Edupedia: Jurnal Studi Pendidikan dan Pedagogi Islam
Vol. 9, No. 1, Juli 2024 | pp. 13-28
p-ISSN: 2252-8164 | e-ISSN: 2580-0884 |
https://journal.ibrahimy.ac.id/index.php/edupedia | DOI: 10.35316/edupedia.v9i1.4977

URGENCY OF PSYCHOLOGICAL FOUNDATION FOR CURRICCULUM DEVELOPMENT OF ISLAMIC RELIGIOUS EDUCATION IN 21st CENTURY

Received: 2024-05-28 | **Revised:** 2024-06-28 | **Accepted:** 2024-07-11

Article Info

Author(s):
Mela Mariana

** Author's Email Correspondence:*
melamariana1510@gmail.com

Affiliation:
UIN Sunan Kalijaga
Jl. Marsda Adisucipto Depok, 55281, DI Yogyakarta, Indonesia

Abstract

The ability of teachers to design the right curriculum, especially in Islamic religious education, can be a benchmark for achieving educational goals. This study aims to reveal the correlation of psychological foundations in the development of Islamic religious education curriculum and its relevance in 21st-century learning. The type of research used in this study is library research through the stages of content analysis. In this study, two points were produced from the references used. First, the implications of learning psychology in the PAI curriculum. Second, there is a strong relevance between the principles of psychology and the development of the PAI curriculum in 21st-century learning, one of which is gestalt theory and the adoption of the concept of 21st-century education in the Decree of the Ministry of Religious Affairs of the Republic of Indonesia regarding the PAI curriculum and Arabic. Thus, it can be concluded that the relationship between psychology principles and the PAI curriculum is very important. Understanding this aspect of psychology plays a vital role in determining the success of teachers in achieving educational goals in accordance with the demands of the times.

Keywords: *Foundation of Psychology, PAI Curriculum, 21st Century Learning*

© 2024 THE AUTHOR(S). This article distributed under a Creative Commons Attribution-ShareAlike 4.0 International license. https://creativecommons.org/licenses/by-sa/4.0/

INTRODUCTION

Psychology is one of the foundations that cannot be separated from curriculum development and is a must for curriculum developers with full consideration in designing educational curricula. Human behavior is one element that is closely related to the principles of psychology, so that human behavior is one of the important factors in curriculum development and learning. The way teachers manage learning is influenced by how they view learning and learning theory b Teachers' understanding of the principles of student psychology is fundamental in launching learning that will be applied in general education or Islamic religious education. Transformation from time to time is an inevitable fact in terms of basic religious needs or

problems in education. Educational problems that occurred in the past must be different from the problems faced by the world of education today, therefore renewal in the world of education, especially Islamic religious education, is a very crucial aspect to be able to adapt in overcoming the challenges of the times so that Islamic religious education in particular requires curriculum development in the realm of education in order to remain firmly standing in holding strong principles (Qolbi & Hamami 2021, p. 1122)

Theories about the principles of curriculum development are needed in the educational process so that they can be applied in the Islamic religious education curriculum with the aim of knowing further how much influence these principles can have in the Islamic religious education curriculum. In the development of the Islamic education curriculum, there are four principles that underlie it, namely philosophical principles, psychological principles, sociological principles and organizational principles. From the principles of curriculum development, psychological principles are principles that play a very important role in the development of human nature, namely in the educational process itself (Suminto, 2020, p. 12). In this era, digitalization-based education is an undeniable need, so the role of the curriculum should be able to be a place for the development process of the world of education. The low number of educational institutions in responding to technological developments is one obstacle that often occurs among the world of education. The ability of teachers to design the right curriculum, especially in Islamic religious education, can be a benchmark for achieving educational goals. This is a must for the curriculum to be dynamic in order to be able to overcome the challenges and problems of the times in 21st century education (Zakariyah et al., 2022, p. 4). Technological developments open up opportunities to develop new learning methods. Technology provides convenience that makes education more significant, effective, and efficient (Azwar Lubis et al., 2022, p. 535).

All parties need to be involved in facing the challenges of this era, hence the importance of exploring a new paradigm in Islamic education. All aspects of education in the form of teachers, materials, methods, existing facilities and infrastructure, the learning environment and communication relationships between teachers and students need to be updated and rearranged in order to be able to adapt to the times (Suminto 2020, p. 11). In this case, psychological foundations are crucial things that need to be considered in the development of Islamic religious education curriculum, especially in the century of science and technology known as the 21st century. The century is known for its super-fast progress in the era of revolution 4.0, which provides significant changes in education in Indonesia, therefore the curriculum achieved must be balanced and in line with the needs of the 21st century including the development of teacher

and student skills. In addition, education also has a crucial impact and contribution in providing assurance of skills and innovation owned by students (Kholik, 2019, p. 67).

Skills required in the 21st century are crucial for individuals to overcome challenges as well as build their careers and lives. Islamic religious education develops innovative curricula to meet the needs of 21st century learning skills, which include critical thinking and problem-solving, creativity and innovation, collaboration, and communication. In addition, this education also emphasizes the importance of technology, information, and communication literacy for students (Sholiha et al., 2024, p. 121).

The spotlight on psychological principles in the development of Islamic curriculum and education in the 21st century among educators and students has become the main focus of attention in several studies of researchers in the field of education. Based on previous research as conveyed by Kholik, it shows that psychological principles have a significant effect on education by emphasizing lesson planning according to the stage of children's psychological development (Kholik, 2019, p. 83). Suminto defines the concept of psychological principles in Islamic education, with an emphasis on mental and physical development and the role of students as "khalifatullah" (Suminto, 2020, p. 9). Tasman mentioned the application of curriculum development principles, which help the development of the Islamic religious education curriculum theoretically and practically and support decision-making by authorities (Qolbi & Hamami, 2021, p. 1120). The results of this study emphasize the importance of integrating psychological foundations in the development of Islamic religious education curriculum for effective learning in the 21st century.

In line with the article above, Ahmad Taufik (2019, p. 18) in the results of his research entitled "Development of Islamic Education Curriculum" it can be concluded that the curriculum consists of several components that are interconnected to achieve educational goals. The components of the curriculum itself are: objectives, content and organization of teaching materials, patterns and strategies of teaching and learning, and evaluation. Therefore, in the Islamic education curriculum serves as a guideline used by educators to guide their students towards the highest goal of Islamic education. This can be done by collecting a number of knowledges, abilities, and attitudes from students. Because Islamic education includes all efforts to build a child's personality in accordance with Islamic teachings, as well as thoughts, decisions, and actions and responsibilities that are in accordance with Islamic values themselves (Taufik, 2019, p. 99).

Unlike previous studies, this study aims to explore and analyze the correlation between psychological foundations for the development of the Islamic Religious Education curriculum and then also examine its relevance in 21st century learning. This research is important because it has significant use as an update from previous studies. This assumption is also in accordance with the research statement of Ahmad Nur Kholik (2019, p. 83), that one of the current problems is that curriculum development must consider psychology, not only focus on philosophical foundations. With the rapid development of information and communication technology and free competition around the world, it can be that student psychology is also affected by these changes. Therefore, curriculum developers must pay attention to this, so that the classroom orientation is no longer centered on cognitive but rather on psychomotor or skills. The curriculum must be more adapted to the needs of students in this century so that they can compete with other countries. This is also inseparable from Islamic education, especially in order to be able to grow according to the demands of the times (Kholik, 2019, p. 81-82). Therefore, continuous renewal is needed starting from the crucial aspects of education itself, namely teachers, students and the curriculum applied in the learning process system.

From this research, it can be understood how the urgency of the psychological foundation in the development of the Islamic Religious Education curriculum in responding to the challenges of 21st century education in order to be a solution in dealing with problems that occur.

RESEARCH METHODS

A Library research was chosen for its depth in analyzing these topics, which is an approach that uses the data collection process through the stage of understanding and discussing the entire theory and related literature (Adlini et al., 2022, p. 974). This study relies on its analysis on journal references selected from Scopus and journals indexed in Sinta 1-4. The purpose of this selection of references is to ensure that curriculum development methods in Islamic religious education can integrate relevant psychological principles for the 21st century. This approach is important to strengthen the psychological basis in curriculum development, with the aim of increasing the effectiveness and relevance of Islamic religious education in the era of globalization and digital transformation, while identifying the challenges, opportunities, and implementation strategies necessary for the future needs of Islamic religious education.

After researchers analyze data against sources that become references, then presented in this study. This research is descriptive analysis, this research is studied through the stages of describing all facts and balanced with the analysis stage, and the studies presented are able to

produce appropriate and clear understanding and explanations (Khairunnisa & Bustam, 2023, p. 124).

FINDINGS AND DISCUSSION

The Urgency of the Psychological Foundations of the Curriculum

Education has always had a connection with human behavior. Each stage of education involves interaction between learners and their environment, including physical and social aspects. Education aims to create changes in student behavior towards maturity in various aspects, including physical, mental, emotional, moral, intellectual, and social. It is important to remember that although education is one of the means to change human behavior, not all changes in learners' behavior are entirely due to educational programs. Changes in student behavior are also influenced by factors such as maturity and environmental influences outside the educational program. The curriculum, as a tool to achieve educational goals, is of course related to the process of changing the behavior of learners. It is hoped that the curriculum can help develop the potential of learners into abilities that they utilize over a longer period of time (Saputra, 2021, p. 46). Educators use several principles from psychology to apply them to the teaching process and to analyze human behavior in order to provide guidance and control over people. Psychology is a scientific discipline that discusses human behavior, while the curriculum is an initiative effort to design educational programs with the aim of changing human behavior. Therefore, curriculum development should refer to the principles of psychology to determine the way and content of behavior change to be achieved (Masykur, 2019, p. 43).

The psychological foundation is tasked with providing guidelines, guidance, and foundations to educators to understand humans, develop their potential, and describe the goals of human existence in the world into a series of behaviors that will be achieved and obtained by students through various stages of learning and education. In addition, the foundation of psychology also serves to present conclusions and theories for educational practitioners. These conclusions and theories provide a picture of human behavior and are able to assist education in determining learning methods that are in accordance with the development of student conditions. Therefore, teachers, curriculum developers and others must have knowledge about student characteristics, they need to understand how to best interact with students then recognize differences between them and understand other important aspects in building the learning process (Syihabuddin, 2013, p. 16).

According to Nana Syaodih Sukmadinata in Ahmad Taufik, there are two psychological bases that become the foundation for curriculum development, namely developmental psychology and learning psychology. Developmental psychology is the science that studies the behavior of individuals in relation to their development. In developmental psychology, we evaluate the nature of development, developmental stages, aspects of development, individual developmental tasks, and other factors related to individual development. All this information can be used as a basis for designing the curriculum (Taufik, 2019, p. 87). The meaning of learning psychology can be interpreted as a science that studies and discusses how students behave in learning. Behavior change can be in the form of skills, knowledge, attitudes and values (Arifin, 2013, p. 56). Therefore, these two basic elements of psychology are important in curriculum development.

Psychological Development and its Beneficial for Students

Developmental psychology is a scientific discipline that explores behavioral characteristics at different stages of individual development. In general, individual development is achieved through the learning process. Teachers or instructors always strive to teach their students effectively. On the other hand, developmental psychology is crucial in determining the curriculum content delivered to students to suit their level of development, both in depth and scope of material. Each material has unique characteristics, and the effectiveness of students' understanding of the material depends on the extent to which the material is appropriate to their level of development, interests, and abilities. Developmental psychology plays an important role in determining the curriculum content given to students to suit their level of development, both in terms of scope and depth of material or subject matter (Masykur, 2019, p. 45). One of the advantages in understanding and studying human development throughout life is that it can be used as a valuable provision when later becoming a parent or teacher in the future. The more knowledge you have about development, the better it is to help children's growth and development in overcoming various developmental problems that may arise in their lives (Mariyati & Rezania, 202, p. 6).

Students are individuals who also experience a process of change. So the most important task of an educator is to help students in the process of maximum development. In carrying out school functions properly, it is necessary and must be considered that children are an important aspect in the curriculum development process.In the same source (Febriani, 2017, p. 119) also explained that by understanding student development, teachers can easily determine appropriate

and relevant learning strategies according to the development of these students. The characteristics of student development are divided into 3 parts, namely:

a. Characteristics of Children of Primary School Age (SD)

Elementary school age children usually enjoy play and physical activity, as well as cooperative learning with their peers. Therefore, teachers should foster a fun learning environment and incorporate elements of play and groupwork, allowing students to actively participate in their learning experience. At this stage, teachers are expected to create a learning atmosphere that promotes physical engagement, facilitate opportunities for students to collaborate with their peers to encourage social development, design learning activities that involve hands-on experience to build conceptual understanding, and integrate value education into the learning process to enable students to make decisions based on their moral compass.

b. Characteristics of High School-Age Children (SMP)

During this stage, children of secondary school age undergo puberty development, which, as experts admit, is characterized by the appearance of secondary sex characteristics. They often display ambivalence, a tendency to compare rules, emotional variability, and greater clarity in their career interests and aspirations. Teachers are expected to: provide opportunities for students to engage in positive activities that align with their hobbies, implement inclusive teaching practices that recognize and respect differences among students, be positive role models for students, collaborate effectively with parents to support the development of students' potential and educate students on the importance of responsibility. These steps are crucial in guiding students through the important stages of their development.

c. Characteristics of Adolescent Children (SMA)

In adolescence (high school), children go through a transition period from childhood to adult life which is often known as the period of self-discovery. Characteristics of this period include the achievement of emotional maturity, socially responsible behavior, and guidelines in behavior. The development of these adolescents has various characteristics that demand educational services that suit their needs. Teachers can play a role in this by providing facilities that allow students to develop skills according to their interests and talents, providing training to develop problem-solving skills in decision-making, teaching resilience in facing difficult situations and avoiding temptation, implementing learning models that encourage critical, reflective, and positive thinking, and helping students develop a strong work ethic. In addition, teachers also play a role in building a harmonious relationship with students and are willing to listen to all complaints they face.

Investigate the Sustainability of Psychology Learning

Learning psychology is a branch of science that studies human behavior or behavior in personal life, society and the life of the surrounding environment through the learning process (Thahir, 2014, p. 81). As for other sources, the meaning of learning psychology can be interpreted as an effort to achieve optimal results in learning and teaching and how to implement it (Masykur, 2019, p. 45).

Teachers are expected to have the ability to implement a curriculum that is in accordance with the child's developmental stage, so that children's potential abilities can develop in line with their psychological growth. The main factor to consider when making decisions regarding curriculum development is a solid understanding of child psychology and the way they learn, which should be the cornerstone of policy making (Kholik, 2019, p. 83)

There are several theories that need to be considered by curriculum developers based on the foundation of student learning psychology. First, *Mental Discipline Theory* states that learning is an effort to develop potential in children. This theory comes from the Psychology of Strength Theory and argues that every child has a lot of mental potential such as memory, observation, thinking, and problem-solving. All of these resources can be trained so that they can be applied in a variety of sciences. Learning according to this theory is not only to understand and master the material, but also to train children's strengths (Kholik, 2019, p. 75). Second, *Behavioristic Theory* states that learning is a process of behavior change that occurs through stimuli and observable responses. A stimulus is anything given by the teacher, while a response is a student's reaction to the stimulus given by the teacher. This theory emphasizes things that can be measured and observed, and a person is considered to have learned something if they have shown a change in behavior (Parnawi, 2020, p. 81).

Third, *Gestalt Theory* argues that the overall aspect is more important than just the parts. Insight development is part of the learning process that aims to make students imaginative, innovative, and exploratory. The principles in this theory include the presentation of subject matter in the form of problems, priority problem solving, the importance of consistent experience as a reorganization in learning, and learning that is structured from the whole to parts (Arifin, 2013, p. 56-70). Fourth, *Cognitive Theory* assumes that everyone already has knowledge and experience that is organized in the form of cognitive structures that exist within him. Student involvement is very important in the learning process. In order for learning to be interesting for students and improve their memory, it is necessary to reflect on the cognitive structures that

students have with new knowledge. The design of subject matter is arranged based on a certain pattern from simple to complex (Parnawi, 2020, p. 82).

Tabel 1. Summary of Learning Theories

THEORY	MAIN POINTS
Mental Discipline Theory	Learning is an effort to develop children's mental potential. Focus on training children's strength through various sciences
Behavioristic Theory	Learning as a process of changing behavior through stimuli and observable responses. Focus on measurable behavior change.
Teori Gestalt	The importance of the overall aspect over the parts. Learning through insight development and problem solving.
Cognitive Theory	Knowledge and experience organized in cognitive structures. Student engagement is important to attract learning and improve memory.

Implementation of Psychological Foundation in the Development of Islamic Religious Education Curriculum

Curriculum development can be interpreted as planning to direct students to make the desired changes and assess these changes. In the modern view, a curriculum is a program in an educational institution, such as a school, that aims to shape the personality of students to improve their quality of life. The implementation of the Islamic religious education curriculum is a reference for students to achieve the highest goal of Islamic religious education. The continuous development of this curriculum allows Islamic religious education to respond to the changing times without waiting for the change of religious education materials. Changes in people's mindsets according to the times add complexity in education, which requires quick settlement even though decisions from the authorities have not been taken (Widodo, 2023, p. 47).

Qalbi and Tasman's research shows five principles manifested in the Minister of Religious Affairs' decision on the PAI and Arabic curriculum, with a special focus on psychological principles (Qolbi & Hamami, 2021, p. 1127). These theories include behavioristic theory, it's emphasizing that education must be adjusted to the level of students. For example, students at the elementary level who still do not master the Qur'an experience difficulties in the learning process. Therefore, this theory is able to be a solution in determining relevant material according to the level of education of students. The theory of power psychology or mental discipline theory prioritizes the independence of students, so that the learning process is more dominant in students, not only in teachers, which leads to independent learning methods. Cognitive theory suggests that the level of knowledge is given according to the grade level, so that students acquire

knowledge according to their potential by considering the level of difficulty of the material and the acceleration class as the basis for determination. Gestalt theory states that the development of science involves various aspects related to the field of science, not just relying on one source of reference. Therefore, it is important for the academic curriculum to consider the foundations of psychology by incorporating relevant theories.

Teachers' knowledge of a learning theory will affect the way they teach in the classroom. Sometimes, teachers do not always pay close attention to students' abilities and development. For example, even though the history material taught is the same at the Elementary/MI, SMP/MTs, SMA/SMK/MA, or tertiary levels, the abilities and development of students at the SD/MI level will be different from those at the SMP/MTs level from a psychological perspective. Therefore, the scope of curriculum content at a certain level or level is different from other levels or levels. Thus, there is a close relationship between the curriculum and learning psychology and child development psychology (Falasifa & Umdaturrosyidah, 2021, p. 87).

Therefore, the PAI curriculum in the Decree of the Minister of Religion regarding the PAI and Arabic curriculum has been designed in accordance with the characteristics of the principles of students' psychological development. As the author has explained earlier, there are three characteristics of student development, namely the characteristics of elementary school age children (SD), the characteristics of middle school age children (SMP), and the characteristics of adolescent children (SMA). We can also see this in the Decree of the Minister of Religion Number 183 of 2019 concerning the PAI and Arabic curriculum that the PAI Curriculum is designed with characteristics including: organizing basic competencies and learning processes as a development of core competencies at the grade level so that the competencies that have been determined are achieved. The development of students' competency achievement is not limited to understanding religion alone, but also includes their ability to apply religious teachings in community life consistently, and become a good example for others. This is achieved through the process of setting an example by teachers, forming a positive culture, and empowering the madrasah environment. In addition, developing competencies described in core competencies at a certain grade level which are then described in more detail in the basic competencies of subjects at the same grade level.

From the above explanation, it can be understood that the foundation of psychology is one of the most important aspects to consider for PAI curriculum developers both from the elementary level to the university level. A good understanding of the principles of psychology can make it easier for curriculum developers to determine materials, methods, and solve various problems that arise in the educational aspect, especially the PAI curriculum.

Table 2. Conclusions of Theories in PAI Curriculum Implementation

THEORY	CONCLUSION
Behaviorism	Education is carried out through different levels, with materials adjusted to the level of education of students.
Power Psychology	Emphasizing the independence of students in the learning process, with a dominant learning method on students, not only on teachers.
Gestalt Theory	Knowledge is given according to the grade level, so that students acquire knowledge according to the potential and difficulty level of the material.
Cognitive Theory	The development of science involves various aspects of the field of science, it is important to consider the foundations of psychology by incorporating relevant theories.

The Relevance of Psychological Foundations in the Development of Islamic Religious Education Curriculum to 21st Century Learning

21st Century Learning and Its Dynamics

National Education of the 21st century aims to realize the dream of the Indonesian nation, which is to have a prosperous and happy society, as well as being respected and equal to other countries in the world. This is done by creating individuals who have high quality, independence, as well as the will and ability to realize the goals of the nation. In line with this, the Ministry of Education, Culture, Research, and Technology underlined that the 21st century learning approach emphasizes the skills of students in searching for information from various sources, formulating problems, thinking analytically, and working together and collaborating to solve problems. 21st century skills are listed in a scheme known as the 21st century skills rainbow (Daryanto & Suryanto, 2022, p. 2).

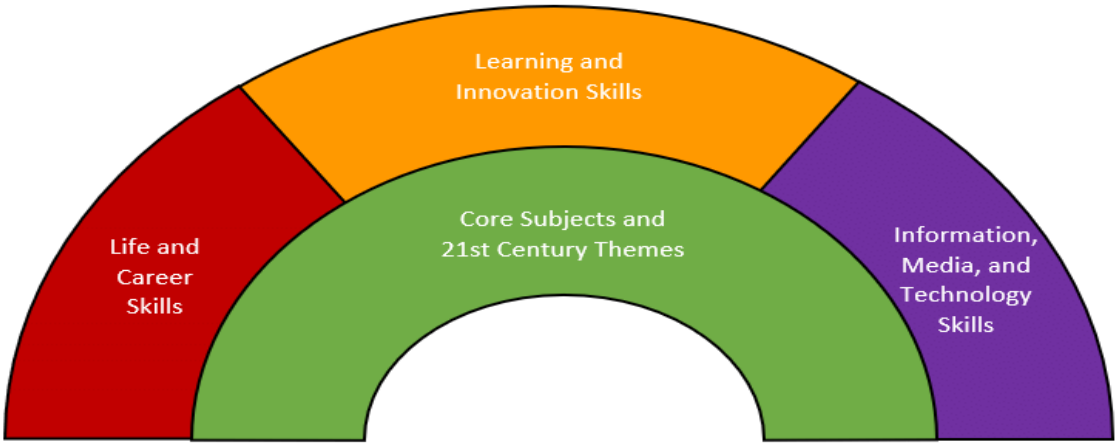


Figure 1. Rainbow of 21st Century Knowledge Skills

Based on the picture above, it can be concluded that 21st century skills consist of (Daryanto & Suryanto, 2022, p. 12-13):

a. Life and *Career Skills* include: flexibility and adaptility, initiative, social and cultural interaction, leadership and responsibility.
b. Learning and *Innovation Skills*. The scope of these skills include: the demands of students to have critical, communicative, collanorative and creative thinking power.
c. Technology and communication media skills (*Information Media and Technology Skills)* these skills emphasize the ability of students in literacy both from aspects of information, media and technology.

In addition, Daryanto also explained that in realizing skills in students, the role of 21st century teachers is needed, where in this century teachers have a role as *learning to know, learning to do, learning to be* and *learning to live together*. Referring to these four pillars that a teacher is ultimately required to be more active and creative that:

a. The teacher masters that science as a process is not just a product, so he must be disciplined towards the knowledge occupied.
b. Teachers are required to understand the characteristics of their students both in terms of emotional development, abilities, thinking and social and moral.
c. Teachers must be able to determine the right learning model in order to form a socialization process in various abilities.
d. Teachers play a role in teaching activities and educational administration and from a psychological point of view

In addition to optimizing the role as a 21st century teacher, teachers are also required to have skills in the 21st century, namely: *first*, the ability to inspire and facilitate student learning creativity. *Second*, the ability to develop and design assessments of the digital era. *Third*, it has the potential to work and study in the digital era. *Fourth*, being able to act as an example of responsibility in the digital era society. *Fifth*, participate in professional development and leadership (Daryanto & Suryanto, 2022, p. 3-6)

Psychological Foundations for 21st Century Learning

Of the several elements of learning psychology that have relevance to the basis of development in the 21st century curriculum is Gesalt's theory. This theory assumes that learning is a comprehensive activity, namely by correlating various kinds of subject matter with reality in everyday life. Students have the freedom to experiment and explore. This is in accordance with 21st century learning (Kholik, 2019, p. 81). This is in accordance with the four main principles of

21st century learning, namely: *first*, students are the main subject in learning, so the development of learner-centered learning should be. *Second*, collaborating with others is a must for students so that they are able to dig up information and build meaning with friends in their class. *Third*, learning will give a lot of meaning if it is able to influence the lives of students outside of school, therefore students must be able to relate the subject matter to everyday life. As for the last, *the fourth* is that students need to be prepared to become citizens who have responsibilities, so schools should facilitate students to be directly involved in social activities in their environment (Daryanto & Suryanto, 2022, p. 8-10).

Therefore, the role of teachers in the 21st century is very necessary in achieving educational goals, one of which is the ability to understand the psychological state of students as a way to find and determine the best learning process that suits their abilities and development.

Islamic Religious Education Curriculum for 21st Century Learning

The Ministry of Education and Culture of the Republic of Indonesia has adopted three concepts of 21st century education to develop the curriculum of Elementary School (SD), Junior High School (SMP), Senior High School (SMA) and Vocational High School (SMK). The concept is known as the Rainbow of 21st century skills, namely: Life and Career Skills, Learning and Innovation Skills, Information Media and Technology Skills (Daryanto & Suryanto, 2022, p. 11). The same thing is also done by the Ministry of Religion in developing education at every level of education, especially in the subject of Islamic Religious Education.

Based on the decision of the Ministry of Religious Affairs on the PAI and Arabic curriculum, there are several factors for the development of the PAI curriculum in madarasah, namely: first is internal factors in the form of the unattainment of the objectives of the PAI curriculum massively, especially the goal of faith and fear of God Almighty and noble morals. *Second,* external factors of problems regarding the environment, technological and information advancement, the diversity of the creative era industry. Therefore, madrasah must be able to welcome and prepare students who have four 4C competencies (critical thinking, creativity, communication and collaboration) and have high literacy and become a culture for themselves (Direktorat KSKK Madrasah, 2019, p. 4-6). This is very relevant to the demands of 21st century skills that must be possessed by learners in the age of the digital age.

CONCLUSION

Based on the results and discussions, it can be concluded that the psychological foundation is very important in curriculum development, especially in PAI learning. A good understanding of the psychology of student development by educators will ensure an effective learning process and the achievement of educational goals. The PAI curriculum is regulated by the Decree of the Minister of Religion by considering the psychological aspects of students. The relevance of psychology in 21st century learning is reflected in psychological theories such as gestalt theory which includes life and career skills, learning and innovation skills, and technology and media skills. PAI adopts this modern learning concept in accordance with the Decree of the Minister of Religion on the PAI Curriculum and Arabic Language. This decision explains internal and external challenges, improved mindsets, and strengthening the governance and characteristics of the PAI curriculum that are relevant to contemporary learning. Thus, it is hoped that madrasah educators understand the importance of keeping up with the times in the learning process. The results of this study are expected to be a guide for the development of a standardized PAI curriculum at all levels of education.

REFERENCES

Adlini, Miza Nina, Anisya Hanifa Dinda, Sarah Yulinda, Octavia Chotimah, dan Sauda Julia Merliyana. 2022. "Metode Penelitian Kualitatif Studi Pustaka." *Edumaspul: Jurnal Pendidikan* 6(1):974–80. doi: 10.33487/edumaspul.v6i1.3394.

Ahmad Nur Kholik. 2019. "Landasan Psikologis Pengembangan Kurikulum Abad 21." *As-Salam: Jurnal Studi Hukum Islam & Pendidikan* 8(1):65–86. doi: 10.51226/assalam.v8i1.124.

Arifin, Zainal. 2013. *Konsep dan Model Pengembangan Kurikulum*. Bandung: PT Remaja Rosdakarya Offset.

Azwar Lubis, M. Syukri, Endang Fatmawati, Emy Yunita Rahma Pratiwi, Joko Sabtohadi, dan Antono Damayanto. 2022. "Understanding Curriculum Transformation Towards Educational Innovation in The Era of All-Digital Technology." *Nazhruna: Jurnal Pendidikan Islam* 5(2):526–42. doi: 10.31538/nzh.v5i2.2110.

Daryanto, dan Bambang Suryanto. 2022. *Pembelajaran Abad 21 (Edisi Revisi)*. 1 ed. Yogyakarta: Penerbit Gava Media.

Direktorat KSKK Madrasah. 2019. "Keputusan Menteri Agama Nomor 184 Tahun 2019 Tentang Pedoman Implementasi Kurikulum Pada Madrasah."

Falasifa, Indira, dan Umdaturrosyidah Umdaturrosyidah. 2021. "Landasan Psikologis dalam Pengembangan Kurikulum." *Jurnal Al-Qiyam* 2(1):86–92. doi: 10.33648/alqiyam.v2i1.115.

Febriani, Deni. 2017. *Psilokologi Pembelajaran*. Yogyakarta: Pustaka Belajar.

Khairunnisa, Indah, dan Betty Mauli Rosa Bustam. 2023. "Dimensi fitrah dan relevansinya dalam Pendidikan Agama Islam berbasis konsep Merdeka Belajar." 12(2).

Mariyati, Lely Ika, dan Vanda Rezania. 2021. *Buku Ajar Psikologi Perkembangan Manusia I*. Sidoarjo: Umsida Press.

Masykur. 2019. *Teori dan Telaah Pengembangan Kurikulum*. Bandar Lampung: AURA CV. Anugerah Utama Raharja.

Parnawi, Afi. 2020. *Psikologi Belajar*. Yogyakarta: Deepublish Publisher.

Qolbi, Satria Kharimul, dan Tasman Hamami. 2021. "Impelementasi Asas-asas Pengembangan Kurikulum terhadap Pengembangan Kurikulum Pendidikan Agama Islam." *Edukatif : Jurnal Ilmu Pendidikan* 3(4):1120–32. doi: 10.31004/edukatif.v3i4.511.

Saputra, Miswar, Nazaruddin, Zaedun Na'im, Syahidin, Puspo Nugroho, Ismatul Maula, Yanry Budianingsih, Lila Pangestu Hadiningrum, Dasep Bayu Ahyar, Khaidir, Mahmur, dan Dahniar. 2021. *Pengembangan Kurikulum Pendidikan Agama Islam*. Aceh: Yayasan Penerbit Muhammad Zaini.

Sholiha, Alfiatus, Zakiyatul Nisa', Irma Soraya, dan Asep Saeful Hamdani. 2024. "Problem Based Learning Model Analysis In 21st Century Islamic Religious Education Learning." *Edupedia: Jurnal Studi Pendidikan dan Pedagogi Islam* 8(2):121–34. doi: 10.35316/edupedia.v8i2.3286.

Suminto. 2020. "Asas Psikologi Dan Implikasinya dalam Pendidikan Islam Perspektif Hasan Langgulung." *Andragogi : Jurnal Ilmiah Pendidikan Agama Islam* 2(1).

Syihabuddin. 2013. *Landasan Psikologis Pendidikan Islam*. bandung: Universitas Pendidikan Indonesia.

Taufik, Ahmad. 2019. "Pengembangan Kurikulum Pendidikan Islam."

Thahir, Andi. 2014. *Psikologi Belajar : Buku Pengantar dalam Memahami Psikologi Belajar*. Lampung: LP2M UIN Raden Intan Lampung.

Widodo, Hendro. 2023. *Pengembangan Kurikulum PAI*. UAD Press: Yogyakarta.

Zakariyah, Zakariyah, Muhamad Arif, dan Nurotul Faidah. 2022. "Analisis Model Kurikulum Pendidikan Agama Islam Di Abad 21." *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam* 1–13. doi: 10.47498/tadib.v14i1.964.