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Innovative Islamic Religious Education Curriculum Model to Improve Religious Understanding in Schools

Ananda Indri Anisya¹, Juliani², Nur Hikmah³,
Sulistia Safitri⁴, Tiara Melysa Br. Sembiring⁵, Mhd Aslam Fikri Lubis⁶

^{1,2,3,4,5,6} Institut Syekh Abdul Halim Hasan Binjai, Indonesia

Email : anandaindri11@gmail.com¹, juliani@insan.ac.id², nurkembe@gmail.com³,
sulistiasafitri63@gmail.com⁴, ts2153892@gmail.com⁵, mhd90853@gmail.com⁶

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ABSTRACT

This study aims to develop an innovative Islamic Religious Education (PAI) curriculum model to improve religious understanding in schools. The research method used is a literature review by analyzing various literatures, scholarly articles, books, and documents related to the PAI curriculum and learning innovations. The study finds that an innovative PAI curriculum must combine a technology-based approach, contextual learning, and student-centered methods. This model also emphasizes the importance of integrating Islamic values with 21st-century skills, such as critical thinking, collaboration, and problem-solving. The research results indicate that the implementation of an innovative curriculum has the potential to enhance students' understanding of Islamic teachings and their application in daily life. Thus, this study provides a theoretical foundation for developing an PAI curriculum that is relevant to the needs of learners and the challenges of the times. This model is expected to serve as a reference for educators and policymakers to improve the quality of PAI learning in schools.

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan model kurikulum Pendidikan Agama Islam (PAI) yang inovatif guna meningkatkan pemahaman agama di sekolah. Metode penelitian yang digunakan adalah studi pustaka dengan menganalisis berbagai literatur, artikel ilmiah, buku, dan dokumen terkait kurikulum PAI serta inovasi pembelajaran. Penelitian ini menemukan bahwa kurikulum PAI yang inovatif harus memadukan pendekatan berbasis teknologi, pembelajaran kontekstual, dan metode yang berpusat pada siswa. Model ini juga menekankan pentingnya integrasi nilai-nilai Islam dengan keterampilan abad ke-21, seperti berpikir kritis, kolaborasi, dan pemecahan masalah. Hasil penelitian menunjukkan bahwa penerapan kurikulum inovatif berpotensi meningkatkan pemahaman siswa terhadap ajaran Islam dan aplikasinya dalam kehidupan sehari-hari. Dengan demikian, penelitian ini memberikan landasan teoretis bagi pengembangan kurikulum PAI yang relevan dengan kebutuhan peserta didik dan tantangan zaman. Model ini diharapkan dapat menjadi acuan bagi pendidik dan pemangku kebijakan untuk meningkatkan kualitas pembelajaran PAI di sekolah.

PRELIMINARY

Islamic Religious Education (PAI) has a very important role in shaping the character, morals, and spirituality of an individual, especially for students who are in their teens. Currently, individuals not only gain knowledge, but also their attitudes and views on religion and life are formed. Therefore, effective Islamic religious education is needed to equip the younger generation with a strong understanding of religion, which in turn can be applied in everyday life. However, along with the development of the times, the challenges in the world of education are increasingly complex. Technological advances, social change, and globalization have brought significant changes in the way people think and live, including in the aspect of education. In this case, Islamic religious education in schools must be able to adapt to the development of the times and the increasingly diverse needs of students.

In response to these challenges, the Islamic Religious Education curriculum needs to be designed innovatively so that it can be more relevant to the needs of the times. An innovative curriculum does not only emphasize theoretical aspects, but also integrates Islamic values in everyday life. Such a curriculum

will be more easily accepted by students and can improve their understanding of Islamic teachings. The importance of developing an innovative PAI curriculum is also driven by various research results that show that religious understanding among students today tends to decline. Many students only understand religious teachings textually without being able to relate them to the context of their lives. Therefore, a curriculum model is needed that not only emphasizes memorization aspects, but also the development of critical thinking, deep understanding, and the application of religious values in everyday life.

On the other hand, there is still a gap between the theory taught in the curriculum and the reality in the field. Many teachers find it difficult to deliver meaningful material in an interesting and relevant way to students. This indicates that the current PAI curriculum does not fully meet the needs of students and is not adaptive enough to current developments (Lastianum, et al., 2024). One approach that can be used to improve understanding of Islam is by integrating technology into the learning process. Technology has great potential to facilitate the delivery of materials, improve interaction between teachers and students, and enrich students' learning experiences. Therefore, an innovative Islamic Religious Education curriculum needs to include elements of technology to create more interesting, interactive, and effective learning.

However, the integration of technology in the Islamic Religious Education curriculum is not enough just by using technological devices such as computers or the internet. More than that, there needs to be an approach that prioritizes understanding religious concepts in a contextual way, according to the situation and needs of students. Therefore, it is important for the Islamic Religious Education curriculum to not only rely on technology, but also pay attention to learning methods that can motivate students to be more active in understanding Islamic teachings. An innovative Islamic Religious Education curriculum must also be able to accommodate the diversity of students. In each class, there are various characteristics of students that affect the way they learn and understand the material. There are students who find it easier to understand religious concepts through a visual approach, some prefer a discussion approach, and some are better at understanding concepts through practical experience. Therefore, a curriculum model that can adapt to the diversity of learning styles is very important to implement.

In addition, Islamic values taught in the PAI curriculum must be relevant to the challenges and dynamics of today's life. Along with social and cultural changes, students must be taught to be able to apply religious principles in dealing with various problems around them. One effort to achieve this is by integrating contextual learning in the PAI curriculum, where students can learn about religious teachings by linking them to the realities of everyday life. Innovative religious education must also include aspects of character development. In this increasingly materialistic world, moral and ethical values are very important to be instilled in the younger generation. PAI not only aims to increase knowledge about religion, but also to form individuals who have noble morals, both in relationships with fellow human beings and with God (Kalsum & Hasanah, 2024).

An innovative PAI curriculum model also needs to pay attention to the importance of developing 21st century skills, such as critical thinking, creativity, collaboration, and communication. In this era of globalization, the younger generation needs to be equipped with skills that can help them compete at the global level. Therefore, an innovative PAI curriculum must be able to integrate these skills without ignoring deep religious values. To realize an innovative PAI curriculum, collaboration between various parties is essential. Teachers, principals, policy makers, and the community need to work together to create a curriculum that can meet the needs and challenges of the times. In addition, teachers as the spearhead of Islamic religious education need to be given adequate training to implement this innovative curriculum effectively.

The importance of developing an innovative PAI curriculum is also seen in the success of several countries that have integrated technology and competency-based approaches in religious education. These countries show that with an innovative curriculum, religious understanding among students can increase, and students become better prepared to face increasingly complex global challenges. The development of an innovative Islamic Religious Education curriculum must also consider the evaluation aspect. The evaluation process in Islamic religious education needs to be carried out comprehensively, not only limited to theoretical exams, but also in assessing attitudes, behaviors, and the application of religious values in everyday life. Thus, evaluation is not only a tool to measure learning outcomes, but also a means to improve and enhance the quality of Islamic Religious Education learning.

In addition, an innovative PAI curriculum model must include various aspects, such as the development of teaching materials that are relevant to the needs of the times, the integration of effective learning methods, and the use of technology to enrich students' learning experiences. All these aspects need to be considered to create an PAI curriculum that is not only informative, but also applicable and comprehensive. However, to achieve all of this, a strong commitment is needed from all parties involved in education, be it educators, policy makers, or the community. Without solid cooperation, efforts to develop an innovative PAI curriculum will be difficult to realize. Therefore, it is important for all parties to have the same understanding of the importance of Islamic religious education that is relevant to the development of the times.

Through this research, it is hoped that an innovative and effective PAI curriculum model can be found to improve religious understanding in schools. This research also aims to contribute to the development of an Islamic religious education curriculum that is more relevant, adaptive, and able to answer the challenges of the times (Ikhsanudin, 2022). With an innovative PAI curriculum, it is hoped that students will not only gain knowledge about religion, but also be able to apply Islamic teachings in their daily lives and become individuals with character and ready to face various challenges in life.

METHOD

The method used is library research, which focuses on collecting, analyzing, and reviewing various literature sources relevant to the topic of this research, namely the development of an innovative Islamic Religious Education (PAI) curriculum model. The library sources analyzed include books, scientific articles, journals, research reports, and education policy documents related to the PAI curriculum and innovation in religious education. This literature study aims to explore theories of religious education, effective learning approaches, and curriculum developments that can improve students' understanding of religion in schools.

Through the literature study method, researchers gain information and insights related to the main concepts in innovative curriculum design, as well as the application of technology and contextual methods in Islamic Religious Education learning. This study also identifies various learning approaches that can improve religious understanding and the relevance of teaching materials for students. This method allows researchers to develop a strong theoretical framework for designing a more effective Islamic Religious Education curriculum model that is in accordance with the needs of students in the modern era.

FINDINGS AND DISCUSSION

Findings

The Importance of Islamic Religious Education Curriculum in School Education

The Islamic Religious Education (PAI) curriculum plays a strategic role in the world of education, especially in schools, as one of the pillars of national character building. In the context of national education, this curriculum not only aims to educate students intellectually, but also to build a solid personality based on Islamic values. The PAI curriculum provides a comprehensive understanding of Islamic teachings, including faith, worship, morals, and social relations (muamalah), all of which aim to shape students into pious, faithful, and noble individuals.

Through the Islamic Religious Education Curriculum, students are not only taught theoretical religious material, but are also invited to practice these values in everyday life. For example, through learning about prayer, fasting, and zakat, students are trained to be disciplined, share, and have empathy for others. Learning about morals encourages them to behave honestly, patiently, fairly, and responsibly. In addition, the Islamic Religious Education Curriculum also teaches the values of tolerance and harmony in religious life, which are very relevant during a diverse Indonesian society.

The existence of the PAI Curriculum also supports the formation of students' character in facing the challenges of globalization and technological advances. In this digital era, students are often faced with complex moral dilemmas, such as the negative impacts of social media, uncontrolled flow of information, and foreign cultures that are not in accordance with religious values. The PAI Curriculum acts as a moral filter that helps students sort and filter these influences, so that they can remain steadfast in the principles of religion and national culture. In addition, this curriculum is also relevant to building a sense of nationalism and love for the homeland. In Islam, love for the homeland is part of faith. Thus, the PAI

Curriculum can be a means to instill a spirit of nationalism in students, so that they not only become religious individuals but also patriotic and care about national development (Anisa, 2024).

No less important, the Islamic Religious Education Curriculum makes a major contribution in creating a conducive school environment that is oriented towards good values. Through the integration of Islamic Religious Education learning into extracurricular activities, such as spiritual activities, religious studies, or social services, students are invited to practice religious teachings collectively, build solidarity, and strengthen Islamic brotherhood among them. Overall, the PAI Curriculum is not just a subject in school, but also an integral learning system to form a future generation that excels in science and has high morality. With good implementation, the PAI Curriculum can be a strong foundation for creating a religious, harmonious, and civilized society in accordance with Islamic values and Pancasila (Medinah, 2024).

Principles of Islamic Religious Education Curriculum

The principles of the Islamic Religious Education (PAI) Curriculum are an important foundation in designing and implementing religious learning in schools. One of the main principles is the principle of monotheism, where all learning focuses on strengthening faith in Allah SWT as the core of Islamic teachings. This principle makes religious education not only a transfer of knowledge, but also an effort to form a solid faith. In addition, the PAI Curriculum is designed comprehensively, covering the dimensions of faith, worship, morals, and muamalah, so that students understand Islam thoroughly and can apply it in everyday life.

The Islamic Religious Education curriculum also applies the principle of integration of science and religion, which connects modern science with Islamic values. With this approach, students are taught to see the relationship between religious teachings and science, so that a holistic mindset is formed. In addition, there is a contextual principle, which adapts teaching materials to the needs and challenges of the times, such as learning about social media ethics in the digital era. The humanist principle is also prioritized in this curriculum, where learning is carried out by respecting the potential, interests, and needs of students, so that they can learn in a friendly and empathetic atmosphere.

Another principle is the dynamic and sustainable principle, which ensures that this curriculum continues to develop in accordance with the changing times, without losing the essence of Islamic values. The PAI curriculum also instills the principle of nationality, teaching students that being a good Muslim also means being a citizen who loves the homeland and respects diversity. In practice, the PAI Curriculum adheres to pragmatic and functional principles, where learning is designed to be relevant to real life, such as instilling the values of honesty, responsibility, and discipline that can be applied in the family and community environment.

Furthermore, the Islamic Religious Education Curriculum also emphasizes the principle of noble morals as the main objective, ensuring that students not only understand religion cognitively but also have a polite, fair, and responsible character. The principles of togetherness and tolerance are important elements in a pluralistic society, where students are taught to live in harmony with others, including those of different religions. Finally, this curriculum applies the principle of process-based evaluation, which assesses not only the results of learning, but also how students internalize and practice religious teachings in their daily lives. With these principles, the Islamic Religious Education Curriculum is expected to produce a generation that is faithful, pious, knowledgeable, and has noble morals, and can face global challenges while maintaining their Islamic identity (Khasanah et al., 2024).

Innovation in Islamic Religious Education Curriculum

Innovation in the Islamic Religious Education (PAI) Curriculum is important to answer the challenges of the times and the needs of students in the modern era. One of the innovations carried out is the integration of technology in the learning process. PAI teachers are now utilizing digital platforms, such as online learning applications, interactive videos, and Islamic-based educational games, to attract students' interest and improve their understanding of the material. Technology also allows students to learn independently through learning resources available online, such as e-books, podcasts, or lectures from famous scholars. In addition, innovation is also carried out in the learning approach, where the traditional lecture method is now complemented by an active approach such as group discussions, simulations, role-

play, or project-based learning. This approach is designed so that students are more directly involved in understanding and applying Islamic values in real life.

Another innovation in the Islamic Religious Education Curriculum is the preparation of materials that are more contextual and relevant to students' lives. For example, topics on social media ethics, Islamic entrepreneurship, and understanding cultural and religious diversity in Indonesia are increasingly prioritized in learning. This helps students relate Islamic teachings to the situations they face every day. In addition, learning evaluation has also undergone innovation, where assessment is no longer only focused on cognitive aspects, but also includes assessment of students' attitudes and religious practices. Portfolio-based evaluation, projects, and observations are increasingly used methods to assess the extent to which students apply Islamic values.

PAI-based extracurricular programs are also part of the innovation, such as rohis (Islamic spirituality) activities, Islamic debates, Islamic leadership training, and social service activities. Through these activities, students not only learn in the classroom but also have direct experience in practicing Islamic teachings in society. Innovation is also carried out by involving the community and parents in the education process, for example through Islamic parenting, family activities, or collaborative programs between schools and the community. With these innovations, the PAI Curriculum is expected to be able to create learning that is more interesting, relevant, and has a direct impact on the formation of a generation that is faithful, has noble morals, and is ready to face global challenges without losing its Islamic identity (Zaki, 2023).

Technology Integrity in Islamic Religious Education Learning

Integration of technology in Islamic Religious Education (PAI) learning is a strategic step to answer the needs of education in the digital era. Technology opens opportunities to deliver teaching materials in a more interesting, interactive, and relevant way for the younger generation who are familiar with digital devices. One form of this integration is the use of e-learning platforms, such as Learning Management Systems (LMS), which allow students to access PAI materials anytime and anywhere. Materials in the form of learning videos, digital modules, interactive quizzes, and technology-based simulations can enrich students' learning experiences, making learning more varied and effective.

In addition, technology also allows Islamic Religious Education teachers to use social media and communication applications as a means of spreading Islamic values. For example, teachers can create short video content about Islamic morals that are uploaded on platforms such as YouTube or Instagram, so that learning does not only take place in the classroom but also outside of school hours. Technology also supports the development of mobile applications specifically designed for Islamic Religious Education learning, such as applications for memorizing the Qur'an, learning tajwid, or understanding important hadiths. With this application, students can learn independently and more flexibly.

Another innovation is the use of augmented reality (AR) and virtual reality (VR) technology in Islamic Religious Education learning. This technology allows students to gain a more in-depth experience, such as a simulation of the Hajj pilgrimage or a virtual visit to historical Islamic sites. This technology not only makes learning more interesting but also provides an in-depth and realistic learning experience. In addition, artificial intelligence (AI) technology is also starting to be integrated to support personalization of learning. With AI, teachers can understand the development and needs of students individually, such as providing recommendations for materials according to their abilities.

Technology also facilitates the evaluation of Islamic Religious Education learning, where teachers can use applications to create online quizzes, surveys, or portfolio-based assessments that are faster and more efficient. This not only saves time but also provides direct feedback to students, so they can see how far they understand the material. In addition, technology supports collaboration between students and teachers through online discussion forums or technology-based projects that involve creating Islamic content together. By utilizing technology, Islamic Religious Education learning can be more adaptive to changing times, reach more students, and provide a more meaningful learning experience. However, it is important to remember that technology integration must remain in line with Islamic values and aim to strengthen students' faith and morals. With the right approach, technology can be an effective tool to support the mission of Islamic education in forming a generation that is faithful, pious, and has noble character (Azhari et al., 2023).

Challenges in Developing an Innovative PAI Curriculum

The challenges in developing an innovative Islamic Religious Education (PAI) Curriculum are quite complex and require serious attention from various parties. One of the main challenges is the technological gap among schools, teachers, and students. Not all schools have adequate technological facilities, such as internet access, digital devices, or other technological resources. This makes it difficult to implement technology-based learning, especially in remote areas. In addition, not all PAI teachers have the ability or expertise in using technology to support the learning process, so training and mentoring are very necessary.

Another challenge is maintaining the relevance of teaching materials to current developments without ignoring the core values in Islamic teachings. In this modern era, students are often faced with the influence of foreign cultures, social media, and information flows that are not always in accordance with Islamic values. The Islamic Religious Education curriculum must be able to respond to this challenge by including relevant topics, such as digital ethics, religious tolerance, and the importance of maintaining morals in everyday life. However, this effort requires creative thinking so that the material remains in accordance with religious principles and does not lose its essence.

In addition, another challenge is the limited time in implementing Islamic Religious Education learning in schools. Islamic Religious Education subjects often only get a limited portion of time in the school curriculum, making it difficult to convey all the material in depth and involve innovation. On the other hand, the development of an innovative Islamic Religious Education Curriculum also faces challenges from the perspective of community culture. Sometimes the community or parents of students do not understand the importance of a new approach to Islamic Religious Education learning and tend to maintain old ways.

Finally, another major challenge is building cooperation between the government, schools, teachers, and the community in supporting the development of this curriculum. Financial support, adequate policies, teacher training, and strengthening synergy between these parties are essential to realizing an innovative and relevant Islamic Religious Education Curriculum. By overcoming these challenges, the Islamic Religious Education Curriculum can be an effective learning tool to form a generation that is not only knowledgeable but also faithful and has noble character (Murhayati, 2024).

Discussion

Islamic Religious Education (PAI) has a strategic role in shaping the personality of students who are faithful, pious, and have noble character. However, the traditional approach in PAI learning is often less relevant to the needs of students in the modern era. Therefore, an innovative curriculum model is needed to improve religious understanding in schools. The innovative PAI curriculum is designed to present more contextual, interesting, and relevant learning for students, so that they can answer the challenges of the times while strengthening Islamic values in their lives.

One important aspect of an innovative curriculum model is the integration of technology in Islamic Religious Education learning. Technology allows religious learning to be more interesting and interactive. For example, teachers can use Qur'an-based learning applications, interactive videos, and digital simulations, such as virtual experiences to understand the Hajj or Islamic history. Social media can also be used as a means of spreading religious values through creative content, such as short videos or Islamic infographics.

This technology integration helps students understand the material more deeply while also attracting their interest in studying religious teachings. In addition, innovation in the Islamic Religious Education curriculum also includes a more student-centered learning approach. This method places students as the subject of learning, where they are actively involved through group discussions, project-based learning, or problem-solving simulations based on Islamic values. In this way, students not only understand religion in theory but are also able to apply these values in everyday life, both in the family, school, and community environments.

The innovative curriculum model also emphasizes strengthening the relevance of learning materials. The curriculum is designed to suit the context of students' lives in the modern era. For example, learning about Islamic morals is not only taught in traditional concepts but also in a digital context, such as social media ethics, maintaining privacy, and avoiding the spread of hoaxes. This helps students relate Islamic teachings to the challenges they face in the real world, so that their understanding of religion

becomes more applicable (Sakolan, 2021). In addition, practice-based evaluation is an integral part of the innovative PAI curriculum model. Assessment is not only carried out through written tests, but also through observation of attitudes, project assessments, or portfolios that reflect the application of religious values in students' lives. This evaluation ensures that students not only understand the material cognitively but are also able to internalize and practice Islamic teachings in their daily lives.

The innovative PAI curriculum model also prioritizes collaboration between schools, teachers, parents, and the community (Manah, 2024). For example, religious-based extracurricular activities, such as rohis (Islamic spirituality), Islamic leadership training, or social service activities, can be a means to broaden students' understanding of religion. By involving various parties, PAI learning becomes more holistic and has a direct impact on the formation of students' character. Overall, the development of an innovative PAI curriculum model is an important step to improve religious understanding in schools. Through a relevant, contextual, and technology-based approach, students can understand Islam more deeply and are able to apply it in their daily lives. Thus, the PAI curriculum is not only a means of learning religion but also an instrument to form a generation that is religious, critical, and has noble character amidst global challenges.

CONCLUSION

Based on the results of this research and discussion, the author can draw the following conclusions: (1) The Islamic Religious Education (PAI) curriculum has an important role in building the personality of students who are faithful, pious, and have noble morals. This curriculum does not only focus on teaching religious theory, but also the application of Islamic values in everyday life, such as faith, worship, and morals. (2) The use of technology, such as digital platforms, interactive videos, virtual simulations, and social media, makes PAI learning more interesting and relevant to the needs of the younger generation. This technology allows students to understand Islamic teachings more interactively and deeply. (3) The innovative PAI curriculum emphasizes the relevance of the material to the context of modern student life, such as social media ethics and digital culture. Student-based learning approaches, such as group discussions, project-based learning, and problem-solving simulations, help students understand religion in an applicable manner. (4) Assessments in the PAI curriculum not only assess cognitive aspects, but also attitudes and the application of Islamic values in students' lives. Methods such as portfolios, projects, and observations ensure that students truly internalize and practice religious teachings. (5) The development of an innovative PAI curriculum requires synergy between schools, teachers, parents, and the community. Religion-based extracurricular activities, such as Rohis and social services, broaden students' understanding of religion and strengthen the formation of religious and community-caring characters.

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