

Implementation of Sociological Principles in the Development of Islamic Religious Education Curriculum

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DOI: <https://doi.org/10.63142/educompassion.v2i3.319>

Received: 14 April 2025	Revised: 29 Juli 2025	Accepted: 7 Agustus 2025	Published: 17 Desember 2025
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Abstract :

Islamic education is experiencing dynamic development in line with social changes in society, so it demands the development of a curriculum that is relevant and based on strong principles. One of the important principles in curriculum development is sociological principles, which link education and the needs of society. This research aims to analyze the contribution of sociological principles in the development of Islamic religious education curriculum. The method used is descriptive qualitative research with a library research approach. Data were collected from a variety of related literature and analyzed descriptively with a systematic and objective presentation. The results of the study show that sociological principles play a significant role in designing the Islamic religious education curriculum to be able to respond to the needs and challenges of the community. A curriculum developed based on this principle can form students who not only understand religious values, but also have social awareness, ethics, and norms that apply in society. Thus, the application of sociological principles in the development of Islamic religious education curriculum allows the creation of contextual learning that is in harmony with the social dynamics of Islamic society.

Keywords: *Sociological Principles, Curriculum Development, Islamic Religious Education, Social Values, Islamic Society.*

Abstrak :

Pendidikan Islam mengalami perkembangan yang dinamis seiring dengan perubahan sosial dalam masyarakat, sehingga menuntut adanya pengembangan kurikulum yang relevan dan berbasis pada asas yang kuat. Salah satu asas penting dalam pengembangan kurikulum adalah asas sosiologis, yang mengaitkan antara pendidikan dan kebutuhan masyarakat. Penelitian ini bertujuan untuk menganalisis kontribusi asas sosiologis dalam pengembangan kurikulum pendidikan agama Islam. Metode yang digunakan adalah penelitian kualitatif deskriptif dengan pendekatan studi pustaka (*library research*). Data dikumpulkan dari berbagai literatur terkait dan dianalisis secara deskriptif dengan penyajian yang sistematis dan objektif. Hasil penelitian menunjukkan bahwa asas sosiologis berperan signifikan dalam merancang kurikulum pendidikan agama Islam agar mampu menjawab kebutuhan dan tantangan masyarakat. Kurikulum yang dikembangkan berdasarkan asas ini dapat membentuk peserta didik yang tidak hanya memahami nilai-nilai agama, tetapi juga memiliki kesadaran sosial, etika, dan norma yang berlaku dalam masyarakat. Dengan demikian, penerapan asas sosiologis dalam pengembangan kurikulum pendidikan agama Islam memungkinkan terciptanya pembelajaran yang kontekstual dan selaras dengan dinamika sosial masyarakat Islam.

Kata Kunci: *Asas Sosiologis, Pengembangan Kurikulum, Pendidikan Agama Islam, Nilai Sosial, Masyarakat Islam.*



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INTRODUCTION

One of the components that must exist in an educational institution is the curriculum. The curriculum functions very strategically to achieve educational goals, both general education and Islamic religious education. This can be seen from how the curriculum functions as a bridge in achieving educational goals. To ensure a quality education process, a curriculum is needed (Zulkifli, 2022). The curriculum can describe a country's vision, mission, and educational goals. Over time, Indonesia's education curriculum continues to undergo changes and shifts due to various factors, both internal and external. Therefore, changes in the national curriculum are designed based on several factors and considerations that follow the development of the times and the needs and conditions of a society (Wardhani & Hamani, 2023).

The Indonesian nation has made many efforts to continue to improve the quality of its education by improving aspects included in the educational curriculum. It is recorded in history that the Indonesian education curriculum has changed ten times. It began with a lesson plan in 1947 and developed into the 2013 curriculum in 2013 to 2024. As for 2024, the independent curriculum will be used as a guideline for the teaching and learning process and as an educational standard in Indonesia (Firdausy & Pane, 2023).

The curriculum design implemented in the world of education must be able to answer the problems and challenges of education in the future. The challenge of education arises from the desire of the community to continue to develop and make changes and followed by rapid technological advances that require the community to always be dynamic and continue to move forward. This progress requires national education to be able to adapt to global needs, which is expected to produce quality generations in the future (Kusairi et al., 2019).

Given the importance of the role of the curriculum in education and the development of the nation's life, the curriculum must be viewed from various aspects of problems, one of which is sociology. The sociological aspect pays more attention to and considers the characteristics of the community and its place of residence before implementing the curriculum. By paying attention to and considering the characteristics of society, it is hoped that the educational curriculum will be able to produce quality human beings who can build their civilization. Therefore, the process, content and goals of education must be in line with the conditions and characteristics of the community (Hasan, 2017).

In the curriculum development process, many things must be considered including understanding concepts and theories related to the curriculum. such as principles in the curriculum, various curriculum concepts and models, curriculum design and anatomy, curriculum development foundations and many more related to curriculum development. To ensure that students have a good understanding of how to interact in the community, sociological principles must be part of curriculum planning and development so that students have guidelines when acting in the community. In fact, students are prepared for the environment of the community where they live so that they can practice good values so that they can benefit others (Irsad, 2016).

The condition of community characteristics can be reviewed from various factors, including economic and social factors, geographical location, socio-cultural status and customs can determine the characteristic conditions of a community. In this case, Masykur argues that curriculum development must include various competencies needed by students including academic competence, attitude and behavior competencies, beliefs in religion, customs to be able to adapt, develop, contribute and survive in the conditions of the community where they live (Masykur, 2019).

The current implementation of the national curriculum has not fully accommodated

the needs needed by the community. So that the curriculum implemented in the world of education has not been maximized. The national education curriculum essentially functions to accommodate the needs of the community. Therefore, the curriculum must be made taking into account what is the needs of the community and designed to meet these needs. Such a curriculum must be in accordance with the community. Society is an educational environment and society can affect school conditions and vice versa school can affect people's lives (Syamsuddin & Hamami, 2023). If the needs of the community are known, this can make it easier for curriculum makers to formulate problems that are developing in the community.

An education outline is expected to prepare the community for real life. Education is expected to be able to support various activities and activities designed to share learning experiences with students. Thus, the curriculum implemented must be able to answer problems and solve the complexity of future challenges. This complexity arises from a society that is always changing because it follows the faster pace of technological development and requires society to remain dynamic (Sidiq, 2023).

There have been several previous studies on sociological principles in curriculum development, including research conducted by Zulkifli in his scientific paper entitled "Sociological Analysis in Curriculum Development". The findings of this study aim to analyze the development of the curriculum through sociological aspects. It was explained that basically the development of the curriculum in the education unit cannot be separated from the ideals, needs and conditions of the community. The focus of this study is to analyze the sociological foundation in implementing curriculum development based on basic principles in curriculum development (Zulkifli, 2022).

Another relevant research is research conducted by Satria Kharimul Qolbi and Tasman Hamami in their scientific paper entitled "Implementation of Principles of Curriculum Development for the Development of Islamic Religious Education Curriculum". The findings of this study discuss the principles used as a basis for the implementation of the Islamic religious education curriculum. Both theoretically and practically. So that these principles can be used as a reference by the authorities in designing policies related to the Islamic religious education curriculum (Qolbi & Hamami, 2021).

RESEARCH METHODS

This study examines the implementation of sociological principles in the development of the Islamic religious education curriculum. This study uses a type of descriptive qualitative research with the library *research* method. The data sources of this study are books, scientific journals and documentation that are relevant to the research topic, namely sociological principles in the development of the Islamic religious education curriculum. Then the data is managed using descriptive analysis which is presented systematically and objectively. Data analysis is in accordance with the study of theory which then draws a conclusion (Sugiyono, 2013). In the process of creating an Islamic religious education curriculum, it must be known that the sociological foundation will form a strong foundation to achieve the goals of Islamic education, namely to give birth to people who have faith, noble character and are able to make a positive contribution to society.

RESULTS AND DISCUSSION

Foundations of Curriculum Development

The foundation is the foundation of everything. The foundation serves to provide direction to the goals to be achieved. In its preparation, the curriculum has a foundation that functions as a bridge to achieve educational goals. The function of the foundation in curriculum development is the same as making the foundation for a building. If a tall

building stands on a fragile foundation, it will definitely not last long. The stronger the foundation of a building, the stronger the building. The better the foundation for curriculum development, the better the curriculum will be (Bahri, 2017).

The curriculum as the foundation of education must pay attention to the foundation of curriculum development. The foundation of curriculum development is a determining factor for the quality of the curriculum that is prepared. For this reason, curriculum development starts from determining educational goals, namely through public policy, paradigms related to the essence of learning and students, as well as viewpoints related to the success of curriculum implementation and so on (Wardhani & Hamani, 2023). In general, the steps of curriculum development consist of several things such as diagnosis of needs, preparation of goals, selection of materials, grouping of learning experiences and development of learning assessments (Masykur, 2019).

The foundation in curriculum development can be understood as a foundation or a foundation. There are three bases or focuses in curriculum development: a) Have a solid foundation on which a building stands; b) Abstract ideas that are used as a basis for carrying out activities; and c) Quality abstract ideas are used as the basis for drafting, implementing, and evaluating concepts (Sari et al., 2023). Development is defined as a process, method, or action. The curriculum is more than just a number of specific subjects; It includes all the *learning experiences* that students get and have an impact on their personality development. This learning experience is obtained in the family and community environment, not only in the school environment. As a result, the curriculum designed must include activities that students do when they are outside of school (Khalim, 2019).

According to Article 1 Paragraph 19 of the National Education System Law Number 20 of 2003, the curriculum is a set of plans and arrangements regarding the objectives, content, and subject matter. In other words, the curriculum is a set of plans and arrangements regarding the objectives, content, and subject matter as well as the method used as a guideline for the implementation of learning activities to achieve educational goals (Zulkifli, 2022). In achieving educational goals, the curriculum must be flexible and can change with the times while maintaining socio-cultural values in it. A thorough study is also required before changing and expanding the curriculum. In order for the purpose of curriculum development to be directed correctly, in developing the curriculum, the basic principles of education such as relevance, flexibility, continuity, efficiency, and effectiveness must be considered. In addition, the source of reference for developing the curriculum must at least be based on general guidelines and knowledge that develops in society, as well as based on experimental and empirical data. (Prasetyo & Hamami, 2020).

Curriculum development is dynamic and carried out on an ongoing basis. To respond to social changes that continue to this day, it is necessary to take a step in the curriculum development process. According to (Hamalik, 2009) there are several important factors that underlie considerations in developing the curriculum including:

- 1) National policies to achieve integrated values in GBHN, especially those related to the national education system.
- 2) Education policies to implement the National Education System Law (UU) number 20 of 2003 which places the curriculum in an important position.
- 3) Progress in the field of science and technology is in line with the ability of the education system to utilize, develop and update science and technology (IPTEK).

- 4) Aspirations, demands, needs and problems in the social system that are always changing rapidly follow the times.
- 5) The main tasks and functions must be in line with the field of curriculum development and quality educational technology so that they are able to collaborate with other professional personnel elements.
- 6) Efforts to foster disciplines, curriculum development and educational technology that are integrated with efforts to develop other disciplines, as well as the development of socio-cultural education in particular.

Some of the important factors in the development of the curriculum above have included philosophical, historical, psychological, socio-cultural and scientific and technological foundations in it. Therefore, the level of success and effectiveness of the curriculum development process is highly dependent on the basis or foundation used (Hamalik, 2009).

From the above explanation, it can be underlined that the foundation in curriculum development is a principle or idea that functions as a basis for developing the curriculum. The curriculum structure must have a solid foundation or foundation. In all aspects of education, a solid curriculum foundation is indispensable. If the curriculum is designed with the right foundation, then it will not be easily replaced, will always be used and can even last a long time. A solid curriculum foundation shows that a curriculum will not be easily replaced and will last a long time. Thus, a solid foundation must be identified thoroughly and in-depth regarding matters that must be used as guidelines in designing, developing, and implementing the curriculum. Therefore, there are several foundations used to develop the curriculum, including philosophical, psychological, sociological and science and technology (IPTEK) foundations (Khalim, 2019).

Sociological Principles in Curriculum Development

The curriculum has basic principles in its preparation. Each curriculum has principles that serve as the foundation for the development of the curriculum. The basic function or foundation of the curriculum also directs a curriculum to achieve educational goals and as the basis for the formation of an educational curriculum (Qolbi & Hamami, 2021). Quoted by Hamalik, Harrick stated that there are three sources of curriculum. The first is the knowledge provided to students from various scientific fields. The second is that the community is a source of curriculum, where schools function as a forum for the community in continuing cultural heritage and solving community problems. The third is individual students as part of the curriculum, where the curriculum is arranged according to the individual needs of students in order to help the development of students as much as possible (Hamalik, 2009).

The curriculum sources mentioned by Herrick above are not much different from the curriculum sources put forward by Ronald Doll, who argues that the curriculum sources consist of four foundations: the first is the basis of science, the second is the socio-cultural foundation, the third is the basis of psychology and the fourth is the basis of philosophy and history. Nana Syaodih Sukmadinata also mentioned that there are four main aspects that are referred to as *major foundations of curriculum*, namely: philosophy, psychology, history, and sociology which are the focus, foundation or foundation in developing a curriculum (Bahri, 2017).

Each curriculum basis certainly contributes greatly to the formation of the educational curriculum. The philosophical basis plays its role in determining the goals of education; psychological basis provides an overview of the content, process, and evaluation of education; socio-cultural basis provides an overview of the purpose and content of education; and the basics of science and technology provide an overview of the content and process of education. The study of curriculum development must be

related to community conditions, culture, and scientific development based on sociological aspects (Jarni et al., 2023). In the development of the curriculum, the sociological foundation is very important to pay attention to. Given that curriculum development must consider important things such as individuals who are born helpless, attitudes, knowledge, skills and ideals. All of these things are obtained by each individual through interaction with their cultural environment, family, surrounding community, and school or educational institution. (Zulkifli, 2022).

Discussions about the foundations and methods of curriculum development have always changed according to the conditions of the society that continues to develop. The philosophy of life, values, technology, science, and the needs of society influence the developments that occur in society. The educational process must be designed to keep up with the development of society. An educational process that is relevant to the community is needed to meet the needs of the community. Therefore, the curriculum must be made with a development foundation that considers the development factors of the local community (Wardhani & Hamani, 2023).

Society is referred to as an organized group of individuals who consider themselves to have their own differences from other groups. These differences give rise to a society that continues to develop with the changing times. For this reason, the needs of the community will continue to increase in line with current developments, especially as a result of advances in the field of science and technology. Because of these developments, the demands of life will continue to increase, which means that a quality education process must be available to everyone (Firdausy & Pane, 2023). To create an educational process that is in accordance with the development of society, the design of the curriculum must consider the development of the society itself. Education is an anticipation of the demands of life in society so that later it can prepare students who are ready to live a normal life based on the conditions of the community where they live (Prayoga & Achadi, 2023). As an educational program or design, the curriculum must be able to answer the challenges and demands of the community, not only in terms of content but also in terms of its approach and implementation strategy. Thus, teachers as the spearhead of curriculum implementers must be more sensitive to changes that occur in society to ensure that what is conveyed to students is relevant and beneficial to life in society (Hasan, 2017).

The curriculum should emphasize individual development that includes his or her relationship to the local community environment. The theories, principles and laws of all sciences in the curriculum must be adjusted to the circumstances of society so that the learning outcomes of students will be more meaningful in the future. The development of a curriculum that is only based on basic skills will not be able to meet the needs and demands of the community (Mansur, 2016).

Students are part of the structure of society, take both formal and informal education in the community environment and are prepared for community life in the future. People's lives, with all their conditions and cultural richness, are the foundation and at the same time a reference for education. Through education, it is hoped that it can prevent humans from being isolated from their community environment and give birth to humans who can understand social conditions and are able to build the lives of the people where they live. Therefore, the purpose, content and process of education must adjust to the characteristics, wealth, needs and development that exist in the community (Prasetyo & Hamami, 2020).

It is appropriate that education must consider the needs of society and be able to respond to pressure from dominant forces such as social, political and economic. However, with the existence of a sociological foundation that in its development refers to

the principles of society and also the needs of the community, so that education becomes more meaningful (Khalim, 2019). With the existence of a sociological foundation in curriculum development, it is hoped that it can facilitate the needs of the community, accustom students to apply the norms and ethics that apply in society and at the same time to prepare the next generation of a dignified nation. It is hoped that students can contribute to the life of the community in the future because students are part of the community who receive formal and informal education in the community. Therefore, all aspects of people's lives in accordance with their characteristics and cultural richness become the foundation and reference in compiling the educational curriculum (Hasan, 2017).

In relation to the above, according to Abdullah Idi in his book entitled "Curriculum Development: Theory and Practice" explains that curriculum developers have the responsibility to: a) Understand and study the needs of the community in accordance with those contained in government decisions and regulations, formulations in laws and so on; b) Analyze the condition of the community according to the location of the school; c) Analyze the rules and guidelines for the workforce; d) Interpreting individual needs within the scope of community benefits. In making policies related to the curriculum, curriculum developers must be guided by the characteristics of the environment in which they live, respond to various needs needed and proposed by various groups in society and understand the demands of applicable educational values (Idi, 2011). Thus, the development of the general education curriculum and Islamic religious education in particular must be guided and based on socio-cultural developments in a society, starting from the local, national and global levels. So that each community environment can have an independent socio-cultural system that can regulate the pattern of relationships between people and the pattern of life in society.

Implementation of Sociological Principles in the Islamic Religious Education Curriculum

There are several theories and principles of curriculum development above that can be used to develop an Islamic religious education curriculum. The experts identified three approaches that can be used in the implementation of the curriculum, namely; fidelity approach, *Mutual Adaptive* and *Enactment approach*. Each approach to curriculum implementation has its own characteristics. However, in sociological principles, it is usually used as a quality adaptation approach (*Mutual Adaptive*), namely the implementation of the curriculum by adjusting the characteristics, conditions and needs as well as the demands of the community. Curriculum implementation can optimize the implementation of the curriculum if it is implemented based on the principles of curriculum development that apply (Sukmadinata, 1997).

The principles in the curriculum are the foundation before the curriculum is conceptualized, developed and implemented. In this principle, it is possible for the curriculum to develop in accordance with the basic principles of education that are required. These principles have developed into a solid foundation for the public school education curriculum and the Islamic education curriculum. The vision and mission of Islamic education is compassion for the universe (*Rahmatan lil Alamin*) and the basic idea of Islamic education emphasizes more on multidimensional issues, namely education that is inseparable from the role of humans as leaders (*caliphs*) on Earth to create a prosperous, dynamic, harmonious, and sustainable world as hinted by Allah in the Qur'an (Muttaqin, 2016).

The Islamic education curriculum has undergone significant shifts over time. This is because there are many elements involved in the development of the curriculum so that the implementation of the Islamic education curriculum must adapt to the situation or be adaptive, carried out based on needs, and anticipatory in nature, namely must always be

ready for short-term, medium-term and long-term goals. In the process of development, the Islamic education curriculum should have an adaptive, applicative, and anticipatory nature. Therefore, sociological principles are needed as a basis for its implementation (Jarni et al., 2023). According to sociological principles, the Islamic religious education curriculum must be adapted to the changes that occur in Islamic society. The curriculum must be adapted to the unique social values of the Islamic society, which include knowledge, mindsets, ethics and traditions and customs based on its cultural characteristics. By incorporating social and cultural concepts into the curriculum structure of Islamic religious education, it is hoped that later it will make the right products to meet the needs of modern society (Sidik, 2016).

An important aspect of sociological principles is that it can regulate the pattern and order of life values and people's behavior. These values can come from culture, religion, politics, or other aspects of life. The values of society evolve over time, which means that every member of society must change and adapt to the demands that arise along with the development of the times (Bahri, 2017). The social concept that forms the Islamic religious education curriculum is expected to provide the right basis for students to learn well and maintain the socio-cultural values of the community such as tolerance in religion, mutual cooperation activities and social interaction in society if implemented in the right way. With its cultural diversity and historical traditions and geographical variations, it is likely that the Indonesian education system will have an influence on the education system in the future (Qolbi & Hamami, 2021).

Based on the principles in curriculum development above, sociological principles can be applied in the development of the Islamic religious education curriculum. When referring to the "Decree of the Minister of Religion Number 183 of 2019 concerning the PAI and Arabic Language Curriculum in Madrasahs", there are four principles that are used as a basis for curriculum development, namely philosophical, sociological, psychopedagogical and juridical principles (Ministry of Religion, 2019). In the decree, the minister of religion explained the important functions of Islamic Religious Education and Arabic in the curriculum. The development of the Islamic religious education curriculum is carried out in a sustainable manner by looking at the situation and conditions that occur in the community. The sociological foundation in developing the Islamic religious education curriculum is prepared based on the development of the surrounding community environment and its nature. With the development of the Islamic religious education curriculum according to the times, it is hoped that it will be able to produce graduates who are in accordance with the needs of the community (Firdausy & Pane, 2023).

The orientation of the Islamic education curriculum is not only limited to obtaining worldly happiness, but also to obtaining happiness in the hereafter. Not only increasing intellectual knowledge and physical skills, but also increasing faith, spiritual enlightenment and improving morals and morals in a balanced manner. For this reason, the Islamic education curriculum has a different and deeper function, namely as a tool to educate the next generation of the nation well and encourage students to develop their talents, interests and skills to the maximum in order to carry out their functions as leaders (*caliphs*) on earth (Hermawan et al., 2020).

All forms of educational curriculum foundation must be based on the principles of the Quran. The Qur'an as the main source of law in making education policies, especially Islamic religious education. The values of Islamic religious teachings sourced from the Qur'an and Assunnah as well as some tafsir views can also be a reference in accordance with the principles of education in Indonesia (Syamsuddin & Hamami, 2023). The development of science scientifically, respect for human reason, maintaining human

needs and not opposing human nature are some of the things in Islamic education that refers to the Qur'an. It should be the main foundation of the Islamic religious education curriculum is Tauhid and Theology. The aspect of monotheism is certainly the main foundation that emphasizes that in the Islamic religious education curriculum, the cultivation of aqidah is the main thing. After the aqidah is good, then get used to worship and show noble behavior to fellow humans (Qolbi & Hamami, 2021).

According to Abdurrahman An-Nahlawi in the book "Islamic Education" by Mangun Budiyo (Budiyo, 2013), the implementation of the Islamic education curriculum is divided into several things, including:

- 1) The curriculum must refer to human nature. Because the purpose of education is to save human nature.
- 2) The curriculum must be designed to achieve the ultimate goal of Islamic education, which is to realize people with pious personalities.
- 3) The stages of the curriculum must consider the development of students based on age, environment, needs, gender.
- 4) The Islamic education curriculum must focus on the necessary sciences.
- 5) The Islamic education curriculum does not contradict the teachings of Islam and should lead to an Islamic lifestyle.
- 6) The Islamic education curriculum is referred to as a uniform curriculum, meaning that it can be applied based on the situation and conditions of the community's social environment.
- 7) The Islamic education curriculum is a comprehensive curriculum, meaning that it covers all aspects of mental, physical, and spiritual development.
- 8) The Islamic education curriculum is a curriculum made on the principle of sustainability which means that each part of the curriculum is integrated both vertically and horizontally (Budiyo, 2013).

The above explanation can be the basis for the preparation and development of the Islamic religious education curriculum. The Islamic education curriculum can be used in all educational institutions, ranging from elementary school, junior high school, high school to college. In its development, in general, the Islamic education curriculum refers to the Qur'an and Hadith which are the theological foundation in the process of preparing the Islamic religious education curriculum, both of which are the main foundations in the process of developing the Islamic religious education curriculum. Therefore, the requirements to achieve the goals of Islamic religious education are clear. However, with a theoretical evaluation of the principles mentioned above, it is possible to contribute to the application of scientific developments in the construction of the Islamic education curriculum so that educational institutions, educators, and students can adapt to technological developments and the social environment of society (Jarni et al., 2023).

CONCLUSION

This study concludes that the development of the Islamic religious education curriculum requires a solid foundation, which includes historical, philosophical, psychological, and especially sociological principles. Sociological principles play an important role in ensuring that the curriculum remains relevant to the social dynamics of society, as well as being able to form students who are ethical, have noble character, and have high social awareness. A curriculum based on the social values of the Islamic community such as mindsets, ethics, traditions, and customs will create an education system that is contextual and responsive to the challenges of the times.

As a recommendation, curriculum developers and policy makers in the field of Islamic education should actively involve community elements in the curriculum formulation process, to ensure that the content and teaching methods reflect the socio-

cultural realities of students. In addition, it is necessary to evaluate the curriculum periodically in order to adapt to ongoing social changes. The integration of spiritual, intellectual, social, and moral education in the curriculum also needs to be reaffirmed so that the goals of Islamic education are not only focused on worldly achievements, but also on the formation of a balanced character and ukhrawi orientation. Thus, the Islamic religious education curriculum can be a strategic instrument in shaping future generations that are dignified and relevant to the context of the times.

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