THE ROLE OF TEACHERS IN THE DEVELOPMENT OF ISLAMIC RELIGIOUS EDUCATION (PAI) CURRICULUM IN PUBLIC JUNIOR HIGH SCHOOLS

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Abstrak.

This article discusses the important role of Islamic Religious Education (PAI) teachers in developing the PAI curriculum at SMPN 4 Sangkuriman-Tanah Grogot. The article highlights the need for teachers to design a curriculum that meets national education standards and student needs. The article also emphasizes the importance of balancing religious and contemporary aspects in the curriculum. Teachers can identify student needs by observing and interviewing students, parents, and fellow teachers. Evaluating student learning outcomes is also crucial to ensure that the curriculum meets student needs. The article cites several studies that explore the role of PAI teachers in improving student motivation, building student character, and increasing teacher professionalism. These studies provide valuable insights into best practices for developing the PAI curriculum at SMPN 4 Sangkuriman-Tanah Grogot.

Kata Kunci: Teacher's Role, Curriculum, Islamic Education, Junior High School

PERAN GURU DALAM PENGEMBANGAN KURIKULUM PENDIDIKAN AGAMA ISLAM (PAI) DI SEKOLAH MENENGAH PERTAMA NEGERI

Abstract. Artikel ini membahas peran penting guru Pendidikan Agama Islam (PAI) dalam mengembangkan kurikulum PAI di SMPN 4 Sangkuriman-Tanah Grogot. Artikel ini menyoroti perlunya guru merancang kurikulum yang memenuhi standar pendidikan nasional dan kebutuhan siswa. Artikel tersebut juga menekankan pentingnya menyeimbangkan aspek agama dan aspek kontemporer dalam kurikulum. Guru dapat mengidentifikasi kebutuhan siswa dengan mengamati dan mewawancarai siswa, orang tua, dan sesama guru. Mengevaluasi hasil belajar siswa juga sangat penting untuk memastikan bahwa kurikulum memenuhi kebutuhan siswa. Artikel ini mengutip beberapa penelitian yang mengeksplorasi peran guru PAI dalam meningkatkan motivasi siswa, membangun karakter siswa, dan meningkatkan profesionalisme guru. Studi-studi ini memberikan wawasan yang berharga tentang praktik-praktik terbaik untuk mengembangkan kurikulum PAI di SMPN 4 Sangkuriman-Tanah Grogot.

Keywords: Peranan Guru, Kurikulum, Pendidikan Islam, SMP Negeri

I. INTRODICTION

The curriculum is a set of plans in the formal education process that will lead to realizing the desired educational goals. It is not surprising that the curriculum is always overhauled or reviewed to keep up with the development of science and the times. Therefore the curriculum must also always develop (Nisa Khoirun; 2018). Without a curriculum, the school will not be able to pursue a goal that will lead to the achievement of a common goal. The curriculum has been considered as a basic guideline in every learning process (Adiyono; 2022, Adiyono, et al; 2023). Therefore, the success or failure of the educational process, whether or not students are able to absorb learning material (Adiyono; 2021), whether or not educational goals are achieved all depend on the curriculum used (Nova, et al; 2021).

The success and failure of the education process can also be influenced by how a teacher directs the curriculum. Good teachers must necessarily develop themselves so that their competence as teachers increases, as well as their professionalism (Adiyono; 2022). For this reason, a teacher is certainly very important role in curriculum development, because without a teacher, the curriculum cannot be realized.

In a teaching and learning activity, it is necessary to have a facilitator, mediator, and the recipient of the message. The success or failure of a curriculum will clearly be determined by the quality and professionalism of a teacher (Maulida, L; 2021).

Basically, every school must contain these components because the teacher and curriculum are interrelated (Rahmawati, O et al; 2023, Mardhatillah, et al; 2022), this is because a school will not be able to run well if there is no one of them where every school must have goals that need to be achieved (Al Rashid, et al; 2023). One of the curricula in each state public school is the PAI curriculum, where the purpose of this PAI curriculum is a life guide based on Islamic religion. If in public schools this curriculum is usually implemented in two forms, namely Islamic Religious Education subjects and religious activities carried out by schools outside of subjects.

But as the times develop, especially since we have just entered a new era due to the plague that we have successfully passed together in 2 years, making education in Indonesia previously hampered and even new problems arise in it, so that in one school the teachers are confused to adjust the curriculum to the implementation of the learning process.

Because it is very difficult for teachers to direct and even supervise their students learning in the learning process which at that time was based online (Adiyono; a2023). There are so many difficulties experienced by teachers and a lack of interest in student learning (Kabariah, S et al; 2023), one of which is in directing students to form Islamic character in themselves (Julaiha, et al; 2023). For this reason, in this age that is free from covid-19, teachers must strive and direct again to their students (Adiyono; 2022, Wati,F et al; 2023) so that the PAI curriculum can develop in their students. It can be seen that the role of the teacher here will greatly affect a student if the teacher can work in professionalism (Musri, N; 2023, Ana Saraya, et al; 2023).

PAI teachers at SMPN 4 Sangkuriman have a very important role in developing PAI curriculum in accordance with national education standards and students' needs. To ensure that the PAI curriculum can cover religious and contemporary aspects in a balanced manner, PAI teachers at SMPN 4 must identify students' needs in developing the PAI curriculum. One of the ways that PAI teachers at SMPN 4 can identify students' needs is by conducting observations and interviews with students, parents, and fellow PAI teachers. In a study at SMPN 4 Pandeglang, researchers used observation, interview, and documentation methods to identify the role of parents and PAI teachers in developing students' self-control (Agus Hidayatullah, Ahmad Panji Ruhiyat; 2021). In addition, research at Madrasah Aliyah Husnul Khotimah, Kuningan Regency, West Java also identified the competency map of PAI teachers' professionalism through the implementation of the Continuous Professional Development (PKB) program which is carried out according to needs, gradually, and continuously to improve teacher professionalism (M. Nurdin; 2018).

Islamic Religious Education (PAI) plays a very important role in shaping the character and religious values of students in Indonesia. PAI teachers at SMPN 4 Sangkuriman have a great responsibility in developing PAI curriculum in accordance with national education standards and students' needs. A good PAI curriculum should be able to cover religious and contemporary aspects in a balanced manner, so that students can understand and apply religious values in the context of daily life (Ana Satia, et al; 2023). In developing the PAI curriculum at SMPN 4 Sangkuriman, PAI teachers need to identify students' needs so that the curriculum can be designed appropriately and relevantly. Identifying students' needs is an important step to understand students' characteristics, interests, and expectations of PAI subjects. Thus, PAI teachers can adapt the curriculum to be more responsive to students' needs.

One of the ways that PAI teachers at SMPN 4 Sangkuriman can identify students' needs is by conducting observations and interviews with students, parents, and fellow PAI teachers. Through observation, teachers can observe students' behavior, interests, and needs in PAI learning. Meanwhile, interviews with students, parents, and PAI co-teachers can provide further insight into expectations and input related to the PAI curriculum. To provide a concrete example of identifying students' needs in PAI curriculum

development, research at SMPN 4 Pandeglang can be a reference. In the study, researchers used observation, interview, and documentation methods to identify the role of parents and PAI teachers in developing students' self-control. These methods can provide useful information for PAI teachers at SMPN 4 Sangkuriman to explore information about student needs and design relevant PAI curriculum.

Thus, the approach of identifying students' needs through observations and interviews can be an important first step for PAI teachers at SMPN 4 Sangkuriman in developing a responsive and effective PAI curriculum. In this context, the research at SMPN 4 Pandeglang contributes valuable knowledge about the roles of parents and PAI teachers in developing students' self-control, which can serve as best practice guidelines in developing a relevant and useful PAI curriculum.

II. RESEARCH METHODOLOGY

The research method used in this article is descriptive qualitative with a case study approach at SMPN 4 Sangkuriman Tanah Grogot. Data were obtained through interviews, observations, and documentation. The research samples were PAI teachers at SMPN 4 Sangkuriman Tanah Grogot and students involved in PAI curriculum development. Data were analyzed using data reduction, data presentation, verification, and conclusion drawing techniques. This article also refers to several studies related to the role of PAI teachers in increasing students' learning motivation, fostering students' morals, and improving the professionalism competence of PAI teachers. These studies provide valuable insights into the best practices for developing the PAI curriculum at SMPN 4 Sangkuriman Tanah Grogot. In addition, other studies using interview, observation, and documentation methods can be an additional reference to identify students' needs in PAI curriculum development, such as research at SMPN 4 Prambanan that identified problems in the implementation of online-based PAI learning assessment (M. Yusuf; 2021). Data were analyzed using data reduction, data presentation, verification, and conclusion drawing techniques. The data were obtained through interviews, observation, and documentation, and the research sample consisted of PAI teachers at SMPN 4 Sangkuriman Tanah Grogot and students involved in PAI curriculum development. The article also refers to several researchers.

III. RESULT AND DISCUSSION

PAI Curriculum Development

According to Al-Syaibani's thoughts on the curriculum or called the manhaj, the curriculum literally means the bright path traveled by humans in various fields of life (Sya'bani; 2018). The curriculum can be likened to the distance that must be traveled in a running race. In a running race, the start starts from a place that points to the starting point and ends at the finish line as the end point. In Latin it is called Curricula which means a path taken in a race. Curriculum, in Greek, is a concept used in sports. Curere means the distance to be traveled or the place to race. Curir means runner. Curriculum means the distance that must be traveled by the runner (Nana

Sujana, 1991: 4 and Subandijah, 1996: 1). Thus the curriculum is likened again to the various subjects taken by students to get a diploma.

While PAI is called the PAI curriculum why it is said that way because in the school's goal this PAI curriculum can be in the form of subjects and in the form of Islamic activities that are still in the realm of the school. The goal is none other than to correct the lack of direction to students regarding Islam. Because without the teachings of Islam in a school, the students will be lost and undirected. While the school's goal is to make its students become graduates who can bring Islamic provisions so that they can be implemented in the lives of their community so that this school can be recognized by the community as well. Therefore, each school strives for the existence of PAI curriculum for the sake of even guided students who will become academic people. For that the role of the teacher to guide it is what will change the students gradually. Not all but there must be some students who will remain obedient to a good and firm teacher.

A culmination of the success of the curriculum largely lies with a teacher in implementing the curriculum itself. Teachers in schools must be fully responsible for the implementation of the curriculum, both as a whole and the task of delivering subjects in accordance with the agenda or program prepared by the curriculum. Teachers are the most important part in implementing the curriculum, because with the ability of a teacher in mastering each material taught will greatly impact on improving the quality and quality of students in schools. However, usually the curriculum can be one of the factors that are often used as a decline in education measures such as a curriculum that is too dense, not in accordance with the needs of students, the amount of material that must be mastered by students, and the unpreparedness of a teacher in providing teaching due to lack of competence and capacity so that there is no mental readiness. One of the treatments in solving curriculum problems is the competency-based development of the Islamic Religious Education (PAI) curriculum because this is an important part of the overall educational activity. The purpose of the development of the Islamic Religious Education curriculum is not only to provide knowledge but also to provide students with moral values, the value of faith, the value of obedience, the value of obedience, the value of love, the value of brotherhood, and others as well.

In optimizing teachers to be ready to teach professionally, a teacher must also attend trainings that can develop self-competence so that when in a teaching session the teacher is ready. For this reason, the principal's policy must be made so that teachers in each subject can upgrade themselves through training outside of school. Given that every change of education minister or the progress of science and technology is growing. Demanding a teacher must be able to develop also adjust the development of existing technology, because if a teacher still does not understand using technology, then the teacher can be left behind. Meanwhile, students today are more aware and understand how to use it.

The Role of Teachers in PAI Curriculum Development

Curriculum development has become an important task that must be carried out by all curriculum developers including teachers, at every level of the Education unit (Saputra Mizwar, 2021). Not only teachers but also those who supervise teachers such as school supervisors, namely principals who are fully responsible for directing and assigning teachers to be able to develop themselves in a more advanced direction. This means that before this teacher figure goes down to the field to implement the existing curriculum, the role of the principal is to provide encouragement for teachers and even provide education so that this teacher is able to carry out his duties as a teacher. And the principal also acts as a leader in a school, who is in charge of deciding policies.

There are 4 roles that teachers must have in the development of PAI curriculum, namely as implementers, developers, adapters, and researchers.

The role of teachers as curriculum implementers in this position is to carry out the learning process in accordance with the lesson plan, apply learning models that are in accordance with the subject matter and school environment, utilize learning media that are in accordance with the material and school conditions, create a pleasant learning environment, develop learning interactions (appropriate strategies, methods and techniques), manage the class well and in accordance with the available time allocation, and consult with the principal or supervisor to overcome the obstacles faced and help students' difficulties in the learning process.

The role of the teacher as a curriculum developer, the teacher is authorized to design the curriculum in each subject and outside of the subject. As in the PAI curriculum, teachers can design in terms of syllabus development and lesson plans or lesson plans in each subject and local content. PAI teachers at SMPN 4 ensure that the PAI curriculum can cover religious and contemporary aspects in a balanced manner by doing several things, among others:

1) *Developing a PAI curriculum that covers religious and contemporary aspects in a balanced manner.*
2) *Developing teaching materials in accordance with the PAI curriculum that includes religious and contemporary aspects in a balanced manner.*
3) *Implementing learning methods in accordance with the PAI curriculum that includes religious and contemporary aspects in a balanced manner.*
4) *Evaluating student learning outcomes to ensure that religious and contemporary aspects are covered in a balanced manner in the PAI curriculum.*
5) *Innovating in online-based PAI learning assessment to ensure that religious and contemporary aspects are covered equally in the PAI curriculum.*

PAI teachers in SMPN 4 can also gain inspiration from the experiences of PAI teachers in other schools, such as PAI teachers in SMPN 1 Tanah Grogot who play an active role in fostering student behavior in all aspects of school activities, especially religious activities. In addition, PAI teachers at SMPN 2 Tanah Grogot also play a role in increasing students' learning motivation by providing insight, direction, and enthusiasm in learning activities.

The role of teachers as curriculum harmonizers, teachers are authorized to adjust the curriculum to the

characteristics of the school and local needs, especially the needs of students and the region. Only then do they design the school curriculum according to the needs of the school and local community. For example, PAI teachers in their teaching about being a reader of the Qur'an and prayer can be applied in the community and also during important events at school. Such as when the community needs someone to read prayers in their events, or in school events such as flag ceremonies, school events, or Qur'an readers in annual activities such as Maulidan, Isra Mi'raj.

The next role of teachers as researchers, teachers have the responsibility of testing various components of the curriculum, for example testing curriculum materials, testing program effectiveness, testing learning strategies or models and so on, including collecting data on student success in achieving curriculum targets. The methods used by teachers in researching the curriculum are classroom action research (PTK) and lesson study. PTK is a research method that departs from the problems faced by teachers in implementing the curriculum. Through PTK, teachers take the initiative to conduct research as well as carry out actions to solve the problems faced.

The world of education in Indonesia has undergone several curriculum changes. This does not mean changing the Minister of Education the curriculum must also change, not like that either, but the curriculum must always change according to the demands of the times such as advances in science and technology (Science and Technology). So that teachers need to develop themselves also in a more advanced direction to see the conditions of science and technology that are also increasingly advanced, because if the teacher is not able to balance the demands of the Age, then he will be left behind by the Age while students are now better at using technology. That's why the curriculum is changed because it also answers as a solution to the problem of the demands of an increasingly developing era.

Teachers have a very important role in developing the Islamic Religious Education (PAI) curriculum at SMPN 4. PAI teachers are responsible for developing the PAI curriculum in accordance with national education standards and student needs. Here are some of the roles of teachers in the development of PAI curriculum at SMPN 4:

1) *Designing the PAI curriculum in accordance with the national standards of education and students' needs. PAI teachers must understand the national standards of education and the needs of students to design an effective and efficient PAI curriculum.*
2) *Developing teaching materials in accordance with the PAI curriculum. PAI teachers must be able to develop teaching materials that are in accordance with the PAI curriculum and can facilitate students in understanding the teaching materials.*
3) *Implementing learning methods that are in accordance with the PAI curriculum. PAI teachers must be able to apply learning methods that are in accordance with the PAI curriculum and can facilitate students in understanding the teaching materials.*

4) *Evaluating student learning outcomes. PAI teachers must be able to evaluate student learning outcomes objectively and provide constructive feedback to improve student learning outcomes.*
5) *Improving self-competence. PAI teachers must continue to improve their competence in accordance with the development of the digital era.*

Principal's Opinion on the Development of PAI Curriculum at SMPN 4

On this occasion in the research we conducted based on the results of interviews with the Principal of SMPN 4 Sangkuriman in Tanah Grogot. Mr. Suyono, S.Pd in the PAI Curriculum Development course, Mr. Suyono stated that "In the development of the PAI Curriculum at SMPN 4, it is still in the process of development because the school has just been able to re-effective its curriculum after the covid-19 disaster subsided for 2 years". This school also temporarily uses two curricula, namely in class VII already using the independent curriculum while for classes VIII and IX still use the old curriculum, namely K13. However, the agency will soon make this school an independent curriculum as a whole in the new school year, 2023-2024.

The reason why classes VIII and IX are still using the old curriculum is because the school is required to continue to complete the 2013 curriculum first, while class VII is already using the independent curriculum is to make updates, refreshments, improvements for students who were previously affected by the covid-19 outbreak. This is done so that students can absorb lessons well again. Because looking at the previous conditions when covid-19 hit with a long period of time made a lot of students not study, so finally for class VII using an independent curriculum.

Both of these school curricula also include the PAI (Islamic Religious Education) curriculum, which is important to be supervised by the principal with teacher teaching and upbringing that makes students build their Islamic character. The role of a principal is very important in the development of the PAI curriculum itself, because without the approval and cooperation of the principal with the teachers in it, this curriculum is unlikely to run well. The role of the principal in the development of the curriculum in this school also continues to supervise teachers regarding lesson plans and conditioning what is needed to be made by each teacher. In order to adjust whether it is in accordance with the existing independent curriculum and can process towards the independent curriculum as a whole.

In this school there is a policy that the principal makes for teachers, so that the PAI curriculum in this school can be developed not only from within the curriculum but also from outside the curriculum by adjusting the situation and conditions in place. This is in line with the opinion of Saylor and Alexander, who say that the curriculum is not just a number of subjects, but also includes all the efforts of educational institutions to achieve the desired goals, whether these efforts are carried out in the school environment or outside the school (Nisa Khoirun, 2020). Like this school can develop the curriculum either reducing or adding something to the curriculum according to the situation of the region and

its students while still following the provisions of the center. However, due to the covid-19 that hit this school, this school lacks manpower in accordance with its field so that this school in each lesson is still not sufficient for teachers in each other subject and it is understood by the school, because considering that if you have to wait for new teachers, these students can be neglected or lost without a teacher who teaches, so that existing teachers will be used as an option to still be able to teach professionally even though it is different from the bachelor's degree taken by the teacher. It's like saying no rattan, no roots. Even though there is no teacher who is suitable for the subject, the school will still be able to teach professionally even though it is different from the bachelor's degree taken by the teacher.

The teaching of Islamic Religious Education in this school is also carried out not only to fulfill the curriculum but also it is absolute that Islamic Religious Education is able to be developed for the needs of students in shaping them into moral people. Because without Islamic Religious Education in a school, the values of Islamic teachings are not visible in school. In fact, there may be no one who will become a person who is able to bring his provision of worship in his personal life. The teaching of Islamic Religious Education is also very important and not only in classroom teaching, but also outside the classroom such as Imtaq (Iman and Taqwa) which is a routine religious activity every week for the purpose of adding skills or talents that might be developed, for example, being a host, prayer reader, Al-Qur'an reader, even a kultum material filler, so that if one day they have left the school they are able to implement or develop their talents in their respective areas. In this school there are also trainings through extracurricular activities such as tambourine or habsyi training, reading the Qur'an, writing calligraphy and many more.

At SMPN 4, the role of the Islamic Education teacher is in accordance with the required teacher specifications and the teacher has also been certified. So that in the development of Islamic Religious Education this PAI teacher is clearly very important. In the development of the PAI curriculum, there must also be cooperation between the principal and the PAI teacher, where the principal will frankly call each teacher to come to him to discuss what the teacher has developed or what material has been taught, so that a principal does not just look at reports from the data but also tries to find out through small discussions. So that then it can provide evaluations for teachers who may need evaluation or suggestions that are constructive so that each subject such as Islamic Religious Education lessons can be developed properly.

In SMPN 4 Sangkuriman, teachers are required to be able to develop the existing curriculum outwards, in the sense that the teacher can make wings and the wings are the result of the developed curriculum, the wings in question are those that are not yet in the curriculum that a teacher can develop even from there the teacher also develops self-competence. For SMPN 4 students, there are still more or less those who have not been able to accept PAI lessons themselves due to 2 years of covid-19. Which has an impact on educational activities at SMPN 4 being hampered, as well as PAI lessons at SMPN 4, there are still some who do not understand PAI

lessons because at that time the learning that occurs cannot be supervised so that the direction process is limited as well as prayer, ablution, reading the Qur'an, etc. However, the teacher has tried as much as possible to understand the PAI lessons. However, the teacher has tried as much as possible to redirect by giving memorization assignments, then when there is a next lesson student are required to deposit the assigned memorization. Because according to the teachers, parents at home must still be lacking in supervising or being able to help the learning process for their children. So that the principal also assigns his PAI teacher to be able to give assignments that can be done by his students.

"The purpose of why a student is given the task of memorizing, even taught to read the Qur'an and also taught to be an Imam is so that later when one day the child has left or graduated from SMPN 4 it can bring what he has learned to his place of origin or when returning to continue his schooling to a higher level".

This SMPN 4 school has also made efforts to achieve the teachers' desire to produce the best graduates. Although teachers are also still in the process of developing themselves in a better direction. Given the covid-19 case that hinders the educational goal itself, SMPN 4 is trying hard to find ways to also be able to restore students who are motivated to learn and tearahkan. Even in the PAI subject itself.

According to the principal of SMPN 4, the role of a good teacher in the development of the PAI curriculum is:

1) *Can develop the existing curriculum outward, but still in accordance with the provisions of the center by adjusting the conditions and environmental situation of the students.*
2) *They must follow a learning training group called MGMP (Subject Teacher Work Conference) so that from the deliberation activities the teachers can provide ideas in developing the curriculum and can develop their professional competence.*

The Role of Islamic Education Teachers in Islamic Education Curriculum Development at SMPN 4 Sangkuriman

In our research during an interview with an Islamic Religious Education teacher at SMPN 4 Sangkuriman Tanah Grogot. Mr. M. Asrofin, S. PdI said "that a good teacher will be a role model for his students, for example, the PAI teacher must already be in the mushola before the adhan dzuhur". This statement will prove that students will be encouraged if someone starts. It is from a teacher that students will follow, because junior high school students still have a mindset that wants to find their identity. Where students will try ATM (Observe, Imitate, & Modify). It is from the child's perspective that they can implement it, and can also be influenced by other things such as their friends. The role of PAI teachers is needed to teach and also educate. So PAI teachers are not just teaching theory but also educating it until the child does not know to know, then from not wanting to be willing. Therefore, the role of PAI teachers is also very big responsibility because from the opinion of the PAI teacher he said that it would be his business later which would be accounted for in the afterlife.

The first step taken when teaching by this PAI teacher is to pray together with students. This is very important considering that we are a Muslim, then also so that students are accustomed and do not forget to continue to ask the creator to launch the learning process carried out. In addition, another thing that is done is reading short surahs or repeating short surahs such as QS. At-Takasur until the completion of QS. An-Naas. what has been revealed in the interview;

"The first step taken when teaching by this PAI teacher is to pray together with students. This is very important considering that we are a Muslim, then also so that students are accustomed and do not forget to continue to ask the creator to launch the learning process carried out. In addition, another thing that is done is reading short surahs or repeating short surahs such as QS. At-Takasur until the completion of QS. An-Naas."

PAI teachers at SMPN 4 have also made lesson plans that do not make it difficult for students to remember because it is one of the requirements for carrying out learning for each student and later the desired goals can be achieved properly. The role of PAI teachers is very much needed for students at SMPN 4 because considering also that all are Muslim and so many efforts are made so that how the level of faith possessed by these students can increase and can do things according to what is taught in religion. The way teachers improve the development of the Islamic education curriculum is by attending trainings and one of them is participating in MGMP because that is where the forum for improving the quality of Islamic religious education is engraved, as well as other subjects that have to do with Islamic learning materials.

When wanting to teach in class, PAI teachers also experience various obstacles such as lack of cooperation between teachers, students with various types of characteristics that are difficult to manage, or even due to environmental factors that cause lack of fluency in reading the Qur'an and prayer recitations because there are indeed some students who at the previous time when the covid-19 outbreak hit teachers such as PAI teachers had difficulty supervising their learning process. Whereas the PAI teachers at SMPN 4 really want or focus so that these students can do these two things so that they can be applied in everyday life. PAI teachers really hope and believe that these students can understand and implement Islamic religious education in their daily lives.

The development of PAI curriculum in terms of subjects at SMPN 4 is like using a learning method that is favored by students is the classical method because this method aims to provide students with convenience, for example, the teacher fully controls the classroom, then the teacher will provide variations in the learning process such as varying the seating arrangement, between making a circle or facing each other which will make students not easily bored.

In this classical method the teacher plays an active role so that students are also active so the teacher must provide creative teaching so that a student can actively ask and answer. As for curriculum development outside of subjects at SMPN 4 on every Friday at the beginning of the month the school holds IMTAQ (faith and piety) by providing material about reading Al-Qur'an verses so that these students can read surahs such as Yasin, tahlil and so on. The method of the method used in PAI learning is adjusted to the curriculum that applies when the teacher teaches in class as well as in class VII using the independent curriculum then class VIII, and IX still using K13. In addition, teachers also see suitable methods used when they want to convey material to students in each subject.

The school's goal in teaching Islamic religious education is to produce a generation of faithful, pious, obedient to the commands of Allah SWT and how these students can benefit many people while at school and outside of school. In this case too, sometimes there are some children who are told to come forward in front of other students in the class to answer questions from their teachers and are given a score. When this method is done, these students will be more easily interested in learning at school such as reading the chapters of the Qur'an, usually if students learn alone it will be difficult to read and memorize it but if it is done together it will be done. Sometimes this also makes PAI teachers think that in teaching material related to religion, the responsibility is not only for the world but for the afterlife as well.

The creative thing that PAI teachers do in the development of their curriculum is in the form of memorization, which PAI teachers usually require students in one week to be able to memorize at least one verse in short surahs and one hadith in the learning material. The agenda carried out by PAI teachers is also very popular with their students because this is certainly one of the teachings that is easily applied so that it is in accordance with the development of the existing curriculum. PAI teachers at SMPN 4 can evaluate the effectiveness of PAI curriculum development based on student needs by objectively evaluating student learning outcomes and providing constructive feedback to improve student learning outcomes. In addition, PAI teachers at SMPN 4 can also innovate in online-based PAI learning assessment to ensure that religious and contemporary aspects are covered equally in the PAI curriculum.

The teachers also see many obstacles, namely where the students are not too fluent in reading the verses of the Qur'an so that the teacher's efforts in teaching through this surah students will slowly be able to understand to read it and even know the meaning of the verse repeatedly done until later in the end can understand the length and shortness of the letters so that the next day students can really memorize well and correctly even though not up to 50 percent are willing to do this.

PAI teachers also implement activities outside the subject that can be an example for students, namely requiring these students when dhuha prayer time and dhuhur prayer time has arrived, they must already be in the prayer room and the teacher also does the same thing before the students come the teacher must first be in the prayer room. Sometimes there are teachers who don't even do this so that their students think that this teacher cannot be a good example. Therefore, this is the importance for teachers who can make their students motivated in doing something that is commanded in religion.

IV. CONCLUSION

Islamic Religious Education (PAI) teachers have a very important role in developing the PAI curriculum at SMPN 4 Sangkuriman-Tanah Grogot. Teachers need to design a curriculum that meets national education standards and student needs. This shows the importance of accommodating students' needs in designing the PAI curriculum. The importance of balancing religious and contemporary aspects in the PAI curriculum is also highlighted in this article. This shows the need to integrate religious values with the reality of contemporary life in PAI learning. Teachers can identify students' needs by observing and interviewing students, parents, and fellow teachers. This shows the importance of involving various related parties in PAI curriculum development. Evaluating student learning outcomes is an important step in ensuring that the PAI curriculum meets students' needs. By conducting evaluations, teachers can evaluate the effectiveness of the curriculum and make necessary improvements. This article notes several studies that highlight the role of PAI teachers in increasing student motivation, building student character and improving teacher professionalism. It provides valuable insights into the best practices in PAI curriculum development at SMPN 4 Sangkuriman-Tanah Grogot. The importance of the PAI teacher's role in developing a curriculum that meets the needs of students, takes into account religious and contemporary aspects, and is based on the most recent research.

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