

ISLAMIC-BASED CURRICULUM DEVELOPMENT WITH THE NATIONAL CURRICULUM ANNAWAWI MODULAR CURRICULUM (AMC) AT IMAM NAWAWI SCHOOL CIOMAS ELEMENTARY SCHOOL

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Abstract. *Islamic Religious Education in elementary schools aims to produce people who always strive to perfect their faith, piety, and morals, and actively build Islamic civilization. The Islamic-based curriculum is expected to be the initial foundation for the formation of a complete Muslim personality for students.), Imam Nawawi School is developing the curriculum by adjusting the curriculum with diniyyah subjects, namely PAI and Arabic, known as the development of AMC (Annawawi Modular Curriculum). This study aims to describe in depth the entire philosophical, sociological, and psychological foundations of the development of an Islamic-based curriculum (AMC / Annawawi Modular Curriculum) at Imam Nawawi School Pondok Gede Elementary School. The research method used is a qualitative study, usually used to examine social problems in depth to understand what they are and how they impact the people involved (Informant: principal, vice principal for curriculum, and teachers at Imam Nawawi School. Secondary data used in this study consisted of documents, archives, books, and other data related to the implementation process of the Annawawi Modular Curriculum (AMC) Islam-based curriculum development at Imam Nawawi School. Data collection techniques used were observation and interviews with selected research key informants. The results of the study indicate that Islamic education is education that is organized in accordance with the guidance of the Qur'an and the Hadith of the Prophet to guide children towards a good personality in both the physical and spiritual realms. Islamic education when implemented in institutions must prioritize the faith, psyche, spirituality, and character of students. Curriculum development is basically needed when the applicable curriculum (current curriculum) is deemed ineffective or no longer relevant to the demands of modern developments. Therefore, the impact of each change will depend on how big the logical consequences of a change are. In the current Merdeka curriculum or National Curriculum concept, the implementation of AMC (Annanwawi Modular Curriculum) also emphasizes the active role of teachers in various aspects, both in curriculum development, selecting appropriate learning approaches, and authentic evaluations to measure the achievement of learning objectives (Novia, 2023). In addition, one of the important characteristics of AMC (Annanwawi Modular Curriculum) is the use of learning modules that can be studied independently by students. The learning modules developed in AMC (Annanwawi Modular Curriculum) not only focus on teacher activities, but also actively involve students in the learning process.*

Keywords: Annawawi Modular Curriculum (AMC); Islamic-Based Curriculum; National Curriculum

1. INTRODUCTION

Islamic Religious Education (PAI) is part of the basic components and central to the national curriculum. Islamic religious studies are taught to students at school every semester. School is a place where the learning process takes place. education, which is expected to be able to produce intelligent and capable successors advancing the nation. In the objectives of PAI learning, it is also hoped that students will be able to produce students with noble character (Hasan Baharun, 2017). A good and relevant curriculum to achieve the goals of Islamic education is a comprehensive and integrated curriculum

that makes the Qur'an and Hadith as the main source in its compilation. The basic framework has been found in the Qur'an and Hadith which serve as operational guidelines in compiling and development of PAI curriculum.

A good and relevant curriculum to achieve the goals of Islamic education is a comprehensive and integrated curriculum that makes the Qur'an and Hadith as the main source in its compilation. The basic framework has been found in the Qur'an and Hadith which serve as operational guidelines in compiling and development of Islamic Religious Education curriculum. A good and relevant curriculum to achieve the goals of Islamic education is a comprehensive and integrated curriculum that makes the Qur'an and Hadith as the main source in its compilation. The basic framework has been found in the Qur'an and Hadith which serve as operational guidelines in compiling and development of PAI curriculum. Islamic education is part of national education, so when national education develops its curriculum, Islamic education will automatically adapt to the new curriculum (Irsad, 2016) . The Islamic-based curriculum development model must be carefully considered, especially when implemented during the teaching and learning process. Many people believe that the presence of Islamic teachings in schools is expected to foster both scientific and technological knowledge as well as students' faith and piety. This opinion must be taken seriously, as otherwise it will cause problems. We now know that the goal of Islamic education is not solely to prioritize religious education. On the contrary, it is hoped that religious and general education will be made into a single unit.

In Islamic boarding schools, learning is no longer directed at mastering religious knowledge but rather at general knowledge. This certainly has an impact on the shift in curriculum content and its implementation. In addition, it is suspected that some curriculum content or PAI learning implementations have an "exclusive and rigid" tendency, not reflecting the practice of religious moderation. Therefore, the Imam Annawawi School Pondok Gede Islamic School Foundation is a non-formal school with a determination to educate students as the scholars who inherited the Prophet learned in the past. From the results of field observations, it was found that this school has an educational quality assurance mechanism. Educational Quality Assurance is a program to realize the flagship programs of Imam Nawawi School and improve the quality of the school. The implementation of JMP is carried out in stages and continuously according to the capabilities of the Foundation and School, namely: 1) Professional Management; Foundation and School Management that is professional and open to suggestions and input. INIS administrators work full-time to continue developing quality education, 2) Professional Teachers; INIS continues to improve the quality and professionalism of teachers. Starting from recruitment, training, supervision, evaluation, to upgrading, with routine training, scholarships, the formation of a Research and Development Team, and 3) Independent Modules; Modules and Worksheets are compiled independently so that each subject can be studied thoroughly according to the specified time target and if errors are found, they can be immediately corrected, 4) Facility Standardization ; INIS continues to strive to meet the minimum standards for primary and secondary facilities, while still considering cost affordability. So that education can continue to take place optimally and 5) Collaboration with Parents; Building synergy with parents through committees, WhatsApp groups, monitoring books, joint programs and so on, so that input is quickly absorbed and followed up.

This aligns with previous research findings cited by Noorzanah (2017) on the development of an Islamic education-based curriculum, stating that the curriculum, as an educational design, holds a central position, determining educational activities and outcomes. Its development requires a strong foundation, grounded in in-depth thinking and research. The Islamic education curriculum is the Islamic educational materials in the form of activities, knowledge, and experiences that are deliberately and systematically provided to students in order to achieve the goals of Islamic education. The Islamic education curriculum covers three very important issues: faith (aqidah), Islam (sharia), and morality (ihsan). The curriculum, as an educational plan, holds a

central position, determining educational activities and outcomes. Its development requires a strong foundation, based on in-depth thinking and research. Similarly, Hasyim's (2024) research outlines that a local wisdom-based curriculum model can also serve as inspiration for the development of Islamic religious education curricula in other regions with similar social and cultural contexts. In its implementation, the curriculum model developed by schools must be continuously monitored and periodically evaluated to ensure that learning objectives and community expectations are being met. Therefore, the development of this local wisdom-based Islamic religious education curriculum model is expected to make a significant contribution to improving the quality of Islamic religious education in Indonesia, particularly in certain regions, and realizing the vision of a more inclusive, relevant, and globally competitive education.

2. LITERATURE REVIEW

2.1 Development of Islamic-Based Curriculum

In the world of education, the curriculum is continuously updated to reflect the progress of society and the advancement of science, knowledge and technology. This is actually a process of transforming beliefs and ambitions about education being an initiative that will successfully realize the goals and vision education itself. This process of fundamentally and methodically modifying the curriculum developed in education. As a result, curriculum development is seen as a comprehensive process in which several elements such as curriculum planning, curriculum implementation, and assessment play an important role. Therefore, Curriculum changes need to be adapted to the times and surrounding conditions. That's the reason why it's necessary approaches in curriculum development (Festiyed et al., 2022: 75). Curriculum development productive Islamic education and creative to achieve student success should not only focus on cognitive aspects, because this can causing demoralization and stagnation, such as lack of competence personality and skills that can causing life dependency. Cognitive aspects (rational abilities), affective (ability to apply positive and emotional behavior), as well as psychomotor (reflection and skills) physical) must be balanced. With that way, students can fully enjoy the concept of Islamic education which leads to a perfect human being, namely *ulul albab*, *akhlakul karimah*, and *insanul kamil* (Hendro Widodo, 2023) .

Islamic education is education that is organized in accordance with the guidance of the Qur'an, and the Hadith of the Prophet so that they can lead children towards a good personality from physical and spiritual realms. Islamic education when held in institutions must prioritizing the faith, psychology, spirituality, and character of students. Teachers must prioritize the spirit of good habits and noble morals. The scope of Islamic education implemented in institutions consists of harmony, alignment and the relationship between humans and their Rabb, which can be conceived in the aspect of faith, morals, dates, jurisprudence, and prayers taken from the hadith of the Prophet. Apart from that, the existence of teaching the Qur'an can create a momentum to complete the space the scope of Islamic education in the institution. The teachers provide knowledge in reading, memorizing verses of the Qur'an, learning jurisprudence, faith, daily prayers, morals with the aim of developing spirituality, character, emotional, intellectual, and potential of children (Nini, 2015). Curriculum development cannot be separated from various aspects. influence it, such as ways of thinking, value systems such as moral, religious, political, culture and social, development process, student needs, needs society and the direction of the education program. These aspects will be materials that need to be considered in a development curriculum. The curriculum development model is an alternative procedure for designing, implementing, and evaluate a curriculum. Therefore, the curriculum development model the curriculum must be able to describe a learning planning system process that can meet various needs and standards of educational success. Curriculum development is a vital element in the entire educational process. Curriculum experts argue that curriculum development is a cycle that involves relationships and interactions between curriculum components, namely objectives, materials, activities, and evaluation. The four components that make up this cycle do not

stand alone but rather influence each other (Deng, 2015) . Curriculum development according to Auedray and Howard, in Oemar Hamalik, namely "Curriculum development" is defined as "the preparation of learning opportunities aimed at achieving certain goals in students, as well as the assessment of the extent to which these goals have been achieved." The definition expressed by these two experts emphasizes that the curriculum does not only talk about the quality and relevance of the material delivered, let alone just the quantity of students, but the curriculum must emphasize more on the idea of connecting educational components that have a relevant unity and can be contextualized with the progress and changes in direction needed by students after they complete their education. Clearly, curriculum development functions to measure, understand and assess the extent of progress that has occurred in students. This is what is meant by Learning opportunity (learning experience) in the definition that forming a learning experience in curriculum development means forming a relationship between educational components implemented in a learning activity that is expected to be able to bring students to the desired goals (Oemar Hamalik, 2012). Furthermore, curriculum development is a planning process that aims to produce a curriculum design that covers broad aspects and detailed. This process includes selection and organization of various elements in a learning situation, such as determining the schedule, curriculum settings, as well as details objectives, subjects, activities, resources power, and evaluation tools. Developer The curriculum focuses on the creation of resource units, unit plans, and outlines. other curriculum to support smooth learning process (Dhani, (2020)

2.2 Islamic-Based Curriculum

Islamic education is fundamentally understood as a system, namely a relationship between one component and another as an effort to achieve goals (Mahmud, 2019). Islamic education conveys information and understanding regarding Islamic teachings that organize, explain, and guide to shape the outlook on life and role model of a Muslim. Islamic education is crucial for human civilization to survive the dynamics of progress and change. Change and development are not concepts that can be explained. People and technology are inherent in life activities, however, there is still a lack of preparation and maturity in developing and implementing technology that has become a daily habit. Education seeks to overcome the challenges faced by humans, which require learning and development. Humans will learn and develop through education by researching, identifying, discovering, and understanding all of their abilities to maximize as efficiently as possible by utilizing nature, the environment, and situations (opportunities) for the benefit of themselves, others, and the environment. The Islamic education curriculum consists of Islamic educational materials in the form of activities, knowledge, and experiences that are systematically and deliberately provided to students to achieve the goals of Islamic education. In other words, the Islamic education curriculum is all the activities, knowledge, and experiences provided in a planned manner by educators to students for the purposes of Islamic education. Referring to the explanation above, the Islamic education curriculum is a component of religious education that functions as a tool to achieve these goals (Noorzanah, 2017). This indicates that achieving the goals of Islamic education requires a curriculum that is appropriate and relevant to the goals of Islamic education and is appropriate to the age, stage of psychological development, and abilities of the students.

Islamic education aims to shape the whole Muslim person, develop all human potential, both physical and spiritual, and foster a harmonious relationship between each individual and God. Education and learning have become a serious concern in line with the growth and development of the times. Therefore, education and learning must be directed towards achieving educational goals, namely learning to know, learning to do, learning to be, and learning to live together (Hasan, 2016). Islamic-based education aims to gradually improve Islamic belief (aqidah), understanding, appreciation, and practice of Islamic teachings. Islamic Religious Education lessons at the elementary school level are provided to help students develop strong beliefs and solid faith, understand how to

strengthen faith and piety, develop good morals, apply Islamic teachings as a basis for thinking, collaborate in a multicultural society, practice social solidarity, and explain the relationship between IMTAK and IPTEK (science and technology) (Hamim & Ruswandi, 2022).

3. RESEARCH METHODS

The research activities will be carried out at the Imam Nawawi School Foundation located at Jl. Cempaka Baru No. 38, RT.002/RW.006, Jaticempaka, Pondok Gede District, Bekasi City, West Java, Postal Code 17416. The research implementation time starts from the initial observation as a preliminary study conducted in January to May 2025 to examine all forms of AMC (Annawawi Modular Curriculum) curriculum learning activities at Imam Nawawi School. Qualitative studies are usually used to examine social problems in depth to understand what they are and how they impact the people involved. In addition, the purpose of this study is to present perspectives from various fields of social sciences, such as history, philosophy, anthropology, sociology, and psychology, from a human perspective (Creswell, 2014). The objectives of qualitative research usually include information about the main research phenomenon, research participants, and research locations. The objectives of qualitative research can also describe the chosen research design. The purpose of this study is to explain the development of an Islamic-based curriculum or AMC (Annawawi Modular Curriculum) at Imam Nawawi School. The words and actions of people observed and interviewed recorded in written notes or recordings are known as primary data. The primary data used in this study are curriculum documents designed by the principal, vice principal for curriculum, and teachers at Imam Nawawi School. Secondary data used in this study consist of documents, archives, books, and others related to the implementation process of the development of an Islamic-based curriculum Annawawi Modular Curriculum (AMC) at the school, namely Imam Nawawi School.

4. RESULTS AND DISCUSSION

Based on the results of interviews with the principal, INIS Elementary School has a foundation of education in the basic phase at Imam Nawawi School designed to help students reach the mumayiz period well, so they can distinguish between good and bad, what is permissible and what is not, what is civilized and what is uncivilized. The focus of education is faith, manners, morals, and basic competencies that should be mastered by a Muslim both diniyah and general. In the basic phase with the concept of half-day school, so children still have time to play with their friends after school. The number of subjects consists of only 5-6 subjects. In addition, the Imam Nawawi Elementary School Level Program prioritizes a program with the motto "Educate our children according to the sunnah of the Prophet Shallallahu'alaihi wasallam" which is carried out by : 1) Starting by instilling faith in their hearts, so that in every step and activity they are intended for Allah Subhanahu wa Ta'ala, acting with fear, hope, and love for Allah Subhanahu wa Ta'ala, 2) Then instilling Islamic manners and morals, so that the character formed is the character of a Muslim who is strong in principle and compassionate towards others, and 3) Continued by training and getting used to reading the Quran with tartil, memorizing it, and contemplating it. The elementary school level is an important foundation in introducing formal Islamic religious education. In the National Education System Law Number 20 of 2003, there is a level of school before elementary school, known as early childhood education (Mani, 2023) . Article 28 (1) states that early childhood education is held before the elementary education level. However, at the early childhood education level, Islamic religious education has not been taught as a separate subject. Currently, Islamic-based education at the elementary school level is taught using the Independent Curriculum. The most striking difference between the Independent Curriculum and the previous curriculum, namely K-13 which is more structured and has clear guidelines, while the Independent Curriculum is more flexible and gives teachers the freedom to develop the learning process. The development of an Islamic character-based curriculum

describes the development of a curriculum in schools that attempts to combine the national curriculum, the Islamic curriculum, and the character curriculum. Curriculum development through a social reconstruction approach is oriented towards developing a curriculum or educational program with a focus on addressing problems that arise in society. For the next step, problem solving to form a better society can be done through cooperative collaboration. The science development model emphasizes the relationship between individuals or individuals with social society. The priority is to develop personal abilities to be able to go down to the community and contribute to channeling their knowledge and working well together with each other. This social reconstruction approach development model is driven by Islamic character values that exist in schools, which have been formulated in these things are Ikhlas, Amanah, Tsaqifah, Ukhawah, Khidmah, Ghirah, Iffah, and Dakwah. These values support in forming student personality or quality development and building good student character which will be a foundation for developing and ensuring the quality of education in schools.

Curriculum development using the Merdeka curriculum concept or the current National curriculum, implementing AMC (Annanwawi Modular Curriculum). With this curriculum development, what differentiates it from other curricula and schools is that Imam Nawawi School offers non-formal elementary and secondary education programs, which refer to a modular learning system, combined with contemporary educational methods and mulazamah. In this school, basic phase education is intended to help students reach the mumayiz period so they can distinguish between good and bad, what is permissible and what is not, and what is civilized and uncivilized. The focus of education is faith, manners, and morals, as well as the basic skills that every Muslim should have, both diniyah and general (imamnawawi.org). In the initial stage, the half-day school concept was used to ensure that children had time to play with their friends after school. There were only five to six subjects in the total number of subjects. The Annawawi Modular Curriculum (AMC) employs a holistic approach that positions Islamic-based teaching not merely as a collection of theoretical materials but as a systematic effort to instill Islamic values that can be practiced in students' daily lives (Aziz et al., 2021; Hamalik, 2006). Therefore, the development of this curriculum is deemed crucial because it is hoped that an Islamic-based curriculum will incorporate religious principles into the educational process to develop students' moral character and academic and religious excellence. Therefore, the development of an Islamic-based curriculum in elementary schools is crucial to align with the current national curriculum.

Curriculum development has a central role in all educational implementation. According to curriculum experts, curriculum development involves a cycle that includes all elements of the curriculum, such as objectives, materials, activities, and evaluation. The four parts of the cycle are interconnected and influence each other. In a modern perspective, curriculum development encompasses all student learning activities and experiences and impacts their growth and development. (Achmad Junaedi Sitika, Alfa Briyan Nudin, Ayuning Nurul Khasanah, Cucu Darajatun Ajria, Dinda Nurul Azkiya, 2023) Curriculum development is a planning process, producing a better tool based on the results of an assessment of the applicable curriculum, so that it can provide better teaching and learning conditions. This means that curriculum development is an activity to produce a new curriculum through curriculum preparation steps or based on the results of assessments carried out during a certain period and time. (Nugraha, 2018). Curriculum development towards effectiveness and quality in According to Dakir, the level of educational units or madrasas basically exists four elements that need to be considered in curriculum development: first, planning, designing, programming teaching materials, and learning experience. Second, student characteristics. Third, the goal is will be achieved. Fourth, the criteria for achieving the goals. In schools in Indonesia, both public schools and private schools which has an Islamic feel in developing its curriculum and legitimize the uniqueness of their school, they combine the curriculum. The Ministry of Education and the Ministry of Religion represent the realm cognitive, affective and psychomotor. General characteristics of the existence of a curriculum

integrated is the existence of Islamic values that are found in every curriculum building. So in this case it gives consequences for all levels of the school, especially school principals and educators can manage and apply the curriculum based on values Islam.

AMC (Annawawi Modular Curriculum) is a curriculum implemented at Imam Nawawi School Pondok Gede Elementary School; this curriculum was initially created in 2014 and has undergone improvements, developments, and revisions to date. The AMC (Annawawi Modular Curriculum) curriculum was developed by Mr. Kemal Muhammad Rasyid as the founder of Imam Nawawi School and the Imam Nawawi research and development team referring to the National curriculum. AMC or Annawawi Modular Curriculum is a curriculum concept developed to provide flexibility and convenience for students in accessing and studying learning materials. AMC (Annawawi Modular Curriculum) is designed to provide more optimal learning content so that students have sufficient opportunities to explore concepts and master the expected competencies. In line with the concept of the Merdeka curriculum, the implementation of the AMC (Annawawi Modular Curriculum) also emphasizes the active role of teachers in various aspects, both in curriculum development, selecting appropriate learning approaches, and authentic evaluations to measure the achievement of learning objectives (Novia, 2023). The basic concept of the AMC (Annawawi Modular Curriculum) is learning using a flexible and adaptive modular system, which allows students to study learning materials independently through the provided modules (Yulianto et al., 2022). This is in line with John Dewey's thinking, which emphasizes the importance of adapting the education system to current developments (Hayati, 2022). In the preparation of AMC (Annawawi Modular Curriculum) there are core competency standards designed by the team including: 1) Core Competencies of Al-Qur'an Subjects, such as; Tilawah, Tadarus, Memorizing Al-Qur'an, Tajweed, Asbaabun nuzul and Tafsir, 2) Core Competencies of PAI (Islamic Religious Education) Subjects, such as; diniyyah knowledge, heart practices, body part practices, Arabic and 3) Core Competencies of Arabic, such as; Memorizing vocabulary or Mufrodat and conversation, language skills both reading, speaking, listening and writing according to the correct style and language rules, 4) Core Competencies of Mathematics and Natural Sciences, such as; Knowledge, applied application of knowledge, 5) Core Competencies of Literacy, such as; Knowledge of manners, morals, social customs, state rules, local and world insights based on the Islamic world view as well as behavior and character and 6) Interest in AMC (Annawawi Modular Curriculum), such as; Intracurricular (subjects and curriculum structure), intracurricular interests, extracurricular interests.

Everything is developed based on the child's school phase, including the basic phase. Starting from students who are not yet mumayyiz, the early days of school, and in its implementation, it always focuses on getting students accustomed to studying, getting used to manners and morals as well as daily prayer, teaching the basics of kaffah (Holistic) religious knowledge gradually and concisely until children aged mumayyiz up to puberty. Imam Nawawi School was founded with the spirit of implementing Islamic education in a kaffah (comprehensive) manner. This comprehensive Islamic education encompasses subject matter content, implementation in learning activities, and school management. Therefore, Islam and the Sunnah are not limited to religious subjects. This includes a reasonable study load, a limited number of subjects, achievement of learning targets and completion, adequate rest time, and various other aspects in accordance with children's natural instincts. Imam Nawawi School is expected to provide a sunnah school solution that reflects a comprehensive Islamic education. It is a quality Islamic school that remains affordable in terms of cost and distance. Established in 2014, Imam Nawawi School currently has four branches: in Ciomas, Bogor, Cibinong, Bogor, Pondokgede, Bekasi, and Ciampea, Bogor. Alhamdulillah, public trust in INIS continues to grow, from 2 teachers and 26 students in 2014 to 193 teachers and 2,062 students (including students from PAUD KB, INBS, and HSIN). Hopefully, Imam Nawawi School can continue to be consistent in providing a comprehensive, quality, and affordable Islamic school.

CONCLUSION

Islamic education is education that aims to form a complete Muslim personality, develop all human potential both physical and spiritual, foster a harmonious relationship between each human being and Allah. The AMC curriculum has a special characteristic in the form of an educational phase, namely the educational phase. This educational phase refers to a hadith narrated by Abdullah bin Amr Radhiyallahu anhu, he said, "Rasûlullâh Shallallahu 'alaihi wa sallam said: *مُرُوا أَوْلَادَكُمْ بِالصَّلَاةِ وَهُمْ أَبْنَاءُ سَنَةٍ* God bless you God bless you"

"Order your children to pray when they are seven years old! And beat them when they are ten years old (if they miss prayer)! And separate their beds (between boys and girls)!" (Hadith Hasan narrated by Abu Dawud and Ahmad) . Islamic education is education that is organized in accordance with the guidance of the Qur'an. and the Hadith of the Prophet so that they can lead children towards a good personality from physical and spiritual realms. Islamic education when held in institutions must Prioritizing the faith, psychology, spirituality, and character of students. Curriculum development is essentially necessary when the current curriculum is deemed ineffective or no longer relevant to the demands of modern development. Therefore, the impact of each change will depend on the magnitude of the logical consequences of the change. In the current Merdeka curriculum or National Curriculum concept, the implementation of the AMC (Annanwawi Modular Curriculum) also emphasizes the active role of teachers in various aspects, both in curriculum development, selecting appropriate learning approaches, and authentic evaluations to measure the achievement of learning objectives (Novia, 2023). In addition, one important characteristic of the AMC (Annanwawi Modular Curriculum) is the use of learning modules that can be studied independently by students. The learning modules developed in the AMC (Annanwawi Modular Curriculum) not only focus on teacher activities but also actively involve students in the learning process.

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