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An Analysis Of The Role Of Stakeholders In The Development Of The Islamic Education Curriculum PAI (A Case Study At SMPN 4 Pringgabaya)

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Abstract

This study aims to analyze the role of stakeholders in the development of the Islamic Religious Education (PAI) curriculum at SMPN 4 Pringgabaya. The study employed a qualitative approach with a case study design to gain an in-depth understanding of stakeholder participation in curriculum development. Primary data were collected through in-depth interviews with five key informants consisting of the principal, two PAI teachers, the vice principal for curriculum affairs, and the school committee. Secondary data were obtained from school documents, curriculum archives, and relevant scholarly literature. Data collection techniques included interviews, observations, and documentation, while data analysis used the interactive model of Miles, Huberman, and Saldaña. The findings indicate that stakeholders play strategic roles as policy directors, collaborative partners, supporters of Islamic value implementation, communication mediators, and supporting as well as challenging factors in curriculum effectiveness. Curriculum development has adopted a participatory approach through deliberative forums involving teachers, parents, and the school committee. However, stakeholder participation remains largely consultative due to limited communication and parental involvement. The study implies that strengthening collaborative culture, participatory leadership, and stakeholder synergy is essential for developing a contextual, adaptive, and sustainable PAI curriculum.

Keywords: Stakeholders, PAI Curriculum, Islamic Education.

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INTRODUCTION

Education constitutes a fundamental instrument in developing the quality of human resources and the civilization of a nation. In the context of national education, the curriculum serves as a strategic element that determines the direction, objectives, and learning processes within educational institutions. A curriculum is not merely understood as a set of instructional plans; rather, it also represents the manifestation of values, ideologies, and the evolving needs of society (Helda, H., 2022; Reimers, F. M., & Chung, C. K., 2019). From the perspective of Islamic education, the development of the Islamic Religious Education curriculum (PAI) occupies a highly significant position because it functions to shape students who are faithful, pious, possess noble character, and are capable of integrating spiritual values with social realities. Therefore, the development of the PAI curriculum must be carried out systematically, adaptively, and through the involvement of various parties who have a vested interest in the sustainability of education (Azmi, C., Hadiyanto, H., & Rusdinal, R., 2023).

Normatively, the foundation for educational development in Indonesia is affirmed in Law Number 20 of 2003 concerning the National Education System, Article 1 paragraph (1), which states that education is a conscious and planned effort to create a learning atmosphere and learning process in which students actively develop their potential. Furthermore, Article 36 paragraph (2) emphasizes that curriculum development must be conducted based on the principle of diversification in accordance with educational institutions, regional potential, and students' needs. From an Islamic perspective, the urgency of educational development is also articulated in the Holy Qur'an, Surah Al-Mujādilah verse 11, which explains that Allah elevates the ranks of those who believe and possess knowledge. This verse implies that education must be managed seriously through a quality-oriented system, including the development of the PAI curriculum, in order to produce generations who excel intellectually, spiritually, and morally.

Ideally, the development of the PAI curriculum should be implemented through active collaboration among all educational stakeholders, including principals, teachers, school committees, parents, community leaders, and the government (Tyas, E. H., Sunarto, S., & Naibaho, L., 2020). Stakeholder involvement is essential to ensure that the developed curriculum is capable of addressing students' needs while remaining relevant to social, cultural, and contemporary challenges. However, the reality in the field indicates that stakeholder involvement in the development of the PAI curriculum has often not functioned optimally. Most curriculum development processes remain administrative in nature and centralized within certain parties, resulting in limited and less substantive participation from other stakeholders.

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This condition also demonstrates a gap between the ideal concept of participatory curriculum development and its practical implementation in schools. In many cases, external stakeholders such as parents and the community are only involved at a formal level without being provided adequate space in strategic decision-making related to the curriculum (Rosadi, K. I., & Mun'amah, A. N., 2023). Consequently, the implemented PAI curriculum is often unable to fully accommodate the actual needs of students and their social environment. On the other hand, the dynamics of technological advancement, social change, and moral degradation among students demand a PAI curriculum development process that is more contextual and responsive to contemporary developments.

These problems indicate that the development of the PAI curriculum cannot merely be viewed as the responsibility of teachers or educational institutions alone; rather, it requires collective synergy among educational stakeholders. Stakeholders hold strategic roles in providing input, supervision, resource support, and legitimacy for curriculum implementation. Principals act as leaders and policy makers, teachers serve as technical implementers of instruction, school committees function as strategic partners, while communities and parents act as supporters of the educational environment. Imbalances in these stakeholder roles have the potential to weaken the effectiveness of PAI curriculum development (Akrim, A., et al., 2022; Limpo, I. Y., 2018).

The development of the PAI curriculum in the contemporary era faces increasingly complex challenges. The phenomena of moral crisis, the weak internalization of Islamic values, and the influence of globalization require the PAI curriculum not only to focus on cognitive aspects but also on the formation of students' character and spirituality (Abadi, S. B., et al., 2025). In this context, educational stakeholders are required to possess a shared vision in constructing an integrative and transformative curriculum. However, in reality, differences in perception, limited communication, and the insufficient competence of some stakeholders frequently become obstacles in the process of effective curriculum development.

In addition, the development of the PAI curriculum often encounters technical problems in the form of limited participatory evaluation, weak collaborative culture, and the suboptimal functioning of deliberative forums among stakeholders (Saputra, R. M., Sari, D. P., & Salam, M. D. A., 2026) Such conditions cause the curriculum development process to tend toward a top-down approach and to insufficiently consider the actual needs of students as well as the characteristics of the school environment. If this situation continues, the PAI curriculum risks losing its social relevance and failing to comprehensively achieve the objectives of Islamic education. Therefore, an in-depth analysis is needed regarding how stakeholder roles are implemented in the

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development of the PAI curriculum at the educational institution level.

Based on these conditions, this study offers an analytical approach to stakeholder involvement in the development of the PAI curriculum as an effort to strengthen the quality of Islamic education in schools. This research positions stakeholders as central elements determining the success of curriculum development through effective patterns of communication, coordination, and collaboration. By understanding the patterns of each stakeholder's role, schools are expected to be capable of establishing a curriculum development system that is more participatory, democratic, and aligned with students' needs (Susanto, R., Ali, M. M., & Hidayat, D., 2024).

This study also emphasizes the importance of optimizing stakeholder roles through strengthening collaborative culture in the development of the PAI curriculum. Such an approach is expected to produce a curriculum that not only fulfills national education standards but is also relevant to local needs and social developments within society. Thus, stakeholder involvement will no longer be symbolic in nature, but rather become an integral part of the planning, implementation, evaluation, and continuous development of the PAI curriculum.

Academically, studies concerning stakeholders in curriculum development have previously been conducted by several scholars. Research conducted by Mulyasa demonstrates that the success of curriculum development is strongly influenced by school leadership and teachers' competencies in implementing educational policies. Another study by Muhaimin explains that the development of the PAI curriculum requires the integration of Islamic values with the social needs of modern society. Meanwhile, research conducted by Nana Syaodih Sukmadinata emphasizes the importance of community participation in enhancing curriculum relevance to students' needs (Edy, S., & Sumarta, S., 2025).

Nevertheless, previous studies have generally discussed curriculum development in broad terms and have not specifically examined stakeholder role patterns in the development of the PAI curriculum within the context of junior high schools through a case study approach. Furthermore, most prior studies have focused more on curriculum implementation rather than on the dynamics of stakeholder collaboration within the curriculum development process. Therefore, there exists a research gap in the form of limited empirical studies regarding how stakeholders actively contribute to the development of the PAI curriculum at the educational institution level (Rasyidi, A. H., & Al Idrus, S. A. J., 2024; Aini, D., & Hinayah, S. N., 2025). The novelty of this study lies in its analytical focus on patterns of stakeholder involvement in the development of the PAI curriculum at SMPN 4 Pringgabaya as a case study highlighting collaborative dynamics, supporting factors,

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and obstacles encountered in the curriculum development process.

The urgency of this research becomes increasingly significant considering that the development of the PAI curriculum has a direct impact on the formation of students' character and morality. In the current educational context, schools are expected not only to produce academically excellent students but also individuals with strong moral and spiritual integrity. Therefore, the success of PAI curriculum development is highly determined by the effectiveness of stakeholder roles in supporting the entire educational process. This study is important because it can provide both conceptual and practical contributions to strengthening a participatory and quality-oriented PAI curriculum development system.

Based on preliminary observations conducted at SMPN 4 Pringgabaya, it was found that the school has attempted to involve various stakeholders in the process of developing the PAI curriculum, including teachers, school principals, school committees, and the community. Nevertheless, such involvement has not yet functioned optimally due to limitations in coordination, communication, and active participation among several stakeholders. On the other hand, the school possesses significant potential to develop a more contextual and collaborative PAI curriculum in accordance with the characteristics of students and the social environment of the Pringgabaya community. These conditions form an important basis for conducting an in-depth study regarding stakeholder roles in the development of the PAI curriculum at the school.

Based on the foregoing explanation, this study aims to analyze the roles of stakeholders in the development of the Islamic Religious Education (PAI) curriculum at SMPN 4 Pringgabaya, including the forms of stakeholder involvement, patterns of collaboration established, supporting and inhibiting factors, and their implications for the quality of PAI curriculum development. This research is expected to provide theoretical contributions to the development of Islamic education studies as well as practical contributions for schools in establishing a curriculum development system that is more participatory, effective, and relevant to contemporary educational needs.

RESEARCH METHOD

This study employed a qualitative approach with a case study research design. The qualitative approach was chosen because this study aims to gain an in-depth understanding of the phenomenon concerning the role of stakeholders in the development of the Islamic Religious Education (PAI) curriculum at SMPN 4 Pringgabaya. This approach enables the researcher to obtain a comprehensive description of the dynamics, interaction patterns, forms of involvement, and factors that contribute to the roles of stakeholders in the process of PAI curriculum

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development. The case study design was applied because the research focused on a specific location with unique characteristics and context, thereby allowing for a profound and holistic understanding of the phenomenon under investigation (Adibah, I. Z., & Chasanah, U., 2025).

The data sources in this study consisted of primary and secondary data sources. Primary data were obtained directly through interviews with stakeholders involved in the development of the PAI curriculum at SMPN 4 Pringgabaya, including the principal, Islamic Religious Education teachers, the vice principal for curriculum affairs, the school committee, and other parties related to the curriculum development process (Syarnubi, S., Syarifuddin, A., & Sukirman, S., 2023). Meanwhile, secondary data were obtained from various supporting documents such as school curriculum documents, work programs, meeting archives, activity reports, documentation photographs, as well as journal articles, scholarly books, and previous studies relevant to the research focus.

In this qualitative study, the researcher served as the primary research instrument responsible for collecting, processing, analyzing, and interpreting the research data (Basri, H., & Ab Rahman, Z., 2025). To support the data collection process, the researcher employed supporting instruments in the form of interview guidelines, observation guidelines, and documentation formats. The interview guidelines were systematically designed based on the research focus to ensure that the data collection process was conducted in a directed and in-depth manner in accordance with the objectives of the study.

The data collection procedures were carried out through three primary techniques: interviews, observation, and documentation. The interview technique was conducted through in-depth interviews with stakeholders to obtain information regarding their roles, patterns of involvement, obstacles encountered, and strategies implemented in the development of the PAI curriculum. Observation was conducted by directly examining activities and environmental conditions within the school related to the process of PAI curriculum development. Meanwhile, documentation was carried out by reviewing various relevant documents to strengthen and complement the data obtained from interviews and observations.

The data analysis in this study employed the interactive analysis model developed by Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña (2014), which consists of three stages: data condensation, data display, and conclusion drawing/verification. During the data condensation stage, the researcher carried out the processes of selecting, simplifying, and focusing the data obtained from the field. Subsequently, the data were presented in the form of narrative descriptions to facilitate understanding and analysis. The final stage involved drawing

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conclusions based on the research findings, which were continuously verified throughout the research process.

The validity of the data in this study was tested through source triangulation and technique triangulation. Source triangulation was conducted by comparing data obtained from different informants or stakeholders, while technique triangulation was carried out by comparing data derived from interviews, observations, and documentation. In addition, the researcher conducted member checking with the informants to ensure the conformity between the research data, interpretations, and the actual conditions in the field. Therefore, the data obtained in this study are expected to possess a high level of credibility, validity, and reliability, thereby producing accurate research findings that can be scientifically justified.

RESULTS

The findings of this study were obtained through in-depth interviews with five key informants who were directly involved in the process of developing the Islamic Religious Education (PAI) curriculum at SMPN 4 Pringgabaya, namely the principal, two PAI teachers, the vice principal for curriculum affairs, and the school committee. The interview data were then analyzed thematically to identify the roles of stakeholders in the development of the PAI curriculum at the school.

Based on the interview results with the principal, it was found that the development of the PAI curriculum is perceived as a collective responsibility of all elements of the school and the community. The principal stated that stakeholder involvement is necessary to ensure that the developed curriculum not only fulfills administrative standards but is also relevant to students' needs and the social environment of the community. In the interview, the principal stated:

> *"The development of the PAI curriculum cannot be solely assigned to religious education teachers. All parties must be involved, including the school, teachers, the committee, and parents, because students' character education is also influenced by their environment outside the school."*

This statement demonstrates an institutional awareness that the development of the PAI curriculum requires a collaborative approach. The principal positioned stakeholders as an integral part of building a curriculum that is adaptive to students' needs. This also indicates that school leadership plays a strategic role in fostering a participatory culture in curriculum development.

This perspective was reinforced by the vice principal for curriculum affairs, who explained that the process of preparing and evaluating the PAI curriculum is conducted through school

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deliberation forums involving several related stakeholders. The vice principal stated:

> *"At the beginning of every academic year, we conduct evaluations and prepare curriculum programs together with teachers, especially PAI teachers. We also involve the school committee to provide input regarding students' needs and the community environment."*

This explanation indicates that the pattern of collaboration established within the school has moved toward a participatory approach. The involvement of the school committee in the evaluation and preparation of the curriculum serves as an indicator that the school seeks to create a communication space between the educational institution and the community. Nevertheless, observations and follow-up interviews revealed that such involvement remains more dominant at the consultative stage rather than in full decision-making processes.

Furthermore, the interview results with the first PAI teacher revealed that stakeholders make significant contributions to supporting the implementation of the PAI curriculum, particularly in character building among students. The teacher explained:

> *"The PAI curriculum will be difficult to succeed if it is only implemented in the classroom. The support of parents and the community environment is very important so that the values taught at school can be practiced by students in their daily lives."*

This statement illustrates that the development of the PAI curriculum is not only related to curriculum documents and instructional planning but also concerns the sustainability of implementing Islamic educational values within students' social lives. Therefore, external stakeholders such as parents and the community play a significant role in strengthening the effectiveness of the PAI curriculum.

Meanwhile, the second PAI teacher highlighted challenges in building synergy among stakeholders. In the interview, the teacher stated:

> *"Sometimes communication between the school and parents has not functioned optimally. Some parents are less active in participating in school activities, so student character development programs do not always run as expected."*

These interview findings indicate that the primary obstacle in the development of the PAI curriculum lies in aspects of communication and stakeholder participation. The limited involvement of some parents has caused the process of internalizing Islamic values to be less than optimal within the family environment. This condition demonstrates a gap between the ideal objectives of the PAI curriculum and the realities of its implementation in practice.

On the other hand, the school committee emphasized that it seeks to act as a mediator between the school and the community in supporting the development of the PAI curriculum.

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During the interview, the school committee stated:

> *"We support school programs, especially those related to religious education and students' moral development. Usually, we help provide input and facilitate communication with parents."*

This statement indicates that the school committee performs a strategic function as a partner of the school in building relationships with the community. The committee's role is not merely administrative but also serves as a facilitator of social communication in supporting the success of PAI curriculum development. Through the support of the school committee, the school gains broader opportunities to adapt the curriculum to the social needs of the surrounding community.

Based on the overall interview findings, it was discovered that the forms of stakeholder involvement in the development of the PAI curriculum at SMPN 4 Pringgabaya include participation in program planning, curriculum evaluation, support for the implementation of character education, and providing input regarding students' needs. The collaboration patterns established take place through school meetings, deliberation forums, informal communication, and religious-based student development activities. However, the level of stakeholder participation has not yet been fully optimal due to obstacles such as limited communication, low involvement of some parents, and uneven stakeholder understanding regarding the development of the PAI curriculum.

The research findings also revealed that the supporting factors for the development of the PAI curriculum at this school include the commitment of the principal, cooperation among teachers, support from the school committee, and the emergence of a religious culture within the school environment. Conversely, the inhibiting factors include limited coordination among stakeholders, the lack of active participation from parents, and limited curriculum evaluation forums that directly involve the community. These factors affect the effectiveness of PAI curriculum development at both the planning and implementation stages.

The findings of this study demonstrate that stakeholders play a highly important role in the development of the PAI curriculum at SMPN 4 Pringgabaya. Stakeholder involvement contributes to strengthening curriculum relevance, shaping students' character, and improving the quality of Islamic education implementation within the school. However, the effectiveness of these roles still requires further enhancement through improved communication, the optimization of collaborative forums, and the development of a participatory culture among educational stakeholders. Therefore, the development of the PAI curriculum can be implemented

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in a more integrative, contextual, and sustainable manner in accordance with contemporary educational needs.

DISCUSSION

Based on the findings of the study, it was revealed that stakeholders play a highly strategic role in the development of the Islamic Religious Education (PAI) curriculum at SMPN 4 Pringgabaya. These roles are not limited to administrative aspects alone but also encompass ideological, social, pedagogical, and cultural dimensions in constructing a PAI curriculum that is relevant to students' needs and societal development. The findings of this research demonstrate that the development of the PAI curriculum requires the collective involvement of various stakeholders in order to achieve the objectives of Islamic education optimally. In this context, the research findings can be analyzed into five primary forms of stakeholder roles in the development of the PAI curriculum.

First, stakeholders function as policy directors and determinants of the orientation of PAI curriculum development. The findings indicate that the principal occupies a central position in shaping the direction of curriculum development policies through a participatory approach. The principal acts not only as an educational administrator but also as a transformational leader who integrates the needs of the school, students, and the community within the curriculum development process. These findings are consistent with the educational leadership theory proposed by Mulyasa, who argues that school principals perform strategic functions as educators, managers, administrators, supervisors, leaders, innovators, and motivators in improving educational quality. From the perspective of Islamic education, this leadership role is also aligned with the principle of deliberation (musyawarah) as stated in the Holy Qur'an, Surah Ash-Shūrā verse 38, which emphasizes the importance of decision-making through consultation and collective participation. Therefore, stakeholder involvement in determining the direction of curriculum development reflects the school's efforts to establish a democratic educational system that is responsive to social needs (Darain, A. S. D., & Hadi, S., 2026; Wideman, T. H., et al., 2018).

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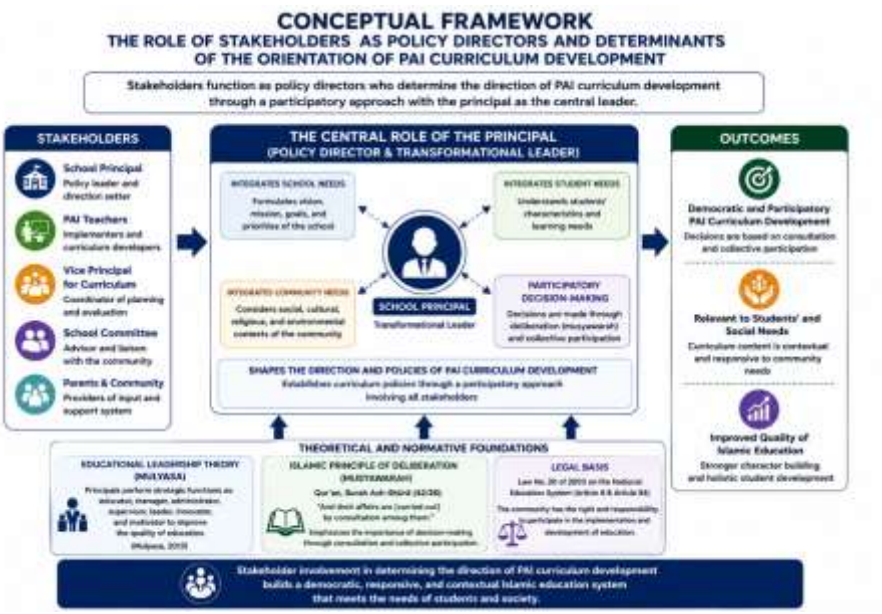


Figure 1. Stakeholders function as policy directors and determinants of the orientation of PAI curriculum development

The conceptual framework illustrates that stakeholders hold a strategic position as policy directors in determining the orientation of Islamic Religious Education (PAI) curriculum development through a participatory approach centered on the leadership of the principal. The principal functions as a transformational leader who integrates the needs of the school, students, and the community within the curriculum development process. The involvement of PAI teachers, the vice principal for curriculum affairs, the school committee, and parents reflects a collaborative pattern in educational decision-making. This framework also emphasizes that the development of the PAI curriculum is not merely based on administrative aspects but must be grounded in educational leadership theory, the Islamic principle of deliberation (musyawarah), and national educational regulations. Through synergy among stakeholders, the PAI curriculum is expected to create a democratic, contextual, and socially responsive educational system that supports the improvement of Islamic education quality and the holistic character development of students (Pietarinen, J., et al., 2017; Al Awwaby, M. S., et al., 2025; Albar, M. K., et al., 2024).

Second, stakeholders serve as collaborative partners in the process of designing and evaluating the PAI curriculum. Based on interviews with the vice principal for curriculum affairs, it was found that curriculum development is carried out through deliberative forums involving teachers, the school committee, and other related parties. This indicates that curriculum development within the school is no longer centralized but has begun to move toward a

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collaborative curriculum development approach. These findings are relevant to the participatory curriculum development theory proposed by Nana Syaodih Sukmadinata, who emphasizes that a curriculum becomes more effective when developed through the involvement of various educational and community elements. Stakeholder involvement in curriculum evaluation also demonstrates an awareness that the curriculum must remain dynamic and adaptive to social change (Watt-Watson, J., et al., 2017; Fauziah, A., & Rozi, M. A. F., 2025)). Nevertheless, this study found that stakeholder participation patterns are still at the consultative level and have not fully reached the stage of collective decision-making. This condition indicates that the participatory culture in PAI curriculum development still requires institutional strengthening.

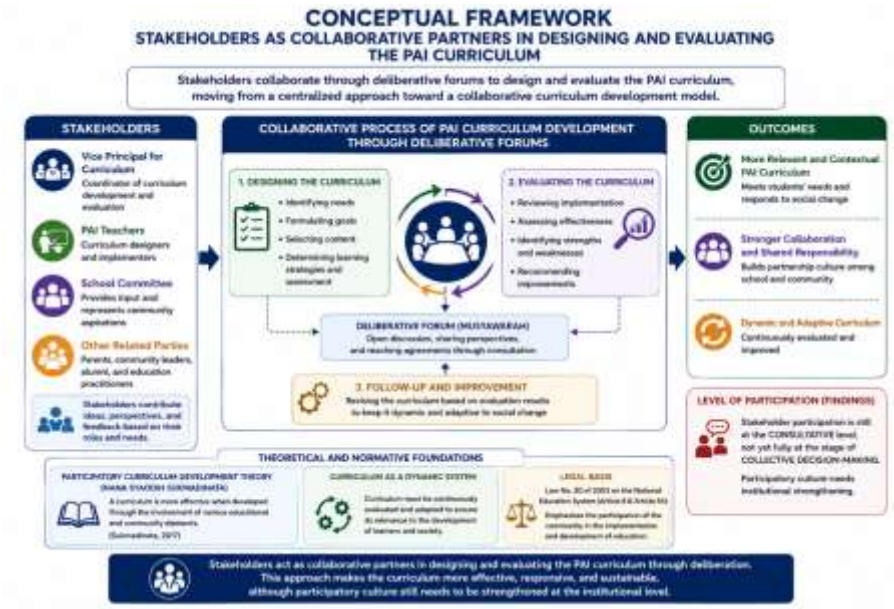


Figure 2. Stakeholders serve as collaborative partners in the process of designing and evaluating the PAI curriculum

The conceptual framework demonstrates that stakeholders function as collaborative partners in the process of designing and evaluating the Islamic Religious Education (PAI) curriculum through deliberative and participatory forums. The involvement of the vice principal for curriculum affairs, PAI teachers, the school committee, parents, and community representatives indicates a shift from a centralized curriculum model toward a collaborative curriculum development approach. This framework highlights that curriculum development is conducted through stages of planning, implementation review, evaluation, and continuous improvement to ensure that the curriculum remains dynamic, contextual, and responsive to social

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change. Grounded in participatory curriculum development theory and the concept of curriculum as a dynamic system, the framework emphasizes that stakeholder collaboration contributes to stronger school-community partnerships and more adaptive curriculum outcomes (Ledel Solem, I. K., et al., 2020; Hayward, L. M., & Li, L., 2017). However, the findings also reveal that stakeholder participation remains largely consultative, indicating that participatory culture and collective decision-making processes still require further institutional strengthening.

Third, stakeholders act as supporters of the implementation of Islamic educational values within students' social lives. The findings reveal that PAI teachers perceive the involvement of parents and the community as an important factor in the successful implementation of the PAI curriculum. This indicates that Islamic education cannot be confined solely to classroom settings but must also be integrated into family and community environments. These findings are in line with the perspective of Muhaimin, who states that Islamic education should be oriented toward integrating Islamic values with the realities of social life. In this context, external stakeholders such as parents and the community function as agents of value socialization who strengthen the internalization of Islamic teachings in students' lives. Normatively, this concept is also consistent with the objectives of Islamic education, which emphasize the formation of insan kāmil, namely individuals who develop spiritually, morally, intellectually, and socially. Therefore, the development of the PAI curriculum requires continuity between formal education in schools and informal education within family and community settings.

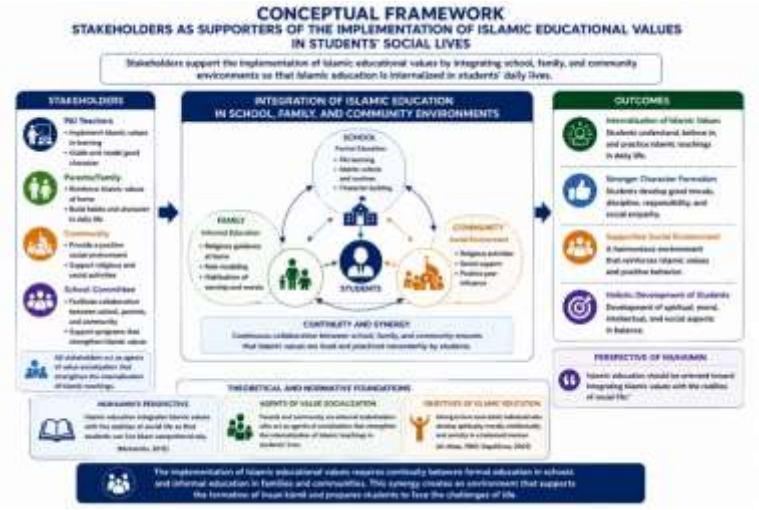


Figure 3. Stakeholders act as supporters of the implementation of Islamic educational values within students' social lives

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The conceptual framework highlights that the effectiveness of Islamic Religious Education (PAI) curriculum development is strongly influenced by the integration of educational values across school, family, and community environments. The framework emphasizes that stakeholders act as socialization agents who collectively reinforce the internalization of Islamic values in students' daily lives through continuous cooperation and shared responsibility. This interconnected relationship creates a supportive educational ecosystem that fosters students' spiritual, moral, intellectual, and social development in a balanced manner. Furthermore, the framework reflects the perspective that Islamic education should not be limited to formal instructional settings but must extend into broader social contexts to ensure the formation of holistic individuals (insan kāmil) who are capable of applying Islamic values within contemporary social realities.

Fourth, stakeholders function as communication mediators and connectors between the school and the community. The research findings indicate that the school committee performs a strategic function in bridging communication between the school and parents, particularly in supporting religious education programs and students' character development. These findings demonstrate that the school committee does not merely function as an administrative institution but also as a social bridge in establishing social relationships between the school and the community. This role aligns with the concept of school-community partnership, which emphasizes the importance of synergistic relationships between educational institutions and their social environments (Fitrianto, I., & Farisi, M., 2025; Alkaher, I., & Gan, D., 2020). Furthermore, Law Number 20 of 2003 concerning the National Education System also affirms that the community has both the right and responsibility to participate in educational implementation. Therefore, the existence of the school committee constitutes an important element in creating a contextual PAI curriculum development process that is based on community needs.

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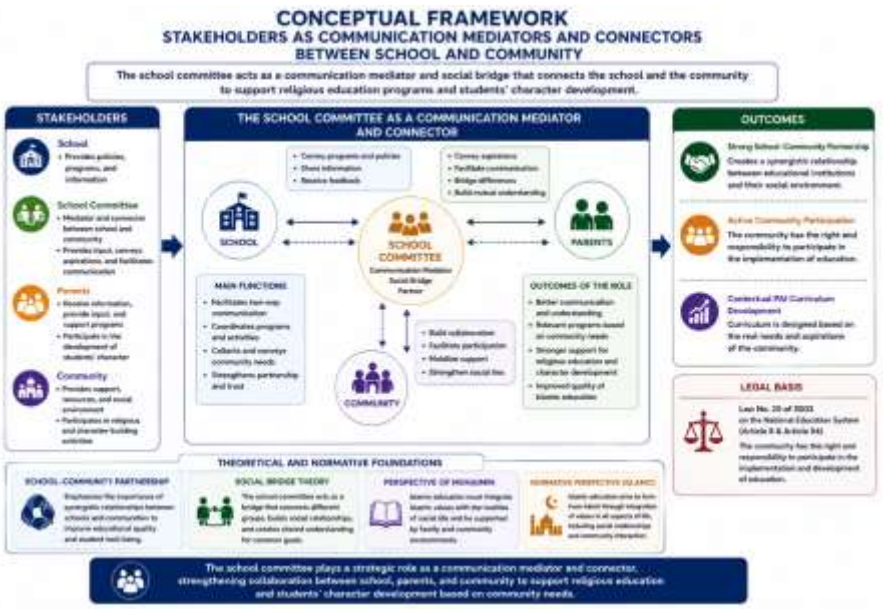


Figure 4. Stakeholders function as communication mediators and connectors between the school and the community

The conceptual framework illustrates that the school committee plays a pivotal role in strengthening institutional relationships through communication mediation and social partnership mechanisms. By connecting schools, parents, and the wider community, the committee facilitates the exchange of aspirations, feedback, and educational needs that contribute to more contextual and socially responsive curriculum development. This framework also reflects the importance of community participation as mandated within the national education system, where educational responsibility is shared collectively among educational institutions and society. Consequently, effective communication and mutual collaboration among stakeholders become essential elements in creating sustainable educational support systems that enhance students' character development and the overall quality of Islamic education.

Fifth, stakeholders function both as supporting factors and as challenges in the effectiveness of PAI curriculum development. The findings demonstrate that the success of curriculum development is supported by the commitment of the principal, cooperation among teachers, the school's religious culture, and support from the school committee. However, this study also identified obstacles in the form of weak communication, low participation from some parents, and limited evaluation forums involving the community actively. These findings indicate that the effectiveness of PAI curriculum development is greatly influenced by the quality of social

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relationships among educational stakeholders. From the perspective of educational ecology theory, schools are part of a social system interconnected with families and communities (Stanley, K., & Kuo, N. C., 2022; Khadija, H., 2022; Maqhubela, V., 2022). Therefore, weaknesses in one element of this system will affect the effectiveness of educational implementation. These findings also reinforce previous studies which explain that the success of curriculum development is strongly influenced by the quality of collaboration among educational stakeholders.

The findings of this study demonstrate that stakeholders make a fundamental contribution to the development of the PAI curriculum at SMPN 4 Pringgabaya. Stakeholder involvement not only strengthens the relevance of the curriculum to students' and society's needs but also supports character formation and the continuous internalization of Islamic values. However, this study also emphasizes that effective PAI curriculum development requires the strengthening of collaborative culture, the optimization of communication among stakeholders, and the expansion of community participation in educational decision-making processes. Thus, the development of the PAI curriculum can proceed in a more integrative, contextual, and sustainable manner, oriented toward producing generations with Islamic character who are responsive to contemporary challenges.

CONCLUSION

In conclusion, this study demonstrates that stakeholders play fundamental and multidimensional roles in the development of the Islamic Religious Education (PAI) curriculum at SMPN 4 Pringgabaya. Stakeholders function as policy directors who determine the orientation of curriculum development through participatory leadership and democratic decision-making processes. They also serve as collaborative partners in designing, evaluating, and continuously improving the curriculum through deliberative forums involving various educational elements. Furthermore, stakeholders act as supporters of the implementation of Islamic educational values by integrating formal education in schools with informal educational environments within families and communities. In addition, stakeholders function as communication mediators and social connectors who strengthen relationships between schools, parents, and society in supporting religious education and students' character development. Finally, stakeholders simultaneously serve as supporting and challenging factors that influence the effectiveness of curriculum development, as the success of the PAI curriculum is strongly shaped by the quality of communication, collaboration, and social relationships among educational stakeholders. Therefore, strengthening participatory culture, institutional collaboration, and stakeholder

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synergy is essential to developing a contextual, adaptive, and sustainable PAI curriculum that is responsive to contemporary educational and social needs.

FUTURE DIRECTIONS

Future research on stakeholder involvement in the development of the Islamic Religious Education (PAI) curriculum should move beyond descriptive analyses of stakeholder participation toward a deeper exploration of the quality, intensity, and sustainability of collaborative interactions among educational actors. Future studies are encouraged to examine how communication patterns, participatory leadership, and institutional culture influence the effectiveness of collaborative curriculum development. Such investigations would enable the construction of a more comprehensive participatory framework capable of identifying the balance between consultative participation and collective decision-making processes. This direction is particularly important in the context of Islamic education, where curriculum development must integrate democratic educational practices with the internalization of Islamic values and character formation.

Furthermore, future studies should investigate the mediating variables that indirectly affect the success of PAI curriculum development, including organizational culture, stakeholder commitment, communication effectiveness, parental engagement, and community support. The findings of the current study indicate that stakeholder involvement does not always directly determine curriculum effectiveness; however, its indirect influence through collaboration quality, social relationships, and institutional synergy deserves further scholarly attention. Expanding methodological approaches through mixed methods or longitudinal studies would provide a broader understanding of how stakeholder participation contributes to the sustainability, adaptability, and contextual relevance of the PAI curriculum over time.

Another important direction for future research lies in comparing stakeholder involvement models across different educational contexts, such as public schools, Islamic boarding schools, and private Islamic educational institutions. Comparative studies would provide valuable insights into how socio-cultural environments, institutional policies, and leadership patterns shape stakeholder participation in curriculum development. In addition, future research should critically explore the role of digital communication platforms and technology-based collaboration in strengthening stakeholder engagement within educational institutions. As educational systems increasingly adapt to technological transformation and social change, understanding how digital ecosystems facilitate communication, deliberation, and collaborative curriculum planning will contribute to

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developing a more adaptive, participatory, and contextually responsive model of Islamic education curriculum development.

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