

## IMPLEMENTATION OF LEARNING THEORY IN PAI LEARNING AND ITS RELEVANCE TO CURRICULUM DEVELOPMENT

Mohamad Erihadiana<sup>1a\*</sup>, Taupik Hamdani<sup>2b</sup>, Risma Nurlela<sup>3c</sup>, Moch Ardia Putra<sup>4d</sup>, Bilal Zakawali Al-Fathoni<sup>5e</sup>

<sup>1,2,3,4,5</sup>Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia

<sup>a</sup>[erihadiana@gmail.com](mailto:erihadiana@gmail.com)

<sup>b</sup>[hamdanitaupik27@gmail.com](mailto:hamdanitaupik27@gmail.com)

<sup>c</sup>[rismanurlela@gmail.com](mailto:rismanurlela@gmail.com)

<sup>d</sup>[ardiaputra110@gmail.com](mailto:ardiaputra110@gmail.com)

<sup>e</sup>[bilalzalfathoni92@gmail.com](mailto:bilalzalfathoni92@gmail.com)

(\*) Corresponding Author

[erihadiana@gmail.com](mailto:erihadiana@gmail.com)

### ARTICLE HISTORY ABSTRACT

**Received** : 20-10-2025

**Revised** : 07-11-2025

**Accepted** : 30-11-2025

#### KEYWORDS

Curriculum Development  
Learning Theory,  
PAI Learning.

Learning theory has an important role in the development of the Islamic Religious Education (PAI) curriculum, because it can provide a scientific basis for designing an effective learning experience. This research explores various learning theories, such as constructivism, behaviorism, and cognitivism, as well as their implications for PAI learning. This study uses a qualitative approach with *the systematic literature review* (SLR) method which examines various results of previous research related to the application of learning theory to PAI learning and its relevance to curriculum development. The analysis of the data needs of this SLR method is through steps, namely the identification step of the research focus and the *screening* stage of various indexed journal articles using inclusion and exclusion criteria. The results of this study show that in general, cognitive theory emphasizes the cognitive structure of students. Thus, the subject matter delivered in PAI lessons can be adjusted to the ability of students, then in behaviorism theory is seen as a process of behavior change as a result of the interaction between stimulus and response, this theory is very suitable for the development of children's behavior in order to strengthen the good habits that have been formed so that they do not disappear slowly, while constructivist learning, according to the author, is a learning process that involves a student who is required to learn actively, innovatively and have an independent and capable way of thinking in overcoming problems that the teacher gives based on their understanding and involves experience well.

*This is an open access article under the CC-BY-SA license.*



### INTRODUCTIONS

In teaching and learning activities, children are the subjects and objects of teaching activities. Therefore, the core of the teaching process is none other than the teaching and learning activities of students in achieving a teaching goal. The goal of teaching will of course be achieved if the student actively tries to achieve it and the student feels a change in him. Learning is a process that happens to everyone and lasts a lifetime (from infancy to death). One of the signs of a learner is a change in behavior in his life (cognitive, psychomotor, and affective). Learning is essentially a change that occurs in a person after the end of doing "learning activities".

Although in reality not all changes include the learning category. For example, physical changes, drunkenness,

madness and so on. Similar to learning, teaching is essentially a process, namely the process of arranging and organizing the environment around students, so that it can grow and encourage students to carry out the learning process. Therefore, if after learning the student does not have a positive change in behavior in the sense that they do not have new skills and their knowledge insight does not increase, then it can be said that the learning is not perfect.

The task and challenge of educators today is to equip students to have useful knowledge in the future, not solely in the current time and environment. To realize this task, it is necessary to make learning a priority, especially learning for the future to avoid regrets. A principal must and teachers must often present innovation, development, and curriculum updates in learning, in order to prepare skills for students so that they can compete both at the national and international levels. The key to the success of education is in the curriculum, because the curriculum is like a route that a person will take to his hopes and goals. The curriculum must be adapted to the situation and conditions of natural resources and human resources. For this reason, the condition of students is a priority consideration for school principals in regulating curriculum development (Arranger. 2019a). For this reason, school principals need to understand the concepts and types of learning, learning theories, and their implications for curriculum development management, because this life continues to develop, education must also develop, developing education requires the development of the curriculum. Through this paper, the author wants to examine Learning Theories, and the implications of learning theories on PAI learning in particular and their relevance to curriculum development.

Through this article, the results of the research on the Implementation of Learning Theory in PAI Learning and its Relevance to Curriculum Development can be described and formulated systematically and comprehensively. This SLR is based on the following two extensive research questions related to learning theory in PAI learning and curriculum development.

RQ 1 : How is the Implementation of Learning Theory in PAI Learning?

RQ 2 : How is the Relevance of PAI Learning Theory to Curriculum Development?

## RESEARCH METHOD

This study uses the Systematic Literature Review (SLR) methodology. The SLR approach is used to find, assess, evaluate, and interpret all relevant research within a specific issue area, accompanied by specific relevant research questions.

The SLR approach involves carefully evaluating and identifying journals, adhering to rules or guidelines specific to each process. The SLR technique emphasizes the identification and analysis of relevant scientific literature to understand the knowledge that exists in a particular domain. The results of a systematic literature review can serve as a cornerstone to improve the effectiveness and efficiency of knowledge article management through a methodical approach. In this early stage, the researcher uses the Research Questions to initiate the SLR. Research Questions are used to answer the formulation of the problem/research question to be made. Through this stage, the researcher can collect and evaluate research sources that are appropriate to the topic to be researched. After finding the articles they are looking for, they need to be filtered using the inclusion and exclusion tables as well as the quality assessment that has been carried out.

The data of this study reviews the previous literature on the application of Learning theory and its relation to curriculum development. The literature search was conducted on November 6, 2025 using the Harzing's Publish or Perish application with sources from Google Scholar and using keywords namely "Curriculum Development", "Learning Theory" and "PAI Learning". There are several stages carried out in this study, the first step is identification, in this step the researcher searches for articles indexed by Sinta with the keywords "Curriculum Development", "Learning Theory" and "PAI Learning" so that as many as 50 articles are obtained. Then, the next stage is screening based on various criteria in Table 1. In the second stage, a total of 28 journal articles were produced, then selection was carried out with various criteria and 18 journal articles were produced. The last stage is included, at this stage the author focuses on articles that have been eliminated so that the selection of this final stage is obtained 8 articles.

Table 1; Criteria

Inclusion Criteria	Exclusion Criteria
Articles published between 2017/2024	Published before 2017

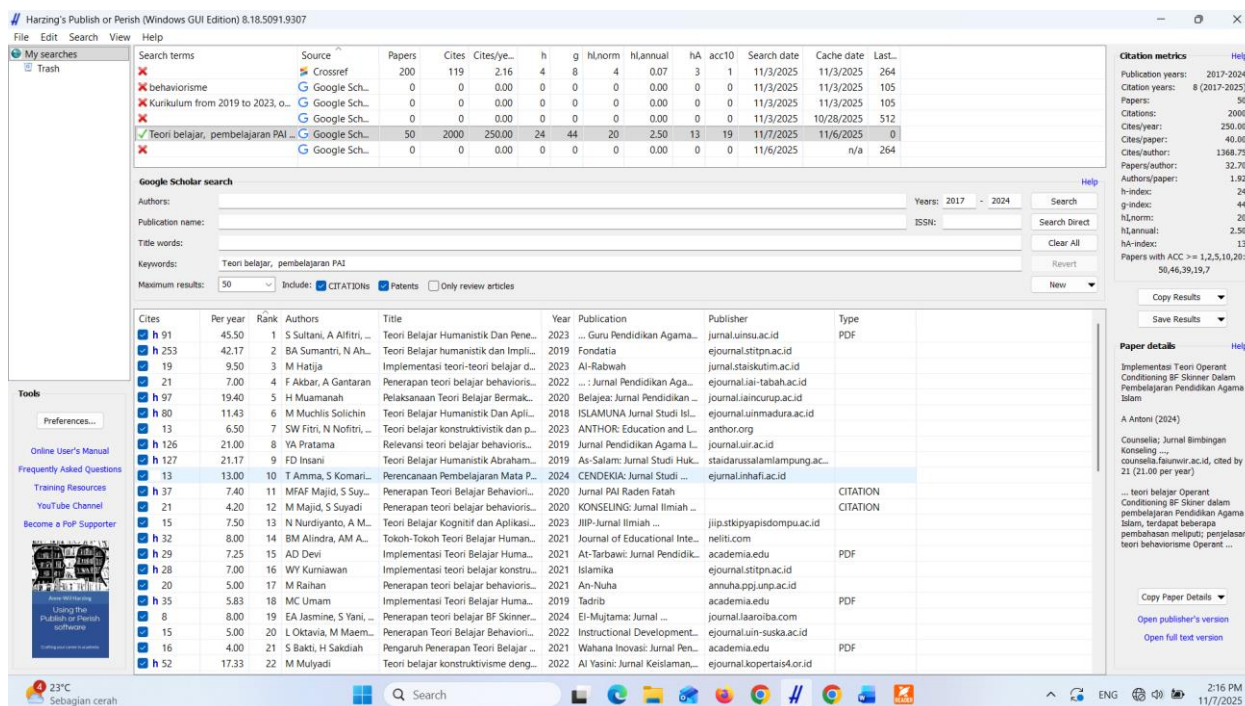


Figure 1. Publish or Perish

## RESULT AND DISCUSSIONS

### Finding

Based on the results of the selection process, the results of the research using the Systematic Literature Review (SLR) Technique on the Effect of Learning Theory Implementation on Pai Learning and Its Relevance to Curriculum Development were found 8 articles for further analysis.

Table 2; Research Results

Author Name	Title /Year	Research Methods	Research Results
Hawwin Muzakki	Constructivism Learning Theory Ki Hajar Dewantara and Its relevance in the 2013 Curriculum/ 2021	Qualitative Library Research	The results of the above research, namely, Ki Hajar Dewantara's Thoughts and Relevance to the 2013 Curriculum are examined through 2 aspects, namely: instructional emphasis and the role of teachers and students. The Instructional Emphasis by Ki Hajar Dewantara is contained in the Among Method that he compiled. Ki Hajar consistently calls it among, momong and ngemong. The concept is relevant to the educational objectives in the 2013 curriculum. Based on the Ki Hajar Dewantara method, teachers are placed as mature caregivers in the appreciation and implementation



Ade Vera Yantika, Agus Pahrudin, Agus Jatmiko, Koderi	LEARNING THEORY AND ITS IMPLICATIONS FOR THE DEVELOPMENT OF THE ISLAMIC RELIGIOUS EDUCATION (PAI) CURRICULUM 2024	Qualitative Library Research	of cultural values that are typical of Indonesia and always respect the nature of students, which is relevant to the 2013 Curriculum with the teacher's duty as a facilitator, and students seek their knowledge through constructivist concepts  The results of the above research are, the integration of various learning theories in the development of the Islamic Religious Education curriculum will produce a more holistic and effective learning experience. By paying attention to the implications of each theory, the PAI curriculum can be more responsive to the needs of students and the times.
Nurdiyanto, Abdul Muchlis, Ahmad Tauviqillah, Tarsono, Hasbiyallah	Cognitive Learning Theory and Its Application in Islamic Religious Education Learning / 2023	Qualitative Library Research	The result of the above research is that there needs to be recommendations that are in accordance with Islamic values.  So that the function of Islamic religious education, if you have studied the theories as described above, should not forget other aspects, so that the great influence in the running of education today will be more advanced and at the forefront if the three concepts are implemented, namely (Cognitive, Affective and Psychomotor).
Khoirotul Ni'amah, Hafidzulloh S.M	COGNITIVISTIC LEARNING THEORY AND ITS APPLICATION IN ISLAMIC EDUCATION / 2021	Library Research	The result of the above research is that cognitive theory is a learning theory that emphasizes the learning process rather than results. In general, the view of cognitivism is that learning or learning is a process that focuses on the process of building memory, storing information, processing information, emotions and aspects related to intellect. So learning is an activity that involves a very complex and comprehensive process of planning
Mufidah Hayati, Murdiana, Arifmiboy	THEORIES OF LEARNING AND THEIR RELATION TO DEVELOPMENT PAI CURRICULUM / 2023	Qualitative Library Research	curriculum as a tool to achieve educational goals, namely the formation of human beings in accordance with the nation's philosophy of life plays an important role in education The role of curriculum theory is to provide direction and guidance in the process of curriculum planning, development, implementation, supervision, evaluation, The relationship between curriculum and constructivist learning theory is very related, especially from the way used (Questions and answers, investigation/discovery, and learning community)
Yoga Anjas Pratama	The Relevance of Behaviorism Learning Theory to	Qualitative Library Research	The relevance of Edward Lee Thronidike and John Broadus Watson's behaviorism learning theory to Islamic education, obtained the following results:

Islamic Religious Education / 2019		(1) Behaviorism learning theory is a contribution of knowledge that can be used to help the learning process of Islamic education (2) Behaviorism learning theory is in line with and related to Islamic religious teachings (3) There is conditioning, reinforcement, and repetition that are also used in Islamic education learning.	
Fathir Akbar	APPLICATION OF BEHAVIORISTIC LEARNING THEORY IN THE PAI LEARNING PROCESS / 2022	Qualitative Library Research	Behavioristic theory is very relevant to be applied in the learning process of Islamic Religious Education because it is in line with the goals of PAI teachers in order to change the behavior of students for the better. Islamic Religious Education learning is considered suitable for behavior theory because almost every competency of PAI learning material emphasizes attitude change. So that the application of this theory has succeeded in changing the behavior of students in a positive direction.
Siska Wahyuni Fitri, Nelfia Nofitri, Wulan Shay, Darul Ilmi	CONSTRUCTIVIST LEARNING THEORY AND ITS APPLICATION IN PAI LEARNING / 2023		From the presentation of the material above, we can conclude that constructivistic learning theory is a learning process that involves a student who is required to learn actively, innovatively and have a way of thinking independently and competently in overcoming problems that the teacher gives based on their understanding and involves experience well.

### Behavioristic Learning Theory

Behavioristic learning theory is a theory proposed by Gage and Berliner about behavior changes as a result of experience. The basis of the mind of behavioristic theory is that feelings or emotions are the result of a thought process (Hermansyah. 2020). Behavioristic learning theory explains that learning is a behavioral change that can be observed, measured and assessed concretely, where reinforcement and punishment become stimuli that cause reactive behavior relationships (responses) based on mechanistic laws. According to Skinner, the relationship between stimulus and response occurs through interactions in the environment, which then causes behavioral changes (Mursyidi, W. 2020).

### Learning Theory of Cognition

The term "Cognitive" comes from the word cognition which means understanding, understanding. The broad definition of cognition is the acquisition, arrangement, and use of knowledge. Cognitive is a general concept that encompasses all forms of recognition that includes any mental behavior related to the problem of understanding, paying attention, giving, assuming, considering, processing information, problem solving, considering, imagining, estimating, thinking and belief. Cognitive learning theory is more concerned with the learning process than the learning outcomes themselves. Learning does not just involve the relationship between stimuli and responses, more than that learning involves a very complex thought process. Learning is a change in perception and understanding. Changes in perception and understanding do not always take the form of observable changes in behavior (Tauhid, R. 2020).

### Constructivism Learning Theory

According to Suyono and Hariyanto, constructivism is a philosophy of learning based on the premise that by reflecting on experience, we build and construct our knowledge about the world in which we live. Meanwhile, according to Cahyo, constructivism is one of the philosophies of knowledge that emphasizes that knowledge is our own as a result of cognitive construction through individual activities by creating the structures, categories, concepts, and schemes needed to build this knowledge. From the above opinion, it can be concluded that constructivistic learning theory is a learning theory that

requires students to construct or arrange learning activities and change complex information to build knowledge independently Hartati, (T., & Panggabean, E. M. 2023).

As has been stated, according to constructivist learning theory, students must be mentally active in building their knowledge structure based on their cognitive maturity. As stated by Tasker as follows: 1). The active role of students in constructing knowledge in a meaningful way; 2). The importance of making connections between ideas in meaningful construction, (Asmendri, & Sari, M. 2018) 3). Relate ideas to new information received (Zainuddin. 2008)..

#### RQ 1 : How is the Implementation of Learning Theory in PAI Learning?

##### Learning Theory of Cognition

The learning process according to cognitivism is through the stages of assimilation, namely the fusion of the natural nature of students with their environment; accommodation, i.e. the adjustment of receiving different objects; and equilibrium, which is the learning process is more directed. This is adjusted to the age of the students, so that the stages are enactive, economic, and symbolic.

In general, cognitive theory emphasizes on the cognitive structure of students. By understanding the cognitive structure of students, the subject matter delivered in PAI lessons can be adjusted to the students' abilities. PAI material is arranged in stages starting from the easiest to the most complex. The teaching method does not focus on memorization only, but also emphasizes understanding the material being studied. So that when students understand, it will be easy to remember the subject matter (Nurhadi, N. 2020).

##### Learning Theory of Behaviorism

Learning in relation to behaviorism theory is seen as a process of behavior change as a result of the interaction between stimulus and response (Yuningsih, 2011: 7). The stimulus can be in the form of the student's environment and can also be in the form of observable behavior. This approach is suitable for PAI teachers in providing stimulus and testing students' responses to their learning. The reinforcement aspect in this theory is very suitable for the development of children's behavior in order to provide reinforcement to the good habits that have been formed so that they do not disappear slowly. Thus, a good learning environment will form good behavior and vice versa, a bad learning environment will form bad behavior. This is explained in Q.S. Thaha verse 132, as follows:

وَأْمُرْ أَهْلَكَ بِالصَّلَاةِ وَاصْطَبِرْ عَلَيْهَا لَا تَسْأَلُنَا رِزْقًا نَحْنُ نَرْزُقُكَ وَالْعَاقِبَةُ لِلتَّقْوَى

"And command your family to establish prayer and be patient in doing it. We do not ask for sustenance from you, We are the ones who give sustenance to you. And the (good) result is for the pious" (Ministry of Religion of the Republic of Indonesia, 2014: 321).

The above verse explains that Allah SWT commands humans to establish prayer and be patient in doing it. What is meant by being patient in doing it is not rushing in carrying out prayers, and the prayer is done at all times and until the end of life. This is in line with the theory of behaviorism which prioritizes classical conditioning, repetition and reinforcement, because the command to establish prayer continues to apply throughout life, carried out repeatedly until it becomes a habit and a necessity. Likewise, learning in this theory must be done repeatedly so that what the educator conveys from the learning can be achieved. In addition, it is also necessary to condition the learning environment, because the learning environment can affect the learning outcomes and students.

##### Constructivism Learning Theory

Constructivistic learning is a learning process that involves a student who is required to learn actively, innovatively and have an independent and capable way of thinking in overcoming problems that the teacher gives based on their understanding and involves experience well and adaptably (Haryanto. 2014). So that in the learning of behavioristic theory emphasizes active learning and is directed to always be sensitive and ask questions because the activity of asking questions is a very important part of digging for information, confirming things that are already known, and directing attention to things that they do not yet know, directed to conduct investigations and students in the learning process are grouped until they find out for themselves not the results of remembering a set of facts, Teachers must always try to design activities that refer to finding activities for various materials taught.

##### Humanistic learning theory

Humanistic learning is a learning process that views students as whole human beings who have potential,

feelings, needs, and life goals that must be developed optimally. In this learning, students are required to learn consciously, meaningfully, and responsibly for their own learning process, so that they are able to recognize, understand, and develop their potential to the maximum. Therefore, in its application, humanistic theory emphasizes the creation of a learning environment that is safe, comfortable, and respects individual differences, as well as encouraging positive relationships between teachers and students. Teachers play the role of facilitators and supervisors who help students find the meaning of learning through experience, self-reflection, and appreciation of values, so that the learning process is not only oriented to mastering the material, but also to forming students' attitudes, personalities, and self-actualization as a whole.

RQ 2 : How is the Relevance of PAI Learning Theory to Curriculum Development?

The theory of learning and its relationship with the PAI curriculum is the relationship between curriculum and learning in the achievement of educational goals, described by the curriculum as an educational program that is planned and implemented to achieve goals that include all learning experiences that are well structured and developed and prepared for students to overcome real life situations (Mokalu, V. R., 2022).

The following are the relevance of the four theories to the development of the PAI curriculum and learning:

1. Behaviorism Theory (Stimulus - Response)

1. Relevance: Focuses on habituation formation and real behavior change.
2. In PAI: It is very relevant for practical material and moral habituation. For example, the practice of ablution, prayer, and memorization of short letters (Majid, A. 2012).
3. Curriculum: Compiling measurable learning outcomes through rewards (rewards/praise) and punishment (consequences). The curriculum is directed so that students have the discipline of worship through repetition (drill) (Sukmadinata, N. S. 2010).

2. Cognitive Theory (Thought Process)

1. Relevance: Emphasizes on how students mentally understand, store, and process information.
2. In PAI: Used in the understanding of the concept of faith, Islamic cultural history (SKI), and understanding of legal postulates (Fiqh). Teachers help students build concept maps so that the material is not just memorization (Majid, A. 2012).
3. Curriculum: The material is arranged in stages (spirals) from simple to complex, according to the development of the age and maturity of the students' thinking (Piaget Stages) (Hamalik, O. 2008).

3. Constructivism Theory (Building Meaning)

1. Relevance: Students build their own understanding through social experiences and interactions.
2. In PAI: Relevant in discussions of contemporary issues (modern Fiqh) or tadabbur of the Qur'an. Students are encouraged to look for the relevance of religious values in their daily lives.
3. Curriculum: Using a Student-Centered Learning approach. The PAI curriculum in this model provides space for students to experiment through social projects or creative da'wah.

4. Humanistic Theory (Humanizing Humans)

1. Relevance: Focus on the self-actualization, emotions, and unique potential of each individual.
2. In PAI: Religion is seen as a means to achieve happiness and moral glory. The relationship between teacher and student is dialogical, full of compassion (rahmah), and respects differences in levels of faith or understanding.
3. Curriculum: Development of an inclusive curriculum that prioritizes character education. The goal is not just the test score, but the formation of Insan Kamil (complete human beings) who have high empathy.

## CONCLUSION

Based on the results of a systematic review of various literature, it can be concluded that the implementation of learning theory in Islamic Religious Education (PAI) learning has an important role in developing a curriculum that is adaptive and relevant to the needs of students and the development of the times. Each learning theory, whether behavioristic, cognitive, or constructivistic, has a significant contribution to the PAI learning process.

The implementation of learning theory in PAI learning has proven to play an important role in shaping an effective learning process that is relevant to the needs of students. Behavioristic theory helps to form positive behavior, cognitive theory emphasizes the thought process in understanding the material, while constructivist theory encourages students to actively build knowledge independently. These three theories complement each other and are an important



Volume 14 No. 4. December 2025 <https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index>  
foundation in the development of the PAI curriculum to be more holistic, responsive, and in accordance with the demands of the development of education and Islamic values.

## REFERENCES

- Arranger. (2019a). Religion Materials Deconstruction on Student Books of Senior High School in Indonesia Arrohmatan. *Journal of Research in Islamic Education*, 1(1), 51–60. <https://doi.org/10.25217/jrie.v1i1.498>
- Asmendri, & Sari, M. (2018). Analysis of Learning Theories on the Development of Blended Learning Models with Facebook (MBL-FB). *Natural Science Journal, Volume 4*(2), 604–615.
- Hamalik, O. (2008). Curriculum and learning. The Earth of Scripts.
- Hartati, T., & Panggabean, E. M. (2023). *Characteristics of Learning Theories*. 4(1), 5–10. <https://doi.org/10.30596/jppp.v4i1.13431>.
- Hermansyah. (2020). Analysis of Behavioristic Theory (Edward Thordinke) and Its Implementation in Elementary/MI Learning. *Journal of PGMI Study Program*, 7(1), 15–25.
- Haryanto. (2014). Constructivist Theory. *Indonesian Language Education and Literature*.
- Mokalu, V. R., Panjaitan, J. K., Boiliu, N. I., & Rantung, D. A. (2022). The Relationship between Learning Theory and Educational Technology. *EDUCATIVE: JOURNAL OF EDUCATIONAL SCIENCES*, 4(1), 1475–1486. <https://doi.org/10.31004/edukatif.V4I1.2192>
- Majid, A. (2012). Learning and learning of Islamic Religious Education. Teenager Rosdakarya.
- Mursyidi, W. (2020). Study of Behaviorism Learning Theory and Instructional Design. *The Deceased / Journal of Islamic Education*, 3(1), 33–38. <https://doi.org/10.38153/alm.v3i1.30>.
- Nurhadi, N. (2020). Cognitivism Theory and Its Application in Learning. *EDITION*, 2(1), 77–95.
- Sukmadinata, N. S. (2010). Curriculum development: Theory and practice. Teenager Rosdakarya.
- Tauhid, R. (2020). Fundamentals of Learning Theory. *Journal of Primary Education*, 1(2), 32–38. <http://jurnal.stkipkieraha.ac.id/index.php/pendas/article/view/109>.
- Zainuddin. (2008). *Integrated Education Paradigm*. UIN-Malang Pres.