Analysis of Islamic Religious Education in Responding to the Challenges of Globalization

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Abstract:
Globalization brings significant changes in various aspects of life, including education. In schools, Islamic Religious Education faces substantial challenges in the face of current globalization, which often affects local cultural values and identity. This journal aims to analyze how Islamic Religious Education can adapt and respond to the challenges of globalization in schools. This research uses a qualitative approach with literature study methods and in-depth interviews with educators and educational practitioners. The results of the analysis show that P.A.I. in schools needs to integrate global values while maintaining the basic principles of Islamic teachings. The proposed strategy includes adjusting the curriculum to include international issues with an Islamic perspective, training educators to face global challenges, and developing relevant learning media. It is hoped that these findings can guide the development of educational policies and practices that are more responsive to the challenges of globalization while still maintaining the integrity of Islamic values.

INTRODUCTION

Globalization is a phenomenon that has affected almost all aspects of people's lives, including education. In this era of globalization, the flow of information and culture from various parts of the world is increasingly easily accessible and has the potential to influence local values. This phenomenon is visible in the context of Islamic Religious Education (PAI) in schools, where integrating religious values with global dynamics is a significant challenge. In Indonesia, especially in areas such as Ternate City, globalization has a complex impact on the education system, especially in maintaining the integrity of religious teachings amidst the influence of foreign culture and information (Herlina, 2020). In addition, rapid social changes require schools to prepare students with solid religious knowledge and the ability to adapt to global developments. This challenge includes how the P.A.I. curriculum can remain relevant and influential in shaping the character of students who can compete worldwide while still maintaining their religious identity (Putra et al., 2024). With this background, it is essential to analyze how Islamic Religious Education in

schools faces and responds to the challenges of globalization to ensure that religious education can continue to provide

Islamic Religious Education in the era of globalization faces the challenge of adapting to rapid social change and shifting values that occur at the global level. This challenge has become more complex in the Mangaran community, which has a unique culture and solid local wisdom. Schools in this area must face the pressure to introduce students to global values that often conflict with religious principles (M. Ibn Sholeh Sholeh, 2023). This creates an urgent need to evaluate and update the Islamic Religious Education curriculum to remain relevant and effective in providing quality education amidst the growing global influence (Sinambela et al., 2024). By understanding this social fact, this study explores how SMP 2 Mangaran deals with these challenges and the strategies and approaches implemented to ensure that religious education maintains traditional values and prepares students to face an increasingly connected world.

Research on Islamic Religious Education (PAI) and globalization has been the focus of various academic studies in recent years. Several studies have identified how globalization affects religious education curricula in multiple countries, including Indonesia. For example, research by (Della Aprilia Kartika Putri et al., 2023) highlights how Indonesian schools' Islamic Religious Education curriculum must balance traditional values and evolving global demands. Another study by Ahmad and (Yudiawan & Himmah, 2023) shows that integrating international issues into the Islamic Religious Education curriculum can help students understand the global context while maintaining their religious identity. In addition, a study by (Khumaini et al., 2023) examines how schools in specific areas of Indonesia adapt their teaching approaches to reflect the influences of globalization, focusing on changes in teaching materials and teaching methods.

However, despite various studies discussing globalization's impact on religious education, more research is still needed examining how schools at the local level, such as SMP 2 Mangaran, face and overcome these challenges. These studies are often general and have yet to explore the unique regional context, such as social and cultural conditions (Sholeh et al., 2023). Thus, this study aims to fill this gap by providing more specific and contextual insights into how Islamic Religious Education in local schools adapts to the challenges of globalization.

Although many studies have examined the impact of globalization on Islamic Religious Education in general, several gaps still need to be fully addressed in the existing literature. Most previous studies tend to focus on the macro level, such as the analysis of national curricula or education policies at the country level, needing to pay more attention to specific implementation at the local school level (Ocha et al., 2024). In addition, existing research often needs to consider unique contextual variables, such as social and cultural characteristics in particular areas, which may influence how globalization is received and integrated into religious education practices (Permana et al., 2024).

In the context of Mangaran, which has unique social and cultural characteristics, it is essential to understand how schools in this area respond to the challenges of globalization in ways that are appropriate to their local context (Prastiwi & Widodo, 2023). Existing research has yet to examine how SMP 2 Mangaran, one of the schools in the area, manages the integration of global issues in the PAI curriculum and how this affects students' learning experiences. This research gap indicates the need for more focused studies at the local school

level to provide a more accurate picture of the challenges and solutions facing globalization (Yusuf et al., 2023). This study aims to fill this gap by exploring in detail how SMP 2 Mangaran responds to the challenges of globalization in religious education and how their approach can contribute to developing better religious education practices in the local context (Hariro et al., 2024).

This study offers a new contribution by explicitly examining how Islamic Religious Education in SMP 2 Mangaran responds to the challenges of globalization, which has yet to be widely studied in the local context. The novelty of this study lies in its detailed focus on implementing the Islamic Religious Education curriculum at the junior high school level in an area with unique social and cultural characteristics (Musyafa, 2023). While many previous studies have discussed the impact of globalization at the macro level or in the context of national curricula, this study fills the gap by providing an in-depth analysis of religious education practices at the local level (MI Sholeh et al., 2023).

Another research innovation focuses on the practical impact of integrating global issues into the Islamic Religious Education curriculum. This research not only explores how the curriculum is adapted but also assesses the effectiveness of the approaches in preparing students for an increasingly connected world while maintaining religious values. This research contributes significantly to the literature on Islamic Religious Education and globalization and provides valuable guidance for developing educational policies and practices at the local school level.

The main objective of this study is to analyze how Islamic Religious Education at SMP 2 Mangaran responds to the challenges of globalization and to evaluate the effectiveness of the strategies implemented in the local context (Nurfazri et al., 2024). This study aims to provide an in-depth understanding of how the school's PAI curriculum is adapted to reflect global influences without ignoring fundamental religious values (Buol, 2023). In addition, this study aims to identify innovative practices implemented in SMP 2 and assess how these approaches affect students' learning experiences and religious education outcomes.

This research is expected to contribute significantly to developing educational policies that are more responsive to the challenges of globalization, especially in the context of religious education (Husna Nashihin, 2022). This study also aims to fill the gap in the literature by offering specific insights into curriculum implementation at the local school level. In addition, the results of this study are expected to provide practical recommendations for educators and policymakers in designing and implementing religious education programs that are effective, relevant, and able to prepare students to face global challenges while maintaining their spiritual identity (Sinambela et al., 2024).

RESEARCH METHOD

This research was conducted at SMP 2 Mangaran because this school has representative characteristics in facing the challenges of globalization in the context of Islamic Religious Education. SMP 2 Mangaran was chosen as the research location because of the diversity of student and educator backgrounds and its strategic role in implementing the Islamic Religious Education curriculum relevant to the global context. This school also has an initiative to integrate global issues into teaching and learning activities, making it an ideal location to

explore how Islamic Religious Education can adapt to the challenges of globalization.

This study uses qualitative methods to gain an in-depth understanding of the dynamics and strategies of Islamic Religious Education in the context of globalization. Qualitative methods were chosen because they allow researchers to explore the subjective perspectives and experiences of educators and students and to understand the process of curriculum adaptation and educational practices more holistically (Haryono, 2023). With this approach, research can reveal how policies, practices, and individual experiences contribute to responding to the challenges of globalization in religious education in schools.

This study's data collection techniques include interviews, observations, and documentation. Each method has a vital role in obtaining comprehensive information on how Islamic Religious Education at SMP 2 Mangaran responds to the challenges of globalization. Interviews were conducted with educators, principals, and students to gain insight into their views and experiences on integrating global issues in Islamic Religious Education. Semi-structured interviews will allow flexibility in exploring specific topics that arise during the conversation. Interview questions will be designed to explore the challenges faced, strategies implemented, and the impact of existing policies (Winangsih & Harahap, 2023).

Observations were conducted in the classroom and school environment to directly observe the implementation of the Islamic Religious Education curriculum and the interaction between educators and students (Assyakurrohim et al., 2022). This observation will focus on teaching methods, materials, and teaching and learning activities related to global issues. With this technique, researchers can identify the practices applied and see how theories are translated into daily school practices. Documentation involves collecting and analyzing relevant documents such as curriculum, lesson plan (R.P.P.), and teaching materials used at SMP Negeri 13 Kota Ternate. These documents will provide an overview of how Islamic Religious Education is designed to face the challenges of globalization and how the curriculum is adapted to reflect global issues (Haryono, 2023). In addition, documentation also includes activity reports, evaluation results, and related publications that can provide additional information regarding the implementation and results of religious education in the school.

Data analysis in this study was carried out through several stages to ensure comprehensive and accurate results in understanding the response of Islamic Religious Education to the challenges of globalization (Soesana et al., 2023). The data analysis process includes the following steps: Interview data will be transcribed verbatim to ensure the accuracy of the information collected. The transcriptions will then be categorized into key themes based on topics relevant to the challenges of globalization and P.A.I. responses. This categorization organizes the data into thematic groups, making identifying recurring patterns and issues more accessible. Data Coding After transcription, the data will be coded using a structured coding system. Coding involves labeling data segments with labels that represent specific themes or concepts. This process helps identify relationships between different data elements and facilitates in-depth analysis. Coding will be done inductively, allowing new themes and categories to emerge from the data.

Thematic Analysis The coded data will be analyzed thematically to find significant patterns and themes. The thematic analysis involves identifying and understanding the main themes from interview data, observations, and documentation (Rifa'i, 2023). These themes will be analyzed to determine how Islamic Religious Education in SMP Negeri 13 Kota Ternate adapts to the challenges of globalization and how this affects educational practices and curriculum. Data Triangulation: Data triangulation will be applied to ensure the validity and reliability of the research results. Triangulation is done by comparing findings from interviews, observations, and documentation to ensure consistency and accuracy of information. By comparing results from various data sources, researchers can identify similarities and differences and increase the reliability of research findings.

FINDINGS AND DISCUSSION
Effective Curriculum Adaptation

The adaptation of the Islamic Religious Education curriculum at SMP 2 Mangaran reflects an effective response to the challenges of globalization in education. To maintain the relevance of teaching materials amidst the flow of globalization, this school has implemented curriculum adjustments that integrate global issues with an Islamic perspective (Fawaid & Astutik, 2023). These adjustments include adding topics such as human rights, intercultural tolerance, and digital technology and ensuring that religious values remain at the heart of every lesson. "In junior high school, we recognize that globalization brings about major changes in society, and religious education must be able to respond to these changes appropriately," said Mr. Fauzi. "Therefore, we have adjusted the curriculum to include relevant global topics such as human rights, information technology, and intercultural tolerance, but still within the framework of Islamic teachings. We are,lieve that in this way, students can see the connection between religious values and the issues they face in their daily lives."

This integration is carried out in creative ways, such as through the development of teaching materials that link religious principles to global situations and the use of media and technology that enable students to explore and understand the relevance of spiritual teachings in the context of an increasingly connected world (Monalisa, 2023). The result of this approach is a curriculum relevant to global developments. It supports forming student characters who can think critically and adapt to global challenges while maintaining their religious identity. This phenomenon shows how schools can manage global change constructively and results-oriented, creating a dynamic learning environment that is responsive to students' needs in the era of globalization (Aufaa & Andaryani, 2023).

The adaptation of the Islamic Religious Education curriculum at SMP 2 Mangaran shows an effective response to the challenges of globalization in an innovative and relevant way. The school has made significant adjustments to ensure that teaching materials remain aligned with global developments without

neglecting religious values (Suhandi & Robi'ah, 2022). The curriculum adjustments include integrating global issues such as human rights, intercultural tolerance, and digital technology while maintaining the basic principles of Islamic teachings. According to Mr. Fauzi, these adjustments are designed so students can see the relationship between religious values and contemporary issues they face daily (Rahmawati et al., 2023).
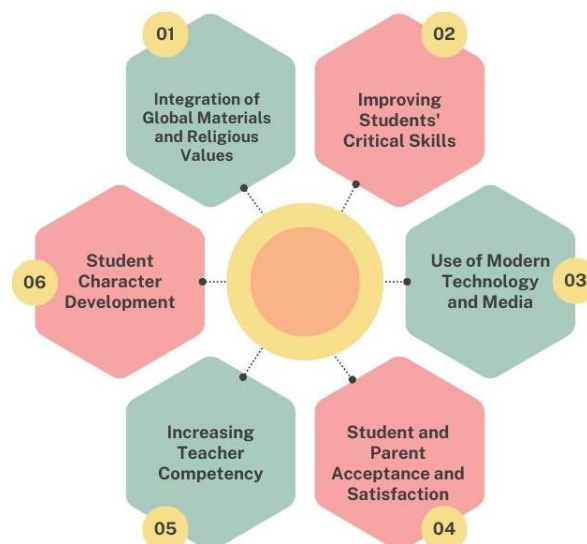

Figure 1. Effective Curriculum Adaptation

Implementing curriculum adjustments is carried out creatively, including developing teaching materials that link religious principles with the global context and using modern media and technology to improve student understanding (Musyafa, 2023). This approach ensures the relevance of teaching materials to international developments. It supports forming student characters who can think critically and adapt to global challenges while maintaining their religious identity. Thus, SMP 2 Mangaran shows how curriculum change can be managed constructively, creating a dynamic and adaptive learning environment in the era of globalization.

Thus, it was found that SMP 2 Mangaran implemented various strategies to adapt the P.A.I. curriculum to the challenges of globalization (M Choirul Muzaini et al., 2023). Observation data shows that this school has integrated information technology into teaching and learning, using digital learning applications and online platforms to deliver religious material (Asror et al., 2023). In addition, the P.A.I. curriculum in this school also includes discussions on digital ethics and moral challenges in the era of globalization, as well as talks on global issues relevant to Islamic religious values (Lestari et al., 2023). This adjustment aims to equip students with the knowledge and skills necessary to face the

challenges of the modern world while maintaining the integrity of spiritual teachings

In addition, Quran literacy plays a vital role in understanding Islamic teachings. With good literacy skills, students can explore various interpretations and explanations of the verses of the Quran, which enriches their knowledge of religious teachings. They become more critical and reflective in dealing with spiritual issues and can better assess various views of Islamic tradition. Therefore, Quran literacy improves cognitive understanding of Islamic Religious Education material and supports the formation of more profound and more mature thinking about Islamic teachings. From the findings by Figure 1, it can be concluded that several student skills show their contribution to the findings, namely regarding increasing understanding of religious concepts so that they can be collected in the findings chart below,
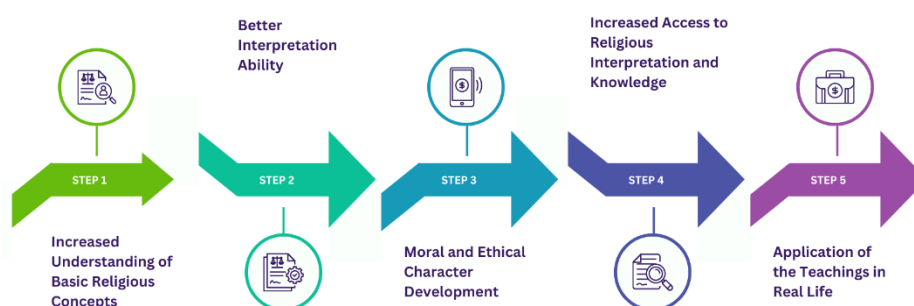

Figure 1. Student Skills

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challenges of the modern world while maintaining the integrity of spiritual teachings.

Innovative Teaching Practices

The phenomenon of innovative teaching practices marks a step forward in facing the challenges of globalization in Islamic Religious Education. The school adopts various modern teaching methods that utilize digital technology and interactive media to increase student engagement in the learning process (Tajurrahman et al., 2024). Through the use of e-learning platforms, educational applications, and other digital resources, educators have created a learning environment that is more dynamic and relevant to the needs of students in the global era. This method allows students to explore global topics integrated with religious teachings more profoundly and interactively (Prastiwi & Widodo, 2023). This is in line with the statement delivered by Safitri, a student of SMP 2 Mangaran: "In addition to using technology, I also encourage students to participate in online discussions and collaborative activities through online forums. This helps them exchange views and understand how religious teachings are relevant in current global issues."

Herman reinforced this as the vice curriculum head: "For example, online learning vhelp and simulations help students understand abstract concepts more easily, while online discussions facilitate the exchange of ideas and perspectives on global issues. These teaching practices make learning more interesting and contextual and support the development of students' critical thinking and problem-solving skills." By combining technology and interactive approaches in teaching to the demands of globalization while strengthening students' understanding of religious values in the context of an increasingly connected world (Jurnal et al., 2024).

Using e-learning platforms, learning videos, and online discussions allows students to learn religious concepts more excitingly and contextually, making learning more relevant to their daily lives. This approach also supports the development of critical and collaborative thinking skills among students (Buol, 2023). In conclusion, the innovative teaching practices implemented by Ms. Nur Aini show that using technology in religious education can enrich students' learning experiences and help them be better prepared to face global challenges (Gustiningsi et al., 2024).
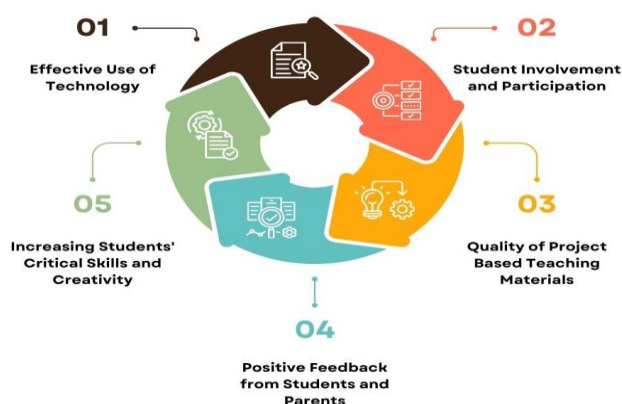

Figure 2. Innovative Teaching Practices

In facing the challenges of globalization by Figure 2, the teaching practice of Islamic Religious Education at SMP 2 Mangaran has shown significant progress through an innovative approach. This school has adopted creative and adaptive teaching methods to ensure the relevance and connectedness of teaching materials to changing times (Husna Nashihin, 2022). This practice focuses on delivering religious theory and involves integrating technology and curriculum development relevant to global issues. With this approach, SMP 2 Mangaran seeks to create a dynamic learning environment that can equip students with a deep understanding of religion and the ability to face the challenges of the modern world.

Observation data shows that teaching practices at this school have undergone significant transformation (Husnaini et al., 2023). Observations revealed that SMP 2 Mangaran implemented various innovative methods, such as using digital media to deliver teaching materials and implementing project-based learning that links global topics with Islamic teachings. In addition, teachers at this school actively use online platforms for interactive discussions and simulations of real cases relevant to students' lives (Gleneagles et al., 2024). This practice makes the subject matter more exciting and facilitates a better understanding of the relationship between religious principles and global issues facing students.

Training and Professional Development for Educators

Training and professional development for educators reflect a deep awareness of the importance of improving teacher competency in facing the challenges of globalization in education (Name et al., 2022). This phenomenon shows how schools are proactive in effectively preparing educators to integrate global issues with Islamic teachings. Regular training programs, such as workshops and seminars, provide educators with new knowledge and skills in using digital technology, developing relevant teaching materials, and implementing innovative teaching methods (Indrawan et al., 2024). "We understand that globalization brings many changes in the world of education, and our teachers must be ready to face these changes," said Mr. Hadi, one of the teachers at SMP 2 Mangaran. "Therefore, we hold regular training that covers various topics, from the use of technology in teaching to the development of teaching materials that can integrate global issues with religious values."

This training also emphasizes the importance of a deep understanding of global dynamics so that educators can be more confident in delivering complex and contextual material (Wahyuni et al., 2020). The results of this training are not only seen in the improvement of teaching quality but also in the adaptability of educators to changes in the curriculum and the ever-evolving needs of students. This phenomenon shows how investment in the professional development of educators is critical to ensuring that religious education remains relevant and effective in the era of globalization and that it forms a generation ready to face the challenges of an increasingly complex world (Basit et al., 2024).

In the interview with Mr. Prasetyo, Vice Principal for Curriculum added, "I agree with Mr. Hadi's statement that training and professional development for educators is a key element in improving the quality of education in the era of globalization. Routine training programs have helped educators master teaching

technology and develop curricula relevant to global challenges." The results of this training are seen in the increase in creativity and confidence of teachers in teaching, as well as their ability to adapt teaching materials to the evolving needs of students (Fathahillah et al., 2023). In conclusion, training and professional development for educators enrich teacher competencies and ensure that religious education remains compelling and contextual in facing the dynamics of an increasingly complex world (Kuswinardi et al., 2023).

Figure 3. Training and Professional Development for Educators

Training and professional development for educators by Figure 3, is crucial in responding to the challenges of globalization in education (Kuswinardi et al., 2023). To ensure Islamic Religious Education teachers can deliver relevant and effective materials in the modern era, SMP 2 Mangaran emphasizes improving their skills and knowledge. Continuous training and professional development not only update teachers' understanding of the latest trends in global education but also introduce innovative teaching techniques that can improve the quality of learning (Taukhid et al., 2023). With this effort, it is hoped that educators can be better prepared to face changes and adapt their methods to the ever-evolving global needs and dynamics.

Observational data shows that the school invests in training and professional development for its educators. The training programs include workshops and seminars on the use of technology in education, adaptive teaching methodologies, and the latest approaches to religious education in the digital era (Husnaini et al., 2023). In addition, teachers at SMP 2 Mangaran also get the opportunity to take external courses and certifications relevant to globalization's challenges. Data shows that after taking this training, there is a significant increase in the application of new teaching techniques, which positively impacts teachers' ability to deliver teaching materials in a more exciting way and to the needs of students in a changing world (Wahyuni et al., 2020).

CONCLUSION

This study offers a comprehensive analysis of how Islamic Religious Education in Ternate responds to the challenges of globalization and adapts its curriculum to address rapid social and cultural changes. The research reveals that various strategies have been implemented to integrate global issues into

religious education without compromising core religious values. Notable efforts include developing teaching materials that incorporate global perspectives from an Islamic viewpoint, training educators to address global challenges, and utilizing relevant learning media. These innovative practices have proven effective in enhancing students' understanding of the interplay between religious values and global realities. However, challenges remain, particularly in better aligning the curriculum with evolving global developments and ensuring that all educators possess the necessary skills to teach this material effectively.

The findings of this study contribute significantly to educational policy development by providing practical recommendations for improving the curriculum and teaching approaches at the local school level. The study enriches the discourse on adapting the Islamic Religious Education curriculum in the context of globalization, offering valuable guidance for educators and policymakers in designing more responsive and effective religious education programs. Future research could explore the implementation of similar practices in other schools across diverse local contexts, examining their impact on the overall quality of religious education.

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