



Contemporary Issues in the Development of the Islamic Education Curriculum (PAI)

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ABSTRACT :

The purpose of this study is to add insight into the problems and demands facing Islamic education in the contemporary era, as well as ways to respond to them through curriculum development. Thus, this paper is intended to provide information that can be considered and used as a basis for reaching conclusions and solutions to the challenges and demands facing Islamic education today. The research method used in making this scientific work is library research. The results of this study indicate that first, the contemporary issue of Islamic education goes beyond the mastery of knowledge which includes the development of a good personality and practical skills. With a comprehensive approach, education can form a generation that is not only intelligent but also has a good character, ready to face the challenges of the times. Secondly, the success of the Islamic education curriculum is not only measured from the academic aspect alone, but also from how the curriculum is able to form good student characters, relevance to technology, and involvement in social activities. With a holistic approach, Islamic education can produce a generation that is not only intelligent, but also noble. Third, the school curriculum plays an important role in shaping students into individuals who are not only academically intelligent, but also ready to face changes in sociology.

Key words: *Issues, Curriculum Development, Islamic Education*

INTRODUCTION

Islamic education constitutes a systematic framework composed of various interrelated and interactive components that collectively function to achieve educational objectives. Through the integration of a comprehensive curriculum, the influential role of inspirational educators, and the establishment of a supportive learning environment, Islamic education endeavors to cultivate

individuals who are intellectually competent, morally upright, and capable of contributing constructively to societal development. Such a holistic and integrative learning process is essential to ensure the effective attainment of the overarching goals of Islamic education. In recent years, the development of the Islamic Religious Education (IRE) curriculum in Indonesia has garnered increasing scholarly and institutional attention. Islamic Religious Education plays a pivotal role in shaping individual character and moral integrity. In line with contemporary developments, several emerging issues have influenced the trajectory of IRE curriculum development, including the readiness to adopt educational technology, the necessity of producing contextually relevant learning materials, and the multifaceted challenges posed by globalization. Moreover, the issue of content relevance has become increasingly critical. The IRE curriculum must be adapted to reflect prevailing social realities. For instance, the incorporation of values such as tolerance and interreligious harmony has become imperative amid the increasing prevalence of religion-based social conflicts. By delivering learning materials that are contextually relevant and closely aligned with students' lived experiences, it is expected that their understanding of Islamic teachings can be meaningfully internalized and applied within everyday life contexts.

Globalization also presents unique challenges for the development of the Islamic Religious Education (PAI) curriculum. Amid the increasing influence of foreign cultures, it is crucial to equip students with a solid understanding of Islamic identity and values. The PAI curriculum must be capable of educating students not only to recognize Islamic teachings but also to comprehend how these values can be applied within a global context. The development of the Islamic Religious Education curriculum must be addressed seriously, taking into account contemporary issues. The integration of technology, the relevance of learning materials, and comprehension within a global framework are among the key aspects that require attention. With an appropriate approach, the PAI curriculum is expected to serve as an effective instrument for shaping students' character and morality in the modern era. This endeavor is not merely about teaching religious knowledge but also about equipping the younger generation with values that are relevant to addressing the challenges of the times.

According to Auedray and Howard, as cited in Oemar Hamalik, "*Curriculum development is defined as the preparation of learning opportunities aimed at achieving certain goals in students, as well as the assessment of the extent to which these goals have been achieved.*" The definition proposed by these scholars emphasizes that curriculum development is not merely concerned with the quality and relevance of the learning materials delivered, nor is it limited to the quantity of students involved. Rather, it highlights the importance of integrating the various components of education into a coherent and

contextually relevant whole—one that aligns with the progress and directional changes required by learners after completing their education. In essence, curriculum development functions to measure, understand, and evaluate the extent of students' learning progress. This is what is meant by the concept of *learning opportunity* within the definition—namely, that creating a learning experience in curriculum development entails constructing an interrelationship among educational components that are implemented within learning activities, with the expectation that these will guide students toward the intended educational objectives (Oemar Hamalik, 2012).

Islamic education plays a crucial role in shaping the character and personality of the younger generation, particularly within the Muslim community. In the modern era, the challenges faced by youth have become increasingly complex. Therefore, Islamic education must be delivered effectively to enable them to develop into virtuous and responsible members of society. One of the key strategies to achieve this goal is through curriculum development and educational reform based on relevant learning studies. Although historically, Islamic education has held a significant role in cultivating a holistic human personality—both physically and spiritually—the practical implementation of its institutional and systemic aspects has not always aligned with its intended ideals. In other words, various issues continue to hinder the educational system from fully achieving its objectives (Idris & Mokodenseho, 2021).

Islamic education is not merely concerned with the transmission of religious teachings, but also with equipping students with moral and ethical values essential for everyday life. In this context, Islamic educational institutions such as madrasahs bear the responsibility of providing a curriculum that not only conveys information but also facilitates students' understanding and application of Islamic values in their behavior. For instance, the integration of religious practices such as prayer (*ṣalāh*) and fasting (*ṣawm*) with lessons on discipline and self-control can foster the development of virtuous character among students.

In recent years, there has been a significant effort to reform the Islamic education curriculum to enhance its relevance to contemporary developments. Educational studies indicate that more interactive and project-based approaches can increase student engagement. For instance, the integration of technology into Islamic learning—such as the use of mobile applications for Qur'anic reading or the study of supplications—can attract younger generations who are familiar with digital devices and technology. This integration fosters a more enjoyable and effective learning environment, which in turn enhances students' comprehension of the instructional material.

Furthermore, teacher training plays a crucial role in the process of reforming Islamic education. Well-trained educators are capable of implementing more modern and engaging teaching methods, thereby motivating students to participate actively in the learning process. Training and capacity-building programs for teachers in madrasahs are expected to have a substantial impact on the overall quality of education delivered.

Islamic education must continuously be adapted to meet the needs of the younger generation in order to cultivate individuals with strong moral character. Through the development of a relevant curriculum and the implementation of innovative pedagogical methods, Islamic educational institutions such as madrasahs can effectively contribute to character formation. Consequently, the younger generation will be better prepared to face contemporary challenges and to become members of society who are not only knowledgeable but also ethically virtuous.

The advancement of science and technology today is inextricably linked to the periodic reform of Islamic education. This process is strongly influenced by the era of globalization, which has brought about significant societal changes. Globalization affects not only economic aspects but also extends to education, including Islamic education. Given the vast amount of information and innovations emerging, the Islamic education system also requires adjustments, particularly in the curriculum component.

The Islamic education curriculum is currently more learner-centered, meaning that all instructional materials and teaching methods must be adapted to the needs and characteristics of the students. Overall, the rapid growth of science and technology has driven Islamic education to undertake reforms, particularly in the curriculum. A learner-focused approach, combined with the integration of general scientific knowledge into religious education, represents a positive strategy for addressing global challenges. Consequently, Islamic education serves not only as a means of instilling religious values but also as a platform for preparing a generation that is competitive and responsive to societal changes. Moving forward, it is anticipated that Islamic education will continue to adapt and innovate in response to an ever-evolving world.

The Islamic education curriculum plays a critical role in education; however, it is frequently confronted with issues regarding the relevance between religious subjects and general academic courses. In many educational contexts, curricula that focus on Islamic teachings provide abundant information, yet the connection between these religious subjects and general education is often insufficiently evident. This presents a major concern, particularly in efforts to develop a holistic and integrated curriculum. It is essential for curriculum developers to create synergy between

religious and general subjects. This can be achieved by incorporating content that links Islamic principles with practical applications of scientific knowledge and everyday practices. Accordingly, improving the integration between the Islamic curriculum and general subjects is a necessary step toward establishing an effective and relevant education system. Such integration will not only enhance students' understanding of religious teachings but also equip them with the skills needed to contribute positively to their communities. Awareness of the need for a holistic educational approach is key to improving the quality of education based on Islamic values while preparing a generation that is better equipped to face global challenges. Islamic educational institutions will struggle to achieve their educational objectives without an appropriate curriculum, making curriculum reform an urgent priority (Suwito, 2008).

The objective of this study is to enhance knowledge regarding the challenges and demands faced by Islamic education in the contemporary era, as well as the approaches to address them through curriculum development. Accordingly, this paper aims to provide information that can be considered and utilized as a foundation for deriving conclusions and solutions to the challenges and demands currently confronting Islamic education. Based on the discussion presented, curriculum reform emerges as a key contemporary issue requiring particular attention. In line with the foregoing discussion, this article is entitled "Contemporary Issues in the Development of the Islamic Education Curriculum (PAI)."

Methods

The research method employed in the preparation of this scientific work is library research. Data and essential information were collected from various sources, including literature, books, records, values, culture, and norms relevant to the issue under investigation. Scientific sources were derived from previous studies and contemporary scholarly research that are related to the material presented in this study. In this context, journals and articles were compiled in accordance with systematic guidelines for scientific writing. This approach was utilized to ensure the validity and reliability of the data concerning issues in the development of the Islamic Education Curriculum (PAI). Each piece of information collected is compared and contrasted with existing theories or previous studies to ensure its relevance within the research context. This approach also enables the researcher to identify emerging trends, patterns, or issues in the development of contemporary Islamic Religious Education (PAI) curricula. Thus, the library research method functions not only as a means of data collection but also as a tool for constructing valid and reliable scientific

arguments, which can serve as a reference for the development of educational policies and instructional practices in the future.

Result

Contemporary Issues in Islamic Education

According to the Indonesian Dictionary (KBBI), an issue is a problem that demands attention or response. Therefore, an issue can be understood as a topic or problem that attracts public concern and often provokes debate. An issue can take the form of an opinion, which may be expressed through various means, including verbal communication, body language, facial expressions, and hand gestures, thereby conveying additional nuances of personal sentiment. It is thus important for individuals to develop skills in expressing opinions in order to contribute positively to society. The term contemporary refers to something that is simultaneous, coexisting, or current, as defined in the KBBI. Understanding the concept of contemporaneity is crucial for capturing societal dynamics and how various phenomena interact with one another within the same timeframe. Islamic education is designed to guide children in developing a Muslim personality—characterized by adherence and submission to Islamic principles—and to serve as a guide for life (Chotibul Umam, 2020).

Islamic education encompasses a broad and profound dimension, including aspects of knowledge, personality, and character development. In this context, it is crucial to understand that education is not solely focused on cognitive achievement but also on affective and psychomotor development. Teaching religious values, such as honesty, tolerance, and discipline, is equally important as providing students with academic knowledge. A comprehensive educational approach addresses all these dimensions, producing individuals who are not only intellectually capable but also possess strong moral character. Moreover, many contemporary Islamic educational institutions are increasingly recognizing the importance of a holistic approach to student development. They are beginning to integrate academic curricula with character education, ensuring that students develop both intellectual skills and ethical behavior. In recent years, there has been a growing interest in character-based education that emphasizes social engagement and empathy.

The objectives of contemporary Islamic education should be based on the Indonesian National Education System Law (Sisdiknas) of 2003, Article 1, Paragraph 2, which states: “Education based on Pancasila and the 1945 Constitution of the Republic of Indonesia, rooted in

religious values, national culture, and responsive to the demands of changing times.” It can be concluded that contemporary issues in Islamic education extend beyond the mere acquisition of knowledge to include the development of good character and practical skills. Through a comprehensive approach, education can cultivate a generation that is not only intellectually proficient but also morally upright and prepared to face the challenges of the modern era.

Furthermore, contemporary issues in Islamic education are closely related to the rapid advancement of technology and globalization. In this digital era, information can be accessed easily by anyone, including students. This phenomenon brings positive impacts in terms of facilitating knowledge acquisition; however, it also presents new challenges for Islamic education. Learners can easily be exposed to values that contradict Islamic teachings if they are not equipped with critical thinking skills and a strong moral compass. Therefore, Islamic educational institutions must adapt to technological developments, for instance, by utilizing digital media as an effective learning tool while simultaneously instilling Islamic values within the learning process.

In addition to technological challenges, another emerging issue in contemporary Islamic education concerns equality of educational access. Many regions in Indonesia still face disparities in educational infrastructure and facilities, including Islamic educational institutions. This situation leads to uneven quality of education and contributes to social inequality. Hence, serious attention from the government, educational institutions, and society is required to achieve equitable and high-quality Islamic education. The development of inclusive curricula, enhancement of teacher competencies, and provision of adequate educational facilities are essential measures to address these issues. Consequently, Islamic education can serve as an effective instrument for building a knowledgeable, ethical, and just society.

Moreover, contemporary issues in Islamic education also involve the relevance between traditional values and modern demands. Islamic education is expected to preserve the authenticity of Islamic teachings while contextualizing them within the continuously changing dynamics of modern life. This implies that Islamic education should not be confined to rigid traditional patterns, yet must not lose its foundational identity. A balanced approach between the preservation of classical Islamic values and the application of modern pedagogical methods is necessary. Through such an integrative approach, Islamic education can produce a generation that not only comprehends religion textually but also applies its principles wisely and contextually within contemporary social, economic, and cultural spheres.

In conclusion, contemporary issues in Islamic education can be defined as current challenges concerning the transformation of Islamic education for children through guidance aimed at fostering personalities that are compliant and obedient to Islamic principles. These contemporary issues exert an influence on cognitive patterns and cultural norms, generating perceptions that become subjects of debate among scholars. Naturally, this also impacts the evolution of certain cognitive frameworks and policies that have been traditionally adopted based on established and credible references.

Islamic Education Curriculum

The curriculum is a structured set of plans that serves as a guideline for implementing learning activities in educational institutions. It encompasses objectives, content, instructional materials, and the methods employed to deliver the material to students. In Indonesia, the curriculum is continually developed to align with contemporary developments and the needs of students. A well-designed curriculum facilitates more effective and efficient student comprehension of the subject matter.

The Islamic education curriculum possesses distinctive characteristics, as it does not solely focus on the mastery of general knowledge but also emphasizes the development of students' morality, spirituality, and faith. Within this curriculum, Islamic values serve as the foundational principles in every aspect of the learning process, including the formulation of objectives, selection of content, and instructional methods. Its ultimate goal is to cultivate a generation that is knowledgeable, faithful, and morally upright in accordance with the teachings of the Qur'an and the Sunnah. Therefore, the integration of religious and secular sciences constitutes a defining feature in the development of the Islamic education curriculum.

Furthermore, the Islamic education curriculum underscores the importance of maintaining balance among the cognitive, affective, and psychomotor domains. Students are not only encouraged to comprehend knowledge theoretically but also to apply it in their daily lives. In this context, the learning process is designed to enable students to embody Islamic values in their attitudes, behaviors, and social interactions. Consequently, the Islamic education curriculum aspires to produce individuals who are not only intellectually capable but also possess strong moral and spiritual integrity.

Islamic education plays a critical role in shaping the character and moral development of students. To achieve the objectives of Islamic education, it is essential that the content delivered extends beyond mere knowledge to include systematic and well-planned activities and experiences. This approach enables students to develop a deep and practical understanding of Islamic teachings in daily life. Therefore, the Islamic education curriculum must be carefully designed to ensure that all components are interconnected and collectively support the intended educational goals.

The Islamic education curriculum plays a critical role in achieving the objectives of religious education. As a tool to guide students in understanding Islamic teachings, the curriculum must be carefully designed to align with the needs and potential of learners. A key consideration

is ensuring that the curriculum corresponds to the students' age and psychological development. Islamic education is not merely the transmission of religious knowledge but also the cultivation of students' character and moral values. Therefore, the curriculum should include content that is relevant to students' daily lives. For example, in recent years, several Islamic educational institutions have begun integrating social and environmental values into their curricula. This approach not only prepares students to comprehend Islamic teachings but also fosters their awareness and responsibility toward society and the surrounding environment.

Furthermore, it is important to consider students' ability to respond to religious teachings. A flexible curriculum allows teachers to adapt instructional methods in the most effective way for their students. For instance, the use of technology in education, such as Islamic learning applications and online platforms, has increased in recent years. This provides opportunities for students who are more technologically adept to engage with the curriculum in a more interactive and appealing manner. Another important aspect to consider is teacher training. Professional development for Islamic education teachers is crucial, enabling them not only to understand the curriculum but also to implement it effectively. Such training programs should include instructional techniques that promote active student engagement in religious learning. Through a more innovative approach, teachers can enhance student interest and facilitate a deeper understanding of religious concepts.

The success of the Islamic education curriculum is highly dependent on multiple interrelated factors. This curriculum is designed to integrate religious education with general knowledge, producing students who are not only academically competent but also possess strong moral character and spiritual mastery. Firstly, the Islamic education curriculum emphasizes the importance of moral education. Every instructional unit incorporates the cultivation of ethical and moral values. For example, in lessons on Islamic history, students are taught to emulate the qualities of the Prophet Muhammad, such as honesty, tolerance, and gratitude. Consequently, students learn not only academic knowledge but also how to become responsible and virtuous members of society. Secondly, the Islamic education curriculum adapts to technological and informational developments. In the current digital era, the use of social media and the internet is widespread. Therefore, several Islamic educational institutions have begun integrating technology into their teaching processes. Thirdly, the effectiveness of the Islamic education curriculum can also be measured by increased student participation in extracurricular activities. Many Islamic schools organize activities beyond the classroom, such as debates, seminars, and competitions, which focus not only on academic achievement but also on social and leadership skill development.

These activities provide students with opportunities to interact, collaborate, and enhance public speaking abilities, thereby preparing them more effectively for real-world challenges.

In recent years, there has been a growing awareness among parents and the broader community regarding the importance of education that balances academic knowledge with religious values. With support from various stakeholders, including the government, the Islamic education curriculum has been increasingly strengthened and revitalized to align with contemporary needs. It can be concluded that the success of the Islamic education curriculum is not measured solely by academic achievement but also by its capacity to cultivate students' moral character, integrate with technological developments, and promote engagement in social activities. Through a holistic approach, Islamic education can develop a generation that is not only intellectually competent but also ethically and morally exemplary.

Development of the Islamic Education Curriculum in the Contemporary Era

Curriculum development is a critical step in achieving effective educational objectives. In the educational context, the curriculum serves as a roadmap that guides both teachers and students throughout the teaching and learning process. Through appropriate curriculum development, it is expected that education can be aligned with the evolving needs of students and the demands of contemporary society. One primary goal of curriculum development is to provide knowledge and skills that are relevant and applicable for students. Additionally, curriculum development must account for student diversity, as each learner possesses unique backgrounds, potentials, and learning styles. By acknowledging these differences, the curriculum can be designed with a more inclusive approach, ensuring that all students have equal opportunities to succeed. Examples of such approaches include differentiated learning programs for students with special needs and project-based learning methods, which represent more effective strategies in contemporary curriculum development.

Collaboration among educators is also critical in curriculum development. Teachers and other educational personnel need to work together to design a curriculum that is both effective and engaging. The exchange of experiences and knowledge among them can generate innovative ideas that enhance the learning experience for students. For example, teacher training on the use of technology in instruction can lead to novel methods for delivering curriculum content. Once the curriculum is implemented, evaluating its effectiveness is essential. This can be conducted through surveys of students and parents, as well as assessments of learning outcomes. The feedback obtained can serve as a basis for future curriculum improvements and adjustments.

Furthermore, the government should restructure the education system in vocational and technical institutions. This system should be comprehensive, with systematic mechanisms in every aspect, such as synchronizing curricula across institutions. The ultimate goal is to produce a skilled workforce ready to operate in the global economy, while adhering to the Indonesian National Qualifications Framework (KKNI) (Destrianjasari et al., 2022).

The Ministry of Education and Culture has developed a modern learning paradigm that emphasizes students' abilities in communication, analytical thinking, problem-solving, and information gathering from diverse sources. According to BSNP (2010), the 21st-century learning framework includes the following competencies:

- (a) **Problem-Solving and Critical Thinking Skills**, encompassing critical, lateral, and systemic thinking, particularly in the context of problem resolution;
- (b) **Communication and Collaboration Skills**, including the ability to interact and collaborate effectively with diverse individuals;
- (c) **Creativity and Innovation Skills**, the capacity to generate ideas that produce breakthroughs;
- (d) **Information and Communication Technology (ICT) Literacy**, the ability to utilize technology to enhance performance and daily activities;
- (e) **Information and Media Literacy Skills**, the capacity to understand and use various communication media to convey ideas, engage in collaborative activities, and interact with multiple stakeholders;
- (f) **Contextual Learning Skills**, the ability to conduct independent, context-based learning as part of personal development (BSNP, 2010).

This framework underscores the integration of cognitive, social, and technological competencies essential for preparing students to meet contemporary educational and societal demands.

Educational design must be aligned with contemporary contexts to equip students with essential 21st-century skills. In this regard, Wagner (2007) proposed the application of the “New 3 Rs” principle—**Rigor, Relevance, and Respect**—for curriculum development. *Rigor* emphasizes that the learning process should be flexible rather than monotonous and rigid. *Relevance* implies that each lesson must be meaningful and applicable to both present and future contexts. *Respect* refers to the relational aspects between teachers and students, particularly interaction patterns that foster both social and academic skills.

This framework suggests that the learning paradigm must evolve in the 21st century. Four factors drive this paradigm shift:

1. Information Challenges: Students face an overwhelming influx of information in the 21st century. With appropriate skills, they can acquire accurate and clear information from diverse sources.
2. Curriculum Effectiveness: Curricula should be designed to equip students with the skills to construct, discover, and analyze problems independently.
3. Analytical Thinking Development: Effective learning must focus on enhancing students' analytical thinking skills, defined as the ability to examine information critically, evaluate arguments, and make informed decisions based on available data.
4. Implied fourth factor in the broader discussion, though not explicitly mentioned in the original text.

This approach underscores the necessity of a learner-centered curriculum that integrates critical thinking, problem-solving, and information literacy to prepare students for the complexities of contemporary society.

The government has implemented curriculum reforms to align education with contemporary developments. Initially, the curriculum introduced in 2006 (KTSP) was later revised into the 2013 Curriculum (K-13) to address the paradigm shift from the 20th to the 21st century. Students are considered pivotal in contributing to the development of a better society. Within the context of Indonesia's 2013 Curriculum, students are expected to grow into individuals who are faithful, creative, productive, innovative, and effective. The 2013 Emergency Curriculum was introduced to address learning challenges during the COVID-19 pandemic, particularly for schools that continued to implement Distance Learning (PJJ). On February 11, 2022, the Minister of Education and Culture introduced the Independent Curriculum and the Independent Learning platform, which was implemented in the 2022/2023 academic year. Adapting the education system through the Independent Curriculum represents a crucial step in preparing students to face an increasingly complex future. In this context, education extends beyond the mere transfer of knowledge, encompassing the development of skills and character that are relevant to the demands of the 21st century.

Curriculum reform serves to refine existing curricula into updated frameworks. Several changes have been implemented in the transition from the 2013 Curriculum (K-13) to the Independent Learning Curriculum, including: (1) the transformation of Core Competencies

(Kompetensi Inti, KI) and Basic Competencies (Kompetensi Dasar, KD) into Learning Outcomes (Capaian Pembelajaran, CP); (2) the replacement of the syllabus with the Learning Objective Flow (Alur Tujuan Pembelajaran, ATP); (3) the substitution of the Lesson Plan (Rancangan Pelaksanaan Pembelajaran, RPP) with Teacher-Developed Learning Modules, which include formative and summative assessments as well as diagnostic tests; and (4) the limitation of natural and social science subjects (IPA and IPS) in Phase A, with the integration of these subjects into IPAS in Phase B. One strategy employed by the government to keep pace with advances in technology and knowledge is the periodic revision of the curriculum. Curriculum development is also aligned with student needs to promote continuous growth. Overall, curriculum development constitutes a critical step in achieving relevant and effective educational objectives. Through continual updates and enhancements, the curriculum enables education to optimally prepare students to meet the challenges of the future.

Several principles guide the development of Islamic education curricula, including: (1) Considering the potential, growth, interests, and needs of students as well as their surrounding environment; (2) Ensuring continuity and extensiveness, particularly by establishing links between different educational levels and program types; (3) Being responsive and adaptive to advances in knowledge, arts, and technology, allowing the curriculum to shape students' talents and interests; (4) Aligning with real-life needs, where stakeholder involvement ensures the curriculum's relevance to social, business, and labor environments; (5) Being multifaceted and integrated, developed without discrimination based on gender, ethnicity, culture, or socioeconomic status; (6) Supporting lifelong learning, with curriculum guidance focused on growth, culture, and student empowerment throughout life; and (7) Balancing regional and national interests, taking into account both local and national priorities to advance societal, national, and state welfare (Khairil Anwar, 2018). Based on these guiding principles, it can be concluded that the school curriculum plays a crucial role in shaping students into individuals who are not only academically competent but also prepared to navigate social and technological changes. A curriculum designed to support both cognitive and emotional development should include diverse programs that are relevant to contemporary needs. By adopting a holistic and innovative approach, education can facilitate comprehensive student growth, ensuring that learners are not only prepared for future careers but also become responsible, ethical members of society.

Conclusion

Curriculum reform represents a prominent contemporary issue in Islamic religious education. The curriculum plays a critical role in student development through a variety of school programs. It serves as a foundational framework in education, functioning as a guide for teaching and learning activities. A well-designed curriculum is expected to cultivate a generation that is not only academically competent but also possesses strong moral character. Continuous curriculum renewal ensures that the education provided remains relevant and effective in addressing future challenges. To achieve the objectives of comprehensive Islamic education, the curriculum must systematically integrate activities, knowledge, and experiential learning. This holistic approach fosters a learning environment that promotes intellectual development while simultaneously shaping virtuous character in accordance with Islamic values. Consequently, students are expected to become not only knowledgeable but also morally responsible in their daily lives.

Therefore, the success of Islamic education is highly dependent on the quality of the implemented curriculum. A curriculum that is designed with careful consideration of psychological development and student competencies significantly facilitates the achievement of educational objectives. With an appropriate approach, Islamic education functions not merely as a conduit for knowledge transfer but also as a platform for character formation and social awareness among learners. Accordingly, educators and policymakers must continuously strive to develop curricula that are responsive, relevant, and aligned with contemporary societal needs and the developmental requirements of students.

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