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Research Article

Reconstructing Curriculum Development Foundations In Islamic Education: A Qualitative Case Study

Farida Isroani,[1*] Fahru Rozi[2], Irwansyah[3]
[12] *Universitas Nahdlatul Ulama Sunan Giri, Indonesia,* [3]*Institut Agama Islam Negeri Takengon*

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Abstract

Curriculum is a very decisive component in an educational system, therefore the curriculum is a tool to achieve the educational system, therefore the curriculum is a tool to achieve the goals of education and also as a guide in the implementation of teaching on all types and levels of education. The curriculum is one of the tools to achieve the goal of education, which is to improve the quality of Indonesian people,morality, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible . The foundation for the development of the curriculum is essentially the factors that should be considered and considered by the curriculum developers when they want to develop or plan a curriculum of educational institutions. The main principles in developing curriculum are theological, philosophical, psychological, sociocultural, and technology. Curriculum is a very decisive component in an educational system, therefore the curriculum is a tool to achieve the educational system, therefore the curriculum is a tool to achieve the goals of education and also as a guide in the implementation of teaching on all types and levels of education. The curriculum is one of the tools to achieve the goal of education, which is to improve the quality of Indonesian people, morality, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible . The foundation for the development of the curriculum is essentially the factors that should be considered and considered by the curriculum developers when they want to develop or plan a curriculum of educational institutions. The main principles in developing curriculum are theological, philosophical, psychological, sociocultural, and technology.

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INTRODUCTION

Islamic education ideally aims to develop individuals with faith, knowledge, and noble morals, based on the Qur'an and Sunnah (el-Muniri, 2003). The curriculum is its heart, serving as the foundation for ontology, epistemology, and axiology. However, the development of Society 5.0 demands that the Islamic education curriculum not only transfer knowledge but also shape students' character and critical thinking skills (Anam, 2016). Based on initial observations and preliminary studies at Islamic Junior High Schools (MTs), several problems were identified in the foundation of the Islamic Education curriculum development, particularly in the subject of Islamic religious education, namely Islamic Cultural History (Mansur, 2016). The Ontological Foundation Problem: 1) Students Positioned as "Memorization Objects". The students' true nature as khalifah fil ardh (vicegerents) is not fully reflected. Learning remains teacher-centered. MTs students are required to

[1]Corresponding Author: farida@unugiri.ac.id

memorize names, years, and genealogies without understanding their wisdom and relevance. As a result, students view Islamic Cultural History as "a lesson from the past" that is irrelevant to their lives. 2) Epistemological Foundation Problem: Dichotomous & Textual Sources of Knowledge (Zainal, 2011).

The curriculum's sources of knowledge are limited to textbooks and teacher lectures. The integration of the naqli (intelligible) evidence of the Quran and Hadith, the burhani (logical-historical) evidence, and the irfani (reflective) evidence of reflection has not yet occurred. As a result, MTs students find it difficult to connect the Prophet Muhammad's migration (hijrah) to issues of bullying, tolerance, or leadership in the current digital age. Knowledge becomes fragmented, "religion is in Islamic Religious Education, science is in." 3) Problems with the Axiological Foundation: Curriculum Goals Shift to Cognitive (Maktumah, 2024).

The primary goal of the Islamic Education curriculum is the development of noble character. However, in reality, in Islamic Junior High Schools (MTs), the learning objective has shifted to "achieving the Minimum Competency (KKM) and exam scores." Assessments are largely based on memorization quizzes. As a result, the phenomenon of "MTs students pray diligently when the teacher is present, but good manners toward others and honesty have not yet developed." Learning enjoyment is low because students do not perceive the curriculum's benefits for their lives. 4) Problems with the Implementation of the Independent Curriculum. Despite using P5, its implementation in MTs has not addressed the philosophical foundation. P5 has become merely a ceremonial activity, not built on the foundation of monotheism and the integration of knowledge. Teachers struggle to reconstruct lesson plans because there is no contextual guidance on the foundation of the Islamic Education curriculum.

People's lives will always experience changes as a result of the rapid development of the times and technological advances. Rapid development. It cannot be denied that all lines of life must be willing to accept these changes. The impact is that the needs of human life will also change as education. Education is required to be the answer to the turmoil of changing times where human resources can continue to develop and develop these changes. That means there will be many challenges experienced in the learning process in the world of education. Given the importance of the curriculum in education and human life, the preparation of the curriculum cannot be done carelessly. The preparation of the curriculum requires strong foundations, which are based on the results of in-depth thinking and research. The preparation of a curriculum that is not based on a strong foundation can have fatal consequences for the failure of education itself. By itself, it will also fail in the human development process (Safaruddin, 2020).

The basis for curriculum development is essentially the factors that must be considered and considered by curriculum developers when developing or planning a curriculum for an educational institution. A curriculum developer in making decisions regarding the curriculum must pay attention to philosophy, both the development philosophy, the philosophy of the educational institution and the philosophy of the educator. From several definitions, it has provided an understanding that in general curriculum development can be grouped into two forms, namely: a). New curriculum development (curriculum construction). This type of curriculum development is curriculum development carried out for a new educational institution or for a new subject. It can also occur for a new learning activity, where previously there was no curriculum. b). Perfecting the existing curriculum. Namely, reconstructing the existing curriculum because it is considered outdated. Or in other words, as a form of improvement to the existing curriculum, then becoming a new curriculum design (Mansur, 2016).

METHOD

This research was conducted with a qualitative approach, which states that qualitative research methods are defined as research methods based on postpositivist philosophy and are used to examine the conditions of natural objects (Yin, 2014), where researchers are key instruments with triangulation data collection techniques, inductive/qualitative data analysis, and research results emphasize meaning rather than generalization. This research is a type of case study research. This is done in order to focus more on the problem to be studied (Tisdell et al., 2025). Data collected from various sources and research results through interviews, observations, and documentation. Creswell states that a study can be said to be a case study research if the research process is carried out in depth and comprehensively on the case being studied, and follows the case study structure (Creswell, 2017) .This research was conducted with a qualitative approach. Tisdell, Merriam, and Stuckey-

Peyrot (2025) state that qualitative research methods are defined as research methods based on postpositivist philosophy and are used to examine the conditions of natural objects, where researchers are key instruments with triangulation (combined) data collection techniques, inductive/qualitative data analysis, and research results emphasize meaning rather than generalization (Tisdell et al., 2025).

This research was conducted at Madrasah Tsanawiyah Negeri 1 Bojonegoro, located at Jl. Monginsidi No. 156, Sukorejo Kidul, Sukorejo, Bojonegoro District, Bojonegoro Regency, East Java. The location was selected based on the following considerations: 1) This Madrasah has implemented the PBL model in accordance with the learning syntax, 2) Adequate infrastructure, projectors and internet connection are available to run learning applications, 3) Grade VII students have low learning enjoyment based on initial observations and interviews with subject teachers. The research lasted for 2 months, starting from November 10, 2025, to January 10, 2026. The time was adjusted to the odd semester academic calendar and material schedule.

RESULTS

Foundations in Curriculum Development

Curriculum and learning are interrelated; the planned curriculum will not produce results if it is not implemented in learning. Curriculum development requires a strong foundation or principle, because if the development process is haphazard and does not have a strong foundation, then the quality of the educational output produced will not be guaranteed (Azalia et al., 2023). In line with Saylor J.G and Alexander, who said that: "Curriculum and learning are packages that are interrelated with each other (Saylor et al., 1981). The curriculum that is planned is meaningless if it is not implemented in the learning process. Learning cannot be implemented properly without curriculum guidance. "Without "Without a curriculum or plan, there can be no effective instruction and instruction in the curriculum has little meaning. In the process of planning a curriculum for the implementation of the learning process, there needs to be a basis for a systematic and quality structure.

Some of the foundations in developing a curriculum include: 1) Philosophical Foundation The philosophical foundation in curriculum development is an assumption or formulation obtained from the results of deep, analytical, logical, and systematic thinking in planning, implementing, fostering, and developing the curriculum in written programs or operationally in schools. 2) Psychological basis. Psychology is a science that studies human behavior in relation to the environment (Doll Jr, 1989) . While the curriculum is an effort to determine an educational program to change human behavior for the better. The psychological basis in the educational process that discusses various information about human life in general and symptoms related to aspects of the human personal curriculum and certain stages of developmental age, to recognize and respond to students.

Students are developing creatures, and this development is generally obtained through the learning process. In essence, every individual experiences development, namely regular changes from conception to death (maturation) and through the learning process. Both models of change are in the realm of psychology, the process of developing a curriculum cannot be separated from psychological studies as a basis for determining the direction of the curriculum to be better in concept and practice. Assumptions that come from psychology are used as a starting point in developing the curriculum. There are two types of psychology that must be used as a reference, namely developmental psychology and learning psychology.

The sociological basis of curriculum development is the assumptions derived from sociology that are used as a starting point in curriculum development. Education is a process of socialization through human interaction towards a cultured human being. Education is a process of socialization and cultural inheritance from one generation to the next in an effort to improve human dignity, both as individuals, community groups, and in a broader context, namely national culture. Therefore, students are faced with culture fostered and developed according to their cultural values.

As in the development of the 2013 curriculum, referring to the 2014 RPJMN education sector which contains changes in learning methodology and curriculum arrangement. Presidential Instruction number 11 of 2010 concerning the Acceleration of the Implementation of National Development Priorities emphasizes that

the improvement of the curriculum and active learning methods based on the values of the nation's culture to form the competitiveness of the nation's character.

Education as a cultural process is an effort to foster and develop human creativity, will, and feelings towards a broader and higher human civilization, namely a cultured human being. The increasing development of human socio-culture will make the demands of human life even higher; it is necessary for educational institutions to be prepared to answer all challenges caused by the development of culture. Therefore, as an anticipation, educational institutions must prepare students to live naturally in accordance with the socio-cultural development of their society, for that, educational innovations are needed, especially concerning the curriculum. Technology is essentially the application of science.

While the core activity in curriculum planning is formulating the entire contents of the curriculum, which contains all materials and designs of learning activities that will be carried out. Thus, it can be said that curriculum development planning is a decision taken to take action within a certain time, with the intention of implementing curriculum development activities to be more effective and efficient. The result is then able to produce a curriculum design that is in accordance with expectations and relevant to market needs and developments (Novrizal & Muhammad, 2025).

Technology plays an important role in human cultural life. One indicator of the progress of human civilization can be measured from the progress of science and technology. Technology is widely used in various fields of life. The goal is to create a condition that is effective, efficient, and synergistic to human behavior patterns. Technology products are not always physical, such as computers, televisions, radios, and so on, but there are also non-physical, such as learning procedures, evaluation systems, teaching techniques and so on. These technology products are widely used in education so that they have a very significant influence on the process and results of education.

Educational activities require support from the use of industrial tools such as televisions, radios, videos, computers, and other equipment. The use of tools needed to support the implementation of educational programs, especially at a time when the development of increasingly sophisticated communication technology products requires adequate knowledge and skills and abilities from teachers and other educational program implementers. Considering that education is an effort to prepare students to face the future and increasingly rapid changes in society, including changes in science and technology, curriculum development must be based on science and technology. In line with the curriculum and technological advances, curriculum development must be able to improve and develop students' thinking skills to produce more new technologies in accordance with the development of the times and the characteristics of Indonesian society (Asmariani, 2000).

Principles and Evaluation in Curriculum

The term organization has two general meanings, namely: First, an organization is defined as an institution, company, educational institution, association or government agency. Second; refers to the process of organizing, namely how work is organized and managed, so that the goals of the organization can run effectively. Fatmawati interprets this organization as the process of organizing, allocating and distributing work, authority and resources among members of the organization to achieve the goals of the organization that are planned and implemented under the responsibility of the educational institution (Prasetyo & Hamami, 2020).

Meanwhile, the curriculum organization is a curriculum structure in the form of a general framework of teaching programs that will be delivered to students (Hamalik, 2008). This program structure is a very essential basis in curriculum development and is closely related to the educational goals to be achieved (Anam, 2016). This understanding is in line with Miller-Seller's opinion, which states that the curriculum organization is not only limited to subject matter or courses, but includes a set of interactions that are intended both directly and indirectly designed to facilitate the educational process to be more meaningful.

Evaluation in curriculum development is a concept that has a very broad and diverse meaning and scope. According to Olivia, evaluation in curriculum development is none other than to ensure that the curriculum goals and objectives can be achieved. This includes learning evaluation (instructional evaluation) and various things related to documents and the process of achieving these goals. The concept of evaluation in curriculum

development is certainly different from learning evaluation and educational evaluation. In practice, there is often confusion or lack of clarity regarding the area and scope (Lincoln & Guba, 1985).

According to Olivia, educational evaluation is all types of evaluations that are under the auspices of educational institutions. It not only concerns the curriculum and learning but also concerns the area, building, administration, supervision, personnel, transportation, and so on. Meanwhile, learning evaluation (instructional evaluation) is an assessment of (1) student achievement, (2) learning performance, and (3) the effectiveness of an approach or method applied.

In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number: 81 of 2013, it is stated that curriculum evaluation is interpreted as a series of systematic actions in collecting information, providing considerations, and decisions regarding the value and meaning of the curriculum, considerations, and decisions regarding the consistency of ideas, design, implementation and results of the curriculum. While considerations and decisions regarding meaning or significance, regarding the positive impact of the curriculum on society. From the several definitions above, it can be understood that evaluation in curriculum development is not only carried out to assess the success of achieving goals, but also to evaluate all aspects of the curriculum, including goals, content, implementation strategies and the evaluation itself (Kemmis, 2013). From the perspective of curriculum development, the model can be a theoretical review of a curriculum process as a whole or it can also be a review of just one part. Curriculum development with its various models is very much needed in order to improve or perfect the curriculum that has been created to be developed independently, whether it comes from the central government, local government or from the educational institution itself. There are several curriculum development models that have been offered by experts, including Miller and Seller.

They tried to compile a curriculum development model that they considered more comprehensive. He stated that the curriculum development process is a series of activities that are carried out continuously to form a cycle. The process must start from determining the orientation of the curriculum, educational goals, learning management, and learning strategies, implementation to the view of the success of curriculum implementation. The curriculum development model in this study emphasizes the orientation aspect initiated by Miller-Seller.

CONCLUSION

The curriculum, both at the curriculum stage as an idea, plan, experience and curriculum as a result of its development must refer to or use a strong and solid foundation, so that the curriculum can function and play a role in accordance with the demands of education that are to be produced as stated in the formulation of national education objectives that have been outlined in Law no. 20 of 2003. In principle, four main foundations must be used as the basis for every curriculum development, including philosophical foundations, psychological foundations, sociological foundations, and technological foundations. Principles in curriculum development, Principles in curriculum development are as guidelines that must be followed in curriculum development activities so that the results can be in accordance with the expectations of all related parties. The principles of curriculum development are not something absolute, in the sense that they can change, increase or decrease according to existing needs. The principles in curriculum development include principles that are oriented towards, the principle of relevance, the principle of flexibility, the principle of continuity, the principle of effectiveness.

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