Psychology as a Basis for Islamic Education Curriculum Development

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ABSTRACT

The aim of this study is to explore how psychological principles can serve as a basis for creating a more effective and relevant Islamic education curriculum that meets students' needs at various developmental stages. The study employed a qualitative approach, utilizing library research as its methodological framework. Data were sourced from reputable scholarly literature, and content analysis techniques were applied to ensure the validity and reliability of the findings. The study reveals that Islamic education curriculum development is a complex process requiring a comprehensive understanding of various educational theories and principles. This research identifies a five-step model for curriculum development: (1) performing a goal-and-objective analysis, (2) selecting appropriate approaches, (3) organizing and prioritizing the material, (4) implementing the curriculum, and (5) evaluating the curriculum. A solid foundational basis is essential to guide educators and stakeholders in applying the curriculum effectively. Psychology, particularly developmental and educational psychology, offers valuable insights for designing instructional strategies aligned with students' cognitive, emotional, and social development. The curriculum should ensure holistic student growth, include both core and elective subjects, and foster meaningful teacher-student interactions. This research contributes to the academic discourse by addressing a gap in existing literature, which often neglects the psychological perspective in Islamic education curriculum design. By proposing a theoretical framework grounded in psychological principles, the study offers a foundation for future empirical research and practical applications. It supports the development of curriculum that are not only academically rigorous but also responsive to the individual development of learners in Islamic educational contexts.

Keywords: Curriculum Development, Islamic Education, Psychology

INTRODUCTION

In education, particularly Islamic education, the development of an effective and relevant curriculum is essential to ensure the achievement of holistic educational objectives (Adewumi, 2023; Baharun & Adhimiy, 2018) In this context, the process of Islamic education cannot be conducted haphazardly. Islamic education must be carried out with full awareness, careful planning, and precision to guide students in character development in accordance with Islamic values (Abdalla, 2025). The primary objective of this education should focus on the conceptualization of the ideal human (*Insan Kamil*), with strategies systematically structured within the curriculum (A. Saputra, 2022; M. Saputra et al., 2022; Wibowo et al., 2024).

A Successful curriculum encompasses not only cognitive aspects but also considers the affective and psychomotor dimensions of students. In other words, it should facilitate the development of attitudes, foster interests, and enable students to adapt in spiritual, emotional, and social aspects (Kelly, 2004; Spielman et al., 2020; Wibowo, 2020).

Unfortunately, as indicated by the current condition of affairs, the objective has not yet been fully realized. For example, students' excessive use of gadgets may be affecting their social and mental development; anxiety, stress, and strong social pressures are widespread among them, reducing their ability to grow emotionally and mentally. Furthermore, most students are still primarily concerned with receiving good grades; learning is no longer integrated into their daily and personal lives but rather with meeting graduation criteria. (Faelens et al., 2021; Jerrim, 2023; Sri Yenti et al., 2022; Sutarna & Anwar, 2020)

To ensure that the development of the Islamic education curriculum aligns with the aforementioned ideals, it is essential to conduct a study of psychology as a foundational basis for this curriculum development. This approach allows for the exploration of psychological principles, which can serve as a foundation for creating a more effective and relevant Islamic education curriculum that meets the needs of students.

Many previous studies have addressed the development of the Islamic education curriculum. These studies can be categorized into three main trends including research that focuses on the development of the Islamic education curriculum (Baharun & Adhimiy, 2018; T. Hidayat et al., 2020; Razali et al., 2024; M. Saputra et al., 2022); studies that analyze the foundations of developing the Islamic education curriculum (Farida Ummami & Khozin, 2024; Mubarok et al., 2021; Qolbi & Hamami, 2021); and studies that investigate psychology as a foundation for the development of the Islamic education curriculum (Falasifa & Umdaturrosyidah, 2021; Yuliana et al., 2023; Yuliawati, 2021).

In summary, researchers have employed a variety of approaches to examine the foundations of the Islamic education curriculum. Unfortunately, among these studies, the psychological perspective as a basis for developing the Islamic education curriculum has not been explored in depth. Psychology, as a discipline that studies human behavior and mental processes, can serve as a basis for curriculum development that aligns with the developmental characteristics of students, considering their stages of maturity and talents, as well as cognitive abilities and individual differences. This enables educators to design a curriculum that better meets students' needs in terms of content, methods, and assessment (M. Saputra et al., 2022; Spielman et al., 2020). Therefore, the use of psychology as a basis in the development of the Islamic education curriculum is not only relevant but also crucial to ensuring that religious education can have a significant positive impact on student development. This study aims to explore how psychological principles can serve as a basis for creating a more effective and relevant Islamic education curriculum that meets student needs at various developmental stages. We hope that this research will significantly contribute to the development of a holistic Islamic education curriculum, thereby aiding in the achievement of the desired educational objectives.

METHOD

This study employed a qualitative approach, utilizing library research as its methodological framework (Creswell & Creswell, 2022). The primary focus of this research was on psychology as a foundational element in the development of the Islamic education curriculum. The data sources and materials for analysis were drawn from reputable scholarly literature, drawing on primary and secondary sources. Primary sources refer to original and authoritative materials that provide firsthand evidence and essential theoretical concepts relevant to the topic. In this research, primary sources include original theoretical works, such as Jean Piaget's Cognitive Development Theory (Piaget, 1952) and Urie Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1977).

Meanwhile, secondary sources consist of scholarly articles, books, and journals that analyze, interpret, and discuss primary materials or established theories. These secondary sources provide contemporary perspectives on curriculum development, psychological foundations, and learning theories relevant to Islamic education. Notable examples include Kelly's (2004) work on curriculum theory and practice, Spielman et al. (2020) on psychology in education, and a wide range of recent studies addressing curriculum reform, competency-based learning, and the integration of psychological principles in educational contexts.

To ensure the validity of the data, the researcher employed content analysis techniques, wherein references from diverse scholarly sources were subjected to rigorous and in-depth analysis to provide robust support for the propositions and ideas presented. There are four main stages used in this research: decontextualization, recontextualization, categorization, and compilation. However, each stage must be performed several times to maintain the quality and reliability of the analysis. (Bengtsson, 2016). As emphasized by Downe-Wamboldt (1992), content analysis serves as a systematic and objective method for deriving valid conclusions from various forms of qualitative data, thereby facilitating a clear depiction of particular phenomena.

RESULT AND DISCUSSION
Islamic Education Curriculum Development

Education is not limited by space and time; it continues to develop over time in an effort to improve education itself (Wedel, 2023). The curriculum is an important part of education, and it will include learning materials that are relevant to students and will improve their understanding, knowledge, and skills. (Fadhila Batubara & Davala, 2023)

The word curriculum was originally used to describe 'running' or 'race courses' in classical Latin. In due course, it came to mean a course of study, or more accurately, a course offered by an educational institution. (Schneiderhan et al., 2019) A series of courses covering a wide range of disciplines and skills is designed to provide the knowledge and competence necessary for students to meet graduation requirements and recognized academic qualifications. (ElKhalifa et al., 2024; T. Hidayat et al., 2020)

The curriculum is a set of concepts that serve as a guide to the practice of education (DeBoor, 2021). These concepts act as references to the application of educational practice. Thus, it is expected that education can be carried out in a more focused, effective, and efficient manner. (Baharun & Adhimiy, 2018).

In education, a curriculum serves as a roadmap for teaching and learning (Grecu, 2023). It specifies the knowledge, competencies, and values that students are expected to acquire during a course or program. This includes deciding what topics should be covered, in what sequence, and with what depth. It also often defines learning objectives, instructional methods, assessment strategies, and expected outcomes (Kart & Şimşek, 2024). Essentially, it ensures that teaching is organized, purposeful, and aligned with educational goals. Different schools, universities, or educational systems may develop their own curricula to reflect cultural, social, and institutional priorities (Catenazzi et al., 2025).

Widodo (2023) divides the stages of curriculum development into the following four categories:
1. Curriculum Development at the National Level: In order to meet national education objectives, the curriculum is discussed at the national level using both formal and non-formal education channels, both vertically and horizontally.
2. Institutional Curriculum Development: A curriculum covering a range of subjects and educational levels is created for every kind of educational establishment.
3. Subject-Level Curriculum Development: By developing syllabi, the curriculum is created at the subject level.
4. Lesson-Level Curriculum Development: Lesson plans are created using the Graduate Competency Standards and the fundamental curriculum structure (Widodo, 2023).

Ideally, the curriculum is crafted with careful consideration of students' needs, goals, and characteristics, as well as the socio-cultural context of the educational institution (Wahlström, 2023). The primary aim is to ensure that educational objectives are met, equipping students with the knowledge, skills, and attitudes necessary to navigate an increasingly complex and rapidly evolving world. Consequently, curriculum development should be conducted meticulously, grounded in a thorough understanding of students' needs. (Wahlström, 2023)

Furthermore, curriculum can be categorized into four groups: material, product, process, and praxis. (Frank Angelo, 2023; Kelly, 2004) In the first category, curriculum materials emphasize the central role of subject matter in curriculum development. Textbooks are essential

as they are required reading, and teachers' primary responsibility lies in ensuring students comprehend the content (Tran & O'Connor, 2024). This category is referred to as absolutism and embodies the classical definition of curriculum, where both teachers and students perceive the textbook information as absolute. (Frank Angelo, 2023; Palupi, 2018)

Secondly, curriculum as a product: from the perspective of curriculum as a product, the primary focus of curriculum development is on achieving specific learning outcomes or results at the conclusion of the learning process. In contrast to the previous category, where curriculum development progressed from a body of knowledge to the selection of subject matter and educational goals, the product-oriented curriculum establishes educational goals first, guiding the determination of what subjects students should learn. (Kelly, 2004; Osiesi & Blignaut, 2025; Palupi, 2018; Wu & Chen, 2021)

Thirdly, curriculum as process: the concept of curriculum as process emphasizes that the learning journey itself is central to fostering educational development (Cameron et al., 2023). This approach suggests that curriculum development evolves organically from the learning process and educational objectives. The approach is based on the conviction that every student possesses unique learning needs, which demands the development of a contextualized and individualized curriculum and learning methods. This perspective aligns with constructivist principles and pragmatic philosophy. (Humana & Rahmat, 2022; Kelly, 2004; Palupi, 2018)

Fourthly, while curriculum as praxis shares similarities in philosophy with curriculum as process, it places greater importance on contextual factors. It considers learning objectives and materials as essential components integrated into the curriculum development process. In contrast to previous curriculum models that may have appeared to allow learning practices to proceed without clear direction, curriculum as praxis emphasizes purposeful and integrated educational practices. (Åsvoll, 2021; Frank Angelo, 2023; Haneda et al., 2024; Kelly, 2004; Palupi, 2018; Wainwright, 2022)

Table 1. Curriculum Categories

Curriculum as ...			
Material	Product	Process	Praxis

Several of these categories contribute to curriculum development. Curriculum development arises from multiple factors, i.e., orientations, approaches, and educational paradigms or philosophies. (Kelly, 2004; Palupi, 2018; Zweeris et al., 2023) Moreover, these factors influence the curriculum as a system (Sofi Illiyin et al., 2019).

The curriculum as a system consists of four components, namely: objective components (aims, goals, purposes, and objectives), content/material components (contents), learning processes (learning activities), and evaluation components (evaluations). These components interact with and relate to each other. Each component is designed and structured in a gradual and continuous manner, oriented towards the implementation of the curriculum in the field, which refers to the real conditions of the educational process that are operational and developed comprehensively. (T. Hidayat et al., 2020; Kelly, 2004; Mubarok et al., 2021; Zais, 1976)

Based on the discussion above, to create a framework that is universally applicable to any topic of Islamic education curriculum, we will integrate the previously mentioned categories, factors, and curriculum components with our own experiences and published examples of curriculum development.

The five steps include:
1. Performing a goal-and-objective analysis
2. Selecting approaches
3. Organizing and prioritizing the material
4. Implementing the curriculum

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5. Evaluating the curriculum

Figure 1. The Five Steps in Developing an Islamic Education Curriculum

Performing a Goal-and-Objective Analysis

Aims are typically understood as broad statements of goals and purposes (Hudson et al., 2020). However, these general aims are often seen as too vague and lacking in detail to serve as clear guidelines for curriculum planners or teachers. As a result, curriculum planning is often viewed as a process of deriving more specific statements of goals from these general aims (Zweeris et al., 2023). These more specific statements are usually referred to as objectives. (Kelly, 2004) In the context of Islamic education, this step involves a thorough examination of the overall aims, goals, purposes, and specific objectives of the curriculum.

The curriculum used in Islamic education is literally referred to as "*manhaj*," which is a defined route that teachers and students follow to acquire knowledge (El-Sherif, 2021). Furthermore, it is possible to view the curriculum in Islamic education as a planned and executed educational program that serves to advance the objectives of Islamic education. The educational objectives of Surah Al-Baqarah, verse 30, and Surah Adz-Dzariyat—which encompass human beings as spiritual, social, biological, and intellectual entities—are the focus of the Islamic curriculum (Shofiyah et al., 2023). Theoretically, the goal of the Islamic education curriculum is to create people with great knowledge, noble character, faith, and piety towards Allah SWT. (Abdalla, 2025; Widodo, 2023)

Selecting Approaches

Selecting the right approaches is crucial. The selected approaches should align with the philosophical underpinnings of Islamic education, ensuring that both the content and the methods used are in harmony with Islamic principles. Typical approaches include:

Faith-based Approach: A faith-based approach integrates religious faith into all aspects of the learning process, ensuring that spiritual development is prioritized. This approach emphasizes the incorporation of religious beliefs, values, and practices throughout the curriculum and daily activities. It aims to nurture students' spiritual growth alongside their academic and personal development (Chanifah et al., 2021).

Content-Based Approach: At the end of the course, students could gain a solid grasp of the core texts, concepts, and principles of Islam. This involves a structured study of Islamic history, Hadith, Fiqh, and the Quran. Utilizing a content-based approach enables students to

understand the essential subjects that form the foundation of their religious education (Gouëdard et al., 2020).

Learning Objective-Based Approach: Teachers can create courses that impact students' emotional, behavioral, and cognitive understanding of Islam and inspire them to apply Islamic values in their daily lives by establishing focused goals (Gouëdard et al., 2020).

Competency-Based Approach: This approach assists students in applying Islamic concepts to current problems by emphasizing the development of general competencies, including ethical reasoning, problem solving, and critical thinking. It starts the learning process by introducing students to real-world scenarios, authentic challenges, or local concerns in order to build transferable skills by teaching them how to analyze an issue and come up with a solution (Gouëdard et al., 2020).

Organizing and Prioritizing the Material

This phase involves organizing the curriculum content in a logical and sequential manner, ensuring it builds upon students' existing knowledge and skills (Adewumi, 2023; Zweeris et al., 2023). *Firstly*, core subjects. In the context of Islamic education, this includes core subjects such as the *Qur'an, Hadith, Fiqh* (Islamic jurisprudence), *Aqidah* (theology), *Akhlaq* (morality), and *Tarikh* (Islamic history). Secondly, sequence. Sequencing entails prioritizing fundamental concepts and practices, such as the principles of Tawheed (the unity of God), before exploring more complex topics like detailed examinations of Sharia law. *Thirdly*, integration. Integration ensures that the content is interconnected in a way that helps students understand the relevance of their studies to their personal and social lives (Chanifah et al., 2021; Saada, 2023).

Implementing the Curriculum

The first stage in the implementation phase is the identification of resources, which is further separated into multiple steps. The four main areas of resources are personnel, time, facilities, and funding. Teachers, secretarial staff, and other staff members are considered personnel. Time is typically one of the most valuable resources, since students have so much to do in their limited time in school. This includes didactic time as well as the time of all the staff members mentioned above. Classrooms are examples of facilities. All of the upfront expenses, including teacher pay and any other unstated charges, are included in the funding (Buring et al., 2009; Schneiderhan et al., 2019).

The next stage is to gain internal stakeholders' support for the curriculum. Stakeholders are the people who are most directly influenced by the curriculum; these people are typically students, the faculty members who are teaching, and any necessary administrative staff. Any curriculum that wants to succeed needs their excitement and support (Haile & Mekonnen, 2024; Schneiderhan et al., 2019).

The design of the management plan, which outlines the precise method by which the curriculum will be delivered, is the next stage. The who, what, where, and how of each element or instructional technique should be included. This is the point at which identifying potential obstacles before they appear in the curriculum and developing a strategy to overcome them can be helpful (Schneiderhan et al., 2019).

The final stage of implementation is the roll-out. This is the point at which all of your previous efforts will be rewarded. To improve support and raise the likelihood of success, it is crucial to first pilot curriculum portions with enthusiastic stakeholders. This will help identify and fix any obstacles to implementation. A phasing-in phase, in which new sections are introduced until the entire curriculum is incorporated, may come after this trial (Schneiderhan et al., 2019).

Evaluating the Curriculum

The last phase of curriculum development is evaluating the curriculum. The last step, curriculum evaluation, involves evaluating the design, implementation, and outcomes of a curriculum. (Tennyson & Tennyson, 1978; Utomo & Ifadah, 2020) An evaluation is a systematic

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examination of the value and/or merit of a project, service, program, or other item of interest. Operationally, evaluation is the process of defining, acquiring, reporting, and applying descriptive and judgmental information regarding the value and merit of some object in order to inform choices, encourage accountability, spread efficient procedures, and deepen knowledge of the phenomena involved (Stufflebeam, 2000).

The CIPP model created by Daniel Stufflebeam in the 1960s can be used as a decision-oriented approach for curriculum evaluation. It collects data on a curriculum in a methodical way to help identify its strengths and flaws, enhance its efficacy, and plan for its future. Users of this approach can concentrate on curriculum-oriented evaluation because it unifies the four stages of evaluation. In order to prioritize sustainable improvement, the program's four primary areas are assessed: the program's main objective or mission (context); plans and resources (input); actions or components (processes); and outcomes or objectives (product) (Alquraan et al., 2025; Stufflebeam, 2000).

The evaluation of this model will involve the following processes, which are multi-step activities: (1) defining the specifics of the things to be evaluated; (2) collecting data for evaluation purposes; (3) presenting an explanation of the evaluation's purpose; (4) useful, as there are particular standards for evaluative activities; (5) information, which is a description of the data that is needed; (6) making decisions based on criteria, framework values, and other evaluation-related information; and (7) alternative decisions, which are multiple options to address a given decision (Irene, 2023; Kabassi, 2021; Utomo & Ifadah, 2020).

Each step in the development of the Islamic education curriculum above requires support from a variety of bases, including psychological, philosophical, sociological, and scientific and technological bases, to ensure it functions according to its intended purpose. This paper will focus on the psychological concepts that provide the fundamental basis for the development of the curriculum for Islamic education.

Psychology as a Basis for Islamic Education Curriculum Development

As previously indicated, Islamic education curriculum development requires consideration of many factors, including an understanding of curriculum theories and concepts, curriculum principles, various curriculum concept models, curriculum anatomy and design, and other aspects related to the curriculum development process (Baharun & Adhimiy, 2018; Catenazzi et al., 2025). Furthermore, Islamic education curriculum development must be grounded on a strong and stable basis, given the crucial role of the Islamic education curriculum in both education and human development.

At every educational level, a basis for curriculum development serves as a tool to offer assistance in executing the curriculum. Curriculum implementers, including teachers, education supervisors, and other education management stakeholders, must comprehend and use the foundation for curriculum development as a basis for consideration. This is in addition to the importance of the foundation for curriculum compilers, or written curriculum, which is frequently referred to as the ideal curriculum (Argadinata et al., 2020; Catenazzi et al., 2025; Zais, 1976).

Implementing the curriculum basis is not only necessary for the practice of written curriculum development (macro); it also requires comprehension and application as a basis for curriculum implementation in smaller settings (micro), such as courses, schools, and educational institutions. The basis of the curriculum can be utilized as a tool to carry out the process of mixing the curriculum at every educational level and kind (Aulia et al., 2024; Surma et al., 2025).

Psychology can be used as a basis while developing Islamic education curriculum to identify learning strategies that are suitable for each learner's needs and developmental stage (Alkandari, 2023). It is anticipated that Islamic education curriculum development with an awareness of psychology will result in educational initiatives that offer students constructive and advantageous learning opportunities.

Psychology as a basis for Islamic education curriculum development inherently connects to the process of altering student behavior as a means of accomplishing educational objectives.

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Over an established period, it is anticipated that the curriculum development will be able to help students transform their potential into real abilities and acquire new talents. It is imperative that the development of curriculum be grounded in psychological assumptions, which encompass the study of student growth and learning processes. Thus, developmental psychology and educational psychology are two areas of psychology that are essential to take seriously while developing a curriculum (Aulia et al., 2024; Muthivhi, 2015).

Developmental psychology, commonly referred to as human development or life-span development, is a scientific discipline that investigates the processes of change and continuity in individuals from conception to death. These categories encompass three basic areas: physical, cognitive, and psychological. The physical realm encompasses alterations in stature, mass, sensory capacities, the neurological system, and vulnerability to ailments and maladies. The cognitive domain includes alterations in intellectual capacity, sagacity, sensory interpretation, analytical thinking, memory retention, and linguistic abilities. The psychosocial domain centers on the transformation of emotions, self-concept, and interpersonal connections with family, peers, and friends. The three domains are interconnected, and a modification in one domain can initiate alterations in the others. For instance, when an infant starts to crawl or walk, they will come across a greater number of things and individuals. This exposure, in turn, facilitates developmental advancements in their comprehension of the physical and social environment. (Boyle, 1969; Lally & Valentine-French, 2019; Muthivhi, 2015)

In the 18th century, people considered that children were essentially smaller versions of adults. The prevailing first hypothesis, referred to as preformationism, stated that a minuscule, fully developed human being was inserted into either the sperm or egg during conception and subsequently underwent a process of gradual enlargement until the moment of birth. There was a belief that children had all their sensory talents, emotions, and cerebral powers from birth, and these would develop in a predetermined manner. It was believed that the environment had little impact on their development. (Boyle, 1969; Lally & Valentine-French, 2019)

As it progressed, developmental psychologists largely studied the changes that occur from childhood to adulthood, which greatly contributed to our understanding of the variations in physical, cognitive, and social abilities between young children and adults (Spielman et al., 2020). For example, studies conducted by Jean Piaget, a notable contributor in the field of developmental psychology, revealed that infants and toddlers lack the ability to understand object permanence. Object permanence is the cognitive ability to comprehend that physical object persist in existence, even when they are not within our immediate perception. If an adult is presented with a toy and it is then concealed behind a curtain, the adult possesses the knowledge that the item continues to exist. However, children in their early stages of development exhibit behavior that suggests they perceive a hidden object as no longer being present. (Babakr et al., 2019; Piaget, 1952; Spielman et al., 2020)

Piaget postulated that children progress through four primary phases in their cognitive development: sensorimotor, preoperational, concrete operational, and formal operational. These stages signify substantial shifts in children's cognitive processes and their comprehension of the environment. (Babakr et al., 2019; Muthivhi, 2015)

Firstly, the sensorimotor stage occurs during the first two years of life. Children acquire knowledge and skills by directly engaging with their surroundings. Secondly, the preoperational stage, which occurs between the ages of 2 and 7, is a developmental phase characterized by specific cognitive abilities and limitations. Children begin utilizing symbols and words for cognitive purposes, although they encounter difficulties in comprehending the perspectives of others. Thirdly, the concrete operational stage, which occurs between the ages of 7 and 11, is a developmental stage characterized by the ability to think logically and perform mental operations on concrete objects. Children begin to engage in logical reasoning over tangible occurrences; however, they have not yet developed the ability to think in abstract terms. The last, the formal operational stage, is a cognitive development stage that typically occurs in individuals aged 11 years and older. Children develop the ability to engage in logical reasoning on abstract and hypothetical ideas. The progression from one stage to the next entails significant changes in cognitive capacities. This implies that the cognitive processes of children

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undergo a fundamental transformation rather than simply becoming more intricate or rapid. (Babakr et al., 2019; Lally & Valentine-French, 2019; Piaget, 1952)

Piaget also claimed that this cognitive growth process is applicable to all individuals universally. Regardless of the many environments and cultures in which children are raised, they still undergo the same sequence of developmental phases. This process is ongoing, indicating that children consistently progress and adjust cognitively as they grow. (Babakr et al., 2019; Lally & Valentine-French, 2019; Piaget, 1952)

Urie Bronfenbrenner (1917-2005) developed the Ecological Systems Theory, a conceptual framework that helps us comprehend the multiple factors that shape human development (Bronfenbrenner, 1977; Lally & Valentine-French, 2019). He recognized that human interactions are influenced by larger societal factors, and understanding these factors is essential for understanding an individual. Various systems have an influence on the individual, such as:

1. Microsystem refers to a small and specific system or environment. This includes the individual's proximate surroundings and individuals who engage in direct and meaningful contact with them, such as parents or siblings. The impact of these interactions is determined by the individual's cognitive and biological condition, which also influences their behavior and the systems that affect them.

2. Mesosystem refers to the interconnections and interactions between different microsystems within an individual's environment. These include broader organizational structures, such as educational institutions, families, or religious establishments, which have an impact on the microsystems. The philosophy, daily routines, evaluation methods, and other aspects of the school system can have a significant impact on a child's self-image, development, sense of achievement, and schedule, therefore affecting them physically, cognitively, and emotionally.

3. Exosystem refers to the external environmental settings that indirectly influence an individual's development. This pertains to the wider community context. The organizational structures of a community can be influenced by its ideals, history, and economy. Mesosystems have a reciprocal relationship with the exosystem, meaning that they both influence and are influenced by each other.

4. Macrosystem refers to the larger cultural, social, and economic context in which an individual exists. This encompasses cultural aspects such as worldwide economic circumstances, conflicts, technology patterns, beliefs, ideologies, and societal reactions to the global society.

5. Chronosystem refers to the dimension of time in a person's life, including historical events and societal changes that may influence their development. This pertains to the historical backdrop in which these experiences take place, along with distinct generational eras such as the baby boomers and millennials. (Bronfenbrenner, 1977; Lally & Valentine-French, 2019).

Understanding the larger environment and societal factors that influence student interactions is essential to understanding an individual. The perception that each child is an individual with distinct characteristics and an entity with unique physical, cognitive, and psychological characteristics significantly impacts the basis of the educational curriculum. Developmental psychology can be used to methodically structure curriculum development according to students. (Argadinata et al., 2020; Bronfenbrenner, 1977; Lally & Valentine-French, 2019).

Educational psychology, similar to developmental psychology, can also be classified. Educational psychology is a scientific discipline that examines the learning environment of students, the instructional environment of teachers, and the psychological processes and associated principles involved in their interaction. The psychological processes of instructors and students during the teaching process, along with the principles governing psychological activity in the context of school education and teacher-student interaction, are all examined in educational psychology. Educational psychology has a significant impact on students' ability to adjust to work-related stress in the future. (He et al., 2021)

There exist three clearly defined categories of education and learning theories. The traditional learning theory known as mental discipline theory is beneficial for committing to memory the Quran or hadith and for honing problem-solving skills. Behaviorist learning theory employs conditioning as its method. Instrumental and operational conditioning, reinforcement, and connections are effective in shaping concrete behaviors, such as fostering a willingness to donate, studying diligently, and cultivating a love for reciting the holy Quran. The cognitive learning hypothesis is applicable for studying intricate subject matter that necessitates comprehension, problem-solving, and the generation of novel concepts or ideas (Argadinata et al., 2020).

The psychological basis has the following implications for developing an Islamic education curriculum: The Islamic education curriculum should (a) ensure that each student has the opportunity to develop based on their individual talents, interests, and needs; (b) provide both mandatory core subjects and elective subjects that cater to students' interests; and (c) control psychological activities in relation to instruction and interactions between teachers and students. Developmental psychology and educational psychology can be used to methodically structure curriculum development according to studentsneeds. (Argadinata et al., 2020; Lally & Valentine-French, 2019).

DISCUSSION

Previously, research on Islamic education curriculum development primarily focused on three areas: Islamic education curriculum development itself (Baharun & Adhimiy, 2018; T. Hidayat et al., 2020; Razali et al., 2024; M. Saputra et al., 2022), the foundations of its development (Farida Ummami & Khozin, 2024; Mubarok et al., 2021; Qolbi & Hamami, 2021), and psychology as a basis for its development (Falasifa & Umdaturrosyidah, 2021; Yuliana et al., 2023; Yuliawati, 2021). Although previous studies have touched upon the importance of various foundations for curriculum development, including psychological ones. However, an in-depth exploration of the psychological perspective as a foundation for Islamic education curriculum development has been lacking.

Building upon this gap, this study specifically emphasizes how developmental psychology and educational psychology are essential for structuring curriculum development to meet student's unique physical, cognitive, and psychological characteristics. The study also highlights that integrating learning theories and understanding the psychological aspects of students can create a more meaningful, motivating, and relevant learning environment.

The main finding of this study is that psychology can be an essential basis for developing a more effective and relevant Islamic education curriculum that caters to students' needs at different phases of development. This differs from previous findings by explicitly highlighting the underdeveloped area of psychological perspectives in Islamic education curriculum development research.

Additionally, this research outlines a five-step process for Islamic education curriculum development:

1. Performing a goal-and-objective analysis: This involves thoroughly examining the broad aims and specific objectives of the curriculum (Kelly, 2004; Zweeris et al., 2023). To do this, the curriculum's general goals and specific objectives must be carefully examined in order to convert them into more concrete and achievable goals.
2. Selecting approaches: The chosen approaches, such as faith-based, content-based, learning objective-based, and competency-based, should align with the philosophical underpinnings of Islamic education (Gouëdard et al., 2020).
3. Organizing and prioritizing the material: This phase focuses on logically and sequentially arranging curriculum content, including core subjects like Qur'an and Hadith, establishing a proper sequence of concepts, and integrating content to connect with student's lives (Chanifah et al., 2021; Saada, 2023).
4. Implementing the curriculum: This stage involves identifying necessary resources (personnel, time, facilities, funding), gaining support from internal stakeholders (students, faculty, administrative staff), designing a management plan for delivery,

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and piloting curriculum portions to address potential obstacles (Schneiderhan et al., 2019).

5. Evaluating the curriculum: The final step involves systematically assessing the curriculum's design, implementation, and outcomes to identify strengths, flaws, enhance efficacy, and plan for the future. The CIPP model (Context, Input, Process, Product) is suggested for this evaluation (Stufflebeam, 2000).

This study presents several important implications for Islamic education curriculum development. It underscores that creating an effective curriculum demands a comprehensive understanding of educational theories and principles to effectively guide teachers and stakeholders in its application. Psychology is identified as a vital basis, enabling the adaptation of learning approaches to suit each learner's needs and developmental stages. The research highlights the significance of both developmental and educational psychology, particularly Piaget's theory of cognitive development, in designing instruction that aligns with student's cognitive abilities. It also integrates Bronfenbrenner's Ecological Systems Theory, emphasizing the influence of students' social and environmental surroundings on their learning experiences. Ultimately, the curriculum should be structured to nurture individual potential, offer a balanced combination of compulsory and elective courses, and foster positive teacher-student interactions, with the ultimate goal of fostering student's intellectual, moral, and spiritual growth while preparing them for a complex world.

This study, based on a qualitative library research approach, presents several limitations primarily due to its theoretical nature. While it offers valuable conceptual insights, it lacks empirical data from actual educational settings and does not include the practical implementation of psychological principles in Islamic education. The research broadly discusses developmental and educational psychology but does not delve deeply into the application of specific psychological theories. Additionally, although it highlights the importance of developing practical tools and educator training programs, these are not provided within the study and are left for future exploration. The absence of comparative analysis across diverse Islamic educational traditions also limits the study's scope, leaving a gap in understanding how psychological principles may vary or align across cultural and institutional contexts.

This study contributes to the existing literature by addressing the underexplored psychological foundations in Islamic education curriculum development. However, as a conceptual and literature-based inquiry, it invites further empirical research to test, refine, and contextualize these theoretical propositions in real educational settings. Future studies should prioritize classroom-based investigations, the development of practical instructional tools, and cross-cultural comparative analyses to enrich the application of psychological principles within diverse Islamic educational frameworks. Ultimately, integrating psychological foundations into the Islamic education curriculum not only enhances its pedagogical effectiveness but also ensures the holistic formation of learners, preparing them to navigate the complexities of modern life while remaining rooted in Islamic ethical and spiritual values.

Considering the current findings and existing limitations, several aspects deserve further investigation to enhance the understanding and implementation of psychology within Islamic education curriculum development. Future research should extend beyond theoretical and library-based studies by adopting empirical methods, such as qualitative case studies and ethnographic research, to observe authentic classroom dynamics and learning outcomes. It is also important to conduct more focused studies on specific psychological theories, including Piaget's stages of development and various learning theories, to determine their direct implications for organizing Islamic educational content, teaching strategies, and assessment models. Furthermore, Bronfenbrenner's Ecological Systems Theory presents meaningful perspectives, and subsequent research could explore how each ecological system affects student's psychological growth in Islamic educational environments. There is also a pressing need to design and evaluate practical tools, instructional guides, and training programs that help educators translate psychological insights into effective curriculum practices. Lastly, comparative studies across diverse Islamic educational frameworks could uncover both

universally applicable and culturally specific psychological principles for curriculum development.

CONCLUSION

The development of an Islamic education curriculum requires a comprehensive and integrative approach that considers various theoretical and practical foundations. This study underscores the essential role of psychology—particularly developmental and educational psychology—in providing a meaningful and responsive basis for curriculum design. Psychological principles help ensure that the curriculum addresses the cognitive, emotional, social, and moral development of students in a manner aligned with their unique developmental stages and individual differences. By adopting a structured five-step model for curriculum development—comprising goal and objective analysis, selection of appropriate approaches, organization and prioritization of material, implementation, and evaluation—Islamic education institutions can design curricula that are not only academically rigorous but also personally and spiritually transformative. Incorporating psychological theories such as Piaget's cognitive development stages and Bronfenbrenner's ecological systems theory enables educators to create learning experiences that are developmentally appropriate, contextually relevant, and holistically nurturing.

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AUTHOR CONTRIBUTION STATEMENT

TH contributed to the conceptualization and design of the study, performed the literature review, and wrote the first draft of the manuscript. TO was responsible for the data collection, analysis, and interpretation, and contributed to critical revision of the manuscript.

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