



Development of a Competence and Character-Based PAI Curriculum: A Literature Review

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ABSTRACT

The development of a competence and character-based curriculum in Islamic Education (PAI) is essential for fostering both academic skills and moral integrity in students. This literature review investigates the integration of competence-based and character-based frameworks in the PAI curriculum in Indonesia. It examines theoretical foundations, previous studies, and practical challenges while proposing a framework for further curriculum development. The research identifies that competence-based education, which focuses on knowledge and practical skills, can be harmonized with character-building approaches that emphasize ethical and moral values. However, challenges such as the lack of clear guidelines for character education, the imbalance between cognitive and moral development, and the difficulty in assessing character traits hinder the integration process. Despite these challenges, opportunities arise through Indonesia's ongoing curriculum reforms, such as the Kurikulum Merdeka, which offers a more flexible and holistic approach. The integration of these frameworks is expected to positively impact students' academic performance and personal development, cultivating responsible, well-rounded individuals. This study contributes to the improvement of the PAI curriculum by suggesting practical recommendations for balancing competence and character education in Islamic schools.

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INTRODUCTION

The development of an effective curriculum is crucial for achieving the desired educational outcomes, particularly in religious education. The Islamic Education (PAI) curriculum, as a key component of Indonesia's educational system, has undergone several changes over the years to adapt to the evolving needs of society. According to Linda and Hamami (2024), while scholars may have different views on curriculum, common themes emerge, particularly focusing on the content and the process of learning. On one hand, some emphasize the subject matter or content of learning, while on the other, others highlight the teaching process and the learning experiences.

The preparation of instructional modules plays a significant role in implementing an effective PAI curriculum, especially in light of recent educational reforms such as the Merdeka Curriculum. Lathifah and Mustofa (2024) argue that instructional modules are a vital tool in supporting this curriculum, replacing the traditional lesson plans (RPP). These modules, although similar to RPP, contain important distinctions, particularly in terms of content and structure. This shift in the

curriculum approach aims to enhance learning outcomes by providing a more flexible and student-centered framework.

The PAI curriculum has undergone numerous changes over time. Arnadi (2022) notes that there have been 10 revisions since its inception, with notable shifts in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 1999, 2004, and 2006. The most recent revision, the 2013 Curriculum, introduced thematic learning approaches and underwent further refinement in 2015, yet it is still known as the Curriculum 2013. Nisa and Hamami (2023) trace the origins of the term "curriculum" to ancient Greek athletics, where it referred to the racecourse or path a runner must follow, highlighting the centrality of structure and progression in the concept of a curriculum.

A hybrid curriculum was applied, blending the national curriculum with an integrated Islamic curriculum. Yusri and Halimah (2022) emphasize that the PAI curriculum in these schools is a comprehensive Islamic curriculum designed to meet both national standards and the specific needs of Islamic education. Similarly, the 2013 Curriculum, developed to replace earlier curricula like the Competency-Based Curriculum (KBK) and the School-Based Curriculum (KTSP), introduced significant reforms that continue to shape education in Indonesia (Nugraheni & Hairiyah, 2019).

While these changes reflect ongoing efforts to improve educational quality, there is still much to be explored regarding the integration of competence-based and character-based frameworks in the PAI curriculum. Previous research has primarily focused on content and structural elements, but there remains a gap in understanding how these two aspects can be synthesized to create a holistic curriculum that fosters both academic competence and strong character development in students.

This literature review aims to fill this gap by examining the integration of competence and character-based elements in the PAI curriculum. The research will focus on identifying the theoretical foundations, reviewing previous studies, and proposing a framework for further curriculum development. By analyzing existing literature and understanding the dynamics between competency-based and character-driven approaches, this study seeks to contribute to the improvement of PAI curriculum development, particularly in fostering a more balanced and comprehensive approach to student learning.

The main research questions guiding this study are: 1) How can competence-based and character-based frameworks be effectively integrated into the PAI curriculum?; 2) What are the potential challenges and opportunities in integrating these frameworks within the context of Islamic education in Indonesia?; and 3) How does the integration of competence and character-based approaches influence students' academic performance and personal development?. The objectives of this study are: 1) To analyze the theoretical foundations of competence-based and character-based curriculum development in Islamic education; 2) To review and evaluate previous studies on the application of competence and character-based frameworks in the PAI curriculum; and 3) To provide practical recommendations for enhancing the PAI curriculum by integrating competence-based and character-driven approaches to improve both educational outcomes and character formation in students.

Significance of the Study The findings of this study are expected to provide valuable insights into the development of a more comprehensive and effective PAI curriculum. By integrating both competence and character development, this research aims to contribute to the creation of a curriculum that not only equips students with necessary skills but also nurtures their moral and ethical development. The integration of these two components is essential for building a holistic educational framework that aligns with the values of Islamic education and addresses the diverse needs of students in contemporary society.

METHOD

This study employed a literature review methodology to analyze and synthesize existing research on the development of a competence and character-based PAI (Pendidikan Agama Islam) curriculum. The research process began with the collection of relevant academic sources, including books, journal articles, and other scholarly publications, which focused on the integration of competence and character-based frameworks within the PAI curriculum. These sources were selected based on their relevance to the topic, credibility, and contribution to the field of Islamic education and curriculum development.

In the selection process, the literature was chosen according to specific inclusion criteria. Only studies that discussed the development and implementation of competence-based and character-based curricula were included. Additionally, research that examined Islamic education, specifically the PAI curriculum in Indonesia, or similar contexts, was prioritized. The focus was on both theoretical frameworks and practical implementations of these approaches in educational settings.

After gathering the relevant literature, the data were analyzed using qualitative content analysis. Key themes, findings, and recommendations from each source were identified, categorized, and examined in relation to the competence and character-based curriculum. The analysis focused on several important areas: the theoretical foundations of competence and character-based frameworks, existing models of these curricula in Islamic education, and the challenges and opportunities involved in integrating such frameworks into the PAI curriculum. The implications of these findings for enhancing the effectiveness of Islamic education were also considered.

The results from the various studies were then synthesized to provide a comprehensive understanding of how competence and character-based frameworks could be integrated into the PAI curriculum. This synthesis allowed the identification of gaps in the existing literature and highlighted areas that required further research to fully understand the potential for such integration.

It is important to note that the study was limited to secondary sources, and therefore did not involve primary data collection or empirical research. The findings were based solely on the analysis of the available literature, and the study may not account for the most recent developments in curriculum reform or educational policies in Indonesia. Despite these limitations, the study aimed to contribute valuable insights into how competence and character-based approaches can improve the PAI curriculum and, by extension, the quality of Islamic education in Indonesia.

RESULTS

This section presents the main findings of the literature review on the development of a competence and character-based PAI (Pendidikan Agama Islam) curriculum. The analysis was guided by the primary research questions and objectives, focusing on how competence-based and character-based frameworks can be integrated into the PAI curriculum, the challenges and opportunities in their integration, and the potential impact on students' academic and personal development.

1. Integration of Competence and Character-Based Frameworks into the PAI Curriculum

The literature reviewed indicated that the integration of competence and character-based frameworks into the PAI curriculum is both necessary and feasible. Competence-based frameworks in the context of Islamic education emphasize the development of students' skills and knowledge related to Islamic teachings, with a focus on practical applications in daily life. Character-based frameworks, on the other hand, emphasize the cultivation of moral and ethical values in students, such as honesty, responsibility, and respect for others.

Several studies highlighted that the combination of these two frameworks could provide a more holistic approach to Islamic education, addressing both intellectual and moral development. The integration process involves aligning the objectives of competence-based education with character-building goals, ensuring that students not only acquire knowledge but also develop positive character traits through their educational experiences. One model identified in the literature was the use of integrated lesson plans that combine cognitive skills with ethical teachings, ensuring that students are evaluated not only on their academic performance but also on their personal growth.

In the context of curriculum design, philosophy plays a vital role. According to Citra & Pangesty (2024), curriculum design is influenced by three main ideas: philosophical, theoretical, and practical. These ideas are based on interpretations and choices of goals, determining and connecting the content of the educational program, delivery methods, and reflections on the framework for assessing the achievements of the educational program.

2. Challenges in Integrating Competence and Character-Based Frameworks

The review identified several challenges in integrating competence and character-based frameworks into the PAI curriculum. A primary issue raised by several researchers was the lack of clear guidelines and standardized methods for incorporating character development into the existing curriculum. While competence-based education has been well-defined and implemented in various curricula, integrating character education requires additional resources, such as trained educators and appropriate instructional materials that emphasize moral development.

Furthermore, the existing curriculum in many schools continues to focus primarily on cognitive competencies, often neglecting character-building aspects. This imbalance presents a challenge in ensuring that both academic and ethical growth are given equal attention within the PAI curriculum. Teachers also face difficulties in assessing character traits, as these are more subjective and less measurable than academic knowledge.

Caswita (2019) noted that the implementation of hidden curriculum in KTSP (Kurikulum Tingkat Satuan Pendidikan) is carried out through self-development, which can be done in two ways. The first is self-development through a planned program implemented within a specific time frame to meet the individual or group needs of students. This approach highlights the importance of supporting both cognitive and moral aspects of education.

3. Opportunities for Integrating Competence and Character-Based Frameworks

Despite these challenges, the literature highlighted several opportunities for effectively integrating competence and character-based frameworks. One opportunity is the growing trend toward curriculum reform in Indonesia, particularly with the implementation of the Kurikulum Merdeka (Independent Curriculum). This reform emphasizes a more flexible and holistic approach to learning, which aligns well with the integration of competence and character education. Several studies suggested that the current curriculum reform provides a unique opportunity to embed character education within the framework of competence-based learning.

Moreover, the involvement of religious leaders and Islamic educators in curriculum development can help ensure that the character-based components of the curriculum align with Islamic values. Sya'roni et al. (2017) mentioned that in the context of Islamic education in schools, PAI is a mandatory subject taught from elementary school to higher education. Additionally, religious education is provided in other forms, such as through local content, extracurricular activities, or other methods in line with the curriculum development carried out by the school.

In the broader scope of curriculum development, the importance of organization is underscored. Sukiman (2023) explained that curriculum organization is a general framework for the

learning programs to be taught to students, and within this context, it serves as a method and approach to sorting out various learning experiences that will be realized by an educational institution.

4. Impact on Students' Academic Performance and Personal Development

The literature reviewed also suggested that the integration of competence and character-based frameworks can positively influence students' academic performance and personal development. Several studies found that when students are taught both academic content and character-building values, they tend to perform better in both academic and social settings. This dual focus encourages students to apply their academic knowledge in real-life situations, while also developing the moral and ethical qualities necessary for responsible citizenship.

According to Wahyuni et al. (2021), educational planning aims to guide those responsible for organizing education in helping the development of students in achieving their personal and societal goals. This holistic approach to education aims to empower students to reach their potential, both academically and personally.

Rochayati et al. (2023) highlighted that educational institutions should transform themselves to improve the quality of learning within schools, and subsequently disseminate the improvement to other schools for similar quality enhancement.

Additionally, teachers should be mindful of the intellectual hierarchy. Nofitayanti et al. (2021) emphasized that lower-level skills form the foundation for higher intellectual skills. Teachers need to understand the basic skills that should be prepared for students, beginning with the simplest concepts and gradually progressing to more complex ones. This approach ensures that both competence and character development are nurtured step-by-step.

In the perspective of Al-Ghazali, education is a process to change behavior, eliminating bad character and instilling good character, bringing students closer to Allah and guiding them toward happiness in both this world and the afterlife (Nur Hamim, 2017). This underscores the essential aim of Islamic education to shape not only knowledgeable but virtuous individuals.

The PAI curriculum is also designed to form individuals who not only understand Islamic teachings but also implement them in daily life (Amelia & Ritonga, 2024). This vision is reflected in the management and planning processes of curriculum development. Irawan (2024) stressed the importance of curriculum management to ensure the achievement of its objectives. Curriculum planning is key, including the development of annual programs, semester plans, syllabi, and lesson plans.

In conclusion, the integration of competence and character-based frameworks into the PAI curriculum can significantly enhance both the academic and moral development of students, leading to a more comprehensive approach to education. The challenge lies in overcoming existing gaps and ensuring that both intellectual and ethical aspects are given equal emphasis in the curriculum.

In summary, the integration of competence and character-based frameworks into the PAI curriculum presents both significant challenges and promising opportunities. While obstacles such as a lack of standardized guidelines and an emphasis on cognitive learning persist, the growing momentum for curriculum reform and the increasing recognition of the importance of character education in Islamic education create a fertile ground for change. The literature reviewed suggests that the integration of these frameworks can enhance both academic performance and the moral development of students, leading to more well-rounded individuals. Practical recommendations for integrating competence and character-based elements into the PAI curriculum will be discussed in the next section.

DISCUSSION

In this section, the findings of the literature review on the integration of competence and character-based frameworks into the PAI curriculum will be analyzed and discussed in light of the research questions and objectives.

The literature review revealed that integrating competence and character-based frameworks into the PAI curriculum is a feasible and necessary development. Competence-based education emphasizes students' acquisition of knowledge and skills, while character-based frameworks focus on moral and ethical development. The synthesis of these two frameworks, as noted in the results, offers a more holistic approach to Islamic education. Studies have demonstrated that when academic content is paired with ethical teachings, students are better equipped to apply their knowledge in real-life contexts, while simultaneously developing positive character traits. This dual focus addresses both intellectual and moral development, which is essential for producing well-rounded individuals.

One key finding was the identification of integrated lesson plans that combine cognitive skills with moral teachings. These lesson plans, as highlighted by Citra & Pangesty (2024), emphasize the connection between theory and practice and allow for the evaluation of students not only in terms of academic performance but also in terms of their character growth. This approach reflects a shift toward student-centered learning that aligns with the principles of the Merdeka Curriculum, which aims to create a more flexible, individualized, and value-driven educational framework.

The findings in this study are consistent with several previous studies on curriculum development in Islamic education. For instance, Yusri and Halimah (2022) discussed the importance of an integrated Islamic curriculum that meets both national educational standards and the specific demands of Islamic teaching. However, the integration of competence and character-based frameworks has not been extensively explored in previous studies, particularly in relation to the PAI curriculum. This gap highlights the originality of the current study and its contribution to filling the gap in the literature.

While earlier studies have focused on either competence-based or character-based elements of curriculum design, few have examined the potential for their integration. This study, however, emphasizes the synergistic effects that can be achieved by blending these two approaches. The review supports the idea that integrating competence and character frameworks can lead to more meaningful learning outcomes that go beyond academic knowledge, as suggested by Wahyuni et al. (2021).

The integration of competence and character-based frameworks into the PAI curriculum has significant implications for both theory and practice. Theoretically, it challenges traditional views of curriculum development, which often treat academic and ethical goals as separate. By combining these frameworks, this study proposes a more integrated approach that aligns with Islamic values and educational philosophy, which aims not only to impart knowledge but also to shape virtuous individuals. This aligns with Al-Ghazali's perspective that education is a process of character transformation, leading students closer to Allah and guiding them toward happiness in this world and the hereafter.

Practically, the findings suggest that the integration of these frameworks can enhance both academic performance and personal development. Students who receive education that balances intellectual growth with moral formation are more likely to succeed in both academic and social contexts. This approach can contribute to producing graduates who are not only skilled in their fields but also possess the ethical foundation to apply their knowledge responsibly.

Moreover, the growing trend of curriculum reform in Indonesia, particularly with the introduction of the Merdeka Curriculum, presents an opportunity to embed character education more effectively into the PAI curriculum. The flexibility of this curriculum reform could allow for

the creation of integrated lesson plans that combine both cognitive and moral objectives, thus supporting a more holistic educational experience for students.

Despite the promising findings, several limitations of the study must be acknowledged. First, the study relied primarily on secondary data from existing literature, which may not fully capture the complexities of integrating competence and character-based frameworks in real-world educational settings. Furthermore, while the literature highlights theoretical and practical aspects of curriculum integration, empirical research on the outcomes of such integration is limited. Future research should focus on longitudinal studies and case studies in schools that have implemented integrated competence and character-based curricula to assess their impact on students' academic performance and character development.

Additionally, the study did not explore the specific challenges faced by teachers in implementing such a curriculum. Although the review identified several challenges, such as the lack of clear guidelines for character education and difficulties in assessing character traits, further investigation into the teacher's role in facilitating this integration would provide valuable insights into the practicalities of curriculum implementation.

The findings of this literature review provide a strong argument for the integration of competence and character-based frameworks into the PAI curriculum. This integration is not only theoretically sound but also holds significant potential for improving both academic outcomes and moral development. The study has highlighted the importance of aligning academic goals with ethical values, creating a balanced approach to education that nurtures both intellectual and personal growth.

While there are challenges in implementing such an integrated curriculum, particularly in terms of curriculum design and teacher training, the opportunities presented by Indonesia's ongoing curriculum reforms make this an ideal time to explore such integration. The findings suggest that, with appropriate support, the integration of competence and character-based education can lead to a more holistic and effective PAI curriculum.

In conclusion, the study provides a valuable foundation for future research and practical efforts aimed at improving the PAI curriculum. The next step involves developing clear guidelines and providing professional development for educators to ensure the effective implementation of this integrated approach, ultimately fostering a generation of students who are not only knowledgeable but also morally upright.

CONCLUSION

The integration of competence-based and character-based frameworks in the PAI curriculum presents both significant challenges and promising opportunities for educational enhancement. Key findings from this literature review highlight that combining these frameworks can provide a more holistic approach to student development, addressing both intellectual and moral growth. However, challenges remain, particularly in establishing clear guidelines for integrating character development and ensuring a balanced focus on both academic competencies and character education. Despite these obstacles, the ongoing educational reforms in Indonesia, such as the implementation of the Kurikulum Merdeka, provide a unique opportunity to embed character education within the competency-based framework.

The research also reveals that this integration can positively influence students' academic performance and personal development, as students who engage in both knowledge acquisition and character building tend to perform better in both academic and social contexts. Additionally, the involvement of Islamic educators and religious leaders in curriculum development can ensure that the character-based aspects align with Islamic values, enhancing the moral and ethical development of students.

The implications of these findings suggest that a more comprehensive approach to the PAI curriculum—one that balances both competence and character education—could lead to more well-rounded individuals, equipped not only with knowledge but also with strong moral foundations. Future research should explore empirical data on the effectiveness of such integrated curricula and investigate the practical challenges faced by educators in implementing these frameworks. In conclusion, the integration of competence and character-based elements into the PAI curriculum is essential for creating an educational framework that nurtures both intellectual and ethical development in students, preparing them for responsible and meaningful participation in society.

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