Development of Islamic Education (PAI) Curriculum based on Anti-Corruption Fiqh

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Abstract--Corruption is an extraordinary crime that has resulted in losses for the country and society. In Indonesia, the crime of corruption has reached alarming limits. This is proven by the facts and data that states that Indonesia is ranked in the most corrupt countries in the world. Seeing this phenomenon, cursive and preventive actions are needed in order to prevent regeneration of these actions. The chairperson's action can be carried out by giving the heaviest laws to the perpetrators of the crime of corruption. While preventive action can be done by providing education and understanding of the crime of corruption.

This study aims to develop a PAI curriculum based on Anti-Corruption Fiqh. It starts by presenting an Anti-Corruption Education model in Islamic Religious Education and Anti-Corruption Fiqh content in Islamic Religious Education subjects. Curriculum development referred to in this study is an effort to integrate Anti-Corruption Fiqh with PAI subjects. The form is in the form of an expansion of themes that already exist in the curriculum by using a contextual approach to the learning of anti-corruption fiqh, namely with the model of integrative-inclusive anti-corruption education in Islamic Religious Education. The integrative-inclusive Anti-Corruption Education Model in Islamic religious education is applicable more as an approach in contextual-based learning.

Key words--Curriulum Development, Moslemeduactio Fichi and Integrative Inclusive

I. INTRODUCTION

The Indonesian nation is currently facing a number of quite serious problems surrounding a multi-dimensional crisis as well as other problems involving the order of values that are demanding an urgent solution. One of the problems related to the order of values in society is the problem of corruption that never ends. Even from year to year the number of corruption cases has increased to become a culture and epidemic even viruses that must be fought together immediately.

Several survey results of transparency institutions indicate the high level of corruption in Indonesia which is the sixth most corrupt in the world according to the Transparency International (TI) survey. Indonesia's Corruption Perception Index (CPI) is 2.2 parallel to Azerbaijan, Cameroon, Ethiopia, Iraq, Liberia and Uzbekistan, and only better than Congo, Kenya, Pakistan, Paraguay, Somalia, Sudan, Angola, Nigeria, Haiti and Myanmar . In 2011 based on the Corruption Perception Index (CPI), the level of corruption in Southeast Asia in Indonesia ranked fourth after Singapore, Brunei Darussalam, Malaysia, and Thailand with a corruption perception index score of 3.0. While at the world level, Indonesia is ranked 100th.

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In addition, the Hong Kong Political and Economic Risk Concultancy (PERC) Organization reported the results of a survey it had obtained that Indonesia was the most corrupt country in Asia. The reforms that were the hope of great change for the Indonesian people also did not provide fresh air for the enforcement of this corruption crime. Even some recent reports say that the number of these crimes is increasing to a lower level. This means that corruption has occurred in various lines of life of the Indonesian people. Various efforts have been made to prevent and eliminate corrupt practices in this Muslim-majority country. Chairs in the form of penalties for the perpetrators of acts of corruption have also been carried out, although they do not appear to be optimal. In addition, the crossing model between character education and citizenship education was also developed. From this last model came the idea to include anti-corruption fiqh in Islamic Religious Education subjects as a form of prevention for corruption.

Simplistically the education sector can play a role in meeting the needs of corruption prevention. Preventive steps (prevention) can indirectly through two approaches (first), *first*: making students a target, and *second*: using students' empowerment to suppress the environment so as not permissive to corruption. From this came the idea of developing curricullum especially Islamic Religious Education subjects with anti-corruption fiqh content. Because in the Indonesian education system, both in the 1994 curriculum, the Competency Based Curriculum (KBK) and the Education Unit level Curriculum (KTSP) have not been published material on the problem of corruption in Indonesia directly.

So the question arises, what is the development model of the PAI curriculum which has the Anti-Corruption Fiqh content? This paper will explore several models of curriculum development in Islamic Religious Education based on Anti-Corruption Fiqh.

Before discussing further about the model of anti-corruption fiqh-based curriculum development, we first understand what is meant by curriculum. Hilda Taba argues that the curriculum is "A curriculum usually contains a statement of aims and of specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching, whether because the objectives demand them or because the content organization requires them. Finally, it includes a program of evaluation of the outcomes while Unruh stated "Curriculum is defined as a plan for achieving intended learning outcomes: a plan concerned with purposes, with what is to be learned, and with the result of instruction". This means that the curriculum is a plan for learning success which includes plans related to objectives, with what must be learned, and with the results of learning.

In Law No. 20 of 2003 concerning National Education System article 1 paragraph (19) which reads: The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals.

The term "curriculum" first appeared in the field of sports, derived from Latin: "Curriculae", which is the distance a runner must travel. In line with this Ahmad Tafsir defines historically, namely a tool that takes people from start to finish. In its development the term curriculum is then used in the field of education, meaning a number of subjects in a college. In Webster's Dictionary the curriculum is defined in two types, namely: First, a number of subjects must be taken or studied by students in high school or college to obtain a certain diploma. Second: a number of subjects offered by an educational institution or department.

While the definition of Anti-corruption Fiqh in this paper is interpreted by Islamic law taken from the texts of the Qur'an and Sunnah. By using the method of istinbath al-ahkam, one can formulate a fiqh al-islamic law specifically in the scope of corruption. While the word corruption comes from the Latin corruptus whose verb means destructive, while the adjective means truly damaged. In a narrow etymological sense, corruption means abuse of power (abuse of power) by government officials or employees for personal gain in various ways such as extortion, taking bribes, fraud, and other ways known in Indonesia as KKN (corruption, collusion and nepotism). In the broadest sense, corruption encompasses all abuses of power both in the government and in non-governmental institutions for personal or group interests.

Engkus stated that the Indonesian Corruption Perception Index (CPI) 2018 rose to 4th place at ASEAN level after it managed to lower Thailand's 6th position. Previously Indonesia was under the White Elephant Land. A study by Transparency International showed that Indonesia's GPA rose 1 point to 38 from a scale of 0 to 100 in 2018. While Thailand's GPA fell 1 point to 36 points, Indonesia rose last year by 89 points from 180 countries with a GPA with 1 point, while Thailand fell from 96 to 99 points. Corruption in Southeast Asia with a GPA of 85, followed by Brunei Darussalam (63) and Malaysia (47), inhabited in the extended series from Cambodia with a GPA of 20. IPK approach of 0 means that a country has a lot of corruption. On the other hand, a GPA of almost 100 means that the corruption has been removed. [1]. A look at the factors that cause corruption is a very good first step to eliminate real corruption. Corruption in Indonesia is like an "illegal legacy" without a will. It remains durable even if it is prohibited by the rule of law that applies to every incoming and outgoing order. Almost all areas of life are infected with corruption. Simply put, the causes of corruption include two factors, internal and external. Internal factors are a cause of corruption that comes from the personal self, while external factors cause corruption due to external causes.

Internal factors are moral aspects such as weak faith, honesty, shame, attitudes or behavioral aspects such as lifestyle consumption and social aspects such as family that can encourage someone to behave in corruption.

External factors can be traced and traced from economic aspects such as insufficient income or salary needs, political aspects such as political instability, political interests, gaining and retaining power, management and organizational aspects such as lack of responsibility and transparency, legal aspects, seen in the bad form weak law enforcement and social issues, in particular the environment or society, that support less anti-corruption behaviour including Islam.

At present, corruption in Indonesia can be said to have become a culture from low to high levels. In fact, Indonesia has become one of the most corrupt countries in the world which is certainly very heartbreaking. Even though a new anti-corruption institution has been set up, the Corruption Eradication Commission or the Corruption Eradication Commission (KPK) which is intensively eradicating corruptors, but corruption that has turned into a culture is very difficult to stop and eradicate.
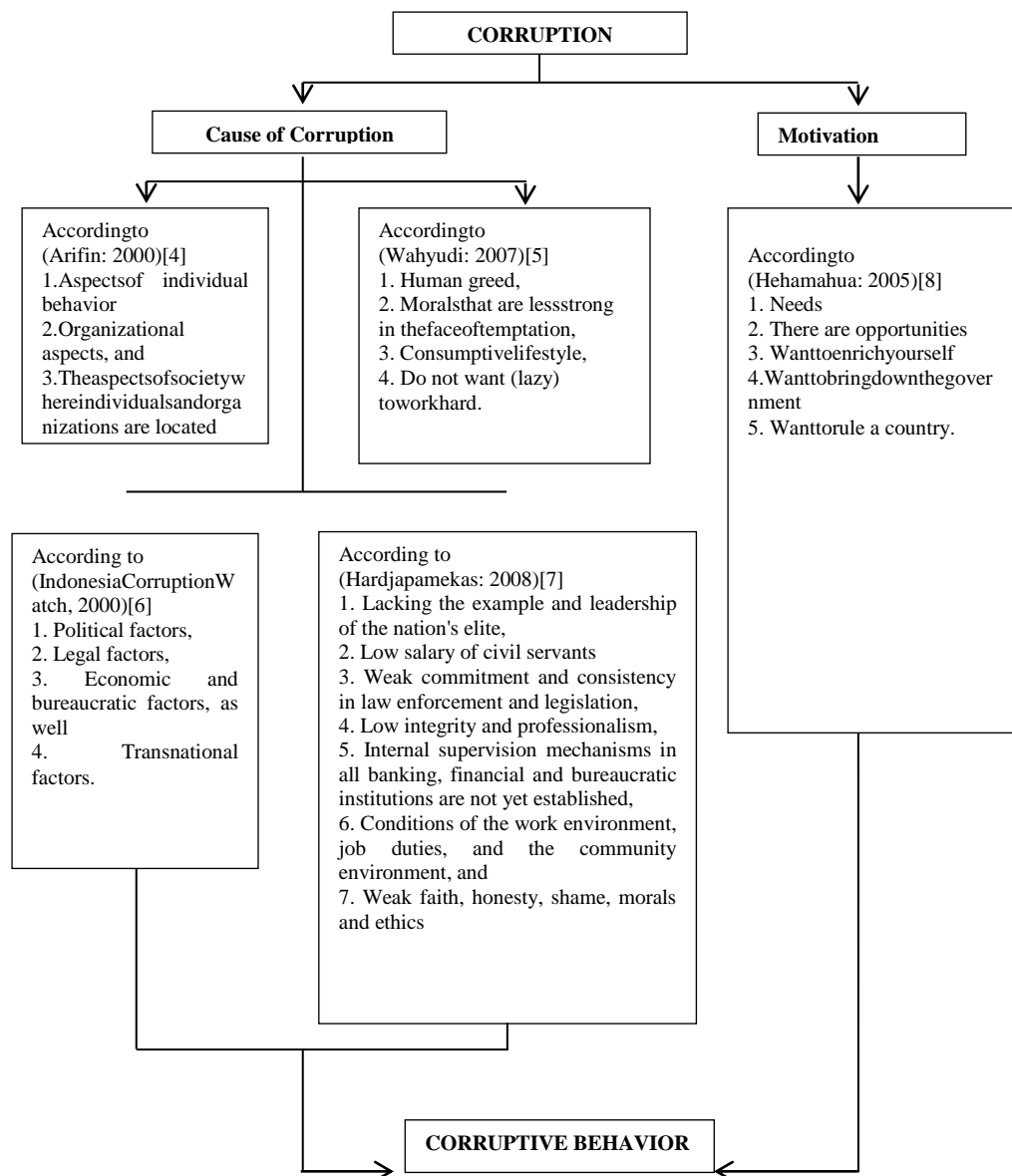
Conceptually the following:

Figure 1. Conceptual framework, Adopted from Engkus at. al

II. METHODOLOGY

Understanding Research Development or Research and Development (R&D) is often interpreted as a process or steps to develop a new product or improve existing products. What is meant by products in this context is not always in the form of hardware (books, modules, learning aids in classrooms and laboratories), but can also be software such as programs for data processing, learning in classrooms, libraries or laboratories, or models - education model, training learning, guidance, evaluation, management, etc. Research Development or Research and Development (R&D) According to Gay (1990) is an attempt or activity to develop an effective product for school use, and not to test theory. Whereas Borg and Gall (1983: 772) defines development research as follows"Educational Research and development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the products based on these

findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the filed-testing stage. In more rigorous programs of R&D, this cycle is repeated until the field-test data indicate that the product meets its behaviorally defined objectives".

The steps of research development (R&D) according to Borg and Hall (1989: 775) are a) research and data collection, b) planning, c) initial product development, d) initial product testing / Limited Trial, e) Refinement of Initial Products, f) Broader Field Trials, g) Refinement of Products of Broader Field Test Results, h) Final Product Trials, i) Revision or Refinement of Final Products, j) Dissemination and Implementation

a) At the Data Collection stage, there are at least 2 things that must be done, namely literature study and field studies. In the study of literature, it is used to find concepts or theoretical foundations that strengthen a product. Through the study of literature it is also examined the scope of a product, the degree of use, supporting conditions, etc. Through the study of literature also known the most appropriate steps to develop a product. Literature studies will also provide a picture of the results of previous studies that can be used as a comparison to develop a particular product. In addition to literature studies, it is also necessary to conduct field studies or in other words referred to as needs measurement and research on a small scale (Sukmadinata: 2005). In developing a product, it should be based on needs assessment.

b) Planning Based on the preliminary studies that have been made, a product planning / design is made which includes: a) the purpose of using the product; b) who are the users of the product; c) description of the product components and their use.

c) Initial Product Development, Initial product development is a rough draft of the product to be made. Nevertheless, the draft product must be arranged as completely and perfectly as possible. Initial drafts or products are developed by researchers working together or asking for help from experts and / or practitioners who are appropriate to their area of expertise (behind-the-desk trials / desk evaluations). At this stage it is often also referred to as the expert validation stage. Trials or evaluations by experts are estimates or judgments, based on analysis and logical considerations from researchers and experts. Field trials will get micro-feasibility, case by case and then conclusions can be drawn in general or generalized.

d) Initial product trial / Limited trial. After the trials on the table, then field trials are conducted at school or in the laboratory. According to Borg and Hall (1989), an initial product field trial is recommended to be conducted in 1 to 3 schools with a number of respondents ranging from 10 to 30 people. During the trial run in the field, researchers conducted intensive observations and noted important things done by respondents that would be used as material for refinement of the initial product

e) Initial Product Improvement, Initial product improvement will be carried out after a limited field trial. In this initial product improvement phase, more is done with a qualitative approach. The evaluation is done more on the evaluation of the process, so the improvements made are internal improvements.

f) Broader Field Trials, Although more perfect products have been obtained, trials and product improvements still need to be done once again. This is done so that the products developed meet certain standards. Therefore the target population must be adjusted accordingly. Trials and improvements at the initial product stage are still focused on developing and refining product material, not paying attention to feasibility in the context of the population. Population eligibility is carried out in trials and improvements to the product that has been refined. In this stage, trials and improvements are made in a larger number of samples. Borg and Gall (1989), suggest that at this stage a sample of 5 to 15 schools is used, with a sample of subjects ranging

from 30 to 100 people (this is relative, depending on the number-category-and population characteristics). The product trial steps that have been refined are exactly the same as the initial product trials, only the number of samples is different.

g) Improvement of Product Field Test Results Wider. Completion of the product from the results of this wider field test will further strengthen the product that we have developed, because in the previous field trial stage carried out in the presence of a control group. The designs used are pretest and posttest. In addition to internal improvements. This product improvement is based on evaluating the results so the approach used is a quantitative approach.

h) Final Product Trial, final product testing, is intended to test whether an educational product is feasible and has an advantage in the level of practice. In this test the aim is no longer perfecting the product, because the product is assumed to be perfect. Final product testing, can be done at the same school with the second trial phase or different with the same number of samples. In testing the final product, a control group should be used. The test is carried out in the form of an experimental design. The design model used is "The randomized pretest-posttest control group design" or at least "the matching only pretest-posttest Control Group Design". The first design is a pure experimental design, because the two experimental groups are randomized or equalized. The second design is a quasi experiment, because the two experimental groups are only paired.

i) Revision or Improvement of the Final Product, Improving the final product is deemed necessary for more accurate product development. At this stage a product whose level of effectiveness can be accounted for has been obtained. The results of perfecting the final product have a value of "generalization" that can be reliable.

j) Dissemination and Implementation Having produced a final product that has proven its efficacy, the next step is dissemination, implementation, and institutionalization. Dissemination of a product, which is developed will require a long and long socialization. Usually the process of dissemination and implementation will be confronted with various problems of policy, legality, funding, etc. The next stage is reviewing theories about the development of learning tools that are relevant to what will be developed. After mastering the theories related to the development of learning tools, the researcher then works to develop a draft learning device based on relevant theories that have been learned. After completion of development, the draft must be repeatedly reviewed by researchers or assisted by peers (peer review). Once believed to be good as expected, the draft was asked for input to the relevant experts (expert validation). Input from experts is the basis for improvement of the draft. After the draft has been revised based on expert input, the next step is to test the draft. Trials are adapted to the use of the device. If what is developed is teaching material, the tests are used to teach students who will need the device. Trials can be done in just a few sections on a small group of students, or one class. If the syllabus is tested, the tests will be on teachers who will use the syllabus. The pilot activity is asking the teacher to use the syllabus to draw up the Learning Program Plan (RPP)

III. RESULT AND DISCUSSION

The Corruption

It is well known that Corruption is a 'problem of elitism' that has affected the image of the Indonesian people in the international eyes. Of course, a campaign against greed is used to eradicate corruption. Many factors cause corruption, but these factors focus on one thing, "Tolerance for corruption."

The phenomenon of corruption in Indonesia is quite high, as the following facts and figures confirm. On the other hands, Hanna at el noted ,that The full definition shows that someone who is honest will not do things that are contrary to moral values. Honesty is not only about words, but also actions. Among other things, do not hide things that are actually like cheating, do not break the rules for self-benefit in this case cheating, do not take something that is not ours because it steals and other actions that are not in accordance with moral values.

Which parent does not want to have children who grow up to be honest and have good morals. Later, honesty and good morals will be the key that will take the child to the road of success.Educating children to be honest and have good morals must be done as early as possible. Quoted from Livestrong.com, there are four steps parents can take to make their children grow into good personalities. Honesty is often associated with the nature of anti-corruption. In fact, Dotty Rahmatiasih from the Directorate of Education and Community Services of the Corruption Eradication Commission (KPK), said that honesty is believed to be effective in preventing corrupt behavior. "Honestly is the main attitude that we introduce to children. This trait prevents corruption, the last Engkus at al quoted Susanto, that corruption at government level in terms of income, extortion of bribes, protection, theft of public goods for personal gain is classified as corruption caused by political constellations (Susanto: 2002), [15].

Meanwhile, according to De Asis, political corruption such as fraudulent conduct (monetary policy) in the election of legislative or executive officials, illegal means for campaign financing, the resolution of parliamentary conflicts with illegal means and various lobbying techniques (De Asis: 2000). [16]. The research of James Scott (Mas'oed: 1994) describes that in societies with the character of an exclusive political institutionalization, political competition is limited to a thin layer of elites and the differences between elites are based on personal clicks instead of political questions , which occur in general cultural and cultural existence. The structure of corruption really manifests itself in the corrupt actions of its officials [17]. Robert Klitgaard (2005) explains that the process of corruption occurs when $M + D - A = C$. The symbol M is monopoly, D is discretionary (authority), A is responsible. Explanation of the symbol can be said that corruption is the result of a monopoly (power) associated with so much authority without openness and accountability.

Dimensions of the Term Corruption in Islam

Islam itself also divides the term corruption in several dimensions, namely risywah or bribery, saraqah or theft, al gasysy or fraud and also treason or betrayal.

Corruption in the dimension of bribery or in the view of Islamic law is a despicable act and also a grave sin and God himself also condemned it.

Saraqah or theft seen from its etymology has the meaning of taking an action on someone else in a clandestine way. But according to Abdul Qadir 'Awdah theft is interpreted as the act of taking the property of another person in a clandestine condition in the sense of being unknown to the owner.

Corruption in the Islamic View

In Islamic law it is prescribed by Allah SWT for the benefit of humanity and among the benefits that wish to be realized in the Shari'a law are assets that are maintained from the transfer of property rights that are not according to legal procedures and also from their use that is not in line with the will of Allah SWT. For this reason, the prohibition of seizing, stealing, picking pockets and others becomes the maintenance of the security of property from unauthorized ownership. Prohibition of using it as a gambling bet and also giving to others who are believed to be used for immoral acts, because the use that is not in accordance with the way of Allah SWT makes the intended benefit becomes unreachable. Jurisprudence also agrees and says that corruption is haram and is also forbidden because it is contrary to maqasid ash-sharia.

The Law of Using Corruption Results

The terms of use have broad meanings such as eating, issuing for religious purposes, social needs and so forth. Using assets from the proceeds of corruption is tantamount to booty, gambling, looting and other illicit results. By achieving the same method, the law uses the same result, of course. Jurisprudence scholars in this matter also agree that if using assets obtained by prohibited means the law is haram because the principle of such assets is not a legitimate possession but the property of others obtained by prohibited means.

The basis that strengthens the opinion of this fiqh cleric is the word of Allah SWT himself, "And let not some of you eat the treasure of others among you in a vanity way, and (do not) you bring (the affairs of) your treasure to the judge, so that you can eat part of the property of others with (way of doing) sin, even though you know. " (Surat al-Baqarah: 188)

Development of Islamic Education (PAI) Curriculum based on Anti-Corruption Fiqih

In curriculum theory there are four approaches in order to develop a model approach, including the academic subject approach, the humanistic approach, the technological approach and the social reconstruction approach.*First*, the Curriculum Development Model through the Academic Subject Approach. This approach is the oldest approach, since the first school established curriculum similar to this type. The approach of academic subjects in developing curriculum or educational programs is based on the systematization of their respective disciplines. Every science has a certain systematization which is different from the systematization of other sciences. Curriculum development of academic subjects is done by first determining what subjects / subjects learners must learn, which are needed for (preparation) the development of scientific disciplines. The aim of the academic subject curriculum is to provide solid knowledge and train students to use the ideas and research processes. *Second,* the Curriculum Development Model Through the Humanistic Approach. Humanistic approach to curriculum development is based on the idea of humanizing humans. The creation of context which gives human opportunities to become more human, to enhance human dignity is the basis of philosophy, basic theory, basic evaluation and basic development of educational programs. The curriculum in this approach has the following characteristics: (1) Participation, this curriculum emphasizes student participation in learning. Learning activities are learning together, through various forms of group activity. Through varticalization of

joint activities, students can hold negotiations, agreements, exchange abilities, share responsibility, and so on. This shows the non-authoritarian characteristics, (2) Integration, through participation in various group activities, interaction, interpenetration, and integration of thoughts, and also actions, (3) Relevance, educational content relevant to the needs, interests and needs of students because they are taken from the world students by their own students, (4) The child's personality, this education provides a primary place on the child's personality, and (5) Purpose, this education aims at the development of a whole person who is harmonious both within himself and with the environment as a whole. Third, the Curriculum Development Model Through the Technology Approach. The technological approach in compiling curriculum or educational programs departs from the analysis of competencies needed to carry out certain tasks. PAI learning is said to use a technological approach, when which one uses a systems approach in analyzing learning problems, planning, managing, implementing, and evaluating. This technological approach certainly has limitations, including: it is limited to things that can be designed beforehand. Because of that the technological approach cannot always be used in PAI learning. if Islamic religious education learning activities only reach the mastery of the material and the skills to carry out religious teachings, it might be able to use a technological approach, because the processes and products can be designed beforehand.

Not all of the messages of Islamic education can be approached technologically. For example: how to shape the awareness of students' faith in Allah, His angels, His books and others. The problem of faith awareness has many abstract problems, which are not only seen from its real or concrete behavior. the principle of efficiency and effectiveness (as a characteristic of the technological approach) is sometimes also difficult to achieve and monitor by teachers, because the formation of faith, awareness of practicing Islamic teachings and Islamic morals, as stated in the objectives of Islamic religious education, requires a relatively long process, which is difficult monitored learning outcomes by relying only on teaching and learning activities in the classroom with a technological approach. Because it is necessary to use other approaches that are non-technological, and *Fourth*, Curriculum Development Model Through the Social Reconstruction approach. The Social Reconstruction Approach in compiling curriculum or expertise education programs starts from the problems faced in society, henceforth by acting out the sciences and technology, and working cooperatively, solutions will be sought for solutions to the formation of a better society. The social reconstruction curriculum besides emphasizing the content of learning or education also emphasizes the educational process and learning experiences. The social reconstruction approach assumes that humans are social beings who in their lives always need other humans, in addition to living together, interacting and working together. The content of education consists of actual problems faced in real life in society. The educational process or learning experience of students in the form of group learning activities that prioritize cooperation, both between students, students with teachers / lecturers with other learning resources.

The PAI learning model with a view to social reconstruction can be described below as follows:
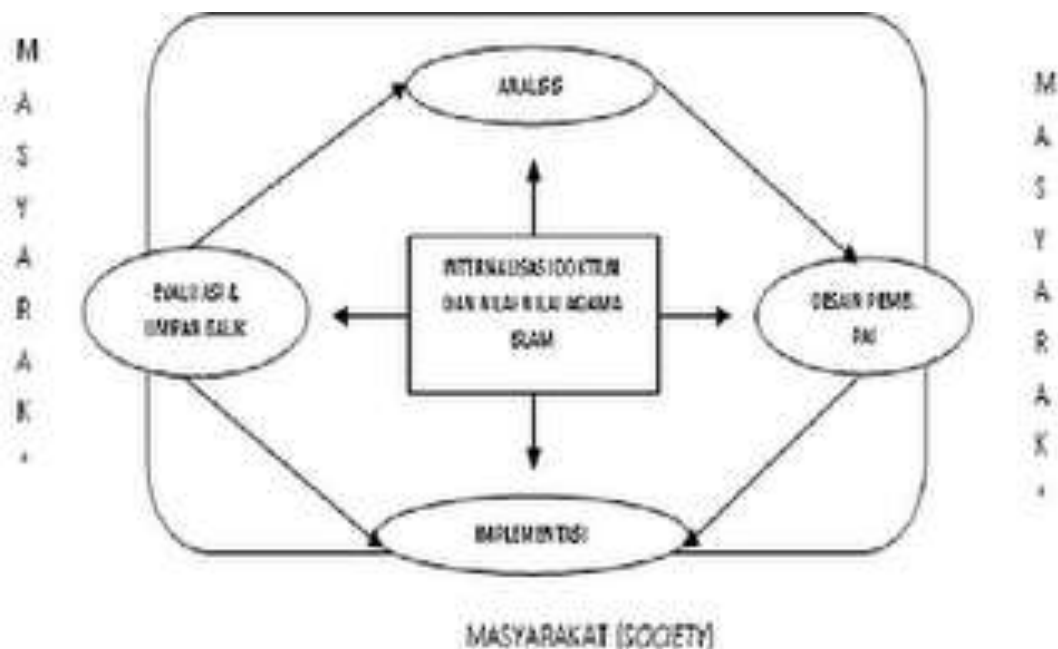

Fig:2

From the picture above it can be explained that, students plunge into the community based on the internalization of Islamic teachings and values, which implies that every step and stage of activities to be carried out in the community is always based on a sacred intention to uphold the teachings and values Islamic fundamentals as contained in the Qur'an and the Sunnah / Hadith of the Prophet and are trying to rebuild society on the basis of commitment, loyalty and dedication as agents of these Islamic teachings and values. Then the development of Anti-Corruption-based Jurisprudence based on curriculum using a social reconstruction approach is that each subject is associated with an anti-corruption lifestyle. The development steps include the Analysis Phase, Design Phase, and Implementation Phase. The analysis phase includes the observation and analysis of Islamic Religious Education subjects and the subjects included in them, for example Aqeedah, Morals, Hadith, Islamic Cultural History, Fiqh and others. Analysis is carried out on these subjects and sort out which parts can be given anti-corruption fiqh. The result is that in general all of these subjects can be entered by anti-corruption education, but in a narrower scope then fiqh subjects become a core part of the anti-corruption basis. After the analysis, the next step is to design an anti-corruption fiqh design. The design offered here is in the form of integrating all Islamic subjects and opening up a new discourse that the lessons do not have to rely on the old method such as emphasis on memorization or just remembering it. The inclusive nature is always to include theories about corruption as part of social reality that must be known by students. So Integrative-Inclusive in this case is interpreted as a form of integrating knowledge about corruption into each PAI subject as well as opening up to the reality of corruption that should be known by students. The next stage is program implementation, this stage is the core of the anti-corruption fiqh-based curriculum development model. Where the level of success is determined by three main things, namely the teacher, learning methods and subject matter. As with other curriculum models, the key to its success lies in the teaching teacher. Because of this, the

understanding and experience of a teacher in the anti-corruption fiqh-based curriculum model will determine its success.

The Anti-Corruption-Based Education Model in the PAI subjects is incorporated into several sections of the sub-subject as a whole. For example, in the subject of Aqidah-Akhlak, the discussion about faith and sins for the perpetrators of corruption is given as content in the learning process. In the field of morals it is emphasized how a student must be honest, not cheat and harm others, prioritizing public interests rather than personal interests and other noble moral behavior. Likewise in other subjects, such as the History of Islamic Civilization, examples are given of how Islam provides penalties for perpetrators of corruption.

Anti-corruption education is clearly directed to foster student awareness in opposing forms of social neglect, communal crimes against humanity and involving the public. This is explicitly directed towards increasing faith and piety by carrying out all the commands of Allah SWT and away from His prohibitions and the application of universal human values in a practical way. Increasing noble character in the goal of developing Islamic religious education curriculum in anti-corruption education has become a central point, where students as subjects who always want a better state of self and benefit all humans.

Thus, anticorruption education guides students to think about anti-corruption values in terms of a correction to culture that tends to damage these values. In anti-corruption education must integrate three domains, namely the domain of knowledge (cognitive), attitudes and behavior (affection), and skills (psychomotor). The implementation of anti-corruption education at the school level can use an integrative-inclusive strategy (inserted in existing subjects) and exclusive (special / separate subjects).

So if you want to be developed in the affective and psychomotor aspects, teacher creativity is very necessary. Thus, the development of an integrative-inclusive anti-corruption education model also needs to be embedded in Islamic religious education. Bearing in mind that Islamic religious education also includes materials related to (social) and social-legal norms as well as individuals. An integrative-inclusive anti-corruption education model in Islamic religious education is applicatively more situated as an approach in learning. This will appear in the design or Learning Plan of each chosen subject (Islamic religious education). As an approach to learning, the implementation of anti-corruption education will depend on the ability of teachers to carry out teaching and learning activities. Therefore, the implementation of anti-corruption education integrated in Islamic religious education in schools to be effective in developing anti-corruption education needs to pay attention to the following matters: a) Material; that is, anti-corruption learning material needs to cover three domains: cognitive, affective, and psychomotor. b) Methodology; educators can use various methods and models of teaching that are appropriate to the problem and maturity of the students. Like the use of multimedia to make learning more interesting

IV. CONCLUSION

Based on the presentation regarding the curriculum development model based on anti-corruption Fiqh, the following conclusions can be summarized, (1) curriculum of Islamic studies need to be developed (2) efforts to prevent corrupt behavior can be done in two steps, namely repressive and preventive measures. Repressive steps are carried out by carrying out strict law enforcement by law enforcement officers. The preventive step through education is carried out by internalizing anti-corruption fiqih values for students. (3)

Islamic values contained in anti-corruption education can be developed in the curriculum of Islamic religious education. In linking its relevance between anti-corruption education and Islamic education, at least it can be seen in the concept and purpose of the anti-corruption education and then in terms of Islamic religious education curriculum that is aligned with anti-corruption values and curriculum development towards anti-corruption and enrichment with learning materials becomes very relevant and (4)an overview of Islamic religious education curriculum towards anti-corruption education through curriculum development towards: increasing faith and piety, increasing noble character, increasing potential, intelligence, and interest in accordance with the level of development and ability of students, contextual problems, national unity and values nationality values, as well as religion, (5) slam is not allowed to take other people's belongings, let alone corruption (7) in Islam who stole the law was cut off by hands

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