

Toward an Integrative Framework of PAI Curriculum Development: A Critical Analysis of Academic, Humanistic, and Social Reconstruction Approaches

(Kerangka Kerja Integratif Pengembangan Kurikulum PAI: Analisis Kritis Pendekatan Akademik, Humanistik, dan Rekonstruksi Sosial)

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Article Information

Received : January 18, 2026

Revised : May 5, 2026

Accepted : May 6, 2026

ABSTRACT

Purpose: This study aims to critically examine the main approaches used in the development of Islamic Religious Education (PAI) curriculum, namely the academic subject approach, the humanistic approach, and the social reconstruction approach. **Method:** Employing a qualitative library research design, this study systematically analyzes relevant literature through conceptual and thematic analysis to identify the characteristics, strengths, and limitations of each approach. **Findings:** The findings reveal that each approach offers distinct contributions: the academic subject approach emphasizes mastery of disciplinary knowledge, the humanistic approach prioritizes students' personal development and values internalization, while the social reconstruction approach focuses on social transformation and contextual relevance. However, the study also finds that the isolated application of these approaches tends to produce partial and less adaptive curriculum outcomes. **Future Research:** Therefore, this study proposes an integrative perspective that combines the strengths of all three approaches to achieve a more holistic and context-responsive PAI curriculum. **Implications:** Theoretically, this study contributes to the reconceptualization of PAI curriculum development by offering an integrative framework that bridges knowledge, values, and social relevance. **Novelty:** The novelty of this study lies in its critical synthesis and integration of multiple curriculum approaches into a unified conceptual model applicable to contemporary Islamic education contexts.

Keywords: Islamic Curriculum; PAI Curriculum; Curriculum Integration; Educational Philosophy; Value-Based Education; Curriculum Design



ABSTRAK

Tujuan: Penelitian ini bertujuan untuk mengkaji secara kritis berbagai pendekatan utama dalam pengembangan kurikulum Pendidikan Agama Islam (PAI), yaitu pendekatan subjek akademik, pendekatan humanistik, dan pendekatan rekonstruksi sosial. **Metode:** Penelitian ini menggunakan desain kualitatif berbasis studi pustaka dengan analisis konseptual dan tematik terhadap literatur yang relevan untuk mengidentifikasi karakteristik, kelebihan, dan keterbatasan masing-masing pendekatan. **Hasil:** Hasil penelitian menunjukkan bahwa setiap pendekatan memiliki kontribusi yang berbeda: pendekatan subjek akademik menekankan penguasaan pengetahuan disipliner, pendekatan humanistik berfokus pada pengembangan pribadi dan internalisasi nilai, sedangkan pendekatan rekonstruksi sosial menekankan transformasi sosial dan relevansi kontekstual. Namun demikian, penelitian ini juga menemukan bahwa penerapan pendekatan secara terpisah cenderung menghasilkan kurikulum yang parsial dan kurang adaptif. **Penelitian Selanjutnya:** Oleh karena itu, penelitian ini menawarkan perspektif integratif yang menggabungkan keunggulan ketiga pendekatan untuk menghasilkan kurikulum PAI yang lebih holistik dan responsif terhadap konteks. **Implikasi:** Secara teoretis, penelitian ini berkontribusi pada rekonsepsi pengembangan kurikulum PAI melalui penyusunan kerangka integratif yang menjembatani aspek pengetahuan, nilai, dan relevansi sosial. **Kebaruan:** Kebaruan penelitian ini terletak pada sintesis kritis dan integrasi berbagai pendekatan kurikulum ke dalam satu model konseptual yang dapat diterapkan dalam konteks pendidikan Islam kontemporer.

Kata Kunci: Kurikulum Islam, Kurikulum PAI, Integrasi Kurikulum, Filsafat Pendidikan, Pendidikan Berbasis Nilai, Desain Kurikulum

Introduction

The curriculum constitutes a structured set of plans and arrangements designed to achieve educational goals within an educational system. It serves not only as a formal guideline for instruction but also as a strategic framework that directs the overall learning process. S. Nasution conceptualizes the curriculum as a carefully designed plan intended to facilitate effective learning activities. According to this perspective, the curriculum functions as a foundational guideline that must be followed by educators and instructional leaders across educational institutions. Furthermore, the curriculum acts as the central instrument for achieving educational objectives by organizing learning experiences that reflect and are derived from the social and cultural context in which education takes place. Through this role, the curriculum provides direction and benchmarks for students' competencies upon completing a program of study (Madhakomala et al., 2022; Rohmah et al., 2023).

Curriculum development inherently involves multiple stakeholders with diverse expertise and perspectives to ensure that it remains comprehensive and responsive to educational needs. In educational practice, curriculum modification is a fundamental and systematic process, encompassing key components such as planning, implementation, and evaluation. These components are interrelated and play a critical role in ensuring the effectiveness of the curriculum. Consequently, curriculum changes must continuously adapt to societal developments and environmental dynamics. This necessity underscores the importance of adopting appropriate approaches in curriculum



development to maintain its relevance and effectiveness (Abdah, 2019; Widiandari & Tasman Hamami, 2022a).

A curriculum development approach refers to a particular perspective or method applied in designing and refining the curriculum. This process involves various stages, including planning, implementation, evaluation, and continuous improvement, all aimed at achieving desired educational outcomes. Systematic and comprehensive curriculum development is essential to ensure alignment with actual needs and contextual realities. Such an approach enables the education system to respond effectively to social changes while simultaneously enhancing both the quality and equity of education (Tusadia & Aly, 2023; Wiwik Damayanti et al., 2024).

By understanding the curriculum in a comprehensive manner, educators are better equipped to determine appropriate learning objectives, select effective teaching methods and techniques, utilize suitable instructional media, and design relevant assessment strategies. Therefore, evaluating the success of an educational system requires the involvement of multiple stakeholders, adequate facilities, effective organizational structures, and sustained professional commitment. In this context, the presence of a relevant and well-designed curriculum becomes a crucial factor in achieving optimal educational outcomes.

Theoretical Framework

Curriculum development is a complex and multidimensional process that requires a strong theoretical foundation to ensure its relevance, coherence, and effectiveness. In the context of Islamic Religious Education (PAI), curriculum development is not merely concerned with the transmission of knowledge but also with the formation of values, character, and social awareness. Therefore, it requires an integrative perspective that accommodates cognitive, affective, and social dimensions of learning.

One of the most widely discussed approaches in curriculum theory is the academic subject approach, which emphasizes the organization of knowledge based on established disciplines. This approach prioritizes the mastery of subject matter, logical structure, and intellectual development. It assumes that education should be centered on transmitting essential knowledge that has been systematically developed within academic fields. While this approach is effective in strengthening students' cognitive competence and conceptual understanding, it often tends to overlook learners' personal experiences and social contexts (Abdah, 2019; Madhakomala et al., 2022).

In contrast, the humanistic approach focuses on the development of the whole person by emphasizing learners' needs, interests, and personal growth. This approach views education as a process of facilitating self-actualization and value internalization. Learning is designed to be student-centered, allowing individuals to actively construct meaning based on their experiences. Within PAI, this approach is particularly important in fostering moral awareness and internalizing religious values. However, its limitation lies in the potential lack of structure and systematic knowledge organization if not properly balanced with disciplinary content (Widiandari & Tasman Hamami, 2022a).

Another important perspective is the social reconstruction approach, which positions education as

a means of addressing social issues and promoting societal transformation. This approach emphasizes the relevance of curriculum content to real-world problems and encourages learners to become active agents of change. In the context of PAI, it highlights the importance of integrating religious teachings with contemporary social challenges, such as justice, ethics, and community development. Nevertheless, this approach may face challenges in maintaining a balance between social relevance and academic rigor (Tusadia & Aly, 2023; Wiwik Damayanti et al., 2024).

Although these three approaches offer valuable contributions, they are often applied separately, resulting in fragmented curriculum designs. The academic subject approach tends to prioritize knowledge, the humanistic approach emphasizes personal development, while the social reconstruction approach focuses on societal transformation. This separation creates a gap in curriculum development, particularly in PAI, where a holistic integration of knowledge, values, and social relevance is essential.

Therefore, this study adopts an integrative theoretical perspective that seeks to combine the strengths of these three approaches into a unified framework. In this framework, the academic subject approach provides a foundation of structured knowledge, the humanistic approach ensures the internalization of values and personal development, and the social reconstruction approach connects learning to real-life social contexts. This integrative perspective is expected to produce a more holistic, adaptive, and context-responsive PAI curriculum that aligns with contemporary educational needs.

Methodology

This study employs a qualitative research design using a library research approach to examine various curriculum development approaches in Islamic Religious Education (PAI). Library research is considered appropriate for this study as it enables a comprehensive exploration of theoretical perspectives, concepts, and previous studies relevant to curriculum development. The focus of this research is not on empirical field data but on the systematic analysis of existing scholarly works.

The data sources in this study consist of primary and secondary literature, including academic books, peer-reviewed journal articles, policy documents, and relevant research reports related to curriculum development and educational approaches. The selection of literature was conducted based on relevance to the research topic, conceptual contribution, and recency, particularly prioritizing sources published within the last ten years, while still incorporating seminal works to maintain theoretical depth.

The data collection process was carried out through systematic identification, selection, and organization of literature. First, relevant sources were identified using academic databases and keyword searches such as "curriculum development," "Islamic education," "humanistic approach," and "social reconstruction approach." Second, the selected literature was screened based on its relevance and contribution to the research focus. Finally, the collected data were organized thematically to facilitate analysis.

The data were analyzed using a conceptual and thematic analysis approach. Conceptual analysis was employed to examine key ideas and theoretical constructs within each curriculum

approach, while thematic analysis was used to identify patterns, similarities, and differences among the approaches. Through this process, the study was able to critically compare the academic subject approach, humanistic approach, and social reconstruction approach, as well as to synthesize their respective strengths and limitations.

To ensure the trustworthiness of the study, several strategies were applied. First, source triangulation was conducted by comparing multiple scholarly references to validate key concepts and arguments. Second, the use of diverse and credible academic sources enhanced the reliability of the analysis. Third, the analytical process was carried out systematically to ensure consistency and transparency in interpreting the data.

Despite these strengths, this study has certain limitations. As a library-based study, it does not incorporate empirical data from field observations or direct participant perspectives. Therefore, the findings are limited to conceptual and theoretical interpretations. Future research is recommended to complement this study with empirical investigations to validate and expand the proposed framework.

Results

This study identifies three dominant approaches in the development of Islamic Religious Education (PAI) curriculum, namely the academic subject approach, the humanistic approach, and the social reconstruction approach. The findings are organized thematically to highlight the core characteristics, strengths, and limitations of each approach, as well as their implications for curriculum development.

1. *Academic Subject Approach: Emphasis on Disciplinary Knowledge*

The analysis shows that the academic subject approach prioritizes the systematic organization of knowledge based on established disciplines. In the context of PAI, this approach focuses on the mastery of core Islamic sciences, such as Qur'an, Hadith, Fiqh, and Islamic history. This structured organization allows for clear learning objectives, measurable outcomes, and strong cognitive development. However, the findings indicate that this approach tends to be content-oriented, with limited attention to learners' personal experiences and social realities. As a result, students may achieve high levels of conceptual understanding but face difficulties in applying religious values in real-life contexts. This suggests that while the academic subject approach is effective in strengthening intellectual competence, it requires complementary perspectives to address affective and contextual dimensions (Abdah, 2019; Madhakomala et al., 2022).

2. *Humanistic Approach: Emphasis on Personal Development and Value Internalization*

The findings reveal that the humanistic approach shifts the focus of curriculum development toward learners' needs, interests, and personal growth. In PAI, this approach emphasizes the internalization of religious values, moral awareness, and character formation. Learning is designed to be student-centered, encouraging reflection, dialogue, and active participation.

This approach contributes significantly to the development of students' affective domain, particularly in fostering empathy, self-awareness, and ethical behavior. However, the analysis also shows that an excessive emphasis on personal experience may lead to a lack of structured knowledge and academic rigor. Without a strong disciplinary foundation, learning outcomes may become inconsistent and difficult to standardize (Widiandari & Tasman Hamami, 2022a).

3. *Social Reconstruction Approach: Emphasis on Social Relevance and Transformation*

The social reconstruction approach positions curriculum as a tool for addressing social issues and promoting societal change. The findings indicate that this approach encourages the integration of Islamic teachings with contemporary challenges, such as social justice, environmental issues, and community development.

In the context of PAI, this approach helps students understand the relevance of religion in solving real-world problems and encourages them to become active contributors to society. However, the findings also reveal that this approach may face challenges in maintaining balance between social relevance and academic depth. In some cases, the focus on social issues may reduce the emphasis on foundational knowledge if not carefully designed (Tusadia & Aly, 2023; Wiwik Damayanti et al., 2024).

4. *Toward an Integrative Perspective in PAI Curriculum Development*

A key finding of this study is that the isolated application of these approaches leads to fragmented curriculum outcomes. The academic subject approach emphasizes knowledge, the humanistic approach prioritizes personal development, and the social reconstruction approach focuses on social relevance. When applied independently, each approach tends to address only a single dimension of learning. Therefore, this study identifies the need for an integrative curriculum framework that combines the strengths of all three approaches. Such a framework would: maintain structured knowledge (academic subject approach), promote value internalization (humanistic approach), and ensure social relevance (social reconstruction approach).

This integrative perspective provides a more holistic foundation for PAI curriculum development, enabling it to respond effectively to contemporary educational challenges.

Discussion

The findings of this study demonstrate that the development of the Islamic Religious Education (PAI) curriculum cannot rely on a single approach, as each approach inherently reflects different philosophical assumptions about the purpose of education. The academic subject approach is grounded in a knowledge-centered paradigm, emphasizing the transmission of structured disciplinary knowledge. In contrast, the humanistic approach is based on a learner-centered paradigm, focusing on personal growth and value internalization. Meanwhile, the social reconstruction approach adopts a society-centered paradigm, positioning education as a means for addressing social issues and fostering transformation.

This divergence explains why the isolated application of each approach tends to produce partial outcomes. When curriculum development is dominated by the academic subject approach, learning becomes cognitively strong but often lacks relevance to students' lived experiences. Conversely, when the humanistic approach is overemphasized, learning may become meaningful at the personal level but lacks consistency in knowledge structure. Similarly, an exclusive focus on the social reconstruction approach may enhance social awareness but risks weakening disciplinary depth. These findings are consistent with previous studies highlighting the limitations of single-perspective curriculum models

in addressing complex educational needs (Madhakomala et al., 2022; Tusadia & Aly, 2023).

The results also indicate that the challenges faced in PAI curriculum development are not merely technical but epistemological and philosophical in nature. The tension between knowledge, values, and social relevance reflects broader debates in curriculum theory regarding the purpose of education. In contemporary educational discourse, there is a growing recognition that effective curriculum design must integrate multiple dimensions of learning, including cognitive, affective, and social aspects. This aligns with global trends emphasizing holistic education and competency-based learning, which seek to prepare learners not only as knowledgeable individuals but also as ethical and socially responsible citizens.

Based on this perspective, this study argues that an integrative approach is necessary to overcome the limitations of fragmented curriculum design. The integration of the academic subject, humanistic, and social reconstruction approaches allows for a more balanced curriculum that simultaneously develops intellectual competence, moral character, and social awareness. Such integration is particularly relevant in the context of PAI, where education is expected to produce individuals who are not only knowledgeable in religious teachings but also capable of applying those values in real-life social contexts.

The theoretical contribution of this study lies in its effort to reconceptualize PAI curriculum development through an integrative framework that bridges disciplinary knowledge, personal development, and social transformation. This framework provides a more comprehensive understanding of how different curriculum approaches can be combined to address the multidimensional nature of education. In addition, the study contributes to the broader discourse on curriculum theory by highlighting the importance of moving beyond single-approach models toward more dynamic and context-responsive designs.

However, this study also acknowledges certain limitations. As a conceptual and literature-based analysis, the findings are limited to theoretical interpretations and do not include empirical validation. Therefore, future research is needed to test the applicability of the proposed integrative framework in real educational settings. Empirical studies involving teachers, students, and curriculum practitioners would provide valuable insights into how this integrative approach can be implemented effectively in practice.

To further clarify the conceptual integration proposed in this study, Figure X presents an integrative framework of PAI curriculum development that synthesizes the academic subject, humanistic, and social reconstruction approaches. The framework illustrates how these three perspectives are not positioned as separate alternatives, but as interrelated dimensions that collectively shape a more balanced and responsive curriculum design. By aligning structured knowledge, value internalization, and social relevance within a single framework, the model provides a conceptual basis for developing a curriculum that is both theoretically grounded and contextually adaptive.

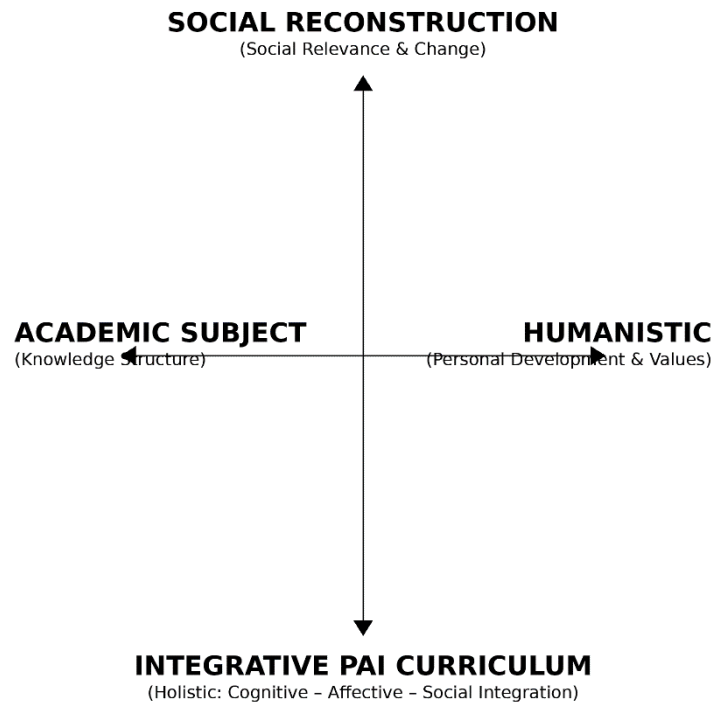


Figure 1. Integrative Framework of PAI Curriculum Development Based on Academic, Humanistic, and Social Reconstruction Approaches

The diagram illustrates that the academic subject approach contributes to the development of structured knowledge within the cognitive domain, the humanistic approach emphasizes value internalization and personal development within the affective domain, and the social reconstruction approach highlights the importance of social relevance within the social dimension, all of which are integrated to form a holistic framework for PAI curriculum development.

Conclusions

This study has critically examined the major approaches in Islamic Religious Education (PAI) curriculum development, namely the academic subject, humanistic, and social reconstruction approaches. The findings indicate that each approach offers valuable yet partial contributions: the academic subject approach strengthens disciplinary knowledge, the humanistic approach promotes value internalization and personal development, and the social reconstruction approach enhances social relevance and contextual responsiveness. However, when applied in isolation, these approaches tend to produce fragmented curriculum outcomes that do not fully address the multidimensional nature of education. **Theoretically, this study contributes** to the field of curriculum studies by providing a reconceptualization of PAI curriculum development through an integrative perspective that bridges cognitive, affective, and social dimensions of learning. In addition, this study offers a conceptual model in the form of an integrative framework that combines the strengths of the

three approaches into a more holistic and adaptive curriculum design. This model is expected to serve as a reference for educators and curriculum developers in designing PAI curricula that are not only knowledge-oriented but also value-driven and socially relevant. Despite these contributions, this study has several limitations. As a literature-based study, **the findings** are limited to conceptual analysis and do not include empirical validation in real educational settings. Therefore, the applicability of the proposed framework requires further investigation. **Future research** is recommended to conduct empirical studies involving teachers, students, and curriculum practitioners to test and refine the integrative framework in different educational contexts. Additionally, further studies may explore the integration of this framework with contemporary educational models, such as competency-based learning and digital pedagogy.

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