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THE PATTERN OF CURRICULUM DEVELOPMENT IN PAI MAJOR FOR PRODUCING CANDIDATES OF PROFESSIONAL TEACHER

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Abstract

This article is directed to discuss about the pattern of curriculum development in Islamic Education Major (PAI) to produce candidates of Professional PAI teacher bothat school or in madrasa. There are three developments of education in PAI major, which is firstly, the need of improvement in curriculum in PAI major especially which relates to formulation of competency and object of study. Second, there is a need of development in the concentration of program, which is: Concentration of PAI Teacher Education of in general school, PAI teacher in madrasa which includes teacher for Al Quran-Hadith, teacher for aqeedah-morality, teacher for *Fiqh,* teacher for Islamic Culture and History, and PAI teacher for international school. Third, the need of holding professional education for the alumni of PAI major before they do their duty as teachers.

Keyword : Curriculum, PAI Major and Professional Teacher

A. INTRODUCTION

The effort to produce professional teacher of Islamic Education (PAI) cannot only be burdened to LPTK, in this case, PAI Major, as the institution of *preservice training* (Educational Institution before employ). This effort needs the cooperation from various institutions which relates to each other synergistically, especially educational institution and training in employ (*inservice training*), and school or madrasa institution as the user of the graduates. According to Suparlan, LPTK as *preservice training* cannot be expected for preparing teacher optimally to fulfill the hope which gradually increases especially the hope to face the change of social, culture, economy, and educational environment which develops quickly. For that reason, to produce professional teacher, the help of *inservice training* and *on the job training* is needed. The three components of this institution must be able to make a cooperation and partnership synergistically and the three components cannot be separated from one another. Although the effort to produce professional PAI teacher is not only the duty of PAI major as LPTK, but PAI major is the one which have the first role and duty to produce the candidates of professional PAI teacher. These role and duty appear because the candidates of PAI teacher experience their educational process in the PAI major as the *preservice training* institution. For that reason, PAI major is demanded to maximize these kinds of role and duty through always fixing and improving the quality of their educational performance. The effort in fixing and improving this quality must be started from the lacks of weaknesses which especially relates with the design and implementation of curriculum in PAI major in this whole time.

B. DISCUSSION

1. The Weakness of Curriculum in PAI Major

After thorough reading in the curriculum of PAI Major in 2004 and 2005 which has been used, there are a number of weaknesses and lacks,

and those are: First, lacks relating to the formulation of the graduate profession and the formulation of major competency, which is: (1) the formulation of the main profession for graduates and the competency of the graduate of PAI major seems to not be able to fulfill the need optimally according to its major, stage, and the existed education just like what is written in the regulation in 2003 number 20th about the system of national education (Sisdiknas) and the regulation of government in 2007 number 55th about religious education and education of dogma. (2) The formulation of the basic competency of major and also the indicator of competency as the more detailed explanation from the standard competency of the graduates seem global enough so it has not given a clearer and more operational direction in determining the object of study/ courses. (2) The elaboration and explanation of the standard competency of the graduates, basic competency, and indicator of competency especially for the main profession seem to have not fully fulfilled the demand of the existed teacher competency just like what is written in the UU in 2005 number 14th, Regulations of Government (PP) in 2005 number 19th, and the Regulation of the Minister of National Education in 2007 number 16th. If the comparison between both formulations of competency and its explanation still consist of the aspects and indicator of teacher competency which has not been involved in curriculum of PAI Major.

Second, lacks relating to the formulation of object of study/ courses, which is: (1) The choice and determinant of the object of study/ courses in the curriculum of PAI major both in 2004 curriculum and 2005 curriculum have not referred to the formulation of the competency of major, the standard competency of the graduates, basic competency, and indicator of competency. (2) Composition of the object of study in the curriculum of PAI major in 2004 curriculum and 2005 curriculum between those objects of study which support the mastery of professional competency are relatively small compared to those objects of study which support the development of pedagogical competency. Theoretically, it can be concluded that generally, student's

mastery toward pedagogical mastery is better compared to their mastery toward professional competency. (3) The formulation of the object of study/ courses in the curriculum of PAI major, especially for the development of professional competency, have not had any changes or concentration between those ones who desire to be PAI teacher in general school or madrasa. All students learn the same object of study/ coursesbut in fact, the competency which is desired to be accomplished is actually different. The existed object of study/ courses seems to be able to educate the candidates of PAI teacher in general school and is not able to educate the candidates of PAI teacher in madrasa. It means that the formulation of the object of study/ courses in the curriculum of PAI major, especially for the mastery of professional competency, has not been optimally relevant with the formulation of competency of the main graduates in PAI major who is directed to become a PAI teacher in school or madrasa.

Third, the lack relating to the performance of student in following the college process is generally dominated with extrinsic motivation. They are active in following the learning process because they want to graduate with good mark. In the other side, the lacks relating to the performance of lecturer in holding the college activity is that lecturer has not tried to suggest and build learning motivation for the student, the lecturer less pay attention to existence of difference in the individual of student in learning process, and also less gives support for the student who gets difficulty in learning.

The lacks relating to the implementation of curriculum is that some lecturers in PAI major who although has used the new curriculum called CBC, but the model of lecturing is still based on the old paradigm, which is using the speech of monolog and dictation as the main method. According to Leo Sutrisno, this kind of lecturing model is called as lecturing with absolutism paradigm. In absolutism paradigm, lecturing tend to be considered as the activity of *transfer of knowledge* (knowledge transfer) than as the process of transformation and innovation. The system of evaluation which is

developed in the model of lecturing with absolutism paradigm tends to be directed toward the shape of knowledge reproduction and skill. They generally emphasize the result through mid-term test (UTS) and end-term test (UAS) with using questions which is characterized with *textbook*. This approach of knowledge reproduction tends to demand the student to show the result of the learning process. The given question generally has the pattern of close question, and only asks for answer which tends to be memorizing. This model of lecturing and evaluation, in the end, will stop student's creativity because students tend to depend on the initiative of the lecturer. Student is only active when they work at something which is ordered by the lecturer.

Fourth, the lack relating to the implementation of field experience practice (PPL) is that PPL activity is still restricted in the case of time or the skill which is trained. The activity of learning practice both in PPL I or PPL II is only able to train the basic skill in teaching like the skill in opening and closing a learning process, elaborating the materials, asking, creating variation, giving strength, and managing class. In the other side, the other skills like recognizing student's character, detecting the difficulty/failure in student's learning, giving support to the students, understanding curriculum, have not been intensively trained.

2. The Alternative of the Pattern of Development in PAI Major

Based on the lacks which has been elaborated above, there are three kinds of improvement and enhancement of the quality of the education in PAI major, which is done by doing completion in the curriculum and its implementation, developing the concentration of the program, and the development of the advanced program. The implementation of the completion in curriculum includes: first, the need of reformulation of the competency of PAI major which starts from the standard competency for the graduates, basis competency, and indicator of competency are adjusted with the demand of the existed development just like what is suggested in the regulations in 2005

number 14th about teachers and lecturers, the regulation of government in 2005 number 19th about the standard of national education, and the Regulation of the Minister of National Education (Mendiknas) RI in 2007 number 16th about the standard qualification of academic and teacher competency.

Second, the formulation of the object of study/ courses need to be reorganized toward the competency of the major and determining composition which is more proportional especially which relates to the object of study for the mastery of pedagogic and professional competency. Relating to this case, NanaSyaodihSukmadinatasaysthatteacher education programsinLPTKshould be aimed atdevelopingbalanced skills,bothbetweenabilityas expert/professional workeroras citizens, and betweenability/mastery in the field of science/studyandthe field of education. The balanceddevelopment of the capacity is designedineducationalprogram/curriculumwiththe general basic components, basiceducation, teaching and learning process,andfield of study. The weight ofcredits is larger inthe field of studywhich is upthree-quartersofeducation. Hefurtherpointed outthe details ofthe weightsof the creditsingeneralLPTKcase, which is, the common base14credits, 12 creditsfor basiceducation, teaching and learningprocess with 18 credits, and thefield of studywith 100-116credits.

In addition, the formulation of the object of study/ courses in the PAI curriculum should be adjusted with the concept of the development of CBC. According to the CBC concept, formulation of object of study/ course must be based on the competencies to be achieved. Waridjan, et al., explained that the procedure or steps of developing competency-based curriculum (CBC) is as follows: (1) identifying the competencies of graduates, which is, establishing and describing the characteristics of the type and quality of the competencies which are required for a person to be able to carry out duties in certain occupations or performing duties of continuing education; (2) describing the competence of graduates into the formulation of a more operational competencies which include standards of competence, basic competence, indicators

of competency (3) arranging the learning experience; (4) determining the topics and subtopics, which identifies the main subject and sub-subject as the content or the issues which are discussed to gain learning experiences; (5) determining the allocation of time which is required to study each topic and subtopic; (6) giving the name of the subject/ subjects through organizing the first topics or subtopics-topics that are relevant to each other into units of learning materials; (7) determining weights credits of courses with the basic number of hours whichis needed by the student to learn all the topics and subtopics of courses.

Third, lecturing should be directed to develop a culture of independent learning, critical and creative thinking, building openness, democratic, and willing to respect and accept the better opinions of others. According to Suyanto, lecturer needs to provide experience for students as much as possible by utilizing the variety of learning environments that support it. The expected result of such a learning model is the creation of the motivation of the students to be willing and able to undertake lifelong learning. He thinks that this learning result is avery important thing that should be possessed by student in the global era like today, because in the global era change happens very quickly, so anyone who lives in this global era has to constantly keep learning. This means that lifelong learning has become the demands of life in this global era. School does end, but learning should be done till the end of our life. Another thing that is more important is that the students of PAI major which are the candidates of Islamic Education teacher are expected later to be able to build a culture of independent learning in their students. Therefore, before they can dothe task, they have to practice and get used to the culture of independent learning on themselves and this should be startedsince they havebegun their education at the PAI major.

Fourth, there is aneed toincreasethe quality ofbothPPLI andPPLII. Efforts to get this improvement can be done byoptimizingthe roleand performance of theFaculty of Education(PAI Major), PPLmanager, fieldsupervisor(DPL), a student, school/madrasaas

the implementation ofthe PPL, andcounselors. These partiesshould bewell aware ofthe urgency ofPPLactivitiesfor candidates ofteachersas proposed byHasanLanggulungthat thepractical activitiesof field experiencesfortheeducation of the candidates ofteacheris essentialor it canbe saidthat the activities ofthe practice offield experienceiscore (essence) of education program of thecandidates ofteacher.

This form of improvement of education in the PAI major second is the need to develop a program of concentration. This development of concentration program is referred to the needs on the field. All of this time, the madrasaperiod, whether in Elementary School (MI), Junior High School (MTs), and Senior high school (MA / MAK), PAI subjectincludes four fields of study, namely: Al-Quran-Hadith, Aqeedah-Morals, Fiqh and Culture and History of Islam (SKI). Additionally, lately in schools or madrasasthey start organizing many international standard classes. For that reason, the development of the concentration includes at least six fields of concentration, which is, the concentration of Education of PAI Teacher for public schools, Concentration of Teacher Education in Quran-Hadith, Concentration of Teacher Education in Aqeedah-Morals, Concentration of Teacher Education in Fiqh, Concentration of SKI Teacher Education, and The concentration ofEducation of PAI Teacher in International Standard School.

Theconcentration of the programcan be developedin two alterntatif models. The first model, the concentration of theprogram isstartedsince the studentsstudya bachelordegree(S1) in the PAI major. Implementation of theconcentration of the programcan be startedon the fourth semester. In the first till third semester,studen tsreceivegeneraleducationand then in the fourth semester,students start tochoose aconcentration ofeducationaccording to their interests, talents, and abilities. Thisconcentrationprogramthen is continuedat the time they learn about professional education. The superiority of this model of concentrationprogram is that thestudent who will become a teacherwill betrulycompetent in their fieldsbecause they havefocused

in their fieldsince the first time they start it. Theweaknesses ofthis model is thatstudents have beenstrictlycompartmentalizedsince the beginningand the motion will beconstrained, becausewhena studenthas takencertain concentration, itmeansthat he is noteligibletobecome a teacherwith otherfield ofconcentration.For example, when a studenttakesConcentration of Teacher Education inAqeedah-Morals, after graduation,heis not eligibletobecome ateacherina schoolorPAI teacherof Fiqhat themadrassa. In addition, anotherweaknessis that, administratively,the implementation ofthis modelis morecomplicated because thePAIMajor would havemany concentrations, which means thatthere will be more concentrations which need to be managed compared to focusing at one concentration.

The second modelis theprogram of concentration which is conducted during theimplementation ofthe professional education. It means thatwhenwe studyfor bachelordegree(S1), student as the candidate of teacherfollows theeducational programs which are generally done asthe candidatesof PAI teacherwhose curriculumis formatted generally for schools and madrasa. After graduatedfrom S1, theygo throughthe concentration programalong withthe certification program. The advantages ofthe second modelare that: (1) the candidates of teachers willbe able tochooseareas of concentrationthat reallysuittheir talents, interests, andabilities, asthe concentrationwasstarted whena studenthas passed throughthe process of educationin S1where at that period, thestudents have beenable to feelandconsiderwhatfields of concentrationthat reallysuit him. (2) the candidates ofteachers will havegreater insightthan those whoare educatedthroughthe first model, asinthe first model, studenthasfocusedon theirfields of concentration, so theylacks of theinsightwhich is not included intheir field ofconcentration. (3) Administratively, the management ofthe implementation ofthe second modelis simplercompared to thefirst model. The weaknesses ofthe twomodelsare thegenerally, the competency ofthe studentsinthe field ofconcentration isless profoundthanthosewho are trainedusingthe first model.

The third improvement is the need for the development of the advanced program for alumni of the PAI major. The development of this advanced program will show the need for professional education which is organized for the alumni of the PAI major that is really interested in becoming a PAI teacher at the schooland madrasah. The newly graduated alumni of PAI major should not be appointed to be a teacher first.They are indeed a scholar who masters knowledge about education of teacher. But, the practice which they have experienced in the PPL I and PPL II is still quite limited, and generally, they are not ready to be a professional PAI teacher. For that reason, the newly graduated alumni of PAI major should follow education program of profession.

There are three aspects that need to be considered in the implementation of the professional education, which involves the selection system, the content of educational programs, and graduation assessment. Efforts to produce a professional teacher need to be started since the selection process of the candidates of teachers. This selection should be implemented in such a way so that it produces a qualified candidate. The aspects that need to be taken into consideration in the selection arethe aspect of personality, talents and interests, as well as academic ability. For this whole time,the selection system of new student who is implemented in the PAI major does not seem guarantee that it can filter candidate of teachers who is really qualified. Selection system which is applied in the test is the written test that can only be measured from academic ability, while other aspects such as talents, interests, and personality have not been measured, so there are fewernew students who are accepted, then they does not meet the requirements of all last three aspects. Therefore, in the professional education,they need to hold a more thoroughly selection of candidates in order to produce very qualified candidates in terms of academic skills, talents, interests, and personality.

The contentof programsinthe professional educationshould be more focusedon the deep understanding in thefield ofIslamic sciences(all PAI's) in accordance with theconcentration which wants tobe occupied

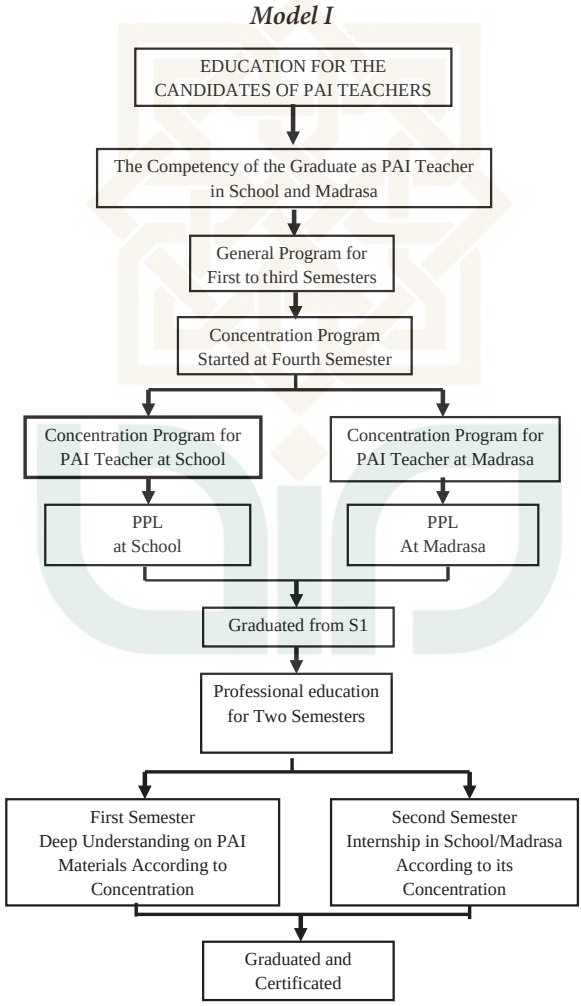
by a candidateof teacherandin what way they will teach it. The deep understanding ofthe field of studymeans understandingitssubstance andmethodologyof the development.For example, for candidates whowant to becometeachers ofthe IslamicCulture and History(SKI) inmadrasas(MTs orMA/MAK), he will focus on theunderstanding of material substanceandmethodologyof development that includes in SKI concentration.The secondemphasisinthis professional educationisthe practiceof learningandthe other educational activitiesinschools, becausewhen you have done such practices in PPL II, that practices are still considered as insufficient, both in termsof quantity and quality. Practiceof learning andother educational activitiescan beformattedin the form ofan internshipwiththe blocksystemfor at leastone semester. These internship programscanadopt andadapt the modelco-assistantin educationof medical students. Co-assistantisan internship program ina hospitalor clinicfor medical students infinal levelfor approximately twoyears(23 months). During that time,theyundergothe practicein all parts that exist in the hospital. The approach usedin this trainingis a*problem solving* approach. Every time theyfinish apracticein certain parts,they will betested todeterminewhether they passthepracticein that section or not. After undergoingthe practicesin all parts of the hospital, and passed all practice, the titledoctor(dr.) will be givenand they are authorizedtoopen a practice.

The model of co-assistantthat is undergone bymedical studentscan beadoptedas the education for the candidates of PAI teachersthough it does nothave to be entirelylike the co-assistant. During the practiceof learning,besidesstrengtheningthe mastery ofbasic skillsfor teaching, theyneed to practiceto get to knowthe characteristics of students, how to provideservicesandsupportfor studentswith learning difficulties, how to evaluatethe processand thelearning result of students, how to analyze the resultsand providefollow-upas well as skills like what is demandedinPermendiknasin 2007 number 16th.

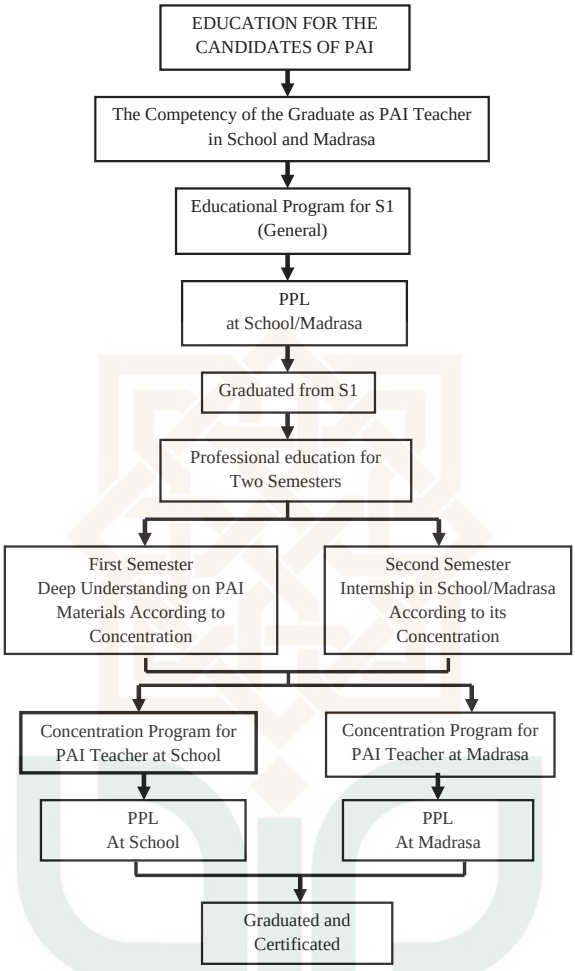
Graduation assessment activities for the participants should be conducted objectively and comprehensively with an emphasis on the

result of practice of learning and educational activities which involve the manager of the program, principal of school/madrasawhere student practices, counselors and its students. If the results of this assessment declare that the students are successful, then the certificateas teacher will be given and they can be appointed as PAI teacher.

Modelof refinementandimprovement ofthe quality of educational implementationin the PAImajor as described abovecan beillustrated in thefollowing scheme:



Model II



C. CLOSING

There are a number of weaknesses in the curriculum of PAI major in 2004 and 2005 that had been applied, namely (1) formulation of competency of PAI major, ranging from basic competence formulation of the majors and indicators of competency as the elaboration and details of standard competency,still seem too general so it has not givena clear and operational direction in determining the object ofstudy/ courses that will support the achievement of these result. In addition, elaboration

of formulations of competency ranging from standardcompetency, the basic competencyof majors, and indicators of competency has not fully met the demands of the competency of teachers in Indonesia as written in Regulation in 2005 number 14thand the Regulation of the Minister of National Education in 2007 number 16th. (2) The formulation of object of study/ courses in the curriculum of the PAI major seemsto give more portions for the mastery of pedagogical competency than on the mastery of professional competency. In addition, the formulation of the object of study/ course has not fully seemed relevant to the formulation of competency of graduates. The formulation of the existing objects of studyonly seems adequate for educating the candidates of PAI teachers for public schools and has not been sufficient foreducatingthe candidates of PAI teachers for madrasa. (3) The system of learning and assessment which is developed at PAI major generally is adjusted with the principles of learning of competency-based curriculum. (4) The arrangement of learning program (syllabus and SAP) in PAI major in terms of the model and the process of arrangement is well enough. The lacks come fromthe lack of seriousness of most lecturers in arranging it. (5) Quantitatively, the performance of the students in following lectures is categorized as good, but qualitatively,they still lack on it. It can be seen from both student's motivation of activeness in following the lecture, doingassignments, and looking for information from the outside of the classroom are generally more extrinsic (encouragement that comes from the outside) and not the intrinsic motivation which is done in order to enhance their knowledge and insight. (6) Performance of the lecturer in conducting classes and assessment generally is adjusted with the principles of learning CBC. However, there are some lecturersof PAI major who still conduct using the old paradigm, which is absolutism paradigm with the main lecturing method using the speech method of dictation and monologue and the assessment systems which emphasize the final product through a test which tend to make knowledge reproduction. (7) The conduction of the PPL in

the PAI major ofthe Faculty of Educationcan be considered as the basic preparation for the candidates of the teachers.

Based on the findings above, it can be concluded that there are three forms of the development of education in PAI major, which is firstly, the need for the improvement of curriculum in PAI major especially relates to the formulation of competency and object of study. Second, the need for developmentin theconcentration programe, namely: Concentration of Education of PAI Teacher in public schools, teachers at madrasa which include PAI teacher for Quran-Hadith, teachers for Aqeedah-Morals, teacher for Fiqh, Teachers for Islamic Culture and History (SKI), and PAI Teachers for School International. Third, there is a need for professional education to be conducted for the alumni PAI major before they carry out duties as a teacher.

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