The Development Model of Islamic Religious Education Based on *Imtaq* Curriculum at SMU 1 Padang Panjang

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Abstract. The fact shows that PAI teachers at SMAN Number I in Pandang Panjang implemented their teaching with an PAI learning approach with a character strengthening-based curriculum on the basis of Imtaq. and religious character. The method used in this study uses a qualitative descriptive method. The subjects of the research were Islamic education teachers. Based on data, the results of the research are in the form of the implementation of the PAI learning curriculum which is carried out with the PAI learning model (three in one) 3 implementation in one education concept, namely educating, teaching and training.

Keywords: Islamic religious education; imtaq; curriculum

1 Introduction

According to the Regulation of the Minister of National Education No. 22 of 2006 concerning the standard of the content of national education, the group of religious subjects and noble character is intended to shape students into human beings who believe and fear God Almighty and have noble character. So the objectives of religious education at the MA/SLTA level include: 1) The growth of faith and piety by having the ability to read and write the Qur'an and worship practices with their own awareness and uniqueness. 2) Have ethics. 3) Have good reasoning; 4) Have the ability to communicate socially and 4) Can take care of himself. Various research results on the problems of PAI in schools so far have found that one of the factors is that the implementation of religious education tends to be mostly worked on in terms of teaching or methodological didactics. As educators, teachers are tasked with educating students, which means that teachers are tasked with providing examples, guidance, instructions and examples that can be applied or imitated by students.

Since the last few years, SMA 1 Padang Panjang has implemented the concept of learning Islamic religious education based on Imtaq, with three integrated learning activities (*three in one*). Namely; teach, educate and train. Based on interviews and profile documents of SMA I provided by the Curriculum Representative, Background of the Establishment of SMA I, as follows: 1) Mutual agreement between the Ministry of Education and Culture, Ministry of Religion and the Governor of KDH TK I West Sumatra; 2) Input from the Mayor of Padang Panjang, the Head of Education and Culture and other relevant agencies, as well as the public

who view that the existence of a superior high school at this time is very much needed to face future challenges; 3) Notification letter from the Dikmenum Division of the West Sumatra Ministry of Education and Culture Regional Office regarding the bookkeeping of superior schools at the regional level Number. 1497 / I.03.07/ MN/1997 dated June 17, 1997 along with the implementation instructions; 4) Terms of decision Ka. Regional Office of the Ministry of Education and Culture, Prop. West Sumatra No. 0603/ 08/ MN/1997 concerning the determination of Padang Panjang 1 Senior High School as the Superior High School of West Sumatra. The vision of SMA Negeri I Padang Panjang is: "International Standard with a Religious Spirit and Competitive". To achieve the vision and mission, the objectives (medium term) of SMA Negeri I Padangpanjang are described as follows: 1) Develop a school culture with Islamic character

2 Results and Discussion

To see the implementation model of curriculum development, it is explained as follows: There are several models of PAI Learning Development at SMAN 1 Padang Panjang.

2.1 Mentoring Activities

Mentoring learning is directly guided by PAI teachers (ustadz/ustadzah) through study groups, which are usually carried out by mentors (as mentors) teaching PAI materials. PAI materials provided by mentors, usually initial materials; Dominated by monotheistic materials.

2.2 Parenting Activities (Parenting)

This learning is usually done after completing monitoring learning. The implementation of this learning is divided into respective religious disciplines; such as the tahfiz qur'an group, the Arabic language group, the worship fiqh group, the sirah nabawiyah group and the Islamic world/ social group.
1) Implementation of tahfiz Qur'an
The information that researchers get is that on average, at the end of the third year of high school, the average number of children (students) who are in the dormitory, are able to memorize the Qur'an an average of 2 to 4 juz with the following details: Male students in class III (year of graduation 2019); From about 120 students with qualifications in this table:

Table 1. Qualifications of Male Students Who Memorize the Qur'an

3 Juz	4 Juz	5 Juz	10 Juz
30 %	70 %	88　%	2　%

2) Mosque/Mushalla Imam Training

The mosque's imam development program, as informed by the PAI teacher, is dominated by children living in dormitories.

3) Friday Preaching

The Friday preacher coaching program is only attended by third grade students, but all students are not only from dormitory students, but also students outside the dormitory.

4) Implementation of Islamic Art.

This Islamic art program is Khat (Calligraphy) and Islamic songs (Nasyid), this program is carried out by bringing in teachers/ustadz from outside.

5) Da'wah Camp

This activity is carried out every 6 months, (beginning of the year and the end of the semester break) among the activities are:

a. Material introduction to God through Islam (Tawhid) the basics of faith and belief.
b. Familiarize discipline through leadership exercises by mentadabburi verses of the Koran.
c. Ta'aruf material (friendship to fellow students and teachers)
d. Closing, results of interviews (Hendrison, Spd, et al). Team Imtaq SMU 1 Padang Panjang.

3 Conclusion

The development of the PAI Curriculum at SMU I Padang Panjang is based on the vision and mission of the SMU I Padang Panjang education unit "International Standard with a Religious Spirit and Competitiveness", Therefore the development of the PAI program or curriculum at SMU I is in line with or following the vision of SMU I Padangpanjang. The development of the PAI curriculum with the Islamic boarding school or madrasa model as a typical Indonesian educational institution consisting of coaching in dormitories, extra-religious activities, and da'wah camp activities. These activities are carried out in a flexible and structured manner outside of class hours, such as tahfidz activities, Friday sermon exercises, mosque imams etc.

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