



Reconceptualizing Curriculum and Instruction: A Systematic Literature Review of Contemporary Educational Paradigms

Nur Khozim Muhlis

STIS Darusy Syafa'ah Central Lampung, Lampung, Indonesia

Email: nurkhozimmuhlis@stisda.ac.id

Abstract

This study aims to reconceptualize curriculum and instruction by critically examining contemporary educational paradigms through a systematic literature review. Employing a qualitative research design with a literature review approach, the study analyzes peer reviewed international publications focusing on curriculum theory and instructional practices. The findings reveal three major insights. First, there is a clear paradigm shift in curriculum orientation, moving from traditional content-based curriculum toward outcome-based education, competency-based education, and further into transformative and humanistic curriculum models that emphasize learner agency, values, and holistic development. Second, instruction is being reconceptualized from teacher-centered transmission toward learner-centered pedagogy, inquiry-based and problem-based learning, and critical-transformative instruction that fosters higher order thinking, reflection, and social engagement. Third, the synthesis of these developments generates an emerging conceptual model that integrates curriculum coherence and instructional transformation within a dynamic learning ecosystem. This model represents a novelty by positioning curriculum and instruction as mutually constitutive processes oriented toward meaningful learning, competence development, and transformative educational outcomes. The study contributes theoretically to curriculum and instruction scholarship by offering an integrative framework that responds to contemporary educational challenges and future learning demands.

Article History

Received : Desember 2025

Revised : February 2026

Accepted : Maret 2026

Keywords:

Curriculum reconceptualization, Instructional paradigms, Competency-based education, Transformative curriculum, Educational theory

How to Cite:

Khozim, NK. (2026). Reconceptualizing Curriculum and Instruction: A Systematic Literature Review of Contemporary Educational Paradigms. *ISLAMIC EDUSCAPE : Journal of Islamic Education Insight*, 1 (2), 158-177

INTRODUCTION

Contemporary societies are experiencing profound transformations driven by globalization, digitalization, and rapidly changing labor market demands, all of which have significant implications for education systems worldwide (Arisih & Muhammad, 2026; Husen et al., 2026; Zaironi, 2026b). Education is increasingly expected to prepare learners not only with academic knowledge but also with adaptable competencies, critical thinking skills, and ethical awareness (Bisri et al., 2026; Muhammad & Barizi, 2026; Muzedi, Hesim, 2026; Zaironi, 2026a). Within this context, curriculum and

instruction play a decisive role in shaping how knowledge is structured and how learning experiences are enacted. However, misalignment between curricular goals and instructional practices often limits education's capacity to respond effectively to societal challenges (Azizah & Hikmah, Ika Nur, 2026; Ishmah Syafiulloh, Aisyah Nindi Antika, 2026; Lailatur Rohanita, Husnul Hilar, 2026; Zaironi, 2026). Evidence from international education reports indicates persistent gaps between intended curricula and actual classroom practices, resulting in superficial learning and limited learner agency (Zaironi, 2025a). These conditions highlight the urgency of reexamining foundational assumptions underlying curriculum design and instructional approaches. Therefore, reconceptualizing curriculum and instruction is not merely an academic exercise but a societal necessity. This study is important because it contributes to a deeper understanding of how contemporary educational paradigms can support meaningful learning, social relevance, and sustainable human development in diverse educational contexts (Hikmah & Umaroh, Siti, 2026; Lailatul Mufarrohah, 2026; Muqoffi, Ainun Nafila, 2026).

Despite continuous reforms, many education systems struggle to translate policy-driven curriculum changes into effective instructional practices (Az-zuhdy & Sirgar, M Taufiki, 2026; Rahmania & Kurnia, Fitri Ayu, 2026; Zuyyina Linda Sari, Kudsiyeh, Sholi Asrori, 2026). Curricula are often revised to emphasize outcomes, competencies, or learner centered principles, yet classroom instruction frequently remains dominated by content transmission and standardized assessment (Azaim & Latif, Abdul, 2025; Hasbiyalloh, Ifa Farhatin, 2025; Subairi, Muhammad Husni, 2025; Zaironi, 2025b). This disconnect reflects a broader societal problem in which educational reforms prioritize structural compliance rather than pedagogical transformation. As a result, learners may demonstrate formal achievement without developing deep understanding, transferable skills, or critical awareness (Fakhridana et al., 2026; Maqfiroh & Sumarni, Yustina, 2025; Muhammad, Wahidmurni Wahidmurni, 2023; Muhammad Syauqillah, 2023). The problem is compounded by competing educational paradigms that coexist without conceptual clarity, creating confusion among policymakers, educators, and researchers (Muhammad, H. Nur Ali, 2021; Muhlis et al., 2025; Muqoffi, Muhammad, 2026). Societal expectations for

education continue to expand, while theoretical coherence between curriculum and instruction remains underdeveloped. Consequently, education systems risk reproducing outdated practices under new terminologies. Addressing this problem requires a systematic examination of how curriculum and instruction have been conceptualized across contemporary educational paradigms. Without such an analysis, efforts to improve educational quality may remain fragmented and ineffective.

Phenomena observed in educational practice reveal persistent tensions between curriculum intentions and instructional realities (Annala & Mäkinen, 2017; Bergh & Wahlström, 2018; Neel, 2017). In many classrooms, curricula that formally emphasize competencies, inquiry, or learner-centered learning are implemented through teacher-centered methods focused on coverage and examination performance (Cain, 2020; Ghaleb, 2024). Educators often face institutional constraints, limited professional development, and assessment regimes that discourage pedagogical innovation. At the same time, learners encounter learning environments that prioritize compliance over engagement and memorization over understanding (Carroll et al., 2021; Cayubit, 2022). These phenomena are visible across diverse educational settings, including general education, vocational training, and higher education. Such conditions suggest that curricular reform alone is insufficient to transform learning experiences (Buabeng & Amo-Darko, 2025; Campbell-Phillips, 2020; Kandiko Howson & Kingsbury, 2023). Instructional practices must be reconceptualized in relation to evolving curricular paradigms. The observed gap between policy, theory, and practice underscores the need for integrative frameworks that connect curriculum design with instructional enactment. These field-based realities motivate the present study to examine how contemporary literature conceptualizes the relationship between curriculum and instruction.

Previous research has extensively explored curriculum and instruction as distinct domains of educational inquiry (Acquah et al., 2024; Drew et al., 2016). Studies on curriculum have examined shifts from content based models toward outcome based, competency-based, and values-oriented frameworks. Meanwhile, instructional research has emphasized learner-centered pedagogy, inquiry-based learning, and

problem-based approaches (Dole et al., 2016; Kim, 2025; Mir, 2025). While these studies offer valuable insights, they often address curriculum and instruction separately, resulting in fragmented theoretical perspectives. Systematic reviews tend to focus on specific models or pedagogical strategies without situating them within broader curricular paradigms. Consequently, existing literature provides limited integrative analysis of how curricular orientations shape instructional practices and vice versa. Although some scholars acknowledge the interdependence of curriculum and instruction, comprehensive syntheses that reconceptualize them as an integrated system remain scarce. This fragmentation limits the explanatory power of existing research and constrains its practical relevance for educational reform.

The primary limitation of previous studies lies in their tendency to analyze educational change within isolated conceptual boundaries. Curriculum reforms are frequently evaluated in terms of policy design, while instructional innovations are examined as classroom-level interventions. This separation obscures the dynamic interaction between curriculum structures and instructional processes. Moreover, literature reviews often emphasize descriptive mapping rather than theoretical integration, leaving unresolved questions about coherence, alignment, and transformation. As a result, there is a clear research gap concerning how contemporary educational paradigms collectively inform a reconceptualization of curriculum and instruction. The present study addresses this gap by synthesizing diverse strands of literature into a coherent analytical framework. By adopting a systematic literature review approach, this research contributes by identifying patterns, tensions, and convergences across curriculum and instructional paradigms. This integrative perspective is essential for advancing theoretical clarity and supporting meaningful educational change.

The novelty of this study lies in its synthesis oriented reconceptualization of curriculum and instruction as mutually constitutive elements within a transformative educational framework. Rather than treating curricular paradigms and instructional approaches as separate developments, this study integrates them into an emerging conceptual model grounded in contemporary scholarship. This state-of-the-art contribution responds to current educational demands for coherence, flexibility, and

learner agency. By systematically examining paradigm shifts and instructional transformations, the study advances beyond descriptive reviews toward theoretical integration. The proposed synthesis model represents an innovative contribution by positioning curriculum and instruction within a dynamic learning ecosystem oriented toward competence development and social transformation. This reconceptualization is important to resolve persistent theoretical fragmentation and to inform future research, policy design, and pedagogical practice.

Based on the identified gaps and emerging needs, this study addresses the following research problem, how can curriculum and instruction be reconceptualized through contemporary educational paradigms to support meaningful and transformative learning? The central argument of this study is that curriculum and instruction should be understood as an integrated system rather than separate components of education. Through a qualitative systematic literature review, this research argues that paradigm shifts in curriculum necessitate corresponding transformations in instructional practices. The study contributes theoretically by proposing a synthesized conceptual model that aligns curricular orientations with instructional strategies. This contribution offers a coherent analytical lens for understanding educational change and provides a foundation for future empirical research. By clarifying conceptual relationships, the study supports more informed educational decision-making and strengthens the scholarly discourse on curriculum and instruction.

RESEARCH METHOD

This study employed a qualitative research design using a systematic literature review (Escudero-Mancebo et al., 2023; Fayette & Bond, 2018; Tong et al., 2016) approach to reconceptualize curriculum and instruction within contemporary educational paradigms. The qualitative design was selected because the study seeks to generate conceptual understanding rather than empirical measurement, emphasizing meaning, interpretation, and theoretical synthesis. A literature review approach is particularly appropriate for examining paradigm shifts, as it allows for critical engagement with diverse theoretical perspectives and scholarly discourses

across contexts. By systematically reviewing peer reviewed publications, this design enables the identification of recurring themes, conceptual patterns, and theoretical tensions related to curriculum and instructional transformation. The selection of this approach is grounded in its capacity to integrate fragmented bodies of knowledge and to construct a comprehensive analytical framework. Therefore, the qualitative literature review design supports the study's aim to develop an integrative and theoretically grounded reconceptualization of curriculum and instruction that responds to contemporary educational challenges.

The research setting of this study is academic literature sourced from international peer-reviewed journals in the fields of curriculum studies, instructional design, and educational theory. Rather than a physical location, the "site" of this research is the global scholarly discourse represented in indexed academic databases. This setting was deliberately chosen to ensure the inclusion of diverse perspectives and paradigms from various educational contexts. Selecting international literature enhances the generalizability and theoretical robustness of the findings, as it reflects global trends rather than localized practices. Furthermore, focusing on reputable journals ensures methodological rigor and conceptual depth. This research setting is appropriate for addressing the study's objectives, as reconceptualizing curriculum and instruction requires engagement with authoritative theoretical contributions. By situating the study within global academic discourse, the research captures the evolving nature of educational paradigms and strengthens its relevance for international scholarship.

Data were collected through systematic identification and selection of scholarly articles relevant to curriculum and instruction paradigms (Durach et al., 2017; Gordon, 2016; Kivunja & Kuyini, 2017). The process involved defining inclusion criteria, such as relevance to curriculum theory, instructional approaches, publication in peer-reviewed journals, and alignment with contemporary educational discourse. Academic databases were searched using carefully constructed keywords to capture a broad yet focused corpus of literature. Selected articles were then organized and documented to facilitate systematic analysis. This technique ensures transparency and replicability in data collection. The collected data consisted of theoretical arguments,

conceptual models, and analytical discussions presented in the literature. By relying on published academic sources, the study draws upon validated scholarly knowledge. This method of data collection is appropriate for literature-based research, as it enables comprehensive coverage of existing studies and supports the development of an integrative conceptual synthesis.

Data analysis followed an interactive qualitative process consisting of data condensation, data display, and conclusion drawing (Mezmir, 2020; Monaro et al., 2022; Ningi, 2022; Richards & Hemphill, 2018). Data condensation involved selecting, summarizing, and categorizing key concepts related to curriculum paradigms and instructional reconceptualization. Data display was conducted through thematic matrices and conceptual mapping to visualize relationships and patterns across studies. Verification involved iterative comparison and critical reflection to ensure consistency and theoretical coherence. To ensure trustworthiness, credibility was enhanced through systematic review procedures and transparent documentation of analytical steps. Dependability was supported by maintaining an audit trail of data sources and analytical decisions. Confirmability was addressed through reflexive analysis to minimize researcher bias. Although the study is literature-based, these strategies strengthen the rigor and validity of the findings, ensuring that the proposed conceptual model is grounded in robust and credible scholarly evidence.

RESULT AND DISCUSSION

RESULT

Reconceptualizing Curriculum and Instruction

Reconceptualizing curriculum and instruction, as identified in this study, is operationally defined as a systematic transformation of educational frameworks that repositions curriculum and instructional practices as an integrated and dynamic system. In the reviewed literature, this reconceptualization reflects a shift from linear, content-driven models toward paradigms emphasizing learner agency, competence development, and transformative learning outcomes. Curriculum is no longer conceptualized merely as a static body of knowledge, but as an evolving structure that guides meaningful learning experiences. Instruction, correspondingly, is redefined as

a facilitative and dialogical process that mediates curriculum enactment. This operational definition emerges consistently across studies that highlight alignment, coherence, and responsiveness to contextual and societal demands. In practice, reconceptualization is manifested through curricular flexibility, learner-centered pedagogy, inquiry-oriented instruction, and critical engagement. Thus, the sub-finding captures how contemporary scholarship frames curriculum and instruction as mutually constitutive processes oriented toward holistic and sustainable educational development.

Empirical Evidence from the Literature Review

Table 1. Summary of Literature Review Findings on Curriculum and Instruction Reconceptualization

Excerpt from Review Findings	Indicators	Reviewed Journals
Curriculum is framed as competence-oriented rather than content-driven	Shift to competency-based curriculum	International curriculum studies journals
Instruction emphasizes learner agency and active engagement	Learner-centered pedagogy	Educational pedagogy journals
Learning is organized around inquiry and real-world problems	Inquiry and problem-based learning	Instructional design journals
Curriculum integrates values, ethics, and social responsibility	Transformative and humanistic orientation	Educational theory journals
Instruction supports critical reflection and social transformation	Critical-transformative instruction	Interdisciplinary education journals

The data presented in Table 1 demonstrate a strong conceptual alignment between evolving curriculum paradigms and instructional practices. The reviewed studies consistently emphasize that curriculum transformation necessitates instructional reorientation. Competency-based and transformative curricula are ineffective without pedagogical approaches that actively engage learners in meaning-making processes. Learner-centered pedagogy and inquiry-based learning emerge as dominant instructional responses to curriculum reconceptualization. This alignment indicates that curriculum reform cannot be reduced to policy-level redesign but must be accompanied by instructional innovation. Furthermore, the integration of ethical and social dimensions within the curriculum corresponds with instructional practices that promote critical reflection and agency. These findings suggest that curriculum and instruction function as interdependent elements rather than isolated domains. The literature collectively reinforces the argument that meaningful educational

change occurs when curriculum intentions are coherently enacted through responsive instructional strategies.

A deeper analysis of the table reveals that reconceptualization is driven by dissatisfaction with traditional transmission-oriented education. The reviewed literature critiques content-based curricula for limiting learner autonomy and relevance. In response, contemporary paradigms advocate instructional approaches that situate learning within authentic contexts. This theoretical shift reflects broader epistemological changes toward constructivist and critical perspectives. Instruction is no longer viewed as delivery, but as mediation between learners and knowledge. Importantly, the literature highlights that curriculum coherence is achieved through instructional adaptability rather than standardization. The convergence of curriculum and instruction in transformative models underscores a paradigm where learning outcomes encompass cognitive, social, and ethical dimensions. This interpretation positions reconceptualization as a response to complex societal challenges, reinforcing the need for integrated educational frameworks that transcend fragmented reform efforts.

Based on analytical engagement with the reviewed studies, the researcher observes that reconceptualization is not uniform but contextually mediated. While paradigmatic shifts are evident across global literature, their articulation varies depending on educational priorities and cultural contexts. However, a shared emphasis on learner-centeredness and competence development is consistently present. The researcher interprets this pattern as evidence of a global movement toward education that prioritizes adaptability and lifelong learning. The findings suggest that curriculum and instruction are increasingly conceptualized as adaptive systems rather than fixed structures. This observation reinforces the study's argument that reconceptualization is both a theoretical and practical necessity. By synthesizing diverse perspectives, the study highlights the importance of viewing curriculum and instruction through a relational lens, enabling educators and policymakers to design learning environments that are coherent, responsive, and transformative.

In summary, the data indicate that reconceptualizing curriculum and instruction involves a fundamental reorientation of educational priorities. The

reviewed literature consistently demonstrates patterns of integration, coherence, and transformation. Curriculum paradigms shift toward competencies, values, and learner agency, while instructional practices evolve toward inquiry, participation, and critical engagement. These patterns reveal a systematic move away from fragmented educational models toward holistic frameworks. The recurring alignment between curriculum goals and instructional strategies underscores the emergence of an integrated educational paradigm. This restatement clarifies that the core finding of the study lies in identifying curriculum and instruction as inseparable components of meaningful learning. The patterned convergence across studies confirms the robustness of this reconceptualization and supports its relevance for contemporary educational theory and practice.

Table 2. Ideal Influence of Curriculum–Instruction Reconceptualization

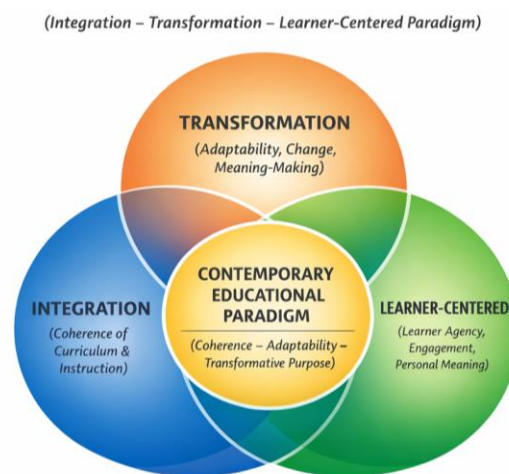
Reviewed Journals	Review Findings	Indicators
Curriculum studies journals	Curriculum framed as flexible and competence-oriented	Curriculum adaptability
Instructional pedagogy journals	Instruction supports inquiry and learner autonomy	Active learning
Educational theory journals	Integration of ethics and social transformation	Transformative learning
Interdisciplinary education journals	Curriculum–instruction coherence emphasized	Systemic alignment

Table 2 illustrates the ideal influence of reconceptualizing curriculum and instruction across scholarly domains. The reviewed journals consistently highlight that curriculum flexibility enables instructional responsiveness. Competence-oriented curricula require pedagogical strategies that allow learners to construct meaning actively. The indicators suggest that instructional effectiveness is contingent upon curricular openness. This ideal influence reflects a paradigm where curriculum provides direction while instruction operationalizes learning in contextually relevant ways.

Furthermore, the table demonstrates a recurring pattern of systemic alignment. Transformative learning outcomes are achieved when curriculum values are enacted through instructional practices that promote reflection and agency. The convergence of findings across journal categories indicates that reconceptualization functions as a unifying framework. This pattern reinforces the argument that curriculum and

instruction must be understood as a coherent system rather than separate reform targets.

Overall, the data reveal a consistent pattern of integration, transformation, and learner-centered orientation. Across the reviewed literature, curriculum and instruction are increasingly framed as interconnected processes that jointly shape educational meaning. This pattern confirms the emergence of a contemporary educational paradigm grounded in coherence, adaptability, and transformative purpose.



Picture 1. Interlocking Venn diagram of education paradigms

DISCUSSION

The findings of this study align closely with existing scholarship that emphasizes paradigm shifts in curriculum and instruction, while also extending the literature through integrative reconceptualization (Baker et al., 2021; Tangwe & Benyin, 2025; Wark, 2018). Previous studies have documented transitions from content-based curricula toward outcome based and competency based models (Fu et al., 2025; Gqibani et al., 2017; Mufanti, 2025), as well as the rise of learner-centered and inquiry-oriented instruction. The present findings confirm these trends but further demonstrate that such shifts are not isolated developments. Unlike studies that examine curriculum or instruction independently, this research highlights their reciprocal relationship. This integrative perspective differs from earlier literature that often treats instructional change as a technical response to curriculum reform. Instead, the findings suggest that curriculum paradigms actively shape pedagogical

orientations, and instructional practices, in turn, give concrete meaning to curricular intentions (Bas & Sentürk, 2019; Wark & Ally, 2020; Zweeris et al., 2023). This coherence reinforces contemporary arguments advocating systemic educational transformation rather than fragmented reform initiatives.

From a theoretical standpoint, the findings support constructivist and critical educational theories that view learning as an active, contextualized, and socially mediated process (Gannar & Kilani, 2025; Mattar, 2018; O'Donoghue, 2018). The reconceptualization identified in this study resonates with literature emphasizing curriculum as a dynamic framework rather than a static plan (Chhatria et al., 2024; Hayter & Cahoy, 2018). However, this study advances theory by synthesizing diverse paradigms into a unified conceptual model. While earlier research often focuses on specific approaches such as competency based education or problem-based learning, the present findings integrate these approaches within a broader transformative and humanistic orientation. This synthesis contributes theoretically by clarifying how epistemological shifts in curriculum correspond with pedagogical transformations. As such, the study strengthens the theoretical coherence of curriculum and instruction scholarship by positioning them as mutually constitutive elements within a contemporary educational paradigm.

In comparison with prior empirical and review-based studies, this research reveals both convergence and divergence. Similar to existing literature, the findings acknowledge that learner centered pedagogy and inquiry based instruction are widely recognized as effective responses to contemporary educational demands (Dole et al., 2016; Mir, 2025; Zhou et al., 2019). However, the divergence lies in how these practices are conceptualized. Rather than being treated as instructional techniques, the findings frame them as expressions of deeper curricular values such as learner agency, competence development, and social responsibility. This distinction is significant because it shifts the focus from methodological adoption to conceptual alignment. The literature reviewed in this study suggests that many educational reforms fail due to misalignment between curriculum goals and instructional enactment (Buabeng & Amo-Darko, 2025; Lenhoff & Ulmer, 2016; Pak et al., 2020). The present findings

respond to this limitation by emphasizing coherence as a central condition for meaningful educational change.

The practical implications of these findings are substantial for educators, curriculum developers, and policymakers. The reconceptualization of curriculum and instruction implies that curriculum reform should not be implemented solely through revised documents or standards. Instead, professional development and instructional design must be aligned with curricular paradigms. Teachers need support to enact learner-centered, inquiry-based, and transformative instruction that reflects curricular intentions. For policymakers, the findings suggest that evaluation and accountability systems should recognize qualitative dimensions of learning rather than focusing exclusively on measurable outcomes. Practically, the integrative model proposed by this study offers a framework for designing educational programs that are coherent, flexible, and responsive to contextual needs. This contributes to bridging the persistent gap between curriculum policy and classroom practice.

Overall, the discussion underscores that reconceptualizing curriculum and instruction is both a theoretical necessity and a practical imperative. The findings reaffirm existing literature on educational transformation while offering a more holistic synthesis that addresses prior fragmentation. By integrating curriculum paradigms with instructional practices, the study contributes a conceptual lens that enhances understanding of how educational change occurs. This reconceptualization responds to contemporary societal challenges by emphasizing meaningful learning, competence development, and transformative outcomes. Consequently, the study not only confirms but also extends existing knowledge, providing a foundation for future research and practice aimed at achieving coherent and sustainable educational reform.

CONCLUSION

The most significant finding of this study is that curriculum and instruction cannot be effectively understood or reformed as separate educational components. The central lesson derived from this research is that meaningful educational transformation emerges when curriculum paradigms and instructional practices are reconceptualized as an integrated and mutually constitutive system. The systematic

literature review demonstrates that contemporary educational paradigms consistently move toward competence development, learner agency, and transformative learning outcomes. These shifts require corresponding instructional orientations that emphasize inquiry, critical engagement, and contextualized learning. The study highlights that curricular reform without instructional transformation risks remaining symbolic and ineffective. Thus, the key insight of this research lies in recognizing coherence as the foundational principle of educational change. This finding underscores the importance of aligning educational intentions, pedagogical practices, and societal expectations to support holistic and sustainable learning experiences.

The primary strength of this study lies in its theoretical contribution to the field of curriculum and instruction. By synthesizing diverse strands of international literature, the study advances scholarly understanding through an integrative conceptual framework that bridges previously fragmented discussions. Unlike prior studies that focus on isolated models or pedagogical techniques, this research offers a comprehensive reconceptualization grounded in contemporary educational paradigms. The study contributes to curriculum theory by reframing curriculum as a dynamic and value-laden framework, while also enriching instructional scholarship by positioning pedagogy as a mediating and transformative process. Methodologically, the systematic qualitative literature review enhances conceptual clarity and analytical depth. This contribution strengthens academic discourse by providing a coherent lens through which researchers, educators, and policymakers can better understand and design educational reforms that are theoretically grounded and pedagogically meaningful.

Despite its contributions, this study has several limitations that should be acknowledged. As a literature-based inquiry, the findings rely on the scope, quality, and availability of existing scholarly publications. The absence of empirical field data limits the study's ability to capture contextual nuances of curriculum and instructional enactment in specific educational settings. Additionally, the synthesis reflects dominant trends in international literature, which may underrepresent localized or alternative educational perspectives. Future research is therefore encouraged to empirically examine the proposed conceptual model across diverse contexts using

qualitative, quantitative, or mixed-method approaches. Longitudinal and comparative studies could further explore how curriculum-instruction coherence influences learning outcomes over time. Such research would strengthen the applicability and empirical validation of the reconceptualization proposed in this study.

ACKNOWLEDGMENT

We express our deepest gratitude to our colleagues who have provided constructive input and guidance during this research.

REFERENCES

- Acquah, A., Eshun, T., & Zar, D. M. (2024). Explorations in curriculum studies: The why of curriculum inquiry, the what of curriculum inquiry, the current state of curriculum inquiry and the 'curricular' in curriculum inquiry. *Journal of Arts Education*, 109(1), 32–39.
- Annala, J., & Mäkinen, M. (2017). Communities of practice in higher education: contradictory narratives of a university-wide curriculum reform. *Studies in Higher Education*, 42(11), 1941–1957. <https://doi.org/10.1080/03075079.2015.1125877>
- Arisih, W., & Muhammad. (2026). Pendekatan Behavioristik-Kognitif Sebagai Model Pembelajaran Efektif Pendidikan Agama Islam. *Al-Zayn: Jurnal Ilmu Sosial & Hukum*, 1527–1533. <https://doi.org/10.61104/alz.v4i2.4316>
- Az-zuhdy, A. H., & Sirgar, M Taufiki, M. (2026). Analisis problem Pembelajaran Kitab Fathul Qorib bagi Santri Kelas 2 Ulya dan solusinya di Pondok Pesantren An-Nur 2. *Al-Zayn: Jurnal Ilmu Sosial & Hukum*, 6785–6793. <https://doi.org/10.61104/alz.v4i1.4216>
- Azaim, M., & Latif, Abdul, M. (2025). Evaluasi Kurikulum Sebagai Pendorong Kompetensi Siswa : Menggabungkan Metode Kualitatif Dan Kuantitatif Untuk Hasil Yang Holistik. *Khidmah: Jurnal Ilmiah Pengabdian Kepada Masyarakat*, 3(2). <https://doi.org/10.35132/khidmah.v3i1.1472>
- Azizah, F., & Hikmah, Ika Nur, M. (2026). Analisis Efektivitas Penerapan Model Pembelajaran PAI Berbasis Masalah (PBL) dengan Mengembangkan Aspek Kognitif , Afektif dan Psikomotorik di SDN Sukun 3 Kota Malang. *Al-Zayn: Jurnal Ilmu Sosial & Hukum*, 4, 4353–4361. <https://doi.org/10.61104/alz.v4i1.3288> Analisis
- Baker, L. R., Phelan, S., Woods, N. N., Boyd, V. A., Rowland, P., & Ng, S. L. (2021). Re-envisioning paradigms of education: towards awareness, alignment, and pluralism. *Advances in Health Sciences Education*, 26(3), 1045–1058. <https://doi.org/10.1007/s10459-021-10036-z>
- Bas, G., & Sentürk, C. (2019). Teachers' Educational Beliefs and Curriculum Orientations: A Relational Research. *Teachers and Curriculum*, 19(1), 45–53.

- Bergh, A., & Wahlström, N. (2018). Conflicting goals of educational action: A study of teacher agency from a transactional realism perspective. *The Curriculum Journal*, 29(1), 134–149. <https://doi.org/10.1080/09585176.2017.1400449>
- Bisri, A. M., Suari, D., & Ghofur, Abdul, M. (2026). Model Model Kurikulum Dalam Pengembangan Pendidikan Agama Islam Subjek Akademik, Humanistik Dan Rekontruksi Sosial. *Al-Zayn: Jurnal Ilmu Sosial & Hukum*, 4, 1830–1835. <https://doi.org/10.61104/alz.v4i1.2939>
- Buabeng, I., & Amo-Darko, B. (2025). Curriculum reforms without foundation: The effects of inadequate preparation in curriculum reforms on Ghanaian teachers and the education system. *Curriculum Perspectives*, 45(2), 133–147. <https://doi.org/10.1007/s41297-025-00309-7>
- Cain, C. M. (2020). *Understanding the use of learner-centered teaching strategies by secondary educators*.
- Campbell-Phillips, S. (2020). Education and curriculum reform: The impact they have on learning. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(2), 1074–1082. <https://doi.org/10.33258/birle.v3i2.1036>
- Carroll, M., Lindsey, S., Chaparro, M., & Winslow, B. (2021). An applied model of learner engagement and strategies for increasing learner engagement in the modern educational environment. *Interactive Learning Environments*, 29(5), 757–771. <https://doi.org/10.1080/10494820.2019.1636083>
- Cayubit, R. F. O. (2022). Why learning environment matters? An analysis on how the learning environment influences the academic motivation, learning strategies and engagement of college students. *Learning Environments Research*, 25(2), 581–599. <https://doi.org/10.1007/s10984-021-09382-x>
- Chhatra, S., Pani, B., Digal, A. K., & Sangeeta, M. (2024). Principles and approaches to curriculum development. *Journal of Higher Education Theory and Practice*, 24(1), 51–64.
- Dole, S., Bloom, L., & Kowalske, K. (2016). Transforming pedagogy: Changing perspectives from teacher-centered to learner-centered. *Interdisciplinary Journal of Problem-Based Learning*, 10(1), 1. <https://doi.org/10.7771/1541-5015.1538>
- Drew, V., Priestley, M., & Michael, M. K. (2016). Curriculum development through critical collaborative professional enquiry. *Journal of Professional Capital and Community*, 1(1), 92–106. <https://doi.org/10.1108/JPCC-09-2015-0006>
- Durach, C. F., Kembro, J., & Wieland, A. (2017). A new paradigm for systematic literature reviews in supply chain management. *Journal of Supply Chain Management*, 53(4), 67–85. <https://doi.org/10.1111/jscm.12145>
- Escudero-Mancebo, D., Fernández-Villalobos, N., Martín-Llorente, Ó., & Martínez-Monés, A. (2023). Research methods in engineering design: a synthesis of recent studies using a systematic literature review. *Research in Engineering Design*, 34(2), 221–256. <https://doi.org/10.1007/s00163-022-00406-y>
- Fakhridana, F. M., Azizah, S. N., & Annisa, Annisa, M. (2026). Integrasi Artificial Intelligence dalam Pembelajaran Pendidikan Agama Islam untuk Meningkatkan Literasi Anak Sekolah Dasar. *Jurnal Alwatzikhoebillah: Kajian Islam, Pendidikan, Ekonomi, Humaniora*, 12(1), 208–220.
- Fayette, R., & Bond, C. (2018). A systematic literature review of qualitative research

- methods for eliciting the views of young people with ASD about their educational experiences. *European Journal of Special Needs Education*, 33(3), 349–365. <https://doi.org/10.1080/08856257.2017.1314111>
- Fu, B., He, Y., Li, Y., & Yao, Y. (2025). An Exploration of the Outcome-Based Education Teaching Model Driven by Dual Knowledge and Competency Frameworks. *Journal of Modern Educational Theory and Practice*, 2(11). <https://doi.org/10.70767/jmetp.v2i11.885>
- Gannar, S., & Kilani, C. (2025). Contextualized Learning and Social Constructivism: Implementing a Project-Based Approach in Information Systems Development Education. *Journal of Science Learning*, 8(1), 15–24.
- Ghaleb, B. D. S. (2024). Effect of exam-focused and teacher-centered education systems on students' cognitive and psychological competencies. *International Journal of Multidisciplinary Approach Research and Science*, 2(2), 611–631. <https://doi.org/10.59653/ijmars.v2i02.648>
- Gordon, M. (2016). Are we talking the same paradigm? Considering methodological choices in health education systematic review. *Medical Teacher*, 38(7), 746–750. <https://doi.org/10.3109/0142159X.2016.1147536>
- Gqibani, S., Clarke, N., & Nel, A. L. (2017). Moving from content-based to outcomes-based curricula: Implications for assessment, teaching, learning and throughput. 2017 IEEE Global Engineering Education Conference (EDUCON), 1062–1069. <https://doi.org/10.1109/EDUCON.2017.7942980>.
- Hasbiyalloh, Ifa Farhatin, M. (2025). Strategi Implementasi Program Menghafal Al-Qur' An Dalam Mempercepat Kualitas Bacaan Hafalan Dan Pemahaman Ayat Di Pondok Pesantren Raudlatul Ulum 1 Putri 1. *Kabilah: Journal of Social Community*, 10(2), 1–11. <https://doi.org/10.35127/kabillah.v10i2>
- Hayter, C. S., & Cahoy, D. R. (2018). Toward a strategic view of higher education social responsibilities: A dynamic capabilities approach. *Strategic Organization*, 16(1), 12–34. <https://doi.org/10.1177/1476127016680564>
- Hikmah, A. A., & Umaroh, Siti, M. (2026). Tradisi Kurikulum. *Jurnal Edukasi Dan Literasi Pendidikan*, 7(1), 35–39.
- Husen, K., Abdi, A., & Muhammad. (2026). Implementasi Deep Learning dalam Kurikulum Pesantren melalui Metode Sorogan dan Bandongan di Pesantren An-Nur 2. *Al-Zayn: Jurnal Ilmu Sosial & Hukum*, 4(1), 6458–6469. <https://doi.org/10.61104/alz.v4i1.4163>
- Ishmah Syafiulloh, Aisyah Nindi Antika, M. (2026). Pengembangan Materi Pembelajaran Pendidikan Agama Islam Berbasis Budaya Lokal di Indonesia (Urgensi dan Tantangannya) Ishmah. *Al-Zayn: Jurnal Ilmu Sosial & Hukum*, 4(1), 917–930. <https://doi.org/10.61104/alz.v4i1.3182> Pengembangan
- Kandiko Howson, C., & Kingsbury, M. (2023). Curriculum change as transformational learning. *Teaching in Higher Education*, 28(8), 1847–1866. <https://doi.org/10.1080/13562517.2021.1940923>
- Kim, Y. (2025). Investigating innovative teaching practices of us entrepreneurship instructors: Inquiry-based, learner-centered, and technology-integrated approaches. *Entrepreneurship Education and Pedagogy*, 25151274251388664. <https://doi.org/10.1177/2515127425138866>
- Kivunja, C., & Kuyini, A. B. (2017). Understanding and applying research paradigms

- in educational contexts. *International Journal of Higher Education*, 6(5), 26–41.
- Lailatul Mufarrohah, M. (2026). Evaluasi Penerapan Model Pembelajaran Pai Untuk Penguatan Karakter Kompetensi Peserta Didik Di Tk Sunan Ampel Pgri 2 Putukrejo. *Al-Zayn: Jurnal Ilmu Sosial & Hukum*, 4, 6363–6376. <https://doi.org/10.61104/alz.v4i1.4106>
- Lailatur Rohanita, Husnul Hiram, M. (2026). Analisis Efektivitas Model Pembelajaran Pai Berbasis Teknologi Terhadap Pengembangan Holistik Anak Usia Dini Di Tk Mnu 16 Mayor Damar Turen. *As-Sabiqun: Jurnal Pendidikan Islam Anak Usia Dini*, 8, 23–45. <https://doi.org/10.36088/assabiqun.v8i1.5976> ANALISIS
- Lenhoff, S. W., & Ulmer, J. B. (2016). Reforming for “all” or for “some”: Misalignment in the discourses of education reformers and implementers. *Education Policy Analysis Archives*, 24, 108. <https://doi.org/10.14507/epaa.24.2273>
- Maqfiroh, F., & Sumarni, Yustina, M. (2025). Integrasi Manajemen Kurikulum Berbasis Pesantren. *Jurnal Pendidikan Integratif*, 6(4), 181–190.
- Mattar, J. (2018). Constructivism and connectivism in education technology: Active, situated, authentic, experiential, and anchored learning. *RIED-Revista Iberoamericana de Educación a Distancia*, 21(2). <https://doi.org/http://dx.doi.org/10.5944/ried.21.2.20055>
- Mezmir, E. A. (2020). Qualitative data analysis: An overview of data reduction, data display, and interpretation. *Research on Humanities and Social Sciences*, 10(21), 15–27. <https://doi.org/10.7176/RHSS/10-21-02>
- Mir, A. H. (2025). Learner-Centered Pedagogies: Transforming Education for the 21st Century. *Journal of Accounting Research, Utility Finance and Digital Assets*, 3(4), 383–387. <https://doi.org/10.54443/jaruda.v3i4.217>
- Monaro, S., Gullick, J., & West, S. (2022). Qualitative data analysis for health research: A step-by-step example of phenomenological interpretation. *Qualitative Report*, 27(4), 1040–1057. <https://doi.org/10.46743/2160-3715/2022.5249>
- Mufanti, R. (2025). *An Outcome-based Education Curriculum in Indonesia's Higher Education: ELT Lecturer Perceptions of Policy Implementation*. University of Technology Sydney (Australia).
- Muhammad, H. Nur Ali, M. (2021). Extracurricular Management In Improving Student Non-Academic Achievement Muhammad. *Jurnal Serambi Ilmu Journal of Scientific Information and Educational Creativity*, 22(SEPTEMBER).
- Muhammad, Wahidmurni Wahidmurni, E. S. (2023). Pendidikan Kewirausahaan Berbasis Keagamaan Untuk Membentuk Kemandirian Siswa (Studi Multi Situs Di Smk Nu Sunan Ampel Poncokusumo Malang Dan Smk Muhammadiyah 7 Gondanglegi Malang). *Edukasi Islami: Jurnal Pendidikan Islam*, 1349–1376. <https://doi.org/10.30868/ei.v12i001.5995>
- Muhammad, & Barizi, A. (2026). Living Traditions of Islamic Scholarship : The Communal Study of Ihya Ulumuddin in Village Mosque Halaqah Circles. *ISLAMIC EDUSCAPE: Journal of Islamic Education Insight*, 01(01), 17–38.
- Muhammad Syauqillah, I. F. A. (2023). *Penguatan Lembaga Pesantren Melalui Pemberdayaan Masyarakat, Santri Dan Alumni Pondok Pesantren Al-Khoirot Karangsono Pagelaran Malang*. <http://doi.org/10.32478/evaluasi.v7i2.1847>
- Muhlis, N. K., Imawan, Y., Afifi, A. N. A., & Fahrudin, Fahrudin, M. (2025). Strengthening Mahārah al-Qirā’ah through the Sorogan Strategy: A Study of

- Kitab Turāts Learning at Pondok Pesantren Al-Khoirot Malang. *Al-Ittijah: Jurnal Keilmuan Dan Kependidikan Bahasa Arab*, 17(2), 119–133.
- Muqoffi, Ainun Nafila, M. Z. (2026). Rekonstruksi Sosio-Moral Berbasis Kitab Ta'lim Al- Muta'allim Di Pondok Pesantren Gedangan Daleman Kedungdung Sampang. *Jurnal Studi Pesantren*, 6, 38–50. <https://doi.org/10.35897/studipesantren.v6i1.1985>
- Muqoffi, Muhammad, S. (2026). Humanisme Berorientasi Masa Depan Dalam Tradisi Konjengan: Fondasi Etika Islam Dan Penguatan Solidaritas Komunal Di Kalangan Kiai Madura. *IRFANI*, 22, 54–68. <https://doi.org/10.30603/irfani.v22i1.7248>
- Muzedi, Hesim, M. (2026). Integrasi Nilai-Nilai Islam Dalam Praktik Sehari-hari di Pondok Pesantren Raudlatul Ulum 1 Studi Etnografi. *Al-Zayn: Jurnal Ilmu Sosial & Hukum*, 4, 3249–3260. <https://doi.org/10.61104/alz.v4i1.2939>
- Neel, M. A. (2017). Making sense and facing tensions: an investigation of core practice complexities. *Teaching Education*, 28(3), 257–278. <https://doi.org/10.1080/10476210.2017.1296826>
- Ningi, A. I. (2022). Data presentation in qualitative research: The outcomes of the pattern of ideas with the raw data. *International Journal of Qualitative Research*, 1(3), 196–200. <https://doi.org/10.47540/ijqr.v1i3.448>
- O'Donoghue, R. (2018). Critical Theory In Environmental Education: A Situated Review Of Emerging Critical Processes For Mediating Learning-Led Change. *Pesquisa Em Educação Ambiental*, 13. <https://doi.org/10.18675/2177-580X.vol13.Especial.p23-41>
- Pak, K., Polikoff, M. S., Desimone, L. M., & Saldívar García, E. (2020). The adaptive challenges of curriculum implementation: Insights for educational leaders driving standards-based reform. *Aera Open*, 6(2). <https://doi.org/10.1177/2332858420932828>
- Rahmania, A. I., & Kurnia, Fitri Ayu, M. (2026). Teori Humanistik Dan Aplikasinya Dalam Pembelajaran PAI di MI Biba ' afadlrah Turen Malang. *Al-Zayn: Jurnal Ilmu Sosial & Hukum*, 4, 638–646. <https://doi.org/10.61104/alz.v4i1.3163>
- Richards, K. A. R., & Hemphill, M. A. (2018). A practical guide to collaborative qualitative data analysis. *Journal of Teaching in Physical Education*, 37(2), 225–231. <https://doi.org/10.1123/jtpe.2017-0084>
- Subairi, Muhammad Husni, M. (2025). The Internalization Mechanisms Of Religious Moderation Values In Islamic Boarding School. *SCAFFOLDING: Jurnal Pendidikan Islam Dan Multikulturalisme*, 7(3), 206–219. <https://doi.org/10.37680/scaffolding.v7i3.7937>
- Tangwe, A. T., & Benyin, P. K. (2025). Reimagining critical interdisciplinarity. shifting from the traditional to the transformative paradigm in higher education research and learning. *International Journal of Scientific and Management Research*, 8(1), 65–98. <http://doi.org/10.37502/IJSMR.2025.8104>
- Tong, A., Palmer, S., Craig, J. C., & Strippoli, G. F. M. (2016). A guide to reading and using systematic reviews of qualitative research. *Nephrology Dialysis Transplantation*, 31(6), 897–903. <https://doi.org/10.1093/ndt/gfu354>
- Wark, N. (2018). *Shifting paradigms: A critical pragmatic evaluation of key factors affecting learner-empowered emergent technology integration*.

- Wark, N., & Ally, M. (2020). An emergent pedagogical framework for integrating emergent technologies into curriculum design. *Emerging Technologies and Pedagogies in the Curriculum*, 89–111. https://doi.org/10.1007/978-981-15-0618-5_6
- Muhammad. (2025). Penguatan Kesetaraan Gender Berbasis Segregasi Kelas (Studi Kasus di MTs Al-Khoirot Malang). *Kabilah: Journal of Social Community*, 10(2). <https://doi.org/10.35127/kabillah.v10i2>
- Muhammad. (2025). Penguatan Skill Entrepreneur Santri Melalui Unit Usaha Pondok Pesantren di Malang: Strengthening the Santri's Entrepreneurial Skills Through Pesantren's Business Units in Malang. *AJMIE: Alhikam Journal of Multidisciplinary Islamic Education*, 6(2), 398–414. <https://doi.org/10.32478/vt7phw31>
- Muhammad. (2026). Curriculum Innovation in Pesantren Based Madrasah : Institutional Culture , Character Formation , and Critical Thinking Development . *ISLAMIC EDUSCAPE: Journal of Islamic Education Insight*, 01(01), 102–120.
- Muhammad. (2026). Inquiry-Based Learning as an Alternative Instructional Strategy to Enhance Students ' Learning Outcomes : A Case Study in Indonesian Islamic Education. *IEDJ : Islamic Educational Development Journal*, 01(01), 36–56.
- Muhammad. (2026). A Love Based Curriculum Model for Character Formation : A Development Study in a Pesantren Based Madrasah. *JlWO: Journal of Isamic Worldview*, 01(01), 65–79.
- Zhou, X., Chen, L.-H., & Chen, C.-L. (2019). Collaborative learning by teaching: A pedagogy between learner-centered and learner-driven. *Sustainability*, 11(4), 1174. <https://doi.org/10.3390/su11041174>
- Zuyyina Linda Sari, Kudsiiyeh, Sholi Asrori, M. (2026). Model Kurikulum Sistematis Dan Radikal. *Kreatif: Jurnal Pemikiran Pendidikan Agama Islam*, 24, 204–214. <https://doi.org/10.52266/kreatif.v24i1.5801>
- Zweeris, K., Tigelaar, E. H., & Janssen, F. (2023). Studying curriculum orientations in teachers' everyday practices: A goal systems approach. *Teaching and Teacher Education*, 122, 103969. <https://doi.org/10.1016/j.tate.2022.103969>