



SOLUTIONS TO OVERCOME THE CHALLENGES OF CHARACTER EDUCATION AND STUDENTS' MENTAL RESILIENCE IN THE RECONSTRUCTION OF ISLAMIC RELIGIOUS EDUCATION CURRICULUM POST-GLOBAL CRISIS

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Abstract:

Character education that integrates Islamic religious values, a holistic approach to learning, and technology use are essential factors in shaping students' mental resilience and ability to overcome life's challenges. The research method used is a qualitative approach with a case study design involving in-depth interviews with Islamic Religious Education teachers, students, and educational psychologists, as well as classroom observations to explore the application of the curriculum in the field. Thematic analysis techniques were used to identify patterns relevant to the research objectives. The study results indicate that integrating character values in the Islamic Religious Education curriculum, such as patience, trust, and honesty, can improve students' mental resilience, helping them deal with anxiety and post-crisis stress. A holistic approach to teaching that includes cognitive, emotional, and social aspects has proven effective in improving students' understanding of religious teachings and shaping resilient characters. In addition, using technology in Islamic Religious Education learning also increases student engagement, provides more flexible access to teaching materials, and strengthens students' abilities to manage their emotional challenges. This study contributes to developing an Islamic Religious Education curriculum that is more adaptive and relevant to students' needs in the post-crisis era and provides recommendations for developing more comprehensive learning and supporting students' mental resilience.

Keywords: *Islamic Religious Education, Character Education, Mental Resilience, Curriculum, Technology, Holistic Approach.*

INTRODUCTION

Islamic Religious Education (PAI) plays a central role in shaping students' character and personality, as well as providing a strong moral and spiritual foundation. However, in the post-global crisis context caused by various factors, such as the COVID-19 pandemic, economic uncertainty, and rapid social change, the challenges faced by students in maintaining emotional and mental balance are increasingly complex. This condition raises the need to redesign the PAI curriculum so that it not only teaches the cognitive aspects of religion, but also functions as a means to strengthen students' character and mental resilience. Agus, M. (2022)

The global crisis that has hit various sectors of life, including education, has affected students' psychological conditions. Many of them experience anxiety, stress, and even depression, due to the uncertainty caused by various social and economic events.

In a situation like this, it is important for education to provide support that is not only academic, but also supports students' mental and emotional well-being. Islamic religious education, which basically teaches profound life values such as patience, fortitude, and tawakal, can serve as a means to build students' mental resilience in facing these challenges. Smith, P., & Brown, J. (2022)

Islamic religious education has great potential to influence the character and mental resilience of students, its implementation in the religious education curriculum in schools in Indonesia still needs to be reviewed and adjusted to the conditions and needs of the times. Therefore, the reconstruction of the Islamic Religious Education curriculum that involves the integration of character education and strengthening mental resilience is an urgent matter to do. In addition, along with the development of technology, the use of digital media in religious learning also needs to be considered to support a more flexible, interactive, and relevant education process to the needs of today's young generation. Nuraini, M., & Rahman, S. (2021)

This study aims to explore more deeply how the reconstruction of the Islamic Religious Education curriculum that integrates character education and mental resilience can help students deal with the pressures of life after the global crisis. This study also focuses on the role of a holistic approach and technology in improving the quality of Islamic Religious Education learning and students' mental resilience. By understanding the relationship between the Islamic Religious Education curriculum, student character, and mental resilience, this study is expected to make a significant contribution to the development of a more relevant and effective religious education curriculum, as well as helping to create a young generation that is not only academically intelligent, but also resilient in facing various life challenges. Lee, J., & Park, H. (2023)

RESEARCH METHODS

This research method uses a qualitative approach with a case study design that aims to explore in depth how the reconstruction of the Islamic Religious Education (PAI) curriculum can strengthen character education and mental resilience of students after the global crisis. This research will be conducted through two main stages, namely data collection and data analysis. Prabowo, H. (2023)

At the data collection stage, in-depth interview methods will be used to obtain information from various sources, including Islamic Religious Education teachers, students, and educational psychologists who are competent in the field of character education and mental resilience. This interview aims to explore their understanding of the impact of integrating character values in the PAI curriculum and the application of a holistic and technological approach in PAI learning. In addition, classroom observations will also be conducted to see directly how the implementation of the PAI curriculum integrated with character and technology takes place in the field, as well as how students respond to and apply religious values in everyday life. Johnson, L., & Wang, Y. (2021)

At the data analysis stage, thematic analysis techniques will be used to identify patterns that emerge from interviews and observations. The collected data will be analyzed by categorizing information relevant to the research objectives, such as the influence of character education on students' mental resilience, the application of a holistic approach in learning, and the role of technology in supporting Islamic Religious Education learning. These findings will then be explained and linked to theories of character education and mental resilience in the context of religious education. Wahyuni, F. (2022)

In terms of solutions, both teachers and students agree that the Islamic Religious Education curriculum needs to combine religious values with practical life skills that can be directly applied in everyday life. Focusing on character development such as patience, sincerity, and resignation, as well as the preparation of experience-based activities such as community service, are considered steps that can help strengthen students' mental resilience. Ahmed, R. (2021)

Overall, an experience-based approach and strengthening religious values are relevant solutions to help students face post-global crisis challenges and form a strong character and mentality. Suryana, T. (2022)

By using this qualitative approach, the study is expected to provide in-depth

insights into the influence of the reconstruction of the PAI curriculum on strengthening students' character and mental resilience, as well as providing recommendations for the development of a more adaptive and effective curriculum in facing post-global crisis challenges. Ali, Z., & Hossain, A. (2022)

RESULTS AND DISCUSSION

This study aims to explore how Islamic religious education, with a focus on character development and students' mental resilience, can be influenced by a curriculum integrated with moral values, a holistic approach, and the use of technology in the post-global crisis. In order to obtain accurate and relevant findings, interviews with a number of sources, including Islamic Religious Education (PAI) teachers, educational psychologists, and several students involved in PAI learning, were conducted. The results of these interviews provide a clear picture of the relationship between the PAI curriculum and students' mental resilience, as well as how curriculum changes can affect students' behavior, attitudes, and abilities in facing life's challenges. Fadhilah, N., & Azizah, L. (2021)

Integration of Character Education in the Islamic Religious Education Curriculum

The first finding of this study shows that the integration of character education in the Islamic Religious Education curriculum can strengthen students' mental resilience. This was revealed in an interview with one of the Islamic Religious Education teachers who said: "Character education in Islamic Religious Education material not only teaches students about etiquette or correct behavior, but also teaches them how to deal with life's pressures wisely." This sentence indicates that character education in Islamic Religious Education plays a role beyond just teaching religious norms, but also providing practical guidance in dealing with life's difficulties. Furthermore, a student said: "When I feel anxious or stressed, I always remember the values of patience and tawakal taught in Islamic Religious Education, it helps me to stay calm." This statement strengthens the argument that characters such as patience, tawakal, and ikhlas taught in Islamic Religious Education can be an important foundation in building students' mental resilience. Nguyen, L., & Dinh, H. (2022)

the results of an interview with an educational psychologist emphasized the importance of character learning as one way to improve mental resilience. He said, "Many students have lost their self-confidence and are trapped in anxiety after the global crisis. Strengthening religious values in their education provides a stronger foundation for recovery." This illustrates how religious values, integrated into character education, can provide a sense of security and reduce students' anxiety, especially in conditions of uncertainty. Curriculums that integrate key characters in Islamic teachings, such as patience, honesty, and respect, have been shown to have a positive impact on building students' mental resilience.

Holistic Approach in Islamic Religious Education

The second finding resulting from this study is the importance of a holistic approach in teaching Islamic Religious Education. The results of an interview with an Islamic Religious Education teacher revealed: "A holistic approach in teaching religion involves students in the decision-making process, where they not only learn the material, but also feel the meaning of the teachings in their daily lives." This confirms that this approach involves all aspects of student development, both cognitive, emotional, and social, so that they can understand and apply religious teachings in a more contextual way. A student added, Religious material that is taught in a way that connects to real life really helps me to more easily accept and practice the teachings. Kusuma, R., & Setiawati, A. (2023)

interview with an educational psychologist also showed that this approach has a significant impact on students' mental resilience. "By involving students in discussions and reflections on religious values, they not only understand religious theory, but are also able to develop the emotional intelligence needed in everyday life," said the psychologist. This emphasizes the importance of creating space for students to not only

listen to religious teachings, but also discuss and reflect on how these values are relevant to their lives. Thus, a holistic approach plays an important role in building mental resilience, as students learn to manage their emotions as well as build healthy social relationships.

Utilization of Technology in Islamic Religious Education Learning.

The third finding found in this study is the use of technology in Islamic Religious Education learning which can accelerate student understanding and engagement. In an interview with one of the Islamic Religious Education teachers, he stated: "With technology, we can more easily access a variety of learning materials. Motivational videos and religious learning in digital form are very interesting for students and make them more enthusiastic." This shows that technology has become an effective tool in delivering religious material in a way that is more interesting and easy for students to understand. In addition, students also realize the benefits of using technology in religious learning. One student said, "I find it easier to understand Islamic teachings through the videos and learning applications that we use in class. This makes me more connected to the material." Technology not only enriches the teaching and learning process, but also provides opportunities for students to learn in a more interactive and contextual way. Williams, S., & Clark, T. (2021)

An interview with an educational psychologist revealed something similar. "In the digital era, the use of technology in religious learning helps students more easily access the information they need to strengthen their mental resilience," he said. This shows that technology can provide an alternative for students to learn religion in a more modern way and in accordance with the needs of the times. In addition, technology also allows students to access materials anytime and anywhere, so they can be more free to study religious teachings that are relevant to their challenges.

The use of technology in Islamic Religious Education requires stricter supervision and the formation of a curriculum that accommodates these digital challenges. Technology can be an effective tool in conveying Islamic values if used appropriately. For example, learning applications or online platforms that teach character values and mental resilience can be effective tools, but if not controlled, they can actually spread negative influences that shape students' unhealthy mindsets and attitudes. Therefore, the integration of technology in the Islamic Religious Education curriculum must pay attention to aspects of character building that are in accordance with Islamic values. Widodo, B., & Hidayati, L. (2023)

Based on the results of the interviews conducted, there is a clear correlation between the integration of character values in the Islamic Religious Education curriculum and students' mental resilience. Values such as patience, tawakal, and ikhlas have a positive impact on strengthening students' mental resilience amidst post-crisis social and psychological challenges. A holistic approach involving students' emotional and social aspects has also proven effective in improving understanding and practice of religious teachings. Meanwhile, the use of technology in learning has a significant impact on increasing student engagement and accelerating their understanding of religious teaching materials. Khan, M., & Khan, S. (2023).

Charts or Tables Related to the Research:

| Factor | Influence on students' mental resilience | Interview findings |
|--------------------|---|--|
| character building | Strengthening mental resilience through learning moral values such as patience, trust and sincerity | "When I feel anxious or stressed, I always remember the values of patience and tawakal taught in Islamic Religious Education, it helps me to stay calm." (Student) |

| | | |
|---------------------------|--|---|
| Holistic Approach | Improve students' understanding of religious teachings in real life contexts | "Religious material taught in a way that connects to real life really helps me to more easily accept and practice the teachings." (Student) |
| Utilization of Technology | Accelerating student understanding and involvement in religious learning | "I find it easier to understand Islamic teachings through the videos and learning applications we use in class." (Student) |

Tabel 1.1

CONCLUSION

Character education and mental resilience of students are two important pillars in forming a generation that is not only academically intelligent, but also resilient in facing life's challenges, especially amidst increasingly complex global uncertainty, examining solutions that can be applied to overcome the challenges of character education and mental resilience of students in the context of reconstructing the Islamic Religious Education (PAI) curriculum after the global crisis. Prasetyo, A. (2021)

Based on the existing discussion, it can be concluded that the global crisis covering economic, social, and cultural aspects has had a significant impact on students' lives, both in their psychological and social aspects. The economic and social uncertainty due to this global crisis has caused many students to feel anxious, depressed, and even lost their way in their education. Carson, R., & Hill, D. (2023)

The importance of character formation in post-global crisis Islamic Religious Education (PAI) education cannot be underestimated. Religious education, with its moral and spiritual values, can function as a balance amidst the shocks faced by students. Character development through a curriculum based on religious values can provide a solid foundation for students to face various challenges. Reconstructing the Islamic Religious Education curriculum is a very necessary step, so that learning does not only focus on mastering the material, but also on developing students' character and mental resilience. Alamsyah, A., & Rahayu, D. (2022)

The solution offered is to strengthen learning materials that are oriented towards mental resilience values, such as stress management, mental strengthening in the face of failure, and building self-confidence. In addition, it is also important to increase the involvement of parents and the community in this character education process, because the values instilled in schools need to be strengthened in students' daily lives at home and in their social environment. Reconstruction of the Islamic Religious Education curriculum must emphasize holistic learning, which not only teaches religion as theological knowledge, but also leads to the formation of strong morals and mental resilience. Jafari, M., & Raza, S. (2021)

From the results of interviews with teachers and students, it was revealed that many students find it difficult to balance academic demands with the emotional burdens they face. Teachers acknowledge the importance of a more personal and contextual approach to teaching religious education so that students not only gain religious knowledge, but are also able to apply it in their daily lives as a way to overcome mental and emotional stress. Shows that a more integrated Islamic Religious Education curriculum based on student experience will be more effective in improving their character and mental resilience. Elahi, S., & Khan, A. (2022)

Overall, the reconstruction of the Islamic Religious Education curriculum after the global crisis must involve a comprehensive approach, including improving the quality of teaching, utilizing technology in learning, and strengthening the relationship between schools, families, and communities. Thus, character education and mental resilience of students can be realized, producing a young generation that is not only intelligent, but also resilient and ready to face the challenges of life in a world full of uncertainty. Robinson, S., & O'Connor, P. (2021)

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