum are made with little sincerity, prioritizing the interests of specific individuals or groups over genuine educational improvement.[3]

The success of changes or updates to the curriculum hinges on the involvement of various factors or components within the system. The effectiveness of curriculum changes relies on the synchronized participation of all system components. Partial changes, without the concurrent involvement of all aspects supporting the curriculum change, are bound to be inefficient, resulting in the wastage of time, money, and energy. For instance, if alterations are made solely to certain aspects of the curriculum without addressing changes in educator or teacher aspects, student elements, methods, media, infrastructure, funds, etc., the outcome is likely to be a failure.[4] Hence, these alterations need to be executed with meticulous thought, rationality, optimal conditions, wholehearted commitment, and thorough engagement of all components within the education system. The curriculum stands as a pivotal element in the national education system..[5] In education,

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[2] Yangping Li and others, 'Curriculum Innovation in Times of the COVID-19 Pandemic: The Thinking-Based Instruction Theory and Its Application', *Frontiers in Psychology*, 12.April (2021), 1–18 <https://doi.org/10.3389/fpsyg.2021.601607>.

[3] Tony Houghton and others, 'STEAMTEACH Austria: Towards a STEAM Professional Development Program', *International Journal of Research in Education and Science*, 8.3 (2022), 502–12 <https://doi.org/10.46328/ijres.2747>.

[4] Timo Feierabend and Ingo Eilks, 'Innovating Science Teaching by Participatory Action Research - Reflections from an Interdisciplinary Project of Curriculum Innovation on Teaching about Climate Change', *Center for Educational Policy Studies Journal*, 1.1 (2011), 93–112 <https://doi.org/10.26529/cepsj.442>.

[5] Samson Adeoluwa Adewumi, 'Curriculum Design and Students' Learning Experience in Post COVID-19 Era in Nigeria', *Journal of Educational and Social Research*, 13.1 (2023), 183 <https://doi.org/10.36941/jesr-2023-0017>.

the curriculum is a tool to achieve educational goals. Without an appropriate and appropriate curriculum, it will be difficult to achieve the desired educational goals and objectives.[6] As an important tool for achieving goals, the curriculum should be prepared in an adaptive, responsive, and visionary manner in accordance with the demands of the times to come.[7]

Methods

Research Methods In writing this article a type of library research (library research), namely writing that is done through collecting data and information as well as the materials needed comes from the library, either in the form of regulations, journals, books, or other sources. Data collection is carried out in the library or in other places where books and other data sources are stored.[8] This research is included in qualitative research, namely research using a naturalistic approach to seek and find understandings or understandings of phenomena in a specific setting.[9] The writer engages directly with data and information obtained not through direct field observations or eyewitness accounts but relies on readily available library data. While such data is generally considered a secondary source or material acquired second-hand, it may not be the original firsthand information from primary sources.[10]

Results and Discussion

The findings of this research suggest that the execution of MBKM is connected to the era of Society 5.0. Essential capabilities required include creativity and innovation, enabling individuals to evolve into resilient, proficient, and robust human resources.[11] The design of the MBKM curriculum in Arabic language education encompasses the planning, learning processes, assessment, and learning evaluation. Each stage of implementation is elucidated as follows: In the realm of

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[6] S.K.S. Cheung, Fu Lee Wang, and Lam For Kwok, 'Online Learning and Blended Learning: New Practices Derived from the Pandemic-Driven Disruption', *Journal of Computing in Higher Education*, 2023, 1–5 <https://doi.org/10.1007/s12528-023-09350-9>.

[7] Alois Matorevhu and Havatidi Madzamba, 'The Hidden Curriculum and Its Role in Curriculum Innovation Implementation', *Journal of Research in Instructional*, 2.2 (2022), 163–74 <https://doi.org/10.30862/jri.v2i2.96>.

[8] Vincas Grigas, Simona Juzeniene, and Jone Velickaite, '"Just Google It" – The Scope of Freely Available Information Sources for Doctoral Thesis Writing', *Information Research*, 22.1 (2017).

[9] Mariam Taiwo Ibrahim and Adeyinka Tella, 'Analysis of Text Mining from Full-Text Articles and Abstracts by Postgraduates Students in Selected Nigeria Universities', *International Journal of Higher Education*, 9.4 (2020), 169–83 <https://doi.org/10.5430/ijhe.v9n4p169>.

[10] Shraddha More. Anita Chaudhari, Brinzel Rodrigues, 'No 主観的健康感を中心とした在宅高齢者における 健康関連指標に関する共分散構造分析Title', 10.02 (2016), 390–92.

[11] Nurmala Berutu, Muhammad Damanik, and Maryatun Kabatiah, 'Development of Implementation Management System of KKNI Curriculum Based on Independent Learning Merdeka Campus (MBKM)', 2021 <https://doi.org/10.4108/eai.31-8-2021.2313814>.

education, innovation typically arises from concerns expressed by specific entities regarding educational implementation. For instance, teachers may be apprehensive about the perceived shortcomings in the teaching and learning processes, educational administrators might be concerned about teacher performance, or the community may express worry about the overall performance and outcomes of the education system. These concerns eventually manifest as issues that demand immediate attention. The endeavor to address these problems gives rise to new ideas or concepts, constituting an innovation. Ideally, innovation and curriculum development should originate from the needs of those implementing learning in the field who possess a comprehensive understanding of student challenges. This undertaking requires a well-defined and robust foundation, resistant to being easily swayed by the dynamic transformations and innovations in education and learning that have been prevalent recently. According to Muhaimin, the development of an Islamic religious education curriculum can be interpreted through three perspectives: activities that result in an Islamic religious education curriculum, processes that connect one component to another to yield an enhanced Islamic religious education curriculum, and/or design activities encompassing the implementation, evaluation, and refinement of the Islamic religious education curriculum. The objective of educational innovation, as articulated by the FIP IKIP Lecturer Team, is the revitalization of education as a novel response to educational challenges and endeavors to foster a more effective and economical educational system. Referring to the Regulation of the Minister of Religion Number 912 of 2013 concerning the 2013 Madrasah Curriculum for PAI and Arabic Language Subjects, it cites Klein's perspective that education, specifically the madrasah curriculum, as the art of education, should prepare a generation capable of actively participating in local, national, and global life amid rapid changes. The explanation also incorporates Olivia's viewpoint, asserting that the curriculum must be attuned to societal, scientific, leadership, and political transformations. It underscores that curriculum changes are unlikely to succeed without corresponding personal changes and a shift in the teacher's own thought paradigm, as the teacher plays a central role in the learning process.[12] Teachers frequently exhibit a conservative and resistance-to-change attitude due to their familiarity and comfort with traditional methods. Any form of change is often perceived as a disruption to their established routines. The responsibility of the curriculum change team lies in creating awareness among teachers and fostering collaborative efforts to shift conservative perspectives towards mindsets and behaviors supportive of educational reform and curriculum innovation. Innovation or curriculum renewal typically involves restructuring the existing

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[12] Nur Azizah Ashari, 'An-Nur : Jurnal Studi Islam', *An-Nur" Jurnal Studi Islam*, 13.2 (2021), 153–67.

curriculum to introduce a new one, encompassing changes in structure, topics, material scope, and learning methodologies.[13]

Principles Innovation Islamic Education Curriculum

The principles applied in curriculum development serve as the fundamental rules or guidelines that breathe life into a curriculum. These principles can be drawn from established norms in everyday life or even newly formulated. Hence, during the implementation of a curriculum within an educational institution, it is entirely plausible to employ principles distinct from those used in other educational institutions. This variability allows for the incorporation of numerous principles in the process of curriculum development.

Curriculum Innovation

Innovation can be defined as a concept, practice, or object that an individual or another adopter perceives as novel. The novelty in innovation isn't limited to new knowledge alone. The aspect of "newness" in innovation can manifest in terms of knowledge, persuasion, or the decision to adopt. This new dimension of innovation may be expressed through understanding, convincing, or deciding to embrace the innovative concept.[14]

Principles Innovation Islamic Education Curriculum

The principles applied in curriculum development essentially serve as the guiding rules or laws that bring a curriculum to life. In the process of curriculum development, one can adopt principles rooted in everyday life or even formulate new ones. Consequently, when implementing the curriculum of an educational institution, it is entirely feasible to employ principles distinct from those used in other educational institutions, resulting in a diverse set of principles utilized in curriculum development.

Challenges and Problems

Educators in formal Islamic educational institutions, encompassing both teachers and lecturers, encounter numerous challenges and issues when contemplating innovation, including the implementation of innovative strategies. Drawing from Rogers' perspective on the innovation process, during the knowledge stage, innovators face the challenge of persuading educational stakeholders, particularly regarding the curriculum, that the innovations they are introducing are genuinely essential for curriculum enhancement and the future of education. Challenges may

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[13] Muhammad Faisal and others, 'The Integration of KKNI, SNPT, and the Integration-Interconnection Paradigm in Curriculum Development at PTKI', *Jurnal Ilmiah Peuradeun*, 9.2 (2021), 309 <https://doi.org/10.26811/peuradeun.v9i2.528>.

[14] - Syarfuni, - Nuruddin, and - Zainal Rafli, 'Learning Method and Teaching Material of Plus Curriculum In The Madrasah Aliyah Darul Ulum, Banda Aceh: An Ethnographic Study', *Advances in Language and Literary Studies*, 10.3 (2019), 48 <https://doi.org/10.7575/aiac.alls.v.10n.3p.48>.

manifest in the form of innovators lacking confidence due to various personal limitations. Concerning government-initiated innovation or actors, contemporary challenges are also intertwined with public trust in them. In the context of global change, several influential forces in the external environment, such as the erosion of confidence in various institutions, including government, family, and religion, come into play.

Innovations in the Learning of Islamic Religious Education

1. Islamic Religious Education Learning

The process of learning plays a crucial role in enhancing students' knowledge and skills. Islamic religious education encompasses more than just delving into the theoretical dimensions of religion; it also imparts moral and ethical values deemed essential in daily life. In this context, it is imperative to grasp the definition of learning within the realm of Islamic education.[15]

2. Innovation in the Learning of Islamic Religious Education.[16]

Islamic Religious Education holds significance as a crucial component within the education system of Indonesia. Concurrently, with the progression of time and technology, innovation in learning becomes imperative to enhance the quality and effectiveness of the teaching-learning process. The importance of innovation in Islamic education learning is heightened in response to the diverse challenges and changes prevalent in the modern era. As asserted by Nata, innovations in learning within Islamic education represent purposeful changes aimed at improving the quality and effectiveness of the learning process, addressing the needs of learners in comprehending and practicing the teachings of Islam.[17]

Innovation in learning refers to a process of modifying and enhancing methods, strategies, technologies, and approaches to learning to improve its effectiveness and efficiency. In the context of Islamic Religious Education (PAI) learning innovation, various approaches can be employed, including the integration of information and communication technology

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[15] Jude Mary Cénat and others, 'Social Mobilization, Education, and Prevention of the Ebola Virus Disease: A Scoping Review', *Preventive Medicine*, 166 (2023), 107328 <https://doi.org/https://doi.org/10.1016/j.ypmed.2022.107328>.

[16] James Montegrico and others, 'International Nurse Education Research Collaboration during the COVID-19 Pandemic: Researchers' Perspectives', *Nurse Education Today*, 120 (2023), 105606 <https://doi.org/https://doi.org/10.1016/j.nedt.2022.105606>.

[17] Theodore H Tulchinsky, Elena A Varavikova, and Matan J Cohen, 'Chapter 1 - A History of Public Health', ed. by Theodore H Tulchinsky, Elena A Varavikova, and Matan J B T - The New Public Health (Fourth Edition) Cohen (San Diego: Academic Press, 2023), pp. 1–54 <https://doi.org/https://doi.org/10.1016/B978-0-12-822957-6.00009-0>.

(ICT), the incorporation of scientific methods, and the introduction of interactive and enjoyable learning models.[18]

1. Utilizing Information and Communication Technology (ICT) in PAI Learning

The incorporation of Information and Communication Technology (ICT) stands as a highly beneficial innovation in enhancing the quality of learning. Applications such as multimedia, the internet, and learning software within ICT can simplify students' comprehension of lesson materials and assist teachers in delivering the content. Additionally, ICT adds an element of enjoyment and interactivity to PAI learning by offering diverse sources of information and learning media.

2. Integrating a Scientific Approach in PAI Learning

The scientific approach involves a learning method that employs scientific processes and logical reasoning to understand natural and social phenomena. This approach contributes to elevating the quality of PAI learning by aiding students in comprehending lesson materials contextually and fostering logical and critical thinking patterns.

3. Introducing More Interactive and Enjoyable Learning Models

Interactive and enjoyable learning models have the potential to enhance students' interest and academic performance. Teachers can incorporate various methods such as discussion groups, presentations, games, and simulations to make the learning of PAI more engaging and interactive. By utilizing diverse learning methods, students become more active and involved in the teaching process, facilitating their understanding of lesson materials and improving learning outcomes.[19]

Innovations in PAI learning can be implemented by introducing independent study initiatives. Students have the opportunity to study using various sources such as textbooks, the internet, and other accessible media. The teacher assumes the role of a facilitator, assisting students in comprehending lesson materials. This approach proves highly effective in enhancing students' academic performance and cultivating their ability to become independent learners.[20]

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[18] Thita M Mazya and others, 'Finding a Neue Gemeinschaft in Rural Indonesia: A Discussion of Forest Community Digital Transformation', *Forest Policy and Economics*, 148 (2023), 102913 <https://doi.org/https://doi.org/10.1016/j.forpol.2023.102913>.

[19] Neal H Hutchens, Macey L Edmondson, and Frank J Fernandez, 'Academic Freedom Protections in National and International Law', ed. by Robert J Tierney, Fazal Rizvi, and Kadriye B T - International Encyclopedia of Education (Fourth Edition) Ercikan (Oxford: Elsevier, 2023), pp. 174–82 <https://doi.org/https://doi.org/10.1016/B978-0-12-818630-5.02012-1>.

[20] 'Prevention and Mitigation Volume Introduction', in *Case Studies in Adaptation and Innovation*, ed. by Himanshu Grover and others (Butterworth-Heinemann, 2023), pp. xlv–lviii <https://doi.org/https://doi.org/10.1016/B978-0-12-809528-7.09003-1>.

Innovating PAI learning is highly crucial for improving the quality of education and facilitating students in comprehending lesson materials. Employing various innovations, such as integrating information and communication technology, utilizing a scientific approach, and introducing interactive and enjoyable learning models, can significantly contribute to these objectives. Teachers should consistently pursue innovation and explore effective learning methods to enhance student's interest and academic performance.[21]

Conclusion

In conclusion, curriculum and learning innovations serve as a compilation of ideas and recent actions within the educational sphere, specifically addressing a range of challenges. The introduction of innovative approaches to the curriculum emerges as a potential solution for addressing prevalent educational issues. One notable innovation in this context is the adoption of the local content curriculum, strategically designed to remain relevant to the evolving needs and demands of students' environments.

The process of learning Islamic Religious Education reflects the dedicated endeavors of educators to instill values essential for students to achieve the ultimate goal: becoming exemplary individuals whose virtues are manifested in their daily lives. The objective is to mold individuals whose impact is not only advantageous to humanity but also extends to the well-being of the natural world.

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[21] Daniel Lovin, Andreea Valentina Busila, and Valentin Sava, 'Culture Shock, Adaptation, and Organizational Performance in Sport: A Psychological Perspective', *Technological Forecasting and Social Change*, 190 (2023), 122403 <https://doi.org/https://doi.org/10.1016/j.techfore.2023.122403>.

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