

# Development of PAI Curriculum Design and Materials (Learning Theory in PAI Curriculum)

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## Abstract

Learning theory is a method used in the learning process to be able to change behavior consciously through efforts to actively involve the soul and body. Thus, learning theory becomes an important element in the learning process in general, and can be used in various disciplines or specific subjects according to the abilities of educators in educational institutions. The process of implementing learning theories in the Islamic Religious Education curriculum, especially in the Islamic Religious Education learning process, is actually not much different from the definitions put forward in relation to learning theories, behavioristic, cognitive, constructivist, and humanistic. In the implementation process, of course, it must be supported by the competence of professional educators. Every method, theory, media, or learning media certainly has advantages and disadvantages. This study aims to discuss 1. the concept and types of learning theories, 2. How to implement learning theories in the Islamic Religious Education Curriculum, 3. And the advantages and disadvantages in implementing learning theories in the Islamic Religious Education Curriculum? The research method used in this article uses a library approach, by referring to books, articles, and other scientific writings that are in accordance with the theme.

## Keywords:

*Learning theory, curriculum, Islamic Religious Education*

## INTRODUCTION

Education is a strategy in solving social and cultural problems. However, in contrast to this, the curriculum in high schools currently used is still unable to prepare students to continue to college and provide an understanding of the relationship between education and societal problems. According to J.S. Bruner, according to his research, the cause of this is the psychological aspect and curriculum design of learning which rarely discusses learning theory (Manik, 2021).

Theory is a set of basics regarding an event which contains ideas, concepts, principles, procedures that can be learned and their truth analyzed

(Marhayati et al., 2020. Cahyanto, I., & Sonjaya, N. S. 2024). Meanwhile, learning theory is a theory whose substance includes procedures for implementing teaching and learning activities between teachers and students and the design of learning concepts that will be carried out inside and outside the classroom. In the learning process, an educator must pay attention to the attitudes and skills of his students (Hamid, 2017). The success or failure of a learning process depends on the ability of an educator to apply learning theories that are elaborated with various methods, media, teaching materials, and learning tools. Referring to PP No. 5 of 2007, it is explained that religious education is an effort to form attitudes, personality, and skills in practicing the values of religious teachings (Samrin, 2015). The subject of Islamic Religious Education is a subject that seeks to instill Islamic beliefs in students to be understood, internalized, and believed in its truth and practiced in the daily lives of individuals and society as a form of implementing the values of Islamic teachings (Suryani, 2019). In essence, Islamic Religious Education teaches students in three aspects, namely knowledge in the form of understanding, appreciation in the form of strong beliefs, and practice in the form of attitudes and actions.

Meanwhile, learning theory is a theory that examines learning activities between educators and students in applying various methods that have been planned (Ramadhani et al., 2022, p. 14 Madihah, H., & Cahyanto, I. 2024). In its implementation, learning theory is certainly not free from various problems. Problems encountered in the PAI learning process, ranging from low interest in learning among students, insufficient time allocation, limited infrastructure, monotonous learning methods, and evaluations that do not run (Amma, Setiyanto, & Fauzi, 2021). Another problem reported (Purwadi, 2022) in Sindonews is that the Ministry of Education, Culture, Research and Technology has officially implemented a reduction in teaching hours for teachers in the independent curriculum.

The various problems that have been described certainly have solutions in solving them. One of them is by implementing learning theories in the PAI learning process. As with the problems in the PAI learning process, the problems in implementing learning theories are no less varied, including: low service, low quality, low literacy, and low abilities of both educators and students (Kurniawati, 2022). In relation to these problems in learning, what is no less important to study is one of them about the problem of implementing learning theories.

## **RESEARCH METHOD**

This study employs a qualitative research method using a library research approach. The data and insights presented are drawn from a comprehensive review of books, journal articles, and other scholarly works that are closely related to the theme of learning theories and their implementation within the

Islamic Religious Education (PAI) curriculum. The focus of this research is to analyze and synthesize the conceptual foundations, types, and practical applications of learning theories namely behaviorism, cognitivism, constructivism, and humanism in the context of Islamic education. By systematically gathering and interpreting data from secondary sources, the research aims to identify the strengths and limitations of each learning theory and provide a critical understanding of their relevance and effectiveness in enhancing the PAI learning process. This method enables the researchers to build a theoretical framework grounded in academic literature, which serves as the basis for the discussion and conclusions drawn in the study.

## **FINDING AND DISCUSSION**

### **Concept and Types of Learning**

Learning is a cognitive process (Estes, 2022) and learning can also produce changes in the perpetrators, both directly and indirectly. According to (Djamarah, 2002), learning is the involvement of elements of the soul and body that are in line with the learning process that will produce changes. Based on the opinion above, it shows that learning theory is a method used in the learning process to be able to change behavior consciously through efforts to actively involve the soul and body. Thus, learning theory becomes an important element in the learning process in general, and can be used in various disciplines or specific subjects according to the abilities of educators in educational institutions.

There are actually many types of learning theories if explored in more depth, there are Winkel's learning theory, Djamarah, R. Hilgard, Brower, Moh. Surya, Pavlov, Jerome S. Bruner, Davis Ausubel, Imron, Slameto, Vygotsky, and Thorndike's learning theory. However, the most familiar learning theories in the world of education are generally divided into four learning theories, namely: Behavioristic, Cognitive, Constructivist, and Humanistic (Istiadah, 2020), and (Wahyuni & Ariyani, 2020). These four theories are indeed the most widely applied theories in learning, and these four theories are references for the birth of subsequent theories related to learning theories that are adopted, duplicated, and developed so as to give birth to new theories in the world of education related to learning theories. Apart from being learning theories, Behavioristic, Cognitive, Constructivist, and Humanistic are also known as schools of thought in philosophy (Mughni & Bakar, 2022).

### **Implementation of Learning Theories in the Islamic Religious Education Curriculum**

The process of implementing learning theories in the Islamic Religious Education curriculum, especially in the Islamic Religious Education learning process, is actually not much different from the definitions put forward in relation to learning theories, behavioristic, cognitive, constructivist, and

humanistic. In the implementation process, of course, it must be supported by the competence of professional educators.

### **Behavioristic Learning Theory**

Behavioristic learning theory is a learning theory that has a view on changes in the behavior of certain individuals due to the interaction between stimulus and response in the learning process (Robert, 1975). Thus, it can be understood that changes in student behavior caused by the interaction between stimulus and response are the result of the use of behavioristic theory in the learning process. Students are said to have carried out learning if they have shown better behavior in their daily lives.

In Islamic Religious Education learning, a student is said to have learned the Islamic Religious Education subject if they can show a change in attitude. A student is said to be able to perform prayer if the student is able to demonstrate their ability to perform the five daily prayers. Therefore, what is given by educators to students is a stimulus, so that what is produced by students is a form of response. Thus, every behavior and ability that changes in a positive way in a person means that he has learned.

In the learning process, behaviorist theory is carried out through the existence of learning objectives, materials, students, characteristics, media and facilities in learning (Shahbana & Satria, 2020). Learning planning must be designed and implemented based on behaviorist theory as a basis because in behaviorist theory it has the view that knowledge is objective, fixed, certain, and unchanging (Shofiyani, Aisa, & Sulaikho, 2022). Behaviorist theory is implemented in an effort to provide learning and direction that will be directed at results that can be measured, observed, analyzed and tested objectively. With the implementation of this behaviorist theory, it can become a habit for students to repeat and train themselves in order to achieve changes for the better.

To implement this behaviorist theory, of course, an optimal teacher role is needed. Because the behaviorist theory will not be able to implement itself in such circumstances. The role of teachers in the process of implementing behaviorist theory in learning according to (Schunk, 2012) includes: the formation of student habits, the formation of new habits must be careful, not creating new habits.

In Islamic Religious Education learning, the behaviorist learning theory is very suitable for implementation, considering that the behaviorist theory facilitates Islamic Religious Education learning. The relevance of the behaviorist learning theory to Islamic Religious Education learning is used to help the learning process and strengthen each other in line with Islamic teachings. Learning

## **Cognitive Learning Theory**

Cognitive learning theory is a theory that emphasizes the process rather than the results of learning (Wisman, 2020). This theory is built on the basis of knowledge obtained by a person through a long and continuous process through interaction with the environment. The process in question is a process that flows and continues without any separation between one process and another. In cognitive psychology, learning is a person's effort to find out something with total effort and is carried out actively by students.

The form of student activity according to cognitive theory is by looking for various kinds of information that support their learning, solving the problems they face, observing the surrounding environment as a source of learning, and experimenting through independent practice to achieve a desired goal. Cognitive theory assumes that the knowledge that exists in students as basic knowledge is a determinant of their success in learning science (Wisman, 2020).

Referring to Piaget, where the learning process has three most basic stages, including: assimilation, accommodation, and equilibration (Marinda, 2020). Assimilation in the learning process is the process of integrating new information into the information structure in the previously existing cognitive. While accommodation is a form of adjustment of the process in the cognitive structure towards a new situation. Equilibration is a middle condition, which functions as a balance between the two previous stages (assimilation and accommodation). A condition that is often encountered is, where intellectual abilities reside in a person, then it will naturally seek a balance between feelings and knowledge.

There are several examples of the implementation of cognitive learning theory according to Piaget: the existence of instructional objectives, selection of teaching materials, determination of collective materials, determination of learning activity designs that are considered appropriate to the topic of implementation, preparing questions, and evaluation of the learning outcome process.

In addition to Piaget, there is also a cognitive theory proposed by Bruner. According to Bruner in (Waseso, 2018), there are approaches that can be used in learning based on assumptions. The first assumption is the acquisition of interactive knowledge. In Bruner's view, active interaction with the environment will bring about changes that are not only limited to changes in the environment but also changes in oneself. While the second assumption shows that there is a construction of science.

There are interesting examples related to cognitive theory according to Bruner, including: the determination of instruction, selection of subjects, determining the material that can be studied, attaching examples of illustrative tasks that can be used, arranging simple topics, and evaluating the learning process and results.

So the implementation of cognitive in Islamic Religious Education lessons is an important issue of study in an effort to produce thoughts based on religion. Students' knowledge can be improved in the field of Islamic Religious Education based on cognitive theory. The implementation of cognitive theory in Islamic Religious Education learning can also preserve noble morals in students by adhering to the basic sources of Islamic teachings.

### **Constructivist Learning Theory**

This theory tends to be understood as a process of forming students' knowledge that is carried out independently. This theory assumes that knowledge already exists in a person to be developed (Masgumelar & Mustafa, 2021). Thus, students must play an active role in learning, actively seek information, actively think, actively formulate concepts, actively provide interpretations of something that is being studied. This theory can help students in constructing knowledge in themselves. Regarding the role of teachers in this constructivist theory, teachers are no longer the center of learning, not as a source of learning, nor as a transferor of knowledge, but teachers only help students in forming their own knowledge. In this theory, teachers are required to better understand how students think in the learning process.

is a new perspective in the world of education and learning, especially in Islamic Religious Education learning. The implementation of constructivist theory is that there is more pressure in the learning process. Students must be active in developing their competencies, understanding, knowledge, and attitudes. A student cannot depend on others based on this constructivist theory. Students must be accustomed to solving their own problems, solving their own learning difficulties, creating new ideas related to the subjects being studied. Emphasis on students must be intense in order to provide opportunities to increase their own creativity.

The process of implementing constructivist theory in learning can be done through the five senses, experience, and environment which will give birth to new knowledge construction. The five senses function to carefully observe what appears in the learning process, while experience becomes a stimulus for students to be able to capture the subject matter. And the environment is one of the important factors that can influence the learning process. The process of implementing constructivist theory can be seen in the following picture.

### **Humanistic Learning Theory**

Humanistic theory is a theory that tends to be more appropriate for use in Islamic Religious Education learning. Its implementation in delivering Islamic Religious Education material is very rational because it is accompanied by evidence and reasons that can be accepted rationally. In using this humanistic

theory, it can provide opportunities for students to think critically, creatively, and innovatively related to Islamic Religious Education subject matter.

Learning by implementing this humanistic theory can be used as a role model in Islamic Religious Education learning with the aim of humanizing humans. This is what makes humanistic theory very effective in Islamic Religious Education learning. It is common knowledge that certain learning approaches have weaknesses and strengths. This theory can utilize and collaborate with other theories in the implementation process as long as the objectives of the learning can be achieved.

Systematic learning, carried out from one stage to another as the initial objective can certainly be measured explicitly. Learning conditions that are easy to manage will certainly provide an effective learning experience for students. This theory explains that if you want a meaningful learning process for students, then initiatives that are very necessary involve students

### **Advantages and Disadvantages in Islamic Religious Education Learning**

Every method, theory, media, or learning media certainly has advantages and disadvantages. In this discussion, the advantages and disadvantages of learning theories, Behaviorist, Cognitive, Constructivist, and Humanistic, will be explained.

Among the advantages of the behaviorist theory are: students are accustomed to carrying out practice and training. Practice and training are elements that rely on each other for speed, flexibility, spontaneity, endurance and reflection. Another advantage of the behaviorist theory is that it provides encouragement for students to be able to think linearly, and the next advantage is that it can make it easier for students to reach the specified target. The disadvantages of this behaviorist theory are the limitations of creativity, imagination, and productivity of students. Another disadvantage of this behaviorist theory is that learning is only centered on one educator. Gives rise to physical verbal laws that have a bad effect on changes in behavior.

Next, related to the advantages of cognitive theory in learning, including: increased student motivation, increased student improvement in solving problems, student abilities can be developed, students can be recognized individually, cognitive development of students can be developed, selection of learning materials is easier, and can create new ideas through problem solving on complex learning materials.

The disadvantages of cognitive learning theory are that the learning process is not easy because it is considered to be biased towards psychological theory rather than learning theory, the implementation of this theory is considered difficult and confusing, it is not effective for use at all levels of education, it is difficult to apply to advanced education, and understanding of cognitive theory is often incomplete.

The advantages of constructivist learning theory are that in the process it can foster new thinking skills, can help students find ideas, students can solve problems, in the learning process students can make decisions, increase learning enthusiasm in interactions carried out in learning, and gain new knowledge through coaching.

The disadvantages of constructivist learning theory are that it can make students have their own ideas that are prone to conflict with the ideas of experts, students build their own knowledge that is not free from mistakes, it takes a long time in the learning process, the results are not optimal if students tend to be lazy in using this constructivist theory.

The humanistic theory itself has advantages and disadvantages, where the humanistic learning theory tends to prioritize democracy, dialogical participation, and humanism. An atmosphere of mutual respect, the active role of students is expected to be able to regulate themselves into individuals who are not tied to others without having to ignore the rights of others and harm them. The disadvantages of this humanistic theory are that testing is not easy and some concepts in it are still unclear.

The components of subjects that have different characteristics in general are the components of approach, technique, strategy, teaching methods, and evaluation. PAI is a subject that has different characteristics from other general subjects. Thus, it is expected that in the PAI learning process it must be formulated with a relevant strategy so that PAI learning can provide an interesting impression for students.

Basically, humanistic theory is a learning theory that provides explanations about how to humanize humans. This theory can also help students in actualizing all their potential and abilities to face changes in the environment and its surroundings. This theory assumes that there will be no meaning if learning tends to be forced. The implementation of humanistic learning theory can be used by educators to deliver Islamic Religious Education subject matter. Helping educators to strive to humanize humans through the Islamic Religious Education learning process with real experiences. The application of humanistic learning theory can be done with various reasons and rational evidence against Islamic teachings. Educators are an important component in Islamic Religious Education learning. Improving student abilities must be continuously improved and sustainable in supporting the Islamic Religious Education learning process. The success of the Islamic Religious Education learning process is certainly greatly influenced by the skills and expertise of education methodologically and using learning models.

## **CONCLUSION AND SUGGESTION**

Learning theory serves as a foundational method in the educational process, aiming to bring about conscious behavioral changes through active engagement of both the mind and body. Within the context of Islamic Religious Education

(PAI), learning theories behaviorism, cognitivism, constructivism, and humanism each offer distinct perspectives and methodologies that, when implemented effectively, can enhance the learning experience. Behaviorist theory emphasizes observable changes in behavior through stimulus-response mechanisms, which align well with the practical aspects of PAI. Cognitive theory focuses on mental processes and critical thinking, supporting the development of deeper religious understanding. Constructivist theory encourages learners to actively build knowledge through experience and reflection, fostering independence and creativity. Humanistic theory, with its emphasis on personal growth and self-actualization, promotes the internalization of Islamic values and the holistic development of learners. Each theory has its strengths and limitations, and their integration within the PAI curriculum can provide a more comprehensive and meaningful learning experience.

Educators are encouraged to adopt a flexible and integrative approach in applying learning theories within the PAI curriculum. Rather than relying on a single theoretical framework, teachers should consider blending multiple theories to address the diverse needs, learning styles, and developmental stages of their students. Continuous professional development and training in educational theory and methodology are essential to ensure that teachers are equipped to implement these theories effectively. Furthermore, future research should explore innovative strategies for combining learning theories in classroom practice, particularly in religious education, to enhance both academic outcomes and moral development.

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