

Islamic Religious Education Curriculum Design Based on Competence in Improving Skills Student Social

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ABSTRACT

Objective: This study examines the design and implementation of a competency-based Islamic Religious Education (PAI) curriculum aimed at enhancing students' social skills, addressing the gap between theoretical frameworks and practical application. **Method:** Utilizing a library research approach, this study analyzes data from scientific journal articles and published research reports in the field of education. The investigation focuses on curriculum structure, expected competencies, and its impact on students' social interactions. **Results:** The findings indicate that a competency-based PAI curriculum integrates religious education with social skill development, emphasizing communication, cooperation, and empathy. The curriculum employs experience-based learning, character building, and social-oriented assessments. Key competencies include conflict resolution, social independence, and the application of religious values in daily interactions. The implementation of this curriculum has demonstrated a positive impact on students' social interactions, fostering improved cooperation, tolerance, and conflict management, leading to a more inclusive and harmonious school environment. **Novelty:** This study highlights the integration of religious education with structured social skill development, providing a comprehensive approach to fostering social competence among students. The findings contribute to the discourse on competency-based curriculum models, emphasizing the role of religious values in shaping constructive social behavior.

INTRODUCTION

The curriculum is a very complex process, starting from design to evaluation, so it requires basic tools as a reference so that curriculum development can run successfully according to the desired goals. Therefore, in curriculum development, appropriate foundations are needed and can be used as guidelines, so as not to deviate from the core values that must be maintained and developed, as well as applicable regulations [1].

The design of a competency-based Islamic religious education curriculum is an approach that prioritizes the development of students' social skills through the integration of religious values with everyday social practices. In this context, the curriculum not only serves as a guideline for conveying information, but also as an instrument that guides students in developing character, social skills, and life skills. Several curriculum models, such as separated subject curriculum, correlated curriculum, broad field curriculum, and integrated curriculum, offer different approaches in organizing educational materials, all of which have an important role in improving students' social skills [2], [3].

In addition, the implementation of the independent curriculum in Islamic education provides freedom for teachers in designing and implementing learning, which

can be adjusted to students' interests and needs. This not only strengthens the mastery of religious material but also integrates technology and digitalization in the learning process. This curriculum focuses on increasing individual potential and character development, which is very important to strengthen students' social skills, so that they are ready to face social dynamics in everyday life [4], [5].

The success of the Islamic religious education curriculum design is closely related to a good planning flow, which considers the objectives, content, learning process, and evaluation. Referring to the development of the curriculum in Indonesia, there is evolution and change that is constantly adapting to the needs of society and the development of the times. Efforts to create a curriculum that is responsive to these changes are needed so that Islamic religious education can make a maximum contribution to the development of students' character and social skills in a pluralistic and dynamic society [3], [6].

In order to improve students' social skills, the Islamic religious education curriculum should contain elements of life skills, such as cooperation, problem solving, and communication. The relationship between students and teachers also plays an important role. The educational process must provide space for positive interactions, allow students to learn from each other's experiences, and facilitate in-depth discussions about religious and social values [7], [8]. Various learning methods, including project-based learning and interdisciplinary approaches, can increase the effectiveness of teaching and strengthen students' social skills [9], [10], [11].

In its implementation, teacher training and development of ICT-based learning media are also very important. In this context, training in creating learning media designs can improve teachers' ability to teach materials in a more interesting way, according to students' learning preferences [12], [13]. Active involvement during training shows an increase in skills that can be applied in daily teaching practices. An affect-based approach in learning media can help maintain student motivation and improve social skills by involving emotions and social interactions directly in learning [12].

Successful curriculum implementation is also related to systematic and periodic evaluation. Analysis of learning outcomes and feedback from students can provide valuable insights into the effectiveness of the curriculum as well as areas for improvement. This is relevant to research showing that good evaluation components can provide a clear picture in assessing student development in both academic and social contexts [14], [15]. Meanwhile, substantial character development in Islamic religious education learning can be achieved by integrating moral values into every aspect of learning, which should lead to increased prosocial behavior of students in their communities [15], [16].

Students' social skills can be recognized and assessed through various activities, including debates, group discussions, and other social activities that encourage collaboration and communication among students. By creating a learning environment that can support active engagement, students will be more motivated to participate in integrative and applicable learning. These steps also reflect the importance of adapting

and changing the curriculum to be in line with the ever-evolving social context and the varying needs of students [3], [4], [17].

The design of a competency-based Islamic religious education curriculum that focuses on students' social skills requires a comprehensive and multidimensional approach. Through the integration of religious values, educational technology, and proper evaluation, it is hoped that each student will not only master academic aspects, but also have good social skills to contribute positively to society. With cooperation between educators, educational institutions, and active participation from students and parents, this goal will be easier to achieve, resulting in individuals who are not only academically intelligent, but also moral and ethical [18], [19].

Research on the design of competency-based Islamic religious education curriculum in improving students' social skills focuses on how the Islamic religious education curriculum can be optimized to support the development of students' social skills. One of the main problems that emerges is the gap between the existing curriculum and the needs of students in the context of their social development. Although Islamic religious education aims to shape students' moral and spiritual character, there are still challenges in integrating social aspects that are relevant to students' daily lives, such as communication, collaboration, and tolerance skills.

In addition, although many schools have implemented competency-based curriculum, not many have specifically linked social competencies to Islamic religious learning. The existing curriculum often focuses more on cognitive aspects and religious knowledge, while the development of students' social skills often receives less serious attention. This leads to the question of how teaching materials and methods in Islamic religious education can be designed to facilitate the development of students' social skills effectively.

Another problem is the role of teachers in implementing competency-based curriculum. Not all teachers have adequate understanding and skills in integrating competency-based approaches in Islamic religious learning. Therefore, training and professional development are needed for educators to be able to teach social skills through Islamic teachings. This also includes how assessment of students' social skills can be done objectively, considering that these skills are not as easy to measure as academic achievement.

The Islamic religious education curriculum also needs to be adapted to the social and cultural context of students. A school environment that supports or does not support the development of social skills can be a determining factor in the success of implementing a competency-based curriculum. Students living in a pluralistic society, with diverse social and cultural backgrounds, require a more inclusive and sensitive approach to differences to develop good social skills.

So, the main problem in this study is how to design an Islamic religious education curriculum that not only focuses on cognitive aspects, but can also improve students' social skills. This requires collaboration between curriculum development, teacher training, and support for a conducive school environment to create a holistic learning

atmosphere and support students' social development to the fullest.

RESEARCH METHOD

This research uses the library research type, which aims to review and analyze relevant literature, such as scientific journal articles, books, research reports, and other academic sources. The focus of this research is to explore theories and concepts related to competency-based PAI curriculum design and its application to improve students' social skills. This library research allows researchers to gain a deeper and more comprehensive understanding of the topic being researched.

The main data sources used in this study are scientific journal articles and research reports that have been published in educational journals, especially those focusing on curriculum development, Islamic Religious Education (PAI), and social skills. These articles provide various perspectives and previous research findings that are relevant to the topic being studied, as well as presenting empirical evidence regarding the implementation of competency-based curriculum in religious education.

The data collection technique used in this study is a literature study. Researchers will collect various literature relevant to the topic of PAI curriculum design based on students' competencies and social skills. This data is collected through searching for scientific journal articles, books, and research reports that can be accessed through academic databases such as Google Scholar, JSTOR, and others. Researchers will select the most relevant, current, and credible literature to support the analysis.

After the data is collected, the data analysis technique used is qualitative analysis. In this case, the researcher will carry out the process of categorizing and synthesizing information from various literatures that have been collected. The analysis will focus on finding patterns or findings related to the design of the PAI curriculum based on students' competencies and social skills. The researcher will analyze how the curriculum is implemented in the context of religious education, as well as identify factors that influence the success or obstacles in improving students' social skills.

To ensure the validity of the data, this study will use source triangulation and theory triangulation techniques. Source triangulation is done by comparing findings from various different literatures, to verify the consistency and truth of the information. Theory triangulation is done by linking research findings with existing educational and curriculum theories, and comparing them with previous research results to ensure that the data used in the analysis is relevant and accountable. In this way, the validity of the data obtained can be ensured, and the research findings can be trusted.

Thus, through a library research approach and qualitative analysis techniques, this study is expected to provide a deep understanding of the design of a competency-based PAI curriculum in improving students' social skills.

RESULTS AND DISCUSSION

A. Competency-Based Islamic Religious Education Curriculum Design to Improve Students' Social Skills

The design of the competency-based Islamic Religious Education (PAI) curriculum aims to develop students' social skills in a more integrated and relevant way to future needs. In this curriculum, competencies are not only limited to aspects of religious knowledge, but also include practical skills that can be applied in everyday social life. The form of competency-based PAI curriculum design includes several important elements, including:

1. **Emphasis on social competence** : Each subject in the PAI curriculum not only teaches religious values, but also explores how these values can be applied in social interactions. For example, through learning about tolerance, cooperation, and effective communication between people.
2. **Experience-based approach** : Learning is not only theoretical, but also involves practice. Activities such as group discussions, collaboration on projects, and other social activities are designed to strengthen students' social skills. These activities can include case simulations, problem-based learning, and case studies that require students to collaborate and interact.
3. **Character integration** : This curriculum integrates character education that leads to the formation of positive social attitudes, such as empathy, mutual respect, and mutual assistance. This is done through learning that focuses on personal development, including how to behave in social diversity, as well as increasing social awareness around them.
4. **Social competency-based evaluation** : Assessment in this curriculum is not only seen from the academic aspect, but also from the students' ability to interact socially, such as the ability to work in groups, manage conflict, and communicate well. This assessment refers to established competencies, such as the students' ability to apply religious values in social interactions.

Religious Education (PAI) curriculum is very important in developing students' social skills. In the current educational context, the competency-based approach helps students not only in understanding the spiritual aspects, but also in improving their social skills. This approach seeks to provide an integrated and relevant learning experience, which is important in the context of today's multicultural and diverse society [11], [20].

The Islamic Religious Education curriculum should be understood as a learning experience designed to achieve broader goals, including the development of students' character and interpersonal skills. The thematic approach in the 2013 Curriculum plays an important role in teaching social and character values, which helps students understand social interactions better [21]. By integrating religious learning with other learning, students are expected to be able to internalize the values of tolerance and mutual respect in everyday life, which are very important in a multicultural society [20], [22].

The importance of using interactive methods in Islamic Religious Education learning is also recognized. Learning models such as Problem-Based Learning (PBL) have been shown to improve students' critical and creative thinking skills, which are essential

elements for effective social skills [23], [24]. This approach encourages students to be actively involved in the learning process, discuss ideas, and work together to solve problems, all of which contribute to the development of their social skills [25].

The scope of PAI also includes the creation of an environment that supports the development of inclusive religious awareness. Educational practices based on religious moderation can strengthen social interactions between students from different backgrounds and increase awareness of the importance of living in diversity [22], [26]. Education not only serves to teach religious values, but also to shape individuals who are able to adapt and interact positively with others, which is the essence of social skills [27].

Thus, the competency-based PAI curriculum is expected to create a generation of students who not only have strong religious knowledge but also the social skills needed to contribute to a better society. Through an integrated approach and focus on character development, Islamic religious education has the potential to prepare students to face global and local challenges in the future [28].

B. Student Competencies in Competency-Based PAI Curriculum for the Development of Students' Social Skills

The expected competencies in the competency-based PAI curriculum for the development of students' social skills include a number of elements that focus on the formation of adaptive, communicative, and empathetic individuals in a social environment. Some of the competencies that students need to have are:

- 1. Communication Competence** : Students must be able to communicate clearly and effectively both verbally and non-verbally. This is important to support constructive social interactions, especially in group discussions, presentations, and collaboration.
- 2. Collaboration Competence** : In a competency-based curriculum, students are expected to have skills in collaborating with others, both in small group contexts and in larger social activities. This collaboration also involves skills in resolving conflicts peacefully and respecting differences of opinion.
- 3. Empathy and Tolerance Competence** : One of the most important social competencies is the ability to understand and feel the feelings of others , as well as to appreciate differences in social diversity. Students are expected to be able to demonstrate an attitude of mutual respect, both in everyday life and in more complex situations.
- 4. Conflict Management Competence** : Students are expected to have the ability to identify and resolve conflicts in a constructive manner , using an approach based on religious values that support peace, justice, and equality.
- 5. Social Independence Competence** : Students are also taught to have a sense of responsibility in their social life, both in the family, school, and community environments. This includes the skills to take the initiative in social activities and make positive contributions to the surrounding environment.

In the context of developing student competencies in the competency-based Islamic Religious Education Curriculum (PAI), it is very important to understand the role

of the curriculum as a tool to shape students' character and social skills. The PAI curriculum is expected to not only meet academic demands but also contribute to the moral and social development of students, which are vital components of character education in Indonesia.

First, the curriculum implemented must be able to integrate spiritual and social competencies in religious education, as explained by Mahfudz [29]. This study shows that the implementation of these competencies will contribute to the formation of the desired character, in accordance with the national goal of creating a generation with noble and faithful morals. In addition, Buwono and Dewantara also emphasized that rapid curriculum changes have a major impact, especially in choosing the right teaching resources to support the development of students' social and spiritual skills [30].

Furthermore, the Independent Curriculum focuses on developing students' character and interests without prioritizing the burden of heavy grades. However, the quote from Wahyuliningtyas et al is not relevant to the context of developing students' interests and character in the Independent Curriculum [31]. From the available references, there is a lack of strong support regarding the emphasis on character education in the context of the Independent Curriculum. Therefore, we omit the quote. It is important to create a relevant and contextual learning atmosphere, where students can interact more actively in the learning process. In this effort, project-based learning is also one of the strategies that can improve social skills through collaboration and discussion between students [32].

These innovative learning activities must be balanced with increasing teacher competence. As the vanguard, teachers play an important role in facilitating the development of students' social and spiritual skills [33]. Hidayat and Afriza showed that training conducted to equip teachers with the ability to implement the curriculum effectively is very important. With good pedagogical skills, teachers can design learning that not only emphasizes academic aspects, but also pays attention to students' social skills [34].

The quality and capacity development of teachers is also very important. In the ever-evolving world of education, teacher competence must be continuously evaluated and improved. Research by Sodikin shows that through training and professional development programs, teachers are expected to be able to apply more harmonious and effective teaching methods in integrating social and spiritual values through religious education [35].

So, developing student competencies in the competency-based Islamic Religious Education Curriculum is not only about academics, but also building strong social skills and character. Transformation in curriculum and increasing teaching capacity are the keys to achieving ideal educational goals.

C. The Impact of Competency-Based Islamic Religious Education Curriculum Implementation on Social Interaction and Communication Skills Between Students

The implementation of competency-based PAI curriculum has a significant impact on social interaction and communication skills between students. Some of the visible

impacts are:

1. **Improved Collaboration Skills** : With a curriculum design that encourages group work, students become more practiced in collaborating with others. They learn to listen to each other, share ideas, and work together to achieve common goals. This will certainly improve the quality of their social interactions, both inside and outside the classroom.
2. **Developing Better Communication Skills** : Through various activities involving discussions, presentations, and interactions between students, their communication skills improve. They learn how to express their opinions clearly, listen well, and respect the opinions of others, all of which are very important social skills in everyday life.
3. **Increasing Tolerance and Empathy** : The application of religious values in a social context helps students to be more tolerant and empathetic towards differences, whether in terms of religion, culture, or social background. The positive impact is the creation of a more inclusive and harmonious environment, where students can live side by side despite their differences.
4. **Reducing Social Conflict** : With a competency-based approach that teaches constructive conflict management, students become better able to handle differences of opinion and resolve disputes peacefully . This results in healthier social relationships within the school community.
5. **Increased Student Confidence in Interaction** : Because students feel more prepared and trained in social interaction, they become more confident in facing various social situations. They are not only able to speak in front of a crowd, but also able to build stronger relationships with classmates and the school community.

The implementation of the competency-based Islamic Religious Education (PAI) Curriculum has a significant impact on social interaction and communication skills between students at school. Research shows that a curriculum that is flexible and responsive to learners' needs, such as the Merdeka Curriculum, increases social interaction among students because it provides space for discussion and collaboration in learning [36], [37]. In the context of Islamic Religious Education, a differentiated approach allows students to learn actively and share knowledge with each other, which is very important for the development of their social competence [29], [38].

One important aspect of increasing social interaction is students' ability to communicate. By using project-based learning methods, which are an integral part of the Independent Curriculum, students learn to work together in groups, communicate effectively, and solve problems collectively [39], [40]. Research also shows that project-based learning activities increase student engagement in the learning process, which in turn encourages them to express their opinions and listen to their friends' perspectives [41]. This not only impacts their academic cognition but also strengthens social relationships among students [42].

In addition, the success of implementing this curriculum is highly dependent on the teacher's pedagogical competence in managing interactions and communication in

the classroom [43], [44]. Teachers who have good pedagogical competence are able to create an inclusive and interactive learning environment, which is important to support the development of students' social and communication skills [45]. Research also emphasizes that when teachers integrate social values into Islamic Religious Education materials, students are more motivated to interact and collaborate, because they feel connected to the context being taught [46].

Thus, although there are challenges in implementing a competency-based curriculum, such as a lack of resources and training for teachers [38], when the curriculum is successfully implemented, its impact on students' social interactions and communication skills is very positive. This makes professional development for teachers and ongoing monitoring key to achieving success in improving social interaction and communication between students in schools [47], [48].

CONCLUSION

Fundamental Finding : The implementation of a competency-based Islamic Religious Education (PAI) curriculum significantly enhances students' social skills by integrating religious values with essential social competencies such as communication, cooperation, empathy, and conflict management. This approach fosters a more inclusive, tolerant, and harmonious learning environment, promoting positive social interactions and reducing conflicts among students. **Implication :** These findings highlight the necessity of incorporating structured social skill development within religious education curricula to foster students' character formation and social adaptability. Educational policymakers and practitioners should consider embedding experience-based and character-driven methodologies to ensure the effective application of religious values in students' daily social interactions. **Limitation :** This study primarily relies on literature-based analysis, which may limit direct empirical insights into classroom implementation and student outcomes. The absence of field data on teachers' perspectives, institutional constraints, and long-term student development presents a gap in understanding the full impact of this curriculum. **Future Research :** Further empirical studies are needed to assess the real-world effectiveness of competency-based PAI curricula through longitudinal and mixed-method research. Investigating the role of teachers, parental involvement, and cultural contexts will provide deeper insights into optimizing curriculum design for sustainable social competence development.

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