



# ANALYSIS OF THE CURRICULUM AND CONTENT OF THE PAI CURRICULUM STRUCTURE AT ZAINUL ULUM TSANAWIYAH MADRASAH

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**Abstract:** The curriculum, as a direction or guideline for learning, covers a variety of subjects, including Islamic Religious Education. Because it has its own characteristics, it is important for us to develop it according to its context. The 2013 curriculum, which has been in effect since the first semester of the 2014/2015 academic year, shows substantial changes in the realm of education. Its main mission is to create a generation that is able to think critically, has creativity and innovation, and can make a significant contribution in advancing the nation's knowledge. The implementation of the 2013 Curriculum is an important part of the latest efforts to reform the education system, which always follows the dynamics of life as stipulated in the National Education System Law number 20 of 2003. This reform summarizes curriculum changes that take into account the diversity of learners and local potential, as well as the establishment of national and regional Graduate Competency Standards by taking into account the conditions of each region. Although implemented since the 2014/2015 school year, Curriculum 2013 initially drew criticism for being rushed and not considering the readiness of educators. The main obstacle in its implementation is the readiness of teachers, which is a crucial factor in its successful implementation. However, despite this, the enthusiasm of schools to implement it remained high, wanting a significant transformation, especially in the competency standards.

**Keywords:** Curriculum Analysis, Content Structure, PAI.

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## Introduction

Education aims to improve the ability and quality of students, which is realized through a continuous learning process that is well structured to achieve satisfactory achievements. However, every educational activity is not free from various challenges and obstacles. One of the challenges often faced in the context of education is related to the Islamic Religious Education (PAI) curriculum in educational institutions. In general, the sources of the current PAI curriculum come from a variety of different aspects, whereas the main principle that should be the foundation for the PAI curriculum is to refer to the Qur'an and al-Hadith as the main foundation in Islamic education.

In the context of teaching and learning activities, the curriculum plays a very crucial role because it determines the direction and substance of the educational process. As an essential guide, the curriculum in education is not something that is fixed and static, but rather a flow that adapts to the dynamics of educational needs itself.

The education curriculum in Indonesia has gone through a significant transformation phase over time. The process of change that occurs in the curriculum is triggered by an in-depth analysis conducted by policy makers in the field of education. The evaluation is an important point in highlighting and improving the weaknesses contained in the previous education curriculum, in order to create a better education system.

The role of curriculum analysis in driving change for the better is vital. The mission and purpose of curriculum analysis is in line with the aspirations of national education which aims to provide a holistic and relevant education for students. With a continuous evaluation process, curriculum analysis becomes an instrument that enables adaptation and adjustment of the current curriculum to meet the demands of the evolving times.

However, it is important to note that curriculum analysis is not just a spontaneous endeavor. The process involves a wide scope in order to produce a thorough and comprehensive evaluation. In conducting a curriculum analysis, understanding in



depth what is included in the scope of the analysis and understanding the expectations of the evaluation results are important steps to take. This allows for better curriculum improvement in the future, in accordance with the evolving needs of education. Curriculum, as the core element of education, has a very important role. Determining the direction, content, and learning process is an integral part of the curriculum which will ultimately have a significant impact on the quality and quality of graduates of an educational institution. The 2013 curriculum was implemented with the aim that students can develop observation skills, questioning skills (through interviews), logical thinking skills, and communication skills after they absorb learning materials. The basis of this change is found in Law No. 20/2003 on the national education system which emphasizes on improving the quality of Indonesian human beings to become individuals who are faithful, noble, healthy, knowledgeable, capable, creative, independent, and have democratic awareness and responsibility as citizens. Moreover, the revised curriculum also seeks not only to emphasize the three traditional aspects of assessment (cognitive, affective, and psychomotor), but also to invite students to actively participate in the learning process itself.

The Islamic Religious Education (PAI) curriculum is the core of the Islamic education process where the composition and content of the curriculum have a central role in shaping students' understanding, actions, and beliefs in Islamic teachings.

## Theoretical Review

### Definition of Curriculum Analysis

The curriculum has become an important core in the structure of education in Indonesia, undergoing significant evolution along the way. The transformation of the curriculum is inseparable from in-depth studies conducted by policy makers, which encourage meaningful changes. Therefore, understanding the essence of analysis is crucial. Wikipedia explains that analysis refers to the process of deconstructing complex problems into simpler components, making understanding easier. On the other hand, according to the Big Indonesian Dictionary (KBBI), analysis is an investigative effort made to reveal the true state of a problem. These two views illustrate the importance of problem solving and in-depth investigation in the process of curriculum change.

There is also analysis according to Hanik Mujiati (2014), analysis aims to comprehensively describe information from various elements to evaluate existing situations and identify problems, as well as find potential solutions. Meanwhile, Jogiyanto (1999: 129) emphasizes that analysis aims to describe data from various components in order to assess and identify existing problems, as well as determine potential solutions.

On the other hand, the National Standardization Agency (SIN 19-7057-2004) asserts that the 2004 Curriculum is an educational system that unites various subjects with learning objectives directed through experience, specific teaching methods, and evaluation of the application of these methods. Karima Nabila Fajri (2019), in her journal article on "The Curriculum Development Process," states that the curriculum refers to a learning plan designed to educate students through a number of programs that are systematically arranged.

From the various explanations that have been submitted, it can be concluded that the curriculum is a whole of various subjects

and educational programs arranged by educational institutions or schools to direct student development. Meanwhile, curriculum analysis is a process that involves identifying each subject and educational program contained in the curriculum itself. The purpose of curriculum analysis is to evaluate and identify existing deficiencies, and find solutions or improvements that may be needed to further develop the curriculum.

In pursuing this goal, there are several aspects to focus on, such as assessing the strengths and weaknesses contained in the curriculum, adjusting learning methods to suit effective teaching approaches, and also adjusting the curriculum to the most appropriate learning methods to be applied. In addition, curriculum analysis also has several important functions which include improving the shortcomings contained in the previous curriculum, creating new teaching methods that are effective and in accordance with the needs, and increasing the level of productivity of human resources in the education sector. Thus, curriculum analysis is a strategic step in identifying weaknesses and developing solutions that aim to improve the quality of education.

### Content Structure of the Curriculum

Curriculum organization is a very important basic principle in shaping the educational landscape by arranging the subject matter that makes up the curriculum itself. It plays a decisive role in steering the direction of future curriculum refinements, depending mainly on content standards or evaluative content parameters. This intricate process involves identifying the subject matter, forming its structure and disseminating it to students through customized methodologies and approaches. The establishment of a well-organized curriculum structure always results in superior educational outcomes.

In essence, there are three main forms of curriculum organization that can be utilized for educational design. First, there are separate subject curricula, where individual subjects are taught separately, each retaining its distinctiveness within its specific domain of study. Second, a correlated curriculum interweaves subjects, fostering relationships that give rise to new subject matter, coming together to form a cohesive educational unit. Finally, the integrated curriculum incorporates subject matter seamlessly, promoting a comprehensive and interconnected approach through thematic learning. This holistic approach aims to achieve integrated learning themes that integrate and cross various subjects, thus promoting a more interconnected educational experience.

From the explanation above, the content of the curriculum is a lesson or teaching material that is arranged to be achieved by educators to students through an integrated learning process from the realm of knowledge, attitudes and skills. Through the learning process that integrates these three domains in the learning process will shape students' knowledge, experience and competence. Public schools and madrasahs, both private and public, must get Islamic Religious Education learning. The curriculum content provided is organized in the form of subject groups. In the structure of public school programs, Islamic Religious Education includes several elements, namely al-Qur'an, Hadith, Fiqh, Tauhid, Akhlak, Shari'ah. and Islamic History (Marliana, 2013: 137-160). The 2008 Islamic Religious Education curriculum in Thailand includes Arabic and Malay language subjects. The content of the curriculum is the study material and lessons that include competencies, indicators in achieving learning objectives in accordance with the

objectives of national education. Educators and students must participate in the learning process as much as possible and carry out learning according to the needs and interests of students who are guided by learning standards and competencies that have been formulated in the curriculum.

**Slamic Religious Education**

Dari penjelasan di atas, isi kurikulum merupakan pelajaran atau bahan ajar yang disusun untuk dicapai oleh pendidik kepada peserta didik melalui proses pembelajaran yang terintegrasi dari ranah pengetahuan, sikap dan keterampilan. Melalui proses pembelajaran yang mengintegrasikan ketiga ranah tersebut dalam proses pembelajaran akan membentuk pengetahuan, pengalaman, dan kompetensi peserta didik. Sekolah umum dan madrasah, baik swasta maupun negeri wajib mendapatkan pembelajaran Pendidikan Agama Islam. Muatan kurikulum yang diberikan diorganisasikan dalam bentuk kelompok mata pelajaran. Dalam struktur program sekolah umum, Pendidikan Agama Islam meliputi beberapa unsur, yaitu al-Qur'an, Hadits, Fiqih, Tauhid, Akidah, Akhlak, Syari'ah dan Tarikh Islam (Marliana, 2013: 137-160). Kurikulum Pendidikan Agama Islam tahun 2008 di Thailand mencakup mata pelajaran Bahasa Arab dan Bahasa Melayu. Isi kurikulum adalah bahan kajian dan pelajaran yang mencakup kompetensi, indikator dalam mencapai tujuan pembelajaran sesuai dengan tujuan pendidikan nasional. Pendidik dan peserta didik harus berpartisipasi dalam proses pembelajaran semaksimal mungkin dan melaksanakan pembelajaran sesuai dengan kebutuhan dan minat peserta didik yang berpedoman pada standar kompetensi dan kompetensi dasar yang telah dirumuskan dalam kurikulum.

Islamic Religious Education (PAI) is one of several subjects that must be included in the official curriculum of educational institutions in Indonesia. This is due to the importance of religious life that is expected to be integrated holistically in the lives of individuals. The origin of the term "education" comes from the word "didik" in Indonesian which refers to "action" or guidance, which takes inspiration from the Greek word 'paedagogie' which is then translated into English as "education". In the Arabic context, there are several terms such as al-ta'lim, al-tarbiyah, and al-ta'dib which are used to describe the meaning of education, but are often translated as "tarbiyah" which emphasizes the development of the individual as a whole.

Pada dasarnya, pendidikan merupakan proses yang direncanakan dengan sengaja oleh seorang pendidik yang memiliki kualifikasi tertentu. PAI tidak dapat dipisahkan dari ajaran agama Islam dan semangat nasionalisme, sehingga menjadi bagian yang tidak terpisahkan dari kurikulum di lembaga pendidikan Islam. GBPP PAI yang diterapkan di sekolah umum menegaskan bahwa tujuan PAI adalah untuk mempersiapkan peserta didik dalam memahami, menghayati, dan mengamalkan ajaran Islam, sekaligus mendorong penghormatan terhadap penganut agama lain guna menciptakan kerukunan antar umat beragama.

According to Zakiyah Darajat, PAI is an effort to foster students to have a comprehensive understanding and deep appreciation of Islamic teachings, which then become an integral part of their outlook on life. This subject covers various aspects

such as the Qur'an, Al-hadith, faith, morals, fiqh/worship, and history. In addition, it also describes the balance of relationships between humans and Allah SWT, themselves, fellow humans, other creatures, and the environment.

Therefore, PAI is a conscious effort of educators to prepare students in understanding, appreciating, and practicing Islamic teachings through guidance, teaching, or training activities that have specific objectives. In the learning process of PAI, essential things include awareness in planning learning activities, focusing on the development of belief, understanding, appreciation, and practice of Islamic teachings to achieve personal and social piety.

**Methods**

In the context of conducting this research, we adopted a qualitative research approach that aims to describe in detail a particular object without adding or changing the observed reality. We carried out the research with interviews, the way we asked questions then answered then the results of the answers we recorded. We also looked at the lesson plans to find out the lesson plans using K13. The main purpose of the type of research we chose was to describe the object in accordance with the actual conditions without any attempt to manipulate or enlarge unnecessary circumstances.

In the method we applied, our main focus was to create an accurate and honest description of the object of research, without inserting irrelevant information or enhancing certain aspects without a strong basis.

**LEARNING IMPLEMENTATION PLAN**

Public School: MTs. Zainul Ulum	Grade/Semester: VII / 1	KD: 3.1 and 4.1 Meeting to : 1
Subject Hadith : Al Qur'an Hadith	Time Allocation : 2 x 40 minutes	
Material:	The Qur'an and Hadith as the Guide to My Life	

**A. Purpose**

Through learning activities using the Discovery Learning model that leads students to observe (read) problems, write solutions and present the results in front of the class, students are expected to be able to solve contextual problems, during and after following this learning process students are expected to understand:

- Definition and Function of the Qur'an and Hadith
- How to Function the Qur'an and Hadith in Life
- Applying the Qur'an and Hadith as a Guide to Life
- Loving the Qur'an and Hadith
- Behavior of People who Love the Qur'an and Hadith

**B. Learning Steps**

Media: <input type="checkbox"/> Worksheet (student) <input type="checkbox"/> Assessment sheet <input type="checkbox"/> LCD projector	Tools/Materials: <input type="checkbox"/> Ruler, markers, whiteboard <input type="checkbox"/> Laptop & infocus
INTRODUCTION	Learners greet, pray, sing the national song (PPK) Teacher checks the attendance of students and motivates (yell/ice breaking) Teacher conveys learning objectives and benefits about the topic to be taught Teacher conveys the outline of material coverage and learning steps
Literacy Activities	Learners are motivated and guided to see, observe, read and write back. They are given impressions and reading materials related to the understanding and function of the Qur'an and hadith
Critical Thinking	The teacher provides opportunities to identify as many things as possible that are not yet understood, starting from factual questions to hypothetical questions. These questions must still be related to the material of the understanding and function of the Qur'an and Hadith
Collaboration	Learners are formed into groups to discuss, gather information, re-present, and exchange information about the meaning and function of the Qur'an and Hadith.

**C. ASSESSMENT**

Attitude: Observation sheet, - Knowledge: LK students, - Skills: Performance & observation of discussion

**Assessment Techniques at Mts Zainul Ulum Knowledge Competency Assessment**

**Written Test**

- Multiple choice
- Description/essay
- Oral Test
- Oral test presentation of material from student understanding.

**Skills Competency Assessment**

- Projects, observations, interviews'
- Studying textbooks and other sources about the subject matter
- Listening to shows/demos about the subject matter
- Portfolio/performance
- Product

**Assessment Instrument**

- First Meeting (Attached)
- Second Meeting (Attached)
- Third Meeting (Attached)
- Fourth Meeting (Attached)
- Fifth Meeting (Attached)

**Remedial and Enrichment Learning Remedial**

Remedial can be given to students who have not reached the KKM or to students who have exceeded the KKM. Remedial consists of two parts: remedial because they have not reached the KKM and remedial because they have not achieved the Basic Competencies

- The teacher encourages students who have not reached the KKM (Minimum Completeness Criteria). The teacher will give assignments for learners who have not reached the KKM (Minimum Completeness Criteria), for example as follows.
- The teacher asks the learners questions about what they do not understand.

<input type="checkbox"/> The teacher provides a reassessment for the knowledge assessment, with simpler questions.	
<p>Remedial learning materials Enrichment</p> <p>Enrichment is given to broaden learners' knowledge of learning materials that can be given to learners who have completed the KKM or reached the Basic Competencies.</p> <p><input type="checkbox"/> Enrichment can be billed or not billed, according to agreement with students.</p> <p><input type="checkbox"/> Planned based on GPA or learning materials that require broader development for example</p> <p><input type="checkbox"/> Teachers ask learners to conduct library studies (to the library or search in newspapers, magazines, and browse the internet) to find articles related to the material.</p> <p><input type="checkbox"/> The results of their findings are written in a written report containing a brief summary of the article</p>	
<p><b>Aspects discussed and questioned during research</b></p> <p>Aspects questioned and aspects discussed are two very important elements in a discussion, presentation or piece of writing. They play a role in ensuring that a topic is well covered and a deep understanding is given to the audience or reader.</p>	
Aspects covered	Aspects questioned
Use of K 13 at Zainul Ulum Institute	How about the curriculum used in this ZU institution? What is the content of the PAI curriculum structure? What about the purpose of the PAI Curriculum? What about the advantages and disadvantages of implementing K13?
Objectives of the Islamic Education Curriculum at Zainul Ulum	What is the purpose of the PAI curriculum at Zainul Ulum?
Implementation model of PAI curriculum in Zainul Ulum	What is the model for organizing the PAI curriculum at Zainul Ulum?
The content of the PAI curriculum structure at Zainul Ulum	What is the content of the PAI curriculum structure at Zainul Ulum?
The learning model implemented at Zainul Ulum	How is the learning model implemented at Zainul Ulum?
<p><b>RESULTS AND DISCUSSION</b></p> <p>Based on our observations, we obtained data on planning, implementation, and assessment in learning. The data was obtained by documenting the device documents made at school starting from planning devices, implementation devices, and assessment devices. In addition to making observations, we conducted an interview with the Head of Curriculum of the school. The results of the interview were to strengthen the data obtained from the observation results. If the teacher only measures cognitive abilities, it is not in accordance with the objectives of the 2013 curriculum which not only focuses on cognitive abilities, but also on affective and psychomotor abilities.</p> <p><b>Component Analysis of PAI Curriculum Structure</b></p> <p><b>1. Structural Elements of the PAI Curriculum</b></p> <ol style="list-style-type: none"> <li>Grouping of subject matter: Subjects such as Aqidah, Fiqh, Sirah Nabawiyyah, Akhlak, and Tajweed.</li> <li>Adjustment according to education level: Preparation of materials by considering the cognitive development and age of students at each level of education.</li> <li>Learning Methods: The use of methods that are relevant and appropriate to the PAI environment, e.g., lectures, discussions, and project learning.</li> </ol> <p><b>2. Main Objectives of the PAI Curriculum</b></p> <ol style="list-style-type: none"> <li>Character Building: Shaping student character based on the principles of Islamic values.</li> <li>Comprehensive Understanding: Understanding the teachings of Islam as a whole, including ritual, social, moral, and spiritual aspects.</li> <li>Strengthening Spiritual Dimension: Enhancing the spiritual dimension of students through understanding and practicing worship in Islam.</li> </ol> <p><b>3. Content of PAI Curriculum</b></p> <ol style="list-style-type: none"> <li>Aqidah: Understanding of the principles of faith in Islam.</li> <li>Fiqh: Understanding Islamic laws related to worship, muamalah, and morals.</li> <li>Sirah Nabawiyyah: Understanding the life and teachings of the Prophet Muhammad.</li> <li>Morals and Ethics: Building moral attitudes that are in line with Islamic teachings</li> </ol>	

Before discussing the implementation of Curriculum 2013, it is important to understand the essence of the curriculum concept itself. The origin of the word "curriculum" lies in "curir", which refers to the runner, as well as "curere" which refers to the place where the race takes place. This reflects the journey that runners must follow from start to finish to achieve certain achievements.

According to Muslih (in Paduppai, 1998: 42-43) and the Ministry of National Education (2003: 4), the curriculum is a series of plans and rules governing learning content and methods that guide the KBM process in a school environment. Law No. 20 of 2003 divides the curriculum into two dimensions: lesson content planning and approaches to learning. The curriculum is not only an existing entity, but must always be adapted to the times because it includes all learning experiences that affect students. The definition of curriculum is also connected to the dimensions of ideas, planning, activities, and outcomes.

Curriculum 2013 is a development of the previous curriculum and emphasizes the balance between soft skills and hard skills, including aspects of attitude, skills and knowledge competencies. It reflects values in attitudes that are in line with the skills acquired through learning at school. Curriculum 2013 is a competency-based curriculum, which is formulated in the Graduate Competency Standards, and emphasizes interactive, inspiring, and scientifically-based learning with assessment oriented to the process and learning outcomes.

Especially in the aspect of attitude, teachers have an important role as a good example for students to instill positive character. In evaluating attitudes, teachers need to use accurate assessment instruments, not only paying attention to the character of students in the classroom but also the changes that occur individually in each student.

**The advantages of using the 2013 curriculum are:**

1. More emphasis on character education
2. Allows students to be more active, innovative, creative

3. More responsive to existing social phenomena
4. Assessment process is done from all specs
5. Institutions receive assistance from the center
6. Encourages teachers to be more creative as learning facilitators
7. Provision of learning facilities is more efficient

**Disadvantages of using the 2013 curriculum**

1. Teachers are not complicated in making the 2013 curriculum
2. Many schools are still implementing confersnional kbm
3. The number of teachers in having mental readiness
4. Many teachers misunderstand so that they do not provide explanations
5. In preparing lesson plans, teachers are less creative
6. The material that must be mastered by students is too much
7. The school is less independent in responding to the existing curriculum

Regarding the objectives of the PAI curriculum at Zainul Ulum, in general, the goal is to make students become human beings who believe in Allah SWT, have devotion, and have noble character. The implementation of the PAI curriculum at MTS Zainul Ulum is by breaking down into 4 subjects taught by expert teachers in their fields and regarding the content of the PAI curriculum structure at Mts Zainul Ulum includes:

1. Koran hadith subject, 2 meeting hours per lesson hour for 40 minutes.
2. Islamic cultural history, 2 hours of study, 40 minutes per hour
3. Aqidah akhlak 2 lesson hours for 40 minutes per hour
4. Fiqh 2 hours, 40 minutes per hour

NO	SUBJECTS LESSON	LESSON HOURS	SCHEDULE OF STUDY HOURS
1	Al-Quran Hadist	2 Lesson Hours	Forty 40 MENIT
2	Skiing	2 Lesson Hours	Forty 40 MENIT
3	Aqidah Akhlak	2 Lesson Hours	Forty 40 MENIT
4	Fiqih	2 Lesson Hours	Forty 40 MENIT

**The learning model at MTs Zainul Ulum uses:**

**Direct Learning Model (Direct Instruction)**

The Direct Interaction learning model is an approach that places the teacher in an active role in the learning process. In this model, the teacher acts as a facilitator, playing an active role in delivering the lesson content to students. This can include delivering concepts, providing explanations, demonstrations, and giving directions to students. The main characteristic of this model is the direct interaction between teachers and students in the classroom. Guru memegang peranan penting dalam meningkatkan pemahaman siswa dengan mengajukan pertanyaan, memberikan penjelasan langsung, dan memberikan umpan balik terhadap

pemahaman mereka. Pada model ini, siswa memiliki kesempatan untuk berpartisipasi aktif dalam proses belajar. They can ask questions, request assistance, or discuss topics with the teacher.

Direct Interaction learning model. It also allows for small group activities or hands-on classroom practice guided by the teacher to reinforce student understanding. The advantages of the Direct Interaction learning model are the intense two-way communication between teacher and student, allowing for a better understanding of the material being taught. However, the disadvantages are the need for thorough preparation in terms of teaching and the limited time for direct interaction with each student. Overall, the Direct Interaction learning model provides opportunities for students to learn actively with direct assistance

and guidance from the teacher, creating a more focused and interactive learning environment in the classroom.

### Cooperative Learning Model

Cooperative learning is a learning method in which students work together in small groups to achieve specific learning objectives. This approach emphasizes cooperation among students, where each group member contributes to achieving a common goal and supports each other in the learning process. In cooperative learning, each group member has an important role. They help each other to understand the subject matter, solve problems, or complete assigned tasks. The goal of this approach is not only to acquire knowledge, but also to develop social skills such as communication, leadership, cooperation, and conflict resolution skills. There are several techniques used in cooperative learning, such as "Think-Pair-Share" where students think individually, discuss with a partner, and then share ideas with the group, or "Jigsaw" where each member is assigned to a group.

The advantages of cooperative learning are that it encourages active student involvement, increases understanding due to discussion and collaboration, and builds social skills and the ability to work in teams. However, there are challenges in ensuring that every member of the group is fully engaged and ensuring equitable contributions from each member. Overall, cooperative learning is an approach that can help students to learn actively, work together, and develop skills that are important in the learning process.

### Contextualized Learning Model

Contextual learning model is a learning approach that emphasizes learning that is closely related to the context of real life or students' real world situations. This approach aims to bridge the understanding of concepts with the application in students' daily lives. In contextual learning, the subject matter is presented by linking it to situations, problems, or contexts that are relevant and recognized by students. The teacher tries to make connections between the material taught and the students' life experiences, so that students can understand the usefulness or relevance of the material in their lives. There are several strategies used in contextual learning models, such as project-based learning, case studies, problem-based learning, or simulation of real-world situations. Through this approach, students are expected to The advantages of cooperative learning are that it encourages active student involvement, increases understanding due to discussion and collaboration, and builds social skills and the ability to work in teams. However, there are challenges in ensuring that every member of the group is fully engaged and ensuring equitable contributions from each member. Overall, cooperative learning is an approach that can help students to learn actively, work together, and develop skills that are important in the learning process.

### Contextual Learning Model

develop a deeper understanding of the concepts learned because they see how it relates to their lives. The advantages of contextual learning are that it can increase students' motivation to learn because of the direct relevance to their lives, enable students to understand concepts better because of hands-on experience, and prepare students to face real-world challenges. Overall, contextual learning aims to bridge the gap between the theory learned and its application in students' real life, with the hope that students can

understand and apply the knowledge they acquire inside and outside the school environment.

### Conclusions

Structural Elements of the PAI Curriculum: Grouping of Subject Matter: Subjects such as Aqidah, Fiqh, Sirah Nabawiyah, Akhlak, and Tajweed. Adjustment According to Education Level: Preparation of materials by considering the cognitive development and age of students at each level of education. Learning Methods: The use of methods that are relevant and appropriate to the PAI environment, such as lectures, discussions, and learning through projects. Main Objective of Character Building PAI Curriculum: Shaping students' character based on the principles of Islamic values. Comprehensive Understanding: Understanding Islamic teachings as a whole, including ritual, social, moral, and spiritual aspects. Strengthening the Spiritual Dimension: Improving students' spiritual dimension through understanding and practicing worship in Islam. Content of PAI Curriculum Aqidah: Understanding the principles of faith in Islam. Fiqh: Understanding Islamic laws related to worship, muamalah, and morals. Sirah Nabawiyah: Understanding the life and teachings of the Prophet Muhammad. Morals and Ethics: Building moral attitudes that are in line with Islamic teachings. Curriculum 2013 is a development of the previous curriculum and emphasizes the balance between soft skills and hard skills, including aspects of attitudinal competence, skills, and knowledge. This reflects values in attitudes that are in line with the skills acquired through learning at school. Especially in the aspect of attitude, teachers have an important role as a good example for students to instill positive character. In evaluating attitudes, teachers need to use accurate assessment instruments, not only paying attention to the character of students in the classroom but also the changes that occur individually in each student. The advantages of using the 2013 curriculum emphasize character education, allowing students to be more active, innovative, creative, more responsive to existing social phenomena, the assessment process is carried out from all specs of the institution obtaining assistance from the center, encouraging teachers to be more creative as learning facilitators, providing more efficient learning facilities. Disadvantages of using the 2013 curriculum, teachers are not complicated in making the 2013 curriculum. many schools are still implementing conventional KBM, many teachers have a lot of mental readiness, many teachers misunderstand so they don't provide explanations in preparing lesson plans. teachers are less creative, the material that must be mastered by students is too much, schools are less independent in addressing the existing curriculum.

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