

Curriculum Reform in Islamic Religious Education: A Competency-Based Approach in Indonesian Madrasah Ibtidaiyah

Muhammad Adib¹, Agus Pahrudin², Agus Jatmiko³, Koderi⁴

¹Universitas Islam Negeri Raden Intan Lampung, Indonesia
Email : 1adibmhmd.1402@gmail.com

²Universitas Islam Negeri Raden Intan Lampung, Indonesia
Email : 2agus.pahrudin@radenintan.ac.id

³Universitas Islam Negeri Raden Intan Lampung, Indonesia
Email : 3agusjatismiko@radenintan.ac.id

⁴Universitas Islam Negeri Raden Intan Lampung, Indonesia
Email : 4Koderi@radenintan.ac.id

Submit : 30/08/2024 | Review : 19/09/2024 s.d 02/10/2024 | Publish : 16/10/2024

Abstract

The Competency-Based Curriculum for Islamic Religious Education in Madrasah Ibtidaiyah aims to enhance students' cognitive, affective, and psychomotor skills in alignment with Islamic values. This study investigates the implementation of the Competency-Based Curriculum in Islamic Religious Education at Madrasah Ibtidaiyah and identifies challenges encountered during its application. Using qualitative methods, data were collected through interviews, observations, and document analysis, then analyzed descriptively to explore the relationship between the objectives of the Competency-Based Curriculum and its implementation in the field. The findings reveal that the Competency-Based Curriculum fosters a deeper understanding of Islamic teachings while aligning education with contemporary demands. However, challenges such as insufficient resources, limited teacher training, and resistance to curriculum changes hinder its effectiveness. The study concludes that successfully implementing the Competency-Based Curriculum in Islamic Religious Education at Madrasah Ibtidaiyah requires adequate teacher preparation, improved learning facilities, and active stakeholder participation. Additionally, the curriculum must adapt to student's needs and be supported by robust policies for sustainable application.

Keywords: *Competency-Based Curriculum, Islamic Religious Education, Madrasah Ibtidaiyah, Curriculum Implementation, Educational Development.*

Introduction

The curriculum has a strategic role as a tool that determines the direction, content, and outcomes of learning in education. Specifically,

the curriculum in Islamic religious education (PAI) aims to form students who are faithful, pious, and moral and have balance in intellectual, affective,

psychomotor, and spiritual aspects. A well-designed curriculum is the basis for creating an effective learning process, producing graduates with superior competence. On the other hand, a poorly managed curriculum can hurt the quality of learning and educational attainment in the institution.¹ Therefore, it is essential for schools, including Madrasah Ibtidaiyah (MI), to consistently develop a curriculum that is by the vision and mission of the institution and to be able to respond to the challenges of the times.

The competency-based curriculum (KBK) has become the main focus of modern education. KBK focuses on learning outcomes in the form of competencies, which include knowledge, skills, and attitudes relevant to student needs in the era of globalization. KBK is very important in PAI education to ensure that students not only understand Islamic values theoretically but can also internalize and practice them in daily life. The involvement in the question includes cognitive, affective, and psychomotor skills so that students can develop comprehensively following the principles of Islamic teaching.²

KBK development involves a complex process, including planning, implementation, and evaluation. In the planning stage, educational needs are evaluated to determine relevant

curriculum goals and content. Furthermore, implementing the curriculum involves teachers as the main actors who translate the curriculum into classroom learning. Curriculum evaluation is the final stage to measure the effectiveness of the curriculum in achieving the goals set.³ The principles of KBK in PAI education in MI must be dynamic and continue to be refined through the development of science, technology, and the community's needs.

Islamic education has a strategic role in shaping an intellectually intelligent generation with strong moral and spiritual values. Therefore, the PAI curriculum at MI must be designed to enable students to understand Islamic teachings in depth and apply them in daily life. Thus, the PAI curriculum can help improve the overall quality of Islamic education.⁴

KBK's main principle is its flexibility, which allows it to adapt to technological advances, science, and society's needs. With the development of KBK, education in Indonesia is expected to produce graduates with the relevant attitudes, knowledge, and skills to face life challenges in the future.⁵ Good and equitable education is the basis for national development and state independence. As a result, improving the quality of education through KBK

¹Abrori et al., "The Concept of PAI Curriculum Development Based on Muhaimin's Perspective Competency in Islamic Religious Universities," *Indonesian Journal of Educational Management and Leadership* 1 (2023).

²Amirudin Hamzah Has and Muhammad Imam KHAudli, "Innovative Solutions in the Marketing Transformation of Islamic Educators: Competency-Based Curriculum Development Strategies" 1, no. 6 (2024): 459–68.

³ Fitroh, "Competency-Based Curriculum Development and Achievement Strategy, UIN Syarif Hidayatullah Jakarta," *Journal of Information Systems* 4 (2011).

⁴ T Asy'ari, A., Hamami, "Curriculum Development Strategies to Face the Demands of Competency in the 21st Century. IQ (Qur'anic Science)," *Journal of Islamic Education* 3 (2020).

⁵ Fitroh, "Development of Competency-Based Curriculum and Achievement Strategy, UIN Syarif Hidayatullah Jakarta."

is a necessity and obligation for the nation's progress.⁶

Curriculum development faces unique challenges in the context of Islamic religious education (PAI). PAI functions strategically to develop students with faith, morals, and noble ethics. Students will be assisted in understanding and internalizing Islamic values to become positive contributors to society. The development of the PAI curriculum is part of a collective effort to improve the overall quality of Islamic education.⁷

However, the implementation of KBK in PAI education in MI is full of problems. One of them is that teachers need to be more involved in the curriculum development process. PAI teachers often feel burdened with innovations designed from the central level without involving people in the field to provide input. This condition creates resistance and prevents teachers from helping to develop a more appropriate and efficient curriculum. However, teacher involvement as the primary teacher in the classroom is essential to ensure that the curriculum is used correctly and meets the needs of students.

On the contrary, another problem with implementing KBK in MI is that teachers need more resources and abilities. Competency-based curriculum development requires adequate infrastructure, such as technology-based learning media and teacher training, to improve their ability to implement the curriculum. With this infrastructure, efforts to improve the quality of education through KBK will succeed.

In addition, the PAI curriculum at MI must address the challenges of modernization and globalization while maintaining the essence of Islamic teachings. Students must be educated to adapt to changing times through critical thinking, creativity, collaboration, and communication abilities. Thus, the PAI curriculum must be integrated with an innovative and contextual approach to learning.

Therefore, developing KBK in PAI subjects in MI is necessary to produce a generation with a strong Islamic character and academic competence. To achieve this goal, governments, schools, teachers, and communities must work together to support the development and implementation of practical and sustainable curricula.

Materials and Methods

This study uses a qualitative approach with a descriptive method to analyze the application of the Competency-Based Curriculum (KBK) in Islamic Religious Education (PAI) subjects at Madrasah Ibtidaiyah (MI). Interviews, observations, and document analysis are the three main methods used to collect data. Interviews were conducted with PAI teachers, madrasah heads, and students to learn more about implementing KBK. Observations are carried out in the classroom to see competency-based learning practices. The documents analyzed include syllabi, lesson plans, and other supporting documents.

Research tools include semi-structured interview guidelines, observation sheets, and document analysis checklists. Source triangulation methods and

⁶ Asy'ari, A., Hamami, "Curriculum Development Strategies to Face the Demands of Competency in the 21st Century. IQ (Qur'anic Science)."

⁷ Maulana Malik Ibrahim, "Development of Plurality-Based PAI Curriculum" 3, no. 2 (2019): 149–55.

techniques ensure the validity of the data and allow researchers to compare and confirm results from different data sources.

The data collected was analyzed using thematic analysis techniques to identify patterns, relationships, and challenges in applying KBK in PAI subjects. The analysis process involves initial coding, identification of key themes, and the preparation of a descriptive narrative.

The study did not involve interventions on human subjects requiring ethical consent but followed ethical data collection guidelines, including maintaining participant information confidentiality. All data used in this study are organized and can be accessed by other researchers upon request to support further replication and development.

Results

1. Curriculum Concept

The curriculum is derived from the Greek words "curio," which means runner, and "curare," which means a place to race.⁸ In Latin, (*curriculum*), later translated into French, means running. The term (courses) or subjects that must be taken to get a degree is then used from some of these Latin meanings. The curriculum is the heart of education.⁹ Therefore, the curriculum can be interpreted as a path or trajectory that students must follow to achieve the

educational goals that have been set. In terminology, the definition of curriculum is a teaching plan or several subjects systematically arranged to complete a program to obtain a degree or a diploma.¹⁰ This curriculum not only includes a list of subjects to be taken but also reflects a systematic structure and direction for achieving the educational goals that have been set.

The heart of Islamic Education must be understood as a comprehensive system covering diverse aspects such as knowledge, skills, and values. This curriculum must be designed to holistically develop students' potential so they can become individuals of faith, morality, and noble ethics.¹¹

The curriculum arrangement v.¹²

Following the development of education, the curriculum, which was initially seen as a collection of subjects, then changed its meaning to a collection of all activities or all learning experiences given to students to achieve educational goals and be within the responsibility of the school, more specifically the expected learning outcomes. From some of the definitions above, the definition of curriculum is not limited to the fields of study and the learning activities. Still, it includes everything that affects students'

⁸ Syamsul Huda Rohmadi, *Islamic Education Curriculum Development* (Yogyakarta: Araska, 2012).

⁹ Zainal Arifin, *Islamic Education Curriculum Development Management* (Yogyakarta: UIN Press, 2018).

¹⁰ Muhammad Muttaqin, "The Concept of Islamic Education Curriculum," *TAUJUH: Journal of Islamic Education* 3, no. 1

(2021): 1-16, <https://doi.org/10.53649/taujih.v3i1.88>.

¹¹ Noorzanah, "Curriculum in Islamic Education," *Ittihad Journal of Kopertais Region XI Kalimantan* 15, no. 28 (2019): 68-74.

¹² Sya'roni Hasan, "Development of an Integrated Islamic Religious Education Curriculum in Schools," *Al-Ibrah Journal* 2, no. 1 (2013): 60-87.

development and personal formation following the educational goals to be achieved.

The curriculum should be considered an educational tool since it serves to achieve academic goals.¹³ The curriculum has important components and supports that can be used effectively. These parts are called components that are interrelated with each other, interacting to achieve educational goals. The components of the curriculum include:

1. Curriculum objectives are the overall goals of the school and the goals for each field of study.
2. Curriculum Content: The curriculum consists of learning materials programmed and adjusted to the educational goals set.
3. Facilities and Infrastructure Media, namely curriculum media, is a learning tool used to describe the curriculum and help students understand it.
4. Curriculum strategies refer to the learning approaches, methods, and teaching techniques.
5. The Learning Process: This component is essential because it hopes that changes in students' behavior will occur during the learning process, which will indicate the success of implementing the curriculum.

6. Evaluation: With this evaluation, how far are the curriculum goals achieved?

1. Competency Curriculum

A curriculum is a plan to achieve learning success that includes a plan related to goals, what to learn, and the results of learning.¹⁴ Curriculum is a relationship between planning and experience that must be experienced by a student under the school's guidance¹⁵. This definition describes the definition of curriculum in the technical sense of education, namely determining what to develop, what model should be used, and how a document should be created. Competence can be defined as a person's ability to perform a job (performance) that must be done by predetermined conditions and meet predetermined standards.¹⁶ A competency curriculum emphasizes improving students' ability to complete tasks by specific achievement standards. The purpose of this curriculum is for students to consider themselves to master a particular set of competencies. This curriculum can encourage students' responsibility and participation in learning to assess and influence general policies and dare to participate in various community and school activities. The competency curriculum is designed to improve students'

¹³ Yudi Chandra et al., "Curriculum Concepts and Islamic Education Curriculum," *Journal of MUDARRISUNA* 10 (2020).

¹⁴ Dewi Fitriani et al., "Curriculum Innovation: Concept, Characteristics and Implementation of Competency-Based Curriculum (KBK)," *Journal of Chemical*

Information and Modeling 53, no. 9 (2013): 1689–99, <https://doi.org/10.17467/jdi.v4i1.666>.

¹⁵ Muhammad Muttaqin, "The Concept of Islamic Education Curriculum," *TAUJIH: Journal of Islamic Education* 3 (2021).

¹⁶ (M.Rifai, 2020)

knowledge, understanding, abilities, values, attitudes, and interests so that they can perform tasks precisely, precisely, and successfully. This curriculum focuses on students acquiring specific competencies. Therefore, this curriculum includes a wide range of competencies and learning objectives to measure achievement through student behavior or skills.¹⁷ Competency-based curriculum requires high-quality teacher collaboration to improve the quality of education.¹⁸

1. Characteristics of the Competency Curriculum
According to the National Department of Education, the competency-based curriculum has the following features:

1. Emphasizing the achievement of students' abilities both individually and classically.
1. Oriented to learning outcomes (*learning outcomes*) and diversity.
2. Delivery in learning uses a variety of approaches and methods
3. Learning resources are not only teachers but also other learning resources that meet educational elements.
4. Assessment emphasizes the learning process and outcomes to master or achieve a competency.

1. Principles of the Competency Curriculum

The competency curriculum should be based on the requirements of the competency standard, how

the learning experience is organized, and activities designed to develop and master the competency effectively. Thus, this curriculum can be adjusted to students' needs and individual potential, thereby improving the quality of learning and its results. Therefore, the creation of a competency-based curriculum must consider the following:

1. Emphasizing the achievement of students' abilities both individually and classically.
2. Oriented to learning outcomes (*learning outcomes*) and diversity.
3. Delivery in learning uses a variety of approaches and methods
4. Learning resources are not only teachers but also other learning resources that meet educational elements.
5. Assessment emphasizes the learning process and outcomes to master or achieve a competency.

1. **Competency Curriculum Model**

A competency-based curriculum is a curriculum approach that emphasizes the development of competency abilities in tasks with specific standards. The results will be shown by students as mastery of knowledge, abilities, attitudes, and interests consisting of competencies, including the ability to perform tasks with full responsibility. There are many

¹⁷ Tjondro Sutanto, "Competency-Based Curriculum and Life Skills Education," *Journal of Masters of Science* 23 (2018).

¹⁸ Dwi Rahdiyanta, "Competency-Based Curriculum (KBK)," *An-Nur Journal* 5 (2016).

competency-based curriculum development models developed by experts that can be done with various Student-Centered Learning (SCL) learning methods, including:

1. Discussion is an active learning element and part of many SCL learning models. Students are asked to create small groups (5 to 10 people) to discuss materials provided by the teacher or materials obtained by the group members themselves.
2. Demonstration is a learning model incorporating real situations into the classroom. For example, in Islamic religious education, teachers tell students to practice funeral management. Thus, students can practice the management of corpses with actual concepts and processes in a simulated environment¹⁹
3. Discovery Learning is a learning method that focuses on using available information provided by teachers/lecturers and sought by students themselves to build knowledge through independent learning.
4. Independent Learning is a learning process based on individual students' initiative. Students themselves plan, implement, and assess learning experiences. Teachers only act as

- facilitators, giving direction, guidance, and confirmation of students' learning progress²⁰
5. Cooperative Learning is a group learning method designed by teachers to solve problems or do assignments. This group consists of several students with diverse academic abilities. This method is highly structured, with the teacher determining and controlling the formation of groups, the material discussed, the discussion steps, and the final product to be produced.
 6. Collaborative Learning is a learning method that focuses on student cooperation based on consensus built by group members.

1. Development of Curriculum Content

The development of Competency-Based Curriculum (KBK) in general and vocational education can be done in several ways, including²¹:

1. Improving the Quality of Education
Developing a competency-based curriculum (KBK) can improve the quality of education by creating professional and competent educators. KBK enables teachers to design effective learning strategies by focusing on specific,

¹⁹ Kharismasita et al., "Learning Models in Curriculum Based on Curriculum Competency to Improve the Quality of Education," *Scientific Journal of Wahana Pendidikan* 8 (2022).

²⁰ Jaja Suteja, "Learning Models in the KKNi Competency-Based Curriculum in Higher Education," *Edueksos 6 Journal* (2017).

²¹ Sitika et al., "Development of a Competency-Based Curriculum to Improve the Quality of How to Cite Education," *Scientific Journal of Wahana Pendidikan* 1 (2023).

- measurable essential competencies. 2. Skills and Expertise Development

Competency-based curriculum (KBK) has excellent potential to help students acquire the abilities and skills necessary to survive amid change, opposition, and uncertainty. KBK allows students to acquire critical, analytical, and solution-oriented thinking skills by focusing on developing specific and relevant competencies that meet the needs of industry and society.²²

3. Competency Mastery

The competency-based curriculum (KBK) focuses on mastering competencies or high-level thinking skills. Thus, students learn academic materials theoretically and are trained to apply their knowledge and skills in real-life situations.²³

4. A student-activated learning approach

The competency-based curriculum is an efficient learning approach for activating students. Learning methods such as discrepancies and inquiry allow students to participate actively in the learning process. Discrepancies-inquiries, for example, allow students to find and investigate information

- independently, improving their critical and analytical abilities.²⁴

5. Total learning

The competency-based curriculum is a holistic learning approach, covering interrelated aspects that interact dynamically. From upstream to downstream, the curriculum focuses on theoretical knowledge and developing skills and attitudes relevant to society's needs. It starts at the initial stage, namely curriculum planning and development, and continues through implementation and evaluation.

1. Preparation of KBK Design

The curriculum design suitable for educators with an Islamic background must strengthen its religious aspects, which are sourced from the Qur'an, as-Sunnah, to increase faith and piety to Allah and improve morals so that it can be used as an example for students.²⁵ Competency-based Islamic Religious Education (PAI) involves many vital processes and considerations. Some of the elements to consider are as follows:

1. Basic Competencies

KBK PAI must be determined based on the essential competencies to be achieved, such as spiritual, moral, and social

²² Pitiadani Br. Tarigan, "Pengertian Kompetensi Guru," *Journal of Chemical Information and Modeling* 53 (2013).

²³ Nana Syaodih Sukmadinata, "Competency Development in General Education," *Journal of Curriculum Innovation* 1 (2021).

²⁴ Ibid.

²⁵ Zakariyah et al., "Analysis of the Curriculum Model of Islamic Religious Education in the 21st Century," *At-Ta'dib: Scientific Journal of Islamic Religious Education Study Program* 3 (2022).

competencies. Islamic education aims to produce faithful, devout, and noble Muslim students, so these competencies must be relevant to this goal.²⁶

1. Learning Strategies

Effective learning strategies for KBK PAI include contextual learning, cooperative learning, lectures, discussions, recitations, and demonstrations. These strategies must increase student activity and facilitate the development of student potential.

2. Valuation

Assessment in KBK PAI focuses not only on the final result but also on the learning process. A frequently used form of assessment is a portfolio, which allows teachers to assess student progress continuously.

3. Integration with Social Conditions

The development of the PAI curriculum must consider social conditions and community needs. This includes teaching behavior and feelings towards mustad'afin circles and addressing social issues such as gender injustice and inter-ethnic disputes.²⁷

5. Conclusion

The Competency-Based Curriculum (KBK) is an educational approach that emphasizes developing students' abilities to achieve specific competency standards. KBK includes a list of subjects and reflects the learning experience needed to form individuals of faith and noble character.

A curriculum that combines knowledge, skills, and values (KBK) is hoped to improve the quality of education and be relevant to society's needs. The main components of KBK include curriculum objectives, content, media, learning strategies, learning processes, and evaluations. All of these components are interconnected to achieve optimal learning outcomes.

In the context of Islamic Religious Education (PAI), the design of KBK must consider relevant essential competencies, varied learning strategies, and assessments that focus on process and results. Integration with social conditions is also critical so that the curriculum can address today's society's challenges and needs. Students can develop critical and analytical thinking skills and apply Islamic teachings daily with this approach [].

Reference

Abrori dkk. "Konsep Pengembangan Kurikulum PAI Berbasis Kompetensi Perspektif Muhaimin Di Perguruan Tinggi Agama Islam." *Indonesian Journal of Educational Management and Leadership* 1 (2023).

Asy'ari, A., Hamami, T. "Strategi Pengembangan Kurikulum Menghadapi Tuntutan Kompetensi Abad 21. IQ (Ilmu Al-Qur'an)." *Jurnal Pendidikan*

²⁶ (Journal of Religion, 2024)

²⁷ Abrori et al., "The Concept of PAI Curriculum Development Based on

Muhaimin's Perspective Competency in Islamic Religious Universities."

Islam 3 (2020).

- Efendi, Pitri Maharani, Tatang Muhtar, and Yusuf Tri Herlambang. "Relevansi Kurikulum Merdeka Dengan Konsepsi Ki Hadjar Dewantara: Studi Kritis Dalam Perspektif Filosofis-Pedagogis." *Jurnal Elementaria Edukasia* 6, no. 2 (2023): 548–61. <https://doi.org/10.31949/jee.v6i2.5487>.
- Fitriani, Dewi, Aini Rindiani, Qiqi Yuliati, and Mohmad Erhafiana. "Inovasi Kurikulum: Konsep, Karakteristik Dan Implementasi Kurikulum Berbasis Kompetensi (KBK)." *Journal of Chemical Information and Modeling* 53, no. 9 (2013): 1689–99. <https://doi.org/10.17467/jdi.v4i1.666>.
- Fitroh. "Pengembangan Kurikulum Berbasis Kompetensi Dan Strategi Pencapaian, UIN Syarif Hidayatullah Jakarta." *Jurnal Sistem Informasi* 4 (2011).
- Has, Amirudin Hamzah, and Muhammad Imam KHaudli. "Solusi Inovatif Dalam Transformasi Pemasaran Pendidikam Islam: Strategi Pengembangan Kurikulum Berbasis Kompetensi" 1, no. 6 (2024): 459–68.
- Hasan, Sya'roni. "Pengembangan Kurikulum Pendidikan Agama Islam Terpadu Di Sekolah." *Jurnal Al-Ibrah* 2, no. 1 (2013): 60–87.
- Huda Rohmadi, Syamsul. *Pengembangan Kurikulum Pendidikan Islam*. Yogyakarta: Araska, 2012.
- Ibrahim, Maulana Malik. "Pengembangan Kurikulum PAI Berbasis Kemajemukan" 3, no. 2 (2019): 149–55.
- Kharismasita dkk. "Model-Model Pembelajaran Dalam Kurikulum Berbasis Kompetensi Kurikulum Untuk Meningkatkan Kualitas Pendidikan." *Jurnal Ilmiah Wahana Pendidikan* 8 (2022).
- M.Rifai. "KURIKULUM BERBASIS KOMPETENSI (Konsep Dasar Dan Implementasi)." *Jurnal Pendidikan Islam* 2 (2020).
- Muhammad Muttaqin. "Konsep Kurikulum Pendidikan Islam." *TAUJIH: Jurnal Pendidikan Islam* 3, no. 1 (2021): 1–16. <https://doi.org/10.53649/taujih.v3i1.88>.
- Muttaqin, Muhammad. "Konsep Kurikulum Pendidikan Islam." *TAUJIH: Jurnal Pendidikan Islam* 3 (2021).
- Noorzanah. "Kurikulum Dalam Pendidikan Islam." *Ittihad Jurnal Kopertais Wilayah XI Kalimantan* 15, no. 28 (2019): 68–74.
- Rahdiyanta, Dwi. "Kurikulum Berbasis Kompetensi (KBK)." *Jurnal An-Nur* 5 (2016).
- Sari, Milya. "Penelitian Kepustakaan (Library Research) Dalam Penelitian Pendidikan IPA," 2020, 41–53.

- Sitika dkk. "Pengembangan Kurikulum Berbasis Kompetensi Untuk Meningkatkan Kualitas Pendidikan How to Cite." *Jurnal Ilmiah Wahana Pendidikan* 1 (2023).
- Sukmadinata, Nana Syaodih. "Pengembangan Kompetensi Pada Pendidikan Umum." *Jurnal Inovasi Kurikulum* 1 (2021).
- Sutanto, Tjondro. "Kurikulum Berbasis Kompetensi Dan Pendidikan Kecakapan Hidup." *Jurnal Magister Scientiae* 23 (2018).
- Suteja, Jaja. "Model-Model Pembelajaran Dalam Kurikulum Berbasis Kompetensi Kkni Di Perguruan Tinggi." *Jurnal Edueksos* 6 (2017).
- Tarigan, Pitiadani Br. "Pengertian Kompetensi Guru." *Journal of Chemical Information and Modeling* 53 (2013).
- Yudi Chandra dkk. "Konsep Kurikulum Dan Kurikulum Pendidikan Islam." *Jurnal MUDARRISUNA* 10 (2020).
- Zainal Arifin. *Manajemen Pengembangan Kurikulum Pendidikan Islam*. Yogyakarta: UIN Press, 2018.
- Zakariyah dkk. "Analisis Model Kurikulum Pendidikan Agama Islam Di Abad 21." *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam* 3 (2022).