



Curriculum Design and Implementation in Islamic Educational Institutions

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Article Information:

Received July 26, 2026

Revised August 20, 2026

Accepted September 20, 2026

Keywords:

Curriculum Design, Curriculum Implementation, Islamic Education, Islamic Educational Institutions.

Abstract

Curriculum is an important component in determining the direction and quality of education in Islamic educational institutions. Curriculum design and implementation need to align educational objectives with students' needs, developments in science and technology, changes in society, and Islamic values. This study aims to examine curriculum design and implementation in Islamic educational institutions, particularly the principles of curriculum design, curriculum implementation processes, the role of teachers, the implementation of the Merdeka Curriculum, curriculum evaluation, and supporting and inhibiting factors. This study employs a qualitative approach using a literature study method. Data were obtained from relevant books and journal articles discussing curriculum design, development, implementation, and evaluation in Islamic education. The results indicate that effective curriculum design requires attention to the principles of relevance, flexibility, effectiveness, efficiency, and continuity. Curriculum implementation involves systematic planning and the participation of school leaders, teachers, students, parents, and the community. Teachers have an important role in translating curriculum objectives into learning activities that correspond to students' characteristics and educational needs. The implementation of the Merdeka Curriculum provides Islamic educational institutions with greater flexibility to develop contextual and student-centered learning while maintaining Islamic values. Curriculum evaluation is an essential component for examining the implementation of the curriculum and identifying areas that require improvement. Supporting factors include teacher competence, institutional leadership, learning resources, and stakeholder involvement, while inhibiting factors include limited facilities, teacher readiness, and differences in institutional capacity. The study concludes that curriculum design and implementation in Islamic educational institutions need to be conducted systematically, continuously, and adaptively to address contemporary educational developments while maintaining the fundamental values of Islamic education.

How to cite:

Arif, M., & Husna, Z. (2026). *Curriculum Design and Implementation in Islamic Educational Institutions. Al-Fatihah: Jurnal Ilmu Keislaman*, 1(2), 92–100.

E-ISSN:

3163-6535

Published by:

PT. Pendidikan Islam Al-Fatihah

INTRODUCTION

Education is an important part of human life because it enables individuals to develop knowledge, skills, attitudes, and character. Education is not limited to academic achievement, but also plays a role in shaping students' ways of thinking and behavior. In Islamic education, the scope of education is broader, as intellectual development needs to go hand in hand with the development of moral character and personality based on Islamic teachings. This gives Islamic education the responsibility to prepare students to face changes in life while maintaining Islamic values ([Irmawati, 2024](#)).

To achieve these goals, the curriculum is one of the essential elements in the provision of education. It provides direction for educational institutions in determining learning objectives, materials, teaching methods, learning activities, and assessment. Through the curriculum, educational goals can be translated into more structured activities that can be implemented by teachers and students. Therefore, a curriculum should not merely be viewed as a learning document, but also as a foundation for organizing educational processes within an institution ([Kartini et al., 2022](#)).

Curriculum design in Islamic educational institutions needs to take into account various aspects related to institutional conditions and students' needs. Islamic educational objectives, developments in science and technology, social changes, and students' characteristics are among the factors that need to be considered in curriculum development. The curriculum should also provide opportunities to integrate knowledge with Islamic values. Through such integration, education is expected to develop students who possess not only academic competence but also attitudes and behavior that reflect Islamic values ([Anas & M, 2024](#)).

In addition to curriculum design, curriculum implementation is an essential part of achieving educational goals. A curriculum that has been designed needs to be translated into learning activities that are appropriate to students' needs and conditions. Teachers play an important role in this process because they are directly involved in translating the curriculum into classroom practice. School leaders, students, parents, and the wider educational environment also contribute to supporting curriculum implementation so that it can be carried out in accordance with the intended objectives ([Fauzi et al., 2025](#)).

Changes in educational policies also influence curriculum management and implementation in Islamic educational institutions. One example is the implementation of the Merdeka Curriculum, which provides educational institutions and teachers with greater flexibility to adapt learning to students' needs and characteristics. In Islamic educational settings, this curriculum can be adapted to the identity of the institution by strengthening Islamic values, character development, and learning that is relevant to students' daily lives. This indicates that curriculum development needs to remain responsive to changing circumstances while preserving the identity and objectives of Islamic education ([Kusumawati & Nurfuadi, 2024](#)).

Previous studies have examined curriculum development and implementation in Islamic education from various perspectives. Several studies have indicated that curriculum implementation is associated with teacher readiness, institutional management, the availability of facilities and infrastructure, and the ability of educational institutions to adapt the curriculum to students' needs ([Zulkarnain, 2022](#)). Rumiana & Wanto, Other studies have emphasized the importance of integrating Islamic values into the curriculum so that education is not focused solely on academic achievement but also contributes to students' character development ([Rumiana & Wanto, 2022](#)). Kesuma et al., Curriculum evaluation is also considered an important process for examining the relevance, implementation, and quality of Islamic education curricula ([Kesuma et al., 2024](#)). These studies suggest that curriculum design and implementation are closely connected, although further discussion is still needed to

examine both aspects together within the context of Islamic educational institutions.

Previous studies have examined curriculum development and implementation in Islamic education from various perspectives. Several studies have indicated that successful curriculum implementation is associated with teacher readiness, institutional management, the availability of facilities and infrastructure, and the ability of educational institutions to adapt the curriculum to students' needs. Other studies have emphasized the importance of integrating Islamic values into the curriculum so that education is not focused solely on academic achievement but also contributes to students' character development. These studies suggest that curriculum design and implementation are closely connected, although further discussion is still needed to examine both aspects together within the context of Islamic educational institutions ([Rahayu et al., 2023](#)).

Based on the discussion above, curriculum design and implementation in Islamic educational institutions require particular attention because both influence the direction and practice of education. A curriculum designed by considering Islamic educational objectives, students' needs, current developments, and institutional conditions can provide a stronger foundation for a more organized learning process. At the same time, implementation and evaluation are necessary to determine how effectively the curriculum is translated into educational practice. Therefore, this study examines curriculum design and implementation in Islamic educational institutions, focusing on the processes, practices, and various factors associated with its implementation.

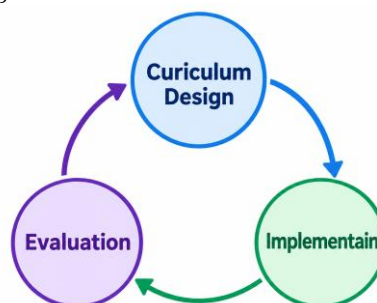
METHODS

This study employs a qualitative method with a descriptive approach aimed at understanding and providing an in-depth description of the curriculum design and implementation process in Islamic educational institutions. This approach is used to gain a comprehensive understanding of the concepts, processes, and various aspects related to curriculum development based on information obtained from relevant sources. The type of research used is a literature review (library research), with research data sourced from various literature such as books, scientific journals, articles, and documents related to the curriculum and Islamic education ([Sugiyono, 2021](#)). Data collection was conducted through the process of reading, reviewing, understanding, and identifying information from various sources relevant to the research focus. The data obtained were then grouped based on the aspects of curriculum design, implementation, and evaluation. Subsequently, the data were analyzed descriptively through the stages of selection, grouping, interpretation, and systematic organization of information. The results of the analysis were used to provide a comprehensive overview of the curriculum design and implementation processes, as well as various factors related to curriculum development in Islamic educational institutions ([Moleong, 2018](#)).

RESULT AND DISCUSSION

The following section will discuss three main topics identified based on the results of the research analysis. These three topics are organized based on findings relevant to the research focus and are analyzed systematically to provide a more comprehensive overview of the research results.

Figure 1. Research Discussion Outline



1. Curriculum Design in Islamic Educational Institutions

Curriculum design is a fundamental stage in the provision of education because it determines the direction, objectives, content, learning processes, and evaluation of an educational program. In Islamic educational institutions, curriculum design has a broader scope because it is not limited to the development of academic abilities but also aims to foster faith, piety, moral character, skills, and students' social development. Therefore, an Islamic education curriculum needs to be designed comprehensively so that students' intellectual, spiritual, social, and practical abilities can develop in a balanced manner ([Budiastuti et al., 2021](#)).

Cholilah et al. (2025) found that the design of Islamic Religious Education (PAI) curricula in schools and madrasahs needs to consider concepts, models, and contextual implementation ([Cholilah et al., 2023](#)). Meanwhile, Helmi, emphasized that curriculum development and implementation should be systematically organized according to educational objectives. These studies indicate that a curriculum should not merely be viewed as an administrative document but as a framework that connects educational objectives with the learning process ([Helmi, 2020](#)). In Islamic educational institutions, such a framework needs to take into account educational foundations, students' characteristics, community needs, and the social and cultural conditions surrounding the educational environment.

The researcher's analysis extends these findings by considering the diverse characteristics of Islamic educational institutions. Madrasahs, Islamic schools, pesantrens, and other Islamic educational institutions do not necessarily have the same student characteristics, environments, resources, or institutional orientations. Consequently, applying a uniform curriculum may reduce its relevance to the actual needs of individual institutions. Curriculum design therefore needs to be contextual so that learning materials can be connected with students' experiences and the realities of the communities in which they live.

In addition to institutional characteristics, developments in science and technology have become important considerations in curriculum design. Digital transformation has changed the ways in which students access information, communicate, and learn. Islamic educational institutions therefore need to develop curricula that respond to these developments without losing their Islamic identity and values. From the researcher's perspective, technology integration should not be understood merely as the use of digital devices. Rather, it should form part of a broader learning strategy that enhances the relevance of education while helping students develop the ability to use technology responsibly.

Curriculum design should also be based on the principles of relevance, flexibility, effectiveness, efficiency, and continuity. The principle of relevance requires the curriculum to correspond to students' needs, societal developments, and the objectives of Islamic education. Flexibility provides institutions with opportunities to adapt the curriculum to different conditions, while effectiveness and efficiency concern the achievement of educational objectives through the appropriate use of available resources. Continuity ensures coherence across educational levels and students' learning experiences.

Inayati et al., positioned planning and implementation as interconnected components of Islamic curriculum development. Based on this study, the researcher's analysis emphasizes that curriculum design principles should not stop at the stage of preparing curriculum documents. Relevance should be reflected in the selection of learning materials, flexibility should be evident in learning strategies, effectiveness should be demonstrated through the achievement of learning objectives, and continuity should be reflected in the coherence of the educational process. Thus, the quality of curriculum design can be assessed from its ability to be translated into actual learning practices ([Inayati et al., 2024](#)).

Another important aspect is the integration of general knowledge with Islamic values. Islamic education curricula should avoid creating a rigid separation between religious and general knowledge. The knowledge acquired by students should contribute to the development of attitudes and behaviors consistent with Islamic values. Therefore, educational success should not be measured solely through academic achievement but also through students' ability to apply knowledge, skills, and religious values in their daily lives.

The involvement of various stakeholders is also an important component of curriculum design. Institutional leaders, teachers, educational staff, students, parents, and the wider community can contribute according to their respective needs and perspectives. Teachers occupy a particularly important position because they are directly responsible for translating curriculum plans into classroom practice. Therefore, effective curriculum design should also consider the capacity of those responsible for implementing it so that the curriculum can be realistically applied.

2. Curriculum Implementation in Islamic Educational Institutions

Curriculum implementation refers to the process of translating curriculum plans into actual educational activities. It is not limited to classroom instruction but also includes planning, teaching, assessment, habituation, and other educational activities. Studies on the implementation of Islamic Religious Education curricula generally identify three major stages: planning, implementation, and evaluation. At the planning stage, teachers translate the curriculum into instructional plans. This process includes determining learning objectives, materials, methods, media, learning activities, and assessment procedures. Systematic planning enables teachers to conduct learning in a more focused manner because each activity is connected to the objectives that students are expected to achieve ([Julaen et al., 2024](#)).

Hasana & Utami, found that the implementation of Islamic Religious Education curricula involves planning, implementation, and evaluation. This finding reinforces the view that implementation cannot be separated from curriculum design. The researcher's analysis indicates that the quality of planning strongly influences the quality of implementation. Even a well-designed curriculum requires appropriate interpretation by teachers so that the objectives stated in curriculum documents can be transformed into meaningful learning experiences for students ([Hasanah & Utami, 2025](#)).

During the implementation stage, teachers occupy a central position. They are not merely transmitters of knowledge but also facilitators and guides who support students throughout the learning process. In Islamic education, teachers have an additional responsibility to provide role models and cultivate Islamic values through daily educational practices. Consequently, learning should not rely exclusively on lectures but can be developed through discussion, practical activities, problem-based learning, project-based learning, and contextual learning.

Ihsanudin et al., found that the implementation of Islamic Religious Education curriculum development is influenced by teacher competence, time limitations, community involvement, facilities and infrastructure, and curriculum flexibility. These findings demonstrate that successful implementation depends not only on the quality of curriculum content. The researcher's analysis indicates a relationship between institutional readiness and teachers' ability to operationalize the curriculum. In other words, implementation requires systemic support rather than relying solely on individual teacher competence ([Ihsanudin et al., 2026](#)).

The role of teachers becomes increasingly important in Islamic educational institutions because the curriculum is directed not only toward knowledge acquisition but also toward character formation. Values such as honesty, discipline, responsibility, tolerance, cooperation, and respect for others can be cultivated through classroom

learning and daily habituation. Research on curriculum management in madrasahs also indicates that planning, organizing, implementation, and evaluation are important components of curriculum management. At the same time, the national curriculum can be combined with religious reinforcement to reflect the distinctive characteristics of Islamic educational institutions. The implementation of the Merdeka Curriculum provides greater opportunities for educational institutions and teachers to adapt learning to students' needs. In Islamic education, this flexibility can be used to develop learning that is contextual, student-centered, and capable of integrating Islamic values with the competencies required in contemporary society.

Lubib et al., in a study of the implementation of the Merdeka Curriculum in Islamic educational institutions in East Java, highlighted the importance of socialization, human resource readiness, and infrastructure support ([Lubib et al., 2026](#)). Meanwhile, Kesuma et al., identified a shift in Islamic Religious Education curriculum development toward approaches that are more competency-based, contextual, and focused on character development. These studies indicate that curriculum reform requires adequate institutional preparation ([Kesuma et al., 2024](#)).

The researcher's analysis shows that the flexibility provided by the Merdeka Curriculum creates opportunities for Islamic educational institutions to strengthen their institutional identity while remaining aligned with national educational policies. However, such flexibility needs to be accompanied by teachers' ability to select appropriate learning strategies, adequate facilities, and effective management support. Studies on the implementation of the Merdeka Curriculum in Islamic Religious Education have also identified challenges related to teachers' understanding, the dominance of certain teaching methods, limitations in authentic assessment, and unequal institutional support. Contextual learning, project-based learning, and the integration of Islamic values can therefore become important responses to these challenges.

Thus, curriculum implementation can be understood as a dynamic process. Curriculum design provides direction, teachers translate the design into learning practices, students experience the learning process, and the results of implementation provide information for subsequent improvement. This relationship demonstrates that curriculum design and implementation cannot be separated in the management of Islamic education curricula.

3. Curriculum Evaluation and Improvement

Evaluation is an integral part of curriculum design and implementation. It is conducted to determine the extent to which educational objectives have been achieved while identifying aspects that require further improvement. Curriculum evaluation should not focus exclusively on students' learning outcomes but should also examine the learning process, teacher readiness, the availability of facilities and infrastructure, and the compatibility of the curriculum with institutional needs. In Islamic education, evaluation needs to cover cognitive, affective, and psychomotor dimensions. The cognitive dimension concerns students' knowledge and understanding, the affective dimension relates to attitudes and values, while the psychomotor dimension concerns skills and the ability to apply knowledge. This approach demonstrates that the success of Islamic education cannot be adequately determined through academic achievement alone but should also consider students' character development, attitudes, and practical abilities ([Zulkarnain, 2022](#)).

Inayati, in their study of Islamic Religious Education curriculum evaluation, employed the CIPP perspective, consisting of *context*, *input*, *process*, and *product*. This model enables educational institutions to examine the curriculum comprehensively, beginning with its relevance to institutional needs and vision, continuing with resource readiness and implementation processes, and ending with the outcomes achieved. The researcher's analysis indicates that evaluation should not be positioned merely as the final stage of the learning process ([Inayati et al., 2024](#)). Instead, it should function as a continuous

process that provides information for decision-making and curriculum development. When discrepancies are identified between objectives and outcomes, institutions can reconsider learning materials, teaching strategies, teacher competencies, facilities, or assessment systems. Evaluation therefore functions both as a mechanism for quality control and as a foundation for curriculum improvement (Laila et al., 2025).

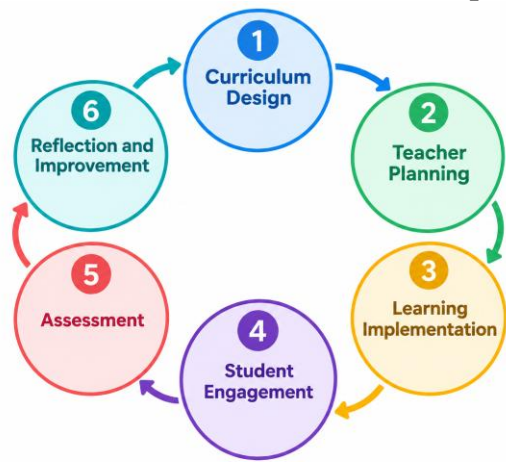
Table 1. CIPP-Based Curriculum Evaluation

CIPP Component	Evaluation Focus	Researcher's Analysis
Context	Students' needs, educational environment, and institutional vision	Determines the relevance of curriculum objectives.
Input	Teachers, students, learning materials, facilities, and learning resources	Assesses the readiness of resources before implementation.
Process	Learning implementation and teachers' instructional strategies	Examines the consistency between curriculum design and actual practice.
Product	Learning outcomes and achievement of educational objectives	Provides a basis for curriculum improvement and further development.

The success of curriculum implementation is also influenced by various supporting and inhibiting factors. Supporting factors include teacher competence, the leadership of school or madrasah principals, the availability of facilities and infrastructure, school culture, parental support, and community involvement. In contrast, potential obstacles include limited instructional time, teachers' understanding of curriculum changes, administrative workloads, inadequate facilities, and differences in students' characteristics.

Previous studies indicate that these factors are interconnected. A curriculum that is conceptually well designed may encounter difficulties when human resources are not adequately prepared or facilities are insufficient. The researcher's analysis indicates that addressing these challenges requires an integrated approach involving teacher capacity development, improvement of facilities, stronger cooperation between educational institutions and parents, and regular evaluation. In this sense, evaluation serves not only to determine whether a curriculum has been successful but also to identify underlying problems and determine appropriate follow-up actions.

Figure 3. Curriculum Evaluation and Development Cycle



Based on the previous studies and the researcher's analysis across these three dimensions, curriculum design, implementation, and evaluation constitute an

interconnected process. Design establishes the direction and components of the curriculum, implementation translates the design into educational practice, while evaluation provides information for subsequent improvement. Therefore, the development of Islamic education curricula needs to be contextual, flexible, continuous, and consistently oriented toward the integration of knowledge, skills, character, and Islamic values.

This finding is consistent with studies emphasizing the importance of aligning educational objectives, students' needs, teacher competence, institutional conditions, and broader social developments in curriculum development. Rather than functioning as separate stages, design, implementation, and evaluation should be viewed as parts of a continuous cycle in which each stage informs and strengthens the others. Such an approach enables Islamic educational institutions to maintain the relevance of their curricula while preserving their religious identity and responding to changing educational demands.

CONCLUSION

The design and implementation of the curriculum in Islamic educational institutions play a crucial role in determining the direction of education. The curriculum is not only developed based on learning objectives and students' needs but must also adapt to advancements in science and technology without compromising Islamic values. In its implementation, teachers play a vital role because they interact directly with students and determine how the curriculum is applied in the learning process. The implementation of the Merdeka Curriculum also provides an opportunity for Islamic educational institutions to develop learning approaches that are better suited to the circumstances and characteristics of their students.

Implementing the curriculum essentially requires support from various parties, including school administrators, teachers, students, parents, and the community. The availability of facilities and infrastructure, teacher competence, and an understanding of the curriculum all contribute to its smooth implementation. Evaluations must be conducted to identify what is working well and what still needs improvement. In this way, curriculum development can proceed gradually to ensure it remains aligned with students' needs, educational developments, and the values that underpin Islamic educational institutions.

DECLARATIONS

Author Contribution

Muhammad Arif: Writing-Preparation of original manuscript, Conceptualization Data accuracy, **Zulkiatul husna:** Visualization, Methodology, Improve Language, Investigation.

Funding Statement

The author(s) declare that no financial support was received for the research, authorship, and/or publication of this article.

Conflict of Interest

The authors declare that this research was conducted without any conflict of interest in the research.

Ethical Clearance

The place or location studied has agreed to conduct research and is willing if the results of this study are published.

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