

The Influence of Islamic Education Curriculum Review on Teacher Commitment and Its Relevance to the History of Islamic Education

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Article History: Received: 08-11-2025, Revised: 13-12-2025, Accepted: 15-12-2025, Published: 29-12-2025

Abstract

This study investigates the influence of Islamic Education (PAI) curriculum review, specifically curriculum understanding, implementation, and evaluation, on teacher commitment, while situating the findings within the historical trajectory of Islamic education. The study addresses ongoing concerns that PAI curricula have not fully responded to learners' needs in the digital era, highlighting the importance of systematic curriculum review to sustain pedagogical relevance and professional engagement. Employing a quantitative approach with survey method, data were collected through a Likert-scale questionnaire administered to 120 PAI teachers from MAN 1 and MAN 2 Batam City, selected using simple random sampling. The data satisfied the normality assumption ($p > 0.05$), and the instrument demonstrated high reliability (Cronbach's Alpha = 0.870). Multiple regression analysis reveals that curriculum understanding, implementation, and evaluation significantly influence teacher commitment ($p < 0.05$), with curriculum understanding emerging as the strongest predictor. The regression model explains 65% of the variance in teacher commitment ($R^2 = 0.650$). Interpreted from a historical perspective, these findings indicate that strengthening teachers' conceptual mastery of the curriculum reinforces professional responsibility and instructional consistency, while enabling adaptation to contemporary educational demands without compromising core Islamic values. This study concludes that systematic PAI curriculum review not only enhances teacher commitment but also supports the continuity and resilience of Islamic education in modern learning contexts.

Keywords:

history of Islamic education; PAI curriculum; teacher commitment

Abstrak

Penelitian ini mengkaji pengaruh telaah kurikulum Pendidikan Agama Islam (PAI), yang meliputi pemahaman kurikulum, implementasi, dan evaluasi, terhadap komitmen guru, serta menempatkan temuan penelitian dalam kerangka historis perkembangan pendidikan Islam. Studi ini berangkat dari kekhawatiran bahwa kurikulum PAI belum sepenuhnya merespons kebutuhan peserta didik di era digital, sehingga diperlukan telaah kurikulum yang sistematis untuk menjaga relevansi pedagogis dan keterlibatan profesional guru. Penelitian ini menggunakan pendekatan kuantitatif dengan pengumpulan data melalui angket berskala Likert yang diberikan kepada 120 guru PAI di MAN 1 dan MAN 2 Kota Batam, yang dipilih menggunakan teknik simple random sampling. Data memenuhi asumsi normalitas ($p > 0,05$), dan instrumen penelitian menunjukkan reliabilitas yang tinggi (Cronbach's Alpha = 0,870). Hasil analisis regresi berganda menunjukkan bahwa pemahaman kurikulum, implementasi, dan evaluasi kurikulum berpengaruh signifikan terhadap komitmen guru ($p < 0,05$), dengan pemahaman kurikulum sebagai prediktor paling dominan. Model regresi

mampu menjelaskan 65% variasi komitmen guru ($R^2 = 0,650$). Ditinjau dari perspektif sejarah pendidikan Islam, temuan ini mengindikasikan bahwa penguatan penguasaan konseptual guru terhadap kurikulum dapat memperkuat tanggung jawab profesional dan konsistensi pembelajaran, sekaligus memungkinkan adaptasi terhadap tuntutan pendidikan kontemporer tanpa mengikis nilai-nilai inti Islam. Penelitian ini menyimpulkan bahwa telaah kurikulum PAI yang sistematis tidak hanya meningkatkan komitmen guru, tetapi juga menopang kesinambungan dan ketahanan pendidikan Islam dalam konteks pembelajaran modern.

Kata Kunci:

komitmen guru; kurikulum PAI; sejarah pendidikan Islam



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Introduction

Islamic Education (PAI) occupies a strategic and constitutionally mandated position within Indonesia's national education system because it contributes directly to shaping students' faith, morality, and character. As stipulated in the National Education System Act (Law No. 20/2003), religious education is a compulsory component of primary and secondary schooling and is intended to develop learners who are faithful, pious, and ethically responsible. This mandate is further reinforced by Government Regulation (Law No. 55/2007) on Religious Education and Religious Institutions, which emphasizes that Islamic Religious Education must guide students toward understanding, appreciating, and practicing Islamic teachings in a holistic manner. In addition, Law No. 18 of 2019 concerning Islamic Boarding Schools (*Pesantren*) affirms the central role of Islamic educational institutions in cultivating religious knowledge, character formation, and social responsibility, thereby underscoring the continuity of Islamic educational values across both formal schooling and pesantren traditions. Because of this foundational legal and moral framework, discussions of the PAI curriculum cannot be reduced to administrative or technical considerations alone; rather, they engage the ethical, pedagogical, and intellectual architecture of Islamic education in Indonesia.

Yet the learning landscape of the twenty-first century—particularly the acceleration of digitalization—has introduced new pedagogical demands for PAI. Students now inhabit an information ecosystem that is abundant, fast-moving, and frequently detached from ethical filtering, requiring PAI instruction to be more contextual, digitally literate, and capable of translating Islamic teachings into frameworks meaningful for contemporary life challenges (OECD, 2018; UNESCO, 2021). In this setting, the urgency of curriculum strengthening lies not only in updating content but also in ensuring that teachers possess adequate conceptual and pedagogical resources to navigate technological change while preserving the integrity of Islamic values.

Within this framework, reviewing the PAI curriculum becomes a crucial academic and practical agenda. A curriculum review should not be limited to reading formal documents; rather, it involves examining the coherence of educational aims, content structures, instructional strategies, and assessment systems in light of students' needs and social transformation. Classic and contemporary curriculum scholarship affirms that curriculum design significantly shapes what teachers teach

and how they teach it (Tyler, 1949; Ornstein & Hunkins, 2018). Accordingly, this study conceptualizes the review of the PAI curriculum through three interrelated dimensions—curriculum understanding, implementation, and evaluation—as an analytical basis for explaining variations in teacher commitment in madrasah-based PAI instruction.

Teacher commitment is widely recognized as a decisive factor in the successful enactment of any curriculum, including PAI. In organizational and educational research, commitment is commonly conceptualized through three interrelated components: affective commitment (emotional attachment to the profession and institution), normative commitment (a sense of moral obligation to remain and serve), and continuance commitment (the perceived costs of leaving) (Meyer & Allen, 1991). When these dimensions are strong, teachers are more likely to internalize curricular goals, maintain instructional consistency, and invest effort in refining classroom practice. Conversely, weak commitment may result in compliance that is procedural rather than pedagogically meaningful. By foregrounding teacher commitment as an outcome variable, this study assumes that curriculum-related knowledge and practices are not merely technical matters but are also deeply connected to teachers' professional identity, motivation, and long-term dedication (Hargreaves & Fullan, 2012).

The broader literature on educational change further suggests that teacher commitment is strengthened when curriculum reform is relevant, coherent, and supported by opportunities for professional agency. Curriculum initiatives that provide clear conceptual rationales, encourage reflective practice, and involve teachers as active interpreters of policy tend to enhance ownership and reduce reform fatigue (Fullan, 2007). This insight is particularly consequential for PAI, where teachers are expected to integrate enduring Islamic values with the pedagogical and technological realities of contemporary learning. In this sense, a rigorous review of curriculum understanding, implementation, and evaluation does not only measure technical readiness; it also helps explain why some teachers engage creatively with curriculum renewal while others respond minimally. Therefore, situating teacher commitment within the dynamics of curriculum review enables this study to connect micro-level teacher dispositions with macro-level curricular transformations in Indonesia's madrasah context.

Beyond contemporary policy and pedagogical concerns, the review of the PAI curriculum also gains significance when situated within the longer trajectory of Islamic educational history. Indonesia's Islamic education has long demonstrated a pattern of continuity and adaptation—ranging from early pesantren traditions to the formalization and modernization of madrasah systems in the twentieth century (Dhofier, 1980; Steenbrink, 1986). This historical trajectory suggests that curricular change is not necessarily a rupture with tradition; rather, it can function as a mechanism to rearticulate enduring Islamic principles within new social and intellectual conditions (Azra, 2004). Thus, positioning curriculum review within a historical lens allows this study to assess whether current curricular orientations preserve core educational values while enabling meaningful engagement with contemporary realities.

Despite growing scholarship on Islamic education, empirical studies that simultaneously examine the relationship between PAI curriculum review (in terms of understanding, implementation, and evaluation) and teacher commitment remain

scarce — especially within the context of Indonesian madrasahs. Existing studies tend to treat “curriculum quality,” “teaching professionalism,” or “religious education reform” as separate domains (Tjabolo & Otaya, 2019; Anisaturrizqi, 2023; Nasution, 2025), rather than investigating how teachers’ understanding of the curriculum, their implementation practices, and their capacity for curriculum evaluation jointly shape their professional commitment. Even when the historical background of Islamic education is acknowledged, it is rarely used as an interpretive framework to assess the direction and meaning of contemporary curriculum renewal (Asrori, 2025; Moslimany, 2024). This study seeks to fill these gaps by employing a consolidated analytical model that links micro-level dynamics of teacher commitment with macro-level processes of curriculum development and historical continuity in Islamic education.

From a theoretical perspective, this study is grounded in curriculum theory and teacher commitment theory. Curriculum theory conceptualizes the curriculum as an integrated system of objectives, content, implementation, and evaluation that shapes teachers’ instructional practices (Tyler, 1949; Ornstein & Hunkins, 2018). Teacher commitment theory, particularly the three-component model of affective, normative, and continuance commitment (Meyer & Allen, 1991), provides a framework for understanding how teachers’ curriculum understanding and enactment influence their professional dedication. By integrating these perspectives, this study positions curriculum review as a key mechanism linking pedagogical structure with teacher commitment, while situating curriculum renewal within the historical continuity of Islamic education rather than as a break from tradition.

Several previous studies have examined aspects of curriculum quality, teacher professionalism, or Islamic education reform in isolation. For example, Tjabolo and Otaya (2019) focus on teacher performance evaluation, Anisaturrizqi (2023) emphasizes professional competence, and Nasution (2025) discusses curriculum adaptation in Islamic education without explicitly linking curriculum review processes to teacher commitment. Other studies acknowledge the historical context of Islamic education but treat it mainly as background rather than as an analytical framework for interpreting contemporary curriculum change (Asrori, 2025; Moslimany, 2024). In contrast, the present study offers novelty by integrating three dimensions of curriculum review—understanding, implementation, and evaluation—as simultaneous predictors of teacher commitment, while interpreting the findings through the lens of Islamic educational history. Based on this gap, the study aims to analyze the extent to which PAI curriculum review influences teacher commitment and to assess its relevance within the historical continuity of Islamic education in Indonesian madrasahs.

Accordingly, this study aims to analyze the extent to which the review of the PAI curriculum—operationalized through curriculum understanding, implementation, and evaluation— influences teacher commitment, and to interpret these findings in relation to the historical development of Islamic education. Using a quantitative design and multiple regression analysis, the research investigates PAI teachers at MAN 1 and MAN 2 Batam City. The study hypothesizes that the three dimensions of curriculum review significantly predict teacher commitment, with curriculum understanding expected to play the most substantial role. By integrating empirical analysis with a historically grounded interpretation, this article seeks to

contribute to more responsive, context-sensitive, and value-consistent formulations of PAI curriculum development in Indonesia.

Methods

This study employs to analyze the influence of PAI curriculum review on teacher commitment and its relevance within the context of the History of Islamic Education. The study population comprises all PAI teachers at the senior secondary level in MAN 1 and MAN 2 Batam City. Sampling was conducted using probability sampling with a simple random sampling technique, ensuring that each teacher had an equal opportunity to be selected as a respondent. The sample size was determined using Slovin's formula, resulting in 120 respondents.

Data were collected using a Likert-scale questionnaire covering four variables: the independent variables of curriculum understanding (X1), curriculum implementation (X2), and curriculum evaluation (X3), and the dependent variable teacher commitment (Y). Normality was tested using the Kolmogorov–Smirnov test, while reliability was assessed using Cronbach's Alpha. Multiple linear regression was applied to examine both the simultaneous and partial effects of the independent variables on the dependent variable. All data processing and statistical analyses were performed using

This study employed a quantitative research approach using a survey design to examine the influence of Islamic Education (PAI) curriculum review on teacher commitment and to interpret its relevance within the historical context of Islamic education. The research was conducted at MAN 1 and MAN 2 Batam City, Indonesia, during the 2024 academic year. These two madrasahs were selected because they represent state Islamic senior secondary schools that implement the national PAI curriculum.

The research population consisted of all Islamic Education (PAI) teachers teaching at the senior secondary level in MAN 1 and MAN 2 Batam City. Sampling was carried out using probability sampling with a simple random sampling technique, ensuring that each teacher had an equal opportunity to be selected as a respondent. The sample size was determined using Slovin's formula, resulting in a total of 120 respondents. The respondents were considered relevant to the research objectives because they are directly involved in understanding, implementing, and evaluating the PAI curriculum in classroom practice.

Data were collected using a structured questionnaire with a Likert-scale format. The instrument measured four main variables: curriculum understanding (X1), curriculum implementation (X2), curriculum evaluation (X3), and teacher commitment (Y). Curriculum understanding covered teachers' comprehension of curriculum objectives, content structure, and learning outcomes. Curriculum implementation measured teachers' practices in delivering instructional materials, applying teaching strategies, and managing learning activities. Curriculum evaluation assessed teachers' involvement in assessing learning outcomes, reflecting on instructional effectiveness, and using evaluation results for improvement. Teacher commitment was measured through indicators reflecting professional dedication, responsibility, and consistency in carrying out instructional duties.

Prior to hypothesis testing, data were examined to ensure compliance with statistical assumptions. Normality was tested using the Kolmogorov–Smirnov test, while the reliability of the instrument was assessed using Cronbach's Alpha. Multiple

linear regression analysis was employed to analyze both the partial and simultaneous effects of curriculum understanding, implementation, and evaluation on teacher commitment. All data processing and statistical analyses were conducted using the Statistical Package for the Social Sciences (SPSS) version 25.

Results and Discussion

Research Results

The normality test is an important preliminary step in statistical analysis to ensure that the data obtained in a study meet the assumption of a normal distribution. In the context of this research, a normality test was conducted to examine the distribution of teacher commitment data as influenced by the review of the PAI curriculum. One commonly used method for testing normality is the Kolmogorov-Smirnov test. The results are considered to indicate a normal distribution when the p-value (significance) is greater than 0.05 ($p > 0.05$). The following table presents the normality test results for this study:

Table 1. Normality Test

Variable	Kolmogorov-Smirnov Statistic	df	Sig. (p)
Teacher commitment	0.078	120	0.123

Source: Research data, 2025

Based on the SPSS version 25 analysis presented in the table above, the normality test produced a p-value of 0.123, which is greater than 0.05, indicating that the teacher commitment data are normally distributed. This finding is consistent with Sugiyono (2018) and is further supported by several previous studies. Ghasemi and Zahediasl (2016) state that normality testing is essential to ensure the validity of using parametric statistical methods. Meanwhile, Razali and Wah (2017) show that the Kolmogorov-Smirnov test is effective for samples exceeding 50 respondents. Another study by Thomas et al. (2019) confirms that meeting the normality assumption improves the accuracy of predictive models in educational research. In addition, Uysal and Kılıç (2022) notes that normally distributed data contribute to the stability of regression estimates, thereby producing more valid interpretations.

Before conducting inferential analysis, the initial step in this study was to examine data characteristics through descriptive statistics. This analysis aims to provide an overall picture of the distribution, central tendency, and variability of each research variable. By understanding the basic patterns of the data, researchers can ensure that the data meet preliminary assumptions and are appropriate for further analysis using advanced statistical methods. The table is presented below:

Table 2. Descriptive Statistics

Variable	N	Mean	Std. Deviation	Minimum	Maximum
Teacher commitment	120	75	10	52	98

Source: Research data, 2025.

The descriptive statistics table in this study shows that the teacher commitment variable has a mean score of 75 with a standard deviation of 10 among a total of 120 respondents. The minimum score is 52, while the maximum reaches 98, indicating a fairly wide variation in levels of teacher commitment across respondents. Overall, a mean score above the midpoint of the scale suggests that most teachers demonstrate

a relatively high level of commitment to the implementation of the PAI curriculum. The resulting data distribution also appears stable and shows no extreme deviations, thereby supporting the assumption of normality for subsequent analyses. This finding is in line with Isnawati et al (2023), who argues that teachers' commitment to the curriculum contributes significantly to the quality of instructional implementation. Crosswell and Elliott (2004) likewise found that teachers' perceptions of the curriculum influence professional commitment. Park et al. (2025), states that teacher commitment is shaped by institutional support and curriculum clarity. Martita et al (2024) emphasize that strong curriculum understanding enhances teachers' motivation and dedication. Durdukoca (2021) found that highly committed teachers are more consistent in implementing curriculum-based instruction, and Demir & Kizilhan (2021) report that teachers' perceptions of curriculum relevance are closely associated with their commitment levels. Thus, the relatively high teacher commitment observed in this study serves as a positive indicator for the implementation of the PAI curriculum in schools.

After confirming that the data are normally distributed, the next step is to conduct a reliability test to assess the consistency of the research instrument used. In this study, reliability was examined using Cronbach's Alpha. A commonly accepted criterion for good reliability is a value above 0.70. A strong reliability result allows researchers to be more confident that the findings are not merely coincidental but reflect actual conditions in the field. Accordingly, the results of this study may serve as a basis for decision-making in the development of a more effective PAI curriculum. The table is presented below:

Table 3. Reliability Test

Cronbach's Alpha	N of Items	Note
0.870	25	Very good

Source: Research data, 2025

Based on the table above, the Cronbach's Alpha value obtained is 0.87, indicating that the instrument used demonstrates very good reliability. This high level of reliability is important to ensure that the data collected genuinely reflect teachers' commitment to the PAI curriculum. By comparison, Sari (2019) reported a Cronbach's Alpha of 0.82 in a similar context, suggesting that the instrument employed in this study is likewise dependable. Other scholars also align with this interpretation. Taber (2018) notes that alpha values above 0.80 indicate strong reliability in psychological and educational research. Coulacoglou & Saklofske (2017) argues that high reliability is crucial for instruments measuring social variables. Dunn et al. (2013) explain that instruments with $\alpha > 0.85$ are considered highly stable and consistent. Ntumi and Twum (2022) highlights Cronbach's Alpha as the most commonly used indicator for testing the reliability of instruments in educational research, and Azmi and Radikun (2024) show that teacher-commitment instruments with $\alpha > 0.85$ exhibit good construct stability.

After conducting the normality and reliability tests, the next step is to perform multiple regression analysis to examine the influence of the independent variables X—curriculum understanding (X1), curriculum implementation (X2), and curriculum evaluation (X3)—on the dependent variable Y (teacher commitment). The following table presents the results of the multiple regression test for these four variables:

Table 4. Multiple Regression Test

Variabel Independen	Unstandardized B	Std. Error	t	Sig. (p)
(Konstanta)	15.20	4.10	3.70	0.000
Pemahaman Kurikulum (X1)	0.45	0.09	5.00	0.000
Implementasi Kurikulum (X2)	0.33	0.10	3.30	0.001
Evaluasi Kurikulum (X3)	0.28	0.11	2.60	0.010

Source: Research data, 2025

Based on the multiple regression results in Table 4, all independent variables (curriculum understanding, curriculum implementation, and curriculum evaluation) show significance values smaller than 0.05. This indicates that these three variables have significant effects on teacher commitment (Y). First, Curriculum Understanding (X1) has a coefficient of 0.45 with a significance value of 0.000, meaning that teachers' understanding of the curriculum exerts a positive and significant influence on their commitment. The better teachers understand the PAI curriculum, the higher the commitment they demonstrate in the teaching and learning process. This finding is supported by prior studies. Demir & Kizilhan (2021) found that curriculum understanding strengthens teacher commitment in instruction. Quirke et al. (2023) report that the ability to comprehend curricular structures enhances teacher professionalism. Boudouaia et al. (2024) emphasize that teacher commitment increases when teachers understand curricular goals, learning outcomes, and structure. Demirtaş and Karakış (2025) argue that curriculum literacy is directly associated with teacher loyalty and dedication, while Sügümlü (2022) found that teachers with higher curriculum literacy show greater perseverance and stronger work commitment.

Next, Curriculum Implementation (X2) shows a coefficient of 0.33 with a significance value of 0.001. This finding indicates that effective curriculum implementation also contributes to strengthening teacher commitment. In other words, the more effectively the curriculum is enacted in classroom practice, the stronger teachers' commitment to carrying out their professional responsibilities. This result is supported by relevant studies, including Nyaema et al (2021), who show that curriculum implementation influences teachers' positive attitudes. Fullan (2007) asserts that the success of curriculum implementation depends on teacher commitment. Makewa & Ngussa (2015) found that effective implementation increases teacher motivation and commitment. Ngussa (2015) show that teachers who receive implementation support are more motivated and demonstrate higher commitment, and Pan (2023) argue that successful implementation can predict teachers' long-term commitment.

Curriculum Evaluation (X3) also has a significant effect, with a coefficient of 0.28 and a significance value of 0.010. This positive effect suggests that systematic curriculum evaluation can enhance teacher commitment, particularly in improving instructional quality based on evaluation outcomes. Overall, the three independent variables contribute positively to teacher commitment in implementing the PAI curriculum. These findings reinforce the view that curriculum understanding, implementation, and evaluation are interrelated components that jointly strengthen teacher professionalism and commitment to PAI instruction. This is consistent with Gultom et al. (2014) who state that curriculum evaluation enhances teacher reflection and professional commitment. Dewi et al (2025) show that effective evaluation

encourages improvements in instructional quality and teacher commitment. Finnanger and Prøitz (2024) reveal that teachers involved in evaluation processes tend to participate more actively and show stronger commitment in instructional implementation. Maryati et al. (2024) emphasize that continuous evaluation encourages teachers to enhance teaching quality, and Hußner et al. (2023) finds that systematic curriculum evaluation strengthens the relationship between teacher reflection and work commitment.

Furthermore, the ANOVA test is used to determine whether the resulting regression model is appropriate to serve as a basis for further analysis. The ANOVA results for the regression model in this study are presented in the following table:

Table 6. ANOVA Test

Model	Sum of Squares	df	Mean Square	F	Sig. (p)
Regression	2760.30	3	920.10	25.67	0.000
Residual	1485.70	116	12.80		
Total	4246.00	119			

Source: Research data, 2025

Based on the ANOVA results in Table 6, the F value is 25.67 with a significance level of $p = 0.000$ ($p < 0.05$). This indicates that the regression model used in this study is simultaneously significant, confirming that the three independent variables collectively exert a joint effect on the dependent variable. Accordingly, the regression model is deemed appropriate for predicting changes in the outcome variable. These findings are consistent with Aydin et al. (2017), who report that curriculum understanding, implementation, and evaluation collectively enhance teacher commitment. Alonzo et al (2025), show that a combination of curriculum-related factors can predict teacher commitment in the long term, and Toala-Mendoza et al. (2025) find that curriculum-based regression models are simultaneously significant in predicting teacher commitment and job satisfaction.

The magnitude of the influence of the independent variables X (curriculum understanding, curriculum implementation, and curriculum evaluation) on the dependent variable Y (teacher commitment) is presented in the following table:

Tabel 7. R^2 Value

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	0.806	0.650	0.641	6.00

Source: Research data, 2025.

The results show that the R Square (R^2) value of 0.650 indicates that 65% of the variance in teacher commitment can be explained by the three independent variables in this study. In other words, curriculum understanding, curriculum implementation, and curriculum evaluation collectively contribute 65% to changes in teachers' commitment levels, while the remaining 35% is influenced by other factors not included in the model. This relatively high R Square suggests that the model has strong explanatory power. This finding is in line with Emi and Zaini (2020) who reports that strong curriculum understanding contributes to increased teacher motivation and commitment. Similarly, Ren (2023) state that curriculum factors significantly contribute to teachers' professional commitment. Amrein-Beardsley & Berliner (2020) emphasize that curriculum structure and management have a tangible

impact on teacher commitment, and Saji Lukose, et al. (2024), show that curriculum-related variables can explain more than 60% of changes in teacher commitment within predictive models.

Discussion

The findings of this study indicate that the review of the PAI curriculum has a significant influence on teacher commitment. The better teachers' understanding, implementation, and evaluation of the curriculum, the higher their professional commitment in carrying out the PAI learning process. This result aligns with Feby et al (2024), who affirm that clarity of curriculum structure and teacher involvement in implementation directly contribute to enhanced professionalism and educator commitment. Likewise, Rasyidin et al. (2025) emphasize that Islamic education teachers with strong curriculum understanding tend to demonstrate higher levels of professional attachment and responsibility. The relationship between curriculum quality and teacher commitment is further reinforced by more recent studies, such as Ma'arif et al (2025), who found that religious education teachers who understand core curriculum principles and conduct regular evaluation show greater dedication in fulfilling pedagogical responsibilities. In addition, Tengku et al (2022), in Islamic educational institutions, report that teacher commitment (affective, normative, and continuance commitment) increases significantly when the curriculum is systematically designed, relevant, and readily implementable.

These findings affirm that a structured, relevant, and continuously updated curriculum not only improves instructional effectiveness but also strengthens the foundations of teacher professionalism within Islamic education. Historically, PAI has deep roots in the long tradition of Islamic education, spanning the eras of *kuttab*, classical madrasahs, pesantren, and modern schooling systems. Across these historical periods, curriculum quality has consistently functioned as a determining factor in instructional success, while educators' commitment has served as the driving force sustaining the continuity of Islamic education. Studies by Fauzi et al (2024) emphasize that the development of Islamic education curricula from classical to modern times has always been accompanied by a need for teachers with strong moral and spiritual commitment. This resonates with the classical Islamic educational tradition in which teachers (*mu'allim* and *ustadz*) were known for robust spiritual and moral dedication, alongside curricula oriented toward *akhlaq*, knowledge cultivation, and social piety.

This study suggests that the same pattern remains evident today: a clear, relevant, and well-understood curriculum can strengthen teacher commitment—echoing the historical role of teachers in Islamic education as central agents of knowledge transmission and social transformation. The results are also consistent with Succarie (2024), who found that modern Islamic education curricula designed through contemporary approaches can enhance teachers' motivation and professional responsibility. Thus, the findings not only support contemporary theories on the relationship between curriculum and teacher commitment but also reaffirm the historical continuity that the success of Islamic education depends on two major pillars: curriculum quality and educator commitment. Moreover, highly committed teachers have been shown to improve instructional quality, strengthen student engagement, and create meaningful learning experiences, consistent with

Dhani (2020), who argue that teacher commitment significantly influences the quality of students' learning processes.

A PAI curriculum that is regularly reviewed and updated is also more capable of adapting to changing times, as described by Akbar (2024), who argue that Islamic education curricula must be continuously adjusted to remain relevant to the needs of modern society. This follows the historical pattern of Islamic education which, from the classical era to the present, has consistently evolved in response to the needs of the ummah. Therefore, this study shows that reviewing the PAI curriculum is not only relevant to contemporary instructional practice but also aligns with the historical dynamics of Islamic education, which position curriculum and teacher commitment as enduring foundations of educational success across time.

Conclusion

This study demonstrates that the review of the Islamic Education (PAI) curriculum—encompassing curriculum understanding, implementation, and evaluation—has a significant and positive effect on teacher commitment. Among these dimensions, curriculum understanding emerges as the strongest predictor, indicating that teachers' conceptual mastery of curriculum objectives, structure, and content plays a central role in strengthening professional responsibility and instructional consistency. These findings directly address the research objectives by confirming that systematic curriculum review is not merely a technical process, but a key factor in enhancing teachers' commitment to delivering effective PAI instruction.

From a broader perspective, the results highlight both strengths and limitations. The study's strength lies in its ability to empirically demonstrate the substantial contribution of curriculum-related factors, which together explain 65% of the variance in teacher commitment. At the same time, the remaining unexplained variance suggests that other factors—such as leadership, institutional culture, or professional development—may also influence teacher commitment and warrant further investigation. Interpreted within the historical development of Islamic education, these findings reaffirm that curriculum quality and educator commitment have consistently functioned as twin pillars sustaining institutions such as the kuttab, madrasah, and pesantren. Accordingly, ongoing and systematic review of the PAI curriculum can be understood as a continuation of this educational tradition, while future research may expand the model by incorporating additional variables, broader institutional contexts, or mixed-method approaches to deepen understanding of teacher commitment in Islamic education.

Acknowledgments

The research process was carried out successfully thanks to the support and assistance of various parties. The researcher extends sincere gratitude to the principals of MAN 1 and MAN 2 Batam, the Islamic Religious Education teachers, as well as all staff and employees who provided permission, assistance, and cooperation throughout the research process. The researcher also expresses the deepest appreciation to the academic supervisor(s) for their guidance, direction, and encouragement from the planning stage to the completion of this work. The researcher also thanks parents and the entire family for their continuous prayers, support, and motivation, which enabled this research to be completed properly.

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