IndonesiaJournal of the World
Vol. 3, No. 1, Februari 2026, pp. 9~13

https://kampungjurnal.org/index.php/IJTW/index

IMPLEMENTATION AND DEVELOPMENT OF ISLAMIC RELIGIOUS EDUCATION CURRICULUM IN SCHOOLS: ANALYSIS OF PROBLEMS AND SOLUTIONS BASED ON LITERATURE REVIEW

Naela Qurota A'yun *, Nava Eka Farin Azivah, Ainur Rohimah, Mohammad Yahya
Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
Jl. Mataram No.1, Karang Miuwo, Mangli, Kec. Kaliwates, Kabupaten Jember, Jawa Timur 68136, Indonesia
Email: naelaqurota111@gmail.com

Abstract

This study aims to analyze the implementation of the Islamic Education (PAI) curriculum development in schools, identify the challenges encountered, and formulate strategic solutions through a literature review approach. This research employs a library research method by examining various scholarly sources such as journal articles, books, research reports, and educational policy documents related to the implementation of the PAI curriculum, the 2013 Curriculum, and the Merdeka Curriculum. The findings reveal that the implementation of the PAI curriculum involves several stages, including planning, instructional material development, classroom implementation, and continuous evaluation. However, its application in schools faces several obstacles, such as limited teacher competence, inadequate facilities, resistance to curriculum changes, lack of contextual relevance, and insufficient parental support. This study concludes that strengthening the implementation of the PAI curriculum requires comprehensive strategies, including improving teacher competencies, enhancing educational facilities, contextual curriculum adaptation, teacher involvement in curriculum development, and strengthening collaboration between schools and families. The study is expected to serve as a reference for educators and policymakers in improving the effectiveness of PAI curriculum implementation in schools.

Keywords: Islamic Education Curriculum, Curriculum Development, Curriculum Implementation, Literature Review, Islamic Education

INTRODUCTION

The curriculum is a fundamental component of the education system that guides the entire learning process, from formulating objectives, selecting materials, and choosing learning methods to evaluation. As a dynamic document, the curriculum requires continuous updating in order to respond to developments in science, technology, and the characteristics of students. In the context of Islamic Religious Education (IRE), curriculum development has greater urgency because it is not only oriented towards mastery of religious knowledge, but also towards the formation of students' morals, character, and spiritual competence. The challenges of globalization, the influence of digital

Submitted: December-2025 Received: January-2026 Available online: February-2026

media, and changes in youth culture mean that the PAI curriculum must be implemented in an adaptive, contextual, and relevant manner to the needs of modern life (Astuti, Meylina, Jessika Mutiara, 2024).

On the other hand, the dynamics of curriculum implementation in schools are also influenced by changes in national policies such as the 2013 Curriculum and the Merdeka Curriculum. These curriculum changes require PAI teachers to be able to formulate competency objectives more flexibly, apply activity-based learning, and conduct authentic assessments. However, various studies show resistance to change because some teachers feel burdened by administrative demands and lack intensive training. The lack of socialization and assistance from local governments also widens the gap between curriculum policy and its implementation in schools.

Various previous studies have reinforced the picture of the challenges of developing the PAI curriculum. Dewi Munte's (2023) research found that the implementation of PAI based on the Merdeka Curriculum is still hampered by the readiness of teachers and learning facilities (Munte, 2023). Meanwhile, Sugiana (2019) showed that teachers play a central role in the success of curriculum development, but many teachers still lack adequate instructional planning competencies (Sugiana, 2019). In addition, research by Kusumaningrum et al. (2017) confirms that continuous curriculum mentoring and training have been proven to increase the effectiveness of learning implementation (Kusumaningrum, Desi Eri, Imron Arifin, 2017). These findings emphasize the need for an in-depth analysis of the problems of PAI curriculum implementation in schools in order to formulate appropriate and sustainable solutions.

Based on these phenomena, this study is important to analyze how the implementation of the PAI curriculum development in schools takes place, what problems arise, and what solutions can be offered through a literature review approach. With comprehensive analysis, this study is expected to provide theoretical and practical contributions in strengthening the implementation of a PAI curriculum that is relevant, adaptive, and in line with the demands of 21st-century education.

METHODS

This study uses the library research method, which is a research method in which the entire analysis process is based on searching, collecting, and reviewing literature relevant to the topic of Islamic Religious Education (IRE) curriculum development in schools. This method was chosen because it provides a comprehensive understanding of the concepts, implementation, problems, and solutions for curriculum development based on theoretical and empirical findings from previous studies (Mestika, 2014).

The data in this study were obtained from various scientific sources such as journal articles, books, research reports, seminar results, and education policy documents related to the PAI curriculum, the 2013 Curriculum, and the Merdeka Curriculum. The data collection procedure was carried out in four stages, namely: (1) identification of sources through searches on Google Scholar, national journal portals, and university repositories; (2) selection of sources based on their relevance to the research topic; (3) organization of data, which included grouping themes such as curriculum implementation, implementation problems, and solution strategies; and (4) content analysis to find patterns, gaps, and theoretical conclusions that support the development of scientific arguments (Bardin, 2011).

The data analysis technique used was descriptive-qualitative analysis, which is analyzing the content of the literature to systematically describe the concepts, phenomena, and findings of previous studies. The analysis was conducted by comparing various literature sources to examine consistency, differences, and relevance to the context of PAI curriculum implementation in schools. This approach enabled the researcher to compile a theoretical synthesis and formulate practical problems and solutions based on existing scientific studies (Hamzah, 2020).

By using the literature review method, this study did not collect field data but focused on in-depth understanding through scientific sources to produce accurate, systematic, and academically accountable analysis.

RESULTS

Implementation of Islamic Education Curriculum Development in Schools

The implementation of Islamic Education (PAI) curriculum development in schools basically involves several main stages, namely planning, developing teaching tools, implementing learning, and evaluation. In the planning stage, PAI teachers compile a needs analysis, set learning objectives, and develop models and strategies that are appropriate to the characteristics of the students. This stage is an important foundation for ensuring that the curriculum developed is relevant to the needs of the school and the development of the students (Elisa, 2018).

In the implementation stage, PAI teachers conduct learning based on the Lesson Plan (RPP) or teaching modules that have been prepared. In the context of both the 2013 Curriculum and the Merdeka Curriculum, PAI learning emphasizes a scientific approach, project-based activities, the integration of Islamic values, and character building. However, the effectiveness of implementation is highly dependent on teachers' pedagogical competence and their ability to adapt learning methods to classroom conditions (Sugiana, 2019).

In addition, the implementation of the PAI curriculum is also enriched through non-formal activities such as religious habits, extracurricular activities, and religious culture-based school programs. Kusumaningrum's study shows that the support of the principal, collaboration between teachers, and regular religious activities can strengthen the implementation of the PAI curriculum in schools (Kusumaningrum, Desi Eri, Imron Arifin, 2017).

Problems in Implementing PAI Curriculum Development in Schools

a. Limited Teacher Competence

One of the main problems in implementing the PAI curriculum is the low competence of some teachers in understanding and applying curriculum development concepts. Teachers often have difficulty in developing teaching materials, applying active learning methods, and conducting authentic assessments. Munte's (2023) research found that many PAI teachers are not ready to implement the Merdeka Curriculum due to a lack of training and guidance(Munte, 2023)

b. Limitations in Facilities and Infrastructure

Facilities and infrastructure such as learning media, proper learning spaces, libraries, and access to technology greatly affect the quality of curriculum implementation. Many schools, especially in rural areas, still face facility limitations, making it difficult to realize ideal PAI learning.

Masruhin (2020) emphasized that limited facilities cause teachers to repeat lecture methods more often, resulting in less varied learning (Masruhin, 2020).

c. Resistance to Change

Resistance to the new curriculum is a common challenge, especially among teachers who are accustomed to the old learning model. Curriculum changes that are considered to increase the administrative burden are often perceived negatively by teachers. Mulkan's (2024) research confirms that conservative attitudes and a lack of understanding of the curriculum's objectives trigger resistance to its implementation (Mulkan, Lalu Maksudy, 2024).

d. Curriculum Not Contextual to the School Environment

The national curriculum is often considered unsuitable for the local needs of students. Schools in rural areas, for example, face difficulties when PAI material is too theoretical or abstract. This non-contextual curriculum has an impact on low student motivation and a lack of relevance of the material to their lives (Nurjanah, 2021).

e. Lack of Parental Support

Parental support also affects the successful implementation of the curriculum. Many parents do not understand the objectives of PAI learning, so they do not provide sufficient guidance at home. Without family support, it is difficult to optimally instill good character and religious values (Rini Astuti, 2020).

Solutions to Strengthen the Implementation of the PAI Curriculum in Schools The main solutions that can be implemented include:

a. improving teacher competence through continuous training;
b. strengthening infrastructure through school-government collaboration;
c. involving teachers from the outset in curriculum development to reduce resistance;
d. adapting the curriculum to be more contextual; and
e. strengthening school-parent partnerships.

This approach effectively improves the quality of curriculum implementation, as evidenced by various studies that confirm that mentoring and collaboration are the biggest factors in the success of the PAI curriculum program (Kusumaningrum, Desi Eri, Imron Arifin, 2017).

CONCLUSIONS

The implementation of the Islamic Religious Education (IRE) curriculum in schools is a complex process that requires the involvement of various parties, from teachers and principals to families. The PAI curriculum not only serves to transfer religious knowledge, but also shapes the character, morals, and spiritual competence of students. Therefore, curriculum implementation requires careful planning, the development of relevant teaching tools, and learning strategies that are in line with the dynamics of student development.

However, a review of the literature shows that the implementation of the PAI curriculum development still faces a number of problems, including limited teacher competence, lack of infrastructure, resistance to curriculum change, incompatibility of material with the local context, and minimal support from parents and the community. These various obstacles indicate a gap between the ideal curriculum and the reality of its implementation in schools.

To overcome these problems, comprehensive efforts are needed, including improving teacher competence through continuous training, providing adequate facilities and infrastructure, involving teachers in the curriculum development process, adapting learning materials to the local context, and strengthening partnerships between schools and parents. These efforts need to be carried out consistently and in an integrated manner in order to create a more effective and adaptive implementation of the PAI curriculum that has a real impact on student development.

Thus, this study confirms that the development of the PAI curriculum in schools can only run optimally if all stakeholders collaborate and have a strong commitment to improving the quality of learning. The results of this literature review are expected to be a reference for schools, educators, and policy makers in formulating strategies to strengthen the implementation of the PAI curriculum in a sustainable manner.

REFERENCES

Astuti, Meylina, Jessika Mutiara, dan M. (2024). Pengertian Pengembangan Kurikulum Pendidikan Agama Islam. ALFIHRIS: Jurnal Inspirasi Pendidikan, 2(1).

Bardin, L. (2011). Content Analysis. SAGE Publications.

Elisa, E. (2018). Pengertian, Peranan, dan Fungsi Kurikulum. Jurnal Curere, 1(2).

Hamzah, A. (2020). Metode Penelitian Kualitatif. Literasi Nusantara.

Kusumaningrum, Desi Eri, Imron Arifin, dan I. G. (2017). Pendampingan Pengembangan Perangkat Pembelajaran Berbasis Kurikulum 2013. ABDIMAS PEDAGOGI, 1(1).

Masruhin, M. (2020). Implementasi Kurikulum 2013 di Madrasah Ibtidaiyah Kabupaten Semarang. Edification, 3(1).

Mestika, Z. (2014). Metode Penelitian Kepustakaan. Yayasan Obor.

Mulkan, Lalu Maksudy, dan L. M. A. Z. (2024). Analisis Implementasi Kurikulum: Faktor Tantangan dan Solusi Strategis di Lingkungan Pendidikan. PRIMER: Jurnal Ilmiah Multidisiplin.

Munte, T. A. D. (2023). Implementasi Pembelajaran PAI Berbasis Kurikulum Merdeka di SMP Negeri 5 Sibolga. KHIDMAT, 1(1).

Nurjanah, S. (2021). Problematika Implementasi Kurikulum 2013 di Madrasah Aliyah Negeri. Jurnal Pendidikan Islam.

Rini Astuti. (2020). Kendala Guru dalam Implementasi Kurikulum 2013. Jurnal Pendidikan.

Sugiana, A. (2019). Pengembangan Kurikulum Pendidikan Agama Islam dan Implementasinya di MTs Nurul Ummah Yogyakarta. Jurnal Pendidikan Agama Islam, 16(1).