

ABSTRAK

Elliya Devita, Medy. 2024. *Pengembangan Kurikulum PAI Berwawasan Moderasi Beragama di Universitas Yudharta-Pasuruan*, Program Studi Pendidikan Agama Islam Moderat, Fakultas Tarbiyah. Universitas Kiai Abdullah Faqih Gresik. Pembimbing Tesis: Dr. Maftuh, S.Sos, M.Pd. I

Kata kunci: *Pengembangan Kurikulum, Pendidikan Agama Islam, Moderasi Beragama, Perguruan Tinggi*

Pengembangan kurikulum merupakan kegiatan untuk mengubah dan meningkatkan kurikulum yang sudah ada dan mempertimbangkan kebutuhan siswa yang akan datang, kegiatan yang dikenal sebagai pengembangan kurikulum dilakukan. Pengembangan kurikulum juga dilakukan dengan berpegang teguh pada perangkat kurikulum umum yang telah diterapkan di Indonesia. Selain itu, pengembangan kurikulum dilakukan menggunakan landasan dan model pengembangan kurikulum yang telah disepakati dan disesuaikan dengan kondisi masing-masing institusi pendidikan. Pengembangan kurikulum dilakukan dengan tujuan menciptakan rencana kurikulum yang lebih baik dan lebih spesifik untuk proses pembelajaran. Dengan mempertimbangkan latar belakang ini, inti dari penelitian dapat ditemukan, yaitu: (1) Bagaimana landasan-landasan pengembangan kurikulum PAI berwawasan moderasi beragama di Universitas Yudharta, (2) Bagaimana langkah-langkah pengembangan kurikulum PAI berwawasan moderasi beragama di Universitas Yudharta, (3) Bagaimana peran pengasuh dan stakeholder dalam pengembangan kurikulum PAI berwawasan moderasi beragama di Universitas Yudharta.

Dalam penelitian ini, menggunakan pendekatan kualitatif deskriptif. Metode analisis data yang digunakan adalah reduksi data, penyajian data, dan penarikan kesimpulan; metode pengumpulan data adalah observasi, wawancara, dan dokumentasi; dan triangulasi digunakan untuk mengevaluasi validitas penelitian, yaitu dari sumber data, waktu, dan teknik.

Hasil penelitian yang dilakukan oleh peneliti tentang pengembangan kurikulum pendidikan agama islam berwawasan moderasi beragama yang dilakukan di Universitas Yudharta yaitu dengan menggunakan beberapa landasan pengembangan kurikulum filsafat, yuridis, normative ideologis, religius dan sosial dan budaya. Dan untuk model pengembangan kurikulum yang digunakan yaitu model akar rumput, maksudnya Universitas Yudharta masih mengikuti kurikulum nasional yaitu merdeka belajar kampus merdeka. Pelaksanaan mata kuliah pendidikan agama islam yaitu dengan model pembelajaran Thomas Lickona yang mengacu pada moral knowing, moral feeling dan moral action dengan model presentase, diskusi, diskusi langsung dengan mahasiswa pendatang yang bukan dari agama islam.

ABSTRACT

Elliya Devita, Medy. 2024. Development of Religious Moderation-Informed Islamic Education Curriculum at Yudharta University-Pasuruan, Moderate Islamic Education Study Program, Faculty of Tarbiyah. Kiai Abdullah Faqih University Gresik. Thesis Supervisor: Dr. Maftuh, S.Sos, M.Pd. I

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Curriculum development is an activity to change and improve the existing curriculum and consider the needs of future students, an activity known as curriculum development is carried out. Curriculum development is also carried out by sticking to the general curriculum tools that have been implemented in Indonesia. In addition, curriculum development is carried out using the foundation and curriculum development models that have been agreed upon and adapted to the conditions of each educational institution. Curriculum development is carried out with the aim of creating a better and more specific curriculum plan for the learning process. By considering this background, the core of the research can be found, namely: (1) How are the foundations of religious moderation-minded PAI curriculum development at Yudharta University, (2) How are the steps of religious moderation-minded PAI curriculum development at Yudharta University, (3) How are the roles of caregivers and stakeholders in the development of religious moderation-minded PAI curriculum at Yudharta University.

In this study, a descriptive qualitative approach was used. The data analysis methods used are data reduction, data presentation, and conclusion drawing; the data collection methods are observation, interview, and documentation; and triangulation is used to evaluate the validity of the research, namely from data sources, time, and techniques.

The results of research conducted by researchers on the development of an Islamic religious education curriculum with religious moderation insights carried out at Yudharta University are by using several philosophical, juridical, normative ideological, religious and social and cultural curriculum development foundations. And for the curriculum development model used, namely the grassroots model, which means that Yudharta University still follows the national curriculum. The implementation of Islamic religious education courses is with the Thomas Lickona learning model which refers to moral knowing, moral feeling and moral action with a presentation model, discussion, direct discussion with immigrant students who are not from Islam.