

Innovation of Curriculum Content Proportion in the Khilafah and Jihad Theme to Minimize Students' Exposure toward Radicalism

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Abstract

The content of the Islamic Education curriculum is concerned with the emergence of radical ideas, which is represented on the theme of the caliphate and jihad from Islamic Education learning. The purpose of this research is to analyze the content of the syllabus of the SKI curriculum with the theme of khilafah and jihad in the State Islamic High School (MAN) curriculum to find innovative solutions to the concerns of the Indonesian Ministry of Religious Affairs (MoRA) against radicalism, so it is necessary to research the content analysis of the content of the caliphate and jihad curriculum to minimize student exposure to radicalism in State Islamic High School (MAN) in Semarang. The data were analyzed using qualitative descriptive analysis. The results of this study indicate that: 1. The contents of radicalism values in State Islamic High School (MAN) identified in the theme of khilafah and jihad were not found 2. Reconstruction was not carried out because none of the content of the caliphate and jihad themes were found 3. Extra-curricular especially the agenda *Mabit* and spirituality have no potential for the emergence of radicalism and jihad or the formation of khilafah opinion, but individual teachers need to be aware of. 4. Analysis of descriptive content of the research syllabus is attached. It is recommended that officials within the Ministry of Religious Affairs (MoRA) of the Republic of Indonesia not be too Islamophobic to look at small symptoms to generalize about existing symptoms. This research is to be taken into consideration by the government before making decisions.

Keywords:

Khilafah and jihad themes, Radicalism, Islamic Education curriculum content, Fostering religious piety.

Biography

Ali Sunarso is a Lecturer in the Department of Primary Teacher Education, Faculty of Education, Universitas Negeri Semarang. Member of the association of Indonesian elementary school teacher education lecturers (HDPGSDI)

A. Busyairi Harits, was born in Situbondo, 5 January 1959. He was awarded with the title of young Bachelor in Arabic Program, Faculty of *Tarbiyah*, IAIN Sunan Ampel Cabang Jember 1980. He was studying Islamic studies in Pondok Pesantren As-Shiddiqi Putera Jember under the guidance of *al-Maghfurlah* KH Ahmad Shiddiq and Pondok Pesantren Tebuireng Jombang, since 1974-1981. In 1981-1982, he became a contract lecturer who taught "*Islamology*" subject

in Faculty of Social Science and Politics, Universitas Bondowoso (UNIBO). In 1982-1985, he continued his study in Faculty of Tarbiyah IAIN Walisongo Semarang and acquired the title of the best graduates in Religious Education Study Program. In 1987-1996, he worked as Islamic Education teacher in SMA Negeri 3 Semarang. Throughout his experience being a teacher, during 1994-1997, he became the Head of MGMP (*Musyawaharah Guru Mata Pelajaran*) or Subject Teacher Discussion Group for Islamic Education Subject in Central Java level, and also serve as the permanent lecturer in Faculty of Educational Science Universitas Negeri Semarang, and contract lecturer in Faculty of *Tarbiyah* UIN Walisongo. On 25 October 2003, he was awarded as best graduates in Graduate Program in IAIN Walisongo Semarang for Islamic Education concentration, with the thesis title of "*Ilmu Laduni dalam Perspektif Pendidikan Islam*". He is currently undergoing Doctoral Program in Management of Education Study Program, Universitas Negeri Semarang.

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Imam Shofwan is a Lecturer in the Department of Nonformal Education, Faculty of Education, Universitas Negeri Semarang, Indonesia. Besides, he also serves as the manager of 3 (three) journals (Journal of Nonformal Education with link <https://journal.unnes.ac.id/nju/index.php/jne>, The Journal of Social Sciences with link <https://medwelljournals.com/archive.php?jid=1818-5800>, Jurnal Edukasi with link <https://journal.unnes.ac.id/nju/index.php/edukasi>). Related to research focuses on learning strategies, learning management, and learning design. Also related to the membership that followed include Edurasia, Ikatan Akademisi Pendidikan Nonformal Indonesia (IKAPENFI).