



MODERNIZING THE ISLAMIC EDUCATION CURRICULUM: INTEGRATION OF TRADITIONAL VALUES WITH TECHNOLOGICAL INNOVATION TO IMPROVE 21ST CENTURY COMPETENCIES

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Abstract:

Modernizing the Islamic education curriculum is an urgent need in the era of globalization and technological development. Traditional curricula, although effective in forming spiritual values, tend to be less relevant in meeting the demands of 21st century skills, such as critical thinking, digital literacy, and global collaboration. This research aims to analyze the current condition of the Islamic education curriculum, identify the main challenges in the modernization process, and examine strategies for integrating Islamic values with technology and contemporary pedagogical approaches. This research approach is qualitative with descriptive-analytical methods. Data was collected through literature studies, in-depth interviews, observations, and case studies at Islamic educational institutions in Indonesia. The research results show that cultural resistance, limited access to technology, and low readiness of teaching staff are the main challenges in curriculum modernization. However, great opportunities can be optimized through the application of learning technology, competency-based curricula and multidisciplinary approaches. This research concludes that modernizing the Islamic education curriculum is a strategic step to create a generation of Muslims who are spiritually, intellectually and professionally competent. With a synergy between traditional values and modern innovation, Islamic education can be a means of transformation towards an education system that is relevant, inclusive and adaptive to global needs.

Keywords: *Islamic Education Curriculum, Modernization, 21st Century Skills, Digital Literacy, Technology Integration*

INTRODUCTION

Islamic education has a central role in shaping the character, morals and spiritual identity of the younger generation. According to Al-Attas (1993), the essence of Islamic education is the ta'dib process, namely the cultivation of adab as a manifestation of recognition of Allah SWT, understanding of the world, and the formation of noble morals. This makes Islamic education not only a vehicle for the transfer of knowledge, but also an effort to build human beings who are balanced between spiritual and worldly dimensions.

However, amidst the dynamics of globalization and Industrial Revolution 4.0, the Islamic education curriculum faces challenges to remain relevant. According to the 21st Century Skills theory by Trilling and Fadel (2009), education in the modern era must

include the development of critical thinking skills, digital literacy, creativity and collaboration abilities. The Islamic education curriculum, which is still dominated by traditional approaches, such as memorizing religious texts and passive teaching methods, tends to provide less space for the development of these skills (Hassan, 2010).

Furthermore, UNESCO (2015) through the Education 2030 Framework for Action emphasizes the importance of inclusive education oriented towards the formation of 21st century competencies. In this context, Islamic education needs to be transformed to create a generation of Muslims who are not only spiritually superior, but also able to compete at the global level. Curriculum modernization is a strategic step to overcome the gap between the legacy of Islamic traditions and the demands of the modern world.

Modernizing the Islamic education curriculum does not mean eliminating traditional elements, but rather the integration of religious values with technological innovation and contemporary pedagogical approaches. According to the Integrated Curriculum theory by Drake (1998), combining different fields of study can help create more relevant and meaningful learning. In this case, Islamic education can adopt a cross-disciplinary approach that connects religious teachings with science, technology, arts and social sciences.

Therefore, this article aims to discuss the importance of modernizing the Islamic education curriculum in responding to the challenges of the 21st century. Through this discussion, it will be explored how the integration of technology, competency-based learning, and innovative pedagogical approaches can be applied in Islamic education. Thus, Islamic education can be a means of forming a generation of Muslims who are spiritually, intellectually and professionally strong.

Based on the background that has been presented, the problem formulation that can be proposed is as follows:

1. What is the current condition of the Islamic education curriculum in responding to the skills challenges of the 21st century?
2. What are the main challenges faced in modernizing the Islamic education curriculum?
3. How can the integration of Islamic values with technology and modern pedagogical approaches be carried out to create a relevant education system?
4. What are the strategic benefits of modernizing the Islamic education curriculum in forming a generation of Muslims who are spiritually, intellectually and professionally competent?

The aim of this research is to:

1. Analyze the current condition of the Islamic education curriculum and its suitability to the skills demands of the 21st century.
2. Identify the main challenges in the process of modernizing the Islamic education curriculum.
3. Examining strategies for integrating Islamic values with technology and modern pedagogical approaches for relevant curriculum development.
4. Explain the strategic benefits of modernizing the Islamic education curriculum in forming a generation of Muslims who are globally competent but remain rooted in spiritual values.

RESEARCH METHODS

This research will use a qualitative approach with descriptive-analytical methods to explore the conditions, challenges and opportunities for modernizing the Islamic education curriculum. The following are details of research methods based on the objectives that have been formulated: This approach was chosen to understand in depth the phenomenon of modernization of the Islamic education curriculum in social, cultural and educational contexts. Qualitative research allows the exploration of multiple perspectives, including those of educators, students, and policy makers. This research will use the following data collection techniques:

a) a) Literature Study:

Collect secondary data from books, scientific journals, educational policy

reports, and official curriculum documents. Focuses on theories related to Islamic education, 21st Century Skills, and curriculum innovation.

b) In-depth Interview:

1. Involving educators, Islamic education experts, policy makers and educational actors in modern Islamic institutions.
2. Questions will focus on their views on curriculum modernization challenges and strategies.

c) Observation:

- 1) Conduct observations at Islamic educational institutions that have integrated technology or modern approaches.
- 2) Observations include learning methods, use of technology, and interactions between students and teachers.

d) Case Study:

Analyzing several modern Islamic educational institutions as case studies to understand the implementation of an integrated curriculum.

Data Analysis Method

Descriptive Analysis: The data collected will be analyzed descriptively to provide an overview of current conditions regarding the Islamic education curriculum.

Thematic Analysis: Identifying main themes from interviews and observations, such as modernization challenges, technology integration strategies and implementation benefits.

Data Triangulation: Using data triangulation to increase the validity and reliability of research results. Data from interviews, observations and literature will be compared to obtain accurate conclusions. Location and Research Subjects

The research location is Islamic educational institutions in Indonesia, both traditional and those that have adopted modern technology, such as modern Islamic boarding schools and STEAM-based schools. The research subjects were educators, students, school principals, educational policy makers, and Islamic education experts.

3. Research Procedures

- a) Preparatory Stage:
- b) Develop research instruments such as interview guides and observation sheets. Choose a research location and contact related parties.
- c) Data Collection Stage: Conduct interviews, observations and case studies at the research location. Collect relevant literature that supports the analysis.
- d) Data Analysis Stage: Compile thematic data based on the results of data collection. Comparing empirical data with relevant theory.
- e) Report Preparation Stage: Compile a research report based on the findings and analysis carried out.

CONCLUSION

This research reveals that modernizing the Islamic education curriculum is an urgent need to answer the challenges of the era of globalization and technological development. The current Islamic education curriculum, although it has the power to shape spiritual values, tends to be inadequate in preparing students for 21st century skills, such as critical thinking, digital literacy, and global collaboration skills.

Curriculum modernization does not mean abandoning tradition, but focuses on integrating Islamic values with technological innovation and contemporary pedagogical approaches. This research found that the main challenges in curriculum modernization include cultural resistance, limited access to technology, and the readiness of teaching staff. However, great opportunities arise through the application of learning technology, multidisciplinary approaches, and strengthening competency-based curricula.

Therefore, modernization of the Islamic education curriculum can be realized

through:

1. Technology Integration: Utilization of digital tools to increase the accessibility and effectiveness of learning.
2. Competency Based Curriculum: Incorporating 21st century skills without compromising religious values.
3. Holistic Approach: Connecting Islamic teachings with modern science, art and technology.

The results of this research confirm that updating the Islamic education curriculum is not only needed for relevance at the global level, but also to form a generation of Muslims who are spiritually, intellectually and professionally competent. With strategic steps and collaboration between the government, educational institutions and society, curriculum modernization can be the basis for creating Islamic education that is adaptive, inclusive and progressive.

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