Curriculum Review of PAI Doctoral Program in PTKIN with Literacy Content

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ABSTRACT

The urgent need to improve and adjust the curriculum of the PAI Doctoral Program at PTKIN to be more relevant and effective in meeting the demands of the times and the needs of the community, becomes the basis for reviewing the curriculum. The review of the curriculum of the Doctoral Program in PAI at PTKIN with literacy content is qualitative research with a focus on curriculum development design. The aim is to describe the curriculum of the Doctoral Program in PAI at PTKIN with a literacy focus on the scientific field. Data were obtained by collecting literature data from 3 State Islamic Universities. The findings of the curriculum of the PAI Doctoral Education Study Program at PTKIN both refer to the literacy of the National Higher Education Standards with the Indonesian National Qualifications Framework KKNI level 9. The distribution of PAI Doctoral level courses, is adjusted by a needs analysis based on the vision, mission, goals, and objectives of the study program, with a varying number of credits.

Keywords: PAI Doctoral Program Curriculum, PTKIN, and literacy.

INTRODUCTION

Doctoral Program in Islamic Education

Anam (2021) describes the PAI curriculum as the core of the achievement of the implementation and understanding of PAI material in the world of education. Meanwhile, Sismanto (2022) describes the curriculum as a benchmark or guidance for education implementers, especially educators and education personnel. If the curriculum is not properly designed, the learning objectives will not be maximized. Thus, Islamic Religious Education (PAI) in State Islamic Religious Universities (PTKIN) has undergone various changes. The goal is to adjust to the demands of the times and the needs of society. In the context of globalization and the development of information technology, the PAI curriculum needs to adapt to be relevant and able to produce competitive graduates. This includes the integration of literacy into the curriculum, which is one of the important aspects of modern education.

Higher education is one of the most successful institutions that emerged from the pre-modern world in spreading Islamic education. (Zaman, 2024). The Islamic Education curriculum is the implementation of Islamic material development designed so that the profile graduates get a learning experience in line with the profile of the existing study program. (Saputra et al., n.d.-a).. The curriculum at PTKIN is generally oriented towards developing more comprehensive competencies, including spiritual, intellectual, and social aspects. It aims to produce graduates who not only have in-depth religious knowledge but are also able to contribute to society as leaders and thinkers. Whereas in public or private universities, the PAI curriculum is often more focused on academic and theoretical aspects, with less emphasis on character and leadership development.

Ali (2024) also illustrates that the practice of Islamic education abroad has undergone a significant transformation towards its diverse cultural and religious identities. Where the focus is on the balance of knowledge and personality character. In line with Lafrarchi (2020) she explained that religious education in Western European countries began to map curriculum elements as a form of contribution to the development of Islamic personality. Thus, religious education is the central focus in transforming individual settings or social communities.

Islamic Religious Education (PAI) is important in shaping character and competence in Indonesian education. In this context, the curriculum of the PAI doctoral program needs to be examined in depth to ensure that it is not only relevant but also effective in developing the core and basic competencies required by educators and learners.

The curriculum of the Islamic Education Doctoral Program in Indonesia needs to be reassessed to ensure its relevance to the times. Especially in the context of literacy utilization. The goal is to internalize Islamic values in every essence of the subject. Islamic values as guidelines in media literacy education at an Islamic university. (Kurniasari & Kurniawan, 2019).

Its implementation, such as the Doctoral Program in Religious Education at PTKIN at UIN Maulana Malik Ibrahim Malang and UIN Sunan Kalijaga, offers an in-depth and interdisciplinary curriculum. This curriculum not only focuses on the mastery of theory, but also on research and practical application in the field of religious education. For example, at UIN Raden Fatah Palembang, the PAI curriculum is designed to support the development of students' academic and professional competencies.

The PAI curriculum is an important issue to study because of its crucial role in shaping students' character and religious understanding. With new challenges in education, such as the need for digital and critical literacy, this study aims to evaluate the extent to which the current curriculum meets these needs. This research can also provide recommendations for curriculum improvement to be more effective in developing students' abilities.

A Doctoral PAI curriculum with literacy content should include various elements, such as the development of critical reading skills, analysis of religious texts, and the application of technology in learning. This includes integrating materials that support information and digital literacy, so that students not only understand religious concepts but are also able to apply them in a modern context. Sholeh & Rohmat (2023) see the urgency of information literacy competencies must be owned by educators and students. In line with the opinion of Gafarurrozi (2022) that the PAI curriculum must be oriented towards the profile of graduates by equipping literacy knowledge, skills, critical analysis, innovation, and being able to form characters with Islamic values, socializing the nation and state.

The integration of literacy in the curriculum of the Islamic Religious Education (PAI) doctoral program at State Islamic Religious Universities (PTKIN) is an effort to improve students' ability to access, analyze, and utilize information effectively. Thus, literacy plays a very important role in learning Islamic Religious Education (PAI) in State Islamic Religious Universities (PTKIN). By using several strategies such as: instilling faith, experiential strategies, habituation strategies, rational strategies, emotional strategies, functional strategies, and exemplary strategies. (Zulfahmi & A Gani, 2023).

The implementation of the PAI curriculum in the field shows various challenges. Some programs have started to implement a literacy-based approach, but there is still a gap between theory and practice. Many students feel underprepared for the literacy demands required in the world of work and society. Therefore, this study aims to identify these problems and provide solutions that can improve the effectiveness of PAI curriculum in PTKIN.

The results of the literature show that the curriculum development of this Doctoral program focuses on the development of PAI curriculum and its relevance. Its relationship to the graduate competency standards (SKL), core competencies (KI) and basic competencies (KD) and indicators in the formulation of PAI curriculum becomes a description of the ultimate learning objectives to be achieved. In addition, the curriculum must be responsive to the development of existing literacy as a form of renewal of the development of existing science.

At the higher education level, the higher education curriculum, especially in the field of Islamic Education, must be able to answer the challenges of the times and the needs of society. Based on educational theory, competencies can be divided into several categories, including basic competencies, academic competencies, and professional competencies. The development of these competencies must be aligned with the goals of national education and the needs of the world of work.

Based on this background, this research is expected to make a significant contribution to the development of a

more relevant and adaptive PAI curriculum for the Doctoral Program. The aim is to explore how the PAI doctoral curriculum program can interact with literacy, as well as how the development of core competencies and alignment of competencies can be done.

METHODOLOGY

This research uses a descriptive qualitative approach. In line with Sugiyono (2016) also suggests qualitative research as a research method based on the philosophy of postpositivism, used to research natural object conditions, where the researcher is the key instrument, data collection techniques with triangulation, data analysis is inductive or qualitative, and qualitative research results emphasize meaning rather than generalization. Here, researchers use descriptive qualitative research methods because this research explores the phenomenon of the implementation of education in the PAI curriculum at PTKIN with localization content.

This research was conducted on March 1-31, 2022 at three PTKIN places, namely: UIN Bandung, UIN Palembang, and UIN Bengkulu. This research data was obtained by using two sources, namely primary sources, in the form of literature data collected from academic studies in the form of books, journals, and research reports related to the focus of the problems studied, to support the results of this study, researchers also used secondary data in the form of field studies in the form of interviews by selecting sources relevant to the focus of this research, the source is the manager of the Doctoral Level Study Program at UIN Bandung, UIN Palembang and UIN Bengkulu. The mechanism in collecting data for this research comes from the results of researchers' questions and answers with informants, researchers' observations, and documentation.

RESULTS AND DISCUSSION

Islamic Religious Education is one of the core of the national curriculum to create a generation of faith, devotion, and morality. Drajat (2016) Islamic religious education is an effort to guide and nurture students in understanding and teaching Islam as a way of life. Saputra et al. (n.d.-b) argue that Islamic religious education is education whose material contains Islamic teachings. Islamic Religious Education is a form of conceptualized effort for students to know, interpret, and interpret the teachings of Islam which is accompanied by instructions in respecting other religions, and establishing relationships with the surrounding community. (Rusnawati, MA, 2022). Thus PAI education is one of the competencies that students must have in character building by instilling Islamic values. Here are the ways literacy is integrated into the PAI curriculum:

1. Literacy Implementation

The PAI curriculum at PTKIN emphasizes literacy as an important skill that students must have. Students are taught to use information technology in the learning process, including information search through the internet, content analysis, and creation of multimedia-based learning materials such as da'wah videos and interactive presentations. This helps students to not only consume information but also contribute to creating relevant content. Ubaydillah (2022) explained that the curriculum designed with literacy content is a form of implementation by preparing students to utilize time to think critically, and communicate creatively so that the literacy obtained can develop both cognitive and psychomotor.

2. Development of Semester Learning Plan (SSP)

The preparation of lesson plans at PTKIN is designed to accommodate various learning resources and media. These lesson plans include activities that encourage students to use diverse sources of information, both from books, journal articles, and online media. Thus, students are trained to think critically and creatively in choosing and using information sources.

3. Active Learning Methods

The PAI curriculum implements active learning methods that encourage student participation in discussions, presentations, and research projects. In this context, students are encouraged to collaborate and communicate effectively, as well as apply the knowledge gained in real situations. For example, they can conduct field

research or community-based projects that utilize religious literacy.

4. Focus on 21st Century Skills

Literacy integration is also in line with the development of 21st-century skills that include critical thinking, communication, collaboration, and creativity (4C). PAI students are trained to be reliable problem solvers by being given assignments that challenge them to find solutions through research and group discussions.

5. Literacy Culture in Campus Environment

PTKIN attempts to build a culture of literacy among students by holding literacy activities such as seminars, workshops, and school literacy movement programs. These activities aim to raise awareness of the importance of literacy in religious education and daily life.

6. Literacy-based Evaluation

Assessments in the PAI curriculum are also designed to reflect students' literacy skills. Evaluation focuses not only on mastery of the material but also on students' ability to analyze and apply information obtained from various sources. With these approaches, the integration of literacy in the PAI curriculum of doctoral programs at PTKIN aims to produce graduates who not only have in-depth religious knowledge but also the literacy skills needed to adapt to the challenges of modern times.

From the results of research in 3 PTKIN that has been carried out, data obtained from the Doctoral Program Study (S3) UIN Bandung opened based on the Decree of the Director General of Islamic Institutions No. DJ.II/77/2004, with two study programs at once, namely: Islamic Law and Islamic Education. The goal is to produce graduates who have noble character and have in-depth expertise in one of the fields of Islamic science and other related sciences and can apply it and conduct original research to produce new findings in the context of developing their scientific field.

The UIN Bandung Postgraduate Academic Guide (2020) explains that the postgraduate curriculum structure at UIN Bandung refers to KKNI levels 8 and 9 with the aim of: As a student guide where each study program and or concentration in developing its vision, mission, profile, objectives, learning outcomes, and study materials, refers to the Indonesian National Qualifications Framework (KKNI).

In line with academic studies at the doctoral level, it is a study of knowledge and skills levels 8 and 9 on the KKNI which the scientific level is directed to criticize the theory and its application, refute existing theories, or strengthen and develop existing theories, even formulate and find new theories in overcoming problems that arise in the midst of society. Therefore, the research approach of the S3 Study Program is directed to use a multidisciplinary approach in the realm of philosophical, juridical, and sociological studies. The technical approach can use a normative juridical or empirical juridical approach or a combination of the two. Thus, it can be concluded that the curriculum used by UIN Bandung's Doctoral Level PAI Study Program uses the KKNI standard with level 8 and level 9 academic service systems with a course distribution of 62 credits during the 4-semester study period.

Whereas at UIN Palembang, the curriculum of the Doctoral level PAI Study Program refers to the KKNI curriculum standards by providing the content of knowledge, skills, and attitudes in the form of an academic service system at level 9, the UIN Palembang postgraduate program designs a quality lecture system. This is reinforced by the results of an interview with the Head of the Doctoral Program of Islamic Education:

"The development of the S3 PAI curriculum at UIN Palembang refers to the KKNI Curriculum by taking into account the expected qualifications based on the objectives of educational institutions, by development needs, human resource needs, and institutional needs."

Thus, the curriculum used by UIN Palembang's Doctoral Level PAI Study Program uses the KKNI standard with a level 9 academic service system with a course distribution of 49 credits for a 4-semester study period.

The Doctoral Level PAI Study Program at UIN Bengkulu uses the KKNI perspective at Level 9 with the following qualifications: Able to develop knowledge, technology, and/or art in the field of science or professional practice through research, to produce innovative and tested works. Able to solve problems of science, technology, and/or art in their scientific field through an inter or multidisciplinary approach. Able to manage research and development that is beneficial to society and science, and is able to gain national and international recognition. Thus, the curriculum used by UIN Bengkulu's Doctoral Level PAI Study Program uses the KKNI standard with a level 9 academic service system with a course distribution of 42 credits during the 4-year study period.

Research Instrument for the Curriculum Review of the Doctoral Program in Islamic Education with Literacy Content (study of UIN Bandung, UIN Palembang, and UIN Bengkulu).

Variables	Literacy Content
Curriculum	Core Competency Development
	Competency Alignment
	Basic Competency Development

From the three PTKINs, the Doctoral Level Islamic Education Study Program in developing the curriculum is equally literacy-laden by paying attention to indicators in the development of core competencies, aligning competencies, and developing basic competencies. From each literacy curriculum development, the development of core competencies includes: a comprehensive understanding of the characteristics of students with Islamic religious studies, a productive work ethic and respect for the professional code of ethics in teaching Islam, an inclusive, objective, empathetic attitude, and the ability to communicate effectively in carrying out teacher duties in the field of Islamic religion and developing learning materials creatively and innovatively. Ikhsanudin et al. (2022) assumed that if literacy is implemented in the Islamic education curriculum, the curriculum functions as a reference used by educators in guiding and teaching students towards the highest goals of Islamic education.

Alimron & Zulhijra (n.d.) outlines the orientation of the PAI curriculum, which is focused on graduates and learning outcomes by the time. The curriculum development of the PAI Doctoral Program should focus more on core competencies that are relevant to the needs of the times and the development of science. Stakeholder involvement in curriculum development is essential to ensure that the curriculum is not only theoretical but also applicable. Sudarman (2018) explains that one form of development effort to improve pedagogical competence is through education and training, writing scientific papers, and developing independently.

The development of core competencies in the PAI doctoral program includes:

1. Pedagogical Competence: The ability to plan and implement effective learning.
2. Personality Competence: Build character and integrity as an educator.
3. Social Competence: Able to interact effectively with various parties in the educational environment.

At UIN Bandung, from the results in the field, the curriculum is designed to integrate core competencies that include the ability to analyze, research, and develop theories in Islamic Religious Education. Students are encouraged to develop critical and creative thinking through various research-oriented courses. Meanwhile, at UIN Palembang, the curriculum is designed to equip students with leadership competencies in education. The program emphasizes the importance of developing soft skills such as effective communication and collaboration in the context of religious education. Similarly, UIN Bengkulu focuses on developing high academic competence as well as the ability to contribute to society through community-based research. The program encourages students to conduct research relevant to social issues in the surrounding environment.

Meanwhile, the alignment of literacy curriculum competencies is based on the core learning outcomes of the

PAI Doctoral Program by the rules of the Ministry of Religion and the Ministry of Education, Culture Research and Technology which are ethical in the preparation of curriculum modules in Islamic religious education studies courses and learning approaches related to Islamic values. The alignment between educational goals and the needs of industry and society needs to be strengthened. This can be done through collaboration with alumni and graduate users to get feedback on the relevance of the existing curriculum.

Competency alignment between the curriculum of the PAI doctoral program and the national standards of education is important to ensure the relevance and effectiveness of learning. This includes:

1. Content Standards: Refers to the applicable education policy.
2. Process Standards: Teaching methods are innovative and responsive to student needs.

At UIN Bandung, the curriculum is designed by aligning the core competencies and basic competencies into courses that are relevant to the needs of today's educational world. For example, a course on religious education research methodology teaches students how to conduct valid and reliable research. Meanwhile, at UIN Palembang, competency alignment is carried out with educational theories with field practice. Students are required to conduct classroom research actions in educational institutions to apply the theories they have learned. At UIN Bengkulu, competency alignment between core and basic competencies is done through the integration of courses that discuss contemporary issues in religious education. An example is a course on inclusive education that prepares students to face challenges in multicultural education. In line with Verona (2023) stated that the development of the PAI curriculum is one of the solutions to accepting diverse cultures within the scope of Islamic religious education.

The development of literacy in the basic competencies of the Islamic Education Doctoral Program is manifested in the basic competencies that focus on the development of conceptual thinking and theories in the field of Islamic education based on Islamic education studies. The ability to think critically, innovatively communicatively and collaboratively. The development of basic competencies must include cognitive, affective, and psychomotor aspects by the KKNI principles. In addition, training for lecturers on the latest learning methods is also very necessary to improve the quality of teaching. For example, integrating literacy into the PAI curriculum is crucial to equip students with critical and analytical thinking skills. Literacy includes not only the ability to read and write but also the ability to understand and analyze information in the context of Islamic education. The development of basic competencies in the PAI doctoral program should include:

1. Academic Literacy: the ability to understand and use information critically.
2. Digital Literacy: The skill of using information technology to support the teaching and learning process.

At UIN Bandung, the development of basic competencies by integrating literacy is one of the main focuses in the curriculum, where students are taught to access, analyze, and disseminate information from various sources. This is done through research assignments that require students to use the latest literature in the field of PAI. Meanwhile, UIN Palembang develops basic competencies by integrating literacy as an important part of the curriculum. Students are trained to utilize information technology in the learning and research process. This includes the use of data analysis software and online learning platforms. At UIN Bengkulu, the development of basic competencies by integrating literacy where students are equipped with social and cultural literacy, which allows them to understand the social context of religious education. This includes an understanding of the cultural and religious diversity in Indonesia as part of Islamic Education learning.

Perspective there is a curriculum developed at these 3 PTKIN, namely: results of an interview with the Head of the Islamic Education Doctoral Study Program at UIN Bandung:

"The curriculum of the Islamic Religious Education (PAI) Doctoral Study Program at UIN Sunan Gunung Djati Bandung is designed to meet the needs of quality education and is relevant to the times. The curriculum is developed in accordance with the vision, mission, and objectives of the study program. The curriculum development process also involves periodic evaluation to ensure its suitability to the needs of society and the

development of science."

While the results of interviews with the Head of the S3 PAI Study Program at UIN Palembang:

"The development of the S3 PAI curriculum at UIN Palembang refers to the KKNI Curriculum by taking into account the expected qualifications based on the objectives of the educational institution, in accordance with development needs, human resource needs, institutional needs, professional and academic competency development of students. Curriculum development emphasizes the clarity of the graduate profile with clear operational descriptions, as well as learning outcomes as indicators of achievement."

Likewise, an interview with the Head of the S3 PAI Study Program at UIN Bengkulu:

"The curriculum designed in the Doctoral Program of Islamic Education at UIN Bengkulu aims to produce graduates who have high competence in the field of Islamic education, as well as being able to contribute to research and development of Islamic science at large. The curriculum is designed to cover various disciplines relevant to Islamic religious education, including research methodology, educational theory, and practical applications in religious contexts."

Based on the results of these interviews, it can be concluded that each university has a curriculum development program in accordance with the vision, mission, and profile of graduates by meeting the higher education standards set by the Indonesian National Qualifications Framework (KKNI) and the National Higher Education Standards (SNPT). By integrating Islamic values into the designed courses.

It can be concluded that at UIN Bandung, the implementation of S3 PAI curriculum integrates Islamic values in every aspect of learning. It aims to produce graduates who are not only knowledgeable but also have an attitude of religious virtue, through concentrations such as Islamic Education Management and Arabic Language Education, with courses designed to support the development of professionalism of lecturers and students. In terms of curriculum evaluation and development, it is carried out regularly to ensure relevance to the development of science and the needs of society.

A perceived form of challenge takes the form of lecturers' efforts to continually develop the curriculum to suit the needs of the times, which often change rapidly. This requires commitment and collaboration between faculty and management. The quality of teaching is highly dependent on the competence of lecturers. Therefore, increasing the capacity of lecturers is an important challenge in effective curriculum implementation.

Whereas at UIN Palembang, curriculum development emphasizes on the clarity of the graduate profile, with indicators of learning outcomes that refer to KKNI and SNPT. This includes pedagogical, personality, social, and professional competencies. The S3 curriculum is designed to meet KKNI standards, with an emphasis on developing competencies in PAI fields such as Al-Qur'an, Hadith, Fiqh, and history of Islamic culture.

One of the main challenges is integrating theory with practice in education. This requires innovative teaching methods so that students can apply their knowledge effectively in the field. Facing challenges in improving the quality of learning to be in line with the community's expectations of competent and professional PAI graduates.

Likewise at UIN Bengkulu, the doctoral curriculum is designed to provide students with flexibility in choosing courses according to their interests and career needs. This includes offering courses that are relevant to current issues in Islamic education. The use of technology in the learning process is an important part of the curriculum, allowing students to access a wider range of learning resources and enhancing teaching-learning interaction.

One of the challenges faced is the lack of adequate supporting facilities to support an effective teaching and learning process. This includes access to information technology and adequate study spaces. UIN Bengkulu must also compete with other institutions in attracting high-quality students. This requires better marketing

strategies for study programs as well as enhancing academic reputation.

Overall, although each university faces its own challenges in implementing the S3 PAI curriculum, they strive to continuously adapt and improve the quality of education to keep up with the times and the needs of society. It can also provide in-depth insights into best practices in Islamic education. Each university has different characteristics and approaches in curriculum and teaching that can complement each other to improve the quality of religious education.

Overall, the three UINs show a commitment to the development of the Doctor of Islamic Education curriculum program that not only focuses on academic aspects but also literacy and competency alignment. This is important to produce graduates who are ready to face the challenges in the world of Islamic education and can make a positive contribution to society. The integration of literacy in the curriculum is key to ensuring that students not only have theoretical knowledge but also practical skills that are relevant to the needs of the times.

Thus, this study shows that despite progress in the design and implementation of the curriculum of the Islamic Education Doctoral Program at PTKIN, there are still challenges that need to be overcome to achieve full alignment with KKNI and improve the quality of Islamic education. A Doctor of Islamic Education curriculum program that teaches literacy must be designed to develop core and basic competencies synergistically. Alignment between various elements of the curriculum is essential to produce graduates who not only have strong academic knowledge but also practical practices that are relevant to the demands of the times. The recommendation for future research is to conduct further evaluation of the implementation of this curriculum in various higher education institutions.

CONCLUSIONS

Based on the results of research, analysis, and discussion, it can be concluded that: The curriculum of the Doctoral level PAI study program at PTKIN both at UIN Bandung, UIN Palembang, and UIN Fatmawati Bengkulu all refer to the development of core competencies, competency alignment and basic competency development. This curriculum is based on the literacy of the National Higher Education Standards with the Indonesian National Qualifications Framework KKNI level 9. The distribution of Doctoral level PAI study program courses, it is adjusted by analyzing the needs based on the vision, mission, goals, and objectives of the study program, with a varying number of credits. UIN Bandung has 62 credits, UIN Palembang has 49 credits and UIN Bengkulu has 42 credits. Based on the results of research and discussion, it is known that the Doctoral Level PAI Study Program at PTKIN has many important roles. As a place to produce quality teachers with comprehensive Islamic education knowledge, it will help students to better understand the value of Islam by Sharia. Thus, it is hoped that there will be further research to discuss PAI Study Program in different study perspectives, to add useful references.

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