

FACTORS AND PRINCIPLES OF CURRICULUM DEVELOPMENT DESIGN

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Abstract

The development of the Islamic Religious Education (IRE) curriculum is a strategic process that determines the direction of learning, character, and spiritual quality of students. The IRE curriculum must be designed systematically by considering various internal and external factors, such as philosophical, psychological, socio-cultural foundations, developments in science and technology, and community needs. This article aims to analyze the meaning of IRE curriculum development design, identify factors that influence its formulation, and explain the principles that form the basis for designing a relevant and adaptive curriculum. This study uses a literature review method through a review of group papers and various academic literature related to curriculum development. The results of the study show that the PAI curriculum design must be holistic, integrative, flexible, and sustainable so that it can accommodate student development and the challenges of globalization, including the integration of technology in learning. The principles of relevance, integrity, efficiency, flexibility, and evaluation are important foundations so that the PAI curriculum is not only oriented towards mastery of religious knowledge, but also the formation of noble character and the ability to face changing times. Thus, the ideal PAI curriculum development design should be a comprehensive guideline that is able to maintain Islamic values while responding to modern educational needs.

Keywords: PAI Curriculum, Curriculum Design, Curriculum Development Factors, Curriculum Principles, Islamic Education

Introduction

The curriculum is an important component in the education system because it serves as the main guideline in directing the objectives, processes, and outcomes of learning. In Islamic Religious Education (PAI), the curriculum serves not only to transfer religious knowledge, but also to shape the character, morals, and spirituality of students. PAI has a strategic role in fostering a generation that is faithful, moral, and able to face the challenges of the times. Therefore, the design of PAI curriculum development must be carried out systematically and based on Islamic values in order to be able to respond to the complex needs of modern education (Susanti & Hasmiza, 2025).

The development of digital technology, socio-cultural changes, and the demands of globalization have had a major impact on the world of education. This requires the renewal of the PAI curriculum in order to adapt to these dynamics. Learning, which used to be conventional, has now shifted towards digital, collaborative, and project-based learning. This condition requires a curriculum that is adaptive, flexible, and responsive to the development of students and the needs of society. An irrelevant curriculum will create a gap between learning materials and the challenges of real life (Suyyirah et al., 2025).

The factors that influence the development of the PAI curriculum are diverse, ranging from philosophical, psychological, and social foundations to the development of science and technology.

Information and communication technology is one of the important factors that encourage teachers to improve their digital competence in order to deliver innovative learning. In addition, cultural and religious diversity in Indonesia requires a multicultural-based PAI curriculum that can foster tolerance, moderation, and appreciation for diversity (Rafi et al., 2024).

To produce a quality curriculum, the application of clear design principles is necessary. The principle of relevance ensures that the curriculum meets the needs of students; integrity requires harmony between curriculum components; flexibility allows the curriculum to adapt to change; efficiency relates to the optimal use of resources; while the evaluative principle ensures continuous improvement so that the curriculum remains contextual and effective.

Based on this background, this study attempts to analyze the meaning of PAI curriculum development design, identify the factors that influence it, and explain the basic principles that serve as a reference in PAI curriculum development. Through this study, it is hoped that a comprehensive understanding of the importance of developing a holistic, adaptive, and sustainable PAI curriculum will be obtained in order to improve the quality of Islamic education in Indonesia.

Method

This study uses a descriptive qualitative approach with a library research method. This approach was chosen because the focus of the study lies on the analysis of concepts, theories, and principles of the curriculum in Islamic Religious Education sourced from scientific documents and academic literature. The research data was obtained through a review of various books and scientific journals. All of these sources were compiled to identify the essence of the curriculum, the dimensions of the curriculum, the principles of curriculum development, and the characteristics of the implementation of the PAI curriculum in Indonesia. The collected data were analyzed using content analysis techniques through the stages of data reduction, data presentation, and conclusion drawing. With this method, the article provides a comprehensive overview of the theoretical construction and application of the PAI curriculum in the context of national education.

Results

Definition of PAI Curriculum Development Design

The design and development of the Islamic Religious Education (PAI) curriculum is a deliberate process of formulating the direction, objectives, content, methods, and evaluation of learning so that religious education can be carried out effectively, meaningfully, and in accordance with Islamic values. In general, design can be understood as a process of thinking, planning, and selecting the parts or procedures needed to achieve certain objectives. In the context of curriculum, design means arranging curriculum elements such as objectives, lesson content, learning experiences, and evaluation to form a coherent and functional whole (Sumampow, 2024).

The development of the PAI curriculum is a systematic process that includes the preparation, implementation, evaluation, and continuous improvement of the curriculum. This development does not only focus on religious material, but also includes the preparation of learning experiences that can shape the personality, character, spirituality, and social skills of students. The main objective is for students to not only understand Islam cognitively, but also be able to practice it in their attitudes and behavior.

According to Yuniarti et al., the development of the PAI curriculum must include cognitive, affective, and psychomotor aspects at the same time, so as to produce a comprehensive curriculum that is relevant to the needs of students. Meanwhile, Pranata et al. emphasize that the development of

the PAI curriculum must be carried out through a process of planning, implementation, evaluation, and revision that is continuous and adapts to the times.

The design of the PAI curriculum development is a very important first step, because at this stage the direction of Islamic education is determined through the formulation of objectives, content, learning methods, and evaluation. The design must reflect Islamic values such as monotheism, morals, and worship, so that all components of the curriculum support each other to achieve holistic Islamic education. A good design does not burden students but provides space for them to develop morally, spiritually, and intellectually in a modern multicultural society (Surahman, 2018).

In addition to considering Islamic values, the PAI curriculum design must also take into account the challenges of the times, such as the moral crisis, the influence of globalization, technological advances, and social changes. Therefore, the curriculum must be adaptive and contextual. The use of technology, varied learning media, and interactive strategies are an important part of the current PAI curriculum design as long as it is guided by Islamic principles and does not shift the core of religious education.

Several important components in curriculum development design include:

1. General learning policies, which are guidelines that form the basis for learning activities at school.
2. Activity programs, which are strategies for implementing policies so that learning is focused and measurable.
3. School development plan, which prioritizes the needs and direction of PAI learning development.
4. Curriculum organization and structure, which regulates time, subject distribution, and the distribution of curriculum documents to teachers.
5. Work scheme, which describes the progress of student abilities and learning information in sequence.
6. Assessment, recording, and reporting, which covers all policies regarding the evaluation of student achievement.
7. Technical guidelines, which serve as practical guidance for teachers in the learning process.
8. Short- and medium-term planning, which includes learning objectives, learning resources, and time allocation.
9. Monitoring strategies, which ensure that the curriculum is implemented effectively and in accordance with school policies.

The design of the PAI curriculum must also take into account the characteristics of students as the main subjects of learning. Factors such as age, cognitive development level, social background, and spiritual needs determine the suitability of the curriculum to the conditions of the students. Humanistic and constructivist approaches can be applied to make learning participatory and empowering (Ndari & Chandrawaty, n.d.).

Overall, the design of the PAI curriculum development is a complex and multidimensional process. It requires theoretical study, needs analysis, cooperation between various parties, and continuous evaluation. A good curriculum is not static, but one that is continuously updated in line with developments in science, technology, and community needs. The ultimate goal is to create Islamic education that not only shapes intellectual intelligence, but also nurtures the morals, character, and spirituality of students.

Factors in PAI Curriculum Development Design

The factors that influence curriculum development design include various elements that play a role in the process of planning, compiling, and updating the curriculum so that it is in line with educational objectives, student needs, and the development of society and the times.

Curriculum development design for Islamic religious education in elementary schools from a technological perspective

The use of information and communication technology can help enhance the roles of teachers and students. It can improve and enhance the quality of education by providing curricular support for subjects that are considered difficult. To achieve this, teachers need to be involved in collaborative projects and devise strategies for change, which include cooperation in teaching by utilizing information and communication technology as a tool.

There are three requirements for teachers to be able to integrate information and communication technology into learning: teachers must be convinced that the technology is useful, teachers must be confident that the use of technology will not be disruptive, and teachers must also believe that they can control the technology. However, research shows that the majority of teachers have not utilized the potential of information and communication technology to improve the learning experience, even though they feel that this potential is very significant.

In addition, research conducted by Harris in 2021 conducted case studies in three elementary schools and three middle schools that highlighted innovative pedagogical practices involving information and communication technology (Mudrikah et al., 2025). Harris concluded that the benefits of information and communication technology will be achieved when teachers feel confident and willing to explore new opportunities to change their teaching methods by integrating information and communication technology. "Thus, the use of information and communication technology not only improves the learning environment but also prepares the younger generation for their future and careers. The role of teachers will be transformed, including new responsibilities and skills in teaching that combine high-level information and communication technology, as well as the need to focus more on a facilitative role than a conventional teaching role.

According to Cabero, convenience in terms of time and place is achieved through the application of information and communication technology in the teaching and learning process, which contributes to increased interaction and information reception. This possibility indicates a change in the communication model and teaching and learning methods applied by teachers, providing alternatives for new scenarios that support independent and collaborative learning. The application of information and communication technology in the educational environment naturally drives change in this field. Information and communication technology, with its nature as a tool that assists and supports independent learning. Students utilize technology for learning purposes, engage in the learning process, and as more students use computers as a source of information and cognitive tools, the influence of technology on how students learn will continue to increase. In the past, conventional teaching focused on teachers planning and guiding students through a series of instructional steps to achieve the desired learning outcomes (Mudrikah et al., 2025).

In the face of technological advances, it is very important to design the development of the Islamic education curriculum. This design needs to take global developments into account so that can meet the demands of the times and produce a generation that is proficient in technology. To design a curriculum, a strong foundation based on research and deep thought is needed. A curriculum design that is not based on a solid foundation can lead to failure in the implementation of education, which ultimately prevents educational goals from being achieved (Robbi, 2025).

Based on Research by Miftahul Husna Zain, Zulfani Sesmiarni The factors include:

1. Philosophical Factors

This aspect is the main foundation in the development of the Islamic Religious Education (PAI) curriculum. The basic thinking of PAI is derived from the teachings of the Qur'an and Sunnah, which focus on the objectives of Islamic religious education to create individuals who are faithful, pious, and have good morals. In addition, the principles of the Indonesian state (Pancasila) must also be taken into account, as PAI must be in line with national values that emphasize cooperation, justice, and unity (Susanti & Hasmiza, 2025).

2. Psychological Factors

Psychological aspects are related to the characteristics, growth, and needs of students. Each student has a different level of cognitive, emotional, and motor maturity, so the PAI curriculum must be designed in accordance with their developmental stages. For example, at the elementary school level, PAI teaching prioritizes the introduction of basic Islamic teachings through stories and fun activities, while at the high school level, teaching is more in-depth and analytical.

3. Socio-Cultural Factors

Societies have diverse values, customs, and cultures, which influence the development of the PAI curriculum. The PAI curriculum needs to be relevant to local socio-cultural conditions so that students can understand and apply Islamic teachings in their daily lives. For example, in areas with specific cultures, the PAI curriculum can combine Islamic values with local culture. In addition, the PAI curriculum must also be able to develop an appreciation for cultural diversity and beliefs.

4. Science and Technology (IPTEK) Factors

Rapid developments in science and technology have a major impact on the renewal of the PAI curriculum. The PAI curriculum needs to utilize technology as a learning aid, such as the use of digital media, educational applications, and the internet, to improve the effectiveness and efficiency of the learning process. In addition, the PAI curriculum must adapt to new knowledge available in various sectors so that students can understand the relationship between Islamic teachings and scientific developments.

5. Educational Policy Factors

Education regulations established by the central and regional governments are crucial factors in the development of the PAI curriculum. These policies set standards for competencies, subject matter, and learning evaluation that must be followed by all educational institutions. For example, the Merdeka Curriculum currently implemented in Indonesia gives schools the flexibility to design curricula according to the characteristics and needs of students, but they must still meet national competency criteria.

6. Economic Factors

Economic aspects affect the availability of resources needed for the development and implementation of the PAI curriculum, including facilities, textbooks, and qualified teaching staff. Schools in economically disadvantaged areas may have difficulty providing these resources, so the PAI curriculum needs to be designed efficiently so that it is accessible to all students.

7. Globalization Factors

Globalization brings rapid changes to society, including in the field of education. The PAI curriculum must be able to prepare students to face the challenges and opportunities brought about by globalization, such as understanding diverse cultures and beliefs, having international communication skills, and being able to adapt to technological developments. In addition, the PAI curriculum must also be able to promote Islamic values as solutions to existing global problems.

8. Religious Factors

Religion is the most fundamental factor in the development of the PAI curriculum. The PAI curriculum should be based on the principles of true and valid Islamic teachings, which are sourced from the Qur'an and Sunnah. In addition, the PAI curriculum is also expected to foster a love and commitment to Islam, as well as increase understanding and application of Islamic teachings in the daily lives of students.

9. Multicultural-Based PAI Curriculum Development Design

According to the Big Indonesian Dictionary, the word "design" means a planned form or structure. That is why the term "design" is often used by designers, both in fashion and architecture. Design also has meanings that can function as both a verb and a noun. As a verb, design means the process of creating something new. Meanwhile, as a noun, design is used to refer to the end result of a creative process, whether it is in the form of a plan or an object that already exists in reality. Hamalik states that design is a guide that aims to provide the basis, direction, objectives, and methods taken in starting and carrying out an activity. In this discussion, design is defined as a series of curriculum model implementations in the world of education.

Development means an action that aims to create something new, whether in the form of a different working method or a new tool, which of course goes through a process of evaluation and refinement during the activity. This also applies to development in the field of curriculum. Simple knowledge about curriculum is not foreign to teachers and prospective teachers. The term curriculum comes from the Greek word "curriculum," which means the distance traveled by a runner. When interpreted in the context of education, the curriculum serves as a measure or learning target that must be achieved by students. The curriculum also means a guide for implementing educational programs that have been designed and implemented to achieve certain learning objectives that have been agreed upon in advance. Thus, the curriculum plays an important role as the basis and reference in the implementation of the teaching and learning process.

The development of an Islamic Education (PAI) curriculum based on multiculturalism aims to create a curriculum that is sensitive to the various cultures, ethnicities, and religions in Indonesia. This design emphasizes the importance of combining universal Islamic values with local wisdom so that students can learn well and practice Islamic teachings in their diverse lives.

The first step in this design is to understand the needs and characteristics of students and their socio-cultural context. This process is carried out using a cultural study approach to identify the values, norms, and practices that exist in society. This information is used as a basis for formulating curriculum objectives, selecting teaching materials, and determining appropriate learning strategies and media.

Furthermore, curriculum development includes the preparation of syllabi and lesson plans that integrate multicultural values. Teaching materials included in aspects of PAI, such as faith, morals, fiqh, and Islamic cultural history, are presented using an approach that is relevant and contextual to students' lives. The learning strategies used are participatory and dialogical, encouraging students to actively discuss and share experiences (Ainiyah, 2013).

Evaluation in this curriculum design does not only focus on the cognitive dimension, but also includes affective and psychomotor aspects. Assessment is carried out authentically through observation, portfolio collection, and self-assessment, to evaluate the extent to which students internalize multicultural values and apply them in their daily lives. Evaluation also serves as feedback for continuous curriculum improvement and development. With a multicultural-based PAI curriculum development design, it is hoped that Islamic religious education can become a means to create students who are tolerant, inclusive, and ready to live harmoniously in a diverse society. This design also supports the preservation of local culture and the strengthening of national identity within the framework of Islamic values that bring peace to the entire universe.

Principles of PAI Curriculum Development Design

Etymologically, the word "principle" can mean many things, such as ethics, basis, foundation, essence, core, pillar, teaching, dictum, dogma, doctrine, rule, guideline, opinion, understanding, view, standpoint, attitude, and so on. Curriculum development design principles help curriculum developers (teachers, lecturers, institutions, and the government) design and compile curricula so that their implementation is effective, relevant, and in line with educational objectives. These principles ensure that the curriculum developed is truly applicable and beneficial to the community and students.

Curriculum development principles explain what must be understood in order to determine various matters related to curriculum development, especially during the curriculum planning phase. For effective curriculum development, it is important to pay attention to these principles (Santosa & Anggraini, 2022).

Integrity, relevance, flexibility, efficiency, and evaluation are key factors when building a curriculum. The curriculum plays an important role in the education system because it serves as a guide for achieving learning objectives. These principles are the main foundation for changing the curriculum to meet the needs of teachers, students, and the community, so that learning becomes more meaningful and effective. The curriculum must be able to keep up with the times because knowledge and experience continue to evolve within society. To achieve quality Islamic education, the PAI curriculum must be designed according to the following principles:

1. Principle of Integrity

Every element of curriculum development must have clear objectives, values, and benefits. In other words, the curriculum must be structured and meaningful. This principle stems from the belief that every element of the curriculum is connected and functions within an organized system. Therefore, children's education must be designed in a comprehensive, integrated manner that focuses on their overall development.

2. Principle of Relevance

The curriculum serves as a path that guides students to apply the values of society in their lives. The curriculum not only provides students with knowledge, but also teaches them attitudes and skills to contribute to their environment. Therefore, the curriculum learning experience must be truly aligned with the needs of society. This is the principle of relevance, which states that education is considered meaningful only if students can apply what they learn to their daily lives.

3. Principle of Flexibility

The curriculum must remain relevant and able to support students' optimal development and contribute to improving the quality of education. Curriculum development must be designed to be flexible so that it can be easily adapted to changes in time, place, and student needs. The curriculum must also give educators the freedom to create their own learning programs. Teachers play an important role in adapting the curriculum to the desires and needs of students, especially in their environment. By using a more flexible and adaptive approach, the learning process becomes more meaningful and effective for each student. 11

4. The Principle of Efficiency

In curriculum development, efficiency is important because it ensures that everything that is planned actually supports the objectives to be achieved. If the learning program can be carried out once a month but still successfully achieves all objectives, that is fine. In fact, this approach allows students to join other study programs. It also ensures that educational resources are used properly and optimally, so that curriculum development produces the expected results.12

5. Evaluative Principle

Evaluation is a continuous process to ensure that learning objectives are achieved in terms of knowledge, attitudes, values, and skills. It involves various techniques, such as tests, portfolios, project assessments, and observations. To provide useful feedback, evaluation is conducted

throughout the learning process. The PAI curriculum must be in line with the objectives and adaptable to the needs and development of students.

Conclusion

The development of the PAI curriculum is a complex and strategic process because it determines the direction of Islamic education in schools. The curriculum not only serves as a guideline for the material to be taught, but also as a tool for shaping the personality and character of students. Therefore, the curriculum design must be based on the objectives of Islamic education, which include cognitive, affective, and psychomotor aspects.

The PAI curriculum must be able to respond to the needs of students in the modern era. Technological developments, social changes, and global challenges demand an adaptive and contextual curriculum. The use of digital media, interactive learning methods, and relevant approaches are part of the demands of the times that must be accommodated in curriculum design.

Factors such as philosophical foundations, community needs, scientific developments, and multicultural conditions also influence the form of the PAI curriculum. Indonesia's diverse society demands an inclusive curriculum that fosters tolerance, religious moderation, and respect for differences.

Teachers play an important role in curriculum implementation. Teachers' understanding of the objectives and design of the curriculum determines the extent to which the curriculum can be implemented properly. Therefore, teacher training, school support, and learning facilities are important supporting factors in the successful development of the PAI curriculum.

Thus, the design of the PAI curriculum development must be holistic, flexible, and sustainable. A good curriculum is not a static one, but one that continues to evolve in line with the needs of students and changes over time. The ultimate goal is to shape students who are not only intellectually intelligent, but also have noble character and are able to practice Islamic values in their daily lives.

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