



# Educational Theory and Its Relation to the Development of the Islamic Education Curriculum

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## Abstract

This article discusses the relationship between educational theories and the development of the Islamic Education Curriculum in the context of educational reform and innovation in Indonesia. Education is viewed as a conscious and purposeful process to develop the full potential of students, while the curriculum serves as an instrument that bridges educational theory with learning practices in the field. This study uses a descriptive qualitative approach with a library research method sourced from various primary and secondary literature, such as the works of John Dewey, Ki Hajar Dewantara, Paulo Freire, Piaget, and Bruner. The results of the study show that educational theories, including behaviorism, cognitivism, constructivism, and humanism, have contributed significantly to the direction and strategy of Islamic Religious Education curriculum development. These theories help educators understand the characteristics of students, determine learning objectives, and design processes and evaluations oriented towards spiritual, intellectual, and moral development. Thus, the synergy between educational theory and curriculum is key to realizing Islamic Religious Education learning that is relevant, contextual, and adaptive to the challenges of the times.

## INTRODUCTION

Education is a conscious and cyclical process of guiding, teaching, and training individuals to realize their full potential as spiritually empowered, intelligent, morally upright, and skilled individuals, enabling them to live independently and contribute to society, the nation, and the state (Fatoni, 2020). Educational theory provides a philosophical and methodological framework that guides the direction, objectives, and strategies of learning (Astuti et al., 2025; Kusumaningtyas & Saputra, 2025). John Dewey emphasized that education is not only a process of transferring knowledge, but also a process of forming meaningful experiences for students so that they can live productively in their communities (Engkizar et al., 2023; Hasbullah, 2020; Subairi, 2024). Thus, educational theory plays an important role in directing the education system to be relevant to social needs and developments of the times.

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The curriculum is a concrete instrument that bridges educational theory with practice in the field. Ki Hajar Dewantara viewed the curriculum as an effort to guide all the natural strengths that exist in children, so that they, as human beings and members of society, can achieve the highest possible level of safety and happiness (Efendy, 2023; Mustaqim, 2017; Yulianto, 2024). This means that the curriculum is not merely a list of subjects or administrative tools, but a reflection of the values, philosophy, and educational theories that are believed in. Therefore, every curriculum reform is essentially a reflection of changes in the framework of thinking in educational theory.

Throughout the history of education in Indonesia, curriculum reform has always been carried out continuously in response to the demands of social, cultural, economic, political, and technological developments. Paulo Freire emphasized that education must be liberating, that is, it must shape students' critical awareness so that they are able to face social realities and play an active role in changing them (Norvaizi & Anggita, 2022; Yusuf, 2024). This idea is in line with the direction of the Merdeka Curriculum, which emphasizes differentiated learning, freedom of learning, and the formation of Pancasila student profiles.

However, the classic dilemma that exists is the gap between ideal educational theory and curriculum implementation in the field. Teachers who implement the curriculum often encounter obstacles in understanding the educational theory underlying curriculum change. As a result, curriculum reform sometimes stops at the administrative policy level without being followed by substantive transformation in learning. This highlights the importance of a more in-depth study of the correlation between educational theory and curriculum reform so that every educational innovation has a philosophical foundation that is both powerful and effective in the classroom.

## METHODS

The research method used in this article is qualitative with a content analysis study (Akem et al., 2025; Aryasutha et al., 2025; Engkizar et al., 2023; 2024, 2025; Hamdi & Desvia, 2025; Paramansyah et al., 2023; Sari et al., 2023). This study focuses on a theoretical review of the relationship between educational theories and the development of the Islamic Religious Education curriculum. The data sources were obtained from various primary and secondary literature, including scientific books, research journals, education policy documents, and works by figures such as John Dewey, Ki Hajar Dewantara, Paulo Freire, Piaget, and Bruner. Data collection techniques were carried out through searching, critical reading, and recording relevant information from various sources. Data analysis was conducted using content analysis, which involved identifying, classifying, and interpreting the main concepts of educational theory and then relating them to the principles and implementation of Islamic Religious Education curriculum development, thereby obtaining a comprehensive understanding of the theoretical and practical implications for curriculum innovation in the modern era.

## RESULT AND DISCUSSION

### Educational Theory

In general, a theory is a system of concepts that indicates a correlation between concepts that help us understand a phenomenon. According to Jonathan H. Turner, theory is defined as “a process of developing ideas that help us explain how and why an event occurs” (Mareta et al., 2024; Rahmawati et al., 2024).

The definition of education in Law No. 20 of 2003 concerning the National Education System is as follows: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their

potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, the community, the nation, and the state (Ifan, 2019; Rahmadani et al., 2021).

Based on the description of theory and education, it can be concluded that educational theory is a set of concepts, principles, and new perspectives that serve to explain, understand, and direct the educational process so that it runs in sync with the required objectives. Educational theory not only reveals how the teaching and learning process takes place, but also why this process is crucial for developing the potential of students.

In this context, educational theory combines conceptual aspects derived from theory. As stated by Turner, theory helps us explain how and why an incident occurs. and the objectives of education as stated in Law No. 20 of 2003 concerning the National Education System. That is, educational theory serves as a philosophical foundation and a framework for creating a learning environment that can develop students' spiritual strength, self-control, intelligence, noble character, and skills so that they can play an optimal role in society, nation, and state. Thus, educational theory can be understood as a conceptual guideline that bridges scientific ideas with concrete practices, so that learning is not only a routine activity, but also a directed process that supports the achievement of national educational goals.

### **Types of Educational Theories**

#### **The first is behaviorist learning theory**

Behaviorist theory is a theory proposed by Gage, Gagne, and Berliner about behavioral change as a result of experience (Hayati et al., 2023; Nuryadi et al., 2024). This theory then developed into a school of learning psychology that influenced the direction of the development of educational and learning theory and practice known as the behaviorist school. This school emphasizes the formation of observable behavior as a result of learning. The behaviorist theory, with its stimulus-response model, views learners as passive individuals. Specific responses or behaviors are achieved solely through training or habituation methods. The emergence of behavior will become stronger when reinforced and will disappear when punished.

Behaviorist learning theory is a learning theory that views changes in an individual's behavior as being caused by interactions between stimuli and responses in the learning process (Rufaedah, 2018; Sari et al., 2023).

According to behaviorist theory, the purpose of learning is emphasized on the addition of knowledge, while learning is an activity that requires learners to express the knowledge they have learned in the form of reports, quizzes, or tests. The presentation of content or lesson material emphasizes isolated skills or the accumulation of facts following a sequence from the parts to the whole. Learning follows the curriculum sequence strictly, so that learning activities are mostly based on textbooks/required books with an emphasis on the skill of reproducing the contents of these textbooks/required books.

Learning and evaluation emphasize learning outcomes. Evaluation emphasizes passive responses, separate skills, and usually uses paper and pencil tests. Learning outcome evaluation requires correct answers. This means that if students answer "correctly" according to the teacher's expectations, this shows that they have completed their learning tasks. Learning evaluation is seen as a separate part of learning activities and is usually carried out after learning activities are completed. This theory emphasizes evaluation of students' individual abilities (Shahbana et al., 2020). The principles in behavioristic theory are that the object of psychology is behavior. All forms of behavior are reduced to reflexes. Emphasis is placed on habit formation. Real and measurable behavior has its own meaning. The mental aspects of consciousness that do not have a physical form must be avoided (Putri et al., 2024).

### **The second is cognitivism theory**

Cognitive learning theory is a theory that emphasizes the process rather than the learning outcome. This theory is based on the knowledge acquired by an individual through a long and continuous process of interaction with the environment. The process in question is a fluid and continuous process with no separation between one process and another (Hatija, 2023).

In cognitive psychology, learning is an individual's effort to acquire knowledge through total commitment and active participation. According to cognitive theory, students actively learn by seeking various types of information that support their learning, solving problems they encounter, observing their surroundings as a source of learning, and experimenting through independent practice to achieve their desired goals.

Cognitive theory assumes that the knowledge possessed by learners as basic knowledge determines their success in learning science. According to Piaget, the learning process has three basic stages, namely assimilation, accommodation, and equilibration. Assimilation in the learning process is the integration of new information into the existing cognitive information structure. Meanwhile, accommodation is a form of adjustment in the cognitive structure towards a new situation.

Equilibrium is a middle ground, serving as a balance between the two previous stages (assimilation and accommodation). A common situation is that when intellectual abilities reside within a person, they will naturally seek a balance between feelings and knowledge.

There are several examples of the implementation of Piaget's cognitive learning theory: the existence of instructional objectives, the selection of teaching materials, the determination of collective materials, the determination of learning activity designs that are considered appropriate for the topic of implementation, the preparation of questions, and the evaluation of the learning process results. In addition to Piaget, there is also a cognitive theory proposed by Bruner. According to Bruner, there are approaches that can be used in learning based on assumptions. The first assumption is interactive knowledge acquisition. In Bruner's view, active interaction with the environment will bring about changes that are not limited to the environment but also changes within oneself. Meanwhile, the second assumption indicates the existence of knowledge construction.

There are interesting examples related to Bruner's cognitive theory, including: instructional determination, subject selection, determining the material to be learned, attaching examples of illustrative tasks that can be used, arranging simple topics, and evaluating the learning process and outcomes. The characteristics of cognitive learning theory are that learning is a mental process, not a behavioral one. Students are active as conduits. Students learn individually using deductive and inductive patterns. Intrinsic motivation is present, so no stimulus is needed. Students are the actors who guide discovery. Teachers facilitate the process of insight (Maâ, 2018; Sulaiman & S, 2021).

### **Third is constructivism theory**

Constructive theory refers to construction; in the context of educational philosophy, constructivism can be understood as an effort to create a way of life that is in line with contemporary culture. The philosophical basis of contextual learning is constructivism, which emphasizes that knowledge is created gradually by humans and the results are expanded through a number of specific contexts, not all at once. Knowledge is not a collection of ready-made ideas, facts, or rules that can be memorized. Knowledge must be created by humans and given context through real experiences (Nerita et al., 2023).

This idea is usually interpreted as an autonomous process through which

students acquire knowledge. According to this idea, individuals already possess knowledge that needs to be developed. Therefore, students must actively participate in their education by actively seeking information, thinking critically, organizing ideas, and interpreting the material they are learning. Students can build their own knowledge with the help of this idea. According to this constructivist paradigm, teachers no longer function as the focal point of learning, the source of knowledge, or merely a channel of information; rather, they help students develop their own understanding. According to this idea, educators must have a deeper understanding of how students think throughout the learning process.

Constructivist theory gives students the flexibility to discover and fulfill their own needs. In addition, this theory provides opportunities to learn about technology, knowledge, competencies, and other things that can help them achieve their goals in personal development. Orientation, elicitation, concept restructuring, and review are all features of constructivist learning theory. Students are given the opportunity to become more motivated to master a particular subject during orientation. The ability of students to communicate their thoughts through writing, posters, and debates is known as elicitation. Restructuring ideas involves developing new concepts, evaluating existing concepts, refining concepts using other people's concepts, and applying new concepts in various contexts. The application of existing information and concepts that require revision is called review.

#### **Fourth is humanistic theory**

The word "human," or "*al-insan*" which means "human," is the source of the term "humanistic." The following phrases can be used to describe humanism: literary humanism, historical humanism, religious humanism, sociological humanism, philosophical humanism, and ethical humanism (Fatimah et al., 2022).

According to the humanistic perspective, learning is an internal process that encompasses all components or domains, including the cognitive, emotional, and psychomotor domains. In other words, the humanistic method emphasizes the importance of feelings or emotions, honest communication, and the values held by each student. Therefore, the goal of humanistic education is to develop human values in students. Thus, it is recommended that educators emphasize the importance of teamwork, honesty, and creativity to be used in the learning process, as well as helping and benefiting each other (Syarifuddin, 2022).

Humanizing humans is the goal of education, according to humanistic theory. If students understand both their environment and themselves, the learning process is considered successful. Students must work hard during their educational journey so that they can ultimately achieve self-actualization in the most effective way. The goal of this learning theory is to understand learning behavior from the perspective of the learner, not the observer.

The main goal of teachers is to support students' personal growth, which includes helping each individual recognize their own potential and understand themselves as unique human beings. According to humanistic experts, learning consists of two components: the process of acquiring new knowledge and how each person adapts that knowledge.

Learning materials that discuss personality development, conscience, attitude change, and analysis of social phenomena can benefit from the application of humanistic theory-based learning. Successful application is demonstrated by students' happiness and enthusiasm, their initiative in learning, and spontaneous changes in their behavior, attitudes, and thought processes. It is hoped that students will grow into independent and courageous individuals who are not influenced by the opinions of others and are able to manage their own lives appropriately without violating applicable laws, customs, discipline, or ethics (Hidayat et al., 2024).



## **The Relationship Between Educational Theory and the Development of Islamic Education Curriculum**

A curriculum is defined as an educational program that is planned and implemented to achieve objectives, encompassing all well-structured learning experiences that are developed and prepared for students to deal with real-life situations. This illustrates the relationship between curriculum and learning in achieving educational objectives. Another interpretation, on the other hand, is limited in scope and focuses only on its usefulness in regulating learning objectives, learning experiences, and teaching-learning strategies, as well as learning aids and assessment techniques that are structured and applied in educational activities. To achieve educational objectives, the curriculum is designed so that all types of learning activities are clear (Lazwardi, 2017; Uliatunida, 2020).

In other words, the curriculum is a key component in education because it serves as a tool for achieving educational goals, particularly the development of individuals in accordance with the national philosophy of life. The function of curriculum theory is to provide guidance and direction throughout the stages of planning, development, implementation, supervision, and evaluation of the curriculum. For example, according to the definition of curriculum given above, a curriculum is a set of plans and arrangements related to learning objectives, content, and resources, as well as strategies that serve as rules in organizing learning activities to achieve specific educational goals. Especially in terms of approach (question and answer, inquiry/discovery, and learning community), there is a strong correlation between curriculum and constructivist learning theory.

From the explanation of the learning theories above, it can be concluded that there are many learning theories and their branches that must be understood by a teacher as an educator before teaching their students. These learning theories provide a general overview of the laws and processes of learning. Learning theories are important to study because they can significantly improve the way students acquire new skills and concepts, as well as help teachers manage the learning process effectively, efficiently, and appropriately. Learning theories and curriculum models must be adapted to the development of students' personalities in accordance with religious and spiritual values, especially Islamic teachings.

## **CONCLUSION**

Behaviorist theory is a theory proposed by Gage, Gagne, and Berliner about behavioral change as a result of experience. This theory then developed into a school of learning psychology that influenced the direction of educational theory and practice development, known as the behaviorist school. Cognitive learning theory is a theory that emphasizes the process rather than the outcome of learning. This theory is built on the knowledge acquired by an individual through a long and continuous process of interaction with the environment. Construction means building, in the context of educational philosophy, constructivism can be interpreted as an effort to build a modern cultural way of life. The humanistic school of thought views learning as a process that occurs within individuals, involving all existing domains, including the cognitive, affective, and psychomotor domains.

The above learning theories can be summarized as follows: there are many learning theories and branches that teachers need to know before teaching their students. These learning theories provide an overview of the laws and processes of learning. Learning theories are important to study because they can significantly improve the way students learn new skills and concepts, and also for teachers, as they can help teachers to organize the learning process well, effectively, and efficiently.

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