

Planning, Implementation and Evaluation of Islamic Education Through a Love Based Curriculum in Madrasah

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Abstract

This study aims to analyze in depth the planning, implementation, and evaluation of the Love Based Curriculum (KBC) in madrasas, a strategic effort by the Ministry of Religious Affairs of the Republic of Indonesia (Kemenag RI) to instill holistic, humanistic, and religious character values. The KBC is based on the Five Love Principles, which integrate spirituality, humanity, and the environment into all educational activities. The research method used was a qualitative study with a descriptive-analytical approach to curriculum policies and case studies in several pilot madrasas. The results indicate that the KBC requires a shift in teachers' mindsets from a cognitive-administrative focus to a character-spiritual focus. Successful implementation is largely determined by synergy across four areas: intracurricular, co-curricular, extracurricular, and madrasah culture. Evaluation is conducted holistically through observation and reflection, going beyond traditional academic assessment. Keywords: Contemporary Review and Innovations in the Independent Curriculum

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Introduction

The challenges of globalization and moral degradation require religious educational institutions, especially madrasas, to not only excel in science and religion (Islam), but also be strong in character. The Love-Based Curriculum (KBC) is presented as a transformative solution designed to realize madrasas as a 'second home' that is safe, comfortable, inclusive, and full of compassion (Child-Friendly Madrasas). KBC emphasizes the internalization of the Five Loves as the main pillars of character formation: (1) Love for Allah and His Messenger, (2) Love for Self and Fellow Humans, (3) Love for Knowledge, (4) Love for the Environment, and (5) Love for the Nation and Homeland, in a series of teaching and learning activities.

In order to create students with Islamic character, not just a transfer of knowledge, the Ministry of Religion launched a love-based curriculum and there is a need for education on planning, implementation and evaluation of love-based curriculum education in madrasah.

The love-based curriculum arose from concerns about the humanitarian crisis and aims to shape a generation with faith, noble character, and a love for God, others, the environment, and the homeland. This approach focuses on the values of love, togetherness, harmony, and responsibility, and integrates spirituality as a foundation in every aspect of learning. This research examines how this framework translates from policy to practical practice.

Literature Review

The Love-Based Curriculum (KBC) is a transformative educational framework that places compassion, empathy, tolerance, and caring as the primary foundation of the entire learning process and curriculum development.

1. Philosophy and Core Values

KBC is grounded in the theories of Humanism and Existentialism, which view education as a process of humanizing human beings and encouraging students to achieve self-actualization.

Core Values	Explanation
Universal Compassion	The basis of interaction is based on mutual respect, regardless of background.
Empathy	The ability to sense and respond to the needs of others and the environment.
Tolerance and Harmony	Accepting and appreciating differences as part of the richness of life.
Holistic Balance	Developing the Cognitive (knowledge), Affective (character), and Psychomotor (skills) domains in a balanced manner.

1. Implementation

KBC is implemented through the integration of values into all subjects, not as an additional subject. Learning strategies utilize active, dialogic, and participatory methods (such as Project-Based Learning and case studies) to foster emotional engagement and student collaboration. Teachers act as role models and facilitators, creating a safe, supportive, and enjoyable learning environment. Material is aligned with humanitarian, social, and environmental issues to foster a sense of global responsibility.

2. Evaluation

KBC evaluation is holistic and authentic, focusing on both the end result and the process of character development:

- a. Character Assessment: Measures the internalization of love values through behavioral observation, peer assessment, and student reflection journals.
- b. Performance Assessment: Uses project-based assessments or case studies that require the ethical and responsible application of knowledge.
- c. Assessment Objective: Provides constructive formative feedback for character improvement and the learning process.

4. The main purpose

The ultimate goal of a love-based curriculum is to produce well-rounded individuals:

- a. Humanistic and Ethical: Possessing high emotional intelligence and being able to interact politely and wisely.
- b. Responsible: Ready to take on moral and social responsibilities in society.
- c. Competent: Able to apply knowledge and skills professionally, while remaining grounded in humanitarian values.

Research Method

The approach used by the researchers in this study is a qualitative descriptive approach. Qualitative research is research that produces descriptive data, namely by observing the speech or writing and behavior of the people being observed. This approach is expected to produce in-depth descriptions of the observable speech, writing, and behavior of an individual, group, community, and organization as the unit of analysis. Next, according to the observed context, the data obtained is recorded and analyzed.

Result

A. Love Base Curriculum Planning

Love-Based Curriculum Planning (KBC) is a transformative educational framework that places the values of compassion, empathy, tolerance, and caring as fundamental principles throughout the learning process. Its goal is to create individuals who are humanistic, empathetic, and wise, and contribute to a more peaceful, inclusive, and sustainable society. This curriculum in Indonesia, specifically under the Ministry of Religious Affairs, aims to focus not only on cognitive mastery but also on the balanced development of affective (character) and psychomotor (skills) aspects, integrated across various subjects.

The stages in love-based curriculum planning are as follows:

1. Identifying Student Needs
 - a. Understanding students' emotional, social, and academic needs holistically, not just academic weaknesses.
 - b. Creating a safe, supportive, and enjoyable learning environment that focuses on mental well-being.
2. Formulating Learning Objectives Based on the Value of Love
 - a. Objectives encompass not only what students should know (cognitive) and what they should do (psychomotor), but also how students should behave and feel (affective).
 - b. Example: In addition to understanding biological concepts, objectives also include fostering a caring attitude toward the environment and living things as a manifestation of the value of love.
3. Selecting Learning Methods and Strategies

- a. Selecting active, dialogic, and participatory methods to foster empathy and collaboration, such as project-based learning (PjBL), discussions, or simulations.
 - b. Implementing a Deep Learning approach that encourages in-depth understanding and relevance of the material to humanitarian/global issues.
4. Development of Teaching Materials and Media
- a. Integration of teaching materials with humanitarian, social, and environmental issues that require empathy.
 - b. Using media that can increase students' emotional engagement (e.g., real-life case studies, inspirational stories, or practical activities that foster awareness).
5. Holistic Assessment (Assessment)
- a. Assessment that focuses on the balance between academic achievement and character development.
 - b. Using authentic assessment techniques that encompass the cognitive, affective, and psychomotor domains (e.g., reflective journals, peer assessments, attitude observations, and collaborative projects).

B. Implementasi Kurikulum Berbasis Cinta

The implementation of the Love-Based Curriculum (KBC) is the practical application of the values of compassion, empathy, and caring throughout the educational ecosystem, from planning and the classroom teaching and learning process to the assessment system. The implementation of the KBC essentially seeks to shift the learning paradigm from a solely cognitive orientation to a humanistic and balanced education.

1. Implementation in the Classroom Learning Process

The core of the KBC is the integration of the values of love into daily subjects and activities, not simply a new subject.

- a. Active Strategies and Methods

Teachers choose methods that not only transfer knowledge but also encourage emotional engagement and student collaboration. For example:

1. Project-Based Learning (PjBL): Projects aimed at solving social or environmental problems, fostering a sense of responsibility and caring.
 2. Discussion and Dialogue: Facilitating open and mutually respectful dialogue (dialogic), which plants the seeds of tolerance and mutual respect for opinions.
 - b. Use of Touching Media: Utilizing case studies, inspirational stories, or practical activities that can increase students' empathy for themselves, others, and the natural environment.
 - c. Example of Subject Integration: In Biology learning, the integration of the value of love is carried out by emphasizing environmental concern and ethics during practical work, rather than simply memorizing cell structures.
2. Creating a Supportive Learning Environment
- a. Teachers act as facilitators who create a supportive, enjoyable, and meaningful learning atmosphere.
 - b. The values of compassion and caring are fundamental principles in interactions between teachers, students, and students. This prevents bullying and discrimination, and creates a sense of security for each individual.
3. Implementation in the Role of Teachers
- The success of KBC depends heavily on the readiness and commitment of educators.
- a. Educators as Models: Teachers must be role models in demonstrating compassion, empathy, and tact in the classroom. The paradigm of "love" must be embodied in every pedagogical action, not just spoken words.
 - b. Teacher Professional Development: A comprehensive teacher training program (Institutional Training) is required.
4. Implementation in Assessment

The assessment system in KBC is moving towards fair, holistic assessment.

- a. Domain Balance: Assessment focuses not only on academic outcomes (cognitive), but also on character development (affective) and skills (psychomotor).
- b. Character Assessment: Assessment of attitudes, responsibility, and empathy.

Thus, KBC strives to produce a generation that is not only intelligent in science but also rich in the values of civilization, upholding compassion, harmony, and tolerance.

C. Love-Based Curriculum Evaluation

Love-Based Curriculum Evaluation (KBC) is a crucial stage in measuring the effectiveness of the curriculum, particularly in terms of character development, empathy, and human values. Because KBC focuses heavily on the affective and psychomotor domains, the evaluation method must be more holistic and authentic than conventional curriculum evaluation.

The main objectives of KBC evaluation are:

1. Measuring Character Achievement: Determining the extent to which students have internalized and practiced the values of compassion, tolerance, caring, and empathy.
2. Evaluating the Learning Process: Assessing the effectiveness of the strategies, methods, and learning media used by teachers in integrating the values of love.
3. Providing Holistic Feedback: Providing comprehensive information to all stakeholders (teachers, students, parents, and school management) regarding students' cognitive, affective, and psychomotor development.

Love-based curriculum evaluation should cover three learning domains in a balanced manner:

Domain	Evaluation Focus	Performance Indicators
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Domain	Evaluation Focus	Performance Indicators
Affective	Internal values of love, empathy, tolerance, and caring.	* Ability to collaborate and work together. * Attitude of respecting differences of opinion. * Initiative in helping others or the environment.
Psychomotor	The ability to apply knowledge ethically and responsibly.	* Problem-solving skills in social issues. * Ethics in scientific practice or projects. * Polite and effective communication skills.
Knowledge	Understanding concepts and their relevance to social/moral life.	* In-depth analysis of humanitarian cases. * Understanding of the concepts of justice and peace. * Ability to connect teaching materials to global issues.

Conclusion

The planning, implementation, and evaluation of a love-based curriculum (KBC) are three integrated stages for creating a more humanistic educational environment. Planning involves analyzing needs and developing an action plan; implementation involves integrating love values into learning materials and interactions; and evaluation is conducted to measure impact and make continuous improvements.

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